

**UNIVERSITY OF WEST GEORGIA  
ANNUAL REPORT TEMPLATE (ACADEMIC)  
FY 2010 (July 1, 2009 to June 30, 2010)**

Department: Mass Communications & Theatre Arts - MASS COMMUNICATIONS PROGRAM  
Name of Department Chair: Dr. Pauline D. Gagnon  
Name of Person Completing Report: Dr. Camilla Gant, Director & Dr. Pauline D. Gagnon,  
Department Chair

**DEPARTMENTAL MISSION & ASSESSMENT**

1. Departmental Mission & Goals

Departmental Mission/Vision Statement :

The Mass Communications program provides a high-quality undergraduate liberal arts education leading to a Bachelor of Arts Degree in Mass Communications. It is one of a select number of communication/journalism programs in the nation that offers a broad-based undergraduate mass communications curriculum with a media convergence emphasis. Given the convergence of mass media industries, this broad-based approach gives students a competitive edge in the media workplace; and encourages multidisciplinary study by allowing students to earn elective credits from other disciplines, including courses in Business Education, English, Marketing, Political Science, Psychology, and Sociology.

Through sequenced study, students gain knowledge and develop skills within a broad-based program designed to educate and train them across media industries with emphasis on media literacy, writing, and technology competencies within the context of freedom of speech and press. Media literacy courses are designed to help students to critically understand paramount economic, legal, policy, ethical, social, and effects issues facing mass media. Writing and technology courses are designed to develop students' ability to present convergence journalism, public relations, and multimedia storytelling (film, entertainment radio and television, magazines) in accordance with legal, ethical, stylistic, aesthetic, and technical considerations.

Though the curriculum emphasizes cross-media scholarship and training, areas of emphasis and elective options allow students to focus on specific areas of interest, i.e., convergence journalism, public relations, and multimedia storytelling (film, entertainment radio and television, magazines). Moreover, the curriculum offers a balance of theoretical, conceptual, and professional skills courses to prepare students to think critically, creatively, and collaboratively to meet the demands of a complex, technological media landscape and multicultural, global society.

Departmental Goals *[Align with institutional goals in 5 below]*

1. Students will demonstrate an understanding of the origin, development, and paramount economic, legal/policy, ethical, social, and effects issues facing mass media and public relations industries (SPG1).
2. Students will demonstrate an understanding of structure and process of mass media and public relations industries within economic, legal/policy, ethical, and social considerations (SPG1).
3. Students will demonstrate an understanding of and apply concepts, theories, ethical principles, policy, and laws of freedom of speech and press relative to mass media and public relations industries (SPG1).
4. Students will demonstrate ability to present convergence journalism, public relations, and multimedia storytelling (film, entertainment television, magazines) in accordance with laws of freedom of speech and press, professional and ethical principles, policy, grammatical, stylistic, aesthetic, and technical considerations (SPG1,5,12).
5. Students will demonstrate ability to present socially responsible and responsive convergence journalism, public relations, and multimedia storytelling (film, entertainment television, magazines) to diverse audiences (SPG1,5,12).

*Note mass media are defined as books, newspapers, magazines, recordings, radio, movies, television, and mass communication aspects of the Internet.*

2. Assessment Summary: Results of Student Learning Outcome Goals Addressed This Academic Year

**Curriculum Development**

1. Modified curriculum to allow majors to specialize in convergence journalism, public relations, and multimedia storytelling (film, entertainment radio television, magazines) tracks effective Fall 2010. This curriculum modification gives students a competitive edge in the multimedia landscape that demands both industry-specific and cross-media knowledge and skill sets.
2. Converted several Special Topics courses to permanent offerings as part of the aforementioned curriculum modification. Special Topics courses, which fill critical curricular voids, include Critical Issues in Journalism, Digital Media, Blogs, & Society, Mass Media & Society, Media Programming, Public Campaigns, and Crisis Communication.

3. Devised discipline-specific writing guidelines.
4. Successfully lobbied to redirect vacant personnel funds to employ two professionals in residence during the 2010-2011 academic year to expand curriculum offerings, particularly in regards to specialized content and content voids; and to afford students an opportunity to learn from and network with high quality industry professionals in metro Atlanta, a top-10 media market.

