

**Blueprint for Academic Excellence at USC**  
**College of Mass Communications & Information Studies**

**March 6, 2011**

## TABLE OF CONTENTS

Executive Summary	3
Five-Year Goals	4
2011-2012 Academic Year Goals and Progress	7
2012-2013 Academic Year Goals and Strategies	9
Unit Statistical Profile	11
Scholarship, Research and Creative Accomplishments	18
Continuing Education	20
Student Retention	20
Student Graduation and Placement	21
Distributed Learning	22
USC Connect and Community Engagement	23
Faculty Hiring/Retention and Ph.D. Programs	24
Funding Sources	26
Research	27
APPENDIX I – Additional Statistical Information	28
APPENDIX II – 2011 Bibliography	35

## Executive Summary

### Strengths and accomplishments (5 years):

- Leadership team of directors, associate deans, development in place.
- Successful reaccreditation by ALA (SLIS) and ACEJMC (SJMC)
- Increased research and grant production in both schools
- Solid faculty hires in SJMC (Professors Besley, Forde, Kim, Alvarado, McGill, Weir) and in SLIS (Professors Solomon, Albright, Gavigan, Rathbun-Grubb and Augusta Baker Chair Dr. Michelle Martin.)
- SLIS Ph.D. and BSIS degrees launched with first degrees in both programs awarded this year.
- Interdisciplinary health communications certificate with ASPH.
- Nationally recognized literacy initiative.
- SLIS transition from satellite TV courses to web-based conference & online courses.
- Tenure and promotion revisions were completed for both schools in 2011.

### Weaknesses aka opportunities:

- Distributive education—a strength in SLIS, but could be more effective in SJMC. Active participant in university endeavor to increase DE.
- SJMC curriculum is review and revision is nearing completion. While we have long preached media convergence, the curriculum should now reflect that and provide flexibility to match the changed media environment.
- Both schools have diversity recruitment efforts that have demonstrated success. The SJMC effort is being assessed to focus the effort to make it more effective.
- Physical needs in the college are being addressed, though not yet complete. A two-year HVAC upgrade for Davis College (SLIS) is scheduled for completion in summer 2012. The renovation and expansion of Health Sciences for SJMC remains the critical facility need for which we urge the earliest possible completion and the least delay in vacating the building so the construction can be started.

### Library and Information Science Schools (Dr. Hastings): *U. S. News & World Report* ranking for 2009:

1. Univ of Illinois—Urbana-Champaign (tie for 1st)
1. UNC—Chapel Hill (tie for 1st)
3. Syracuse University
4. University of Washington
5. University of Michigan—Ann Arbor
6. Rutgers—New Brunswick
7. Indiana University—Bloomington
8. University of Texas—Austin
9. Drexel University
10. Simmons College

### SLIS peers:

1. Rutgers - New Brunswick
2. University of Pittsburgh
3. Florida State University
4. San Jose State University
5. Syracuse University

### Schools of Journalism and Mass Communications (Dr. Pardun):

(There are no regular national rankings of journalism or communications programs. Assuming similar makeup, these are the strongest, with numbers 3 through 8 as our peers.)

1. UNC at Chapel Hill
2. Arizona State University
3. University of Georgia
4. Penn State University
5. University of Florida
6. University of Texas-Austin
7. University of South Carolina
8. University of Missouri
9. University of Alabama
10. Louisiana State University

## **Five-Year Goals**

### Goal 1: Create a more effective learning environment in appropriate facilities for the college.

We have received final approval from the SC Budget and Control Board for Phase II in the renovation of the Health Sciences Building as the future home for the School of Journalism and Mass Communication and the college administration. Our architects are proceeding with design refinements and schematics in order to begin the bid process this year for construction to commence in 2013. We await definitive word on the date when the School of Public Health will vacate the building. We remain hopeful that our construction might start by mid-2013 with a move in date in 2014, as our architects and project manager estimate 16 to 18 months for construction. As of this writing, the College has raised nearly \$2.5 million in gifts and pledges for outfitting the journalism school's future building. Delays in our timeline negatively impact our cultivation of donor prospects.

