

# SELF-STUDY

2016-17

Accreditation in Journalism  
and Mass Communications



UNIVERSITY OF  
**SOUTH CAROLINA**

School of Journalism and  
Mass Communications



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# PART 1



# General Information



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

Undergraduate and graduate site visit during 2016-2017

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**Name of Institution**

University of South Carolina

**Name of Journalism/Mass Communications Unit**

School of Journalism and Mass Communications

**Address**

800 Sumter St. Columbia, SC 29201

**Date of Scheduled Accrediting Visit**

January 29-February 1, 2017

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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**

**Andrea Tanner, Professor and Director  
School of Journalism and Mass Communications**

Signature: 

**Administrator to whom journalism/mass communications administrator reports**

**Charles Bierbauer, Dean  
College of Information and Communications**

Signature: 

## PART I: General Information

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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 (especially 14 – 21) and update them as necessary. The unit then should print 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.

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### Name of Institution

University of South Carolina

### Name of Unit

School of Journalism and Mass Communications

### Year of Visit

2017

1. Regional association by which the institution now is accredited.

Southern Association of Colleges and Schools

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

Public

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.

The University of South Carolina, a public agency of the State of South Carolina, was created as an institute of higher education by act of the South Carolina General Assembly, codified at Section 59-117-10 et seq. of the South Carolina Code of Laws.

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

Yes

If yes, give the date of the last accrediting visit: February 2011

## PART I: General Information

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

The unit has been continuously accredited (re-accredited) since 1954.

6. Attach a copy of the unit's undergraduate mission statement and the separate mission statement for the graduate program. Statements should give date of adoption and/or last revision.

The mission statement for the School of Journalism and Mass Communications includes objectives for the undergraduate and graduate programs (see bullet points #2 and #4 below for objectives focusing on graduate program mission). The mission statement was last revised in 2009 to better reflect the school's increased focus on multimedia.

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### Mission Statement

The mission of the School of Journalism and Mass Communications is to improve and strengthen the societal roles of the professions of journalism and mass communications by:

- providing undergraduate instruction within a liberal arts context that leads to a bachelor's degree in journalism and mass communications and prepares students for an increasingly multinational and multicultural multimedia work environment.
- providing graduate instruction, leading to the master's and Ph.D. degrees, that prepares students for leadership, management and research roles in the journalism and mass communications professions and in the professorate.
- educating students, both majors and those in disciplines outside the School, about the roles, functions and responsibilities of the mass media and of mass communications industries.
- adding to the body of knowledge for the professions, policy makers and for the general public through research, scholarship and creative professional activity.
- providing service to journalism education at the middle and high school levels in South Carolina and the Southeast, and to journalism and mass communications professions in South Carolina and at the regional, national and international levels through such activities as workshops and constructive commentary on current media, advertising and public relations practices.

The School of Journalism and Mass Communications supports the missions of the College of Information and Communications and the University of South Carolina.

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7. What are the type and length of terms?

Fall/Spring semesters of 15 weeks

Summer sessions ranging from one to 15 weeks. This flexible summer course scheduling is a part of USC's *On Your Time: Summer at Carolina* program ([summer.sc.edu](http://summer.sc.edu)).

## PART I: General Information

8. List the programs offered in journalism/mass communications:
- Bachelor's degree
  - Master's degree
  - Ph.D. degree
9. List the specific undergraduate and professional master's degrees being reviewed by ACEJMC.
- Bachelor of Arts in Journalism and Mass Communications
  - Master of Mass Communication
10. Credit hours required by the university for an undergraduate degree:
- 120 semester hours
- Credits hours required for a professional master's degree:
- 36 semester hours
11. Give the number of credit hours students may earn for internship experience. Specify semester-hour or quarter-hour credit.
- 3 semester hours of credit
12. List each professional journalism or mass communications sequence or specialty in the undergraduate program and give the name of the person in charge.

<b>Name of Sequence or Specialty</b>	<b>Person in Charge</b>
Advertising	Bonnie Drewniany
Journalism (multimedia and broadcast)	Cecile Holmes
Mass Communications	Kenneth Campbell
Public Relations	Leigh Moscovitz
Visual Communications	Van Kornegay

13. Number of full-time students enrolled in the institution:
- As of August 1, 2016, there were 31,160 students enrolled at the University of South Carolina Columbia campus. This number includes undergraduate and graduate students.
- This is a 2.17% increase in student enrollment since August 1, 2015.
- Additional information on enrollment can be found on the University of South Carolina Office of Institutional Research, Assessment, and Analytics web site ([iopr.sc.edu](http://iopr.sc.edu)).

## PART I: General Information

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

<b>Spring 2016 Enrollment by Major</b>	<b>Number of Students</b>
Advertising	202
Broadcast Journalism	285
Journalism (multimedia)	129
Public Relations	600
Visual Communications	173
<b>TOTAL:</b>	<b>1389</b>

<b>Fall 2016 Enrollment by Major (Preliminary)</b>	<b>Number of Students</b>
Advertising	208
Broadcast Journalism	323
Journalism (multimedia)	153
*Mass Communications	61
Public Relations	589
Visual Communications	189
<b>TOTAL:</b>	<b>1523</b>

\*Student enrollment in the mass communications major began in Fall 2016.

15. Number of graduate students enrolled onsite:

<b>Spring 2016 Graduate Program Enrollment</b>	<b>Number of Students</b>
Ph.D.	15
MA	4
MMC	20
<b>TOTAL:</b>	<b>39</b>

<b>Fall 2016 (Preliminary) Graduate Program Enrollment</b>	<b>Number of Students</b>
Ph.D.	19
MA	5
MMC	27
<b>TOTAL:</b>	<b>51</b>

16. 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. Attach separate pages if necessary. Include a separate list for online skills courses, which also must meet the 20-1 ratio.

## PART I: General Information

Skills Courses	Section	Enrollment	
		Fall 2016	Spring 2017
Jour 291/ Writing for Mass Communication	001	20	
Jour 291/ Writing for Mass Communication	004	19	
Jour 291/ Writing for Mass Communication	005	20	
Jour 291/ Writing for Mass Communication	006	20	
Jour 291/ Writing for Mass Communication	007	20	
Jour 291/ Writing for Mass Communication	008	20	
Jour 291/ Writing for Mass Communication	009	19	
Jour 291/ Writing for Mass Communication	010	20	
Jour 291/ Writing for Mass Communication	011	19	
Jour 291/ Writing for Mass Communication	012	20	
Jour 291/ Writing for Mass Communication	013	20	
Jour 291/ Writing for Mass Communication	014	20	
Jour 316/ Toolkit for Brand Communication	001	20	
Jour316L/ Toolkit for Brand Communication Lab	001	20	
Jour 346/ Graphics for Visual Communications	001	20	
Jour 346/ Graphics for Visual Communications	002	20	
Jour 347/ Photovisual Communications I	001	21	
Jour 347/ Photovisual Communications I	002	20	
Jour 362/ Editing	001	19	
Jour 416/ Creative: Strategy to Execution	001	11	
Jour 416/ Creative: Strategy to Execution	003	10	
Jour 421/ Media Analysis	001	15	
Jour 421/ Media Analysis	002	21	
Jour 436/ Public Relations Writing	001	20	
Jour 436/ Public Relations Writing	002	21	
Jour 436/ Public Relations Writing	003	20	
Jour 436/ Public Relations Writing	004	19	
Jour 436/ Public Relations Writing	005	19	
Jour 437/ Advance Public Relations Writing	001	20	
Jour 437/ Advance Public Relations Writing	002	20	
Jour 446/ Informational Graphics	001	8	
Jour 446/ Informational Graphics	002	18	
Jour 447/ Photo Comm II: Adv. Photography	001	18	
Jour 447/ Photo Comm II: Adv. Photography	002	14	
Jour 448/ Photo Comm III: Video Mass Comm	001	8	
Jour 449/ Design of Online Content	001	20	
Jour 471/ Intermediate Reporting & Producing	001	9	
Jour 471/ Intermediate Reporting & Producing	002	13	
Jour 471/ Intermediate Reporting & Producing	003	14	
Jour 499/ Freelancing	001	19	
Jour 499/African American Freedom Struggle	005	7	
Jour 499/ Digital Signage	006	12	
Jour 517/ Integrated Campaigns	001	10	
Jour 530/ Creative Leadership	001	20	
Jour 531/ Public Relations Campaigns	001	21	
Jour 531/ Public Relations Campaigns	002	20	

## PART I: General Information

Jour 531/ Public Relations Campaigns	003	20
Jour 531/ Public Relations Campaigns	004	20
Jour 531/ Public Relations Campaigns	005	5
Jour 533/ Public Relations Management	001	19
Jour 533/ Public Relations Management	002	20
Jour 533/ Public Relations Management	003	19
Jour 533/ Public Relations Management	004	20
Jour 534/ Publication Writing and Design	001	18
Jour 537/ The Carolina Agency	001	19
Jour 540/ Magazine Article Writing	001	20
Jour 540/ Magazine Article Writing	002	20
Jour 560/ Capstone Portfolio Development	001	11
Jour 571/ Faith, Values & the Mass Media	001	20

17. Total expenditures from all sources planned by the unit for the 2016 – 2017 academic year:

2016-2017: \$5,366,917; a 08% decrease over FY 2015-2016\*

2015-2016: \$5,833,604; a 15% increase over FY 2014-2015

2014-2015: \$5,069,337; a 04% decrease over FY 2013-2014

*\*Expenses were unusually high in FY 2015-2016 due to increased expenses associated with the move to a new building. These were one-time costs and we fully expect expenses to decrease for the 2016-2017 fiscal year.*

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

2016-2017: \$2,983,770 salary, \$951,606 fringe = \$3,935,376

2015-2016: \$2,814,683 salary, \$900,698 fringe = \$3,715,381

*Note: Budget is on a fiscal year model starting July 1 and ending June 30.*

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

**Full-time Faculty  
2016-2017 Academic Year**

Name	Title	
Glenda Alvarado	Assistant Professor	Negative tenure vote; will not teach in Spring 2017
Charles Bierbauer	Professor/CIC dean	
Shannon Bowen	Professor	
Kenneth Campbell	Associate Professor	
Shirley Carter	Professor	
Carolyn Click	Instructor	

## PART I: General Information

Randy Covington	Instructor	
Bonnie Drewniany	Professor	
Scott Farrand	Instructor	
Doug Fisher	Instructor	
August Grant	Professor	
Ernie Grigg	Instructor	
Cecile Holmes	Associate Professor	
Kevin Hull	Assistant Professor	
Seung Mo Jang	Assistant Professor	
Keith Kenney	Associate Professor	
SeiHill Kim	Professor	
Bruce Konkle	Associate Professor	
Vance Kornegay	Associate Professor	
Karen Mallia	Associate Professor	
Carmen Maye	Assistant Professor	
Denise McGill	Associate Professor	
Brooke McKeever	Assistant Professor	
Robert McKeever	Assistant Professor	
Tara Mortensen	Assistant Professor	
Leigh Moscovitz	Associate Professor	
Harvie Nachlinger	Instructor	Retiring after Spring 2017
Holly Ott	Assistant Professor	
Carol Pardun	Professor	
Rick Peterson	Instructor	
Jeff Ranta	Instructor	
Eric Robinson	Assistant Professor	
Miles Romney	Assistant Professor	
Laura Smith	Lecturer	
Lisa Sisk	Instructor	
Andrea Tanner	Professor/SJMC director	
Ran Wei	Professor	
David Weintraub	Instructor	
Jeff Williams	Instructor	
Ernest Wiggins	Associate Professor	
Linwan Wu	Assistant Professor	

## PART I: General Information

19. List names of part-time/adjunct faculty teaching at least one course in fall 2016. Also list names of part-time faculty teaching spring 2016. (If your school has its accreditation visit in spring 2017, please provide the updated list of faculty at time of visit.)

### Part-time/Adjunct Faculty Fall 2016

Name	Title
Stephanie Martin	Adjunct
Nandini Sen	Adjunct
Bertram Rantin	Adjunct
Karen Flowers	Adjunct
Jane Weatherred	Graduate student
Gregory Hardy	Adjunct
Erik Collins	Adjunct
Khadija Ejaz	Graduate student
Hwalbin Kim	Graduate student
Yicheng Zhu	Graduate student
Jo-Yun Li	Graduate student
Marcia Purday	Adjunct
Larry Webster	Graduate student
Elizabeth McCarthy	Adjunct
Gordon Humphries	Adjunct
Kathy Pettit	Adjunct
Grant Jackson	Adjunct

### Part-time/Adjunct Faculty Spring 2017 (Preliminary)

Name	Title
Stephanie Martin	Adjunct
Nandini Sen	Adjunct
Bertram Rantin	Adjunct
Karen Flowers	Adjunct
Jane Weatherred	Graduate student
Gregory Hardy	Adjunct
Erik Collins	Adjunct
Khadija Ejaz	Graduate student
Hwalbin Kim	Graduate student
Yicheng Zhu	Graduate student
Jo-Yun Li	Graduate student
Marcia Purday	Adjunct
Larry Webster	Graduate student
Elizabeth McCarthy	Adjunct
Gordon Humphries	Adjunct
Kathy Pettit	Adjunct

## PART I: General Information

### 20. 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.

<b>Year</b>	<b>Total Graduates</b>	<b>Graduates with 72+ hrs outside major</b>	<b>Percent</b>
2015-2016 Academic Year (Fall 2015, Spring & Summer 2016)	358	100%	100%
2014-2015 Academic Year (Fall 2014, Spring & Summer 2015)	438	100%	100%

### 21. Schools on the quarter system:

NA

# PART 2



## Supplemental Information



## PART II: Supplemental Information

- Below are data on students and faculty in the School of Journalism and Mass Communications.

Give the number of students by class (year in school) in each program at the end of the 2015-2016 academic year. Show the number of undergraduate and graduate degrees conferred during academic year 2015-2016. Include all semesters or quarters.

**Table 1. Students & Degrees Conferred – 2015-2016 academic year**

<b>Undergrad/Grad Programs of Study</b>	<b>Number of Students</b>						<b>Total Students</b>	<b>Degree Conferred</b>		
	<b>Frsh</b>	<b>Soph</b>	<b>Jr</b>	<b>Sr</b>	<b>Mast</b>	<b>PhD</b>		<b>Bach</b>	<b>Mast</b>	<b>PhD</b>
Advertising	31	48	52	74			205	61		
Broadcast Journalism	81	98	66	70			315	47		
Journalism (Multimedia)	36	36	37	43			152	33		
Public Relations	101	138	189	191			619	178		
Visual Communications	32	48	55	54			189	43		
MMC (Journalism)				4			4			
MMC (Integrated Communications)					29		29	10		
MA (Journalism & Mass Communications)					4					0
PhD (Mass Communications)						18	18			3

\*The SJMC began enrolling students in our mass communications major during the Fall 2016-2017 academic year so mass communications is not included in this table.

## PART II: Supplemental Information

Table 2. Full-Time Faculty – Fall 2016

<b>Unit Administrators</b>	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 Fall 2016	% time teaching/research/service
Charles Bierbauer								0/0/100 <sup>1</sup>
Andrea Tanner	5	16	16	2	PhD	Y	0	0/10/90 <sup>2</sup>
Sei-Hill Kim	1	15	8	3	PhD	Y	3	20/20/60 <sup>3</sup>
<b>Professors</b>								
Shannon Bowen	5	16	5	2	PhD	Y	6	30/50/20
Shirley Carter	5	26	13	22	PhD	Y	6	50/40/10
Bonnie Drewniany	10	29	26	7	MBA	Y	6	50/40/10
August Grant	11	29	17	7	PhD	Y	6	40/30/30
Carol Pardun	10	24	8	12	PhD	Y	6	50/40/10
Ran Wei	3	22	15	7	PhD	Y	6	50/40/10
<b>Associate Professors</b>								
Kenneth Campbell	4	22	28	22	PhD	Y	6	50/40/10
Cecile Holmes	23	16	16	9	MA	Y	6	50/40/10
Keith Kenney	2	28	28	12	PhD	Y	6	50/40/10
Bruce Konkle	3	31	31	24	EdD	Y	6	50/10/40
Vance Kornegay	5	28	26	19	MA	Y	6	50/40/10
Karen Mallia	22	12	11	5	MA	Y	7	40/40/20
Denise McGill	12	12	8	1	MA	Y	6	50/20/30
Brooke McKeever	8	5	5	1	PhD	Y	6	50/40/10
Leigh Moscowitz	6	8	1	1	PhD	Y	6	50/40/10
Ernest Wiggins	10	23	23	17	MA	Y	6	50/40/10
<b>Assistant Professors</b>								
Glenda Alvarado	15	7	7	7	PhD	N	6	50/40/10
Kevin Hull	10	1	1	1	PhD	N	6	50/40/10
Seung Mo Jang	2	2	2	2	PhD	N	6	50/40/10
Carmen Maye	14	10	11	0	PhD	N	3	50/40/10
Robert McKeever	4	3	3	3	PhD	N	6	50/40/10
Tara Mortensen	0	4	4	3	PhD	N	6	50/40/10
Holly Ott	4	4	0	1	PhD	N	3	50/40/10
Eric Robinson	24	0	0	0	PhD	N	3	50/40/10
Miles Romney	6	1	1	1	PhD	N	6	50/40/10
Linwan Wu	1	1	0	0	PhD	N	3	50/40/10
<b>Lecturer</b>								
Laura Smith	12	12	4	1	PhD	N	6	70/10/25

## PART II: Supplemental Information

### Senior Instructors

Randy Covington	33	15	15	15	MS	N	6	40/20/40
Scott Farrand	20	16	16	1	BFA	N	9	60/10/30
Doug Fisher	30	16	15	6	MA	N	9	70/10/20
Harvie Nachlinger	41	12	12	7	MA	N	12	90/0/10
Rick Peterson	11	25	19	3	MS	N	12	90/0/10
Jeff Ranta	30	11	11	1	PhD	N	9	85/0/15
Lisa Sisk	15	12	12	6	MA	N	9	75/0/25

### Instructors

Carolyn Click	41	1	1	1	MS	N		85/0/15
Ernie Grigg	11	1	1	1	MS	N	12	75/0/25
Jeff Williams	15	2	0	2	MFA	N	10	90/0/10

<sup>1</sup>Bierbauer serves as dean of the CIC. His service commitments include service, administration and outreach combined.

<sup>2</sup>Tanner serves as director of the SJMC and associate dean of the CIC. Her service commitments include service, administration and outreach combined.

<sup>3</sup>Kim serves as the SJMC associate director of graduate studies and research. His service commitments include service, administration and outreach combined.

**Table 3. Part-time Faculty – 2016 Spring & Fall Semesters**

Fall 2016	Years full-time professional experience	Years teaching experience	Highest degree earned	Now working as full-time professional (Y/N)	Working toward degree (y/n)	Credit hours taught Fall 2016	Teaching Responsibilities		
							In charge of course	Lectures	Assists in lab
Robert Butt	32	16	MA	Y	N	3	Y	Y	N
Erik Collins	10	37	PhD	N	N	6	Y	Y	N
Khadija Ejaz	4	0	MS	N	Y	3	Y	Y	Y
Karen Flowers	46	46	MAT	N	N	3	Y	Y	N
Gregory Hardy	19	2	MA	Y	N	3	Y	Y	Y
Chris Huebner	5	1	MA	Y	N	3	Y	Y	N
Gordon Humphries	26	10	MA	N	N	6	Y	Y	N
Grant Jackson	47	6	MAJ	Y	N	3	Y	Y	N
Hwalbin Kim	2	2	MS	N	Y	3	Y	Y	Y
Jo-Yun Li	1	1	MA	N	Y	3	Y	Y	N
Stephanie Martin	15	4	MMC	N	N	9	Y	Y	Y
Elizabeth McCarthy	9	0	MA	Y	N	3	Y	Y	N
Kathy Pettit	42	1	MA	Y	N	3	Y	Y	N
Marcia Purday	32	2	MA	Y	N	3	Y	Y	N
Bertram Rantin	34	15	BA	Y	N	9	Y	Y	N
Nandini Sen	5	6	PhD	N	N	3	Y	Y	Y
Anan Wan	0	0	MS	N	Y	3	Y	Y	N
Jane Weathered	18	2	MA	N	Y	3	Y	Y	Y

## PART II: Supplemental Information

Larry Webster	31	1	MA	Y	Y	3	Y	Y	N
Yicheng Zhu	2	1	MA	N	Y	3	Y	Y	N

Spring 2016	Years full-time professional experience	Years teaching experience	Highest degree earned	Now working as full-time professional (Y/N)	Working toward degree (y/n)	Credit hours taught Fall 2016	Teaching Responsibilities		
							In charge of course	Lectures	Assists in lab
Robert Butt	32	16	MA	Y	N	3	Y	Y	N
Erik Collins	10	37	PhD	N	N	6	Y	Y	N
Khadija Ejaz	4	0	MS	N	Y	3	Y	Y	Y
Karen Flowers	46	46	MAT	N	N	3	Y	Y	N
Gregory Hardy	19	2	MA	Y	N	3	Y	Y	Y
Chris Huebner	5	1	MA	Y	N	3	Y	Y	N
Gordon Humphries	26	10	MA	N	N	6	Y	Y	N
Grant Jackson	47	6	MAJ	Y	N	3	Y	Y	N
Hwalbin Kim	2	2	MS	N	Y	3	Y	Y	Y
Jo-Yun Li	1	1	MA	N	Y	3	Y	Y	N
Stephanie Martin	15	4	MMC	N	N	9	Y	Y	Y
Elizabeth McCarthy	9	0	MA	Y	N	3	Y	Y	N
Kathy Pettit	42	1	MA	Y	N	3	Y	Y	N
Marcia Purday	32	2	MA	Y	N	3	Y	Y	N
Bertram Rantin	34	15	BA	Y	N	9	Y	Y	N
Nandini Sen	5	6	PhD	N	N	3	Y	Y	Y
Anan Wan	0	0	MS	N	Y	3	Y	Y	N
Jane Weatherred	18	2	MA	N	Y	3	Y	Y	Y
Larry Webster	31	1	MA	Y	Y	3	Y	Y	N
Yicheng Zhu	2	1	MA	N	Y	3	Y	Y	N

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

Journalism education has been a part of the University of South Carolina since 1923. Courses in advertising were introduced in 1936. By the early 1950s, courses like “Public Opinion and Propaganda,” “High School Journalism,” and “Public Relations” became part of the curriculum.

Although an exact date is unknown, a graduate program was introduced between 1955 and 1965. At that time, the school was split into two sequences: news-editorial and advertising. By 1964, the school had grown to 225 students with an annual budget of \$65,000. In 1971, the school launched *The Carolina Reporter*, a newspaper reported and published by students. This capstone news laboratory was created to give students real-world

## PART II: Supplemental Information

journalism experience.

Also in 1971, the School of Journalism became the College of Journalism. By 1984, when it was renamed the College of Journalism and Mass Communications, the college had grown to more than 1,100 students, 28 full-time faculty and an annual budget of \$1.4 million. In 1993, *Carolina News*, a 30 minute newscast produced by senior broadcast journalism students working five days a week in a “real” newsroom setting, aired for the first time. The college began a Ph.D. program in 1994.

In 2002, the College of Journalism and Mass Communications joined with the College of Library and Information Science (SLIS) and formed a new unit: The College of Mass Communications and Information Studies. The College of Journalism and Mass Communications was renamed the School of Journalism and Mass Communications (SJMC). Charles Bierbauer became the inaugural dean of the new college with a director overseeing the school. A new major in visual communications was added in 2004. Another new major, mass communications, was launched in 2015. In the same year, the college was renamed the College of Information and Communications (CIC).

In July 2015 the SJMC made a historic and transformational move to a fully renovated building in the heart of the USC campus and near the historic Horseshoe. The SJMC had been trying to leave its inadequate facilities in the Carolina Coliseum for nearly two decades. In 2016, the SJMC had approximately 1550 students (undergraduate and graduate students), 40 full time faculty and a budget of more than 5.3 million.

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

The school is housed in the CIC. The college is comprised of two independent units: The SJMC and the SLIS. While both schools provide undergraduate and graduate education from undergraduate through the PhD, SLIS is disproportionately made up of graduate students and the SJMC is disproportionately made up of undergraduates. This has made it a challenge to find commonality between the two schools. In recent years, however, several events and initiatives have brought the two units together. The SJMC’s 2015 move to the new building brought the two schools closer physically with faculty, staff and administrators now only a short walk from each other. A recent college-wide review of staffing led to a consolidation of once separate staff functions. The two schools now share a wide range of support staff, including technology support, communication/marketing, development and student services.

The university is supportive of the school’s mission and understands the vital role of communications across campus and beyond. In the current administration, it is clear that our discipline is integral to the university’s own purpose. The school’s move to the heart of the intellectual soul of the university, and close to the central administrative building, has increased our visibility and reach.

The university receives approximately 10% of its revenue from state appropriations and increasingly must find funding from other sources, most notably through increased tuition and student fees. Through careful budgetary planning, the SJMC has adequate resources to support the school’s mission and development of faculty and staff.

## PART II: Supplemental Information

As the university uses a centralized budget approach, maintaining student enrollment, and growing enrollment proportionately to the goals set by the university, is critical to ensure appropriate funding allocations from the Provost's Office. Despite a national trend of decreasing enrollment in journalism programs, SJMC enrollment has grown steadily over the past decade, from approximately 1375 undergraduate students in 2007 to roughly 1525 students in 2016.

The school's successful move to a new building is a significant milestone and the accomplishment of a goal that has been a primary focus for numerous years. New leadership is in place with the hiring of a new director and appointment of a permanent graduate director. New curricula across majors were implemented recently and a new major was launched in the undergraduate program. New initiatives in the school include elevating the stature of our programs in an effort to become a "destination" school for prospective undergraduate and graduate students, recruiting and retaining new faculty that have recently been hired, or will be hired, as a result of numerous faculty retirements, and revising curricula in our graduate programs. Further, we aim for increased undergraduate and graduate enrollment through enhanced marketing of the new programs and facilities.

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

### **New Building**

The school recently completed its first academic year in the inviting surroundings of its new building at 800 Sumter Street, just steps from the USC historic Horseshoe and a three-minute stroll to its companion school (SLIS) in Davis College. The building itself provides us with space and facilities previously unavailable and faculty, staff, and students are embracing the change and the opportunities that come with it. Adjacent to the SJMC building, the new Kennedy Greenhouse Studio is the setting for student broadcasts and production classes. The change in atmosphere and attitude is palpable.

### **Changes in Leadership**

There are numerous administrative changes to report since the last accreditation self study was completed. Dr. Carol Pardun stepped down from her position as director of the SJMC in July 2014. Dr. Tom Weir, who was appointed interim director of the journalism school, became seriously ill in spring of 2015 and had to resign. Weir died in February 2016. Dr. Andrea Tanner, who had been serving as interim graduate director, stepped up when asked to serve as interim director. After a national search, Tanner was named SJMC director in December of 2015. Dr. Sei-Hill Kim was appointed associate director of graduate studies and research in January 2016.

On the college level, an assistant dean for student services position was created in 2015 and Cindy Justice was hired in Fall 2015. She is responsible for oversight of student advisement, recruitment and placement for the college.

Most recently, the college's longtime dean, Charles Bierbauer, announced that he would step down from his position at the end of the 2016-2017 academic year. A search for a new dean is underway.

## PART II: Supplemental Information

### Faculty hires and promotions

Since 2011, we have hired numerous new faculty in the SJMC, replacing nearly 30% of our full time faculty in the past two years. This is primarily due to faculty retirements and the creation of new faculty positions. We are searching for three additional faculty during the 2016-2017 academic year, including an endowed chair in business journalism.

Specifically, 16 professors have been hired, one as an associate professor, eleven as assistant professors, three as instructors and one as a lecturer. Four assistant professors received tenure and were promoted to associate professor.

Seven professors and instructors retired and one passed away. Four tenured or tenure-track faculty members resigned for opportunities elsewhere. One faculty member received a negative tenure vote.

### Faculty Departures

Jerry Jay Bender	Visiting Professor	Retired in 2016
Thomas Klipstine	Associate Professor	Retired in 2016
Zongchao “Cathy” Li	Assistant Professor	Resigned in 2016
Gordon Thomas Weir	Associate Professor	Retired in 2015
James Haney	Instructor	Retired in 2015
Deborah Gump	Visiting Professor	Contract ended in 2012
Erik Collins	Associate Professor	Retired in 2014
Sidney Bedingfield	Visiting Professor	Resigned in 2014
Kathryn Forde	Associate Professor	Resigned in 2014
Richard Moore	Associate Professor	Retired in 2013
John Besley	Assistant Professor	Resigned in 2012
Hugh Munn	Instructor	Died in 2012
Miron Varouhakis	Visiting Professor	Contract ended in 2012
Lowndes “Rick” Stephens	Professor	Retired in 2011

### New Undergraduate Curriculum

New curricula for all SJMC majors are in place providing students with more options and flexibility. Key changes include strengthening existing course offerings, increasing course flexibility for students, providing a better balance between conceptual and skills courses that adequately serves the school’s professional orientation and decreasing the number of hours to graduate from 126 to 120 so that students can successfully graduate in four years.

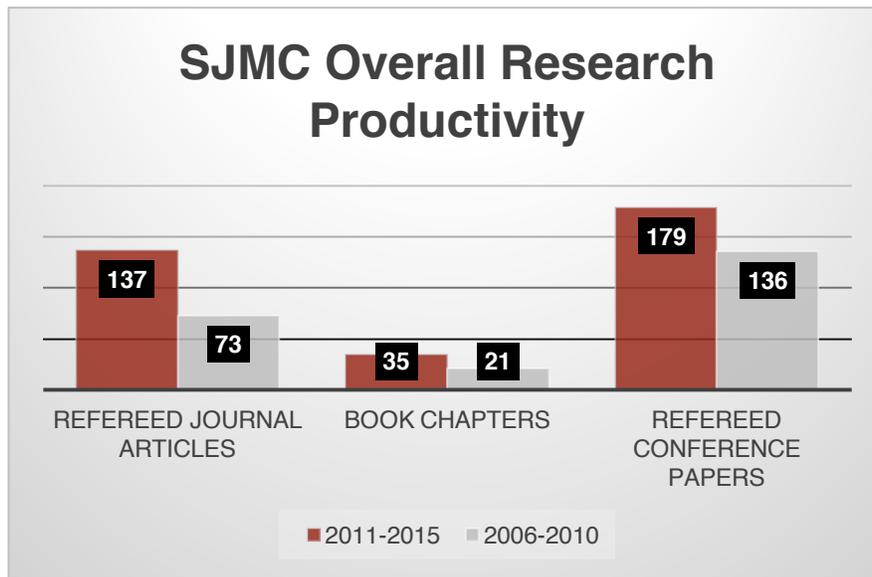
### New Major

We are seeking accreditation for our new major, mass communications, which was approved by the South Carolina Commission on Higher Education in Fall 2015. The SJMC began enrolling students into the major in Fall 2016. The diverse structure of the new major provides students with the ability to explore a variety of classes within the school. The major combines the study of mass media theory, principles, policies and practices and combines that with application in global exploration, community service, civic engagement, research and leadership.

## PART II: Supplemental Information

### Increased research productivity

It is notable that faculty research productivity has increased significantly since the SJMC was last accredited. In the 2011 ACEJMC site team report, team members acknowledged the high level of scholarly and professional works. It is commendable to see productivity even higher during this accreditation cycle. Most recently, faculty searches have focused on hiring faculty with a blend of strong scholarly and professional credentials who can contribute to the research and teaching missions of the SJMC. This strategy has led to an increase in research quantity and quality.



### State-of-the-art, converged newsroom

Senior journalism and broadcast journalism students enrolled in “senior semester” capstone courses are now housed in a converged newsroom, which is adjacent to a broadcast control room and studio. There are 40 individual work spaces.

Four capstone faculty members and their students work together to produce online and social media content. Students specializing in broadcast journalism produce the daily news program, *Carolina News*, while those specializing in journalism produce *The Carolina Reporter*, an online and printed newspaper. After completing the first year in the converged newsroom, faculty are capitalizing on their successes from the inaugural year and are continuing to strategize about how best to train students to work together to produce news content across media platforms.

### Increased focus on SJMC student services

The SJMC, along with the university as a whole, has prioritized the services we provide our students, including re-envisioning academic advising for first-year students, improving advising across the student life-cycle and increased attention to career counseling.

## PART II: Supplemental Information

To support these initiatives, two additional academic advisors, who specialize in first year and transfer students, were hired through financial support from the university. The CIC hired an assistant dean of student services to oversee, coordinate and streamline all student service activities across the college. A new career services manager was also hired to overhaul how we administer internship placement and career counseling. The result has been increased communication between our student services office and faculty and between our student services office and the university, leading to stronger student outcomes regarding enrollment, retention, satisfaction and internship placement and engagement.

5. If the unit was previously accredited, summarize each deficiency noted in the previous accreditation report (Part 3, item 6) that the site team said should be addressed, followed by a response to each of actions taken and the results. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify these standard(s), the reasons cited, and how these problems have been addressed.

While the SJMC was found in compliance on all nine standards during the last review, the team found the following weaknesses:

- School continues to exist in a facility that is cramped and not ideal for needed upgrades
- Lack of convergence in journalism sequence
- A lack of coordination in student advising between student services and faculty
- Current curriculum is not completely aligned with program outcomes

As discussed in depth in Question 4 above (see subheadings *New Building*, *Converged Newsroom*, *Increased Focus on SJMC Student Services* and *New Curriculum*), the SJMC has addressed the weaknesses pointed out in the last accreditation report. The move to the new building has been “life-changing” for faculty, staff and students, providing needed space and an atmosphere to work collaboratively. It is also evident that unit administration and faculty have worked diligently to improve student outcomes, through revised curricula across majors and improving staff functions in student services and other key staff positions.

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.

During Fall 2015 the faculty met as a whole to discuss the process of developing the self-study. After discussing the purpose and procedures for the self study, the director of the school asked faculty members to volunteer to work on accreditation standard committees. Committees, led by a chair appointed by the director, met throughout the fall semester developing reports. Toward the end of the fall semester, the faculty met as a whole again to get an update from each standard.

## PART II: Supplemental Information

In Spring 2016 committees continued to work on their reports, giving material to the director as it became available—or if there were questions. During the summer and fall of 2016, the director, with help and input from a senior faculty member with accreditation experience, assembled all of the work of the faculty and put the self study report together with continued help from committees (particularly from the chairs).

<b>The 2015-2016 accreditation self study committees</b>					
<b>Standard 1:</b> Mission, Governance and Administration	Augie Grant (chair)	Andrea Tanner	Tom Klipstine		
<b>Standard 2:</b> Curriculum and Instruction	Bruce Konkle (chair)	Miles Romney	Ernest Wiggins	Rick Peterson	Van Kornegay
<b>Standard 3:</b> Diversity and Inclusiveness	Shirley Carter (chair)	Cathy Li	Ran Wei	Bonnie Drewniany	
<b>Standard 4:</b> Full-Time and Part-Time Faculty	Carol Pardun (chair)	Carmen Maye	Kevin Hull	Glenda Alvarado	Shannon Bowen
<b>Standard 5:</b> Scholarship: Research, Creative and Professional Activity	Sei-Hill Kim (chair)	Robert McKeever	Mo Jang	Keith Kenney	
<b>Standard 6:</b> Student Services	Cindy Justice (chair)	Art Farlowe	David Weintraub	Cecile Holmes	
<b>Standard 7:</b> Resources, Facilities and Equipment	Harvie Nachlinger (chair)	Denise McGill	Doug Fisher	Randy Covington	
<b>Standard 8:</b> Professional and Public Service	Lisa Sisk (chair)	Jeff Ranta	Karen Mallia	Scott Farrand	
<b>Standard 9:</b> Assessment of Learning Outcomes	Leigh Moscowitz (chair)	Laura Smith	Kenneth Campbell	Tara Mortensen	

7. Provide the Web links to undergraduate and graduate catalogs and other publications that describe the mission and scope of the unit, its curriculum, administrative and graduation requirements. If this information is in print-only formats, provide a print copy in the workroom.

[Undergraduate Bulletin](#)

[Graduate Bulletin](#)

# STANDARD 1



## Mission, Governance and Administration

# 2015

year current  
strategic  
plan was  
approved

**11** faculty hired in  
past two years

## By the Numbers

**5**  
SJMC  
sequence  
heads

**9** SJMC  
standing  
committees

### Standard 1

26 Administrative Structure  
28 Strategic Planning Process  
29 Faculty Governance  
29 Faculty Meetings  
30 Membership & Responsibilities

32 Faculty Contributions  
33 Unit Administrators  
34 Complaint Resolution  
34 Master's Program: Leadership  
35 Master's Program: Policy

## STANDARD 1: Mission, Governance and Administration

**During the visit, the unit should provide the following documents in the workroom:**

- 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 School of Journalism and Mass Communications (SJMC) is one of two units in the College of Information and Communications (CIC), which is also comprised of the School of Library and Information Science (SLIS). Harris Pastides has been at the helm as president of the University of South Carolina since 2008. Since the last accreditation visit in 2011, however, the university and the unit have experienced changes in leadership.

Joan Gabel was hired in 2015 as Provost, a position formerly held by Michael Amiridis. Charles Bierbauer, dean of the CIC, announced in August 2016 that he will step down as dean at the end of the 2016-2017 academic year. A search is underway to fill this position. Dr. Andrea Tanner, a longtime faculty member in the SJMC, was hired in December 2015 as director of the school after a national search.

An assistant dean of student services position was created in the CIC. Cindy Justice was hired to fill this position in Fall 2015. She is responsible for oversight of student advisement, recruitment and placement for the college. In January 2016, Tanner appointed Dr. Sei-Hill Kim as the SJMC associate director of graduate studies and research.

Regarding the school's mission and strategic plan, it is notable that numerous goals outlined in the strategic plan that was developed in 2013 have been accomplished.

**These include:**

- Appointment of a SJMC coordinator of undergraduate writing and adjunct training to provide formal adjunct instruction and mentoring and serve as a "course captain" for our JOUR 291 entry-level writing course.
- Creating a pathway for the sequences to have a greater role in the advising and consent on the hiring of instructors.
- Establishing a "Research Roundtable" monthly seminar to showcase the creative and scholarly work of our faculty.
- Establishing the Caldwell Excellence in Teaching Award for faculty and establishing an outstanding research and outstanding teaching award for graduate

## STANDARD 1: Mission, Governance and Administration

students.

- Increased support for student education abroad programs with the creation of need-based scholarships for students participating in international and domestic school-sponsored travel course/experience.
- Continuing and enhancing our biannual Civil Rights and Media History Symposium to provide a forum for exploring issues involving race, gender, and other forms of diversity.
- Enhancing our already strong community outreach to nonprofit organizations that serve underrepresented groups through the development of CreateAthon@USC, a 24-hour media blitz where students create strategic communication materials for nonprofit agencies.
- Establishing an SJMC Diversity Committee as a standing committee in the school.
- Creating a formal mentor program for new faculty.
- Increasing our focus on social events throughout the year for faculty, staff and students in an effort to create a sense of community within the unit.
- Developing the SJMC Scholars program to attract, recruit and retain high-achieving students interested in journalism and mass communications.

After years of planning, development and overcoming the uncertainty that comes with new leadership and moving to a new building, the SJMC is in an excellent position to build upon its strong foundation (i.e., new undergraduate curriculum, new undergraduate major, numerous new faculty and increased emphasis on research, experiential and service learning opportunities) and continue to prepare undergraduate and graduate students to be professionals and scholars in a wide-array of mass communication environments.

- 
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.

*Dr. Andrea Tanner* was appointed director of the SJMC in December 2015 and is the unit administrator. The director serves as the top academic and administrative officer in the school, overseeing faculty and programs, budgets, resource development and allocation. The director provides academic and administrative leadership, while representing the school to a wide range of campus and professional constituencies. The director has a responsibility to school faculty in matters relating to teaching and research and is

## **STANDARD 1: Mission, Governance and Administration**

responsible also to the dean of the college and other officers of the university for implementing university policies as they apply to the affairs of the school. The director is responsible for the general conduct of school affairs and has authority in all matters concerning appointment, promotions and tenure (except as delegated to the faculty in The Faculty Manual), resource allocation, and all other matters relative to the successful implementation of the school's educational and scholarly objectives. The school director consults with and seeks the advice of appropriate committees of the faculty with respect to educational policy and school governance.

Dr. Carol Pardun served as director of the School from 2008 until August 2014. Dr. Tom Weir was appointed interim director of the school effective August 2014 after a national search failed to find an ideal candidate to fill the position. Due to health reasons, Dr. Weir stepped down as interim director in June 2015 and Dr. Tanner was appointed interim director. Tanner served as interim director until she was selected for the permanent position at the conclusion of a second national search. The director reports to the dean of the CIC.

*Charles Bierbauer* has served as dean of the CIC, which houses the SJMC and the SLIS, since June 2002. The dean is responsible for the administration of the college that includes the two schools. The dean is the chief academic administrator of the college and is responsible for the personnel and program administration of that division and reports directly to the provost. The dean reviews curricula and programs in the two schools, appoints the directors, supervises the use of funds, space and equipment allotted to the academic unit, and supervises the preparation of the budget for the unit. The dean is the presiding officer of the faculty of the college.

Dean Bierbauer reports to Vice President for Academic Affairs and Provost Joan Gabel, who reports, in turn, to President Harris Pastides. The President reports to a Board of Trustees appointed by the governor and the legislative delegation.

Reporting to the director of the School of Journalism and Mass Communications are:

### **Associate Director for Graduate Studies and Research**

Dr. Sei-Hill Kim was appointed to this position in January 2016. Kim works with the graduate council (a committee of tenured and tenure-track faculty who oversee the graduate program) and is responsible for all issues related to the graduate program. The associate director for graduate studies and research is appointed by and serves at the pleasure of the director of the school.

### **Sequence Heads**

Sequence heads work as liaisons between the sequences and the director, and are appointed by the director of the school. They chair sequence faculty meetings, pre-screen adjunct instructors, make initial teaching assignments to faculty and handle other duties as appropriate.

## STANDARD 1: Mission, Governance and Administration

### Current SJMC Sequence Heads

Advertising	Professor Bonnie Drewniany
Public Relations	Dr. Leigh Moscowitz
Visual Communications	Professor Vance Kornegay
Journalism	Professor Cecile Holmes
Mass Communications	Dr. Kenneth Campbell

### Scholastic Journalism

The scholastic journalism director, Leslie Dennis, runs multiple programs that are under the scholastic umbrella. These programs are described in detail in Standard 8.

### Student Services Manager

The Student Services Manager, Art Farlowe, is in charge of all undergraduate advising. He has a staff of five. In addition, Farlowe helps with retention and recruitment of undergraduate students. Farlowe reports to the director of the school in addition to the CIC assistant dean of student services, Cindy Justice.

### Career Services Manager

Katie Bullard serves as career services manager. She handles all internships and scholarships in the undergraduate and professional master's program. She confers with sequence heads and the director before administering any scholarship awards. She also administers several programs throughout the year (such as the career/internship fairs) to help launch students' professional careers. Bullard reports to the director of the school in addition to the CIC assistant dean of student services, Cindy Justice.

### SJMC Administrative Coordinator

Rachel Hansford serves the school in a number of ways. She schedules classes, handles the paperwork for new faculty hires, ushers all tenure and promotion documents through the various stages and handles numerous other tasks in the school on a day-by-day basis.

### Technology Resources Coordinator

Frank Mitchell handles all the equipment related to the curriculum. Details about equipment and technology can be found in Standard 7.

2. Describe the unit's process for strategic or long-range planning. Attach 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.

The University of South Carolina's long-range plan is known as the "Blueprint," and each

## STANDARD 1: Mission, Governance and Administration

year the CIC presents a yearly Blueprint report to the university's provost, where five-year goals are evaluated. The 2015-2016 Blueprint is included in the Standard 1 Appendix. The Blueprint encompasses the long-range plan of both the SLIS and the SJMC. The SJMC director works with the college dean and the SLIS director to project plans (and budgets funding those plans) for the next five years. The school uses the Blueprint and the mission statement to evaluate its progress.