### **Experiential Learning**

1. Revised a strategic plan for UTV to strengthen experiential learning opportunities given the high import of hands-on experience and professional portfolios in our discipline to secure entry-level positions. Also redefined the UTV GM job description to be more inclusive of media convergence.
2. Revised the Student Publications Board Constitution, and gave particular attention to journalistic integrity, including establishing a Faculty Advisory Review Board to provide editorial counsel.
3. Submitted successful Student Activity Fee Budget Allocation grant proposal to support Mass Communications Society (MCS) initiatives, including funding to underwrite Media Day 2010 activities; awarded \$8,000. MCS sponsors professional development activities that cultivate peer and professional support networks.
4. Submitted successful technology fee grant to begin development of The WOLF Internet Radio; awarded \$50,000. The WOLF Internet Radio expands experiential learning opportunities, and is particularly significant given the redefinition of WUWG Radio 90.7 FM, as a remote Georgia Public Radio affiliate station.

### **3. Changes/Improvements Made as a Result of Assessment**

#### ***Advising***

1. Conducted advising training for faculty to avert common scheduling oversights that stifle student progression, such as enrolling in courses that exceed or do not satisfy degree requirements, e.g., completing nine credit hours in an area that requires three credit hours.
2. Appointed a pre-major advisor, and inadvertently realized a 20% increase in pre-majors by requiring students to update their major status as part of the advising process. The pre-major advisor is primarily responsible for advising pre-majors who have completed at least 45 credit hours, and serving as a liaison for the Excel Center staff member who advises pre-majors who have completed fewer than 45 credit hours.

The pre-major advisor ensures that pre-majors, whether advised within the program or

at the Excel Center, are informed of program-specific recommendations and avoid common scheduling oversights that stifle progression; assists pre-majors with necessary course overrides during the pre-major/major transition process; and assists pre-majors with the major declaration application process, including offering guidance to those who do not qualify to declare Mass Communications as a major.

3. Regularly meet with pre-majors during Excel Center advising sessions. Such opportunities allow pre-majors to meet and develop a relationship with the program early on, and give the program a face, i.e., a familiar face for pre-majors to seek out if they have questions or concerns prior to becoming majors.

### **Program Development**

1. Implemented a Retention, Progression, and Graduation Plan that strengthens advising, communication, experiential learning, and program prestige initiatives to enhance student success.
2. Began revising the senior exit survey, which is administered to graduating seniors to assess their perceptions of the degree program in terms of appropriateness of courses relative to career readiness, satisfaction with advising, and degree of confidence in securing appropriate employment or graduate school admission as a result of the degree program. Independent study students who completed the Mass Media Research class conducted intensive interviews and focus groups, and drafted preliminary questions for the survey instrument under the faculty supervision.
3. Continued efforts to re-focus Media Day to heighten recognition and celebration of academic, professional development, and service achievements. Accordingly, renamed the luncheon, Media Day Honors Luncheon; inaugurated distinguished alumni and distinguished service awards; and expanded award categories to honor 60-70 plus students, a significant increase from the historic practice of honoring only three students. Award categories include the Academic Excellence Award (highest GPA), Broadcast Journalism Excellence Award, Media Production Excellence Award, Print Journalism Excellence Award, Academic Achievement Award (students with a 3.0 GPA or higher), and Professional Development Award (students who have completed an internship or practicum). Also the Mass Communications Gordon Watson Award and scholarship recipients are recognized during the luncheon, e.g., Dora Byron Memorial Scholarship, Frances Parkman Memorial Scholarship, David S. Parkman III Scholarship, George Fields Whatley Scholarship, Harold Newell Scholarship, and Rhubarb Jones Scholarship.
4. Launched a pre-major listserv and a major listserv to allow faculty, staff, and students to more effectively share information, e.g., curriculum updates, advising reminders, meeting reminders, invitations for special events or speakers, suggested readings, etc. Consistent and open communication via listservs allows faculty to demonstrate commitment to keeping pre-majors and majors informed and connected, and to be proactive in keeping abreast of and responding to student concerns and interests.



## STRATEGIC PLAN UPDATES

The Strategic Plan (2010-2015) is designed to shape the University of West Georgia for the next five years in such a way as to place it as a *destination university*, particularly among peer universities in the state of Georgia and among those universities in the nation granting doctoral degrees in programs that balance liberal arts education with professional preparation.