Installation of a new HVAC system in Davis College, along with some connectivity upgrades, is underway. Completion is anticipated by the beginning of the Fall 2012 term.

Faculty in SLIS are proceeding with the installation and calibration of the production of Arius 3-D images as learning experiences for students interested in cultural heritage. When fully functioning, images will be incorporated into appropriate teaching modules for online courses to meet needs of students that may not be able to visit museums, libraries & archives. The project has been delayed by manufacturer's needs to replace the initial scanner.

The College's IFRA Newsplex facility at ETV will be closed in December 2012, the end of the current lease period. Newsplex will be moved to temporary quarters in the Coliseum and continue to function as a virtual program, offsetting operating costs and reasonable portion of salaries with contracts and grants. Newsplex plays a valuable role in the College's connection with organizations at the community, state, national and international levels. For that reason, plans for the Health Sciences renovation include an area designated as next-generation Newsplex to include many multi-media activities.

### Goal 2: Stabilize and grow enrollment.

Student headcount for Fall 2011 is at the highest point since 2008 in all levels except the College's masters degree programs. Retention rates for freshmen (89.5%) and sophomores (91.2%) continue to rise and remain higher than those of the University as a whole. Enrollment continues to increase in the young BSIS and PhD programs in the School of Library and Information Science.

Recruitment efforts in both Schools remain productive. The College is assessing opportunities for recruitment and expansion of horizons offered by the new Palmetto College.

SLIS continues its outreach to potential MLIS students by attending state and national library association conferences and hosting student and alumni teas. Conference participation includes the New England Library Association, the Council of Media Organizations (Georgia), the West Virginia Library Association, the Virginia Library Association, the Virginia Educational Media Association, the Maine Libraries Conference, the South Carolina Library Association, the South Carolina Association of School Librarians, the South Carolina Book Festival, the SC Chapter of the Special Library Association, Ed Tech (SC), the American Library Association, the Association of Library and Information Science Education, the Medical Library Association, the Special Library Association, the American Society for Information Science and Technology, and the Museum Computer Network.

Goal 3: Raise the minority participation in all aspects of the college.

The SJMC multi-cultural forum was cancelled for fall 2012 because of lack of participant interest. Instead, SJMC has worked to create other events that will help to meet the needs of minority students as they consider SJMC as a possible place of study. Currently, SJMC is creating an investigative journalism seminar geared toward minority students. The first seminar will occur in summer 2012 in conjunction with our Carolina Journalism Institute.

During spring 2012, SJMC hosted a series of events with the Department of History focusing on the media's role in the Civil Rights Movement. As a highlight of the week, SJMC hosted an invitation-only luncheon for students. Minority and majority students were invited to the luncheon to hear John Seigenthaler talk about his experiences with the Freedom Riders efforts to integrate the South in the 1960s. At least half of the students in the audience were African-Americans. Many spoke with Seigenthaler after the event to thank him for his heroism.

SJMC is also teaching two classes this semester, geared toward minorities in the media. Both of these classes have attracted significant numbers of African-American students. SJMC is continuing to make efforts to reach out to minority students.

The SLIS Graduate Admissions and Placement Coordinator attends recruiting events at HBCUs throughout the Southeast. Over the past several years, SLIS has been represented consistently at the following institutions: Virginia State University, Virginia Union University, Benedict College, Voorhees College, Claflin University, South Carolina State University, Clark Atlanta University, Johnson C. Smith University, and Fort Valley State University. We have also been represented at the HBCU Library Alliance Dean's and Director's Meeting, SAEOPP McNair Conference, McNair Scholars Conference at Penn State University, and the National Black Graduate Student Association Conference.

The SLIS Diversity Leadership Group is a volunteer group composed of practicing library professionals and students at the School of Library and Information Science. Activities

of the group include: sponsoring a program on recruitment, retention, and advancement of African-Americans in libraries for a conference of the South Carolina Library Association; organizing a mentoring network for students and practicing professionals from under-represented populations; organizing a diversity pre-conference to the South Carolina Library Association annual conference; and writing and presenting faculty/staff and student diversity plans for the school which were adopted by the faculty and posted to the school's web site.