In addition to the administratively-oriented Blueprint, the SJMC has a standing committee that is tasked with strategic planning for the school. The current strategic plan was created by this committee (based on faculty input) and approved by the faculty in Spring 2015. The SJMC strategic plan is included in the Standard 1 Appendix.

As the school has gone through significant changes over the past two years (i.e., new leadership, eleven new faculty members, new building, new undergraduate curriculum, new undergraduate major), there is a current need for additional comprehensive planning that includes substantial faculty input. The SJMC director is planning to hold a one-day retreat early in Fall 2016 focusing on a vision for the school, strategic planning and goal setting, with an outside facilitator leading the discussion. Creating a plan is critical at this stage of the school's growth now that the school is in its new facilities and permanent administration is in place.

3. Describe the unit's policies and procedures for faculty governance. Provide the Web link 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.

The SJMC has a manual of Policies and Procedures that helps ensure faculty governance. The manual will be available to the team during the site visit. This manual is reviewed regularly by a three-member policies and procedures committee, which is elected by the full-time faculty each year. This committee discusses revisions and brings proposed changes and additions of the manual to the full faculty for a vote.

The curriculum committee oversees the curriculum and the faculty have the final word on curriculum decisions. After reviewing requests for new classes, special topics courses, etc., the committee makes recommendations to the full faculty that are then voted on during regularly scheduled faculty meetings. Faculty are also free to bring curriculum requests directly to the faculty meeting. From 2009 through 2013, all sequences undertook a review of curricula. These reviews resulted in substantial revisions to the curricula effective fall 2014.

All full-time faculty (non-tenured and visiting faculty), except for those enrolled as students, are entitled to vote on any matter before the faculty except for tenure and promotion criteria, issues and decisions.

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

As is typically the case, the school faculty met at least once a month during the 2015-2016 academic year. The college faculty, including faculty in the SJMC and the SLIS, met once

## STANDARD 1: Mission, Governance and Administration

during the 2015-2016 academic year.

Faculty meetings usually occur on the third or fourth Friday of the month at 10:30am. Sequence faculty also meet once a month. Sequence faculty often vote on issues concerning the particular sequence although these votes are advisory and must be presented at the full faculty meeting where a vote of all faculty takes place. Copies of faculty meeting minutes will be available to the team during the site visit.

### 5. List membership and responsibilities of the unit's standing and ad hoc committees.

#### Standing Committees, 2015-2016

##### Curriculum Committee

The curriculum committee manages all curriculum concerns such as course changes, new courses, and curriculum revision. All decisions from the committee are recommendations and go to the faculty for a formal vote.

Miles Romney (chair)  
Van Kornegay  
Ernie Wiggins  
Carolyn Click  
Doug Fisher

##### Diversity Committee

The diversity committee serves as an educative and advisory body to the SJMC. The overall goal of the committee is to increase awareness of diversity and maintain an inclusive environment for faculty, staff and students.

Shirley Staples Carter (chair)  
Randy Covington  
Cecile Holmes  
Bonnie Drewniany

##### Graduate Council

The graduate council is responsible for admission policies and curriculum changes in the master's and doctoral programs, including the MA, MMC, and Ph.D. The council also serves as the admissions committee for new graduate students. Meetings are typically held on a monthly basis during the academic year.

Sei-Hill Kim (chair and graduate director)  
Ran Wei  
Kevin Hull  
Brooke McKeever  
Kenneth Campbell  
Holly Ott

## **STANDARD 1: Mission, Governance and Administration**

Lisa Sisk  
Tara Mortensen

### **Petitions Committee**

The petitions committee handles all petitions from undergraduate students concerning their coursework. Petition requests frequently include issues such as repeating a course for a third time, prerequisite waivers, and taking courses at other universities.

Rick Peterson (chair)  
Lisa Sisk  
Eric Robinson  
Glenda Alvarado

### **Policies and Procedures Committee**

The policies and procedures committee monitors the school's policies and procedures and brings recommended changes to the faculty for consideration. This committee also ensures that school policies align with policies implemented at the university level. This three-person committee is elected by the faculty each spring semester.

Carmen Maye (chair)  
Leigh Moscovitz  
Bruce Konkle

### **Select Tenure and Promotion Committee**

The select tenure and promotion committee conducts annual reviews of all tenure-track faculty and tenured associate professors as well as six-year post tenure reviews of tenured associate and tenured full professors. The committee also oversees the voting process of all tenured faculty as the first step of the university's tenure and promotion process. The committee, which consists of both professors and associate professors, also recommends changes to the school's tenure and promotion guidelines and presents these changes to the tenured faculty for consideration.

Carol Pardun (chair)  
Shannon Bowen  
Cecile Holmes  
Karen Mallia  
Shirley Staples Carter  
Ran Wei  
Van Kornegay  
Kenneth Campbell

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### Faculty Development Committee

The faculty development committee oversees the faculty development budget, providing funds to assist with professional development of faculty. The committee pays particular attention to tenure-track faculty.

Tara Mortensen (chair)  
Linwan Wu  
David Weintraub

### Technology Committee

The technology committee is charged with developing long-range planning for the technology needs in the school. This committee makes recommendations to the director for short-term and long-term technology purchases. The most recent technology report is included in the supplemental materials folder within Standard 7.

Harvie Nachlinger (chair)  
Doug Fisher  
Denise McGill  
Jeff Williams

### Research and Creative Scholarship

This committee is charged with promoting the research and creative scholarship of faculty in the school.

Mo Jang  
Ernie Grigg

During our 2015-2016 accreditation self study year, all faculty joined at least one of the nine committees created to help the director gather information for the nine standards outlined in the self study report.

The director also appoints ad hoc committees based on the needs of the school and for short-term purposes. Ad-hoc committees created during 2015-2016 include a new building displays and events committee and one of the numerous faculty search committees, as we hired six new faculty in 2015-2016. We also have an international committee, which focuses on international opportunities that the school could pursue.

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

The faculty role in governance of the university occurs primarily through faculty involvement in the Faculty Senate and its committees. For example, all curriculum changes campus-wide have to be approved by the University Committee on Courses and Curricula and then

## STANDARD 1: Mission, Governance and Administration

voted on by the Faculty Senate before taking effect. Similarly, all tenure and promotion recommendations made by the faculty in a unit are reviewed and voted on by the University Committee on Tenure and Promotions, a 24-person committee representing most colleges on campus. The vote of this committee is considered along with recommendations from the unit faculty, unit chair or director, dean, and provost when the university president makes final decisions on tenure and promotion.

The SJMC faculty have a substantial role in university faculty governance. For every year since 2009 except for one, the school has had a representative on the University Committee on Tenure and Promotions. The current Faculty Senate Chair is Dr. Augie Grant, a full professor in the SJMC. Our faculty also have positions on the Grievance Committee, Scholastic Standards and Petitions, Committee on Professional Conduct, Faculty Budget Committee, Faculty Advisory Committee, and the Academic Affairs Committee of the Board of Trustees.

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

As previously mentioned, the SJMC recently conducted a search for a new director and the following procedure was followed for that search. First, the dean of the college assembles a search committee that includes faculty, staff and students. The chair of the search committee is typically from a different college/school on the university campus. The position is advertised widely. The search committee recommends the list of finalists to the full faculty. This list is then sent to the dean. It is within the dean's purview to approve or not approve the finalist pool. Once the finalists are chosen, they are brought to campus for several days to meet with faculty, staff, and administrators. Faculty weigh in on their preferences, but the dean makes the final recommendation to the provost.

The associate director of the graduate program is appointed by the director and is evaluated annually by the director. There is no term limit to this position.

Sequence heads are appointed by the director and undergo an annual evaluation by the director. There is no term limit to this position, but the positions typically rotate after three to five years.

The director is formally evaluated every five years and the dean makes the decision whether to retain the director past five years after consultation with the school faculty and the provost.

The university has a set of policies governing the appointment of academic administrators, ACAF 1.01 and ACAF 1.24. These policies prescribe the appointment of search committee members, the process of conducting a search, etc. Note that university policy (ACAF 1.24) has been changed since the most recent director search to require increased faculty involvement in selection of search committee members. These policies can be found in the Standard 1 Appendix.

A search is currently underway for a new dean of the CIC. The search is under the purview of the provost of the university, Joan Gabel, who will assemble a search committee with representatives of both schools (SJMC and SLIS), with another dean on campus serving as

## STANDARD 1: Mission, Governance and Administration

the search committee chair.

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

The SJMC student services office handles the routine complaints and concerns of undergraduate students. If the issue cannot be resolved in the student services office, the student is advised to send concerns and complaints to the CIC assistant dean of student services, followed by the SJMC petitions committee. Every student is also welcome to contact the director of the school or the dean of the college to express a concern. The school often refers students to offices at the university for specific issues (i.e., disability services, USC's student ombudsman, USC's Writing Center).

Concerns by faculty or staff are referred to the director. If there is no resolution, faculty and staff have the option to petition the dean. There are also many offices available on campus (such as the Faculty Ombudsperson) for faculty or staff to seek guidance if they feel that they are unable to get answers on the school level.

The university has a formal grievance procedure to address appeals regarding tenure and promotion decisions. The university also has a University Civility Advocate charged with adjudicating and resolving complaints of faculty-on-faculty workplace bullying. A complaint filed with the Faculty Civility Advocate starts a formal procedure towards resolution. Individuals are encouraged to first seek informal resolution through their department chair, supervisor, or dean, or to speak to the Ombudsman.

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### Professional master's program:

### 9. Describe the role of the graduate director, other persons or committees assigned to the professional master's program.

The associate director for graduate studies and research, Dr. Sei-Hill Kim, oversees graduate programs in the SJMC, which include the doctoral (Ph.D.), master of arts (MA) and professional master's (Master of Mass Communication, MMC) programs. The job description for the associate director for graduate studies and research is to:

- Provide leadership in continuing curriculum review and innovation.
- Develop schedules of courses each semester and assign the faculty to teach these courses in consultation with the faculty and the director of the SJMC.
- Supervise, or delegate supervision of, practicums for academic credit.
- Take action on student requests, such as for academic waivers, course approvals, programs of study, independent study, and funding for student travel and research.
- Provide overall supervision for the doctoral, MA, and MMC degree programs in such areas as recruitment of students, admissions procedures, monitoring student performance, and ensuring graduation requirements are met.

## STANDARD 1: Mission, Governance and Administration

- Serve as the primary liaison with the university's graduate school.
- Perform such other duties as may be delegated and assigned by the director of the school.

In 2015, the school created an MMC coordinator position (currently held by Dr. Brooke McKeever) to aid the associate director with the matters related to the MMC program, including advising, comprehensive exams, student recruitment and admissions, practicums and other matters related to the professional master's program.

The associate director is also assisted by the manager of graduate student services, Sandra Hughes, who is responsible for the day-to-day operations of the school's graduate office. The administrative staff of the director's and dean's offices also provide support in such tasks as processing graduate assistantship payroll and other budgetary matters.

The graduate council assists the associate director in policy and procedures for running the graduate program including changes in course requirements, admissions and promoting the program. The director of the school annually appoints five to seven graduate faculty members to this council.

### 10. Attach a copy of the written strategic or long-range plan for the professional master's program.

A long-range plan for the MMC program was prepared during the fall of 2012, and submitted to the graduate council in February 2013. The plan guided the revision of the curriculum that is currently underway.

A copy of this long-range plan can be found in the Standard 1 Appendix.

### 11. Describe the unit's policies and procedures for faculty governance of the professional master's program. Provide copies 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 of the professional master's program.

The setting of general policy for the professional master's degree program (and for all graduate instruction in the school) is the responsibility of the school's graduate council. Chaired by a senior faculty member, the graduate council consists of graduate faculty (including the associate director for graduate studies) and two student members, one representing doctoral students, the other from the master's degree programs. The faculty members are appointed by the SJMC director at the beginning of each academic year. The two student members are appointed by the associate director for graduate studies in consultation with graduate students currently enrolled in the program. A subcommittee of the graduate council serves as the admissions committee to evaluate applications for the professional master's degree program. The graduate council also approves curricular changes and decides on matters presented in petitions from graduate students.

## **STANDARD 1: Mission, Governance and Administration**

Specific policies and procedures related to the MMC program can be found in the Standard 1 Appendix. These policies are included in the general policies and procedures manual of the SJMC.

# STANDARD 2



## Curriculum and Instruction

## By the Numbers

**300**

preferred minimum GRE score for admission to the MMC program

**3**

SJMC core courses required for SJMC undergraduates

**1**

new undergraduate major since last accredited

**6**

undergraduate majors

### Standard 2

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## STANDARD 2: Curriculum and Instruction

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### Executive Summary

The School of Journalism and Mass Communications (SJMC) is committed to excellence in teaching. Both the undergraduate and graduate programs provide a myriad of experiences for students, no matter which area of journalism and mass communication education interests them. The school's curricula, at the undergraduate and professional master's level, are carefully tailored to prepare students for an increasingly multinational and multicultural multimedia work environment.

A substantive curriculum overhaul was implemented since the last accreditation visit in 2011.

### Key changes include:

- Strengthening existing course offerings and adding new courses to address knowledge-area deficiencies.
- Increasing course flexibility for students, through the addition of more SJMC elective hours and fewer prerequisites for required courses.
- Streamlining the curriculum through the creation of one required writing course and one law and ethics course for all majors.
- Providing a better balance between conceptual and skills courses that adequately serves the school's professional orientation.
- Decreasing the number of hours to graduate from 126 to 120 so that students can successfully graduate in four years.

A new major— Mass Communications— was also created (approved in Fall 2015 and enrolling students in Fall 2016) and we are seeking accreditation for this major. The diverse structure of the new major provides students with the ability to explore a wide variety of classes within the school. The major combines the study of mass media theory, principles, policies and practices and combines that with application in global exploration, community service, civic engagement, research and leadership. We anticipate this being a popular major at the University of South Carolina.

Our professional master's program, the Master of Mass Communication (MMC), has two primary tracks, including integrated marketing communication and journalism. In Fall 2016, SJMC graduate faculty unanimously agreed on substantial revisions to the MMC curriculum, including strengthening existing course offerings and adding new courses, significant changes to a program that has remained relatively the same for nearly two decades.

## STANDARD 2: Curriculum and Instruction

1. Provide an outline of the curriculum required for the major and for each of the unit's specializations.

All SJMC students across the six majors (advertising, broadcast journalism, journalism, mass communications, public relations, and visual communications) must complete three SJMC core courses.

**These courses are:**

<b>SJMC Core Courses (required of all majors)</b>	<b>Credit Hours</b>
JOUR 101- Media and Society	3
JOUR 291- Writing for Mass Communications	3
JOUR 303- Law and Ethics of Mass Communications	3

### **ADVERTISING**

<b>Required Courses</b>	<b>Credit Hours</b>
JOUR 202 – Principles of Advertising and Brand Communications	3
JOUR 220 – Account Planning: Mining Insights	3
JOUR 316 – Toolkit for Brand Communications	3
JOUR 316L – Toolkit for Brand Communications Lab	1
JOUR 416 – Creative: Strategy to Execution	3
JOUR 421 – Media Analysis	3
JOUR 517 – Integrated Campaigns	3

<b>Directed Capstone Electives (choose 2 courses)</b>	<b>Credit Hours</b>
JOUR 516 – Advanced Creative	3
JOUR 518 – Brand Communications Practicum/Competitions	3
JOUR 521 – Interactive Communication Strategies	3
JOUR 528 – Cause Communications: Service Learning Experience	3
JOUR 530 – Creative Leadership	3
JOUR 537 – The Carolina Agency	3
JOUR 538 – The Bateman Team	3
JOUR 597 – Internship in Mass Communications	3

<b>Additional SJMC Electives</b>	<b>Credit Hours</b>
SJMC electives (any JOUR course)	12

## STANDARD 2: Curriculum and Instruction

### **BROADCAST JOURNALISM**

<b>Required Courses</b>	<b>Credit Hours</b>
JOUR 204 – Principles of Journalism	3
JOUR 361 – Introductory Reporting and Writing	3
JOUR 471 – Intermediate Reporting and Production	3
JOUR 586 Capstone I – Advanced Reporting – Broadcast/Online Journalism	3
JOUR 588 Capstone II – Advanced Broadcast/Online Journalism Production	3
JOUR 590 Capstone III – Digital Journalism	3
JOUR 580 – Advanced Reporting Topics (Capstone co-requisite)	3
Professional practice directed elective (editing, reporting or management) <sup>1</sup>	3
Directed elective (research, history or media and society)	3
SJMC concept/lecture course <sup>2</sup>	3
SJMC electives (any JOUR course)	9

### **JOURNALISM**

<b>Required Courses</b>	<b>Credit Hours</b>
JOUR 204 – Principles of Journalism	3
JOUR 361 – Introductory Reporting and Writing	3
JOUR 471 – Intermediate Reporting and Production	3
JOUR 587 Capstone I – Advanced Reporting – Multimedia Journalism	3
JOUR 589 Capstone II – Advanced Multimedia Journalism Production	3
JOUR 590 Capstone III – Digital Journalism	3
JOUR 580 – Advanced Reporting Topics (Capstone co-requisite)	3
Professional practice directed elective: editing, reporting or management <sup>1</sup>	3
Directed elective on research, history or media in society	3
SJMC concept/lecture course <sup>2</sup>	3
SJMC electives (any JOUR course)	9

### **MASS COMMUNICATIONS**

<b>Required Courses</b>	<b>Credit Hours</b>
JOUR 201 – Principles of Public Relations	3
JOUR 202 – Principles of Advertising and Brand Communications	3
JOUR 203 – Principles of Visual Communications	3
JOUR 204 – Principles of Journalism	3
JOUR 306 – Theories of Mass Communications	3
JOUR 501 – Freedom, Responsibility and Ethics of the Mass Media	3
JOUR 506 – Mass Media Criticism	3
SJMC concept/lecture course <sup>2</sup>	3
SJMC electives (any JOUR course)	15

## STANDARD 2: Curriculum and Instruction

### **PUBLIC RELATIONS**

<b>Required Courses</b>	<b>Credit Hours</b>
JOUR 201 – Principles of Public Relations	3
JOUR 203 – Principles of Visual Communications	3
JOUR 332 – Mass Communications Research	3
JOUR 436 – Public Relations Writing	3
JOUR 533 – Public Relations Management	3

<b>Public Relations Directed Electives (choose 2 writing courses)</b>	<b>Credit Hours</b>
JOUR 362 – Editing	3
JOUR 416 – Creative: Strategy to Execution	3
JOUR 437 – Advanced Public Relations Writing	3
JOUR 534 – Publication Writing and Design	3
JOUR 540 – Magazine Article Writing	3

<b>Additional SJMC Electives</b>	<b>Credit Hours</b>
SJMC concept/lecture course <sup>2</sup>	3
SJMC electives (any JOUR course)	9

<b>Supervised Work Experience Courses (choose 1)</b>	<b>Credit Hours</b>
JOUR 518 – Brand Communications Practicum/Competition	3
JOUR 537 – The Carolina Agency	3
JOUR 538 – The Bateman Team	3
JOUR 597 – Internship in Mass Communications	3

### **VISUAL COMMUNICATIONS**

<b>Required Courses</b>	<b>Credit Hours</b>
JOUR 203 – Principles of Visual Communications	3
JOUR 346 – Graphics for Visual Communications	3
JOUR 347 – Photovisual Communications I: Photography	3
JOUR 446 – Informational Graphics	3
JOUR 447 – Photovisual Communications II: Advanced Photography	3
JOUR 448 – Photovisual Communications III: Video for Mass Comm	3
JOUR 449 – Design of Online Content	3
JOUR 560 – Capstone Portfolio Development	3
Visual Communications special topics course	3
SJMC concept/lecture course <sup>2</sup>	3
SJMC electives (any JOUR course)	9

<sup>1</sup>Journalism professional practice electives offered in the SJMC vary by semester but could include specialized courses on broadcast producing, editing, sports reporting, publication writing and design, magazine article writing, data journalism or school-sponsored study abroad.

<sup>2</sup>SJMC conceptual electives vary by semester. Examples of these courses include: Freedom, Responsibility and Ethics of the Mass Media, Mass Media Criticism, Public Opinion and Persuasion and Faith, Values and the Mass Media.

## STANDARD 2: Curriculum and Instruction

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.

The SJMC employs professional advisors who work closely with SJMC students to ensure they make adequate progress toward graduation. Advisors also work with students to make sure they are in compliance with the 72-credit hour rule. Specifically, SJMC students take 48 hours of major coursework, which includes nine hours of core journalism courses.

SJMC majors must also meet all University of South Carolina Degree Requirements. These requirements include the Carolina Core, which are courses in liberal arts and sciences that support subsequent study in the program major and in beyond-the-classroom learning activities. The Carolina Core develops competency in communication, analytical reasoning and problem-solving, scientific literacy, information literacy and the arts. Topics in global citizenship and multicultural understanding as well as values, ethics and social responsibility are explored. More information about the Carolina Core is located on the [USC website](#).

A secondary area of expertise, outside of the SJMC, is required and fulfills the 72 hours outside of a designated SJMC major. A student may choose to pursue a minor (18 hours) or a cognate (12 hours). Popular minors for SJMC students include business, political science, retailing, art studio or a foreign language.

Across SJMC majors, a total of 120 hours is needed to graduate.

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 SJMC has six distinct learning outcomes for all graduates. These learning outcomes were established by the faculty in 2008 and incorporate the twelve ACEJMC-defined Core Values and Competencies as well as language of the Carolinian Creed—a social honor code adopted by the university in October of 1990.

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### SJMC Learning Outcomes

#### Research

Demonstrate the ability to conduct research, gather information, write clearly and correctly and present relevant news or persuasive information at a professional level.

#### Creativity

Think critically, creatively and independently; evaluate his or her own work and the work of others for accuracy, fairness, clarity, style and correctness.

#### Diversity

Understand the history of journalism and mass communications, the diversity of groups in a global society in relationship to communications and the role of journalism and mass communications in

## STANDARD 2: Curriculum and Instruction

society.

### **Ethics**

Understand the ethical concepts, legal implications, considerations and practices that guide the mass media professions.

### **Technology**

Demonstrate the ability to apply tools and technologies appropriate for the production, editing and presentation of visual, aural, textual or other media content.

### **Analysis**

Apply basic numerical and statistical concepts and methods appropriate for the communications professions.

The six majors within the SJMC share three core courses in which students are exposed to many of the values/competencies embodied in our six learning outcomes. Students are required to take a statistics course outside of the SJMC. Other values/competencies are introduced and practiced in the major coursework students are required to take. All majors require at least one “capstone course” in which all of the six learning outcomes are included.

During our recent curriculum revision, we strengthened existing course offerings to adapt to the changing digital media environment and created a better balance between the number of conceptual and skills courses required to graduate.

The following course mapping outlines the learning outcomes students should master when taking SJMC core and major courses (the mapping does not include SJMC elective courses).

<b>Course Chart Key</b>	
	<b>Value or competency introduced/practiced</b>
	<b>Not applicable to course</b>

<b><u>SJMC Core Courses</u></b>	<b>Research</b> <i>Gathering information/ writing clearly</i>	<b>Creativity</b> <i>Think critically and independently</i>	<b>Diversity</b> <i>Understanding the history and global society</i>	<b>Ethics and Law</b> <i>Understanding ethical and legal implications</i>	<b>Technology</b> <i>Gaining/demonstrating ability to apply technology</i>	<b>Analysis</b> <i>Incorporating basic statistical concepts</i>
<b>JOUR 101 – Media and Society</b>						
<b>JOUR 291 – Writing for Mass Comm</b>						
<b>JOUR 303 – Law and Ethics</b>						

## STANDARD 2: Curriculum and Instruction

### Advertising Required Courses

	<b>Research</b> <i>Gathering information/ writing clearly</i>	<b>Creativity</b> <i>Think critically and independently</i>	<b>Diversity</b> <i>Understanding the history and global society</i>	<b>Ethics and Law</b> <i>Understanding ethical and legal implications</i>	<b>Technology</b> <i>Gaining/demonstrating ability to apply technology</i>	<b>Analysis</b> <i>Incorporating basic statistical concepts</i>
JOUR 202 – Principles of Advertising						
JOUR 220 – Account Planning						
JOUR 316 – Toolkit for Brand Comm						
JOUR 416 – Creative: Strategy/Execution						
JOUR 421 – Media Analysis						
JOUR 517 – Integrated Campaigns						

### Broadcast Journalism Required Courses

	<b>Research</b> <i>Gathering information/ writing clearly</i>	<b>Creativity</b> <i>Think critically and independently</i>	<b>Diversity</b> <i>Understanding the history and global society</i>	<b>Ethics and Law</b> <i>Understanding ethical and legal implications</i>	<b>Technology</b> <i>Gaining/demonstrating ability to apply technology</i>	<b>Analysis</b> <i>Incorporating basic statistical concepts</i>
JOUR 204 – Principles of Journalism						
JOUR 361 – Intro Reporting/Writing						
JOUR 471 – Intern. Reporting/Production						
JOUR 580 – Advanced Reporting Topics						
JOUR 586 – Advanced Reporting						
JOUR 588 – Advanced Production						
JOUR 590 – Digital Journalism						

## STANDARD 2: Curriculum and Instruction

### Journalism Required Courses

	<b>Research</b> <i>Gathering information/ writing clearly</i>	<b>Creativity</b> <i>Think critically and independently</i>	<b>Diversity</b> <i>Understanding the history and global society</i>	<b>Ethics and Law</b> <i>Understanding ethical and legal implications</i>	<b>Technology</b> <i>Gaining/demonstrating ability to apply technology</i>	<b>Analysis</b> <i>Incorporating basic statistical concepts</i>
JOUR 204 – Principles of Journalism						
JOUR 361 – Intro Reporting/Writing						
JOUR 471 – Interm. Reporting/Production						
JOUR 580 – Advanced Reporting Topics						
JOUR 586 – Advanced Reporting						
JOUR 588 – Advanced Production						
JOUR 590 – Digital Journalism						

### Mass Communications Required Courses

	<b>Research</b> <i>Gathering information/ writing clearly</i>	<b>Creativity</b> <i>Think critically and independently</i>	<b>Diversity</b> <i>Understanding the history and global society</i>	<b>Ethics and Law</b> <i>Understanding ethical and legal implications</i>	<b>Technology</b> <i>Gaining/demonstrating ability to apply technology</i>	<b>Analysis</b> <i>Incorporating basic statistical concepts</i>
JOUR 201 – Principles of Public Relations						
JOUR 202 – Principles of Advertising						
JOUR 203 – Principles of Vis Comm						
JOUR 204 – Principles of Journalism						
JOUR 306 – Theories of Mass Comm						
JOUR 501 – Ethics of Mass Media						
JOUR 506 – Mass Media Criticism						

## STANDARD 2: Curriculum and Instruction

<u>Public Relations Required Courses</u>	<b>Research</b> <i>Gathering information/ writing clearly</i>	<b>Creativity</b> <i>Think critically and independently</i>	<b>Diversity</b> <i>Understanding the history and global society</i>	<b>Ethics and Law</b> <i>Understanding ethical and legal implications</i>	<b>Technology</b> <i>Gaining/demonstrating ability to apply technology</i>	<b>Analysis</b> <i>Incorporating basic statistical concepts</i>
JOUR 201 – Principles of Public Relations						
JOUR 203 – Principles of Vis Comm						
JOUR 332 – Mass Comm Research						
JOUR 439 – Public Relations Writing						
JOUR 531 – Public Relations Campaigns						
JOUR 533 – Public Relations Mgmt						

<u>Visual Communications Required Courses</u>	<b>Research</b> <i>Gathering information/ writing clearly</i>	<b>Creativity</b> <i>Think critically and independently</i>	<b>Diversity</b> <i>Understanding the history and global society</i>	<b>Ethics and Law</b> <i>Understanding ethical and legal implications</i>	<b>Technology</b> <i>Gaining/demonstrating ability to apply technology</i>	<b>Analysis</b> <i>Incorporating basic statistical concepts</i>
JOUR 203 – Principles of Vis Comm						
JOUR 346 – Graphics for Vis Comm						
JOUR 347 – Intro. Photography						
JOUR 446 – Informational Graphics						
JOUR 447 –Advanced Photography						
JOUR 448 – Video						
JOUR 449 – Design of Online Content						
JOUR 560 – Capstone Portfolio Dev.						

## STANDARD 2: Curriculum and Instruction

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

### Advertising

Students in the Principles of Advertising & Brand Communications course (JOUR 202) get hands-on experience by working in small teams to conceptualize, shoot and edit a commercial.

The Toolkit for Brand Communications course (JOUR 316) has a lab component (JOUR 316L) where students learn the basics of Creative Suite so they may apply the theories, principles and conventions of powerful brand communications.

The Account Planning course (JOUR 220) gives students the tools to mine consumer insights through Qualtrics, Statista and data mining software.

Students in Media Analysis (JOUR 421) learn to use Media Flight Plan, MRI Plus, Nielsen and other resources to develop comprehensive media plans.

The Integrated Campaigns course (JOUR 517) requires students to apply the skills and theories they learned throughout their academic careers into a comprehensive campaign. All students are encouraged to enter their work in competitions including the annual Student Ad Show and AAF's American Advertising Awards, which are judged by professionals.

### Broadcast Journalism

After taking the introductory mass communications writing course, students' hands-on learning starts in the initial reporting course (JOUR 361- Introductory Reporting and Writing). In JOUR 361, students focus on videography and visual storytelling. They learn camera operation using professional video cameras and writing and editing voice-overs, VO/SOTs and broadcast package stories. They also receive the basics of multimedia reporting, writing for the Internet and social media.

Their second course, Intermediate Reporting and Production (JOUR 471), polishes and expands those skills to more in-depth and complex stories.

Students spend their final semester working five days a week in the capstone newsroom in our new, state-of-the-art studios and control room. Students produce daily newscasts and occasional special reports, rotating through all jobs in a newsroom, control room and studio, producing, reporting, shooting, directing, anchoring and running all equipment every day. In addition, they produce stories for the capstone news web page and social media sites. They take four courses during the semester: Producing, Reporting, Multimedia Reporting and Investigative Reporting (JOUR 587-590).

This capstone program, where students are involved in more than 50 newscasts a semester gives students the repetitions they need to become proficient in multimedia journalism story production, show production, on-air skills and deadlines to immediately

## STANDARD 2: Curriculum and Instruction

move into a professional environment.

### Journalism

After taking the introductory mass communications-writing course, students move right into hands-on learning with the initial reporting course (JOUR 361 –Introductory Reporting and Writing). In JOUR 361, students focus on in-depth reporting and writing, and learn visual storytelling and basic camera work. In Intermediate Reporting and Writing (JOUR 471) they polish their skills and explore in-depth storytelling across media platforms.

In their final semester, students move into our capstone senior semester, working in a converged newsroom and producing photos, stories and graphics for the online and print editions of *The Carolina Reporter*. They often pair with broadcast students on long form written and video stories. They also take a directed elective (JOUR 499) offering in-depth training in subjects such media and politics, power producing and other specialty areas. They create 5-minute cut-in segments to show on the school's main floor digital sign.

The capstone classes trains multimedia students in the digital skills, leadership abilities and specialty writing and reporting they need to move immediately into a professional newsroom.

### Mass Communications

The Mass Communications major was implemented in the Fall 2016 semester. Students are required to take the SJMC's core curriculum writing course, Writing for Mass Communications (JOUR 291), where they produce writing samples for multiple media platforms. Additionally, students must take three of the SJMC's four principles courses, which provide awareness of digital, technological and multimedia developments and give students opportunities for hands-on experience including individual and team activities and professional projects. For example, students in the Advertising & Brand Communications Principles course (JOUR 202) receive hands-on experience by working in small teams to conceptualize, shoot, and edit a commercial.

All Mass Communications students must take a three-hour skills course, such as Magazine Article Writing (JOUR 540), Graphics for Visual Communications (JOUR 346), or Editing (JOUR 362), all of which emphasize practical multimedia skills to include information gathering, critical analysis, and professional presentation. Students may take a second skills course, depending on their focus. An array of special topics courses (JOUR 499) provide additional opportunities for practical experience and professional development, especially courses with a service learning or civic engagement component such as Service Learning in Malawi, Africa (JOUR 499) and Public Relations for Nonprofit Organizations (JOUR 333), where students spend time working in a mass communications capacity onsite with an agency. Students complete their study in the Capstone Portfolio course (JOUR 560) in which they will prepare a major project exhibiting their information gathering, critical thinking, analytical and professional presentation skills.

### Public Relations

Principles of Public Relations (JOUR 201) exposes students to the evolution of the public

## STANDARD 2: Curriculum and Instruction

relations field, including practitioners' reliance on social media and other digital technologies to practice media relations and other elements of the profession. An online section of JOUR 201 requires students to engage with the professor and other students digitally.

Public Relations Writing, a required course (JOUR 436), and Advanced PR Writing, an elective course (JOUR 437), offer further opportunities for students to develop a written portfolio of work, including web design and social media campaigns. Students are similarly taught how to write in Associated Press style and are introduced to several social media and web-based publishing programs including Wix, Word Press, Facebook, Twitter, Snapchat, Prezi, Instagram, etc.

Public Relations Campaigns (JOUR 531) allows students to work with current professionals as their service learning "clients." Students develop integrated campaigns including multimedia components, such as video or audio public service announcements, create social media campaigns, and more (depending on the needs of the clients).

Mass Communications Research (JOUR 332) acquaints students with the fundamentals of good research including the use of Qualtrics, a popular social science research application. Public relations students also hone their digital and technological skills in the work they do in national team competitions and at a student-run agency.

The national PRSSA Bateman Team competition affords students an opportunity to gain competencies in design and digital analytics. The Carolina Student Agency, one of 37 PRSSA-affiliated student-run agencies, provides real world experience and aids students in the mastery of relevant software and presentation programs, video and still photography skills, media relations software, social media and web site creation/SEO and other technical applications to generate real results for real clients.

### Visual Communications

As early as a student's first course (JOUR 203- Principles of Visual Communications) in the major, students receive an overview of the field as well as receive hands-on practice by completing a video project and five InDesign assignments.

In other VisCom courses— photography (JOUR 347 and JOUR 447), video (JOUR 448), and design and graphics (JOUR 346 and JOUR 446)— students work with software programs used in the creation of visuals.

Online design (JOUR 449) and portfolio (JOUR 560) courses teach production and design concepts and techniques that cover conceptual as well as technical aspects of the design of online content.

Grants have also been secured to bring in professionals and theorists to help with course development and content, especially in digital, technological and multimedia areas. A school subscription to Lynda.com also serves as a beneficial resource for students who might need additional training— via tutorials and step-by-step how-to videos— in applicable software usage.

## STANDARD 2: Curriculum and Instruction

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

The school typically offers multiple sections of the same courses taught by different professors as follows:

- JOUR 101- Media and Society
- JOUR 201- Principles of Public Relations
- JOUR 203 - Principles of Visual Communications
- JOUR 220 - Account Planning: Mining Insights
- JOUR 291 - Writing for Mass Communications
- JOUR 303 - Law and Ethics of Mass Communications
- JOUR 332 - Mass Communications Research
- JOUR 347 - Photovisual Communications I: Photography
- JOUR 416 - Creative: Strategy to Execution
- JOUR 436 - Public Relations Writing
- JOUR 471 - Intermediate Reporting and Writing
- JOUR 517 - Integrated Campaigns
- JOUR 531 - Public Relations Campaigns
- JOUR 533 - Public Relations Management
- JOUR 580 - Advanced Reporting Topics
- JOUR 590 - Capstone III: Digital Journalism

The school has a coordinator of undergraduate writing and adjunct training who provides support and supervision for the introductory mass media writing class (JOUR 291 which has 14+ sections annually taught by 10 or more instructors) and orientation training for all adjunct instructors.

This coordinator:

- Collects, reviews and approves syllabi of course instructors
- Conducts peer reviews of instructors for JOUR 291 with fewer than three years of experience and provides instructional support for adjuncts with more than three years of experience with the school, tenured and tenure-track faculty as needed in coordination with sequence heads
- Coordinates and conducts orientation and training sessions twice a year for first-time adjuncts, including JOUR 291 instructors and other new adjunct instructors
- Provides continuing support and resources for building course materials

The school also maintains consistency in the above courses by faculty exchanging syllabi on different sections of the same course taught by multiple instructors; comparing lists of acceptable textbooks and grading rubrics via sequence meetings; assigning lead instructors/coordinators to oversee content of multiple-section courses (such as JOUR 291, with 14+ sections annually taught by 10 or more instructors); and providing course syllabi on the school's server.

Faculty in each sequence engage in critique and review sessions of student work in capstone courses, and these reviews provide a general measure of uniformity in meeting educational objectives in foundational and advanced courses. Student publications, broadcasts, advertising

## STANDARD 2: Curriculum and Instruction

and public relations campaigns and visual communications portfolios are reviewed each semester by faculty panels in all sequences.

For example, faculty in the Advertising Sequence meet each semester to review campaigns and watch presentations by the Ad competition team. Public Relations Sequence members meet each semester to review campaigns and watch presentations by the Bateman competition team. Journalism and broadcast faculty engage in daily and weekly critique sessions to review the *Carolina Reporter* newspaper and web site and the Carolina News TV broadcast. The faculty in the Visual Communications Sequence meet at the end of each semester and conduct a review of every senior's printed and digital portfolio.

Sequence heads also hold regular meetings where curricular issues are discussed, with curriculum changes from the sequences passed through a school curriculum committee before they are brought before the full faculty for a vote. Sequence heads are also responsible for recommending adjunct/part-time faculty and coordinating instruction between multiple sections of the same course. Sequence heads ask first-time part-time instructors, to attend a meeting at the start of the semester to discuss course goals and expectations. One faculty member now oversees adjunct/part-time faculty, assisting them with syllabus preparation and course management concerns as well as reviewing their classroom teaching.

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.

The primary purpose of the internship in the SJMC is to present students an opportunity to work directly in a professional environment to connect theoretical and practical instruction. Students gain professional experience, explore careers and make important decisions about their future. Although not required, most students pursue internships for which they receive academic credit. During the 2015 Fall and 2016 Spring and Summer terms, 122 students were enrolled in JOUR 597, the professional internship course. The school encourages but does not require students to pursue internships.

Our students are in great demand by the media industry. The methods used to select sites for internship credit are specific to each major. For example, organizations that seek advertising and public relations students for internships should have an ongoing advertising, public relations or visual communications function and a professional within the organization to serve as on-site supervisor. Students may select, on their own, organizations that meet these criteria upon final approval by the school's career services and internship manager. Many students are selected as interns by major advertising and public relations agencies through school, alumni, and other professional contacts such as PRSA and AAF.

The process for broadcast majors is similar. The SJMC's close ties with the media industry assure internship placement locally and nationally. The South Carolina Broadcast Association and other media outlets statewide and across the nation regularly host SJMC broadcast interns. Students work with the on-site supervisor and career services and

## STANDARD 2: Curriculum and Instruction

internship manager to meet the requirements for academic credit.

In addition to internships at local, state, and national traditional media outlets, our broadcast students have interned at ESPN/SECN networks, Disney Professional Internships, and the WFAE Roger Sarow Minority fellowships, a public media journalism 10-week fellowship program at the public radio station in Charlotte, NC.

Students in journalism complete formal internships for credit as well as work part-time for newspapers and other media throughout the year. Although they are limited to three hours of academic credit, students are encouraged to complete two or three internships as undergraduates. Journalism students are encouraged to apply for national internships such as the Dow Jones Copyediting internship, the Politics and Journalism Semester in Washington, the Scripps-Howard internship, as well as internships at newspapers across the region and nationally. Many students find internships through the South Carolina Press Association ([scpress.org](http://scpress.org)), through their own hometown newspapers, and by working with the SJMC career services and internship manager. Editors frequently participate in the school's career fairs or individually arranged recruiting visits.

Professional internship hosts must meet additional criteria that include the following:

- Provide a meaningful supervised experience in a professional environment for students majoring in journalism, broadcast, advertising, public relations and visual communications
- Pay a stipend or by the hour, preferably
- Adhere to the requirements for academic credit that include junior or senior standing
- Provide a designated workspace at the organization for the intern
- Require a minimum of 140 hours
- Complete the internship during regular school sessions (fall, spring or summer semesters)
- Approve internship arrangements with the career services and internship manager

The career services and internship manager provides most of the supervision for the internship and is responsible for site visits and frequent communication with the onsite supervisor and the student intern. The career services and internship manager also maintains a list of [internship opportunities](#) on the school's website.

Interns enrolled in JOUR 597 are graded S/U. An "S" means the intern has satisfactorily completed all requirements and is entitled to the three hours academic credit. A "U" means the student's work has been unsatisfactory and not entitled to credit. Students are given a syllabus outlining expectations and requirements of the internship. Although the intern does not receive a letter grade, the class is rigorous and students are expected to perform well.

7. **Attach a copy of the unit's internship policy. Provide copies of questionnaires and other instruments used to monitor and evaluate internships and work experiences.**

The internship policy, questionnaires, requirements and other instruments are provided by

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major and posted on the SJMC website for [students](#) and prospective [employers](#).

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### Professional master's program:

#### 8. Describe the process and requirements for admission to the program. If requirements are different for an online program, please explain.

The SJMC enrolls qualified students into our professional Master of Mass Communication (MMC) program during the fall, spring or summer semester. Our MMC program is an on-campus program and we excel at providing a solid education in mass communications coupled with intensive mentoring from graduate faculty throughout the lifecycle of the program. The SJMC does not offer an online MMC program.

Preliminary expressions of interest from prospective applicants are generated through a variety of means, including the school's website, referrals by former students, and online searches. Potential applicants often request answers to specific questions about the program that can be answered either through e-mail or a phone call. Personal interviews with MMC applicants are not required, however, many potential applicants visit the campus and meet with the associate director for graduate studies, the manager of graduate student services, and/or other graduate faculty members.

Each completed application for admission is reviewed by faculty members of a subcommittee of the school's graduate council and by the associate director for graduate studies. Evaluation sheets are appended to each file to be completed by each member of the subcommittee, noting the rationale for that member's admission decision. A potential applicant whose application has been rejected during this process may, on appeal, be allowed further review by the school's full graduate council.

Because the professional master's degree is designed to attract the best and brightest of students regardless of prior media experience or coursework, in arriving at admissions decisions, the faculty and the associate director for graduate studies will carefully examine such things as:

- **The applicant's performance on the Graduate Record Examination.** We normally prefer a minimum score of 300 on the combined verbal and quantitative portions of the exam and a score of 3.5 or better on the analytical writing portion, although exceptions are sometimes made. For example, the Fall 2015 candidates for admission to the professional master's degree program averaged 151 on the GRE verbal and 146 on the GRE quantitative portion. The average was 3.63 on the analytical writing portion. These figures, we are told informally, are among the highest on the USC campus.
- **The applicant's previous academic performance.** Transcripts of previous college-level work are examined carefully. We expect a minimum overall grade point average of at least 3.0. Applicants who present undergraduate GPAs of less than 3.0 are sometimes admitted, but only if their other credentials strongly indicate the potential for successful completion of graduate-level work. The Fall 2015 entering MMC students earned an average undergraduate GPA of 3.65.

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- **The applicant's professional experience.** Applicants are asked to submit a résumé along with their other application materials. The admissions committee looks for diversity of backgrounds, particularly experience working in the mass media.
- **Outside recommendations.** Although the USC graduate school requires only two letters of recommendation, applicants to the MMC program are requested to submit three with at least one academic reference. The comments in these letters and the credentials of those providing the recommendations are thoroughly scrutinized.
- **The Statement of Objectives.** Each applicant is required to provide a narrative explanation of his or her academic and professional goals and an explanation of how our program can help the applicant attain these goals. The Statement of Objectives assists our faculty in determining if the MMC degree program is the right “fit” for the applicant, both intellectually and professionally. If our program does not provide what the student is seeking (e.g., courses in filmmaking, for example), then the admissions committee may recommend that the applicant apply elsewhere. The Statement of Objectives also provides insight into the applicant's motivation for graduate study and, perhaps, an indication of how determined the applicant may be to see his or her program through to completion.