### 4. What are your targeted expectations by 2015 for the strategic plan?

1. Pursue accreditation with the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). As an ACEJMC accredited program, Mass Communications would join a distinguished list of two such programs within the state (Savannah State University and the University of Georgia), and 19 such programs within the contiguous states of Alabama, Florida, North Carolina, South Carolina, and Tennessee. Moreover, given that Mass Communications is a top-5 and top-10 most popular major in the COAS and university-wide respectively, accreditation would strengthen recruitment and RPG initiatives, and advance efforts to position the university as an institution of choice within the robust tier of comprehensive universities, a USG and UWG strategic goal.
  
2. Pursue placement in the proposed Advanced Classroom Building. Positioning Mass Communications within the Advanced Classroom Building would allow for a more integrated learning experience and enhance faculty-student relations by housing offices, classrooms and experiential learning laboratories (UTV 13, *The West Georgian*, The WOLF Internet Radio, radio lab, speech labs) in one location. Moreover, the Advanced Classroom Building would afford state-of-the-art digital television and radio production, digital audio and video instructional media, and web-based and wireless technologies to support and strengthen the curriculum and experiential learning initiatives.

### 5. Identify the strategic plan goals pursued by your department during this academic year:

No.	Institutional Strategic Plan Goals (SPG) (2010-15)	Check the SPG pursued	Indicate your Departmental Initiatives that correspond to applicable institutional SPG
i	Every undergraduate academic program will demonstrate a distinctive blending of liberal arts education, professional competencies, and experiential learning, preparing students to be ethically responsible and civically engaged professionals in the global economy of the 21 <sup>st</sup> century.	X	Modified curriculum to allow majors to specialize in convergence journalism, public relations, and multimedia storytelling (film, entertainment radio television, magazines) effective Fall 2010.  Curriculum offers a balance of

			<p>theoretical, conceptual, and professional skills courses to prepare students to think critically, creatively, and collaboratively to meet the demands of a complex, technological media landscape and multicultural, global society. Curriculum also gives students a competitive edge in the multimedia landscape that demands both industry-specific and cross-media knowledge and skill sets.</p>
ii	<p>Every undergraduate student will be advised to take advantage of one of multiple available learning communities. Learning communities that are available to students will include communities organized by living arrangement, by year in program, by other co-curricular associations – Honors Program, Advanced Academy, Band, Athletics, Debate, or program in the major.</p>	X	<p>In the absence of a learning community, launched a pre-major listserv and a major listserv that allow faculty to keep students informed and connected, and to be proactive in keeping abreast of and responding to student concerns and interests; as well as to facilitate more consistent and open communication.</p> <p>Also encouraged pre-majors and majors to join the Mass Communications Society which sponsors professional development activities that cultivate peer and professional support networks.</p>
iii	<p>The University will endeavor to increase enrollment in and graduation from graduate programs, including doctoral programs, that have as their mark a practical professional purpose, experiential learning opportunities, and an intellectual program informed by a foundation of liberal education.</p>		
iv	<p>The University will maintain an environment that is safe and conducive to learning.</p>		

v	The University community will provide a balanced variety of cultural, recreational, leisure, and informal education programming opportunities for faculty, staff, and students that enhance the quality of campus life.	X	Provides student and professional news and entertainment media, as well as public relations and corporate video contract services for campus and community via UTV 13, <i>The West Georgian</i> , The WOLF Internet Radio, and service learning class projects.
vi	All units will strive to improve the compensation and working environment of faculty and staff in order to recruit and retain the best individuals.	X	Monitored comparative salary distribution of peer programs which will prove useful when university is in position to address salary compression  Initiated dialogue at the departmental and college level regarding the need for policy and equitable compensation for administrative appointments.
vii	The University will endeavor to increase our overall enrollment to 14,500 by the year 2015.	X	Implemented a Retention, Progression, and Graduation Plan that gives particular attention to advising, communication, experiential learning, and program prestige initiatives.
viii	With our enrollment growth, West Georgia will remain committed to the following targets of academic quality: faculty-student ratio of 18 to 1; average class size of 29; full-time to part-time faculty ratio of 4.4 to 1.	X	Conducted training for faculty advisors and appointed a pre-major advisor, which minimizes class size by averting the practice of students enrolling in unnecessary courses that exceed or do not satisfy degree requirements.
ix	West Georgia will develop several new facilities to improve quality along with meeting capacity demands due to enrollment growth	X	Continued to advocate for program to be a priority candidate for proposed Advanced Classroom Building, which would afford a state-of-