All faculty searches in the College include advertisements in national and international media proven to appeal to a diverse audience. Faculty and administrators use personal and professional contacts to seek out minority candidates and encourage them to apply for our positions. The SLIS was successful in hiring Dr. Michelle Martin as the first Augusta Baker Chair in Childhood Literacy in August 2011. The chair is one of only a few such positions in the country to be named for an African-American female.

#### Goal 4: Expand collaborative efforts internally at USC and externally.

We continue to actively recruit candidates for our Certificate of Graduate Study in Health Communication. As an organization member of the *Coalition for Health Communication*, an international organization with the mission of strengthening the identity and advancing the field of health communication, we are able to advertise the certificate program on the CHC Web site. This strategy has been successful in reaching potential health communication certificate students outside of the University of South Carolina and the state of South Carolina.

BGTIME—a collaboration of the College of Mass Communications and Information Studies, Benedict College, SCETV, The State and the Central Carolina Community Foundation--was transferred to the South Carolina Office on Aging, under the lieutenant governor's auspices, in 2011. This was a logical transition that created a sustaining mechanism once grant funding from CCCF and the Knight Foundation had been fully used. We remain involved – mostly through Newsplex director Randy Covington – in an advisory capacity.

The Fall 2011 term marked the matriculation of the first two students to enroll in the dual degree program of study in journalism and mass communication and in law (M.M.C./J.D.). This unique program is designed to appeal primarily to two types of potential students. The first is students who intend to be professionals in the mass media (e.g., news journalists, public relations/advertising professionals, Internet entrepreneurs) who will either deal with legal issues or simply wish to have a legal background. The second is students who intend to be practicing attorneys and who wish to specialize in media law-related matters, including intellectual property, telecommunications regulation and new media.

The MLIS cohort program has been converted from geography-based to time-based in order to expand beyond specific states. In addition to our normal presence at state library conferences in former cohort states (VA, WVA, ME, GA), recruitment strategies include targeted presentations at HBCUs & paraprofessional fairs. Plans to strengthen

our programs in cultural heritage & digital humanities will make the SLIS one of only a few schools with these specializations available online.

SJMC has continued to expand its internal and external collaborations. For example, the school continues to build on its success from last year's inaugural Media History and Civil Rights Symposium by working with the History Department to shed light on the media's role in the Civil Rights Movement. (Elaborated on elsewhere in the Blueprint.

Our business journalism initiative received a boost this spring when the school was awarded funding to hire a visiting business journalism professor. Rob Wells, a veteran business journalist, is teaching two business journalism courses, and developing a radio show in collaboration with ETV and the School of Business.

Our Convergence Conference continues to reach out to schools across the country. During the next year, the conference will focus on business journalism, allowing even more opportunity for collaborative efforts.

### **2011-2012 Academic Year Goals**

Goal 1: Obtain additional technical expertise for faculty and student support with software, systems and hardware.

Strategy: Investigate and evaluate centralized options, especially through Center for Teaching Excellence, compared to college or unit support. Use the two schools' technology committees to evaluate options, in particular, as they match the requirements of revised curriculum.

Progress: Centralized options are limited and not always available when needed. Reorganization of CMCIS technology support team, adding an additional technology person and using the online tutorials prepared by CTE for teaching support are current solutions. Need to continue to monitor.

Goal 2: Incorporate SLIS doctoral students into Center for Digital Humanities.

Strategy: Use first year of federal funding for the Cultural Heritage Informatics Leadership (CHIL) doctoral fellowships to bring four of the seven funded fellows to campus in Fall 2011. Through collaboration among SLIS, Center for Digital Humanities, McKissick Museum and the Digital Projects Lab of Thomas Cooper libraries, students will investigate real world problems concerning cultural heritage.

Progress: Successful placement of master students in the Center for Digital Humanities and CHIL fellows to follow in fall 2012.

Goal 3: Complete each school's curriculum.