As indicated above, each applicant to the program is required to submit an official transcript showing all courses completed as part of his or her undergraduate degree program. These transcripts are reviewed by the members of the admissions committee and the associate director for graduate studies to assure that the candidate's undergraduate coursework reflects adequate liberal arts preparation. Approximately 40% of our MMC students come to us with undergraduate degrees in one of the liberal arts. Most of the remainder earned baccalaureate degrees in communications with a substantial number of liberal arts courses. On occasion, we have accepted students with undergraduate degrees in business, engineering and other degree programs. We find they add welcome diversity to our student mix, successfully complete the MMC degree program and are highly sought after in the job market.

In addition to all other requirements, international applicants must present a preferred minimum TOEFL (Test of English as a Foreign Language) score of 100 internet-based score (or 7.0 on the IELTS International Academic Course Type 2 exam) which indicates a strong background in English. These applicants typically have completed substantial coursework in the liberal arts, often taken at English-speaking institutions overseas that place a strong emphasis on liberal arts education.

We receive approximately 37 applications per academic year for the MMC degree program. Of those, we accept approximately 68 percent. These figures, however, may be somewhat misleading. As noted above, potential applicants generally make requests for specific information about the MMC degree program to determine if our program fits their career goals. During this process, the school's general expectations and requirements are thoroughly explained and, as a result, many potential applicants voluntarily do not pursue their plans to apply. Therefore, those who do submit completed applications usually have a clear understanding about the purpose of our program and about admission requirements. Of those admitted, approximately 13-15 enroll per year. Enrollment is often contingent on

## STANDARD 2: Curriculum and Instruction

the amount of available financial support in the form of a graduate assistantship. Graduate assistantships are awarded on the strength of the application, not financial need. Because our assistantship and scholarship funds are limited, some students will not have the means to enroll. This is particularly true for international applicants who we may accept but who may not have personal funding available.

9. Report the applications, admissions and enrollment for the previous three years. If the program is offered onsite and online, provide each in the chart below.

Year	Applications	Admissions	Enrollment
2015-2016 Academic Year	32	20	14
2014-2015 Academic Year	35	23	13
2013-2014 Academic Year	45	33	18

10. Tell how the graduate program is distinct from the undergraduate program. Show how instruction and curricular requirements for graduate students are at a more advanced and rigorous level than courses for undergraduate students, including courses open to both undergraduate and graduate students. This discussion should include online courses.

At the undergraduate level, the emphasis is on preparing students for entry level positions in the mass media by providing them with a balance of conceptual and professional skills necessary for success. The professional MMC degree program is management-oriented, providing more advanced and rigorous instruction in courses that integrate theory and skills appropriate to higher-level professional communication careers. The subject matter taught in such graduate-level courses, such as *Issues in Media Management* and *Integrated Communication Strategies*, are designed for those who wish not just to work in, but to manage, a newsroom, an integrated communications office, or an Ad/PR agency.

Our graduate courses at the 700-level focus on enhancing student knowledge and experience of media management and mass communications and acquiring skills in developing research-based communication strategies. In our 700-level courses, professors generally require a mix of individual and group research-oriented papers and projects based on ideas and theories advanced in the academic and professional literature. These courses often require an extensive and integrative project or paper as a prime determinate of the final grade. Our 700-level classes are typically smaller, far more rigorous and involve more individual student participation than our undergraduate courses. Student evaluations of these courses tell us that our MMC students find the instruction generally good and the standards sufficiently demanding. Courses taken outside the unit in other graduate programs (e.g., marketing or management courses in the Moore School of Business and

## STANDARD 2: Curriculum and Instruction

health communication courses in the School of Public Health) are equally demanding.

Graduate students may enroll for elective courses taught at the 500-level. When this occurs, additional readings and assignments are required for graduate students. The University's Graduate Course Bulletin makes it clear that "it is expected that the requirements for graduate credit in courses 500-699 exceed those for undergraduates." This policy, affecting all 500-level courses taught in the SJMC in which graduate students are enrolled, is implemented in various and highly specific ways. For example:

- In JOUR 531 (Public Relations Campaigns), the syllabus specifies that "Graduate students will complete an additional project to be planned individually with the instructor."
- In JOUR 542 (Public Opinion and Persuasion), the syllabus states that "a semester project is required of all graduate students and honors students and is optional for undergraduates. The project's form and topic will be left very much up to the individual as long as it is attached in some way to the general area of public opinion and propaganda and has approval of the instructor."
- In JOUR 577 (Newspaper Feature Articles), the syllabus states that "Graduate students will be required to complete an additional multimedia story, to include a text story or stories, totaling no less than 1,200 words. The text story will be part of that student's multimedia package, which will be posted on *The Carolina Reporter* web site. Each student will also be asked to do a written report following the project, detailing what the student learned, problems encountered and possible solutions."

### 11. Provide a list and a brief description of specialized professional graduate courses offered as part of the curriculum.

JOUR 701, Research Methods in Mass Communication. Methods and techniques of quantitative mass communications research: content analysis; survey research applications; media effects studies. Prerequisites: Statistics competency and permission of instructor

MKTG 701, Marketing Management. Marketing function with emphasis on the procedures and techniques for analyzing planning, and implementing marketing strategies and tactics related to product, pricing, communication and distribution decision.

JOUR 705, Integrated Communication Principles. Integration of advertising, public relations, and marketing communication within an organization or agency.

JOUR 706, Media Law. General legal philosophy and law affecting the mass media.

JOUR 710, Organizational Communication. Communication within organizations including theories, research, and current issues of concern in the field.

JOUR 715, Integrated Communication Strategies. The strategic planning process applied to integrated communication principles. Prerequisite: JOUR 705

## STANDARD 2: Curriculum and Instruction

JOUR 725, Integrated Communication Campaigns. Principles and strategies of integrated communication to prepare a communication campaign for a client organization.

Prerequisites: JOUR 705, 715

JOUR 740, New Technologies and the Mass Media. New technologies related to the mass media.

JOUR 747, Independent Study: Journalism and Mass Communications. Independent study in an area of journalism and mass communications relevant to the student's professional and/or research goals.

JOUR 762, Issues in Mass Communication. Management. Current management-related issues confronting the media, including management of creative people, budgeting, time management on deadline.

JOUR 777, Practicum in Mass Communication Management. Seminar and supervised professional management experience in a media organization.

JOUR 790, Topics in Mass Communications. Specialized topics in mass communication (individual topics to be announced with suffix and title). May be repeated for credit.

JOUR797, Project Prep. Individualized scholarly activity to develop and execute special projects relevant to the study of mass communication.

**In addition, some courses carry graduate level credit if there are specific, additional specialized requirements for graduate students. Some examples of courses that our MMC student often enroll in include:**

JOUR 446, Informational Graphics: Visual presentation of quantitative and spatial information. Examines the planning, design and preparation of statistical graphs, charts, timelines, diagrams and maps.

JOUR 501, Freedom, Responsibility and Ethics of the Mass Media: Historical development of freedom, responsibility, and ethics in the mass media, including communication theories, pressures, ownership.

JOUR 517, Integrated Campaigns: The development of a complete, well coordinated integrated communications plan that incorporates research and analysis techniques, critical thinking, team work, creative and tactical skills.

JOUR 518, Brand Communications Practicum/Competitions: Application of advertising techniques and skills in preparation of full scale campaign.

JOUR 531, Public Relations Campaigns: Development of public relations campaigns for business and social institutions. Case studies of public relations campaigns and programs.

JOUR 540, Magazine Article Writing: Researching, organizing, writing and marketing articles for publication in general and specialized publications

## **STANDARD 2: Curriculum and Instruction**

JOUR 541, International Mass Communications: A comparative study of world mass communications media, with particular attention to press systems, the sources and flow of international news, and the problems and implications of world communications.

JOUR 542, Public Opinion and Persuasion: Theory and practice of persuasive communication and the role of persuasion in shaping public opinion.

JOUR 533, Public Relations Management: Researching, programming, staff, budgeting, and planning public-relations programs by business, government, or consulting firms.

JOUR 534, Publication Writing and Design: Publication writing and design as well as internal or constituent communications, specifically focused on an internal audience. Production of InterCom, the CIC alumni magazine.

JOUR 536, Crisis Communications: Analyzing public relations emergencies impacting businesses or clients. Techniques for ensuring positive outcomes when confronting public relations crises.

JOUR 538, The Bateman Team: Self-directed development and implementation of a public relations campaign as part of a national competition (PRSSA's Bateman Competition).

JOUR 556, Broadcast Station Management: Development, management, and operation of radio and television stations.

JOUR 576, Reporting Public Affairs: Concentrated analyses of reporting in special fields, particularly in the South, including coverage of government, business, labor, the arts and sciences.

### **Directed electives in the Moore School of Business include:**

MKTG 704, Theory and Analysis of Consumer Behavior: Concepts, theories, and techniques applicable to obtaining a sophisticated understanding of consumer motives, attitudes, decision-making processes, and satisfaction determinants.

MKTG 705, Marketing Communications: Advertising, sales promotions, marketing-oriented public relations, event and sponsorship marketing, point-of-purchase communications, and other aspects of integrated marketing communications.

MKTG 707, Product and Branding Policies: Product line and portfolio planning, stage-gate approach to new product development, product launch and product life cycle management, and branding strategies and procedures.

MGMT 718, Management of Human Resources: The processes inherent in effective management of the organization's human resources. Topics include: employee selection, training, and development; design of compensation and reward systems; applied motivation models; and current issues in the management of human resources.

MGMT 770, Competing through People: Development of an understanding of behavioral

## STANDARD 2: Curriculum and Instruction

concepts necessary for effective production management of organizations. Current literature, case studies, and other simulations to demonstrate applicability of concepts. Concepts studies include perception, motivation, leadership, and intergroup conflict.

### 12. Show that at least half the required credit hours in the master's program are in professional skills courses appropriate to professional communications careers.

The requirements for skills-related courses for students enrolled in the professional MMC program vary considerably depending upon the backgrounds of the students and their area of emphasis in the program. Students interested in journalism or broadcast journalism (General Program of Study) complete 12 classes for a total of 36 hours. Of these 12 classes, the following six (18 hours) are required courses, and all of them represent skill courses:

JOUR 701 Research Methods in Mass Communication  
JOUR 705 Integrated Communication Principles  
JOUR 706 Media Law  
JOUR 762 Issues in Mass Communication  
JOUR 740 New Technologies and the Mass Media  
JOUR 777 Practicum in Mass Communication Management

The same students are required to take the following three “directed” elective course, which also all represent skill courses:

MKTG 701 Marketing Management  
MKTG 718 Management of Human Resources  
JOUR 710 Organizational Communication

In addition, the students without significant prior professional experience normally are required to take the skills-based, 500-level senior semester experience in either journalism or broadcast journalism. Typically, this consists of four courses taken together in a semester in which the student devotes five days a week, six to eight hours per day preparing a daily newscast or producing multimedia material.

Students in the advertising and public relations emphasis (Integrated Communication Program) also take the same six required courses as part of the total 36 credit hours (12 courses) for the degree. The same students are required to take the following four “directed” elective course, which also represent skill courses:

MKTG 701 Marketing Management  
JOUR 533 Public Relations Management or JOUR 523 Advertising Management  
JOUR 715 Integrated Communications Strategies  
JOUR 725 Integrated Communications Campaigns

Students in this area also must complete a graduate-level, integrated campaigns course in which they must satisfactorily demonstrate their skills level in designing and implementing a campaign. Finally, all students (Both the General Program of Study and the Integrated

## STANDARD 2: Curriculum and Instruction

Communication Program) must successfully complete a three-hour, graduate-level practicum working in a real-life setting in which it is expected they will hone and often acquire additional skills to ensure they are prepared to enter the professional world.

### 13. Describe the unit's curricular efforts to develop in its master's graduates the ability to contribute knowledge appropriate to the communications professions in which they work.

Although the professional master's degree program is focused on media management and strategic communication or journalism, all students are required to successfully complete a graduate-level course in quantitative and qualitative research methods. This course is designed to inculcate the need for future research-based management skills and communication strategies and to familiarize them with the scholarly literature in the field as well as the need to keep up to date with this literature throughout their careers.

Additionally, most of their required core courses teach and require demonstration of specific research techniques with the goal of preparing young professionals who value the role of research in mass communication management and strategic communication and are prepared to conduct and/or evaluate research efforts in furtherance of advancing the profession.

### 14. Complete and attach Table 4 and Table 4A.

Provide the first 15 names on an alphabetical list of the graduate students who received a professional master's degree during the 2015 – 2016 academic year.

**Table 4. Curriculum for Graduate Professional Programs**

Name	Undergraduate Major	College Attended
Blanton, Amanda H.	English/Prof. Communications	Southern Polytechnic St. Univ.
Busick, Jessica	Journalism/Citizen Media	Kennesaw State Univ.
Craft, Timothy J.	Public Relations	Univ. of South Carolina
Fantoft, Nina B.	Communication	Aalborg Univ.
Hinze, Haley	Communication/Graphic Design	William Woods Univ.
Lu, Run	Public Administration	Xiamen Univ.
Martin, Victoria L.	Political Science	Francis Marion Univ.
Page, Devon	Public Relations	Univ. of South Carolina
Smith, Juliet Nader	Broadcast Journalism	Univ. of South Carolina
Williams, Elizabeth M.	Public Relations	Univ. of South Carolina
Zhang, Jingyi	Editing/Publishing	Qingdao Univ. of Sci. & Tech.
Zhou, Chuqiao	Mass Communication	East Tennessee State Univ.

## STANDARD 2: Curriculum and Instruction

**Table 4a. Graduate Professional Curriculum – 2015-2016**

(Show master's credit hours earned in all courses by the 15 students listed above.)

MMC Curriculum	Students 1-13, as numbered in the list above												
	1	2	3	4	5	6	7	8	9	10	11	12	13
<b>Courses inside the unit</b>													
Research Methods in Mass Comm	3	3	3	3	3	3	3	3	3	3		3	3
Communication Theory												3	3
Integrated Comm Principles	3	3	3	3	3	3	3	3	3	3	3	3	3
Media Law	3	3	3	3	3	3	3	3	3	3	3	3	3
Integrated Comm Strategies		3	3	3	3	3	3	3	3	3	3	3	3
Integrated Comm Campaigns		3	3	3	3	3	3		3	3	3	3	3
New Technologies in Mass Media	3	3	3	3	3	3	3		3	3	3	3	3
Issues Mass Comm Mgt.	3	3	3	3	3	3	3	3	3	3	3	3	3
Media Economics								3					
Sem: Health, Science & the Media											3		
Practicum Mass Comm Mgt.	3	3	3	3	3	3	3	3	3	3	3	3	3
Magazine Article Writing	3							3					
Public Opinion and Persuasion										3			
Directed Independent Study		3						3	3				
Top/SJMC Atlanta PR Experience			3	3	3		3				3		
Public Relations Mgt.		3		3	3	3	3			3		3	3
Applied Visual Comm										3			
<b>Courses outside the unit</b>													
Educational Statistics I								3					
Applied Health Comm											3		
Theoretical Found/Health Promo											3		
Consumer Health in Contemp Soc.				3									
Marketing Management	3	3	3	3	3	3	3	3	3	3	3	3	3
Consumer Behavior		3			3							3	3
Org. Behavior/Competing Through People		3			3					3			
Prin of Media Arts Pract							3						
Health Science Info Resources											3		
SOCY: Special Topics			3										
Trends and Issues in SPTE	3												
Topic: Social Media	3												
Hospitality Marketing Strategy						3				3			
Top: Perform Arts: Mgt. & Ldshp								3					
Sport/Entertain Event Dev						3				3			
Principles of SPTE Marketing	3												
<b>Transfer Courses</b>													
Ethics in Comm (ColofCharleston)											3		
Communication Theory											3		

# STANDARD 3



## Diversity and Inclusiveness

**750,000**

grant dollars from the U.S. Dept. of State to support School of Journalism and Media Management in Tbilisi, Georgia

**28**

Students selected as American Advertising Federation's Most Promising Multicultural Student

**By the Numbers**

**9.5%**

African American student enrollment in undergraduate program

**23%**

International student enrollment in MMC program

**Standard 3**

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## STANDARD 3: Diversity and Inclusiveness

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### Executive Summary

Embodied in our faculty approved diversity plan, diversity and inclusiveness matter in the School of Journalism and Mass Communications (SJMC), College of Information and Communications (CIC), and at the University of South Carolina (USC). This commitment is reflected in our instruction on issues and perspectives related to communication across diverse cultures, effective efforts to recruit women and domestic minority faculty and staff, international faculty and effective efforts to help recruit and retain a student population reflecting our geographic service area.

At the university level, African American enrollment has increased 10.6% from 2009 to 2015, and Hispanic enrollment has increased 63%. In 2014, *Diverse Issues in Higher Education* reported that USC graduates more African American students than 97% of all colleges in the United States. Within the SJMC, the percentage of undergraduate African American students enrolled is 9.5%, which is in line with the total percentage of undergraduate minority students among the university's Columbia campus enrollment (9.9%).

Diversity and inclusiveness is clearly emphasized in our unit's learning outcomes. The "diversity" outcome states that "Every graduate of the SJMC will understand the history of journalism and mass communications, the diversity of groups in a global society in relationship to communications and the role of journalism and mass communications in society." We have assessment instruments to demonstrate whether our students achieve this outcome.

The SJMC is also one of the nation's leading contributors to the American Advertising Federation's (AAF) Most Promising Multicultural Student competition. The school's multicultural and globally diverse faculty members are engaged in significant research and publications on diversity and gender issues, including groundbreaking health and communication disparity studies. In 2011, the school launched the biannual Media and Civil Rights History Symposium, one of the first of its kind in the nation to focus on media, civil rights and social justice issues.

We are campus leaders in study abroad education, spearheading international programs to destinations including Germany, Africa, China, Oman, and in 2017, Cuba. The SJMC's international focus also includes the Newsplex Initiative, which provides media training and consulting services to a worldwide client base.

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### STANDARD 3: Diversity and Inclusiveness

1. Please complete the following tables:

The primary service area of USC, the flagship institution of the state system, is the state of South Carolina, as the university’s primary mission is the education of the state’s citizens through teaching, research, creative activity and community engagement. Sixty-one percent of students who enroll in USC are from South Carolina, while roughly 39% are out-of state students. USC, and the SJMC, recognize the value that out-of-state-students bring in terms of diversity of backgrounds, opinions, and talents.

**Table 5. Area Population**

Group	% of Population
White	68.9
Black/ African American	27.8
American Indian/ Alaskan Native	0.4
Asian	1.5
Native Hawaiian/ Other Pacific Islander	0.1
Other race	NA
Two or more races	1.7
Hispanic/ Latino (any race)	5.4
Female	51.4

Source: U.S. Census for State of South Carolina – 2014

**Table 6. Undergraduate Student Populations – 2015-2016**

Group	Males	Females	% total in unit	% total in institution
Black/ African American	39	95	9.5	8.7
American Indian/ Alaskan Native	0	1	.1	.2
Asian	1	12	.9	2.7
Native Hawaiian/ Other Pacific Islander	0	1	.1	.1
Other Race	5	6	.7	.9
Two or more races	10	37	3.3	3.4
Hispanic/ Latino (any race)	16	41	4.1	4.3
White	278	854	80.2	76.2
International students (any race)	0	14	1.1	.7

Source: University of South Carolina Office of Institutional Research & Assessment  
Fall 2015

### STANDARD 3: Diversity and Inclusiveness

**Table 6a. Graduate Student Populations (Master of Mass Communications)**

<b>Group</b>	<b>Males</b>	<b>Females</b>	<b>% total in unit</b>	<b>% total in institution</b>
Black/ African American	0	3	14%	14.73%
American Indian/ Alaskan Native	0	0	0%	.16%
Asian	0	0	0%	2.46%
Native Hawaiian/ Other Pacific Islander	0	0	0%	.04%
Other Race	0	0	0%	.16%
Two or more races	0	2	9%	2.46%
Hispanic/ Latino (any race)	0	0	0%	2.67%
White	5	6	52%	66.45%
International students (any race)	0	5	23%	9.19%

Source: Office of Institutional Research & Assessment  
Fall 2015

**Table 7. Faculty Populations – 2015-2016 Full-time SJMC Faculty (39)**

<b>Group</b>	<b>Female</b>	<b>% of total</b>	<b>Male</b>	<b>% of total</b>
Black/ African American	1	2	2	5
American Indian/ Alaskan Native	NA	NA	NA	NA
Asian	1	2	3	8
Native Hawaiian/ Other Pacific Islander	NA	NA	NA	NA
Other Race	NA	NA	NA	NA
Two or more races			1	2
Hispanic/ Latino (any race)	NA	NA	NA	NA
White	14	36	18	46
International (see Asian)				

**Faculty Populations – 2015-2016 Part-time/adjunct SJMC Faculty (22)**

<b>Group</b>	<b>Female</b>	<b>% of total</b>	<b>Male</b>	<b>% of total</b>
Black/ African American	1	4	2	9
American Indian/ Alaskan Native	NA	NA	NA	NA
Asian	3	13	1	4
Native Hawaiian/ Other Pacific Islander	NA	NA	NA	NA
Other Race	NA	NA	NA	NA
Two or more races	NA	NA	NA	NA
Hispanic/ Latino (any race)	NA	NA	NA	NA
White	6	27	9	40
International (see Asian)				

## STANDARD 3: Diversity and Inclusiveness

**Table 8. Full-time faculty recruitment**

<b>Academic Year</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
Openings	2	1	4
Total Applicants in hiring pool	46	16	108
Females in hiring pool	18	1	55
Female finalists considered	2	0	4
Offers made to females	1	0	2
Offers accepted by females	1	0	2
Minorities in hiring pool	13	12	8
Minority finalists considered	0	1	4
Offers made to minorities	0	1	1
Offers accepted by minorities	0	1	1
International faculty in hiring pool	9	12	20
International faculty considered	0	3	1
Offers made to international faculty	0	1	1
Offers accepted by international faculty	0	1	1

Note: Information is from EEO data forms that were requested from each applicant and must be returned by said applicant for inclusion in recruitment information. Therefore, the reported numbers may not accurately reflect the actual number of applicants and gender/minority status in the hiring.

As to Table 9, “Part-time/Adjunct Faculty Recruitment,” the SJMC does not conduct searches for adjunct faculty. Adjunct faculty recruitment is by referral or professional inquiry.

2. Attach 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.

Since our last accreditation in 2011, the SJMC has adopted a strategic plan that includes a comprehensive section on diversity and inclusiveness. Approved by the SJMC faculty in December 2015, our plan adheres to and enhances the university’s diversity plan (a copy of the Focus Carolina Strategic Plan for Diversity is included in the Standard 3 Appendix).

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### SJMC Strategic Plan for Diversity and Inclusiveness

The School of Journalism and Mass Communications is committed to the university’s mission to foster a diverse and vibrant academic environment in the university. Toward that end, the school recognizes the importance of embracing diversity in its various forms and creating a welcoming environment that encourages all to excel. The school defines diversity as cultural, ethnic, racial, gender, gender identity, religious and thought, and includes among underrepresented groups, male students of any race. The school’s diversity plan highlights the five key areas in the Focus Carolina Strategic Plan for Diversity, and as an Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) accredited unit, where applicable incorporates the language of the ACEJMC Diversity Standard.

## STANDARD 3: Diversity and Inclusiveness

### Teaching and Learning

We will enhance our curriculum that fosters understanding of issues and perspectives in the context of domestic concerns about gender, race, ethnicity and gender identity.

**Tactic 1-a.** Systematically review and update course content to reflect diverse issues and other perspectives.

**Tactic 1-b.** Identify specific courses that focus on diversity and cross-cultural journalism and mass communications. We will include instruction across the curriculum in issues and perspectives relating to mass communications across diverse cultures in a global society.

**Tactic 2-a.** Where applicable, include content about contributions from groups that include the five fault lines of Race/Ethnicity (African American, Asian, Hispanic/Latino, Native American, White), Gender (Straight male, straight female, lesbian, gay, bi-sexual and transgender), Generation (Youth, baby boomer, Generation X, Millennials), Class (Rich, upper middle class/wealthy, middle class, working class, poor) and Geography (Urban, suburban, rural; plus region and neighborhoods), and provide global context to course content.

**Tactic 2-b.** In senior semester capstone courses, instructors stress using diverse sources in stories. We will provide opportunities for all students to learn about career opportunities, including underrepresented groups.

**Tactic 3-a.** Hold regular career fairs, seminars and panel discussions featuring diverse perspectives, panelists and other participants.

**Tactic 3-b.** Encourage each sequence to develop professional development programs that reach out to all students in general, underrepresented students in particular. We will demonstrate effective efforts to attract, recruit and retain faculty, staff and students that reflect the state's population and underrepresented groups.

**Tactic 4-a.** Reach out to alumni and other media professionals as resources to advance recruitment of student, staff, and faculty from underrepresented groups.

**Tactic 4-b.** Encourage more student, faculty and alumni visits to high schools to build awareness of the School, University and field among high-achieving underrepresented students. We will encourage the participation of diverse professionals whose expertise is valuable to the unit as adjunct professors, guest lecturers and event speakers.

**Tactic 5-a.** Identify classes, events and ongoing activities during Homecoming Week, Awards Day, Career Fairs and others that might attract diverse perspectives.

### Research, Scholarship, and Creative Achievement

We will encourage and support through internal and external funding and interdisciplinary collaborations and partnerships, research, scholarship and creative achievement that informs, expands and seeks solutions to problems and issues of concern to majority and minority populations.

**Tactic 1-a.** Explore salient research topics and focus such as Women in Creative Leadership Roles, Health Disparity Issues and others that would attract faculty and student collaboration.

**Tactic 1-b.** Involve undergraduate and graduate students in faculty research projects.

**Tactic 1-c.** Use mentors to advise undergraduate research projects such as the Magellan undergraduate fellowship.

**Tactic 1-d.** Recommend that the Graduate Council provide effective mentors for diverse graduate students to pursue internal and external research grants.

We will provide a forum for exploring issues involving race, gender and other forms of diversity.

**Tactic 2-a.** Continue the Media and Civil Rights History Symposium

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### Service Excellence

We will form meaningful partnerships to support the school's diversity initiatives.

**Tactic 1-a.** Participate in Women's Studies, African American Studies and other university diversity initiatives.

We will continue community outreach to nonprofit agencies and organizations that serve underrepresented groups through formal initiatives such as Service Learning, Leadership Connect and others.

**Tactic 2-a.** Encourage The Carolina Agency to continue its work with diverse nonprofit agencies.

**Tactic 2-b.** Use leadership programs such as CreateAthon@USC to provide creative and leadership opportunities between our students and diverse nonprofit organizations, which the program has served each year since 2013.

We will partner with local, state, national and international professional organizations to develop and implement diversity initiatives for students, faculty and staff.

**Tactic 3-a.** The school partners with the Midlands Chapter of the American Advertising Federation (AAF) to host annual seminars on career opportunities targeting local high school and college students.

**Tactic 3-b.** The school partners with PRSA to increase career awareness of public relations as a career path among underrepresented high school and college students.

**Tactic 3-c.** Continue partnerships with the South Carolina Scholastic Press Association (SCSPA) and Southern Interscholastic Press Association (SIPA) to attract underrepresented students to the field, and use these organizations as a recruitment pipeline for diverse student enrollment in the SJMC.

### Quality of Life in the School of Journalism and Mass Communications

We will develop and implement programs and activities that foster a welcoming environment and encourage all to excel. We will foster a climate that is free of harassment and all forms of discrimination, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

**Tactic 1-a.** Establish the Diversity Committee as a standing committee in the SJMC that comprises staff and student representation.

**Tactic 1-b.** Create a social event to welcome new faculty, staff and students.

We will reward outstanding faculty and staff achievement.

**Tactic 1-c.** Create a Diversity Award to recognize outstanding faculty and staff achievements during awards ceremonies.

### Recognition and Visibility

We will continue our excellent visibility in national and international programs that seek high achieving underrepresented students, such as the AAF Most Promising Multicultural Student recognition. The university has one of the highest number of multicultural student participants in the country to be selected for this prestigious award.

We will encourage student participation in national scholarship and internship opportunities such as

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the Chips Quinn Scholarship Program and the Scripps Howard Foundation Internship Program, the multicultural internship program sponsored by the American Association of Advertising Agencies, the Charleston Post and Courier Scholarship/Internship Program, to name a few.

We will use the school's targeted scholarships to attract, recruit and retain high-achieving underrepresented students.

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### 3. Describe how the unit assesses its progress toward achieving the plan's objectives.

The unit's standing Diversity Committee, comprised of three to five full time faculty members, meets regularly during the academic year to assess and discuss the SJMC's progress toward achieving the objectives outlined in our diversity plan. This committee also works closely with faculty, staff and students to ensure diversity initiatives are implemented, evaluated and modified as warranted. The university has also launched a renewed effort to promote diversity by creating new diversity administrative positions at the college level to work with faculty to achieve diversity goals.

The following are specific examples of the unit's progress in achieving the objectives of its Diversity Plan.

#### Teaching and Learning Objectives

- The unit regularly offers its signature diversity course, JOUR 311 – Minorities, Women & Mass Media: Students in this course study the relationship among persons of color, women, and the mass media in the United States. The course is also cross-listed in the School of Women's Studies.
- Every other year (in years the SJMC holds our Media and Civil Rights History Symposium [MCRHS]) the unit offers a course in Media, Culture and the African American Freedom Struggle. The course is open to both undergraduate and graduate students.
- The unit provides instruction across the curriculum in issues and perspectives relating to mass communications across diverse cultures in a global society (see Section 3, item 4).
- The senior semester journalism and broadcast journalism capstone courses, as well as other capstone courses in other majors, stress the importance of using diverse sources in stories and frequently invite guest lecturers that provide a diverse perspective.

#### Research, Scholarship and Creative Achievement

- Faculty in the SJMC conduct research on a variety of diverse issues. For example, Dr. Andrea Tanner focused two John S. and James L. Knight Foundation grants (2013 and 2014) on research projects that examined health disparity issues among under served and underrepresented populations in Richland County, and an additional Health Sciences South Carolina (2010-2013) funded study on health communication needs of adults in rural South Carolina. The grants also yielded several research publication

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collaborations among SJMC faculty and graduate students and cohorts from other universities.

- Professors Kenneth Campbell, Shirley Staples Carter, Cecile Holmes and Denise McGill have publications and other research projects on diversity, multicultural and inclusion issues, women and the media, religion and diversity. Professor Denise McGill's The Gullah Project is a video and series of multimedia stories that chronicles the land, water and people of historic St. Helena Island, S.C., featuring the Gullah/Geechee Sea Island Culture. The series document their contributions to African American History, and their struggles to maintain their land and livelihood.
- Other faculty members, including Professors Karen Mallia and Leigh Moscovitz have published and conducted research on gender and LGBTQ issues in news and popular culture. Professor Laura Smith concentrates on representation issues and news diversity.
- The SJMC's MCRHS, launched in 2011, is a unique forum that provides intellectual discourse on race, gender and other diversity issues. A biennial scholarly conference, the MCRHS is the most visible part of an effort to encourage the study, teaching, and sharing of media and civil rights history. The symposium embraces a broad vision of civil rights history that reaches across nations, time periods, and social groups to include various past struggles for the right to exercise civil freedom without government or social repression or discrimination. The SJMC believes that media and communication are central forces in history, and through the symposium, endeavors to encourage more historical work on the struggles for justice and freedom.

#### **Service Excellence**

- A model program for measuring the effectiveness of our diversity efforts is the SJMC's participation in CreateAthon@USC, the brainchild of Professors Karen Mallia and Scott Farrand, and an affiliate of the national advertising creative outreach program that provides pro bono creative and marketing deliverables for community nonprofit organizations. In the past three years, CreateAthon has provided these services to numerous organizations that serve under represented and multicultural populations.
- The SJMC houses the regional Southern Interscholastic Press Association (SIPA) and South Carolina Scholastic Press Association (SCSPA) whose inclusive workshops and conferences held at the SJMC provide a gateway to attract and recruit students in journalism and mass communications, including multicultural students. The diversity committee plans to work with the director to develop a system to track the number of multicultural student participants who enroll in the SJMC. We do not actively recruit students in the organizations as a matter of policy, but rather rely on their exposure, engagement and awareness.

#### **Recognition and Visibility**

- The SJMC continued its winning record of student participants in the national American Advertising Federation's (AAF) Most Promising Multicultural Student competition in 2016 with the selection of SJMC student Cameron Kirksey. Bonnie Drewniany, advertising

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sequence head, coordinates the nominations of minority students for this national recognition. In addition to Kirksey, over the past three years Liana Miller and Alexis Mood have been recognized. Twenty-eight USC students have won this award since its inception in 1997. (See the Multicultural Student article located in the Standard 3 Appendix.)

#### 4. 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.

The SJMC is committed to fostering a diverse and vibrant learning environment where students, faculty and staff feel valued and respected. The SJMC curricula cover many issues and aspects related to mass communication in terms of gender, race, ethnicity, sexual orientation and culture, both inside and outside the classroom. We believe diversity and inclusion are necessary to achieve academic and institutional excellence. This can be best illustrated by the Carolinian Creed, which states:

*"I will discourage bigotry, while striving to learn from differences in people, ideas and opinions."*

Faculty are encouraged to facilitate discussion of diversity and inclusiveness in the classroom. Students are provided with opportunities to critically engage with the world around them and address the social challenges that face us all. All programs (journalism, broadcast journalism, mass communication, advertising, public relations and visual communication, as well as the Master's and Ph.D. programs) stress that instructors must recognize the diversity of opinions and backgrounds of students, and be prepared to facilitate conversations around the often sensitive social challenges. Course instructors are encouraged to expose students to a wide variety of views, stay open to all perspectives, and ask students to voice their points responsibly.

Faculty members in the SJMC are provided with various resources to prepare for course discussions of diverse and sensitive topics. Some of these resources and trainings are provided by different departments on campus, such as Center for Teaching Excellence, Office of Multicultural Student Affairs, International Student Services, and Office of Diversity and Inclusion ([https://www.sc.edu/about/officesanddivisions/diversity\\_and\\_inclusion/](https://www.sc.edu/about/officesanddivisions/diversity_and_inclusion/)). Faculty members are also provided with guidelines of how to teach in racially diverse classrooms, and guidelines for discussing issues of racial conflict. Moreover, faculty and staff are provided with opportunities to attend diversity trainings and intercultural trainings to promote and provide an inclusive environment on campus for all students. Topics focused on diversity and inclusion are also covered in our bi-yearly adjunct instructor training, a workshop that new SJMC adjunct instructors are required to attend,

To enhance learning for all students, faculty are encouraged to plan the course with the multicultural classroom in mind. Multicultural examples are incorporated into lectures and class discussions. Most SJMC courses address the importance of understanding the diversity of our nation. Some of the courses that put discussions of diversity and inclusiveness at the forefront include:

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- JOUR 101: Media and Society
- JOUR 201: Principles of Public Relations
- JOUR 202: Principles of Advertising
- JOUR 220: Account Planning: Mining Insights
- JOUR 291: Writing for Mass Communications
- JOUR 303: Law and Ethics of Mass Communication
- JOUR 306: Theories of Mass Communication
- JOUR 311: Minorities, Women & Mass Media
- JOUR 316: Toolkit for Brand Communications
- JOUR 329: Focused Look: Brand Communication
- JOUR 332: Mass Communications Research
- JOUR 333: Public Relations for Nonprofit Organizations
- JOUR 347: Photovisual Communications
- JOUR 416: Creative: Strategy to Execution
- JOUR 428: The Super Bowl of Advertising
- JOUR 436: Public Relations Writing
- JOUR 463M: Field Study in Advertising: Issues & Institutions
- JOUR 447: Advanced Photovisual Communications
- JOUR 448: Video for Mass Communications
- JOUR 471: Intermediate Reporting & Producing
- JOUR 499: (special topic) Cross Cultural Communication: Convergence in China
- JOUR 499: (special topic): Media, Culture, and the African American Freedom Struggle
- JOUR 501: Freedom, Responsibility and Ethics
- JOUR 530: Creative Leadership
- JOUR 531: Public Relations Campaigns
- JOUR 533: Public Relations Management
- JOUR 534: Publication Writing and Design
- JOUR 536: Crisis Communications
- JOUR 536M/ JOUR 436M: Munich Multimedia Maymester
- JOUR 539: Public Relations Ethics
- JOUR 576: Public Affairs Reporting Across Media
- JOUR 586: Capstone I – Advanced Reporting: Broadcast and Online Journalism
- JOUR 588: Capstone II – Advanced Broadcast and Online Journalism Production
- JOUR 590: Capstone III- Digital Journalism
- JOUR 599/499: (special topic): Munich Multimedia Maymester
- JOUR 808: Seminar in Communication Research: Critical, Cultural and Naturalistic Approaches

For example, Freedom, Responsibility and Ethics (JOUR 501) devotes several classes each semester to topical issues involving race, culture and gender. Students must audit a TV newscast for racial sensitivity, analyze coverage of the Black Lives Matter movement and wrestle with issues such as whether athletic teams like the Washington Redskins should have Native American names.

Students in Intermediate Reporting & Producing (JOUR 471) are strongly encouraged to put diversity and inclusion "up front" in their thinking about their journalistic practice. Gender and race in news content are discussed in depth during course lectures. The course instructor talks about the need for journalists - no matter their personal demographics or

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background to stretch outside their own cultural groups and get to know their communities.

The instructor uses census data and maps of the city to demonstrate how students themselves are not at all "like" their audience members – not nearly as diverse.

Throughout the course, the instructor shows edited/finished news stories that expressly demonstrate "diversity and inclusion" as exemplars in media coverage. A broad spectrum of faces and perspectives are also included into the examples used in class.

In Creative: Strategy to Execution (JOUR 416), a lecture is devoted to inclusiveness, using the chapter from *Creative Strategy in Advertising* by faculty member Bonnie Drewniany and professor emeritus A. Jerome Jewler. The course emphasizes that effective advertising must understand, respect and embrace the diversity of American consumers. The instructor discusses characteristics of different ethnicity consumer groups, as well as different cultural perspectives. For example, in Asian cultures, it is inappropriate to call attention to oneself; therefore, culturally conscious ads should focus on how the family or group benefits by using the product. Moreover, the class discusses strategies and tactics about how to reach ethnic minorities, the LGBT group, people with disabilities and the elder group. Students are encouraged to look at the whole person, not one demographic characteristic, and to avoid stereotypes.

In Principles of Public Relations (JOUR 201), the lectures focus on exploring how diversity, technology and global communication influence the practice of public relations, crisis communication and social responsibility, as well as diversity's influence on essential public relations vehicles, including new media and social networking sites. Various case studies are discussed in class. Students are expected to demonstrate sensitivity to diversity issues and cultural differences as they apply to the practice of public relations.

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

The SJMC has a strong international presence, consistent with the unit's commitment to include instruction across the curriculum in issues and perspectives relating to mass communications across diverse cultures in a global society. On the USC campus, our unit is considered a leader in study abroad education. Dr. Keith Kenney serves as the international coordinator for the SJMC. In this role he develops and maintains international programs focused on research, teaching and service.

The SJMC's internationally-focused curricular instruction has included a diverse curriculum overseas, students studying abroad and an increased number of international graduate and exchange students during the past six years. A summary of faculty and student international experience by country and enrollment follows (a complete list of courses and programs is included in the Standard 3 folder of supplemental materials).

#### Diverse curriculum overseas outreach

Our faculty and students participate in a number of global academic experiences that provide an understanding of diverse cultures on the one hand, and training to international journalism professors.

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Professor Keith Kenney was the principal investigator of a \$750,000 grant from the Department of State to sustain the Caucasus School of Journalism and Media Management (CSJMM) in Tbilisi, Georgia over a period of 10 years. Between 2010 and 2015, the grant has supported faculty development in the CSJMM in the pursuit of doctoral degrees in the SJMC (two have completed their degrees and one is ABD). An additional five CSJMM faculty and staff have participated in a one-month USC visit to observe classes and shadow administrators. The grant has also supported USC faculty visits—Professor Kenney spent one year and parts of two summers in Tbilisi advising faculty, staff and administrators, and four other USC faculty members spent a month teaching and helping to revise the school's curricula. The grant has also supported the CSJMM's acquisition of new broadcast equipment and books.

Professors Andrea Tanner, Scott Farrand, Van Kornegay and Charles Bierbauer led 60 students in multi-media study abroad in Munich, Germany in May 2012, 2013, 2014 and 2015.

Professor Farrand also conducted international seminars on new media and journalism for journalism professors in China and Russia in 2012 and 2012, and conducted a seminar on "New Media in Russia: Challenges, Successes, and the Role of International Partnerships" for the deans of the largest journalism colleges in Russia.

Professors Ran Wei and Seihill Kim led an exchange program for eight students at Sogang University in Seoul during the summer of 2013.

Professors Farrand and Kornegay led service learning projects with eight USC students in Malawi, Africa in 2013 and 2014.

Professors Wei and Farrand taught a course on Cross Cultural Communication: Convergence in China to nine USC students, 16 Chinese students and six Chinese faculty in the summer of 2015.

Professor Kenney taught a travel photography course in Viterbo, Italy during summer 2015.

Professor Kornegay led an Oman Study Abroad experience for 12 USC students during the summer of 2015.

#### **International Student Population in the SJMC M.M.C. Program**

Our international students help to broaden students' understanding of global perspectives in our professional graduate program. Since Fall 2012, the SJMC has enrolled international students from Colombia (1), Oman (1), China (5), India (1), Denmark (1) and Russia (1).

#### **Incoming Exchange Students from Overseas**

The SJMC benefits from the diversity of its international students participating in its exchange programs. Since 2011, the SJMC has hosted 38 international students from Teesside (2), Queensland University of Technology (QUT) (27), and Sogang (9).

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### USC/SJMC Students Study Abroad

We believe our students gain knowledge and appreciation of global perspectives through immersion in the language and culture of foreign countries through the study abroad program. Since the spring 2011 semester, students have studied abroad in Argentina (5), Australia (44), Austria (8), the Bahamas (2), Belgium (5), Brazil (8), Canada (3), Chile (2), China (21), Costa Rica (11), Croatia (2), Czech Republic (27), Denmark (3), Dominican Republic (2), Dominican Republic (3), England (69), Fiji (1), France (32), Germany (87), Ghana (8), Greece (6), Honduras (1), Iceland (1), India (3), Ireland (32), Italy (79), Jamaica (3), Japan (4), Malawi (13), Malta (1), Mauritius (2), Monaco (1), Morocco (2), New Zealand (2), Netherlands (5), Peru (3), Philippines (1), Poland (3), Portugal (3), Russia (3), Scotland (2), Singapore (2), South Africa (5), South Korea (1), Spain (74), Sweden (2), Taiwan (2), Tanzania (1), Turkey (1), Uruguay (1), Vietnam (2) and Wales (2).

In other evidence of the unit's commitment to global education, the school's new Mass Communications sequence has embraced the concept and is encouraging students to pursue a degree of distinction through an international experience. The school's International Committee, led by Dr. Kenney, in 2016 allocated \$10,000 per year for need-based stipends to encourage SJMC student participation in study abroad experiences.

Finally, the SJMC is home to the Newsplex Initiative, another dimension of the school's globalization that keeps us in touch with journalism around the globe. Newsplex works in partnership with the World Association of Newspapers and News Publishers (WAN-IFRA) to provide counseling and training to media organizations worldwide.

Since 2011-2012, Newsplex has featured the following global initiatives:

- Developed an online course in Russian to teach new media techniques and held a workshop at Moscow State University to introduce the course to Russian academics.
- Conducted workshops on social media and investigative reporting in Moscow and St. Petersburg, Russia.
- Provided four weeks of training for media properties owned by the Nation Media Group in Nairobi, Kenya.
- Worked with media properties owned by Grupo Ferre Rangel in San Juan, Puerto Rico to develop new media techniques and reorganize their newsrooms.
- Produced several workshops in India, including sessions in Mumbai, Hyderabad, Calicut, Cochin and Kottayam.
- Conducted several U.S. study tours for overseas journalists. Participants have come from Europe, Asia, Africa, South America and the Middle East.
- Hosted journalists from all over the world in South Carolina, including a delegation from Azerbaijan.