			the-art digital, integrated learning experience by housing offices, instructional space, and experiential learning laboratories (UTV 13, <i>The West Georgian</i> , The WOLF Internet Radio, radio lab, speech labs) in one location; and support and strengthen the curriculum and experiential learning initiatives.
x	Capital Campaign: The Development Office will prepare for a capital campaign to assist in meeting the long-term needs of the University of West Georgia.	X	Secured two corporate sponsorships to support the Media Day Honors Luncheon – <i>The Times Georgian</i> and Graddick Communications. Media Day is the program’s premiere initiative to recognize and celebrate academic and professional development achievements of students and alumni, as well as service commitments of community and industry friends.
xi	Communication and Marketing: The Office of University Communications and Marketing (UCM) will internally and externally promote the missions and goals of the strategic plan. This will be achieved by aligning the institution’s integrated marketing plan (advertising, visual identity standards, web presence, media relations, etc.) with the strategic plan.	X	Began preliminary phase of redesigning website to strengthen its functionality as a public relations tool for both the program and university  Provides public relations and corporate video contract services for campus clients
xii	Community Relations: The University will engage the local community educationally, culturally and recreationally.	X	Established distinguished alumni and distinguished service awards which are presented during the Media Day Honors Luncheon  Provides student and professional news and entertainment media, as well as public relations and

corporate video contract services for community via UTV 13, <i>The West Georgian</i> , The WOLF Internet Radio, and service learning class projects
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6. How did you measure successes/failures toward your expected goal(s)? What metrics are being used?

1. **Review of Syllabi/Course Material.** Each semester, faculty are required to submit their syllabi to be filed in the program office and posted on the program website. Also, during peer evaluation, which is a required criterion for third-year, promotion and tenure, and post tenure reviews, faculty submit syllabi and general course material to the department chair and advisory committees. Syllabi and course material are expected to clearly articulate learning objectives and reflect diverse assignments and assessment exercises designed to accomplish specific learning outcomes relative to media literacy, writing, and technology competencies.
2. **Capstone Courses.** Students are required to complete a minimum of four writing and technology competency skills courses, though the majority exceeds this standard. These courses integrate capstone assignments designed to give students an opportunity to demonstrate mastery of theoretical, conceptual, and practical insight. Central to writing and technology competency skills courses is the development of writing, audio, and video samples as well as other creative works that become a part of students' professional portfolio. These courses also afford students an opportunity to strengthen critical thinking, creative thinking, and collaborative decision-making, which are requisite skills for the industry.
3. **Student & Peer Evaluation of Instruction.** Faculty are required to administer *Student Evaluation of Instruction* (SEI) surveys in each of their courses. Based on a Likert scale, the instrument is designed to assess presentation, organization/clarity, exams/assignments/grading, dynamism/enthusiasm, general-instructor, and general-course criteria. Faculty are also required to undergo annual peer evaluations the initial three years of employment, and subsequently as part of their third-year, promotion and tenure, and post tenure reviews.
4. **External/Industry Comparative Evaluation.** Faculty routinely draw on experiential learning experiences to evaluate the curriculum, i.e., the fit between what is being taught in the classroom and what prospective employers expect graduates to know and be able to do. As such, internship supervisors are required to assess students' requisite knowledge and skill sets; faculty and staff participate in professional development seminars, workshops, and fellowship programs; and faculty regularly invite industry professionals to present as guest lecturers and panelists, and to network with students in order to keep abreast of the practices, trends, challenges, opportunities, and entry-level qualifications (see faculty vita, annual reports at

<http://www.westga.edu/~masscom>).

5. **Senior Exit Survey.** Graduating seniors are required to complete an exit survey, which is administered by the department chair. The exit survey is designed to assess students' perceptions of the degree program in terms of appropriateness of courses relative to career readiness, satisfaction with advising, and degree of confidence in securing appropriate employment or graduate school admission as a result of the degree program.
6. **Annual Evaluation of Faculty.** Each year, the department chair evaluates faculty teaching, professional growth and development, and service productivity based on mutually agreed upon goals set at the onset of the calendar year and in accordance with standards described in program workload, third-year review, and promotion and tenure documents, which may be accessed at <http://www.westga.edu/~masscom>.
7. **Annual Evaluation of Professional Staff.** Each year, the department chair evaluates professional staff performance in accordance with the *Performance Evaluation* instrument administered by Human Resources. The instrument addresses job knowledge, quality of work, quantity of work, dependability, attitude, initiative, interpersonal relations, appearance, and overall performance factors.
8. **Annual Assessment of Retention, Progression, Graduation Plan.** The RPG plan outlines initiatives to strengthen student retention, progression, and graduation by giving particular attention to advising, communication, experiential learning, and program prestige initiatives. Assessment of RPG initiatives are incorporated into annual assessment processes, e.g., progress regarding RPG Initiatives are reported in the annual program report; annual faculty and staff evaluations report achievements regarding RPG initiatives relative to teaching, professional growth and development, and service activity and achievements; and the senior exit survey, which is administered to graduating seniors to assess their perceptions of program quality, is being revised to include items that address applicable RPG initiatives.

7. Describe some notable achievements toward selected goal(s) during this academic year.

1. Modified curriculum to allow majors to specialize in convergence journalism, public relations, or multimedia storytelling (film, entertainment radio and television, magazines) effective Fall 2010. This modification gives students a competitive edge in the multimedia landscape that demands both industry-specific and cross-media knowledge and skill sets; and will strengthen the program's ACEJMC application.
2. Researched and advocated for the feasibility of pursuing independent department status to strengthen ACEJMC application, and to heighten program visibility and autonomy. A review of the 21 accredited mass communication and journalism programs in Georgia and the contiguous states of Alabama, Florida, North Carolina, South Carolina, and Tennessee reveals that none are housed in departments with out-

of-discipline programs (as is the case with our program, the Department of Mass Communications & Theatre Arts). Independent department status would align Mass Communications with ACEJMC programs, and address the uncertainty regarding whether having a department chair out-of-discipline will pose an issue. The Provost and Vice President of Academic Affairs has recommended independent department status effective January 2011 or soon thereafter.

3. Realized a 20% increase in pre-majors by requiring students to update their major status as part of a strategic advising plan implemented as a component of the RPG Plan.
4. Submitted successful Student Activity Fee Budget Allocation grant proposals to support Mass Communications Society (MCS) initiatives, including funding to underwrite Media Day 2010 activities; awarded \$8,000. MCS sponsors professional development activities that cultivate peer and professional support networks.
5. Submitted successful technology fee grant to begin development of The WOLF Internet Radio; awarded \$50,000. The WOLF Internet Radio expands experiential learning opportunities, and is particularly significant given the redefinition of WUWG Radio 90.7 FM, as a remote Georgia Public Radio affiliate station.

8. What resources could have helped you achieve or exceed your goals for the year? How would you have used them to facilitate/improve the work of your department?

### ***Operational Budgets***

1. Though the operational budget has not increased in over a decade, operational expenses have increased due to staff growth and increasing costs of products and services. Also, the program's static operational budget typically supports 3-5 speech communication faculty lines that Academic Affairs houses within Mass Communications without operational support. Allocation of said lines to the program budget, including operational funds, would allow for more effective scheduling and instructional support.
2. Given that Mass Communications is a technology intensive program, it is critical that operational funds are committed to support technology purchases, maintenance, and repairs for its experiential learning laboratories, i.e., UTV, the radio lab, The WOLF Internet Radio, and the *West Georgian*. In contrast, however, the program is dependent on student activity fees, end-of-year surplus funds, and contract revenue which compromises day-to-day operational decision-making as well as strategic planning, and subjects experiential learning laboratories to tenuous funding.

### ***Technology***

Mass Communications offers a number of writing courses, but is assigned priority scheduling for one TLC computer lab, which limits flexibility in scheduling classes. Also,

courses often require specialized software and access during non-class hours. Therefore, there is a need for additional priority scheduling or a writing lab. Similarly, the program offers large lectures, namely COMM 1154, but experiences scheduling challenges due to no priority scheduling for said courses.