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Under a contract with the U.S. State Department, Newsplex is currently working with the New England Center for Investigative Reporting at Boston University to develop reporting skills in the Baltic countries of Latvia, Lithuania and Estonia.

Newsplex Director Randy Covington frequently speaks at media conferences worldwide. He served as a moderator at the World Newspaper Congress in Vienna (2011), Bangkok (2013) and Washington D.C. (2015). In 2012, he co-chaired WAN-IFRA's Mideast conference in Dubai. Covington also has spoken in Rostov-on-Don, Russia; Lyon, France; Bogota, Colombia; Sao Paulo, Brazil; and Karachi, Pakistan. In 2013, he taught at the Georgian Institute of Public Affairs in Tbilisi.

6. 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 SJMC adheres to the university's policies and initiatives as administered by the Office of Diversity and Inclusion. These include the following:

- Gender-neutral housing is available through a number of private rooms in suites and several one-bedroom apartments to help students transition to feel comfortable in their campus residence
- Gender-neutral bathrooms in most residence halls
- Student health services for LGBT students
- Gender identity as a Title IX Protected Class
- Counseling Center
- Diversity training

Campus sexual assault and sexual harassment annual data reports such as the Annual Security and Fire Safety Reported submitted to and maintained by the South Carolina Division of Law Enforcement and Safety.

Comprehensive undergraduate campus climate survey aimed at "taking the pulse" of students, in effect since March 2016. Results of the campus climate survey will be posted and tracked online by the Office of Diversity and Inclusion.

USC Connect (leadership program) and the Office of Diversity and Inclusion are developing a new pathway for Graduation with Leadership Distinction (GLD): Diversity and Social Advocacy.

Within the unit, faculty work closely with our highly trained student services team and USC's Student Disability Services to ensure that we are accommodating our students with disabilities.

7. 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 SJMC primarily works with the Office of Admissions to recruit a diverse population of

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students. Our students are attracted to the university because of its tradition of excellence in the University Honors Program and our regionally and nationally recognized SJMC, and follow many pathways to our doorstep, including the South Carolina Scholastic Press Association (SCSPA), the Southern Interscholastic Press Association (SIPA), and athletic programs such as the women's Gamecock Basketball team.

Success stories include the following:

- Briahana Ismail of Columbia's Richland Northeast High School won the SCSPA/Jostens Yearbook scholarship that has enabled her to pursue a major in journalism and mass communications.
- Lacey Getter of Columbia's Dutch Fork High School won first place in the 2015 Joining Generations Multimedia Contest.

The SJMC hosts the annual Baldwin Pre-Collegiate Workshop for Business and Investigative Journalism and provides funding to participants who do not have the financial means to attend such a program. Students are also introduced to the SJMC through attendance at high school journalism workshops sponsored by SCSPA and SIPA that feature SJMC faculty, students and administrators.

The SJMC participates in designated residence halls by major or career interest, an avenue for building awareness about our majors to undecided students already enrolled at the university.

Beyond programmatic efforts, the SJMC has dedicated scholarships that support institutional efforts to attract, recruit and retain underrepresented students. Our unit's minority student enrollment (9.5%) is slightly higher than in 2011 (8.1%) when we were last accredited.

The university provides additional institutional support for diversity recruitment efforts through its Multicultural Outreach Student Team (MOST) that engages current students in the university's minority recruitment efforts, Summer Seniors, a summer recruitment program designed for South Carolina's top African American rising high school seniors, and the Gamecock Guarantee covenant aid program that provides financial and programmatic support for first-generation, low-income students of all races from the state of South Carolina.

#### 8. 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 SJMC does not have a selective admission requirement, as admission to the university is centralized through the USC Office of Admissions. Once admitted, however, students must maintain an overall GPA of 2.5 to remain a student in the SJMC.

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9. 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 Student Services Office of the SJMC provides academic and career advising for students. Students can receive academic support for the major, internships, study abroad and other issues through this office or others on campus. All freshmen participate in the nationally acclaimed University 101 course for undergraduate students. The course is designed to enhance students' academic and social integration into college and data reveal that students who enroll in this course have consistently higher one-year retention rates, 5-year graduation rates, and first-year GPAs than students who do not enroll in the course.

The SJMC provides activities outside the classroom that foster student retention of underrepresented students as highlighted below:

- The Association of Black Journalists, an organization for undergraduate underrepresented students and open to all majors in the school. The organization has teamed with several area professional organizations such as the American Advertising Federation (AAF) of the Midlands to present forums and seminars to attract underrepresented students to the journalism and mass communication professions. One such event in 2014, the Martin Luther King Day: Breakfast of Champions—What I do, you can too, attracted area professionals and students from throughout the university and other local HBCUs.
- During the 2014 spring semester, the Diversity Committee and journalism sequence sponsored *Word Play*, a panel discussion of writers, editors and folklorists on writing as a craft, designed to attract underrepresented students to print journalism. The panelists included Aida Rogers, veteran writer and editor, "State of the Heart"; Sandra Johnson, author of "Standing on Holy Ground: A Triumph Over Hate Crime"; Vennie Deas Moore, folklorist and photographer; Kendal Bell, newspaper veteran and author; Claire DeLune, public relations specialist, writer and host of Blue Moon Radio; and Dianne Johnson-Feelings, Distinguished Professor of Literature and Author.
- As previously mentioned, the advertising sequence nominates minority students for national recognition. In the past three years AAF has recognized Cameron Kirksey, Liana Miller and Alexis Mood as among the 50 Most Promising Multicultural Students in the nation. Twenty-six USC students have won this award since its inception in 1997.
- The advertising sequence also nominates students for nationally competitive internships through the Minority Advertising Internship Program (MAIP). In the past three years Adrienne Cooper, Liana Miller, Alexis Mood and Jawondolyn Harris Bandstra have won these internships.
- Several minority students have participated in the School's study abroad programs such as Maymester in Munich, Maymester in Malawi, and in 2016, Media and the Mideast, the study abroad program in Oman.

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Students are encouraged to join student organizations such as PRSSA and others that foster networking and coalition building.

#### 10. Describe the unit's efforts to recruit women and minority faculty and professional staff (as enumerated in Table 8, "Full-time Faculty Recruitment").

The school makes an effort to reach out to prospective minority faculty in all of its searches by targeting minority doctoral students at Ph.D. granting programs in our field, recruiting at professional association meetings such as AEJMC, ICA, BEA and NABJ, sending targeted communication to specialized divisions such as the Minorities and Communication (MAC) division and Commissions on the Status of Women and Minorities of AEJMC, and advertising in publications (print and online) that will reach our target markets. The school's recruitment policies and procedures are consistent with the university's: Faculty appointments are one of the most essential activities of the departmental hiring unit. The university seeks to promote faculty diversity and equal opportunity by making every effort to provide a scholarly and educational environment that is welcoming, challenging and supportive of all participants, regardless of race, class, gender, sexual orientation, genetics, national origin, religion or political perspective (Office of the Provost: Hiring Procedures).

The Provost Office provides the affirmative action recruiting sources manual that lists helpful program and association contacts for recruiting by discipline (See USC's affirmative action recruiting sources manual located in the Standard 3 Appendix).

One of the school's strengths is its diverse faculty, as the numbers in Table 7 indicate. For example, the number of female faculty has tripled since 2011 and now comprises 40% of the unit's total. Asian faculty have increased from 3.8% to 10%, while the smaller increase in numbers for African American and other faculty of color present an opportunity for the unit to expand its outreach. The Diversity Committee has incorporated specific measures in the Diversity Plan that address diversity and inclusiveness recruitment strategies.

According to university policy, the Vice President for Human Resources and the human resources officer on each campus bear primary responsibility for the attainment of affirmative action goals for administrative and staff employees. Our recruitment efforts for staff follow university procedures, and as with faculty recruitment, includes the following language used by the university to attract underrepresented individuals:

*The University of South Carolina is in South Carolina's capital, a family-friendly city located equidistant from beautiful Atlantic beaches and the historic, rolling Blue Ridge Mountains. We are an affirmative action, equal opportunity employer, committed to building a culturally diverse faculty, staff and student body. Minorities and women are encouraged to apply.*

Recently, the school was successful in attracting and hiring Camea Cato, an alumna of the AAF's Most Promising Minority Students as an academic advisor, and in that role is expected to add a new perspective in the SJMC Student Services Office.

### STANDARD 3: Diversity and Inclusiveness

11. 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 SJMC maintains an academic climate that fosters growth, acceptance and inclusivity among all faculty. It achieves this climate through opportunities for faculty governance as members of standing committees, faculty development, faculty serving in administrative roles and support for excellence in teaching, research and service.

We have numerous female and minority faculty in leadership roles in the SJMC, including:

- Dr. Andrea Tanner, White female, director of the SJMC
- Dr. Sei-Hill Kim, Korean male, Associate Director for Graduate Studies and Research
- Dr. Carol Pardun, White female, Chair of the Select Tenure and Promotion Committee
- Dr. Ken Campbell, Black male, Mass Communications sequence director
- Dr. Shirley Staples Carter, Black female, chair of the Standing Committee of Diversity and Inclusiveness
- Dr. Leigh Moscovitz, White female, public relations sequence director
- Dr. Brooke McKeever, White female, Master of Mass Communication Coordinator

The university provides three signature programs that offer additional support for women and minority faculty: The Provost's Advisory Committee on Women's Issues, the Diversity Committee and the Black Faculty Caucus.

12. 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 9, "Part-time/Adjunct Faculty Recruitment") and list those who are minority and female professionals.

Although the unit does not have a formal recruitment process for hiring adjunct or part-time faculty members, each sequence head in consultation with the director makes hiring decisions that fill critical needs of the school, diversity representation notwithstanding. Most units, as in the advertising sequence, recruit minority adjuncts by reaching out to professional contacts from the AAF and the unit's outstanding alumni base. For example, during the 2015-2016 academic year, the sequence hired advertising consultants Derek Walker and Doreen Goodwin, both African American alumni. Goodwin taught J316/J316L-Toolkit for Art and Copy in fall 2015 and spring 2016. Walker taught J329-Advertising Copy in fall 2015 and J518-Advertising Practicum in spring 2016. Bertram Rantin, an African American alumnus and veteran journalist recruited from the local newspaper, has served as an adjunct for almost two decades.

13. 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.

The SJMC has invited guest lecturers, alumni and industry professionals whose background or expertise introduced students to diverse perspectives.

### STANDARD 3: Diversity and Inclusiveness

The school's Media and Civil Rights History Symposium (MCRHS) is an excellent example of the school's richness in diversity experiences for its faculty and students. It attracts scholars who work at the transdisciplinary intersection of media and civil rights history. The symposium especially targets graduate students and junior scholars, and embraces methodological diversity in terms of research and paper presentations. The 2015 symposium included presentations from 40 scholars in 14 sessions.

The symposium keynote luncheon features as speaker a book author who gives not only the keynote lecture but also a free public talk in Columbia the same night. In 2015, Peniel Joseph extended the symposium's reach to the greater Columbia community with a public address and book signing at the city's historic Zion Baptist Church, a staging site for one of the nation's most significant public protests in 1961 and host to numerous civil rights rallies and celebrations.

MCRHS Keynote speakers since 2013:

- Peniel Joseph - *Stokely: A Life* (2015)
- Katherine Mellen Charron - *Freedom's Teacher: The Life of Septima Clark* (2013)

Examples of other speakers who have provided a diverse perspective in the SJMC during the past three years:

- Kim Jamieson, Public Relations Manager for South Carolina Parks, Recreation and Tourism
- Mike Fernandez, the nation's "Top Hispanic Public Relations Executive" as named by PR Week regularly speaks to Professor Shannon Bowen's courses
- Derek Walker, Brown and Browner Advertising
- Judi Gatson, WIS-TV News Anchor
- Darryl Huger, WACH News Director
- Lionel Moise, a former anchor WLTX TV, Columbia and current anchor for WBBM TV in Chicago, taught lab sections for JOUR 361, our introductory journalism course in visual storytelling
- Will Wright, NBC News Diversity Vice President
- Byron Pitts, ABC News Correspondent
- Vicky Free, Executive VP, Chief Marketing Officer, Black Entertainment Television (BET)
- McGhee Williams Osse, Co-CEO, Burrell Communications Group
- Anupam Tewari, SVP, Planning Director, Havas Worldwide
- Dick Lehr, journalist, professor and author, "The Birth of a Nation: How a Legendary Filmmaker and a Crusading Editor Reignited America's Civil War"
- Dick Lehr, journalist, professor and author, "The Birth of a Nation: How a Legendary Filmmaker and a Crusading Editor Reignited America's Civil War"
- Cathy Love, Vice President of Marketing and Communication, SCANA
- Heather Matthews, Director of NP Strategies
- Kaela Harmon, Public Relations and Government Affairs Manager, Columbia Metropolitan Airport
- Meredith Houck, Creative Services and Production Coordinator, Municipal Association of South Carolina
- Jeremy Lethco, Co-founder/Producer, Dust of the Ground

### **STANDARD 3: Diversity and Inclusiveness**

- Patrick Stapleton, Promotions Manager at WIS-TV
- Shana Till, Assistant News Director of WIS-TV

# STANDARD 4



**Full-Time and  
Part-Time Faculty**

**88%**

undergraduate  
courses  
taught by  
full-time  
faculty in  
Spring 2016

**24%** professional  
tenure  
track faculty

**By the  
Numbers**

**55%**

SJMC faculty  
holding a  
doctoral degree

**21** SJMC faculty serving  
as regular graduate  
faculty members

Standard 4

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## STANDARD 4: Full-Time and Part-Time Faculty

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### Executive Summary

The faculty in the School of Journalism and Mass Communications (SJMC) are dynamic, diverse and collaborative and garner national and international attention for their teaching, research and service. SJMC faculty believe in the importance of teaching and are committed to the mentorship of students at the undergraduate and graduate levels. Our faculty excel in experiential and service learning and study abroad education.

Because of the unique nature of the school's mission, which requires faculty members with the terminal degree as well as those with significant professional experience, the SJMC has established a dual tenure track system, each of which leads to tenure and the full professorship. Accordingly, the guidelines specify the earned doctorate in the academic track and significant professional experience in the professional track. Academic track and professional track faculty members are expected to contribute to the journalism and mass communication field's body of knowledge. However, academic track research contributions typically include work in the theoretical/conceptual, methodological or substantive domains, while professional track research contributions normally include reporting on findings or practice from professionals, critiquing professional practice and exhibiting creative work.

It is recognized that tenure track faculty will not be promoted without demonstrating strong teaching. In addition, our faculty have a strong commitment to scholarship, service and ongoing work with the professional community. Instructors whose work loads are 100% teaching still participate in multiple service opportunities. Some also conduct scholarship. Faculty are involved in the SJMC, the College of Information and Mass Communications (CIC), the university, the community and their academic professional community.

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

The faculty members of the SJMC embrace the commitment to balance. This is reflected in its numbers. As of Spring 2016, the faculty was comprised of 40 faculty members (including the dean of the CIC and the director of the school). Of those, 55% (n=22) hold the doctoral degree, 42.5% (n=17) hold a masters or J.D., and one (2.5%) has a bachelor's degree. The school has 16 female faculty members (40%) and 24 males (60%). This proportion has improved since the last re-accreditation year when the breakdown was 71% men and 29% female. In terms of race, we also have seen a slight improvement. While 80% of our faculty members are white and only 7.5% (n = 3) are black, we have added one faculty member who identifies as mixed race and doubled the numbers of Asian faculty to four (10% of the faculty). The ranks of our faculty remain balanced as well with 10 full professors (including the dean of the college and the director of the school), 10 associate

## STANDARD 4: Full-Time and Part-Time Faculty

professors, seven assistant professors, two visiting professors, seven senior instructors and four instructors.

The majority of our faculty have significant professional experience. Faculty at the ranks of instructor or professional tenure track are required to have significant industry experience. Many of the academic track faculty also have significant industry experience. The faculty are comprised of graphic designers, photo-journalists, public relations executives, advertising creative directors, newspaper reporters, broadcast producers, media planners, etc.

### 2. Describe how the unit selects full-time and part-time faculty and instructional staff.

Full-time tenure-track faculty are selected after a competitive national search. An advertisement is placed on recognized academic and professional job placement publications and websites as appropriate (i.e., AEJMC, ICA, PRSA, Mediabistro). The director selects a search committee, which includes a range of ranks and specialties. When possible, at least one minority faculty member is placed on the committee. A graduate student (usually a doctoral student) also is selected for the committee. The search committee reviews all files and selects the first round of candidates. After Skype interviews, the committee selects a minimum of three finalists to bring to campus for at least one full day of interviewing. All candidates teach a class and present their scholarship. The search committee makes a recommendation for hire and presents this as a motion to the faculty who vote on the recommendation. The vote is advisory; the director (with approval from the dean) makes the final hiring decision.

When hiring full-time instructors (faculty not on the tenure track), a more limited search is conducted. The advertisement is placed on the university's website; sometimes additional advertisements also are placed depending on the specialty needed. A smaller search committee is formed, which includes the director and typically two additional faculty members from the sequence hiring the instructor. The candidate teaches a class and meets with faculty, but does not make a scholarly presentation.

Adjuncts are hired when needed. The director has a list of regular adjuncts who have been hired and vetted in previous semesters. If they receive strong evaluations, they remain in the pool and are typically the first to be re-hired for the semester. The school benefits from a stable adjunct group. The sequence heads, working with the director, continually look for potential adjuncts on a rolling basis. We recently appointed a faculty member to serve as an adjunct faculty coordinator to assist adjunct faculty and to assure course objectives are being achieved in classes taught by the adjuncts.

### 3. Provide 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.

Since the last re-accreditation report, the SJMC has had 18 job listings, ranging from instructors to the director of the school. The majority of the positions have been tenure track. While some of the positions have occurred because of faculty taking positions at different universities, the majority of the positions were a result of retirements or expansion

## **STANDARD 4: Full-Time and Part-Time Faculty**

of the number of faculty. Following is the list of positions advertised since the last reaccreditation. Examples of the advertisements are located in the Standard 4 Appendix.

Fall 2010

- Public Relations (Tenure Track, Open Rank)

Fall 2011

- Visual Communications (Tenure Track, Open Rank)
- Health/Strategic Communications (Full Professor w/ Tenure)

Fall 2013

- Public Relations/Digital Media (Tenure Track, Assistant Professor)
- Big Data (Tenure Track, Assistant Professor)
- Multiplatform Journalism (Tenure Track, Assistant Professor)

Summer 2014

- Public Relations (Tenure Track, Assistant Professor)

Fall 2014

- Multiplatform Journalism (Tenure Track, Open Rank)
- Broadcast Journalism (Tenure Track, Open Rank)
- Qualitative Research (Tenure Track, Open Rank)

Summer 2015

- Director, School of Journalism & Mass Communications

Fall 2015

- Advertising and Brand Communications (Tenure Track, Open Rank)
- Communications Law (Tenure Track, Open Rank)
- Public Relations (Instructor)
- Public Relations (Tenure Track, Assistant Professor)

Spring 2016

- Advertising (Instructor)
- Communications Law (Tenure Track, Open Rank)
- Multimedia (Instructor)

Fall 2016

- Public Relations (Tenure Track, Assistant Professor)
- Advertising (Tenure Track, Assistant Professor)
- Business Journalism (Endowed Chair, Associate or Full Professor)

## STANDARD 4: Full-Time and Part-Time Faculty

4. 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 a print copy in the workroom or the Web link to relevant faculty handbook sections and any supplementary promotion and tenure criteria and procedures adopted by the unit.)

The SJMC has four designations for its full-time faculty members: tenure track, academic focus; tenure track, professional focus; non-tenure track instructor; lecturer and visiting professor. With the revision in 2011 of the Tenure and Promotion document, both professional and academic tenure track faculty have the same requirements for teaching, scholarship and service.

As of Spring 2016, the faculty designations (excluding the dean and director who have primarily administrative requirements) are 17 (48%) tenure track academic faculty; nine (24%) tenure track professional faculty; nine (24%) instructors; and two (5%) visiting professors. For tenure and promotion to associate professor all tenure track assistant professors are expected to excel at both teaching and scholarship (a ranking of at least "good" in one area and "excellent" in one area) and to be ranked at least "good" in service. In order to be promoted to full professor, associate professors must rank as "excellent" in both teaching and scholarship and at least "good" in service.

The process for tenure and promotion to associate professor is as follows: assistant professors have mentors who provide guidance as they work through the tenure and promotion process. Students fill out evaluations in every course and these are used to help build a case for an assistant professor's excellence in teaching. In addition, the assistant professors are peer reviewed each year by a tenured faculty member.

Each year the faculty member writes an annual review of his/her performance, using the template that the university requires at the time of tenure and promotion. The faculty member sends the annual review (including peer and student evaluations) to the Select Committee on Tenure and Promotion (SCTP), a sub-set of the tenured faculty, which reviews the report and sends a written summary to the faculty member. The director also reviews each tenure track faculty member and makes recommendations on how well the professor is progressing toward tenure and/or promotion. During an assistant professor's third year, the SCTP takes a closer look at the faculty member's progress toward tenure and alerts the faculty member of any concerns.

The director of the school annually reviews all instructors, visiting professors and full professors who provide annual summaries.

Reappointments (outside the penultimate tenure decision year) ultimately reside with the director. Salary decisions (in consultation with the dean) are the purview of the director. Of course, state funds, across-the board state-mandated salary adjustments, etc. all impact this decision.

## STANDARD 4: Full-Time and Part-Time Faculty

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

The SJMC has a Faculty Development Fund that provides financial resources to faculty members seeking to improve teaching and research and/or creative skills. Funds are available to those wanting to attend workshops and seminars or to cover professional memberships that are required to serve as student advisers (e.g. PRSSA). Faculty members who receive funding through this initiative are encouraged to share their knowledge with colleagues in formal and informal settings.

New tenure track and tenured faculty typically receive start-up funding to support their research and/or creative endeavors and aid them in their pursuit of tenure and promotion. If a faculty member is making successful progress toward tenure, this funding is given annually until a faculty member applies for tenure and/or promotion.

The university offers a variety of opportunities for faculty teaching development through the Center for Teaching Excellence (CTE) and University Technology Services.

The CTE creates and provides programming, resources and opportunities that foster innovative and effective pedagogical practices among all who teach at USC. Resources support many areas of course development and promote good teaching practices. They provide templates for syllabi with date tables and formatting for ADA accessibility.

The CTE's Short Courses and Communities of Practice provide opportunities for sustained and deeper engagement with teaching related interests and topics in a collegial setting. Short Courses are opportunities to learn about a particular area of teaching with the guidance of an expert colleague in that area. Communities of Practice allow for informal conversation and idea sharing among colleagues involved in a particular area of teaching.

Short Courses include:

- New Faculty Academy
- Getting Started Teaching Online at USC
- Using Science of Learning to Rethink How We Teach

Communities of Practice include:

- FLIP: Focus on Learning, Innovation and Pedagogy
- Instructional Design Community
- Coordinators of Large Undergraduate Courses
- Pedagogical Technology Community
- Teaching Online Community

Additionally, the CTE offers grants and stipends in partnership with various campus units to support faculty interested in exploring new and innovative approaches to teaching and enhancement of student learning. The CTE can also provide expert consultation to assist with general course planning as well as provide confidential advice to improve student feedback.

University Technology Services (UTS) offers a full range of technical support for faculty and students. Support is available online, over the phone or in person.

## STANDARD 4: Full-Time and Part-Time Faculty

Services from UTS that directly support teaching and learning include the following:

- Assessment Tools – Evaluations, Surveys and Data Collection, and Scanning and Grading
- Instructional Tools – Course Management, Adobe Connect, Adobe Presenter and VoiceThread, along with Student Response Systems i>Clicker and REEF

Training classes and workshops are available throughout the semester. UTS sponsors a “BEST Institute,” which is a two-day workshop at the beginning of the fall and spring semesters with sessions in a variety of instructional technologies.

Course offerings include:

- Adobe Connect & Adobe Presenter
- Assignments & Safe Assignments
- Beginning Online Teaching Design & Development
- Blackboard Basics I Blackboard Grade Center
- Blackboard: What’s In It For Me
- Content Collection & ePortfolios
- Enhanced Tests and Surveys
- Enhanced Wikis, Blogs, and Discussion Boards
- Self & Peer Assessment
- Web 2.0 Technologies
- What’s New in Blackboard Learn

6. 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.

Most tenure track faculty teach two courses per semester, conduct research, and participate in service of the school, university and academic community. The breakdown for teaching/research/service is typically 40%/40%/20%. Adjustments to this formula are then made by the director on a case-by-case basis.

The typical teaching load for full-time instructors is four courses per semester. Teaching loads for visiting professors depend on the mission of the particular faculty member and are made by the director.

7. 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.

The SJMC puts an emphasis on excellent teaching. Therefore, it is important to us that our full-time faculty teach the vast majority of our courses. We want to make sure that students have access to full-time faculty throughout their time in our school. The following chart shows the percentage of courses taught by full-time faculty. The percentages range from 71% to 100%.

## STANDARD 4: Full-Time and Part-Time Faculty

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

Semester	Number of Courses	Number of adjuncts	% of courses taught by full-time faculty
Fall 2013	93	13	86%
Spring 2014	112	17	85%
Summer 2014	20	0	100%
Fall 2014	96	19	20%
Spring 2015	103	21	80%
Summer 2015	26	1	96%
Fall 2015	104	30	71%
Spring 2016	96	21	88%

8. Describe the unit's processes and criteria for evaluating the performance of full-time and part-time faculty and instructional staff. Provide course evaluation forms, peer review forms or other documents used in evaluations.

Full-time faculty are evaluated in multiple ways. First, students fill out online evaluation forms for every class every semester, whether the class is taught by an adjunct instructor, a full-time instructor, a tenure track assistant professor, or a tenured associate or full professor. The process is handled outside the classroom so the professor does not have to get involved, assuring complete anonymity. Assistant and associate professors are also peer evaluated in the classroom each year. Tenured faculty undergo a formal review every six years according to the university policy.

Examples of student evaluation forms and peer reviews are located in the Standard 4 Appendix.

9. List 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.

#### Fall 2010–Spring 2011

Dr. Shannon Bowen conducted a webinar on “Ethics in public relations education” for the Plank Center for Leadership in Public Relations at the University of Alabama, Tuscaloosa, Alabama.

Dr. Erik Collins received the Mortar Board Excellence in Teaching award presented by the University of South Carolina Alpha Order Chapter of Mortar Board, National College Senior Honor Society.

Professor Karen Mallia received a \$5,000 Faculty Development Stimulus Fund grant from the University of South Carolina to attend Hyper Island Master Class on the study of cutting-edge professional practices in digital media.

## STANDARD 4: Full-Time and Part-Time Faculty

Professor Karen Mallia, along with Mary Baskin Waters, conducted a seminar on “Successful Service-Learning Partnerships” at the University of South Carolina Center for Teaching Excellence.

### Fall 2011–Spring 2012

Dr. Erik Collins received the Mortar Board Excellence in Teaching award presented by the University of South Carolina Alpha Order Chapter of Mortar Board, National College Senior Honor Society.

Dr. Bruce Konkle was named the 2011-2012 David Adams Journalism Educator of the Year, by the Association for Education in Journalism and Mass Communication, Scholastic Journalism Division. The award recognized a deserving AEJMC Scholastic Journalism Division member for outstanding performance in the college or university classroom and in scholastic journalism workshops and conferences.

Professor Karen Mallia wrote “Fitting Students to a T” in *Ad News*, a publication of the Advertising Division of the Association for Education in Journalism and Mass Communication.

Professor Karen Mallia received the Outstanding Service-Learning Award, presented by the University of South Carolina.

Professor Karen Mallia was nominated for the Michael J. Mungo Excellence in Teaching Award presented by the University of South Carolina.

Professor Karen Mallia presented “Grooming Your Students for a T-Shaped World” at the Professors’ Workshop at the Advertising Women of New York Advertising Career Conference, New York.

Senior Instructor Lisa Sisk received a commendation from the University of South Carolina Center for Teaching Excellence for “Best Practices in Study-Away Programs.”

### Fall 2012–Spring 2013

Dr. Glenda Alvarado received an \$8,000 Provost’s Distributed Learning Course Development Initiative Grant.

Dr. Glenda Alvarado presented “Active Learning, New Media + Fun = Sports and Social Media” at the Professors’ Workshop at the Advertising Women of New York Advertising Career Conference, New York.

Dr. Glenda Alvarado presented “Twitter Dumb and Twitter Dee: Teaching Social Media for Sports Curriculum” at the Sports Communication Interest Group Pre-Conference Teaching Workshop at the Centennial Convention of the Association for Education in Journalism and Mass Communication, Chicago.

Dean Charles Bierbauer received the Mortar Board Excellence in Teaching award presented by the University of South Carolina Alpha Order Chapter of Mortar Board,

## STANDARD 4: Full-Time and Part-Time Faculty

National College Senior Honor Society.

Dr. Shannon Bowen, along with E.V. Erzikova, published “The international divide in public relations ethics education: Advocacy versus autonomy” in *Public Relations Journal*.

Dr. Shirley Staples Carter presented “Teaching the Millennials” at the Scripps Howard Foundation Teaching Excellence Panel, at the Centennial Convention of the Association for Education in Journalism and Mass Communication, Chicago.

Professor Karen Mallia received the Mortar Board Excellence in Teaching award presented by the University of South Carolina Alpha Order Chapter of Mortar Board, National College Senior Honor Society.

Professor Karen Mallia and Dr. Robert McKeever presented “Managing Student Teams and Teamwork: The Good, the Bad, and the Ugly” at the University of South Carolina Center for Teaching Excellence.

Professor Karen Mallia presented “All of the Responsibility and None of the Authority: Pre-empting and Managing the Pitfalls in Student Team Work” at the Ocktoberfest 2012 Symposium on Teaching, Columbia, SC.

Drs. Andrea Tanner, Kathy Roberts Forde, John Besley and Tom Weir published “Broadcast Journalism Education and the Capstone Experience,” in *Journalism and Mass Communication Educator*.

Professor Karen Mallia received a \$3,000 Carolina Leadership Initiative grant from the University of South Carolina to develop a course in leadership in the creative industries.

Dr. Brooke McKeever was an invited Co-Facilitator on “Managing Student Teams and Teamwork: The Good, the Bad, and the Ugly,” for the University of South Carolina Center for Teaching Excellence.

Dr. Brooke McKeever was an invited co-presenter on “Writing for Online Media” at the regional conference of the International Association of Business Communicators in Charleston, SC.

Senior Instructor Lisa Sisk received the Two Thumbs Up award for excellence in teaching presented by the University of South Carolina Office of Student Disabilities.

Senior Instructor Lisa Sisk received a commendation from the University of South Carolina Center for Teaching Excellence for “Best Practices in Study-Away Programs.”

### Fall 2013–Spring 2014

Dr. Shirley Staples Carter received the Mortar Board Excellence in Teaching award presented by the University of South Carolina Alpha Order Chapter of Mortar Board, National College Senior Honor Society.

Dr. Erik Collins received the inaugural Mary J. Caldwell Award for Excellence in Teaching, presented by the University of South Carolina School of Journalism and Mass

## **STANDARD 4: Full-Time and Part-Time Faculty**

Communications.

Dr. Andrea Tanner received the Mortar Board Excellence in Teaching award presented by the University of South Carolina Alpha Order Chapter of Mortar Board, National College Senior Honor Society.

Professor Van Kornegay established and participated in Service Learning in Malawi, Africa.

Professor Van Kornegay received the Best Practices in International Higher Education Award for Philanthropy.

Professor Van Kornegay was a member of the National Association of Student Personnel Administrators.

Professor Karen Mallia received a \$3,500 Carolina Integrative Learning grant from the University of South Carolina to launch CreatAthon@USC.

Professor Karen Mallia received a \$3,000 Carolina Leadership Initiative grant from the University of South Carolina to develop a course in Creative Leadership.

Professor Karen Mallia was nominated for the Commission on Higher Education Service-Learning Award.

Professor Karen Mallia was nominated for the Michael J. Mungo Excellence in Teaching Award presented by the University of South Carolina.

Professor Karen Mallia presented “Taking Teamwork from ‘On, no’ to ‘Whoa!’” at the University of South Carolina Center for Teaching Excellence.

Instructor Jeffrey Ranta was awarded a \$6,500 Plank Center Educator Scholarship hosted by ESPN.

Senior Instructor Lisa Sisk received the Mortar Board Excellence in Teaching award presented by the University of South Carolina Alpha Order Chapter of Mortar Board, National College Senior Honor Society.

Senior Instructor Lisa Sisk received a commendation from the University of South Carolina Center for Teaching Excellence for “Best Practices in Study-Away Programs.”

Senior Instructor Lisa Sisk was a panelist on “Teaching IMC within a mass communication curriculum: Faculty challenges and rewards,” at the annual convention of the Association for Education in Journalism and Mass Communication.

### **Fall 2014–Spring 2015**

Dr. Glenda Alvarado received a \$1,500 Provost’s ADA Compliance Grant for Distributed Learning Course Revision.

Dr. Glenda Alvarado presented “Keeping Up with the Curriculum” at the Advertising Career

## STANDARD 4: Full-Time and Part-Time Faculty

Conference Professor's Workshop at the Annual Conference of the Advertising Women of New York.

Dr. Shannon Bowen, along with D. Kruckeberg, contributed a chapter, "Using case studies in the classroom," in B. Neff & T. L. Johnson (Eds.), *Learning to teach: What you need to know to develop a successful career as a public relations educator* (4<sup>th</sup>ed.) (pp. 353 - 369). New York: Public Relations Society of America.

Dr. Shannon Bowen received the Mortar Board Excellence in Teaching award presented by the University of South Carolina Alpha Order Chapter of Mortar Board, National College Senior Honor Society.

Dr. Erik Collins received the Mortar Board Excellence in Teaching award presented by the University of South Carolina Alpha Order Chapter of Mortar Board, National College Senior Honor Society.

Professor Van Kornegay received a \$9,700 Provost's Visiting Scholars Grant for the Design of Online Content Course development.

Professor Karen Mallia received a \$3,500 Carolina Integrative Learning grant for CreatAthon@USC from the University of South Carolina.

Professor Karen Mallia was nominated for the Commission on Higher Education Service Learning Award.

Professor Karen Mallia was a finalist for the Distinguished Teaching Award, presented by the Advertising Division of the Association for Education in Journalism and Mass Communications.

Professor Karen Mallia was nominated for the Michael J. Mungo Excellence in Teaching Award presented by the University of South Carolina.

Professor Karen Mallia presented "Taking Integrated Learning to the nth Degree" at the University of South Carolina Center for Teaching Excellence Faculty Showcase Presentation.

Professor Karen Mallia was the Advertising Division Teaching Workshop Team Facilitator for "Group Think: Sharing Ideas, Growing Ideas," at the annual conference of the Association for Education in Journalism and Mass Communication.

Dr. Brooke McKeever received a \$7,704 Provost's Distributed Learning Grant for 2014-2015 for the development of an online course in Public Relations Principles.

Senior Instructor Lisa Sisk received a commendation from the University of South Carolina Center for Teaching Excellence for "Best Practices in Study-Away Programs."

### Fall 2015–Spring 2016

Professor Van Kornegay and Instructor David Weintraub received a Provost's Grant to bring in two visiting scholars, Dr. Amy Zerba of the New York Times and Dr. Jason Farman

## STANDARD 4: Full-Time and Part-Time Faculty

of the University of Maryland, in support of a new course, Journalism 449, Design of Online Content.

Drs. Carol Pardun, Brooke McKeever, Robert McKeever, along with Dr. Geah Pressgrove, published “Colleagues in training: How senior faculty view doctoral education,” in *Journalism and Mass Communication Educator*.

Professor Karen Mallia received a \$3,000 Faculty International Development Award grant from the University Studies Abroad Consortium for study abroad in Alicante, Spain.

Professor Karen Mallia received a \$2,500 Study Abroad/Faculty Development grant from the University of South Carolina.

Professor Karen Mallia presented “The Most Important Skills May be the Ones You Aren’t Actually Teaching” at the Advertising Educators Workshop at the Advertising Women of New York Advertising Career Conference, New York.

Senior Instructor Carmen Maye received a \$750 grant from the University of South Carolina Center for Teaching Excellence for development of a distributed learning course.

Senior Instructor Carmen Maye received a commendation from the University of South Carolina Center for Teaching Excellence for successfully completing “Getting Started Teaching Online at USC.”

Dr. Brooke McKeever received the 2015 Promising Professor Award (First Place), presented by the Association for Education in Journalism and Mass Communication.

Dr. Brooke McKeever received the 2015 Great Ideas for Teachers (GIFT) Award, presented by the Association for Education in Journalism and Mass Communication.

Dr. Brooke McKeever organized and moderated a panel discussion on “Learning by Traveling: How to Design Public Relations Courses with a Travel Component (Close to Home or Abroad),” for the Educators Academy at the Public Relations Society of America International Conference in Atlanta, GA.

Dr. Robert McKeever received a \$7,500 “Teaching Innovation in Distributed Learning Course Development” Grant from the University of South Carolina Center for Teaching Excellence.

Dr. Carol J. Pardun received the Distinguished Educator Award for “significant contribution to mass communication pedagogy,” presented by the Mass Communication and Society Division, Association for Education in Journalism and Mass Communication.

Senior Instructor Jeffrey Ranta, along with Dirk Brown and Jeff Rehling, received a \$3,500 Connect Grand from the the University of South Carolina Center for Teaching Excellence for development of the University of South Carolina Strategic Communications Institute with the Darla Moore School of Business.

## STANDARD 4: Full-Time and Part-Time Faculty

Senior Instructor Lisa Sisk received a commendation from the University of South Carolina Center for Teaching Excellence for “Best Practices in Study-Away Programs.”

Senior Instructor Lisa Sisk served as a panelist on “Learning by Traveling: How to Design Public Relations Courses with a Travel Component (Close to Home or Abroad),” for the Educators Academy at the Public Relations Society of America International Conference in Atlanta, GA.

Senior Instructor David Weintraub received a grant from the University of South Carolina Center for Teaching Excellence to augment his special topics entrepreneurship course and incorporate additional integrative learning components.

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Professional master’s program:

10. List members of the graduate faculty and show that they meet the institution’s criteria for graduate instruction.

The University recognizes three specific categories of graduate faculty:

### Regular Membership

Faculty members holding the Ph.D. or other terminal degree in a discipline are, upon appointment to a tenure-track position at the USC, Columbia campus, eligible to become members of the graduate faculty. Nominations of eligible faculty for such appointments are made by the appropriate academic unit (college, school, or department) to the dean of graduate studies. Specifically, The USC faculty manual defines those eligible to be regular members of the graduate faculty on the Columbia campus as the president; provost; dean of graduate studies; associate deans of the graduate school; and chairs of academic departments offering degrees conferred by the USC graduate school.

The following SJMC faculty members serve as “regular” members of the graduate faculty (a terminal degree and tenured/tenure-track):

Alvarado, Glenda (Ph.D.)  
Bender, Jay (J.D.)  
Bierbauer, Charles  
Bowen, Shannon (Ph.D.)  
Campbell, Kenneth (Ph.D.)  
Carter, Shirley (Ph.D.)  
Grant, August (Ph.D.)  
Hull, Kevin (Ph.D.)  
Jang, Mo (Ph.D.)  
Kenney, Keith (Ph.D.)  
Kim, Sei-Hill (Ph.D.)  
Klipstine, Tom (Ph.D.)  
Konkle, Bruce (Ed.D.)  
Li, Cathy (Ph.D.)  
McKeever, Brooke (Ph.D.)  
McKeever, Robert (Ph.D.)

## STANDARD 4: Full-Time and Part-Time Faculty

Mortensen, Tara (Ph.D.)  
Moscowitz, Leigh (Ph.D.)  
Pardun, Carol (Ph.D.)  
Tanner, Andrea (Ph.D.)  
Wei, Ran (Ph.D.)

### Associate Membership

Non-tenure-track USC faculty members and scholars who hold the Ph.D. or other terminal degree may be appointed to associate membership in the graduate faculty. Associate membership appointments to the graduate faculty are granted upon nomination by an academic unit to the dean of graduate studies for a period not to exceed six years. Associate membership is appropriate for full-time USC clinical faculty, research faculty and other USC scholars holding an appropriate terminal degree. Associate members may teach graduate courses, direct theses and dissertations and participate in graduate student committees, serve on graduate council or its committees, and vote on matters coming before the graduate faculty.

The following SJMC faculty members serve as an “associate” member of the graduate faculty (a terminal degree and non-tenure-track):

Collins, Erik (J.D., Ph.D.)  
Maye, Carmen (J.D., Ph.D.)  
Smith, Laura (Ph.D.)  
Ranta, Jeff (Ph.D.)

### Term Appointment

Faculty members and scholars not otherwise eligible for regular membership on the graduate faculty may be appointed to term appointments. Term appointments to the Graduate School faculty are granted upon nomination by an academic unit to the dean of graduate studies for a period not to exceed 3 years. Term appointments to the graduate school faculty confer the rights only to teach graduate courses and serve on graduate students' committees. Persons with term appointments are eligible for reappointment.

The following SJMC faculty members are eligible to teach graduate courses with a term appointment:

Covington, Randy  
Drewniany, Bonnie  
Farrand, Scott  
Fisher, Doug  
Holmes, Cecile  
Kornegay, Van  
Mallia, Karen  
McGill, Denise  
Nachlinger, Harvie  
Peterson, Rick  
Ranta, Jeffrey

## STANDARD 4: Full-Time and Part-Time Faculty

Romney, Miles  
Sisk, Lisa  
Weintraub, David  
Wiggins, Ernie

In addition to USC's policies noted above, according to the policies of the SJMC, all tenured and tenure-track faculty members in the SJMC who wish to be considered for graduate faculty status will be reviewed every three years from the time of first appointment. It is the responsibility of faculty members to maintain and assemble relevant documents for the review files (which can be the same files used for the third-year review, tenure and promotion review or post-tenure review). Faculty members wishing to be considered for graduate faculty status must notify the school's graduate council of their request by April 1. The school's graduate council will then review the files of these faculty members and present its recommendations to the associate director for graduate studies. The vote of the school's graduate council is advisory to the associate director, who may choose to add or remove faculty from the recommended list. The associate director will send a memo to the graduate school and to the faculty members indicating the decision to recommend or not recommend membership on the graduate faculty.

Specifically, two criteria are considered in the decision for membership on the School's graduate faculty:

- Graduate Teaching: A record of teaching at the graduate-level (700-level or above).
- Scholarship and/or Creative Activity: The faculty member must have a documented record of scholarship and/or creative activity judged by his or her colleagues in the school to be satisfactory. The designation of satisfactory will be based on the same criteria used for tenure and promotion.

### 11. Demonstrate that graduate faculty taught the majority of professional master's courses for the three years before the site visit.

All master's classes are taught by approved graduate faculty. The majority are taught by regular members of the graduate faculty, but occasionally, a faculty with the associate membership or term membership designation are assigned to teach a class.

Percentage of professional master's courses taught by graduate faculty\*:

2015-16 school year:     Fall (6 courses; 100% taught by regular graduate faculty).  
                                  Spring (6 courses; 83% taught by regular graduate faculty; 17%  
                                  taught by associate graduate faculty).

2014-15 school year:     Fall (6 courses; 100% taught by regular graduate faculty).  
                                  Spring (5 courses; 100% taught by regular graduate faculty).

2013-14 school year:     Fall (5 courses; 100% taught by regular graduate faculty).  
                                  Spring (4 courses; 100% taught by regular graduate faculty).

\* 500-level courses are not included in these calculations. MMC students may enroll in

## STANDARD 4: Full-Time and Part-Time Faculty

courses at the 500-level and above. These courses are taught by regular tenure-track faculty or instructors or by adjunct faculty, all of whom must possess a minimum of an earned master's degree. Professors who teach 500-level courses with graduate students must submit course syllabi to the graduate council for approval.

12. In cases where graduate faculty are not teaching the majority of professional master's courses, the unit should explain how its staffing plan accomplishes the goal of reserving the primary responsibility for teaching to the graduate faculty.

This does not apply to the graduate program in the SJMC.

# STANDARD 5



**Scholarship:  
Research, Creative and  
Professional Activity**

**305,411**

dollars spent  
since 2011  
to support  
faculty  
research travel

**179**

refereed  
conference  
papers by faculty  
since 2011

**By the  
Numbers**

**1.7**

million dollars  
in grants  
acquired  
by faculty  
since last  
accredited

**137**

refereed journal  
articles by  
faculty  
since 2011

Standard 5

- 105 Research Mission
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- 109 Scholarship Productivity
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- 114 Scholarship Encouragement

## STANDARD 5: Scholarship: Research, Creative and Professional Activity

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### Executive Summary

Scholarship is a priority in the School of Journalism and Mass Communications (SJMC), as is expected at a university designated a “R1 doctoral university with highest research activity” by the Carnegie Foundation. It is notable that faculty research and creative productivity have increased significantly and faculty members have acquired nearly 1.7 million dollars in grant funding since the SJMC was last accredited.

In the 2011 ACEJMC site team report, team members acknowledged the high level of scholarly and professional works produced by SJMC faculty. It is commendable to see productivity even higher during this accreditation cycle. Most recently, faculty searches have focused on hiring faculty members with a blend of strong scholarly and professional credentials who can contribute to the research and teaching missions of the SJMC. This strategy has led to a significant increase in research quantity and quality.

Research-oriented faculty are well-represented in leading peer-reviewed journals, including *Journalism and Mass Communication Quarterly*, *Mass Communication and Society* and *Health Communication*, and at top journalism and mass communications conferences such as the Association for Education in Journalism and Mass Communication (AEJMC) and the International Communication Association (ICA).

Our professionally-oriented tenured and tenure track faculty are equally productive. These faculty members garner national and international attention for their work in professional publications, leadership initiatives and documentary films.

We pride ourselves for the strong mentorship we provide our graduate students, collaborating with students on important research and creative initiatives.

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

According to the USC Office of the Vice President for Research, it is the mission of the University of South Carolina (USC) to enable pursuit of research innovation and excellence by creating an environment that supports the scholarly and creative activities of all faculty and students, and providing the infrastructure necessary for a leading research university of the 21st century. Specifically, the university:

- supports faculty in securing funding for their research, creative and scholarly activities;
- enhances the teaching and learning environment at the university by integrating research into the educational experience of undergraduate and graduate students;
- ensures the integrity of research and provides assurance to governmental and private

## STANDARD 5: Scholarship: Research, Creative and Professional Activity

funding agencies, and to the public, that USC research is conducted in accordance with the law and the highest ethical standards; and

- promotes interdisciplinary research as an important component of economic development in the Columbia region and across the state of South Carolina.

The SJMC has a number of policies in place to support the university's mission regarding faculty scholarship. Specifically:

- Tenured or tenure-track faculty who engage in regular scholarly or creative activities receive a course reduction. The typical course load for a faculty member engaged in scholarship is two courses per semester.
- Research support from graduate research assistants is regularly available to research faculty. Professional tenure track faculty also receive graduate assistance through our professional master's program.
- New tenure track hires receive start-up research funding (typically \$5,000 per year for five years) to support research endeavors.
- Funding for travel to present scholarship at academic conferences is provided annually. We have a particularly strong showing at the national Association for Education in Journalism and Mass Communication conference.
- Sabbatical leave time is available to tenured faculty members to pursue a significant research project that can not be accomplished during the demands of regular university duty.
- Endowed professorships that help retain and financially support productive full professors are available. Currently three SJMC professors hold such professorships.

The school's specific expectations for scholarship are documented in [the SJMC Tenure and Promotion Guidelines](#). These guidelines are also located in the Standard 5 Appendix. The school maintains both traditional academic scholarship and professionally-oriented creative activity and allows for faculty to pursue either track. Those without the Ph.D., but who have extensive professional experience, typically choose the professional track. Faculty members with a terminal degree typically choose the traditional academic track. However, it is also possible, although rare, for someone with a Ph.D. and extensive professional credentials to choose the professional track instead of the academic track.

At the last accreditation visit, the team pointed out:

*“Although the criteria for promotion and tenure are articulated in a separate section of the School's tenure and promotion document, there doesn't appear to be specific examples of what constitutes creative activity. The accrediting committee has been told that the language in the document is being rewritten to make it easier for professionals pursuing tenure to comply with the criteria.”*

Indeed, the school revised its tenure and promotion guidelines in 2011 and the new

## STANDARD 5: Scholarship: Research, Creative and Professional Activity

guidelines clearly articulate the criteria and offer specific examples.

Specifically, the updated guidelines state:

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### SJMC Tenure and Promotion Guidelines – 2011 Professional Track Research and Creative Activity Guidelines

*Professional-track faculty members* are expected to contribute to the journalism and mass communication field's body of knowledge. Research and creative activity assume a variety of forms and includes contributions to the quality of practice of professionals and educators in the field. Contributions include reporting on findings or practice from professionals, critiquing professional practice, exhibiting creative work, analyzing and synthesizing existing knowledge, providing journalism and mass communications professionals' access to academic research and other innovative work.

Both quality and quantity of a candidate's research and creative activity are important and should be demonstrated by durability, consistency and impact. The candidate should use the personal statement with references to supporting materials to describe the significance of the work. Although collaboration is valued, it is important to document the candidate's role in the collaborative research and creative activity.

For the professional track, evidence of research and creative activity might include, but is not limited to:

- Professional books and textbooks that contribute to the field of mass communications.
- Articles in professional journals, trade publications, scholarly journals, newspapers or other mass media (e.g., digital, print).
- Creative projects that are juried, with national competitions being more important than regional competitions.
- Creative projects that are not juried, but are recognized by the creative community as excellent and as important contributions to the candidate's field.
- Refereed papers presented at scholarly conferences.
- Editorial positions on scholarly and professional journals.
- Expert witness testimony in court cases or before governmental committees.
- Invited papers at scholarly and professional conferences.

- 
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).

The group of faculty whose work is included in this section refers to those who were employed by the unit at some point during the previous six years (January 2011 – December 2016). This includes those who were employed by the unit for the entire six years, those who left the unit before the end of 2016, and those who joined the unit after January 2011. For those who left the unit before the end of 2016 and those who joined the unit after 2011, only the activities performed while employed in the unit were included in this

## STANDARD 5: Scholarship: Research, Creative and Professional Activity

section.

Below is a list of faculty departures and retirements since 2011. The highlighted faculty members have scholarship that is documented in Standard 5 as this scholarship was completed prior to their departure.

### Faculty Departures

Jerry Jay Bender	Visiting Professor	Retired in 2016
Thomas Klipstine	Associate Professor	Retired in 2016
Zongchao “Cathy” Li	Assistant Professor	Resigned in 2016
Gordon Thomas Weir	Associate Professor	Retired in 2015
James Haney	Instructor	Retired in 2015
Deborah Gump	Visiting Professor	Contract ended in 2012
Erik Collins	Associate Professor	Retired in 2014
Sidney Bedingfield	Visiting Professor	Resigned in 2014
Kathryn Forde	Associate Professor	Resigned in 2014
Richard Moore	Associate Professor	Retired in 2013
John Besley	Assistant Professor	Resigned in 2012
Hugh Munn	Instructor	Died in 2012
Miron Varouhakis	Visiting Professor	Contract ended in 2012
Lowndes “Rick” Stephens	Professor	Retired in 2011

## STANDARD 5: Scholarship: Research, Creative and Professional Activity

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.

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				Totals (37)
		Full (9)	Associate (10)	Assistant (6)	Other** (12)	
Awards and Honors	25	5	18	3		26
Grants Received Internal	8	1	6	2		9
Grants Received External	17	4	12	1		17
Scholarly Books, Sole- or Co-authored	5	3	2			5
Textbooks, Sole- or Co-authored	4	4			1	5
Books Edited	3	3				3
Books Chapters	35	19	17	5		41
Monographs						
Articles in Refereed Journals	137	93	19	47		159
Refereed Conference Papers	179	110	36	60	1	207
Invited Academic Papers						
Encyclopedia Entries	10	10				10
Book Reviews						
Articles in Non-refereed Publications	34	22	9	3		34
Juried Creative Works						
Non-juried Creative Works	5		2	3		5

\*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.

\*\*"Other" includes all full-time faculty who do not hold listed ranks, such as instructors and others on term appointments. Faculty in this category may hold teaching appointments without significant scholarship, research or creative requirements.

4. List the scholarly, research, creative and professional activities of each member of the full-time faculty in the past six years. Please provide a full list; do not refer team members to faculty vitae for this information. (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 will be reported in Standard 8.

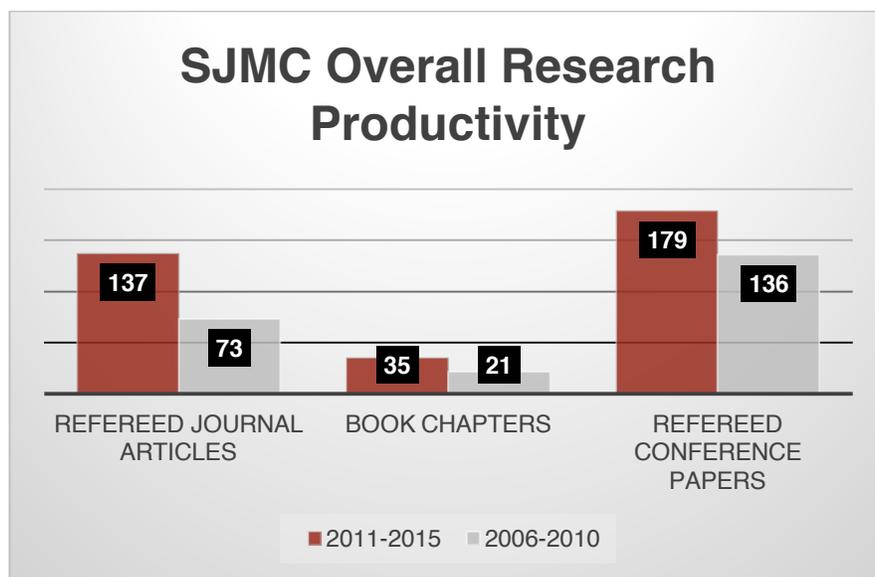
The scholarly, research and creative/professional activities reported below include all full-time faculty members. A large majority of the scholarship was conducted by tenured or tenure track faculty, but there are some instances in which nontenured, full-time faculty contributed to these types of activities. As noted in the response to Question 2 above, scholarship completed by faculty members who have retired or resigned since 2011 are

## STANDARD 5: Scholarship: Research, Creative and Professional Activity

included in the list below if the scholarship was completed prior to their departure.

### Scholarly Research, Creative and Professional Activities

As illustrated in the table below, faculty research productivity has significantly increased since the last accreditation visit. A complete listing by year (2011-2016) of SJMC faculty members' sole-authored and co-authored books, book chapters, refereed journal articles, refereed conference presentations and trade publications and other creative works can be found in the Standard 5 Appendix. Notably, SJMC faculty are highly collaborative, working with faculty inside and outside of the school, collaborating on projects with graduate students and working with large research teams through our [Science and Health Communication Research Group](#), a multidisciplinary effort aimed at strengthening collaborative research among various schools and colleges at USC.



\*See the Standard 5 Appendix for a comprehensive list of faculty research and creative works.

### Funded Grants (internally and externally funded)

Although journalism and mass communications is a discipline that does not typically garner large, external research funding, SJMC faculty members have acquired nearly 1.7 million dollars in grant funding since the SJMC was last accredited.

These grants are listed below by year:

2016            **Mallia, K. L.** received grant (\$3000) from USAC FIDA to study abroad in Alicante, Spain.

2016            **Mallia, K. L.** received USC Study Abroad Grant (\$2500) to cover

## STANDARD 5: Scholarship: Research, Creative and Professional Activity

additional overseas (travel and housing) expenses in conjunction with USAC faculty development grant.

- 2015-2016 Remund, D., & **McKeever, B. W.** A shared commitment to integrity: Examining collaborative public relations leadership and ethics between CSR programs and nonprofit partners. Grant (\$2,500) awarded for 2015-2016 from the Arthur W. Page Center for Integrity in Public Communication.
- 2014-2015 **McKeever, B. W.** Distributed learning grant (\$7,704) awarded for 2014-2015 from the Provost at the University of South Carolina to develop an online course in Public Relations Principles.
- 2014 **Mallia, K. L.** received Carolina Integrative Learning Grant 2014 (\$3,500) to support the evolution of CreateAthon@USC, a service-learning 24-hour creative blitz for community nonprofits.
- 2014 **Tanner, A.,** & Friedman, D.B. received grant (\$74,800) from John S. and James L. Knight Foundation. "From Health Coverage to Care: Developing an evidence-based Affordable Care Act education and health literacy program tailored to Richland County residents."
- 2014 **McGill, D.** University of South Carolina Provost, Creative & Performing Arts Grant Program. *The Last Farmer in Gullah Land* documentary film. \$20,000.
- 2013 **Tanner, A.,** & Friedman, D.B. received grant (\$98,000) from John S. and James L Knight Foundation. "Improving Knowledge and Communication of the Affordable Care Act: A Focus on South Carolina Adults in Richland County."
- 2013 **Collins, E.,** & Pressgrove, G. received USC Faculty Stimulus grant (\$5,000) for experimental research.
- 2013 **Mallia, K. L.** received Carolina Integrative Learning Grant (\$3,500) to launch CreateAthon@USC, a student- affiliated part of an international movement in pro bono professional service for the first time October 25 – 26, 2013.
- 2012-2013 **Mallia, K. L.** received Carolina Leadership Initiative Grant 2013 (\$6,000) to develop new curriculum and enhance existing courses on leadership in the creative industries and to pilot new course in Creative Leadership as a service-learning experience helping to coordinate CreateAthon@USC.
- 2012-2013 **McKeever, B.W.,** Hock, R. Exploring new parents' awareness of autism spectrum disorders and barriers to help seeking. Grant (\$3,000) awarded in 2012-2013 by the Science and Health Communication Research Group at the University of South Carolina.
- 2012 **Besley, J. C.** Rising Star Award for commitment to research, teaching

## STANDARD 5: Scholarship: Research, Creative and Professional Activity

and service, University of South Carolina's Office of Research and Graduate Education.

- 2011-2014 **Keith, K.** Journalism School Partnership Program with the Caucasus School of Journalism and Media Management, U.S. Department of State, \$742,000.
- 2011 **Mallia, K. L.** received USC Faculty Development Stimulus Fund Grant (\$5,000) to attend Hyper Island Master Class (study of cutting-edge professional practices in digital media), New York, New York.
- 2011 **McGill, D.** College of Mass Communications & Information Sciences, University of South Carolina, Faculty Development Stimulus Funds. *Priceless Souls*. \$4,984.
- 2011 Kloot, B. R., & **McGill, D.**, South Carolina Natural Resources Conservation Service/ U.S. Department of Agriculture. *Cultural and Natural Resources Outreach and Soils Education – Supplement*. \$20,000.
- 2011 **McGill, D.**, South Carolina Natural Resources Conservation Service / U.S. Department of Agriculture. *Develop Video Material for Cultural and Natural Resources Outreach and Soils Education – Supplement*. \$15,110.
- 2011 Kloot, B. R., & **McGill, D.** South Carolina Natural Resources Conservation Service/U.S. Department of Agriculture. *Develop Video Material for Cultural and Natural Resources Outreach and Soils Education*. \$79,109.
- 2011-2012 **Besley, J. C.** National Science Foundation (Decision, Risk, and Management Sciences), *RAPID Grant: The Impact of the Fukushima Nuclear Disaster on Public Views about Nuclear Power in the United States* (\$43,000)
- 2010-2013 **Kim, S.-H., Tanner, A.** & Friedman, D. B. received grant (\$267,000) from Health Sciences South Carolina (HSSC). "A Comprehensive Assessment of the Knowledge, Perceptions, and Communication Needs about Clinical Trials among Adults in Rural South Carolina."
- 2010-2012 **Keith, K.** "Evaluation and Modernization of VET in Digital Creative Industries," FIPSE EU-US Atlantis Program policy-oriented measure grant, \$70,000.
- 2010-2012 **Mallia, K. L.** received USC Provost Arts and Humanities Grant for research concerning "Digital media and the creative process." One of 26 selected from 85 proposals (\$10,500).
- 2010-2011 **Besley, J. C.** National Science Foundation, *RAPID Grant: The Impact of the BP Oil Spill on Views towards Nuclear Energy* (\$30,000)

## STANDARD 5: Scholarship: Research, Creative and Professional Activity

2010-2011      Toumey, C., & **Besley, J. C.** National Science Foundation (Science, Technology and Society), *Reactions to Nanotechnology*, PI: C. Toumey (\$179,000)

### 5. Describe the institution's policy regarding sabbaticals, leaves of absence with or without pay, etc.

The University has an extensive policy regarding sabbaticals. The SJMC's policy on sabbaticals is consistent with the university's and can be found in the Standard 5 Appendix. Faculty members are encouraged to apply for a sabbatical. While the provost's office must ultimately approve each sabbatical request, the burden of acceptance is with the school, since the SJMC must shoulder the expense of the faculty's salary during the sabbatical period. Still, the philosophy of the SJMC is to support a faculty member's desire to improve as a researcher or teacher by stepping away from day-to-day activities and delving into a topic of interest that will develop the faculty member's scholarly or pedagogical pursuits. Only tenured faculty members are allowed to apply for a sabbatical and then, only once every seven years. It is possible for nontenured faculty to take leaves of absences to improve their professional lives, however. Generally these leaves are without pay and are decided on a case-by-case basis.

### 6. List faculty who have taken sabbaticals or leaves during the past six years.

#### **Karen Mallia, Fall 2015**

Associate Professor Mallia presented a paper at the American Academy of Advertising Biennial Global Conference in Auckland, NZ and prepped and presented a global webinar for the Society of Digital Agencies (SoDA), "Growing Great Leaders in the Creativity Industries," their best-attended webinar to date. She spent the bulk of her sabbatical leave researching, preparing and writing a book proposal, *Leadership in the Creative Industries: Principles & Practices*, for which she was offered a contract by Wiley in December 2015, as well as conducting research for a paper to be presented at the International Gender, Work & Organization conference in June 2016.

#### **Ran Wei, Spring 2015**

Wei, a full professor, spent his sabbatical leave visiting several internationally renowned universities--National University of Singapore, Oxford University and Tsinghua University in China. He edited and produced two books, updated one book chapter and published four new journal articles. He also gave 3 Research Talks and Keynotes, and developed 1 Panel Proposal titled "Achievements and Current Status of Communication Research in Asia, 1995-2014: A Thematic Review of Diverse Perspectives, New Contributions and Enduring Issues," which was accepted at the AEJMC 2015 convention, San Francisco, CA.

#### **Keith Kenney, Fall 2014**

Dr. Keith Kenney, associate professor, spent his Fall 2014 sabbatical at USC working on his book *Philosophy for Multisensory Media Theory*. He completed the book in December 2015.

## **STANDARD 5: Scholarship: Research, Creative and Professional Activity**

### **Bruce E. Konkle, Spring 2014**

Bruce Konkle, tenured associate professor on the professional track, spent his sabbatical working on scholastic journalism history research projects that expanded his knowledge of the niche field that our school has strongly supported over the past six decades. His specific project was to continue to research high school journalism's history from 1775 to 1975, with an emphasis on the fifty-year time span from 1925 to 1975, a critical period that clearly placed journalism and student publications into a majority of our country's high schools' curricula.

### **Carol Pardun, Fall 2014 and Spring 2015**

Carol Pardun, tenured professor, used her sabbatical leave as a way to transition and “retool” from administration to re-joining the faculty. She took two online statistics courses and a 30-day online Wordpress blogging workshop. She researched advertising agencies to better understand how account planning functions within the new environment and used those findings to revise the account planning course. She began new research projects and has published her findings from some of those endeavors.

### **Andrea Tanner, Spring 2013**

Andrea Tanner, tenured professor on the research track, spent her sabbatical leave during Spring 2013 focusing on her research in the area of science and health communication. During that time, she produced eight refereed research articles (three as lead author, five as co-author), and wrote, or co-wrote, four grant proposals, one of which was funded by the John S. and James L. Knight Foundation. Tanner also heavily mentored graduate and undergraduate students on their research — serving as mentor to a Magellan Scholar, who won 1st place at USC Discovery Day for her qualitative research, serving as chair on two undergraduate thesis committees, serving as chair of a doctoral dissertation committee, and serving as a committee member on two other dissertation committees.

### **Thomas Klipstine, Spring 2013**

Dr. Thomas Klipstine, tenured associate professor on the professional track, participated in the University of South Carolina's School of Journalism and Mass Communications and Georgian Institute of Public Affairs partnership program funded by the U.S. Department of State. As a semester long teaching assignment in Tbilisi, Georgia, Professor Klipstine, taught two public relations classes in GIPA's master's program and developed a new curriculum for GIPA's public relations master's program.

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

When SJMC faculty members plan to attend a conference to present research, participate in a panel, or benefit from conference participation in some other way, they fill out a travel request and send it to the director. Generally, up to \$1,200 is approved each time. The majority of SJMC faculty members take advantage of this opportunity at least once a year; some multiple times. Even in tight budgetary realities, the school has made travel funding a priority. From 2011/12 to 2015/16, a total of \$305, 441 has been spent on faculty members

## **STANDARD 5: Scholarship: Research, Creative and Professional Activity**

travel needs.

Faculty with named professorships receives a \$5,000 research stipend each year. They can use these funds for international travel, attending additional conferences, or other ways to support research. They also receive a salary supplement as part of their named professorship. Between 2011 and 2016, four faculty in the school held named professorships.

Faculty members who are hired with scholarship expectations (either on the professional track or the academic track) receive additional research funding (“start-up research fund”) as part of their recruitment packages. Some of these have limits of three to five years of support and some are ongoing depending on productivity.

During spring 2011, the provost offered stimulus funding available to the college to be divided among SJMC and SLIS faculty who were engaged in research. Ten SJMC proposals were funded, typically at the rate of compensation equal to one summer course (typically 7 ½% of the nine month salary).

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

Note: \* indicates faculty member is no longer employed in the SJMC.

### **Start-up Research Funding (typically given to new tenure track faculty)**

Denise McGill  
Lowndes Stephens\*  
Sei-Hill Kim  
Kathryn Forde\*  
Brooke McKeever  
Robert McKeever  
Tara Mortensen  
Shannon Bowen  
Mo Jang  
Kevin Hull  
Cathy Li\*  
Leigh Moscovitz  
Miles Romney  
Linwan Wu  
Holly Ott  
Eric Robinson

## **STANDARD 5: Scholarship: Research, Creative and Professional Activity**

### **Stimulus Research Funding**

Glenda Alvarado  
John Belsey\*  
Erik Collins  
Cecile Holmes  
Keith Kenney  
Sei-Hill Kim  
Karen Mallia  
Denise McGill  
Andrea Tanner  
Ran Wei  
Tom Weir\*

### **Endowed Professorships**

Bender, Jay, J.D. Reid H. Montgomery Freedom of Information Chair\*  
Grant, August (Augie) E., Ph.D. J. Rion McKissick Professor of Journalism  
Kim, Sei-Hill, Ph.D. Eleanor M. & R. Frank Mundy Professor of Journalism  
Wei, Ran, Ph.D. Gonzales Brothers Professor of Journalism

# STANDARD 6



# Student Services

**95%**

undergraduate respondents reporting a positive advising experience

**22**

awards won by The Carolina Agency, an SJMC student-run strategic communications firm

**By the Numbers**

**24**

consecutive hours students work during CreateAthon@USC to deliver communications solutions to nonprofits

**5**

full-time undergraduate academic advisors

**Standard 6**

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## STANDARD 6: Student Services

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### Executive Summary

The School of Journalism and Mass Communications (SJMC) takes a proactive approach to supporting student development, success within each academic major and lifelong engagement for graduates. The SJMC Office of Student Services (OSS) develops and implements programs and processes encompassing recruiting, academic advising and retention programming that facilitate student academic success, career development and personal growth for students.

Advising efforts consist of proactive, interactive and holistic approaches to addressing academic and personal concerns of students. The SJMC OSS is comprised of student advising and career services. The two units work closely together to provide important services to students before they arrive in the school and while they are students.

Over the past two years, the SJMC, along with the university as a whole, has prioritized the services we provide our students, including re-envisioning academic advising for first year students, improving advising across the student life-cycle and increased attention to career counseling. To support these initiatives, two additional academic advisors, who specialize in first year and transfer students, were hired through financial support from the university. The SJMC also moved to an assigned advisor system after student satisfaction surveys revealed that students wanted more consistency in the advising process. Currently, each SJMC advisor has a caseload of approximately 300 students, which the university considers an ideal advisor-student ratio.

The College of Information and Communications (CIC) hired an assistant dean of student services to streamline all student service activities across the college. A new career services manager was also hired to overhaul how we administer internship placement and career counseling. The result has been increased communication between the OSS and faculty and between the OSS and the university, leading to stronger student outcomes regarding enrollment, retention, satisfaction and internship placement and engagement.

Data compiled for this standard, including student graduation and retention rates and student satisfaction surveys, showcase the SJMC's strong commitment to student services and outstanding performance of faculty and staff in this area.

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## STANDARD 6: Student Services

### 1. Complete and attach Table 10, “Student Aid.”

<b>Scholarships Awarded to Undergraduates in the Unit</b>	<b>2014-2015</b>	<b>2015-2016</b>
Total number of scholarships from funds controlled by institution	703	662
Number of students receiving scholarships from funds controlled by institution	698	656
Median individual scholarship from funds controlled by institution	\$500	\$500
Total of scholarship from funds controlled by unit	\$144,200	\$111,250
Number of students receiving scholarships from funds controlled by unit	189	166
Median individual scholarship from funds controlled by unit	\$500	\$500
<b>Scholarships Awarded to Graduate Students in the Unit (only MMC students)</b>		
Number of students receiving scholarships from funds controlled by institution	26	24
Median individual scholarship from funds controlled by institution	27	24
Total of scholarships from funds controlled by unit	\$4,250	\$12,250
Number of students receiving scholarships (does not include stipends) from funds controlled by unit	10	8
Median individual scholarship from funds controlled by unit	\$500	\$1500
Graduate Assistantships or Work- Study Appointments	26	34
Range of Stipends	\$3,250- \$8,000	\$3,250- \$8,000

## STANDARD 6: Student Services

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 advising guides, manuals, newsletters or other internal communication with students.

### Academic Advising

Undergraduate advising in the SJMC is an ongoing and multilevel process. The SJMC advising office includes five full-time advisors, one administrative assistant, graduate students and peer leaders who help with advising and administrative needs. At the college-level, an assistant dean of student services, Cindy Justice, was recently hired to oversee, coordinate and streamline all student service activities across the college. The SJMC SSO reports jointly to the SJMC assistant dean and the SJMC director.

As noted in the 2011 accreditation team report, one of the weaknesses at that time was “a lack of coordination in student advising between student services and faculty.” The SJMC has made considerable progress in that area with the addition of the assistant dean of student services, as she serves as a liaison between faculty and student services staff and attends numerous faculty-led meetings (i.e., general faculty meetings, curriculum committee meetings) in an effort to provide open communication between the two groups.

All students are assigned a SJMC academic advisor upon admission to the school. Students are required to meet with their individual advisor prior to registration each semester and they are able to make their advising appointments online. Official advising begins weeks before registration and given the large number of students in the school, it is important for students to sign up for an appointment as soon as advising opens. Students can also make advising appointments during off-peak times to check course requirements, participate in long-term course planning and to inquire about study abroad and other academic opportunities in the school. Many students develop close relationships with their professional academic advisors and drop by the office to keep in touch.

Many students meet with the career services manager throughout the year. Students use the SJMC career services office for assistance with resumes, interviewing tips and internship opportunities. The career services manager regularly visits SJMC classes educate students about professional opportunities. The career services manager also conducts formal resume workshops, career/internship fairs and other events that help students prepare for their lives after graduation.

### Monitoring of Academic Requirements, Including the 72-Hour Rule

The full-time advising staff regularly check students’ academic progression making sure that students take their courses in correct order and that they adhere to accreditation requirements, including that 72 hours of coursework must be taken outside of the SJMC. This is also spelled out in their academic worksheets (located in the Standard 6 Appendix) that are used in every advising session.

The student services director also periodically checks student records to make sure students are adhering to the 72 hour rule. The University’s *Carolina Core* requires each

## STANDARD 6: Student Services

student at the university to complete 40-49 hours in the liberal arts and sciences. In addition, the SJMC requires 9 more general education hours. Students in the school must also complete either an 18 hour minor or a 12 hour cognate outside the SJMC. In the event students do not have 72 hours with these requirements they are required to complete the appropriate number of electives outside the SJMC to reach the 72 hours. Students meet with an advisor and complete a graduation check in their junior year to ensure that the student is on track to graduate in a timely manner. The student services director also evaluates transfer transcripts and course descriptions to make recommendations for which journalism and mass communications courses can transfer into the school.

### Advising Communication

The SJMC student services staff communicates regularly and through numerous channels. This communication begins before a student is officially taking classes at USC. Throughout the summer, the SSO participates in the university's *New Student Orientation* sessions for incoming freshmen, transfer students and parents. In addition, student services support orientation sessions at the end and beginning of each semester for students who made a change of major within the university. Staff members also meet with prospective students and their families throughout the year and conduct tours of the new SJMC facilities.

The school uses a variety of methods to inform students of requirements, events and programs to ensure their success. All advising material is located on our recently revised SJMC student services [website](#) so students can make appointments, check advising timelines, sequence course requirement, download curriculum sheets, etc. The university and the school website were also recently redesigned to create a more user-friendly experience. The CIC maintains a separate website for SJMC with an internal student portal called "MyCIC."

In addition to the website, the school uses Facebook and Twitter to keep students updated on SJMC-related news and information. A renewed effort by the school and the OSS has placed emphasis on the school's Twitter feed, [@UofSC\\_SJMC](#), to connect with students via this social media channel which is widely used in the industry.

Electronic signage is located throughout the new SJMC building. The large video screens display revolving slides containing information about upcoming events, lectures and discussions, programs of interest and information regarding course registration and student awards.

The OSS sends a weekly SJMC electronic newsletter. This newsletter contains upcoming deadlines, notices about academic policies, events and happenings at the university and the school, career services, internship and full-time career opportunities.

The academic advisors also send regular email to their assigned cohort of advisees alerting them about deadlines relating to classes, registration and graduation. The staff also created an "Ask An Advisor" table in the atrium of the SJMC to answer student questions and make students aware of upcoming advisement times.

## STANDARD 6: Student Services

### 3. Describe availability and accessibility of faculty to students.

The faculty take seriously the need to be available to students. All faculty hold office hours, which are posted on their office doors and in all syllabi. In addition, most faculty have informal office hours (any time their doors are open) and students drop by for help or just to stay in touch. All of SJMC faculty members have their offices in the new state-of-the-art SJMC building so the students can easily find them before or after class. Faculty members and adjuncts are available via email and telephone and are available to meet with students outside of regular office hours.

Faculty members serve as student mentors both in and out of the classroom. The academic advisors often refer students to faculty members for a number of issues. All faculty serve as unofficial advisors, meeting with students to offer advice on careers and internships as well as helping students navigate college life.

In addition to being available during office hours, faculty regularly organize, lead and attend events that are geared to students. For example, on “move-in” day at the university, the SJMC director, faculty and staff hosted a “move-in day pizza party” in the atrium of the SJMC for students and their parents. The informal event was designed so that students could meet some of the professors before the start of classes. A similar event takes place during USC’s Parents Weekend, where the faculty and staff invite parents and students to the school for an ice cream social, to watch our daily, student-run newscast and to have their picture taken in our photo studio.

There is also a major student honors and awards event each spring semester in which the faculty participate. Faculty actively advise many student organizations, and participate in faculty-led study abroad and career-specific courses. It is gratifying to hear the student speakers publicly thank their favorite faculty for the impact that they have had 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.

USC is tradition-rich and with a host of opportunities—from challenging academics, to over 300 clubs and organizations to extracurricular activities and volunteer and service projects. SJMC students are encouraged to join a diversity of student groups within the school and beyond to the larger university community. Many of the involvement opportunities are major-specific. These involvement opportunities give students an outlet to put their study into practice.

#### Student Media

Both the SJMC and the USC, as a whole, provide a wide array of student media, student professional organizations and other extracurricular activities that are relevant to the curriculum and help develop students’ professional and intellectual abilities and interests.

At the university level, a variety of student media offer students the opportunity to gain experience in print, broadcast and online media, advertising sales and graphic design. All

## STANDARD 6: Student Services

students are invited to participate in one or more media groups regardless of major, year in school, or previous experience. Volunteer and paid positions are available. In addition to obtaining specialized skills, many students have used their experience to earn internships and jobs following graduation.

The five, distinct student-media organization include the following:

### *The Daily Gamecock*

*The Daily Gamecock*, USC's student newspaper, is published Monday through Friday during the fall and spring semesters. Interested students are invited to join the staff and work in areas such as reporting, writing, editing, photography, marketing, layout, design, production and distribution.

### *Garnet & Black*

*Garnet & Black* magazine is a student magazine that focuses on the issues of general interest to the USC community and includes a literary section featuring student literary and other creative work. The magazine is distributed free at numerous across campus. Interested students are invited to join the staff and work in areas such as writing, editing, photography, Web site management, marketing, layout, design, production and distribution.

### *Student Gamecock Television (SGTV)*

Student Gamecock Television (SGTV) is a student-run cable channel airing on campus cable channel 4. The station's goal is to offer educational opportunities to USC students and provide entertaining and informative programming to the campus community. All students interested in broadcast production are invited to join the staff. A SJMC staff member is the official advisor for SGTV and assists with their weekly recordings of their programming from the SJMC Greenhouse Studio.

### *WUSC-FM*

WUSC-FM is the 2500-watt noncommercial, educational, free-format student radio station at USC, broadcasting in HD Radio 24 hours per day at 90.5 FM. The station introduces new music and provides alternative programming for its listeners, including specialty programs focusing on a single genre of music such as blues, punk, metal, acoustic and jazz. All students interested in radio production, announcing, music reviewing or promotion are invited to join WUSC.

### *Creative Services*

Student designers at *Creative Services* are responsible for the layout and design of ads that are published in *The Daily Gamecock* newspaper, *Garnet & Black* magazine and the associated websites—dailygamecock.com and gandbmagazine.com. Also, student designers work on promotional and informational materials for the Office of Student Media and other offices on campus. *Creative Services* offers student organizations and offices at USC affordable student design services.

## STANDARD 6: Student Services

### Student-Run Organizations

Many student-run organizations in the SJMC foster integrative learning through opportunities to meet leading professionals and also to participate in projects, contests and other avenues for developing entrepreneurship skills and building portfolios.

These organizations include the American Advertising Federation, the Public Relations Society of America, the Association of Business Communicators, the National Press Photographers Association and the Association of Black Journalists.

#### *American Advertising Federation*

The Student Ad Federation (SAF) is the student chapter of the American Advertising Federation (AAF). SAF participates in many events, including the Advertising Women of New York event each fall. A faculty member takes a group of students to New York every year to attend this important event. In fall 2015, five students were able to attend and also visit the Y&R ad agency.

SAF members also help with AAF of the Midland's Mad About Madison Avenue event in the spring, a recruiting effort for minority high school students who have voiced an interest in business, writing, or art education. SAF members also compete for national opportunities through AAF, such as the Vance Stickell Internship and the AAF Most Promising Multicultural Student Award.

#### *Public Relations Society of America/ International Association of Business Communicators*

The Public Relations Student Society of America (PRSSA) works closely with the student chapter of the International Association of Business Communicators (IABC) to provide opportunities for students to network with professionals in both regional and national activities. Membership from the school averages about 120 students per year in PRSSA/IABC. Activities include the South Carolina PRSA/IABC Regional Development Conference (8 students in 2012; 10 students in 2014) and the PRSSA National Conference in Atlanta (2 students in 2015). The Atlanta PRSA chapter sponsors the Real World Conference for students every February. Student attendance from the school has grown from 18 in 2011 to 49 in 2016.

#### *National Press Photographers Association*

The South Carolina student chapter of the National Press Photographers Association (NPPA), the leading association for professional photojournalists and video journalists, was active from 2008 until 2013. The chapter sponsored workshops, ran several photography contests and hosted guest speakers. Student NPPA members have received numerous internships, including one from *National Geographic*. They have also been active in student media on campus and have garnered professional publication credits. In 2011, the school was the venue for judging NPPA's Best of Photojournalism Video contest, furthering interaction between students and national experts. Also in 2011, the chapter was named National Outstanding Student Chapter.

## STANDARD 6: Student Services

### *Association of Black Journalists*

The mission of the university's Association of Black Journalists is to establish a strong union among black students pursuing degrees in journalism, broadcasting and mass communications and to offer members networking opportunities and resources that they need to be successful in the journalism field. Members get the chance to cover events, create broadcast stories, and write for the association's blog. The association is a collegiate affiliate of the National Association of Black Journalists and welcomes all interested students.

### **SJMC-sponsored Media and Business**

#### *The Carolina Agency*

The school has a student-run firm that produces real work for real clients. Called *The Carolina Agency* (TCA), the agency provides strategic communications solutions produced by students on behalf of a diverse selection of local, regional, national and international clients.

Work completed on behalf of TCA clients is often entered into professional award categories and the organization has an impressive record of more than 20 professional and student awards. These include Best In Show in the South Carolina Chapter of the PRSA 2015 Mercury Awards and best student-run firm campaign from the national PRSSA of America's student-run firm awards.

The agency is taught as a class and is open to SJMC students as well as majors from other units, including business and media arts. TCA features a dynamic of student and faculty leadership. The firm is nationally affiliated with PRSSA and collaborates with other student-run firms across the country for content and relevant topics of instruction through the TCA "continuing education" series.

#### *Senior Semester*

The school's new building features a converged newsroom where both broadcast and journalism students work together reporting and producing a live 30-minute broadcast, a newspaper (*The Carolina Reporter*), and a news website. This 12-credit "senior semester" engages students in multimedia, multiplatform journalism that covers the metropolitan area.

#### *InterCom Magazine*

The college's alumni magazine, *InterCom*, is produced by students in Publication Writing and Design (JOUR 534). The course involves reporting, designing and preparing a magazine for publication, and serves an outreach role by connecting current students with a large body of alumni.

### **CreateAthon@USC**

CreateAthon is an annual 24-hour-marathon designed to deliver pro bono advertising, marketing and communications solutions to nonprofits in the North America and Europe. It has become a model for creative philanthropy and achieved significant impact since its

## STANDARD 6: Student Services

national launch in 2002, attracting 101 agencies, professional organizations, corporate marketing departments and universities throughout North America as CreateAthon partners. In total, the program has served more than 1,300 nonprofit organizations with pro bono marketing projects valued at more than \$16.7 million.

In 2013, the school launched CreateAthon@USC to provide similar help to nonprofits in the Midlands of South Carolina. Students from all majors at the school participate in the event, which is mentored by faculty and members of the local professional advertising and design communities. In 2015, nonprofit clients included those working to strengthen families, help the homeless, treat child abuse and neglect, and find solutions for problems in education, health, and animal welfare.

### Media Competitions

Students in all majors at the school have the opportunity to enter competitions that can help them improve their work and learn more about opportunities in the professional world. SJMC students regularly compete in the public relations Bateman Team competition, the AAF competition, the Hearst competition, the Society of Professional Journalists Mark of Excellence Awards, the Washington Media Scholars Case Competition and the school's own A. Jerome Jeweler Advertising Award, which includes a \$500 cash prize.

### Travel

In addition to the university's study abroad program, the school has a strong tradition of offering unique domestic and study abroad opportunities. Examples of this are the annual Maymester in Munich, which puts students from the school's different sequences together for an intensive reporting and production experience; service-learning trips to various developing countries; and academic travel to universities in other countries.

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 SJMC is dedicated to providing support to all students for professional development and career management. The school's career services manager delivers engaging career education for undergraduate and graduate students to advise and educate students regarding career goals, internship opportunity strategies and individual career development. The career services manager provides individual advising sessions, small group workshops and presentations for 1500 undergraduate students across six academic majors including Journalism, Public Relations, Advertising, Visual Communications, Broadcast Journalism and Mass Communications; and 30 graduate students in the Master of Mass Communications program. The career services manager works with employers and recruiters to coordinate internship and full-time job opportunities and coordinate the communication and outreach to students, faculty, employers and alumni. This individual also works closely with the SJMC OSS academic advising team, faculty, student organizations and the USC Career Center in order to fully integrate and implement USC's overall career services strategy.

## STANDARD 6: Student Services

A career fair is held annually for students to interview with employers for internships and jobs. Workshops are held each semester to assist students in getting ready for internships and job on resumes, writing a cover letter, how to dress for an interview and interviewing questions and answers. A jobs database is also available for employers to post jobs for students as well as for recent graduates seeking positions.

The SJMC does not compile job placement statistics or explicitly track its graduates. However, some faculty who teach capstone courses keep records of the jobs students receive after completing the capstone course and graduating from USC. For example, Professor Rick Peterson, who has been an instructor in the SJMC broadcast journalism senior semester experience since 1997, keeps a comprehensive list of students that demonstrates the success the SJMC has had in helping students enter the competitive job market. That list is located in the Standard 6 Appendix.

At the university level, an annual graduation survey is sent to all baccalaureate graduates in an effort to document their post-graduation plans whether or not they used career center services. Data contained in the annual graduation survey are produced through a compilation of data derived from graduates who completed the survey online, graduates who were contacted by the Survey Research Laboratory of the Institute for Public Service and Policy Research, employers who reported hiring USC graduates, a report from Data Warehouse of graduate students enrolled at USC, reports from USC's ROTC offices of enlisted graduates and a report from the Office of Pre-Professional Advising of students admitted to professional schools.

<b>Graduation Status</b>	<b>May 2015 Graduates</b>	<b>May 2014 Graduates</b>	<b>May 2013 Graduates</b>
Employed	80 (72.1%)	73 (53.8%)	54 (52.4%)
Admitted to Graduate/Professional School	10 (9.0%)	10 (7.1%)	8 (7.8%)
Applied to Graduate/Professional School	2 (1.8%)	2 (1.4%)	1 (1.0%)
Not seeking employment or schooling	0 (0.0%)	0 (0.0%)	0 (0.0%)
Unemployed but actively seeking employment	19 (17.1%)	53 (37.6%)	35 (34.0%)
Other	0 (0.0%)	3 (2.1%)	5 (4.8%)
<b>Total</b>	<b>111 (100.0%)</b>	<b>141 (100.0%)</b>	<b>102 (100.0%)</b>

6. 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.

For numerous years, the SJMC OSS has distributed an online survey to advisees shortly after their advising appointment each semester. This survey is used to collect data to evaluate student satisfaction with the OSS and its staff.

In the summer of 2015, the OSS initiated a project to overhaul the assessment tool used for student advising. Staff found that the previous survey instrument did not adequately assess the services that were provided to our undergraduate student population or students' satisfaction with staff members. In an effort to better assess areas for improvement and to

## STANDARD 6: Student Services

identify areas of strength, a new survey was developed. A copy of the survey is in the Standard 6 Appendix.

To develop the new survey, the OSS staff reached out to the National Academic Advising Association (NACADA) and sought to find best practices for assessment utilized at peer institutions. Advising surveys from the Universities of Georgia, University of Kentucky and University of Louisville, along with several USC colleges, were collected. Additionally, NACADA executive office staff members were also contacted and contributed additional details about creating an effective advising instrument. Using the information obtained from these sources, along with assistance from SJMC professor Laura Smith, the advising survey was retooled. The new survey, which includes a combination of open-ended and close-ended questions, was administered for the first time in Fall 2015. Results in this report reflect information from the new survey.