### ***Personnel***

1. Mass Communications needs a tenure-track broadcast journalism faculty line and a television/film production instructor line. A majority of majors are interested in broadcast journalism and television/film production which are current voids in the current faculty profile. Also, these additional faculty lines would reduce the faculty-to-major ratio. Case in point, upper-level program courses are primarily supported by five-tenure track lines, though Mass Communications accounts for the 5<sup>th</sup> highest number of majors, and confers the 2<sup>nd</sup> highest number of Bachelor of Arts degrees and the 4<sup>th</sup> highest number of overall bachelor degrees among programs in the COAS (Institutional Research).
2. The current *West Georgian* advisor is a limited term instructor funded via the vacant department chair line. Consequently, funding is needed for a permanent faculty line to avoid the need to rotate faculty every seven years.
3. UTV needs a part-time engineer to manage on-going equipment maintenance and repairs. In the absence of a part-time engineer, repairs sometimes cost the station more money and time; and at times result in programming and instructional support interruptions.
4. The WOLF Internet Radio, a new initiative, is currently being managed by student assistants, though a General Manager hire is necessary to effectively operate the station as an experiential learning laboratory. Also, student activity fees are the primary funding source. This subjects the station to tenuous funding which may prove to be problematic when the program undergoes review for accreditation by ACEJMC
5. Faculty salaries are below average compared to counterparts at peer programs; and salary compression continues to be an on-going issue compounded by modest or no salary increases relative to cost of living and insurance premium increases. Given that Mass Communications was excluded in the most recent salary compression analysis, faculty would like to be included in any upcoming initiative.
6. A longer term goal is for Mass Communications to secure funding to hire an advising/internship coordinator. Advising is a critical aspect of engaging and cultivating a relationship with prospective majors, pre-majors and majors to ensure their success in the program and profession; and is a critical RPG indicator. As such, faculty implemented a strategic advising plan as part of the Mass Communications RPG plan. However, given the high faculty-to-major ratio, it is becoming increasingly challenging for faculty to realize adequate time to effectively advise prospective majors, pre-majors, and majors.

Moreover, given the high import of hands-on experience and professional portfolios in the discipline to secure entry-level positions, it is critical to provide opportunities for and to encourage participation in experiential learning. Beyond professional development, experiential learning opportunities allow students to cultivate peer and professional support networks that keep them engaged in the program and profession. Consequently, the internship coordinator would primarily be charged to centralize and manage publicity and the application process; assess evaluation criteria in accordance with the ACEJMC criteria; track student and employer statistics; coordinate an annual internship fair; and generate and cultivate employer opportunities.

### DEPARTMENTAL ACHIEVEMENTS

**Place NA if not applicable or 0 if zero for the year.**

9	Percent of Students passing licensing, certification, or other accreditation examinations related to their chosen field	n/a
10	Proportion of graduating students going on to graduate or professional schools	
11	Number of nationally recognized programs	n/a
12	Number of Endowed Chairs and Full Professors	n/a
13	Types of licensure ( <i>please list</i> )	
	n/a	
14	How does the department prepare students for licensure? n/a	
15	Other notable achievements by the department	
	<p>Media Day set new attendance records. More than 160 guests attended, including more than 30 professionals, and about 80 students.</p> <p>Speech communication faculty negotiated a <i>Public Speaking</i> textbook price reduction with McGraw-Hill; students will pay \$69 versus over \$100.</p> <p><i>The West Georgian</i> staff received a photography award from the Georgia College Press Association.</p> <p>The WOLF Internet Radio was launched April 21, 2010.</p>	

## STUDENT ACHIEVEMENTS

Place NA if not applicable or 0 if zero for the year.