Nearly all (95%) respondents reported a positive overall advising experience, with our five advising staff members equally represented in this calculation. Further, as detailed in the table below, scores were high across a range of variables analyzed and demonstrate that OSS staff members are well-trained and knowledgeable in navigating students through USC and SJMC requirements and policies.

### Student Services Survey Results

Question	Disagree	Neutral	Agree
My SJMC academic advisor:	% (N)	% (N)	% (N)
Was knowledgeable about my major/minor degree requirements	3% (3)	5% (5)	92% (101)
Was well prepared for my appointment	5% (5)	5% (5)	90% (98)
Respected my feelings and concerns	4% (4)	3% (3)	93% (101)
Responded to my inquiries via phone or email in a reasonably timely manner (48 hours)	3% (3)	17% (18)	80% (87)
Helped me resolve my issue or concern	4% (4)	6% (7)	90% (96)
Helped me make a plan to stay on track for graduation	5% (5)	5% (5)	90% (98)
Provided useful information about policies, procedures and requirements	5% (5)	6% (6)	89% (97)
Is someone I would recommend to other students	5% (5)	5% (5)	90% (98)

Open-ended responses from students were equally praise worthy. In response to the ended question, “*What does SJMC Student Services do well,*” the same themes emerged repeatedly. Specifically, words such as “care,” “kind,” and “prepared” appeared repeatedly.

Regarding the question “*What suggestions do you have for the SJMC Student Services Office,*” several students responded that they did not always see the same advisor each

## STANDARD 6: Student Services

time they came in for a visit. They indicated that there was a lack of consistency in how they were advised. These students stated they would rather have an assigned advisor. In response to these concerns, the SJMC SSO moved to an assigned advisor system. Currently, each advisor has a caseload of approximately 300 students.

Faculty and the OSS maintain an open, collegial relationship. The CIC assistant dean of student services and the director of the SJMC OSS serve in an ex-officio capacity on various faculty and university committees. In these roles, they provide input about how SJMC degree requirements work in accordance with the University's Carolina Core requirements and provide information on USC policies and procedures as various faculty committees review requests from students or make school policy and curriculum changes.

Students are frequently referred to appropriate faculty for career related questions or with concerns about class issues. The student services staff and faculty are very comfortable with exchanging information and working together to ensure SJMC students receive a quality education while receiving appropriate student services and maintain all USC policies and procedures.

7. Discuss the processes in place to collect, maintain and analyze enrollment, retention and graduation rates within the major and in comparison with university rates. Discuss the findings of the analysis.

Retention and graduation rates at the university and the school have been strong for several years, and particularly strong, in the SJMC. We maintain two kinds of retention numbers: students who start in SJMC and graduate as SJMC majors and those who start in SJMC, stay at the university but transfer to another unit and graduate.

Our faculty and student services staff do an excellent job helping students to reach their goals and succeed in our program. The percentage of freshman students returning to the SJMC as sophomores is among the highest at the university. These numbers demonstrate the personal attention and commitment extended to every student.

### Undergraduate Students

Typically, half of the 1,500 students at the SJMC graduated in four years with a Bachelor of Arts in Journalism and Mass Communications. Of those who do not, some take five or six years, some transfer out of the school to another major in the university, and some leave the university. Three-quarters of our students return to the school as a sophomore. Of those we lose, more than half transfer to another department within the university. We view this as good advising and helping 18-year-olds understand proper educational paths.

The overall graduation rate listed in the Undergraduate New Student Retention and Graduation Rates is the official graduation rate as monitored and reported by the SC Commission on Higher Education.

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### SJMC Undergraduate Retention and Graduation Rates, 2007-2012

Students' Cohort Year	SJMC Freshman-Sophomore Retention
2012	80.80%
2011	85.10%
2010	65.40%
2009	71.68%
2008	78.46%
2007	75.47%

Students' Cohort Year	Who Graduated from the SJMC in Four Years?
May 2012	52.85%
May 2011	49.4%
May 2010	47.5%
May 2009	39.1%
May 2008	52.85%
May 2007	49.43%

8. Provide the Web link where the unit shares its most recent retention and graduation data with the public.

Office of Institution Research, Assessment, and Analytics - <http://www.ipr.sc.edu>

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Professional master's program:

9. Describe the process for academic and career advising of professional master's students.

Students may meet with the graduate student services manager, MMC coordinator or a graduate faculty member to be advised each semester. MMC students must have an approved advisement form on file in the SJMC graduate student services before registering for courses each semester. All course work must ultimately be approved by the MMC coordinator.

During an MMC advisement session, career goals are discussed to determine which elective courses would be the best to enhance a students' program of study and professional and academic objectives. Once the student is in the second semester, he/she completes and submit their formal master's program of study that must be approved by the advisor, associate director for graduate studies, and the dean of the USC Graduate School. This program of study includes all course work that is to be applied to the 36 hours of the program and becomes a "contract" with the USC graduate school for completion of the MMC degree program requirements.

## STANDARD 6: Student Services

Students must meet with the MMC coordinator for approval of their proposal for the practicum experience (JOUR 777). Most students find these opportunities on their own, but if they have difficulty or want direction/advice, the MMC coordinator, graduate student services director, and the career services manager are available to assist in searching for possible practicum locations that will focus on the students' area of emphasis within the program, their career goals, as well as geographic locations in which they are interested.

10. Discuss retention and graduation rates in the master's program, including the grade-point average required to remain in the program and the expected time to degree.

From Fall 2011 through Spring 2016, 75 students matriculated in the MMC degree program. Of these 75 students, 52 (69%) graduated and 21 (28%) are currently enrolled. Two students (3%) chose not to continue in the MMC degree program, either transferring to other programs at USC, enrolling in other institutions or possibly discontinuing their graduate academic program altogether.

As shown in the table below, our MMC program has an outstanding record of student retention and graduation rates.

### MMC Program Retention and Graduation Rates, 2007-2015

MMC Cohort Year	How Many Students Began the MMC Program?	Who Came Back for Second Year?	Who Graduated within Two Years?
2015	11	100%	100% on schedule to graduate in 2 years
2014	11	100%	73%
2013	16	94%	82%
2012	9	100%	89%
2011	11	91%	82%
2010	18	89%	78%
2009	20	90%	83%
2008	19	89%	88%
2007	14	93%	85%

All USC graduate students are required to maintain a grade point average of at least 3.0 (on a 4.0 scale) on all courses taken for graduate credit, including those courses not included on the student's program of study. Additionally, the student's average on all courses numbered 700 or above must be no less than 3.0. A maximum of nine semester hours of credit may be transferred from another institution, although few of our MMC students request transfer credit. Transfer credits are not computed in the grade point average.

Graduate degree-seeking students whose cumulative grade point average (GPA) drops below 3.0 (B) will be placed on academic probation by the USC graduate school and

## **STANDARD 6: Student Services**

allowed one calendar year in which to raise the cumulative GPA to at least 3.0. In the case of conversion of grades of incomplete that cause a cumulative GPA to drop below 3.0, a degree-seeking student will be placed on academic probation at the end of the semester in which the grade is posted.

Students who do not reach a cumulative 3.0 grade point average during the probationary period will be suspended from graduate study and will not be permitted to enroll for further graduate course work as a degree or a non-degree student. Students must have an overall 3.0 GPA to graduate from the program.

## STANDARD 6: Student Services

# STANDARD 7



**Resources,  
Facilities  
and Equipment**

**1** year in the new  
SJMC building

**54,000**  
square feet  
in the new  
SJMC building

**By the  
Numbers**

**2**  
broadcast  
studios  
available for  
student use

**60** Canon and Nikon  
cameras for  
student use

Standard 7

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## STANDARD 7: Resources, Facilities and Equipment

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### Executive Summary

After decades of planning, changes and delays, the University of South Carolina (USC) School of Journalism and Mass Communications (SJMC) moved into its new home fall 2015 with state-of-the-art classrooms, broadcast facilities, specialized individual sequence spaces and modern faculty and staff offices.

The 54,000 square foot facility replaced the antiquated, crowded Carolina Coliseum space that had been home to the school since 1969. While the technology in the Coliseum had been continually updated, the building was (as noted in prior accreditation reports) inadequate to serve a growing student, faculty and staff population.

The new building sits on the historic six square blocks of the original USC campus. The three-story building, formerly home to the School of Public Health, was gutted, expanded and rebuilt into the new SJMC home thanks to university and donor funding. All the interior walls, stairways and elevator were replaced and a two-story atrium, first floor computer lab, large second floor conference room and a rooftop garden were added. Care was taken to maintain the exterior of the building in its traditional look, keeping the original university perimeter wall and trees. Faculty and staff offices were placed on the exterior walls to take advantage of the windows, something sorely lacking in the old Coliseum.

The location is in the center of campus, across from USC's Thomas Cooper Library and Russell House Student Union, making it more accessible than the edge-of-campus Coliseum. The building houses SJMC faculty and staff offices and classrooms as well as a suite of offices for the dean of the College of Information and Communications (CIC) and college staff. The college is made up of the SJMC and the School of Library and Information Sciences (SLIS), which is housed in nearby Davis College.

The new SJMC building was planned for and built to include the latest academic and professional technology with a modern IT backbone infrastructure – all offices, classrooms and labs are linked through a dedicated A/V master control. The technology includes computerized classrooms, an industry state-of-the-art television control room, two broadcast studios, improved faculty IT services and a 130-seat auditorium.

The building received LEED Gold Certification for energy and resource efficiency.

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## STANDARD 7: Resources, Facilities and Equipment

### 1. Budget and Expenditures

**Table 11. Annual unit budget for each of the three years preceding the accreditation visit.**

Budget Item	2012-2013	2013-2014	2014-2015
Administrative and professional salaries	287,472	319,807	66,853
Teaching salaries (full time)	2,457,413	2,600,724	2,672,869
Teaching salaries (part time/adjunct)	103,667	90,000	157,800
Graduate assistant salaries	297,490	229,494	246,711
Classified staff salaries	382,384	411,316	420,382
Undergraduate assistants	4,345	10,514	11,317
Temporary help – non students	3,500	29,477	3,331
Fringe benefits	971,621	1,060,552	1,043,984
Supplies, including books & periodicals	181,343	59,290	65,559
Contractual services	53,579	37,047	52,804
Data processing services	91,868	150,118	76,229
Travel	81,904	91,703	84,918
Communications	38,937	37,237	39,025
Graduate student tuition supplement	71,086	82,090	63,480
Printing and advertising	15,902	11,398	15,355
Miscellaneous	55,942	27,504	44,210
<b>Total SJMC budget</b>	<b>5,098,453</b>	<b>5,248,271</b>	<b>5,063,827</b>

(Actual expenditures; budget projections are higher each year)

### 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.

The annual SJMC budget is derived from multiple sources including:

- Provost appropriations allocations
- Summer tuition revenue
- Student laboratory fees
- Donors' generosity

The university is currently using a centralized budget approach, which allows a portion of the carry-forwards of each unit to return to central administration for redistribution across the university based on strategic priorities.

Each spring, the SJMC director and the SLIS director, along with the CIC dean and assistant dean for administration and finance (who handles the budget), meet with the provost and major budget principals to review budget projections for the coming year and five years forward. This meeting occurs after development of the college's "Blueprint," which is the overall long-range planning document for the college. The school's budget planning process occurs under this umbrella. Final budget approval rests with the USC Board of Trustees.

## STANDARD 7: Resources, Facilities and Equipment

Faculty committees play a significant role in several areas of budget planning and expenditures.

- **Technology expenditures.** A technology committee of faculty from each sequence and staff members involved in equipment use, reviews hardware and software needs throughout the year, prioritizing immediate and long-range needs. This committee makes recommendations for equipment purchases. In addition, the committee provides the framework for understanding how much revenue needs to be allocated for technology within a long-range planning framework.
  - **Faculty development.** A faculty development committee oversees a faculty development fund (approximately \$7,500 is allocated yearly) that is used for various needs such as professional memberships and subscriptions. This committee allocates and disburses funds each year.
  - **Health Communications Research Initiative.** The university has provided funding to oversee the development of our health communication certificate program and interdisciplinary research group. Faculty involved in this initiative use the funds to provide small research grants for faculty investigating health communication issues as well as to provide programming that benefits those interested in health communication research.
  - **Student Support.** Financial support is provided in a number of ways besides the usual scholarship opportunities (discussed in Standard 6). For example, *The Carolina Agency*, our student-run advertising and public relations agency charges fees to clients. These funds stay within the agency to be used at advertising and public relations faculty discretion to support student initiatives. All laboratory fees are kept in a separate fund according to each sequence to be used to enhance undergraduates' learning experience.
  - **On-site conferences and workshops.** Numerous events occur throughout the year that our faculty oversee on all levels (including budget). For example, the SJMC hosted the Broadcast Education Association (BEA) super-regional conference in Fall 2016. In Spring 2011, the school hosted the AEJMC Southeast Colloquium and the inaugural Media and Civil Rights History Symposium, which is hosted on a biennially. Faculty are in charge of the planning and budget for these types these events.
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.

Current resources are adequate to meet the needs of the school, faculty and students. Ongoing fundraising (noted below) provides additional resources for faculty and student travel, scholarships, supplies, faculty development and additional technology. For example, fundraising was crucial in equipping the new building with needed technology.

The annual budget from the provost office covers salaries and daily operations. As shown in the table below, additional revenue for the school comes primarily from summer tuition and student fees. This year, we began renting space in our new building and in the

## STANDARD 7: Resources, Facilities and Equipment

adjacent Greenhouse Studio and anticipate modest revenue gains.

### Revenue Sources 2014-2015

Recurring funds from provost	2,210,989
Funds transferred from the college	1,978,436
Summer tuition	497,446
Course fees	280,750
Tech fees	39,590
Enhancement fees	13,000
Other (receipts, foundation, athletics, etc.)	90,958
<b>Total revenue</b>	<b>5,107,169</b>

The majority of the school's fundraising efforts are through the CIC development office. The CIC development director reports to the dean of the college and is responsible for development efforts for both schools (SJMC and SLIS) within the college.

Since 2011, fundraising for the CIC has been under the umbrella of the Carolina's Promise capital campaign. The campaign, concluded in July 2015, raised more than a billion dollars for USC. The CIC raised \$14.3 million for the new SJMC building, academic scholarships for both schools and one journalism school chair in business and financial journalism.

Although the move to the new SJMC building is complete, the CIC development office continues to raise funds to name classrooms and offices in the new school. Of the \$6,025,000 in room naming opportunities, \$4,375,000 has been committed towards naming opportunities.

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

The following table shows expenditures by college throughout the university. Budgets in individual units are determined by the USC Provost Office and are primarily based on the number of students enrolled in the unit and faculty employed. The SJMC budget is 48% of the CIC total budget.

## STANDARD 7: Resources, Facilities and Equipment

Academic Unit	Recurring Sources	Non-Recurring Sources	Total
Arts & Sciences	92,324,123	19,576,492	111,900,615
Darla Moore School of Bus.	33,809,334	14,204,960	48,014,294
Engineering & Computing	20,767,732	6,269,582	27,037,314
Public Health	14,676,282	13,260,377	27,936,659
Law	16,740,149	3,975,299	20,715,448
Education	13,657,601	6,517,264	20,174,865
Hospitality, Retail & Sports Mgmt.	6,538,142	7,339,487	13,877,629
Pharmacy	7,266,938	2,163,766	9,430,704
Information and Communications	8,188,867	2,242,578	10,431,445
Nursing	6,802,718	3,557,068	10,359,786
Music	7,420,242	1,156,522	8,576,764
Social Work	4,260,110	4,611,650	8,871,760

- 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 and devoted to those operations.

### Faculty Offices and Technology Infrastructure

Each full-time faculty member is assigned an individual office, equipped with standard office furniture, a voice-over-IP (VOIP) telephone, cable television, flat screen TV and computer workstation or laptop with connections to the university's network infrastructure and networked printing. Adjunct instructors share offices on the second floor. Doctoral and master's students are provided with workspaces on the third floor with computers and (VOIP) telephones, a seminar room, networked printers and a common lounge area.

General faculty hardware specifications:

- 13" or 15" MacBook Pro laptop, 2.2 to 2.5 GHz Dual Core processor, 8 to 16 GB RAM memory with solid state drive (SSD) storage, or 15" Dell laptop, 2.2 GHz Dual Core processor, 8 to 16 GB RAM with SSD storage.
- Software installed: Mac OS 10.10.5, or Windows 7/10; Microsoft Office Suite; Final Cut X; Adobe CC (Adobe Premiere; Photoshop, Illustrator, InDesign, Acrobat Pro); Pages, Numbers and Keynote; SPSS 22; web browsers.
- External back-up storage
- 24" LED HD flat-panel monitor

Faculty printing is centralized on each floor. There are two faculty print rooms, each with both a networked B&W and a color printer, on the second and third floors, and one on the first floor. These facilities are generally locked and not available to students. There is also a separate print room on the second floor with a large format plotter printer for faculty use.

The building network has gigabyte Ethernet wiring. There are fiber link connections to the building from the rest of USC and a fiber link to the Kennedy Greenhouse Studio. Classrooms and labs are interconnected through a master Crestron system in the A/V

## STANDARD 7: Resources, Facilities and Equipment

master control for routing video and other services between the broadcast studio and from one classroom/lab to another.

The school is covered by a WiFi system maintained by USC University Technology Services (UTS). This coverage includes lobbies, offices, classrooms and hallways. The WiFi system is part of the university-wide wireless cloud that enables students, faculty and staff to access the network from all buildings and many open spaces on campus.

The school also has a dedicated generator with an automatic switchover system to maintain power to vital technical services in case of a power failure. Most equipment, including the broadcast control room and centralized computers, are on uninterruptible power sources.

### Classrooms/Labs

The building has 10 classrooms seating between 20 and 40 students, an auditorium/classroom seating 130, and five computer labs seating 20-24 students. Additionally, each sequence has its own specialized area (i.e., journalism newsroom, viscom photo studio, ad/pr lab).

#### Classrooms

Small Classrooms	112, 114, 116, 117
Medium Classrooms	115, 320, 321
Large Classrooms	310, 318, 106 (Auditorium)

Seating in the classrooms vary. Small classrooms seat 20-25 students, Medium classrooms seat 25-40 students, and large classrooms seat 40-50 students. The auditorium seats 130.

Each classroom and lab lectern has networked Mac Mini computers for connection to either digital ceiling projectors or digital screens. Each lectern also has multiple inputs for HDMI, Mini-display, DVI and VGA connectivity for instructor or visitor devices.

Classroom/lab lectern Mac Mini computers specifications:

- 2.6 GHz Dual Core i5 processor, 16 GB RAM with 256 GB SSD storage.
- Software installed. Mac OS 10.10.5; Microsoft Office Suite; Final Cut X; Adobe CC (Adobe Premiere, Photoshop, Illustrator, InDesign, Acrobat Pro); Pages, Numbers and Keynote; SPSS 22; web browsers. Computer labs also have Apple Remote Desktop software that allows instructors to access or to display content of the lab computers.

## STANDARD 7: Resources, Facilities and Equipment

### Computer Labs

The five computer labs are designated for SJMC student use only (class time and general student use). All labs allow students to write, complete graphic design work, and edit video.

#### **Labs available for classroom and SJMC student use:**

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Room 113 – 20 seats

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Room 217 – 22 seats

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Room 219 – 24 seats

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Room 221 – 24 seats

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Room 222 – 20 seats

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The SJMC now has 110 computer stations in the five labs, a 45% increase over the four labs with 76 seats in the Coliseum.

Computer labs are accessed using student university ID cards (Carolina Cards) via card readers. The labs are accessible from 7 a.m. to 10 p.m. Monday through Friday. Students can also enter the building and labs using their Carolina Card between 10 a.m. and 5 p.m. on Saturday and Sunday.

General computer/classroom hardware specifications:

- 21" iMac Computers with 8 or 16 GB RAM, 2.66 to 3.1 GHz CPU speed, 2.33 GB to 1 terabyte hard drive storage space, 1920 x 1080 screen resolution.
- Software installed: Mac OS 10.10.5; Microsoft Office Suite; Final Cut X; Adobe CC (Adobe Premiere, Photoshop, Illustrator, InDesign); Pages, Numbers and Keynote; SPSS 22; web browsers.
- General computer/classroom labs each have 1 networked, black and white laser, duplex HP printer for student use. Network access to 2 color laser printers (letter, legal and tabloid sizes) are provided for each user.

### Computer Cart

In addition to the lab computers, the school maintains a computer cart with 20 laptops that can be moved easily to any regular classroom. Each computer can connect through the building WiFi network.

### Designated Sequence Facilities and Equipment

Sequence-specific classes are taught in the building's classrooms and computer labs. Each sequence, however, has its own, designated lab/classroom space for specialized needs. Members of each sequence selected equipment for its space.

### Journalism Classes

Students in the journalism sequence take various introductory and advanced journalism

## STANDARD 7: Resources, Facilities and Equipment

courses and a four-course “capstone” program. Broadcast/online and multimedia journalism students take the introductory and advanced classes in the 113 computer lab. They shoot assignments on Sony HD chip cameras and Canon DSLR cameras, write news assignments and edit video using Adobe Premiere Pro. Each course has cameras assigned solely to the students in the classes. All equipment is maintained and distributed to students through the SJMC equipment room on the second floor.

### Senior Semester Capstone Newsroom

As noted in the last accreditation report, space limitations in the Carolina Coliseum thwarted efforts to converge broadcast and multimedia students in one newsroom. Today, senior broadcast/online students and multimedia journalism students taking the capstone courses are housed in a converged newsroom, Room 109, adjacent to the broadcast control room and studio. The 40 work spaces each has its own computer. All computers have software installed that are typical in professional newsrooms. Students are assigned to a work area for the semester where they complete their writing and editing. Three other work areas are used by the daily newscast producer, director and web editor. There is also an adjacent conference room for smaller meetings.

Daily newscasts are produced using the industry-standard ENPS production system. Students have access to CNN NewsSource audio and video to use in newscasts. Students edit using Adobe Premiere Pro software and they use Adobe Photoshop, Illustrator and InDesign to devise layouts for multimedia and print publication.

Students also maintain the *Dateline Carolina* web page using the WorldNow platform and the *Carolina News* Facebook page. They also tweet about their stories on the *Carolina News* Twitter page, maintain their own web pages and post their work on YouTube or other video services.

The newsroom also has a PTZ camera, run from the control room, with teleprompter, microphone, wireless IFB earpiece and a wireless intercom headset for live reporting. A four-monitor, 5' x 10' video monitor wall is in the newsroom to monitor newscasts. Two other large-screen monitors are used for instruction.

Journalism sequence computer hardware specifications:

- 27” iMac Computers with 16 GB RAM memory, 2.66 to 4.0 GHz CPU speed, 1 to 3 terabyte hard drive storage space, with 2560 x 1140 screen resolution.
- Software installed: Mac OS 10.10.5; Microsoft Office Suite; Final Cut X; Adobe CC (Adobe Premiere, Photoshop, Illustrator, InDesign, Acrobat Pro); Pages, Numbers and Keynote; web browsers; Parallels 10; Windows 7; ENPS.
- Two networked, black and white laser HP printers with duplexing capabilities.

Students use professional Sony HD chip cameras equipped with two microphones, Senheiser wireless mic systems, a tripod and an LED camera-mounted light. They have access to 35mm Canon DSLR camera rigs and a variety of lenses and accessories.

## **STANDARD 7: Resources, Facilities and Equipment**

The daily newscast is aired using the new, state-of-the-art control room and two studios. See below for a description of those facilities.

The campus radio station (WUSC-FM), newspaper (*The Daily Gamecock*), quarterly magazine (*Garnet and Black*), and student-run campus cable channel (SGTV), are not controlled by or overseen by the SJMC. They are under the university's student services division and are in the Russell House Union. Many SJMC students volunteer to work for these organizations but do not receive academic credit. SGTV tapes a weekly news show in the Kennedy Greenhouse Studio.

### **Advertising and Public Relations Classes**

Students majoring in advertising or public relations take many of their courses in regular classrooms and labs. They have various cameras and recorders assigned to their classes for use in assignments including 35mm Canon DSLR cameras, Sony HD video cameras and audio recorders. All equipment is maintained and checked out from the equipment room.

Advertising and public relations students share designated space in Room 225, which can be divided with a movable wall. There are 20 seats in the room, 10 on each side. The Bateman and advertising competition teams work in this space.

Advertising/Public Relations Room 225 hardware specifications:

- 21" iMac Computers with 6 to 12 GB RAM, 2.5 GHz CPU speed, 465 GB to 2 terabyte hard drive storage space, 1920 x 1080 screen resolution.
- Software installed: Mac OS 10.10.5; Microsoft Office Suite; Final Cut X; Adobe CC (Adobe Premiere, Photoshop, Illustrator, InDesign, Acrobat Pro); Pages, Numbers and Keynote; SPSS 22; web browsers.
- One large-format networked Xerox color laser printer.

### **Visual Communications Classes**

Visual communications classes are taught in the computer labs. Viscom students primarily use InDesign software in their introductory course along with AIPTEK HD-DV cameras with microphones and tripods and accessories for smart phone video recording.

Students take two photography courses, one video course and a graphics course. One-third to one-half the students own 35mm DSLR cameras, the rest use the school's Canon DSLR camera kits. A variety of fixed and zoom lenses are available including one 300mm f2.8 lens and one 400mm f2.8 lens, tripods and monopods and light kits. For multimedia assignments, the school has six Tascam digital audio recorders.

Students in the video course use Sony HD chip and Canon 5DMark III VDSLR cameras. All cameras are equipped with microphones, tripods and LED lights. There are also wireless microphone systems, one boom mic, and three location lighting kits available.

## **STANDARD 7: Resources, Facilities and Equipment**

Students in the graphics courses have access to Wacom Bamboo tablets for detailed computer sketching. The print room has a station for project assemblage with paper cutters, knives and cutting mats. All equipment is maintained and distributed from the second floor equipment room.

The sequence has a miniature radio-controlled quad-copter with camera that was purchased to create a photography class.

The visual communications sequence has a dedicated photography studio in the new SJMC building. An elective lighting course is taught in the studio, and advanced students in multiple classes use the studio for special projects. The room is equipped with the same teaching technology as other classrooms, with extra power outlets and technology ports. It is equipped with lighting fixtures on a ceiling track system with a variety of diffusers, reflectors and gels available. A nine-foot, pulldown backdrop station has multiple paper and fabric backdrops. The studio also has a 4' x 4' product lighting table. There is a lectern with a networked Mac Mini computer and a digital large digital screen display, as well as multiple inputs for HDMI, Mini-display, DVI and VGA connectivity.

Faculty take full advantage of school technology including a subscription to the Lynda.com tutorial website and Vimeo account. Several faculty have a blog or website that tracks their professional work and serves as a teaching resource for students. One faculty member has a video DSLR and accessories acquired with funds from a university grant. Assignments are often posted to Vimeo, YouTube, or WordPress accounts.

### **Video Conferencing**

The master's seminar room, the auditorium and the Room 310 classroom also have Polycom video conferencing.

### **Conference Rooms**

The new building has two conference rooms. The dean's conference room (223) and the director's conference room (322, in the SJMC director's suite) both have the same computer capabilities as the classrooms and computer labs with installation of Mac Mini computers. The conference rooms also have digital conference VOIP telephones.

### **Technology Support**

Four full-time information technology staffers provide support for the facilities at both schools in the CIC. One of these full-time staff members is primarily assigned to the SJMC, two members split time between both schools and the remaining staff person is primarily assigned to the SLIS. Each provides multiple levels of support for the faculty, staff and students including hardware and software installation and upgrades.

The technology staff handles maintenance and replacement of computers and the building infrastructure, supported by the University Technology Services staff, which oversaw and installed the classroom technology and network as well as the network interconnections to the campus network.

## STANDARD 7: Resources, Facilities and Equipment

The technology support office is Room 210 along with separate storage and repair area.

### Web Operations

All CIC web page operations are managed by a webmaster from Room 209. The school uses the university web system that is maintained by the USC Office of Web Communications, but all of the SJMC pages are created and managed by the webmaster and staff. Content is supplied by the web page staff and faculty and staff members.

### SJMC Video Signage

The SJMC building is equipped with video signage on all floors. These monitors enable the school to keep students informed about topics such as weather, open lab times, new courses being offered, study abroad opportunities and university events. A large, multi-panel kiosk in the SJMC atrium allows us to promote student work, air daily newscasts and congratulate faculty and students on awards. Screens above the kiosk display student work and news broadcasts. Another monitor near the main stairway contains a building directory. A third monitor, near the equipment checkout window, lets students know about checkout procedures and hours.

An Atrium display features a digital presentation of the South Carolina Broadcasters Hall of Fame and another screen acknowledging donors who have helped make the new SJMC home a reality. An interactive display of South Carolina journalism history is also located in this area. Funding for this project was provided by the Watson-Brown Foundation.

### Broadcast Facilities

**Control Room.** The control room has state-of-the-art, industry standard equipment. It includes a Ross Carbonite video switcher, Ross Blackstorm clip playout server, Ross XPression graphics system, Yamaha audio mixer and two AJA Ki Pro Rack video recorders for newscast playback, critique and archiving.

Three large, digital multiview screens show video sources, preview and on-air signals. There are computer consoles for the show producer and teleprompter operator, PTZ controls for the main and Greenhouse studios, and newsroom cameras, LiveStream and Fiber Optic transmitters and other electronics. Clear-Com wired and wireless headsets and IFB earpieces for talent communication are also in the room. The room also can handle live phone interviews and remote feeds from outside the building. Visitors and classes can watch the control room operations from the adjacent classroom, Room 112, through a large glass window and can watch and hear the newscast on two monitors.

Lighting for the greenhouse and main studios is a mixture of fluorescent and LED, all controlled through a DMX computer board in the main control room.

**Broadcast Studios.** The SJMC has two television studios. The daily, half-hour live newscast, produced totally by students, is seen on campus cable channel 4 and streamed on the internet through LiveStream.com. A satellite uplink is also available to South Carolina Educational Television.

## STANDARD 7: Resources, Facilities and Equipment

- **Main Studio.** The main news studio on the building's first floor, has a desk for two news anchors, a weather anchor and a sports anchor; a smaller, two-person interview desk; and a Chroma-Key wall. There are three Sony studio cameras and one PTZ remote camera, all with teleprompters. Two large LCD monitors display accent video, graphics, weather maps, etc.

The normal crew includes three camera operators and one floor director. There are six microphones, four wired at the desk and two wireless mics. All positions also have wired IFB earpieces. There are also two wireless IFB receivers.

- **Kennedy Greenhouse Studio.** The Greenhouse studio is a separate building adjacent to the main SJMC. It sits on the site of an old greenhouse and is still surrounded by a rose garden and a small park. This building houses a 580-square-foot studio, office, restroom and equipment room. Three studio walls have windows with views of the gardens. All windows have polarized glass to enable balancing of lighting conditions.

The greenhouse studio has a two-person, stand-up desk; an interview set; and a Chroma-Key wall. The studio is equipped with one Sony studio camera and two remote PTZ cameras, all with prompts; six wireless microphones; six IFB earpieces; and wireless intercom headsets. The normal crew is one camera operator and a floor director. The PTZ cameras are controlled in the main control room. We are planning to add a second Sony studio camera, audio mixer, video switcher and video recorder so it can also be used as a stand-alone studio.

Eight remote boxes inside and outside the building can be used for live reporting, using any PTZ camera. Two boxes are in the first floor atrium, one is on the east exterior wall of the main building, one is on the west exterior wall of the main building and two are on the rooftop garden area. There are also two exterior boxes on the greenhouse studio.

### SJMC Student-Used Equipment

All video, still cameras and accessories, and other equipment used by students, is checked out through the second floor equipment room. A broadcast engineer/ technician maintains and oversees equipment checkout. This person also maintains the broadcast control room and studio equipment.

New equipment is evaluated and requested by faculty and sequences through the SJMC technology committee, and purchased using technology fees paid by students taking courses that need specialized audio or video equipment. That money is used solely to maintain and replace the equipment. Each class is assigned specific items to be checked out by students in that class. All equipment is evaluated on a schedule and replaced as it outlives its useful life or is made obsolete. Generally, this is done on a four- or five-year schedule, standard in the industry.

## STANDARD 7: Resources, Facilities and Equipment

### Inventory of Major Equipment Used by Students

40	Sony professional HD video camcorders. The camera “kit” includes tripod, hand-held microphone, lav microphone, on-camera light and batteries. Fourteen of the video camcorders are also equipped with Sennheiser wireless microphones.
10	Canon 30D DSLR cameras
20	Canon 60D DSLR cameras
10	Canon 5D MKIII DSLR cameras
10	Canon 70-200mm lens
10	Nikon DSLR cameras
1	Canon 300mm lens
1	Canon 400mm lens
2	Nikon 80-200mm lens
2	Canon 1.4X extender
2	Canon 28mm lens
1	Canon 45mm tilt lens
2	Canon 50mm lens
20	Wacom digital tablets
25	Tascam audio recorders
3	Light strobe kits for DSLR
2	iKan LED light kits
2	Light sheds
5	Wireless mic T/R sets
8	Speedlights
60	Tripods
6	KumbaCam cell phone stabilizers
10	Aiptek HD camcorders w/ microphones
1	Go-Pro HERO4

The students reserve equipment online. All equipment is checked out for a set period set by the instructor. When finished, the student returns the equipment to the checkout area where it is examined to make sure all accessories are present before it is returned to the storage area. If any problems are noted by the student, the equipment is tagged and set aside for repairs or adjustments.

6. Evaluate how well faculty, staff, equipment and facilities enable and promote effective scholarship, teaching and learning in a digital, technological, multimedia world. Describe the unit’s most urgent needs for resources, if any, and the plan to address these needs.

The current SJMC resources, since this is a new facility, are adequate for current needs. No specific urgent needs have been noted by the faculty. The school, faculty and staff have and use state-of-the art equipment and processes to make sure students have the knowledge and abilities to master the ever-changing needs of the digital world. Our technology is modernized and our curriculum and individual syllabi are adjusted every semester to adapt to that changing world. We plan to continue our aggressive program of regularly updating multimedia equipment and platforms, partly through the resources generated by lab fees. Our focus is on maintaining professional technology and methods to continue to provide students with the most up-to-date information and training.

## STANDARD 7: Resources, Facilities and Equipment

But as with any new situation, there have been some difficulties. Our technical staff has had to deal with some malfunctions in the instructor lecterns in classrooms. We continue working on these issues.

There have been concerns expressed by some faculty as we have gone to a more centralized printing system instead of a system where printers are placed in proximity to clusters of offices. Even though we do have some office clusters in the new building, the physical layout, security concerns and fire marshal restrictions do not allow printers to be placed in proximity to those offices, instead restricting faculty to one or two printing stations per floor. These printing stations are accessible to faculty without restriction during the day and by key card after hours. The administration is aware of the concerns and continues working to ameliorate them.

In Spring 2016, after our first semester in the new facility, members of the SJMC technology committee asked for faculty-wide input regarding their views on technology and infrastructure.

Two themes emerged from the open-ended comments received, including 1) technology and infrastructure in classroom and labs and 2) faculty offices and basic building operations.

Below are representative quotes from SJMC faculty:

Theme 1: Technology and infrastructure in classroom and labs

- *Coming from a resource poor institution, arriving in this beautiful new building has been an incredible experience. Any new building comes with its bugs, but the technology team here in the School of Journalism ... worked tirelessly to bring all our bells and whistles to full-working strength. I have everything a teacher would hope to have in my classroom.*
- *I love the fact that multimedia is a one-touch operation and there are at least three ways to get student work up for display and discussion at any podium in the building. This makes teaching much easier and allows for a common reference point. It is also having the effect of encouraging more public speaking/presentation opportunities.*
- *I'm benefitting from having a photo studio and all of the equipment in the studio AND the fact that students have access to the studio on weekends and early evenings.*
- *My account planning students (JOUR 329) are able to use the classroom in a way that facilitates group work. ... The students are able to quickly slide their chairs into a new configuration with ease. Also because the Internet is much more reliable in our new building, the students are able to provide last-minute info that relates to an issue we're discussing.*
- *I use a lot of video in my ethics class and a fair amount of PowerPoint. The technology of the new building facilitates this. We have come a long way from having to find a VHS machine on a cart and roll it down to the classroom.*

## STANDARD 7: Resources, Facilities and Equipment

### Theme 2: Faculty offices and basic building operations

- *Based on this new technology and the fact there seems to be little or no problems accessing the Internet from anywhere in the building, it is now much easier to post and review documents, discussions and grades in near-real-time. Solves a lot of administrative hassles.*
  - *The TV screens around the building have been an extremely effective tool for communicating with students. We can post something to the screens more quickly than we can print a poster. Furthermore, they're dynamic, so they can be updated with ease. As for facilities, the multimedia lab has been a versatile room. It has provided space for everything from presentations to social events.*
  - *We have the best tech support people anywhere!*
  - *The windows [in our building] bring a positive effect to the the quality of the work day. This is big for those of us who lived in the dungeon.*
- 

### Professional master's program:

7. Provide a summary paragraph that demonstrates needed resources (budget, faculty, staff, equipment and facilities) are provided for an effective professional master's program. Describe the program's most urgent needs, if any, and the plans to address these needs.

As noted extensively above, SJMC's recent move to a new building has provided great resources for students faculty and staff, including students in our professional graduate program (MMC). In addition to having access to classrooms and technology throughout our facility, graduate students have their own offices, study and research areas and graduate seminar rooms with up-to-date technology. Additionally, there is designated focus group technology for students to conduct market research. There are no specific needs for resources to report at this moment.

Specifically, there are designated doctoral and master's areas on the third floor with two labs and 12 seats in each room. In addition, there is a conference/presentation area.

### Doctoral/Master's 317A/B lab hardware specifications:

- 21" iMac Computers with 8 to 12 GB RAM, 2.7 GHz CPU speed, 465 GB hard drive storage space, 1920 x 1080 screen resolution.
- Software installed: Mac OS 10.10.5; Microsoft Office Suite; Final Cut X; Adobe CC (Adobe Premiere, Photoshop, Illustrator, InDesign, Acrobat Pro); Pages, Numbers and Keynote; SPSS 22; web browsers.
- The doctoral and master's areas contains two networked printers – one color laser and one black and white HP printer, both with duplex capabilities.

## STANDARD 7: Resources, Facilities and Equipment

# STANDARD 8



## Professional and Public Service

**15,000**

circulation  
of our  
student-  
produced  
alumni  
magazine,  
Intercom

**2**

scholastic journalism  
organizations  
supported by the SJMC

**By the  
Numbers**

**37**

named offices, suites,  
conference rooms  
and classrooms in  
the new building

**1.5**

million dollars  
given by  
SJMC  
alumnus for  
an endowed  
chair in  
business  
journalism

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## STANDARD 8: Professional and Public Service

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### Executive Summary

The School of Journalism and Mass Communications (SJMC) and its faculty are actively engaged in professional and public service locally, regionally and nationally. The school maintains close contact with hundreds of alumni, professionals and professional organizations, strongly supports outreach to high school students through the scholastic journalism program housed in the school, and holds important and topical lectures and conferences that attract audiences and attendees from across the country.

Research faculty serve as manuscript reviewers and editorial board members. They review tenure and promotion dossiers of colleagues from a myriad of universities. Professional tenure track faculty work tirelessly in various professional and public service roles, including judging professionals' work and lending their years of professional experience to the media profession as speakers and consultants. Instructors in the school are not required to work beyond their full-time teaching requirements, but they, too, provide a critical service to the profession and the public by serving on boards and through their work with nonprofit organizations.

Not only do SJMC faculty members participate in these types of activities, but they lead these efforts, serving in high profile leadership roles including the editor of *Mass Communication and Society*, a top refereed communications journal, the president of Broadcast Education Association (BEA) and spearheading service learning initiatives, such as CreateAthon@USC.

Professional and public service is outlined in the SJMC's mission statement and it is clear that faculty take this responsibility seriously. Faculty members truly care about their profession and believe in giving back to the community by providing communications-related expertise and services to organizations and individuals in need.

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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 SJMC faculty are engaged in professional and public service on various levels, including:

## STANDARD 8: Professional and Public Service

### Short Courses and Continuing Education

#### *Newsplex*

The SJMC is home to the Newsplex initiative, which keeps the school in touch with journalism around the globe. Newsplex works in partnership with the World Association of Newspapers and News Publishers (WAN-IFRA) to provide consulting and training to media organizations worldwide. Countries and territories represented in Newsplex training sessions include Russia, Kenya, India, Azerbaijan and Puerto Rico. Journalists from Europe, Asia, Africa, South America and the Middle East have visited for U.S. study tours and training. Please see Standard 3: Diversity and Inclusiveness for more information.

#### *Baldwin Pre-collegiate Workshop for Business and Investigative Journalism*

The SJMC hosts the annual Baldwin Pre-Collegiate Workshop for Business and Investigative Journalism and provides funding to participants who do not have the financial means to attend such a program. This workshop is led by SJMC associate professor Ernest Wiggins.

### Scholastic Journalism

The school houses the South Carolina Scholastic Press Association (SCSPA) and the 15-state Southern Interscholastic Press Association (SIPA), which support and promote journalism programs in middle and high schools throughout the Southeast. SIPA hosts the Carolina Journalism Institute, a collaborative summer workshop that promotes multiplatform journalism, each June. Through conventions and conferences, evaluative services, scholarship opportunities and various individual competitions, SCSPA and SIPA strive to empower and educate scholastic journalists. Detailed information about the SJMC's involvement with scholastic journalism is included in question six of this chapter.

### Special Lectures

The school hosts many speakers throughout the year that benefit not only SJMC students and faculty, but the community at large. Information and promotional materials about many of these lectures is included in the Standard 8 Appendix.

We have three, ongoing lecture series that are noted below:

#### *Buchheit Lectures*

Each school year, the SJMC hosts a prominent journalist to give a public lecture, made possible by a fund provided by the Buchheit family.

Speakers over the past five years include:

- Spring 2016: Walter “Robby” Robinson from the Boston Globe’s Spotlight Team
- Fall 2014: Justin Connolly, senior vice president of college networks at ESPN
- Fall 2013: Leeza Gibbons, TV/radio personality and SJMC alumna
- Spring 2013: Dan Balz, political reporter for the *Washington Post*

## STANDARD 8: Professional and Public Service

- Fall 2011: Craig Melvin, MSNBC anchor and NBC News correspondent

### *Baldwin Lectures*

Mr. Kenneth Baldwin, a significant donor to the school, provides funding for a lecture series, in addition to his other generous partnerships with the school. (Please see question 3 in this chapter.)

Previous speakers have included:

- 2016: Chuck Lewis, journalist and educator
- 2015: Dwayne Bray, senior coordinating producer overseeing the ESPN Television Enterprise Reporting Unit

### *Research Roundtables*

The SJMC's Research Roundtable series is sponsored by the school's graduate program and is held monthly during the academic year. Speakers are from inside and outside of the school, and focus on research and professional scholarship of interest to our faculty and students.

Previous lectures include:

- TV x Twitter: Media At The Speed Of #NOW, Thomas Ciszek, @TwitterLA
- AEJMC Award Winning Research Panel, comprised of faculty/students who won top papers at AEJMC
- Design, Deception, and Persuasion in Native Advertising, Bart Wojdyski, University of Georgia assistant professor
- *The Gullah Project*, documentary film, Denise McGill, USC associate professor
- *Snatched*, book talk, Leigh Moscowitz, USC associate professor

The SJMC sponsors numerous other lectures on an *ad hoc* basis. For example, through a partnership with the School of Business, SJMC hosted investigative journalist and senior fellow at the U.S.-China Institute, Mike Chinoy. His visit in February 2016 included a screening and follow-up discussion of *Follow the Money*, the final episode of his documentary series, *Assignment China*. Sappi's Deborah MacDonald was a featured speaker in Fall 2016 and discussed how BMW, Apple and the World Wildlife Fund use the power of touch in communication, persuasion and product design.

## Professional Organization Involvement and Judging

SJMC faculty members are involved in many local, state, regional and national professional associations including the South Carolina Press Association, Society of Professional Journalists, South Carolina Broadcasters Association, the Columbia Ad Club, the National Press Photographers Association, International Association of Business Communicators, and Public Relations Society of America.

Their involvement includes leadership positions within those organizations, and providing advice, counsel and input into issues and problems. For example, Dr. Jeff Ranta is on the

## STANDARD 8: Professional and Public Service

executive planning board for the South Carolina Chapter of PRSA, serving as its vice president of membership. Professor Cecile Holmes recently received a lifetime achievement award from the Religion News Association. Faculty also serve as judges for these organizations' annual competitions of professional work.

### Academic Involvement and Judging

Faculty members are actively involved in academic organizations and publications, in many instances, holding leadership roles. For example, Dr. Augie Grant is the current president of BEA; Dr. Carol Pardun is an elected member for ACEJMC; and Dr. Ran Wei is the editor of *Mass Communication and Society*. Research faculty routinely serve as reviewers for academic journals and conferences. Many are on the editorial boards of academic journals.

### Academic Conferences

Over the past six years, the SJMC has sponsored numerous academic conferences. The most visible is our biennial Media and Civil Rights History Symposium (MCRHS). We are in the midst of planning for our fourth symposium, which will take place in Spring 2017 and focuses on the role of print and broadcast images in the African American freedom struggle and other civil rights struggles. The first MCRHS was held in 2011 and coincided with the AEJMC Southeast Colloquium, which the SJMC hosted that year.

In Fall 2016, the SJMC hosted the Broadcast Education Association's first super-regional conference, with more than 100 people in attendance. Dr. Laura Smith co-chaired the three-day conference.

Also in Fall 2016, the SJMC hosted *Media Law School 2016*, a fellowship program designed to help working journalists better understand and cover the courts and judicial process. Thirty-two journalists (broadcast and multimedia) from 15 states attended the three-day conference. In 2015, its inaugural year, *Media Law School* included 24 fellows from 15 states. Dr. Carmen Maye co-directed *Media Law School 2016*; Professor Jay Bender was co-director of the 2015 event.

As our new building provides an ideal atmosphere for academic and professionally-oriented conferences, we anticipate hosting more events in the near future, including a public relations-focused conference sometime in 2017 or 2018.

### Student Media

Campus media are operated independently from the school, and are under the Office of Student Media, part of the university's Student Affairs division. School faculty members and staff, however, do serve in advisory roles to each of the four media: *The Daily Gamecock* newspaper, *Garnet & Black* magazine; SGTV and WUSC-FM radio.

## STANDARD 8: Professional and Public Service

2. List examples of professional and public service activities undertaken by members of the faculty in the past six years (before the self-study year). Please do not refer team members to faculty vitae for this information. Do not include service to the unit or institution; this information should be presented in Standard 1.

A list of these activities can be found in the Standard 8 Appendix.

3. Describe the unit's contact with alumni, professionals and professional organizations to keep curriculum and instruction, whether online or onsite, 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 fund-raising.

The SJMC maintains close contact with hundreds of alumni, professionals and professional organizations to keep the school current. Day-to-day alumni involvement includes speaking in classes, mentoring current students, participating in school events, offering portfolio critiques, and doing whatever they can to help assure that our soon-to-graduate students succeed. It is clear that alumni understand the value of their education and often look for ways to "pay back" the school.

For example, alumni work with faculty to provide public relations students opportunities to do real work for real clients. A large proportion of members and board leadership of the International Association of Business Communicators' and Public Relations Society of America's local chapter are our alumni, and they are extraordinarily connected with our student chapters.

The advertising community in Columbia has a close working relationship with faculty in the advertising sequence. Alumni serve as judges for the sequence's annual student ad show competition and frequently speak in classes. The majority of board members of the American Advertising Federation of the Midlands are alumni who welcome students and faculty to monthly meetings, involve them with the ADDY competition, and give two scholarships.

Journalism and broadcast journalism alumni routinely drop in to senior semester to give students advice on how to land their first jobs. They do an excellent job preparing students for the questions they may face in interviews They'll often talk about what their job is really like, giving students a realistic view of what to expect when they land that first job.

### **Alumni involvement in SJMC educational and public-service programs**

SJMC alumni are instrumental in key SJMC educational and public-service programs. These include:

#### *Baldwin-funded Initiatives*

Alumnus Ken Baldwin established a financial journalism endowment with a \$500,000 gift in 2009. The interest from the Baldwin Business and Financial Journalism Endowment fund supports student and faculty initiatives that include research, symposia, lectures, visiting

## STANDARD 8: Professional and Public Service

professors, student assistantships and related programs. In addition, Baldwin established the Baldwin Business and Financial Graduate Journalism fellowship, which enables a distinguished business journalist to earn a doctoral degree. Finally, the donor's recent \$1.5 million gift will establish the SJMC's first endowed faculty chair position. The search for to hire someone for this position is underway and the successful applicant will lead efforts to expand the school's business journalism and business communication program.

### *Alumni Society*

Alumni services are housed at the college level, serving both SJMC and SLIS. The alumni board (made up of alumni from both schools) meets once a month with the alumni relations manager. The Alumni Society Steering Committee, launched in 2005, meets regularly to share ideas about alumni programs, events, communications and fundraising. The steering committee has four sub-committees: events, communications, development and mentoring.

### *Formal Mentoring Programs*

The SJMC launched a formal mentoring program, Mentor Match, in fall 2010. The event opens each fall with an interactive "speed dating" style matching event for alumni and students. Feedback from the event is used to pair mentors with students. Participants are provided with a schedule of monthly topics and goals at the beginning of the program, and continuing engagement is encouraged with email communications.

In March 2015, the SJMC expanded its mentoring initiative by launching a spring career preparation event, Passport to Hire. Designed to prepare students for seeking employment, it is a collaboration between the USC Career Center and SJMC faculty, staff and alumni. The 2016 Passport to Hire included panels of alumni in various stages of their careers. These panels were divided by major so that students could ask questions specific to their interests.

### **CreateAthon@USC and other *pro bono* service**

This 24-hour creative marathon engages multiple constituencies within and outside the SJMC. Since its inception in 2013, several alumni have flown to Columbia (many at their own expense) to give up a weekend and lose sleep while they mentor students and give back to the community. Numerous alumni within the local area have participated as well, from the alumni marcom representative for Moe's Southwest Grill who provided dinner for 100 volunteers, to establishing lasting mentorship relationships with their student team members. The marketing communication services provided to nonprofits through CreateAthon can be valued in the hundreds of thousands of dollars, providing messaging expertise across multiple channels and thus enabling them to better accomplish their many missions, and reach donors and those in need of their services.

Community nonprofits whose needs are not appropriate for this event also receive *pro bono* strategic and creative services via a number of classes which use real clients in service-learning.

Our student-run agency, the [Carolina Agency](#) (TCA), works with local businesses and nonprofit organizations, whose representatives are often alumni, many of whom believe

## STANDARD 8: Professional and Public Service

strongly in supporting student learning. TCA also works with the university's incubator program, and has provided *pro bono* services to many local, regional and national start-ups.

### *Fundraising*

In August 2015, the SJMC moved into its renovated building—culminating a \$1 billion capital project and representing a \$14 million fundraising effort on the part of the school. To meet that commitment, the development office increased its efforts in engaging alumni. Many alumni who had already given funds to the renovation efforts continued to work with the director of development to provide introductions to others who might be interested in becoming major donors to the building.

A total of \$6 million was raised in a dedicated naming effort, resulting in 37 named offices, suites, conference rooms and classrooms. Alumni give regularly to the school through special appeals such as the building renovation, but they also give to ongoing needs such as endowing or contributing to scholarships, the Dean's Circle or other needs.

4. Describe the unit's methods for communicating with alumni, such as newsletters or other publications, on paper or online. Provide copies of publications or the online links for communication during the previous academic year.

The CIC publishes its alumni magazine, *InterCom*, twice a year with fall and spring issues. The magazine balances its coverage to include both the SJMC and SLIS. It is written and produced entirely by upper-level SJMC students from all majors, and is taught by a SJMC adjunct faculty member. *InterCom* circulation averages 15,000 alumni and friends whose addresses are up-to-date on our mailing list. Examples of recent issues can be found on our [website](#).

The college's alumni relations and development coordinator produces the monthly eNews, which is sent to all accurate e-mail addresses on file for alumni, faculty, staff and other friends. Its average monthly circulation is 6,500. SJMC is active on its own Twitter, Facebook and LinkedIn accounts.

Special events throughout the year help inform and engage the school's alumni. One major event is the annual SJMC Alumni Awards dinner in the fall, where the school honors outstanding young alumni and distinguished alumni. SJMC faculty nominate potential candidates and then vote for their choices. Faculty, family of the awardees and other alumni attend this event.

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

The SJMC has enthusiastically supported scholastic journalism for more than 40 years.

The school provides an office and two staff members for the state and regional scholastic journalism organizations – SCSPA and SIPA. Although the majority of the staff salary is paid from the school budget, the other operating expenses are raised from the monies collected from registration fees for conventions, conferences and workshops and money raised through competitions and evaluations the organizations offer. The faculty and staff

## **STANDARD 8: Professional and Public Service**

of SJMC are always willing to help with scholastic endeavors. They serve as judges, instructors, keynote speakers, legal resources and technical assistants.

### **SCSPA**

SCSPA holds two day-long conferences a year, one the first Monday of October and one the fourth Monday in April or the first Monday in May, depending on the high school calendar. Approximately 700 students and their advisers attend the fall conference and about 450 attend in the spring.

The fall conference provides 28 educational sessions, a keynote address and awards for magazine and yearbook staffs. Awards include those from evaluations as well as individual contests such as best design, photo, theme and cover. Also in the fall, SCSPA presents a Rising Star award to an adviser with one to five years of publication advising experience.

The spring conference offers 21 educational sessions, an assembly to promote student leadership with speeches and elections, and awards for newspaper, online media and broadcast staffs. Also in the spring, SCSPA awards a Journalist of the Year, gives a scholarship to an incoming freshman, presents an Adviser-of-the-Year award and honors an individual who supports scholastic journalism outside the classroom with the Scroggins award.

In the fall – usually a Saturday – SCSPA offers day-long, in-depth workshops. Participants can choose from among such topics as: writing, design, broadcasting and online journalism as well as classes in InDesign, Photoshop and FinalCut Pro.

SCSPA provides other educational opportunities for advisers only as well as advisers and staffs together as the need arises and/or requests are made.

### **SIPA**

SIPA has an annual convention the first weekend each March. To extend the learning experience, SIPA offers eight pre-convention workshops in such areas as editorial leadership, multiplatform storytelling, design trends, desktop publishing, photography, yearbook design, broadcast and online production.

The convention begins Friday evening and culminates with an awards ceremony Sunday. SIPA offers two keynotes, over 55 educational sessions, over 50 visual contest categories, five onsite competitions – one broadcast anchor, three team onsite production (broadcast, newspaper and yearbook) and one review writing – plus a journalism Quiz Bowl.

Awards and scholarships are presented at three different times:

- Distinguished Service Awards for individual service to SIPA and Outstanding Service Awards for contributions to scholastic journalism are presented at the Advisers Luncheon Saturday. Seven scholarships for incoming freshmen and one for a continuing education student, as well as Administrator of the Year and Freedom of the Press awards, are presented at Saturday's banquet.
- Evaluation awards and the prestigious Scroggins awards are presented Sunday

## **STANDARD 8: Professional and Public Service**

morning, along with the awards for the December writing contest, convention Quiz Bowl, visual contests and onsite competitions.

SIPA's summer workshop – the Carolina Journalism Institute – is held on the campus of the University of South Carolina the second week in June. Housing is in the campus dorms near the SJMC where workshop classes are held. While class instructors are high school teachers from across the nation, keynote and special instructors are often faculty from the school. This intensive five-day regional workshop helps middle and high school students and advisers sharpen their skills in publication, production, interviewing, writing, editing, design and leadership for broadcast, literary magazines, newspapers, online media and yearbooks. Participants attend large group sessions and individual classes.

## STANDARD 8: Professional and Public Service

# STANDARD 9



## Assessment of Learning Outcomes

**16.5%**

average  
on the  
entry/exit  
exam from  
freshman to  
senior year

**5**

learning outcomes  
in the SJMC  
MMC program

**By the  
Numbers**

**4**

direct  
measures  
to assess  
undergraduate  
student  
earning

**6**

learning outcomes  
in the SJMC  
undergraduate  
program

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## STANDARD 9: Assessment of Learning Outcomes

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### Executive Summary

The School of Journalism and Mass Communications (SJMC) has implemented an assessment program for many years, and every year that plan has evolved to adapt to changing circumstances, curriculum and requirements of both the university and the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC).

The primary emphasis on student learning outcomes was implemented in 2003. From 2009 until 2015, a single person in the SJMC was responsible for gathering and analyzing assessment data and generating annual reports. During that time, the 2011 ACEJMC accreditation team commended the SJMC for a “solid assessment plan” that uses “multiple direct and indirect measures to assess student learning.” Unfortunately, when this individual became increasingly ill in 2014 and was unable to perform these assessment duties (and subsequently passed away in 2016), valuable historical information and data were lost.

In response to these circumstances, the SJMC has evolved once again in our assessment of program outcomes. Assessment is no longer assigned to a single individual, but is instead the responsibility of a newly formed assessment committee (for assessment of the undergraduate program) and leaders of our graduate program (for assessment of our graduate programs). These two assessment teams work closely with the SJMC director to ensure coordination of assessment activities across the school. We believe this will lead to a systematic and sustainable process for collecting assessment data and a more open process that will involve faculty in all aspects of assessment of learning, including the sharing of data to improve program outcomes.

As part of this self-study, assessment measures employed in years past were examined to determine whether they remain useful as we move forward. The goal was four-fold: (1) Identify strengths and weaknesses of our students in specific areas of learning, (2) Identify whether differences exist in learning outcomes by sequence, (3) Identify curriculum enhancements needed to address any found weaknesses, and (4) Determine whether the assessment measures used in years past continue to be viable measures of student learning.

In response, the school’s assessment committee streamlined the direct measures used to demonstrate student success across the six learning outcomes and updated existing survey instruments. Some indirect measures, such as the graduating senior survey and alumni survey, were eliminated from annual reporting.

We are pleased with a majority of the results reported in this standard, which demonstrate the strengths of our faculty, students and program while also providing guidance on areas of improvement. For example, results of the entry/exit exam

## STANDARD 9: Assessment of Learning Outcomes

completed by all freshmen and seniors indicate that student learning is taking place – on average, exam scores increased 17% from freshman to senior year. Surveys completed by internship supervisors are strong and show mastery of each of our six learning outcomes. Results from our grammar diagnostic exam and capstone portfolio evaluations suggest that although students are learning critical writing skills in our core writing course, there are defined areas of improvement as it pertains to “writing clearly and correctly.”

We look forward to revising and updating our current assessment plan while also improving student outcomes in the area of writing.

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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.

As noted in the executive summary, the SJMC assessment plan, which was implemented in 2008, is undergoing revisions after the unexpected death of the faculty member who oversaw this plan. The 2008 plan, along with an assessment proposal from the newly formed SJMC assessment committee, can be found in the Standard 9 Appendix. This proposal, and additional recommendations, will be presented to the faculty during the 2016-2017 academic year.

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 SJMC has six distinct learning outcomes for all undergraduates. These learning outcomes were established by the faculty in 2008 and incorporate the ACEJMC-defined Core Values and Competencies as well as language of the Carolinian Creed—a social honor code adopted by the university in October of 1990. The approved language is as follows:

---

### SJMC Program Goal

Students should be prepared for an increasingly multinational and multicultural professional work environment in an evolving media landscape.

### SJMC Learning Outcomes

The community of scholars at the University of South Carolina is dedicated to personal and academic excellence. Every graduate of the School of Journalism and Mass Communications will embrace the principles of the Carolinian Creed, and will:

- **Learning Outcome 1 – Research and Writing**  
Demonstrate the ability to conduct research, gather information, write clearly and correctly and present relevant news or persuasive information at a professional level.

## STANDARD 9: Assessment of Learning Outcomes

- **Learning Outcome 2 – Creativity**  
Think critically, creatively and independently; evaluate his or her own work and the work of others for accuracy, fairness, clarity, style and correctness.
- **Learning Outcome 3 – Diversity**  
Understand the history of journalism and mass communications, the diversity of groups in a global society in relationship to communications and the role of journalism and mass communications in society.
- **Learning Outcome 4 – Law and Ethics**  
Understand the ethical concepts, legal implications, considerations and practices that guide the mass media professions.
- **Learning Outcome 5 – Technology**  
Demonstrate the ability to apply tools and technologies appropriate for the production, editing and presentation of visual, aural, textual or other media content.
- **Learning Outcome 6 – Analysis**  
Apply basic numerical and statistical concepts and methods appropriate for the communications professions.

### The Carolinian Creed

- I will practice personal and academic integrity
- I will respect the dignity of all persons
- I will respect the rights and property of others
- I will discourage bigotry, while striving to learn from differences in people, ideas and opinions
- I will demonstrate concern for others, their feelings, and their need for conditions which support their work and development

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The learning outcomes are included on the SJMC undergraduate student website. Display posters were also produced as a way to illustrate the outcomes and to make students familiar with what they were expected to learn. A copy of that poster is included in the Standard 9 Appendix.

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 the appendices or in the workroom.

The SJMC has four direct measures of student learning and we solicit feedback from several audiences (i.e, students, faculty committees, community professionals) for our indirect measures. In addition to the data reported to ACEJMC every six years, we provide yearly assessment reports to the USC Office of Assessment for review. These reports are located in the Standard 9 Appendix.

## STANDARD 9: Assessment of Learning Outcomes

### Direct Assessment Measures

The SJMC currently uses four direct measures to assess student learning outcomes across our six majors.

<b>Entry/Exit Exam</b>	This examination reflects the level of learning expected of all graduating seniors. The 50-question exam allocates multiple questions to each of four learning outcomes. Questions were prepared by members of the faculty with expertise in each of the areas covered. The exam is administered periodically to students in our core, introductory mass media and society course (JOUR 101), and also to students in senior capstone courses across majors. The measure of performance on each learning outcome was developed by assessing the percentage of correct answers. Data are reported by overall score as well as by learning outcome. LO 1, 3, 4 and 6 are measured in this way.
<b>Grammar Diagnostic Exam</b>	Students in the introductory writing course (JOUR 291) are asked to complete a diagnostic exam on sentence structure and grammar. The measure of performance is the comparison of the mean scores of the before and after group. LO1 is measured in this way.
<b>Supervisor Internship Evaluations</b>	As part of our evaluation of student interns, supervising professionals evaluate our students both in how well they performed in key skills areas <i>as well as</i> the extent to which they demonstrate satisfactory learning on each learning outcome. All learning outcomes are measured in this way.
<b>Capstone Project/Portfolio Evaluations</b>	Using a shared rubric, industry professionals and faculty members evaluate content generated in SJMC capstone courses, examining final projects and/or professional portfolios for professional standards. A sample of work is selected from each sequence and industry practitioners from that field evaluate the work holistically. LO 1, 2 and 5 are measured in this way.

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### Indirect Assessment Measures

The SJMC has numerous measures to indirectly evaluate and improve upon the instruction in the school. These measures demonstrate our commitment to learning across the curriculum and indirectly evaluate our six learning outcomes. Some of the most common, and most formalized, indirect measures utilized include:

<b>Course Evaluations</b>	Students have the opportunity to evaluate every course in which they are enrolled. The faculty redesigned the evaluation form in 2009 to better assess the SJMC's six learning outcomes. Students are also asked to provide feedback on the school, quality of instruction and course content.
<b>Student Retention &amp; Graduation Rates</b>	The SJMC collects and reports student retention and graduation data annually. The information is reported in our annual <i>Blueprint</i> report (located in the Standard 1 Appendix), and showcased on the SJMC <a href="#">webpage</a> .
<b>Feedback from Industry Professionals</b>	SJMC faculty regularly solicited feedback on the strengths and weaknesses of our curriculum from industry leaders, internship supervisors, employers, awards show judges, alumni and current students.
<b>Oversight/ Evaluation of Course Learning Objectives and SJMC Curriculum</b>	The SJMC curriculum committee, in conjunction with our faculty, oversees and tracks how learning outcomes are incorporated in SJMC courses. Learning outcomes are required in all syllabi. The committee also reviews new syllabi and ensures that our curriculum satisfies competencies outlined in the <i>Caroline Core</i> , required competencies that develops students' mastery in communication, analytical reasoning and problem-solving, scientific literacy, information literacy and the arts.

### Results – Direct Measures

#### *Entry/Exit Exam – Overview*

Devised in 2007 by a select group of SJMC faculty, the 50-item test was designed to measure multiple student learning outcomes (See Standard 9 Appendix for a copy of this exam). It was – and continues to be – the faculty's expectation that graduating seniors should be able to pass the test with a score of 70% or above (both as an overall score as well as on individual learning outcomes).

Student scores on the SJMC Entry/Exit Exam demonstrate continued student growth over time. As shown in the table below, results vary depending upon the year in question, but overall student scores increase between 14% and 19% from the time they take their first introductory journalism course and the time they become seniors. Statistical analyses show no significant differences by major, which suggests learning is taking place in core courses.

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### Entry/Exit Exam, 2011-2016

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
	% (N)	% (N)	% (N)	% (N)	% (N)
Entry exam score (all incoming students)	52.46 (386)	50.86 (220)	53.59 (156)	-	51.92 (211)
Exit exam score (all graduating students)	66.68 (24)	69.12 (99)	73.36 (58)	-	68.44 (213)
<b>Percentage Change</b>	<b>↑14.22%</b>	<b>↑18.26%</b>	<b>↑19.77%</b>	-	<b>↑16.51%</b>

That said, with the exception of 2013-2014 academic year, senior-level students are still not meeting the baseline 70% criteria set by SJMC faculty.

#### *Entry/Exam Exam – Detailed analysis*

As noted above, while data show student learning is taking place, student scores remain low year to year – falling below 70% on average.

Put another way, only 39% (83 of 213) of senior-level students taking the exam in 2016 passed with a C or higher. Sixty-two percent (130 of 213) received Ds or failed.

Is the problem student learning, or the test itself? To answer that question, the 2015-2016 results were analyzed by learning outcomes. The data, as shown below, demonstrate that senior-level students generally “understand the history of journalism and mass communications, the diversity of groups in a global society in relationship to communications and the role of journalism and mass communications in society” (Learning Outcome 3) and are able to “apply basic numerical and statistical concepts and methods appropriate for the communications professions” (Learning Outcome 6).

### Entry & Exit Exam Scores, 2015-2016

Method of assessment:	% (N)	LO1%	LO2%	LO3%	LO4%	LO5%	LO6%
Entry score (Incoming students)	51.92 (211)	42.86	-	57.71	44.79	-	57.38
Exit score (Graduating seniors)	68.44 (213)	58.42	-	73.67	60.33	-	76.42
<b>Percentage Change</b>	<b>↑16.51%</b>	<b>↑15.56%</b>	-	<b>↑15.96%</b>	<b>↑15.54%</b>	-	<b>↑19.04%</b>
(x major / Advertising)	68.02 (33)	50.45	-	74.28	62.11	-	77.65
(x major / Broadcast Journalism)	68.84 (22)	63.64	-	74.82	59.09	-	71.33
(x major / Multimedia Journalism)	72.37 (10)	67.14	-	79.23	63.75	-	76.15
(x major / Public Relations)	68.47 (126)	59.05	-	73.47	60.24	-	76.98
(x major / Visual Communications)	66.57 (22)	57.14	-	70.28	57.96	-	76.57

Students do not fare well, however, on Learning Outcome 1 (in this measure) and struggle mightily with the legal concepts assessed for Learning Outcome 4. Scores on these two learning outcomes are dragging down overall results and causing students to fail the test. Learning outcomes 2 and 5 are not assessed on this test.

The ongoing usefulness of this measure is currently being evaluated and is discussed in detail below.

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### *Internship Supervisor Evaluation – Overview*

Each year, students from across all majors seek professional internships as a means of demonstrating and developing their skill set. Students who take internships for course credit are formally evaluated by their supervisors and those results are submitted to the SJMC career services manager as part of the students' final grades.

This academic year, SJMC students scored higher than ever before on supervisor evaluations with a mean score of 4.53 out of 5, far exceeding the minimum 4.0 criteria set by SJMC faculty (See table below). Scores on individual learning outcomes were averaged to create this figure. Only students who take internships for course credit are included in this analysis.

### **Internship Supervisor Evaluations, 2011-2016**

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
	% (N)	% (N)	% (N)	% (N)	% (N)
Internship supervisor evaluations (All students)	4.26/5 (40)	3.3/5 (45)	3.25/5 (56)	-	4.53/5 (137)

### *Internship Supervisor Evaluations – Detailed Analysis*

Although the diagnostic grammar test shows SJMC students have some difficulty identifying grammatically correct sentences in an exam setting, internship supervisors believe students do quite well when it comes to writing in the professional arena.

Supervisors are asked to evaluate SJMC students on the extent to which the intern demonstrated mastery of each of our six learning outcomes. Response options range from a low of 2 (needs a lot of work) to a high of 5 (extremely capable). A non-applicable option is also available.

As shown below, student scores on Learning Outcome 1 averaged 4.5 out of 5 in 2015. In fact, student scores were above 4.4 on every Learning Outcome 1 in this year's analysis. We found no significant statistical differences by major.

### **Internship Supervisor Evaluations, 2015-2016**

Method of assessment:	% (N)	LO1%	LO2%	LO3%	LO4%	LO5%	LO6%
Internship Supervisor Evaluations	4.53/5(137)	4.50	4.40	4.54	4.53	4.58	4.61
(x major / Advertising)	15	4.47	4.40	4.63	4.64	4.46	4.63
(x major / Broadcast Journalism)	28	4.31	4.22	4.53	4.29	4.57	4.53
(x major / Multimedia Journalism)	7	4.86	4.57	4.17	4.29	4.67	4.33
(x major / Public Relations)	61	4.61	4.46	4.55	4.67	4.64	4.66
(x major / Visual Communications)	22	4.35	4.38	4.71	4.54	4.48	4.67

The internship survey, however, addresses more than just learning outcomes. The instrument itself is four pages in length and is a combination of four open-ended and 15 close-ended questions (see the Standard 9 Appendix for a detailed copy of the instrument). Interns are evaluated on each of nine general workplace characteristics. The table below

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shows student scores are strong across all remaining, open-ended variables.

### Internship Student Evaluations

	Disagree	Somewhat	Strongly	Mean Score
Demonstrated maturity	-	8%	92%	2.92
Dependable	1%	9%	90%	2.89
Resourceful	1%	18%	81%	2.80
Can work independently	-	15%	85%	2.85
Worked well with others	-	4%	96%	2.96
Worked under pressure/met deadlines	2%	17%	81%	2.79
Good speaking skills	-	8%	92%	2.92
Good writing skills	-	13%	87%	2.87
Good analytical skills	-	13%	87%	2.87

Notable are the strong scores on the last two items in the survey above (“good writing skills” and “good analytical skills”). This lends further evidence that student learning is taking place on LO1 in the SJMC undergraduate curriculum.

In regards to the internship survey instrument, we believe this measure adequately assesses our students’ abilities in the workplace. We plan to continue to use this assessment instrument.

#### *Diagnostic Grammar Test – Overview*

Another direct measure in this report involves student performance on a grammar diagnostic test (See the Standard 9 Appendix for a copy of this exam). The test is administered in the school’s sophomore-level introductory writing course (JOUR 291) that is required of all SJMC students. Students take the test early in the semester before grammar and writing instruction begins in earnest, then again towards the end of the course. Pre and post scores are compared.

Although variations of the exam have been administered to students since 2010, data are only available for the 2013-2014 and 2015-2016 academic years. As illustrated below, students’ tests scores continue to improve from time one to time two. In both years available, average student scores were 73% and 74% respectively – above the minimum 70% criteria set by SJMC faculty.

#### Diagnostic Grammar Assessment, 2013-2016

	2013-2014	2014-2015	2015-2016
	% (N)	% (N)	% (N)
Grammar assessment (Pre-test)	63 (n/a)	-	66 (216)
Grammar assessment (Post-test)	73 (n/a)	-	74 (222)
<b>Percentage Change</b>	<b>↑10%</b>	-	<b>↑8%</b>

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### *Diagnostic Grammar Test – Detailed Analysis*

The assessment committee found nothing remarkable in the detailed analysis of the grammar diagnostic test. To the chagrin of SJMC faculty (and industry professionals who review student work and hire our graduates), students across all majors continue to struggle with grammar and writing. We believe this is an issue found among graduates nationwide, not just at USC.

Although grades on this test are lower than we would like to see, our data show student learning is taking place. The average grade is above 70%. We found no differences by major on this learning outcome.

### **Diagnostic Grammar Assessment, 2015-2016**

<b>Method of assessment:</b>	<b>% (N)</b>
Grammar assessment (Pre-test)	66 (216)
Grammar assessment (Post-test)	74 (222)
<b>Percentage Change</b>	<b>↑ 8%</b>
(Major / Advertising)	73 (30)
(Major / Broadcast Journalism)	74 (33)
(Major / Multi-Media Journalism)	74 (17)
(Major / Mass Communications)	71 (2)
(Major / Public Relations)	72 (99)
(Major / Visual Communications)	74 (20)

\*The Diagnostic Grammar test only assesses Learning Outcome 1, which reads: "Demonstrate ability to conduct research, gather information, write clearly and correctly and present relevant news or persuasive information at a professional level."

Thanks in large part to the work of associate professor Ernest Wiggins, who has taken a leadership role in the administration of this test as coordinator of undergraduate writing and adjunct training, SJMC faculty are now aware of specific areas of grammar that are challenging to our students. On a semester basis, Professor Wiggins shares results of this grammar assessment with faculty in order to improve student outcomes.

For example, in the fall of 2015, students grappled with compositional elements – comma splices, punctuating nonrestrictive clauses, confusion of “that” and “which,” misplaced or dangling modifiers, incorrect pronoun cases, pronoun and antecedent agreement, subject and verb agreement, and incorrect verb form. Similarly, in the spring 2016 semester, students found pronoun cases, pronoun and antecedent agreement, and subject and verb agreement particularly challenging.

While acknowledging that issues of student competency in writing go beyond what might be accomplished in a single course, we will stay vigilant in addressing student deficiencies and referring particularly to the University Writing Center and Student Success Center. We will also look at modifications of JOUR 291, including the creation of a targeted grammar and basic skills one-credit-hour session appended to the main course (perhaps delivered online) in which students would be instructed in Standard English usage and other qualities of journalistic excellence.

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The SJMC assessment committee believes this measure remains useful in identifying student strengths and weaknesses in Learning Outcome 1 and recommends the continued use of this measure in the future (with some possible adaptation).

### *Capstone Project/Portfolio Evaluations – Overview*

Our fourth and final direct measure for assessing student learning outcomes employs a rubric to evaluate content generated in SJMC capstone courses. Industry practitioners examine final projects and/or professional portfolios to determine whether the work meets professional standards in their respective fields. A copy of the shared rubric can be found in the Standard 9 Appendix. Learning Outcomes 1, 2 and 5 are measured in this way for advertising, broadcast journalism, multi-media journalism and public relations. Visual Communication faculty conduct, instead, a qualitative analysis of capstone projects. That analysis is discussed separately (*See below: Qualitative Analysis*).

### *Quantitative Analysis*

Sixty-one projects were included in the quantitative analysis. The sample spans a four-year period from 2012 – 2016. Eleven advertising, 18 broadcast journalism, 16 multimedia journalism and 16 public relations projects were analyzed. Each project was evaluated holistically by two separate professionals, leading to 122 total project evaluations. For each project, practitioners were asked whether the work met professional standards for eight different variables, including:

Learning Outcome 1: Project demonstrates student ability to...

- gather information/conduct research
- write clearly
- present relevant news or persuasive information at a professional level

Learning Outcome 2: Project...

- demonstrates student ability to think critically, creatively and independently
- meets professional standards for accuracy & correctness
- meets professional standards for fairness
- meets professional standards for clarity & style

Learning Outcome 5: Project...

- meets professional standards for the production, editing and presentation of media content in our industry

Each variable was measured on a Likert scale: (1) Strongly disagree, (2) Disagree, (3) Yes & No, (4) Agree and (5) Strongly agree. Practitioners were also encouraged to write open ended responses (if they wished). Only quantitative responses are included here for brevity.

Evaluation sheets were transcribed and data entered into an Excel spreadsheet. Then, using the statistical package for social sciences (SPSS), mean scores were calculated and

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analyses of variances were run, comparing all but the visual communication major.

Faculty expected mean scores of at least 4.0, meaning professionals “agreed” the work met professional standards. Analysis shows, on average, senior-level students in advertising, broadcast journalism and public relations met or exceeded expectations on most measures. Multimedia journalism students, however, struggled more than their peers to meet professional standards.

### *Learning Outcome 1: Results*

Overall, professional evaluators agreed that students did well to gather information/conduct research, write clearly and present relevant information at a professional level. As the table below reflects, the mean score for the three variables combined was 4.03 out of 5. Three of the four majors – advertising, broadcast journalism and public relations - averaged above a 4.0 on all measures.

### **Learning Outcome 1 – Capstone Project Evaluation, 2011-2016**

	Gather Information/ Conduct Research	Write Clearly	Present relevant info at prof. level	LO1- Combined
<b>Avg: All Majors</b>	<b>4.18</b>	<b>3.93</b>	<b>3.98</b>	<b>4.03</b>
Advertising	4.136	4.318	4.136	4.199
Broadcast Journalism	4.278	4.371	4.417	4.387
Journalism	4.065	3.032	3.219	3.419
Public Relations	4.219	4.031	4.129	4.132
	n/s	F= 16.536, p < .001	F= 11.015, p < .001	F= 10.465, p < .01

Although the multimedia journalism students scored well on their ability to gather information and conduct research, they scored significantly lower than their peers on two key variables, earning scores of 3.032 on “writes clearly” and 3.219 on “presents relevant information at a professional level.” As a result, the overall combined score on Learning Outcome 1 was also significantly lower than other majors.

### *Learning Outcome 2 Results*

Similar results were found when analyzing Learning Outcome 2. On the whole, evaluators thought SJMC students demonstrated an ability to think critically, creatively and independently on their capstone projects, and met professional standards for accuracy/correctness and fairness. The large majority of student projects also scored highly for clarity and style.

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### Learning Outcome 2 – Capstone Project Evaluation, 2011-2016

	Think critically, creatively & independently	Meets standards for accuracy & correctness	Meets Prof. standards for fairness	Meets Prof. standards for clarity & style	LO2- Combined
<b>Avg: All Majors</b>	<b>3.97</b>	<b>4.01</b>	<b>3.97</b>	<b>3.77</b>	<b>3.91</b>
Advertising	4.182	4.318	4.318	4.182	4.261
Broadcast Journalism	4.333	4.364	4.222	4.306	4.276
Journalism	3.448	3.258	3.407	2.719	3.16
Public Relations	3.9	4.156	3.974	3.938	3.993
	F= 5.955, p < .01	F= 13.539, p < .001	F= 5.957, p < .01	F=20.778, p < .001	F=16.806, p < .01

As seen in the table above, however, multimedia journalism students scored significantly lower than other majors on all four variables, ranging from a low of 2.719 on clarity and style to a high of 3.448 for thinking critically, creatively and independently.

#### *Learning Outcome 5 Results*

Finally, industry practitioners were asked whether each capstone project, taken as a whole, meets professional standards for production, editing and presentation of content in their respective industries. This learning outcome was measured as a single variable (versus multiple elements).

As shown in the table below, results for this learning outcome were slightly lower than other measures. Still, most projects came very close to meeting industry standards. Work by broadcast journalism students scored the highest with 4.361 out of 5, followed by public relations, advertising and multimedia journalism. Significant differences were found again between majors, with multimedia journalism projects scoring slightly below 3 out of 5. In other words, practitioners believed the projects demonstrated students' abilities to meet some industry standards, but not others.

### Learning Outcome 5 – Capstone Project Evaluation, 2011-2016

	Meets professional standards for production, editing & presentation of content in our industry
<b>Avg: All Majors</b>	<b>3.77</b>
Advertising	3.864
Broadcast Journalism	4.361
Journalism	2.938
Public Relations	3.893

#### *Quantitative Summary*

Although outcomes were not as we would have liked for one major in particular, on the whole, results demonstrated learning had taken place during the undergraduate years, enabling students to produce work that largely meets industry standards. We will discuss these findings in some detail below, as well as plans for addressing student learning deficiencies, particularly in the areas of writing, clarity and style (*See below: Closing the Loop*).

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The SJMC assessment committee believes this measure remains useful to identifying student strengths and weaknesses in Learning Outcomes 1, 2 and 5 and recommends the continued use of this measure.

### *Qualitative Analysis*

As mentioned above, faculty members in the visual communications sequence prefer to conduct a qualitative analysis of student capstone projects. Each semester, they conduct a group review of the portfolios of each graduating senior in the major. This review is a factor in the final grade the student receives in Capstone Portfolio Development (JOUR 560). Student portfolios consist of a presentation of work across three platforms: a printed book, a website and an interactive, electronic book format on a tablet. These student portfolios can be found [here](#).

Faculty assess the portfolios to ensure that students can demonstrate proficiency in meeting SJMC learning outcomes. Below, parallels are drawn between the quantitative and qualitative analyses so the assessment measures might be compared.

The portfolio reviews revealed that Viscom students are generally quite capable in terms of technology and creative learning outcomes. They demonstrate a strong mastery of software such as the Adobe Creative Suite and they are capable of designing, coding and publishing functional, aesthetically pleasing websites and eBook portfolios. They typically demonstrate a strong sense of branding and knowledge of how to position themselves and their work. They also use the portfolios to showcase editorial and documentary stories that are result of media internships and participation in student media. These findings are used to assess Learning Outcome 5.

Faculty not only evaluate student work for visual polish but also in how well creative execution is linked to audience research and a strong grounding in visual communication principles and theories. Photographic images are reviewed to make sure they meet legal standards of copyright and that they include a diverse range of people and groups when choosing models and in portraying subjects in a way that is free of stereotypes. Informational graphics indicate how well students are able to analyze quantitative and statistical concepts and translate them into visual representations. These findings are used to assess Learning Outcome 1.

Student portfolios also contain captions and headlines as well as more long-form narratives that accompany photo essays and other editorial layouts. Faculty critique student progress in meeting learning outcomes related to how well they describe and explain their work and adhere to standards of clarity, accuracy and style. They also have outside reviewers from the USC Career Center review portions of student portfolios for style, accuracy and tone. These findings are used to assess Learning Outcome 2.

### *Qualitative Summary*

In addition to judging student work, the visual communications portfolio review gives faculty the chance to assess the effectiveness of their curriculum in addressing our unit's six learning outcomes and has also frequently shaped their curriculum. For example, faculty members have added modules on headline and caption writing after seeing strong design

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work undermined by poorly written descriptions.

The visual communications major hosts a website that contains the portfolios of almost every graduate of our program. This site provides faculty with a longitudinal perspective on how its students are meeting learning outcomes and how its curriculum has matured over the years. Student portfolios have evolved from primarily print-oriented material and still photography photojournalism to include videography, studio photography, animation, websites, ebooks and other forms of multi-media messages. Through the lens of these websites we see demonstrable improvement in the quantity, quality and range of student work over the last 12 years.

### Indirect Measures – Results

#### *Oversight/Evaluation of Course Learning Objectives and SJMC Curriculum*

Student learning objectives are required in all SJMC syllabi. These learning objectives are based on catalog descriptions of the courses and course content. The curriculum committee reviews new syllabi to ensure that new courses have adequate learning objectives. The curriculum committee works closely with the SJMC director and faculty to ensure consistent outcomes for student learning.

#### *Course Evaluations*

Course evaluations are conducted online and all students enrolled in SJMC courses received a standard form via email. An example of the evaluation instrument can be found in the Standard 9 Appendix. The SJMC director and assistant director for graduate studies and research review course evaluations and comments each semester. On average, our faculty rank high across courses (typically a 4.0 or higher on a 5-point scale). The SJMC director addresses strengths and weaknesses in faculty teaching performance in an annual review letter written to each faculty member. When teaching deficiencies are identified, faculty members often work with USC's Center for Teaching Excellence to improve their teaching methods.

#### *Student Retention/Graduation Rates*

Retention and graduation rates are reported annually on our website and communicated to the USC Office of the Provost and the SJMC faculty. Our faculty and student services staff do an excellent job helping students to reach their goals and succeed in our program. The percentage of freshmen returning to the SJMC as sophomores is among the highest at the university. Specifically, three-quarters of our students return to the school as sophomores. Of those we lose, more than half transfer to another department within the university. We view this as good advising and helping 18-year-olds understand proper educational paths.

Typically, half of the 1,500 students at the SJMC graduate in four years with a Bachelor of Arts in Journalism and Mass Communications. Of those who do not, some take five or six years, some transfer out of the school to another major in the university, and some leave the university. By annually evaluating the retention/evaluation rates, the SJMC director can respond quickly and directly to any significant drops in these rate. Luckily, this has not

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been the case over the past decade.

### *Feedback from Industry Professionals*

SJMC faculty and staff routinely reach out to industry professionals, many of them our alumni, and use this important feedback to make necessary in our programs.

For example, our advertising major was substantially revised after consulting with Lauren Tucker, then senior vice president at The Martin Agency (now CEO at Cooler Heads Intelligence), who participated in a sequence curriculum review. Ms. Tucker was chosen because she taught in our program from 1993 to 1999 and has experience at leading agencies including Leo Burnett, Burrell, and the Martin Agency. As a result of this review, the following curricular revisions were implemented:

- Created one-credit courses that rotate each semester focusing on a broad range of current topics and issues in order to respond more quickly to changes in the industry. To date, we have offered courses on native advertising, digital advertising, “Mad Men & Women,” tobacco advertising and children’s advertising.
- Created a one-credit “Speakers Series” class that enables students to interact with our alumni and leaders in the industry. Students are allowed to take this up to three times so we’re careful to choose new speakers each semester. This networking opportunity has opened up job opportunities for our students.

Additional details on the SJMC’s relationship with working professionals and alumni are include in the answers to questions 4 and 7 below.

### **Closing the Loop – Direct Measures: Using data to improve curriculum and instruction**

Clearly, results from the SJMC direct measures reveal that the school should focus on addressing deficiencies in student writing. In response, faculty will continue to seek solutions to student writing and grammar concerns and have already worked to address these concerns through the appointment of an undergraduate writing and adjunct coordinator and a required, core writing course for all SJMC students.

For the most part, however, administration and faculty believe we have a solid plan in place for teaching and evaluating the critical skills outlined in our learning outcomes through both direct and indirect measures. SJMC students appear to be succeeding on the large majority of learning outcomes established by SJMC faculty in 2008. Further, three of the four direct measures used to evaluate these outcomes show ongoing usefulness; the fourth (entry/exit exam) requires continued analysis and either revision or elimination.

It is the opinion of our newly formed assessment team that new streams of data and new methods of data collection should be considered to enhance the SJMC’s evaluation of student learning. Looking forward, the SJMC would benefit from a more collaborative approach to assessment with multiple members of the faculty working simultaneously on data collection. For example, we plan to evaluate new measures within the core courses themselves – measures that generate data on a semester-by-semester basis and enable

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faculty to immediately retool and revise curriculum and instruction.

Additionally, following the administration of the entry/exit exam in the 2015-2016 academic year, the assessment committee closely examined individual items on the exam (see Item Analysis in the Standard 9 Appendix). In addition to complicated wording and some outdated concepts, we believe part of the problem might be ongoing changes to our curriculum, as a new curriculum was introduced across majors in fall 2014. Given these changes, the assessment team recommends revising the instrument so it is more reflective of the SJMC's revised curriculum (with input from faculty who currently teach the core courses).