16	Total Published Research Papers	0
17	Total Presentations	1
18	Total Internships	30-40
19	Total Co-ops	n/a
20	Total Scholarships	
21	Total Fellowships	n/a
22	Total Students engaged in Funded Research	n/a
23	Total Students receiving National Awards and/or National Recognition	0
24	Total Students inducted into Academic Honor Societies	n/a
25	Total Student Programs (debate, cheerleaders, athletic teams) receiving national recognition	0
26	Other notable achievements by students	
	<p>Five students were awarded the following discipline-specific scholarships.</p> <p>David S. Parkman III Scholarship  Dora Byron Memorial Scholarship  Frances Parkman Memorial Scholarship  George Fields Whatley Scholarship  Harold Newell Scholarship</p> <p>Nearly 60 students were honored during the Media Day Honor's Luncheon for their academic and professional development achievements.</p> <p><i>Mass Media Research</i> students conducted personal interviews and focus groups; and drafted preliminary survey questions as part of an initiative to revise the senior exit survey under the direction Dr. Camilla Gant.</p> <p><i>Public Relations Campaigns</i> students created the COAS Newsletter, <i>The Connection</i>, under the leadership of Dr. Amber Smallwood.</p> <p>SRAP students presented as panelists at the Broadcast Education Association Conference under the leadership of Dr. Amber Smallwood. The panel was entitled <i>Localism at PBS Member Stations: What Programmers Say and Do</i>.</p> <p>John Morgan &amp; Chris York won Best Picture award in the 48 Hour Film Race; they are also finalists in the Georgia College &amp; State University's Bald Short Film Festival, and may qualify to enter the Atlanta Film Festival if they place first place.</p> <p>Jeffery Tidwell won Audience Favorite award in the UWG Film Festival.</p>	

<b>FACULTY/STAFF PRODUCTIVITY</b>		
<b>Place NA if not applicable or 0 if zero for the year.</b>		
<b>Total Number of Faculty: Full-Time <u>11</u> Part-time <u>1</u></b>		
<b>TEACHING</b>		
27	Total New Course Developments	3
28	Total Faculty Teaching Honors Courses	0
29	Total Faculty Traveling Abroad for Teaching Purposes	1
30	Total Number of Faculty Involved in Academic Advisement	10
<b>RESEARCH/PRODUCTIVITY</b>		
31	Total Books and Monographs	0
32	Total Book Chapters	0
33	Total Peer Review Articles	6
34	Total Other Shorter Works	0
35	Total Paper Presentations	8
36	Total Other Presentation	5
37	Total In-House Publications	0
38	Total Juried Exhibits/Performances	0
39	Total Other Exhibits/Performances	0
40	Total Positions Held in Journal Editing/Review	0
41	Total Faculty involved in Notable Continuing Education Efforts	1
42	Total Faculty traveling Abroad for Research Purposes	1
<b>PUBLIC SERVICE</b>		
43	Total Participants in Honors Organizations	0
44	Total Offices held in Professional Organizations	0
45	Total Advisors of Student Organizations	4
46	Total Participants in Cooperative Consulting Efforts	0
47	Total System-wide/UWG Committee Activities	0
48	Total Participants in Public Service Activities	12
49	Other notable achievements by faculty	
	<p>Dr. Camilla Gant was awarded a COAS Online Course Development Grant.</p> <p>Dr. Soo Moon was awarded a SRAP and LRC Faculty Research Grant.</p> <p>Mrs. Gail Reid was awarded an LRC Faculty Research Grant and a COAS Faculty Curriculum Development Grant. She was also selected on a competitive basis to participate in the Governor's Teaching Fellows program and the Council on International Educational Exchange Faculty Development Program in Spain/Morocco.</p> <p>Dr. Amber Smallwood won first place in the refereed research debut category in the Broadcast Education Association research division. Her paper is entitled "Defining alternative: Five emergent ideal types for public television in the U.S." She was also awarded a COAS Curriculum</p>	

Development Grant and a LRC Faculty Research Grant.

Dr. Brad Yates was selected on a competitive basis to participate as a Faculty Fellow in the Faculty Seminar of the Academy of Television Arts and Sciences Foundation. One of 20 faculty selected from a national applicant pool.

**GRANTS/AWARDS**

50	Total Proposals Submitted	8
51	Total Proposals Funded	6
52	Total Amount Awarded	\$62,500
53	Total Grants Generated by Department	0
54	Total Faculty receiving Grants	4
55	Total Fellowships Awarded	1

**IMPORTANT: Please do not abbreviate. Please spell out all organization/program names.**

56	New Degree Programs or Deletions ( <i>name of program and semester added/deleted</i> )	

57	New Departments or Other New Units; Also any Restructuring of These	
	Mass Communications is slated to become an independent department by January 2011 or soon thereafter.	

58	Accreditation or Similar Distinction or Renewal ( <i>name of accrediting body and date department/program received accreditation</i> )	

59	Additional Comments Concerning Your Department	

**UPON COMPLETION**

Please email completed report to the **Dean of Your College**

& to:

**Institutional Research and Planning**

Tara Pearson

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