Part of the challenge, however, may be due to the testing environment itself and the way the test is administered. The test is given to seniors in capstone classes. They are instructed that their score in no way impacts their grade in the course but, instead, is used to analyze student learning in general. As such, there is no pressure on students to succeed and no penalty for doing poorly. It is possible that some students rush the exam and/or focus less attention than they might. As a result, some assessment team members doubt this is truly a reliable measure of student learning.

Beyond the entry/exit exam, other direct measures could also be streamlined to simplify data analysis. Currently, for example, internship supervisors submit hard copy or digital copies of evaluations. This year, to conduct assessment, team members had to manually input all data from 137 instruments into an excel spreadsheet then import to SPSS for statistical analysis. The process is unnecessarily time consuming. In the future semesters, the SJMC plans to deploy the surveys using online software, enabling data to be submitted and analyzed more efficiently.

In order to fully “close the loop” in the assessment process, the SJMC assessment team shared findings of this report, as well as suggestions for future changes to assessment methods, with the full SJMC faculty in Fall 2016. In this way, the SJMC faculty can continue to work collaboratively and diligently to improve, enhance and refine our measures and methods of assessment.

Finally, we plan to assess the new mass communications major, implemented in Fall 2016, using the same assessment procedures used for our five other majors.

#### 4. Describe the involvement of members of journalism and mass communications professions, including alumni, in the assessment process.

It is extremely important to the faculty that members of the professional community are actively involved in our assessment process. This involvement is accomplished in various ways.

Our internship evaluation allows supervising professionals to evaluate our students against the school's learning outcomes. In 2015, 137 professionals were involved in this assessment. These professionals supervised SJMC interns across the United States. A copy of the instrument is included in the Standard 9 Appendix.

Industry professionals also play a role in assessment by reviewing the work of graduating

## STANDARD 9: Assessment of Learning Outcomes

seniors. Students in all sequences are required to prepare a portfolio or significant project as part of their capstone experience. A rubric was created to evaluate such projects for professionalism, focusing on three of the six learning outcomes (LO1, LO2 and LO5). Using a sample of student work from 2011 – 2016, professionals in the community worked collaboratively with faculty – most of whom were industry practitioners themselves – to review senior-level work. The same rubric is used for all projects regardless of sequence (except for Visual Communications). A copy of the rubric is included in the Standard 9 Appendix.

### 5. List awards won by the unit's students in local, regional or national competitions in the past six years.

SJMC students are strongly encouraged to enter their work in local, regional and national competitions. The table below highlights awards won by our students in the past six years, from 2011-2015.

### Advertising

Award	Name
AAF and Home Depot Most Promising Minority Student Scholarship	Radiance Basden
AAF Honor Roll	Erin Loo
AAF Most Promising Minority Student	Radiance Basden
AAF Most Promising Minority Student	Tsilavo Ratsimbaharison
AAF Most Promising Minority Student	Trevor Gilchrist
AAF Most Promising Multicultural Students	Alexis Mood
AAF Most Promising Multicultural Students	Liana Miller
AAF National Student Advertising Competition, Second Place- 3 <sup>rd</sup> District	Alexandria Robinson
AAF National Student Advertising Competition, Second Place- 3 <sup>rd</sup> District	Amber Forbes
AAF National Student Advertising Competition, Second Place- 3 <sup>rd</sup> District	Andrew Norris
AAF National Student Advertising Competition, Second Place- 3 <sup>rd</sup> District	BreAnne Northcutt
AAF National Student Advertising Competition, Second Place- 3 <sup>rd</sup> District	Casey Engel
AAF National Student Advertising Competition, Second Place- 3 <sup>rd</sup> District	Courtney Epting
AAF National Student Advertising Competition, Second Place- 3 <sup>rd</sup> District	Daniel Toth
AAF National Student Advertising Competition, Second Place- 3 <sup>rd</sup> District	Erin Loo
AAF National Student Advertising Competition, Second Place- 3 <sup>rd</sup> District	Joshua Wood
AAF National Student Advertising Competition, Second Place- 3 <sup>rd</sup> District	Matt McLaren
AAF National Student Advertising Competition, Second Place- 3 <sup>rd</sup> District	Megan Maness
AAF National Student Advertising Competition, Second Place- 3 <sup>rd</sup> District	Stephanie Shortell
AAF of the Midlands ADDY® Awards, Gold Award	Madeline McDowell
AAF of the Midlands ADDY® Awards, Gold Award	Brock Henderson
AAF of the Midlands ADDY® Awards, Gold Award	Brock Henderson
AAF of the Midlands ADDY® Awards, Gold Award	Joshua Wood
AAF of the Midlands ADDY® Awards, Gold Award	Kayla Stogner
AAF of the Midlands ADDY® Awards, Gold Award	Madeline McDowell
AAF of the Midlands ADDY® Awards, Silver Award	Blake Welch
AAF of the Midlands ADDY® Awards, Silver Award	Brock Henderson
AAF of the Midlands ADDY® Awards, Silver Award	Caitlin Bradley
AAF of the Midlands ADDY® Awards, Silver Award	Caitlin Bradley
AAF of the Midlands ADDY® Awards, Silver Award	Caitlin Kennedy Bradley
AAF of the Midlands ADDY® Awards, Silver Award	Elizabeth Howell
AAF of the Midlands ADDY® Awards, Silver Award	Stephanie Pope
AAF of the Midlands ADDY® Awards, Silver Award	Kayla Stogner
AAF of the Midlands ADDY® Awards, Silver Award	Madeline McDowell
AAF of the Midlands ADDY® Awards, Silver Award	Joshua Wood

## STANDARD 9: Assessment of Learning Outcomes

AAF of the Midlands ADDY® Awards, Silver Award	Katelynn Racer
AAF of the Midlands ADDY® Awards, Silver Award	Radiance Basden
AAF of the Midlands ADDY® Awards, Silver Award	Stephanie Pope
AAF of the Midlands ADDY® Awards, Special Judges Award	Blake Welch
AAF of the Midlands ADDY® Awards, Special Judges Award	Caitlin Kennedy Bradley
AAF of the Midlands ADDY® Awards, Special Judges Award	Elizabeth Howell
AAF of the Midlands ADDY® Awards, Special Judges Award	Joshua Wood
AAF of the Midlands ADDY® Awards, Special Judges Award	Madeline McDowell
AAF of the Midlands ADDY® Awards, Special Judges Award	Stephanie Pope
AAF of the Midlands Best Campaign Award	Ronald McDonald Team
AAF Third District ADDY® Awards, Silver Award	Brock Henderson
College Media Business and Advertising Managers Award	David Cheetham
College Newspaper Business and Advertising Managers, Best Media Kit, First	Jemimah Ekeh
College Newspaper Business and Advertising Managers, Best Sales Representative, Fourth	Michele Dressler
College Newspaper Business and Advertising, Managers Award	Caroline Plott
College Newspaper Business and Advertising, Managers Award	Claire Richard
College Newspaper Business and Advertising, Managers Award	Jemimah Ekeh
SJMC Outstanding Advertising Senior	Casey Engel
SJMC Outstanding Advertising Senior	Matthew McLaren
USC CreatAton, Silver ADDY®	4ward Team
USC CreatAton, Silver ADDY®	Hidden Wounds Team
USC CreatAton, Silver ADDY®	PASOS Team

### Broadcast Journalism and Journalism

Award	Name
Association of Capitol Reporters and Editors, National First Place Award	Jennifer Standard
Association of Capitol Reporters and Editors, National First Place Award	Paul Bowers
Association of the Carolinas Awards, Best Student News Reporting	Emily McDonnell
Association of the Carolinas Awards, Best Student Sports Story	Rixon Lane
Association Pictures of the Year Competition, South Carolina News Photographers, First	Aaron Middeke
Association Pictures of the Year Competition, South Carolina News Photographers, Second	Sarah Langdon
Association Pictures of the Year Competition, South Carolina News Photographers, Third	Aaron Middeke
Campus Movie Fest Jury Award, Campus Finalist	Hayden Antal
David J. Morrow Business Journalism Scholarship	Cherrelle Wade
David J. Morrow Business Journalism Scholarship	Josh Dawsey
David J. Morrow Business Journalism Scholarship	Thad Moore
Digital News Association of the Carolinas Awards, Best Feature Reporting	Jordan Gougeon
Henry Price Award for Outstanding Student Copyediting Scholarship	Brett Williams
Henry Price Award for Outstanding Student Copyediting Scholarship	Cassie Cope
Henry Price Award for Outstanding Student Copyediting Scholarship	Corbin Ensminger
Henry Price Award for Outstanding Student Copyediting Scholarship	Katherine West
Henry Price Award for Outstanding Student Copyediting Scholarship	Leo Buckle
Henry Price Award for Outstanding Student Copyediting Scholarship	Mallory Cage
Henry Price Award for Outstanding Student Copyediting Scholarship	Rebecca Johnson
National Academy of Television Arts & Sciences SE Region, Student Emmy Award	Mason Snyder
National Academy of Television Arts & Sciences SE Region, Student News Emmy	Ashleigh Holland
National Academy of Television Arts & Sciences SE Region, Student News Emmy Nominee	Hannah Moseley
National Academy of Television Arts & Sciences SE Region, Student News Emmy Nominee	Jacob Fisher
National Academy of Television Arts & Sciences SE Region, Student News Emmy Nominee	Jacob Zulanch
National Academy of Television Arts & Sciences SE Region, Student News Emmy Nominee	Jordan Gougeon
National Academy of Television Arts & Sciences SE Region, Student News Emmy Nominee	Marjorie Sliker
National Academy of Television Arts & Sciences SE Region, Student News Emmy Nominee	Nathan Canniff-Kuhn
Photographer's Forum Magazine, Best College Photography, Fourth	Olivia Rogers
Photographers Assn. Pictures of the Year, Student Photographer of the Year, SC News	Dustin Glendinning
RTDNA of the Carolina Awards, Best Student News Story, First	Mason Snyder

## STANDARD 9: Assessment of Learning Outcomes

RTDNA of the Carolina Awards, Best Student Photography, First	Matthew Watson
RTDNA of the Carolina Awards, Best Student Photography, First	Sarah Cuiksa
RTDNA of the Carolina Awards, Best Student Sports Story, First	Lee Scurry
RTDNA of the Carolina Awards, Best Student Sports Story, Second	Erika Hayes
RTDNA of the Carolinas Awards 2012, Best Student Feature Reporting, Second	Kyara Massenburg
RTDNA of the Carolinas Awards 2012, Best Student News Reporting, First	Krista Bagley
RTDNA of the Carolinas Awards 2012, Best Student News Reporting, Second	Mike Wadsworth
RTDNA of the Carolinas Awards 2012, Best Student Photography, Second	Chelsea Parler
RTDNA of the Carolinas Awards 2012, Best Student Sports Story, First	Sam Davis
RTDNA, Best Student News Photography, First	Bryan Wendland
RTDNA, Best Student News Photography, Second	Bryan Wendland
RTDNA, Best Student News Reporting, First	Ashleigh Holland
RTDNA, Best Student Sports Story, First	Stephanie Zeady
SC Press Association Collegiate Division Contest, Arts & Entertainment, Second	Kevin Walker
SC Press Association Collegiate Division Contest, Arts and Entertainment, First	Tyler Simpson
SC Press Association Collegiate Division Contest, Collegiate Journalist of the Year	Colin Campbell
SC Press Association Collegiate Division Contest, Editorial Writing, Second	Colin Campbell
SC Press Association Collegiate Division Contest, Feature Story, First	Chelsey Seidel
SC Press Association Collegiate Division Contest, Feature Story, First	Gwendolyn Weiler
SC Press Association Collegiate Division Contest, Feature Story, First	Kristyn Winch
SC Press Association Collegiate Division Contest, Feature Story, Second	David Purtell
SC Press Association Collegiate Division Contest, Feature Story, Third	Gwendolyn Weiler
SC Press Association Collegiate Division Contest, Henry Price Copy Editing Scholarship	Avery Wilks
SC Press Association Collegiate Division Contest, Henry Price Copy Editing Scholarship	Sarah K. Ellis
SC Press Association Collegiate Division Contest, News Story, First	Colin Campbell
SC Press Association Collegiate Division Contest, News Story, First	The Carolina Reporter
SC Press Association Collegiate Division Contest, News Story, Second	Ryan Quinn
SC Press Association Collegiate Division Contest, News Story, Third	Brittani Coleman
SC Press Association Collegiate Division Contest, Photography, Second	Chloe Gould
SC Press Association Collegiate Division Contest, Sports Photography, Second	Austin Price
SC Press Association Collegiate Division Contest, Sports Photography, Second	Lee Walker
SC Press Association Collegiate Division Contest, Sports Story, First	Erin Shaw
SC Press Association Collegiate Division Contest, Sports Story, First	Isabelle Khurshudyan
SC Press Association Collegiate Division Contest, Sports Story, Third	Chris Cox
SC Press Association Collegiate Division Contest, Sports Story, Third	Colin Campbell
SC Press Association Collegiate Press Awards, Arts & Entertainment, First	Katie West
SC Press Association Collegiate Press Awards, Arts & Entertainment, Hon. Mention	Manny Correa
SC Press Association Collegiate Press Awards, Collegiate Journalist of the Year	Hannah Jeffrey
SC Press Association Collegiate Press Awards, Feature Story, First	Hannah Jeffrey
SC Press Association Collegiate Press Awards, Feature Story, Second	Sarah Ellis
SC Press Association Collegiate Press Awards, Feature Story, Third	Hannah Jeffrey
SC Press Association Collegiate Press Awards, Multimedia, First	Harrison Cahill
SC Press Association Collegiate Press Awards, Multimedia, First	Jared Owenby
SC Press Association Collegiate Press Awards, News Story, First	Hannah Jeffrey
SC Press Association Collegiate Press Awards, News Story, Second	Thad Moore
SC Press Association Collegiate Press Awards, News Story, Third	Kyle Heck
SC Press Association Collegiate Press Awards, Sports Story, First	Isabelle Khurshudyan
SC Press Association Collegiate Press Awards, Sports Story, Second	Sarah Ellis
SJMC George Buchanan Award	Chris Cox
SJMC George Buchanan Award	Joshua Dawsey
SJMC J. Rion McKissick Award	Paul Bowers
SJMC J. Rion McKissick Award	Ryan Quinn
SJMC Outstanding Electronic Journalism Award for Leadership	Angela Padgett
SJMC Outstanding Electronic Journalism Award for Leadership	Lauren Hinnant
SJMC Outstanding Electronic Journalism Award for Leadership	Michael Wadsworth
SJMC Outstanding Electronic Journalism Award for Reporting	Shannon C. Feher
SJMC Outstanding Electronic Journalism Senior Award for Leadership	Justin Fabiano

## STANDARD 9: Assessment of Learning Outcomes

SJMC Outstanding Electronic Journalism Senior Award for Reporting	Kelsie Weekes
SJMC Outstanding Senior Award	Tas Anjarwalla
SJMC Photographer of the Year	Lee Walker
SJMC Student Photographer of the Year	Aaron Middeke
Society of Prof. Journalists Region 3 Mark of Excellence, Feature Photography, Finalists	Sarah Ellis
Society of Prof. Journalists Region 3 Mark of Excellence, Sports Writing, Finalists	Isabelle Khurshudyan
South Carolina News Photographer Awards, First	Daniel Hou
South Carolina News Photographer Awards, First	Daniel Hou
South Carolina News Photographer Awards, First	Deveney Williams
South Carolina News Photographer Awards, First	Deveney Williams
South Carolina News Photographer Awards, Second	Daniel Hou
South Carolina News Photographer Awards, Second	Daniel Hou
South Carolina News Photographer Awards, Second	Kara Palso
South Carolina News Photographer Awards, Second	Kara Palso
South Carolina News Photographer Awards, Third	Amanda Perry
South Carolina News Photographer Awards, Third	Amanda Perry
South Carolina News Photographer Awards, Third	Deveney Williams
South Carolina News Photographer Awards, Third	Deveney Williams
SPJ Region 3 Mark of Excellence Awards, Best All-Around Non-Daily Student Newspaper	The Carolina Reporter
SPJ Region 3 Mark of Excellence Awards, Best All-Around Television Newscast	USC Carolina Magazine
SPJ Region 3 Mark of Excellence Awards, Breaking News Reporting, First	The Carolina Reporter
SPJ Region 3 Mark of Excellence Awards, Feature Reporting, Finalist	Emily Pacillo
SPJ Region 3 Mark of Excellence Awards, General News Photography, Second	Jamie Lynn Black
SPJ Region 3 Mark of Excellence Awards, General News Reporting	Ashleigh Holland
SPJ Region 3 Mark of Excellence Awards, General News Reporting, First	Gwendolyn Weiler
SPJ Region 3 Mark of Excellence Awards, General News Reporting, Third	Justin Fenner
SPJ Region 3 Mark of Excellence Awards, General Reporting, Finalist	Laura Smith
SPJ Region 3 Mark of Excellence Awards, In-Depth Reporting, Finalist	Kathleen Jacob
SPJ Region 3 Mark of Excellence Awards, In-Depth Reporting, Finalist	Laura Smith
SPJ Region 3 Mark of Excellence Awards, Photo Illustration, First	Paul Bowers
SPJ Region 3 Mark of Excellence Awards, Photo Illustration, Third	Emily Hoefler
SPJ Region 3 Mark of Excellence Awards, Sports Reporting, First	Rixon Lane
SPJ Region 3 Mark of Excellence Awards, Television Breaking News Reporting, Second	Ashley Burgess
SPJ Region 3 Mark of Excellence Awards, Television Breaking News Photography	Stefania Okolie
SPJ Region 3 Mark of Excellence Awards, Television Feature Reporting	Bryan Wendland
SPJ Region 3 Mark of Excellence Awards, Television Feature Reporting, First	Kyara Massenburg
SPJ Region 3 Mark of Excellence Awards, Television Feature Reporting, Second	Alex Heaton
SPJ Region 3 Mark of Excellence Awards, Television Feature Reporting, Second	Christine Scarpelli
SPJ Region 3 Mark of Excellence Awards, Television Feature Reporting, Second	Hannah Moseley
SPJ Region 3 Mark of Excellence Awards, Television General News Reporting, Second	Jonathan Rodriguez
SPJ Region 3 Mark of Excellence Awards, Television General News Reporting, Second	Kelsie Weekes
SPJ Region 3 Mark of Excellence Awards, Television General News Reporting, Third	Justin Pryor
SPJ Region 3 Mark of Excellence Awards, Television General News Reporting, Third	Krista Bagley
SPJ Region 3 Mark of Excellence Awards, Television In-Depth Reporting, Second	Jessica Silvaggio
SPJ Region 3 Mark of Excellence Awards, Television In-Depth Reporting, Third	Sarah Travis
SPJ Region 3 Mark of Excellence Awards, Television News Photography, Second	Ashley Burgess
SPJ Region 3 Mark of Excellence Awards, Television News Photography, Second	Jacob Fisher
SPJ Region 3 Mark of Excellence Awards, Television News Photography, Second	Jonathan Rodrigue
SPJ Region 3 Mark of Excellence Awards, Television News Photography, Third	Chelsea Parler
SPJ Region 3 Mark of Excellence Awards, Television Sports Photography, First	Derek Phillips
SPJ Region 3 Mark of Excellence Awards, Television Sports Photography, First	Jessie Knaak
SPJ Region 3 Mark of Excellence Awards, Television Sports Photography, Third	Lee Scurry
SPJ Region 3 Mark of Excellence Awards, Television Sports Reporting	Nathan Canniff-Kuhn
SPJ Region 3 Mark of Excellence Awards, Television Sports Reporting	Jarrett McDaris
SPJ Region 3 Mark of Excellence Awards, Television Sports Reporting, Second	Mike Wadsworth
SPJ Region 3 Mark of Excellence Awards, Television Sports Reporting, Second	Samantha Herstine

## STANDARD 9: Assessment of Learning Outcomes

### Public Relations

Award	Name
PRSSA, Professional Category, Mercury Award	The Carolina Agency
PRSSA, Student Agency Campaign of the Year, Winner	The Carolina Agency
SC Chapter PRSA Mercury Award	Chandelle Anderson
SC Chapter PRSA Mercury Award	Devin Duntz
SC Chapter PRSA Mercury Award	John Beauregard
SC Chapter PRSA Mercury Award	Laura Corder
SC Chapter PRSA Mercury Award	Tara Herrmann
SC Chapter PRSA Mercury Award	Thomas Woodson
SC Chapter PRSA Mercury Awards, Silver Award of Merit	Laura Corder
SC Chapter PRSA Mercury Awards, Silver Award of Merit	Chandelle Anderson
SC Chapter PRSA Mercury Awards, Silver Award of Merit	Devin Duntz
SC Chapter PRSA Mercury Awards, Silver Award of Merit	John Beauregard
SC Chapter PRSA Mercury Awards, Silver Award of Merit	Laura Corder
SC Chapter PRSA Mercury Awards, Silver Award of Merit	Tara Herrmann
SC Chapter PRSA Mercury Awards, Silver Award of Merit	Thomas Woodson
SC Press Association Collegiate Division Contest, Multimedia Story, Second	Meredith Almond
SC Press Association Collegiate Division Contest, Use of Twitter, Third	Colin Campbell
SC Press Association Collegiate Division Contest, Use of Twitter, Third	Isabelle Khurshudyan
SC Press Association Mundy Scholar	Andrew Moore
SJMC Outstanding Public Relations Senior	Alyssa Hasell
SJMC Outstanding Public Relations Senior	Christina Galardi
South Carolina News Photographer Awards, Multimedia, First	Megan Vince
South Carolina News Photographer Awards, Multimedia, Second	Kay Stogner
South Carolina News Photographer Awards, Multimedia, Third	Lauren Kelly

### Visual Communications

Award	Name
MarCom Awards, Design (Print)/Cover, Gold	Fall 2013 <i>InterCom</i>
MarCom Awards, Design/Magazine, Gold	
MarCom Awards, Design/Magazine Interior, Honorable Mention	
MarCom Awards, Magazine/Educational Institution, Gold	
MarCom Awards, Writing/Magazine, Gold	
MarCom Awards, Design/Magazine, Honorable Mention	Spring 2014 <i>InterCom</i>
MarCom Awards, Design/Magazine Interior, Honorable Mention	
MarCom Awards, Magazine/Educational Institution, Gold	
MarCom Awards, Writing/Magazine, Gold	
SC Press Association Collegiate Division Contest, Page One Design, First	Chris Brown
SC Press Association Collegiate Division Contest, Page One Design, Second	Kristyn Winch
SC Press Association Collegiate Division Contest, Page One Design, Third	Jonathan Battaglia
SC Press Association Collegiate Division Contest, Specialty Page Design, First	Erin Shaw
SC Press Association Collegiate Division Contest, Specialty Page Design, Second	Cassie Cope
SC Press Association Collegiate Division Contest, Graphic or Illustration, Third	Erin Shaw
SC Press Association Collegiate Division, Informational Graphic, First	Austin Price
SJMC Designer of the Year	Ashley McGarry
SJMC Outstanding Visual Communications Senior	Anna Hodgson
SJMC Outstanding Visual Communications Senior	Matthew Wolfer
SC Press Association Collegiate Division Contest, Illustration or Informational Graphic, First	Ellen Meder
SC Press Association Collegiate Division Contest, Illustration or Informational Graphic, Second	Tiffany Melanis
SC Press Association Collegiate Division Contest, Illustration or Informational Graphic, Third	Emily Hoefler
SC Press Association Collegiate Division Contest, Illustration or Informational Graphic, Third	Katie Jones
SC Press Association Collegiate Division Contest, Front Page Layout and Design, Hon. Mention	Nora Hembree

## STANDARD 9: Assessment of Learning Outcomes

### Mass Communications

Award	Name
Magellan Apprentice for Capstone Scholars	Monica Munoz
Magellan Scholar	Emily Olyarchuk
SJMC Outstanding Mass Communications Senior	Jade McDuffie
SJMC Outstanding Mass Communications Senior	Meredith Gazes

6. List by specialty each member of the graduating class of 2013 and those graduates' current jobs. If practical, please give a total number of "unknowns" rather than including them in the list.

The following table represents the members of the 2013 graduating class with their current occupations and job titles. There were 240 students in the class. There were 63 graduates whose information was not available at the time of the report and are not included on the list (63 "unknowns").

Last	First	Major	Employer Name
Anderson	Marlin	AD	Wells Fargo
Barker	Peyton	AD	GE Healthcare
Bertrand	Alexander	AD	EyeBlack
Coty	Marc	AD	WACH Fox TV
Egan	Elizabeth	AD	Ohio State University/ Student
Ellis, III	Charles	AD	CDMiConnect
Farrell	Jacquelyn	AD	Fat & Juicy
Ferraro	Alexandra	AD	Concierge Auctions
Gilchrist	Trevor	AD	XL Alliance
Griffith	Emily	AD	TEKsystems
Harms	Adam	AD	CPC Strategy
Haynes	Jackson	AD	Verbatim Americas, LLC
Hediger	Tyler	AD	Northplant Ministries
Hickey	Joseph	AD	BFG Communications
Hopkins	Jordan	AD	Moluf's Supply Co.
Liuzzo	Michelle	AD	Miami Advertising School/ Student
Luc	Lynn	AD	PMX Digital Marketing Agency
Marston	Timothy	AD	Front Row Motorsports
Matz	Emily	AD	Endo Pharmaceuticals
McCain	Sara Ann	AD	Freeway Music
Newell	Tyler	AD	Greystar
Nigro	Brittney	AD	Geometry Global
Petrie	Alexa	AD	Digitas Health LifeBrands
Sieron	Maria	AD	Cision
Skarupa	Caroline	AD	Portfolio Center/ Student
Solomon	Margaret	AD	Colonial Life Arena
Spinelli	Larsen	AD	Carolina Office Systems
Unser	Jade	AD	The Eighth Floor Strategic Communications
Walker	Kevin	AD	BBDO ATL Advertising Agency

## STANDARD 9: Assessment of Learning Outcomes

Walker	Kiera	AD	Advertising Women of New York
Weickgenannt	Casey	AD	Apex Systems
Weidman	Tani-lyn	AD	OfficeTeam
Witherspoon	Katherine	AD	Greater Greer Chamber of Commerce
Brown	Kyle	Broadcast	USC/ Info. Security Specialist
Butler	Jennifer	Broadcast	Fox Carolina News
Cordes	Bailey	Broadcast	ABC 15 News
Dassel	Emily	Broadcast	Big South Conference
Dauberman	Kyle	Broadcast	WOLO-TV
Groshon	Carly	Broadcast	The Bitmore Company
Holloway	Leah	Broadcast	WACH Fox TV
Hunt	Deja	Broadcast	Expedia Inc.
Johnson	Dominique	Broadcast	WCIV-TV
Jordan	Brooke	Broadcast	NBC News
Mace, Sr.	Ryan	Broadcast	Benefitfocus
McDaris	Jarrett	Broadcast	WYFF-TV
McIntyre	Elizabeth	Broadcast	RaceTrac Petroleum
Okolie	Stefania	Broadcast	WTKR- TV
Rountree	Lauren	Broadcast	WYFF- TV
Ryan	Patrick	Broadcast	Medical Services of America
Shuler	Edward	Broadcast	Palmetto GBA, LLC
Stitzlein	Lauren	Broadcast	Central Kentucky Cru
Wendland	Bryan	Broadcast	KCEN-TV
Williams	Genelle	Broadcast	Self-owned Communications Company
Zamora	Debbie	Broadcast	NBC News Channel
Zheng	Hoaran	Broadcast	United Nations Development Programme
Armstrong	Mary	Journalism	Town Magazine
Atwell	Abigail	Journalism	Performance Automotive Network
Baird	Tara	Journalism	Johnson Brothers Liquor Company
Brown	Samantha	Journalism	Transportation Trades Department
Campbell	Colin	Journalism	The Baltimore Sun
Dawson	Casey	Journalism	Highwoods Properties
Fitzgerald	Jake	Journalism	The Motley Fool
Fox	Zachary	Journalism	Spartanburg Herald-Journal
Harris	Sarah	Journalism	KHOU11- TV
Hobbis	Lauren	Journalism	South Carolina Law School/ Student
Little	Sidney	Journalism	Montessori School of Columbia
Michael	Daley	Journalism	FOCUS Brands
Nelson	Sarah	Journalism	University of Cincinnati College of Law/ Student
Winch	Kristyn	Journalism	Visit! Magazine (Waccamaw Publishers)
Amodio	Chelsea	PR	Colonial Life Insurance
Bailey	Lauren	PR	WBOC-TV
Bebko	Elise	PR	ContinuumRx
Blackwell	Havanna	PR	ATI Specialty Materials
Bowne	Jessica	PR	TMC Transportation
Bradshaw	Hillary	PR	Sealed Air Corporation
Brown	Melissa	PR	HHHunt

## STANDARD 9: Assessment of Learning Outcomes

Brown	Naika	PR	Palmetto Health Hospital
Brown	Caprese	PR	Caprese B. Consulting
Carr	Hannah	PR	The Leukemia & Lymphoma Society
Cheesman	Ashley	PR	COCC
Church	Lindsey	PR	Harvard Law School/ Student
Connell	Brenda	PR	Complete Public Relations
Craven	Nicole	PR	CS Fitness
Crum	Tanner	PR	AG Branding Factory
Davis	Caroline	PR	10x Digital Marketing Agency
Davis	Meredith	PR	The RADCO Companies
Dickson	Christian	PR	Fun Time Int'l Inc.
Dils	Austin	PR	All Charged Up
Dyer	Jena	PR	Wright McGraw Beyer Architects
Edmondson	Whitney	PR	South Carolina Beverage Association
Elliott	Sarah	PR	Sarah Elliott Endeavors, LLC
Fisher	Katherine	PR	Owens & Minor
Fogarty	Mary	PR	UC Economics Center
Fowler	Ashley	PR	Rodan + Fields
Fradley	Emily	PR	AccruePartners
Galvin	Michaela	PR	Living Edge
Gasbarro	Kayla	PR	Queen City Consulting, Inc.
Grant	Joseph	PR	The Odyssey
Guenther	Katie	PR	Mecklenburg Co. Bar/ Communications Coordinator
Hetzel	Emily	PR	Greenville Health System
Hugee	Leon	PR	Wells Fargo
Hutchison	Megan	PR	Carr Properties
Jeffords	Ashley	PR	AppleOne Employment Services
Jeter	Elizabeth	PR	Prysmian Group North America
Keister	Haley	PR	MSC Industrial Supply Co
King	Lanetra	PR	West Virginia University/ Student
Knight	Adam	PR	Chick-Fil-A/ Marketing
Knight	Kenzie	PR	Cla Knight Racing
Letts	Diana	PR	VAYA Clothing & Jewelry, Pura Vida, Chloe + Isabel
Lockhart	Rykeia	PR	David's Bridal
Marchione	Amanda	PR	South Carolina Stingrays
Martinez	Morgan	PR	University of South Carolina School of Law/ Student
McCarter	Madeline	PR	EndoChoice
McCarthy	Samantha	PR	Neurosport Physical Therapy
McCracken	Pete	PR	Datadog
Mirai	Daniel	PR	TEGNA Inc.
Monroe	Daniel	PR	Northwestern Mutual
Murray	Jaquetta	PR	Strayer University/ Campus Coordinator
Murtaugh	Matt	PR	Emergent 360
Myers	Elizabeth	PR	Arts and Cultural Solutions at Blackbaud
Nichols	Lindsey	PR	Passport
O'Keefe	Kayla	PR	HCR Home Care
Petrere	Ryan	PR	Charlotte Knights

## STANDARD 9: Assessment of Learning Outcomes

Pierson	Courtney	PR	IMG
Plyler	Benjamin	PR	Wells Fargo
Poole	Keiahnna	PR	Amazon.com
Powell	Danielle	PR	Westwood Club
Rhodes	Kristen	PR	Cape Fear Valley Health System
Roehre	Shelby	PR	Retailcomm
Rosenberger	Madison	PR	Aerial Fit
Ruhle	Krista	PR	Beats by Dr. Dre
Sanders	Jenna	PR	Advanced Nursing and Home Support
Savage	Amanda	PR	Basic Home Infusion
Shepard	Jill	PR	ScanSource
Slaughter	Madison	PR	John Hancock Financial Services
Smith	Lena	PR	South Carolina Association for Justice
Smith	Elizabeth	PR	Alexander Haas
Stokes	Catherine	PR	Carolina One Real Estate
Street	Mikelle	PR	Maxim, Inc.
Surratt, Jr.	Elizabeth	PR	V2V
Toms	Julia	PR	Genuent LLC
Torrence	Kaitlyn	PR	Medical University of South Carolina/ Student
Townsend	Amber	PR	BigWood Boards
Visotski	Elissa	PR	St. Mary Help of Christians School
Wagner	Kelsey	PR	Office Depot
Williams	Hayden	PR	Rocket Red
Woodard	Berince	PR	York County Regional Chamber of Commerce
Aaron	Jeremy	VC	US Navy
Aquilo	Jordan	VC	Business Golf International
Bailey	Jessica	VC	Hillstone Restaurant Group
Bridges	Pierson	VC	CBRE- Commercial Real Estate
Cherry	Alexandria	VC	Mungo Homes
Clair	Rebecca	VC	Krisliz Photography
Culp	Drew	VC	Denver Seminary
Dalton	Katherine	VC	Katherine Dalton Photography
Deguzman	Christina	VC	St. Petersburg College/ Student Support
Driggers	Lindsey	VC	Celebrity Branding Agency
Ekeh	Jemimah	VC	USC/ Administration Assistant
Flick	Annie	VC	Aranyaprathet School
Hart	Patrick	VC	Lexington Medical Center
Kelley	Rebecca	VC	Lake Carolina Properties LLC
Lopez	Cassandra	VC	DLA, Inc.
Many	Danielle	VC	GPPfitNWA
Martin	Anastasia	VC	DeKalb County Government
Mays	Gabriel	VC	xAd, Inc
Moulton	Julia	VC	Belk
Nugent	Alexa	VC	Merion Matters
Osborne	Jordan	VC	OMD Media Direction
Quattlebaum	Ali	VC	Friends of Asia Foundation
Rodriguez	Stacie	VC	Seoul Metropolitan Government

## STANDARD 9: Assessment of Learning Outcomes

Stevenson	Kathryn	VC	South State Bank
Walters	Samantha	VC	Essence Digital
Welch	Richard	VC	Windstream Communications
West	Alison	VC	University of South Carolina/ Graphic Designer

**Key:**

AD – Advertising

Broadcast – Broadcast Journalism

PR – Public Relations

VC – Visual Communications

### 7. Describe the program used to track graduates to assess their experience in the professions and to improve curriculum and instruction.

Alumni are tracked through a university data management system, Millennium, and distributed to office staff in the College of Information and Communications (CIC). The SJMC website also contains a form for alumni to complete to track where our graduates live and where they are employed. The updates are shared with the South Carolina Alumni Association so that they can update their files appropriately. SJMC staff also track alumni through social media platforms such as LinkedIn, obtain updated information from our own mailings, and gather information from the USC Alumni Association, the Foundation and the Website to update this data regularly. In addition, alumni often submit their own updated information.

Alumni are invited to take an active role in the operation of the school through joining the Alumni Society Steering Committee, participating in our student development programing, and making guest appearances in classes. The Alumni Society Steering Committee offers a formal mentorship program that facilitates relationships between alumni and students at the beginning of each fall semester. In the spring, alumni are invited to participate in a career preparation event for students. In addition, our annual SJMC Alumni Awards, in which many alumni come to campus to visit classes and participate in events, recognize the best achievements of our graduates each year. These recipients are selected by our faculty through a nomination and voting process. Faculty typically remain in contact with alumni about employment updates and professional achievements. Many of these relationships continue for many years, even lifetimes.

SJMC faculty regularly solicit feedback on the strengths and weaknesses of our curriculum from industry leaders, internship supervisors, employers, awards show judges, alumni and current students.

Moving forward we hope to improve our engagement with alumni through our social media outlets and create a college wide strategic plan for communicating through the different platforms. Andrea Tanner, the recently appointed SJMC director, is in the process of forming a professional advisory board, as the longtime SJMC “partnership board” was dismantled several years ago. We also plan to create a more proactive approach in connecting our students to internship and career opportunities. By utilizing alumni and their experience, we can place our students with alumni in their desired fields.

One important alumni outreach mechanism is *InterCom*, the official alumni magazine of the CIC. The magazine is produced by the staff and students of the school and mailed to

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alumni twice each year. Students participate in the production of the magazine through an SJMC elective course that provides students with valuable and practical writing and design experience. Examples of the most recent editions of *InterCom* are available on the college [website](#). The CIC also distributes a monthly electronic newsletter (eNews) to alumni of both the SJMC and SLIS that highlights special events, celebrations and alumni features. The SJMC is active on several social media fronts, including Twitter, Facebook and Instagram to reach out to alumni to reinforce the school's strong relationships with our graduates.

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### Professional master's program:

8. Attach the unit's written assessment plan for the master's program. Provide 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 the appendices or in the workroom.

As noted in the executive summary, assessment in the SJMC is undergoing significant changes after the unexpected death of the faculty member who oversaw assessment in the school. In our MMC program, these changes have included updated learning outcomes and a revised MMC assessment plan to reflect the current curriculum. Assessment of the MMC is now the responsibility of the associate director of graduate studies and research and the MMC coordinator, with input from the SJMC director. These changes have been positively evaluated by the university's assessment team. In their review of the 2016-2017 report and plan, the team noted that the report included "an excellent results section." A revised MMC assessment plan was approved by the SJMC graduate council in Fall 2016. This plan, along with the annual assessment reports provided to the USC Assessment Office are available in the Standard 9 Appendix.

9. Show that the unit has defined outcomes in the professional master's program appropriate to such a program, such as a professional project, a thesis or a comprehensive exam demonstrating development of analytical and critical thinking abilities appropriate to the profession.

The SJMC has five distinct learning outcomes for MMC students and defined assessment of these outcomes. The learning outcomes include:

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### MMC Learning Outcomes

#### Learning Outcome 1

Students will demonstrate professional competence in a specialized area of mass communication, such as integrated communications or journalism. Students will show that they understand the principles, processes, strategies and tactics involved in the profession.

#### Learning Outcome 2

Students will demonstrate effective writing skills. Students' writing should show evidence of clear and critical thinking, and an understanding of proper grammar, sentence and paragraph

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structure, organization, transition and tempo.

### Learning Outcome 3

Students will demonstrate a thorough understanding of research and its importance in the fields of journalism, integrated and mass communication. Students should also show knowledge of various research designs and data collection methods, as well as how to report and interpret research results.

### Learning Outcome 4

Students will demonstrate a thorough understanding of management issues related to media and mass communication. Students will demonstrate familiarity with contemporary issues facing media and communication managers. Students will also show knowledge of how to plan an effective integrated communications campaign and/or manage an effective media-related initiative or organization.

### Learning Outcome 5

Students will demonstrate a thorough understanding of mass media law. This knowledge should include an understanding of various areas such as libel, privacy, access to public information, regulation of commercial speech, copyright and related matters, and the philosophical considerations involved in issues related to free speech.

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### Assessment of MMC learning outcomes

Every student in the professional MMC degree program is required to take and successfully complete a two-day comprehensive examination. Students are asked to respond to broad comprehensive questions in each of five core areas in a five-hour examination. Comprehensive exams are administered three times per year. The first day examination tests students on their core knowledge. The students are graded on a “clear pass,” “pass with remediation” or “fail” grading scale. Each question is graded by a professor who has taught in that subject area. If that professor does not rate the answer as a “clear pass,” the answer is sent to a second professor to grade. If there is disagreement between the first and second professors, a third professor will break the tie. A student who receives a “pass with remediation” is given the opportunity to complete additional work assigned by the professor asking the original question to shore up any weaknesses evident in his or her first answer. A student who receives a “fail” grade must retake that part of the comprehensive examination the next time the comprehensives are offered.

In the second-day comprehensive examination, the questions are based on the specific professional focus of each student. Typically, the questions involve a case-style hypothetical situation to which students are asked to respond by answering a series of specific questions about steps they would take to resolve issues and/or prepare communications management plans. The answers to the second day comprehensive examination, which lasts five hours, are graded similarly to the first day comprehensive examinations. In addition, students who achieve a “clear pass” or who provide acceptable remedial work must successfully defend their answers in a one-hour, oral defense of the second-day comprehensives. This defense is conducted by at least two faculty members who teach in the area in which the second-day comprehensive questions are based.

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In addition, each student in the professional MMC program must individually arrange and successfully complete a three-credit hour practicum course experience. The practicum requires students to work a minimum of 450 hours over the course of a normal semester in a professional setting. Each student must designate a supervisor within the organization who will serve as mentor and evaluator. Before enrolling in the course, students must present an acceptable practicum proposal to the MMC program coordinator outlining the nature of the practicum and demonstrating that this professional experience will enable the student to meet the practicum course requirements. During the practicum, students are required to provide a midterm progress report. An end-of-course evaluation of their professional competency is completed by the student's supervisor. Each student is required to produce a final practicum project report answering specific questions about the practicum experience which is often accompanied by detailed examples of the student's work. These questions include:

- Organizational Overview
- Departmental Overview
- Management Analysis
- Management of Professional Area of Emphasis

The student receives a regular course grade for the practicum based upon the organization's evaluation of the student's performance and the quality of the final practicum project as judged by the practicum course instructor.

Complete assessment results from 2011-2016 are located in the Appendix. Results from 2015-2016, below, demonstrate that learning is taking place across the five MMC learning outcomes.

### MMC Assessment Results Overview, 2015-2016

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<b>Learning Outcome 1</b>	<p>This learning outcome is assessed through successful completion of a practicum in a professional setting, concluding with a written practicum paper and/or project portfolio developed by the student.</p> <p>In 2015-2016, 12 students completed a practicum; 100% received a satisfactory supervisor evaluation at the completion of the practicum.</p> <p>Twelve (12) students successfully completed a practicum paper that provided a summary of their practicum experience.</p>
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<b>Learning Outcome 2</b>	<p>MMC students take a writing exam before the start of their coursework and again at the end of their coursework. The writing exam assessed grammar, news writing skills, and other areas of media literacy. In the summer of 2015, 14 students took the writing exam; 6 passed and 8 did not pass. In the summer of 2016, many of the students took the exam again and we compared the scores. This time, 10 students took the exam; 8 passed and 2 did not pass. All of the scores that were available for comparison increased from the pre-test to the post-test, with the exception of one score that remained the same.</p> <p>This learning outcome is also assessed through the successful completion of the practicum paper, which demonstrates effective writing skills. In 2015-2016, 12 students successfully completed practicums and turned in papers and final reports.</p>
<b>Learning Outcome 3</b>	<p>This learning outcome is assessed through the question on comprehensive exam that is focused on research methods. Eleven (11) students took comprehensive exams during the 2015-2016 school year. Six received a "clear pass." The other 5 students had to do remedial work, which means the instructor was not satisfied with a portion of the student's written response. However, after completing remedial work, these 5 students also passed the research portion of the comprehensive exams.</p> <p>There is a second part to the comprehensive exam that also includes a portion focused on research. In 2015-2016, eight students took the second part of the comprehensive exam. Four passed and four required remedial work. After completing the remedial work, all eight students passed the second part of the comprehensive exams, including the portion focused on research.</p>
<b>Learning Outcome 4</b>	<p>This learning outcome is assessed by looking at the comprehensive exam question that is focused on mass media management. Eleven (11) students took comprehensive exams during the 2015-2016 school year. Nine received a "clear pass." One student had to do remedial work, which means the instructor was not satisfied with a portion of the student's written response. However, after completing remedial work, this student also passed the management portion of comprehensive exams. One student failed the exam, which means s/he will take the exam again in the fall of 2016.</p>

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**Learning  
Outcome 5**

This learning outcome is assessed by looking at the comprehensive exam question that is focused on mass media law. Eleven (11) students took comprehensive exam during the 2015-2016 school year. According to our results, 8 received a "clear pass," which is comparable to receiving an "A" in a class. The other 3 students had to do remedial work. After completing remedial work, these 3 students also passed the law portion of their comprehensive exams.

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