Strategy: Complete revision of each school's curriculum and tie results to assessment plans.

Progress: SLIS curriculum revision is complete, and SJMC's curriculum revisions are expected by the March 20 deadline to move the process through the university's curriculum committee. Phase in of the new curriculum will begin Fall 2012 with a full roll-out in Fall 2013.

Goal 4: Expand international opportunities for faculty and students.

Strategy: Build on current successes and established collaboration with office of International Studies to offer and promote additional study and research opportunities. SJMC is currently developing journalism programs in Tbilisi, Georgia, under federal grant funding. Funding includes provision for funding three PhD students from Tbilisi. SJMC has also offered for several years faculty-led beyond the classroom experiences in the Jamaica and Germany. SLIS will this year offer a similar faculty-led Great Libraries experience in Paris and Rome.

Progress: SLIS has postponed the study abroad experience until summer 2013. SLIS continues to explore possible collaborations and has established goals to obtain two Fullbrights in next five years.

A SJMC faculty member has spent AY 2011-2012 in Tbilisi working to develop the journalism and media management program at the school. Three of the school's faculty members are completing their first years as doctoral students in SJMC and all agree that they are a vital addition to the graduate program.

Additionally, SJMC received an endowment gift from a former faculty member. Of that gift, \$350,000 has been earmarked for international opportunities for SJMC students and faculty. The first year's spendable funds (about \$13,000) will be available on July 1, at which time the international committee will begin to investigate opportunities for our students and faculty who wish to travel internationally or enhance their global experience in other ways.

Goal 5: Increase grant proposal and award management assistance.

Strategy: Broadly assess centralized options compared to college or unit support. In 2008 budget cuts, a College grant-support position was cut. Faculty have markedly increased grant applications and funding on their own, but greater growth may be possible with the restoration of such a position, subject to our evaluation as to whether central functions can provide equal or better support.

Progress: This goal remains under study. Indications are that the new VP for Research may offer assistance of the sort we need, either on a centralized basis or in conjunction with units. An exploratory meeting is being scheduled.



## **2012-2013 Academic Year Goals**

Goal 1: Migrate undergraduate students from the old curriculum to the new curriculum.

Strategy: While maintaining both the old and the new SJMC curriculum, encourage students to opt for the new curriculum because the school believes that it is a more flexible, better functioning curriculum that will serve their needs better. The school will make the easy changes in fall 2012 while moving to the more complicated issues in spring 2013.

Goal 2: Focus on developing the graduate program in SJMC, particularly at the doctoral level.

Strategy: SJMC will launch a national search for a new graduate director in fall 2012. Advertising nationally for this position will, in itself, provide increased attention to the doctoral program. In addition, SJMC will continue to increase its outreach efforts that it began this year by advertising the graduate program in appropriate academic conference programs and sending our graduate faculty and students to area universities and colleges to give research presentations and speak about the program. An endowment of \$250,000 received last year has been allocated to enhance scholarship opportunities for incoming doctoral students. This fund, currently yielding approximately \$11,000 each year, will be used to supplement doctoral students' stipends, thus helping to make our program more competitive than we have previously been able to be.

Goal 3: Position SJMC for the long term by developing a strategic plan for hiring scholars that will both help generate new knowledge in the field of mass communications as well as help to address the vast needs of the undergraduate program.

Strategy: With the new curriculum in place and the plan for hiring a new graduate director developed, SJMC is able to analyze its needs for new hires for the next several years. With a stabilized faculty and a few retirements on the horizon, the opportunity is ripe to think as strategically as possible about the next faculty hires. Over the next year, faculty will engage in conversations laying the groundwork for attracting the best scholars/teachers to join SJMC.

Goal 4: Investigate creating and maintaining secure Cloud storage for current CMCIS students and alumni.

Strategy: Confer with campus administrators to assess the University's interest in cloud storage, compatibility, student and alumni interest, and leadership role the College might play in such a project.

Goal 5: Create a more broadly multicultural, multiethnic, and multilingual population of students, staff and faculty to reflect both the diversity of the state and the global engagement of the University.

Strategy: Continue intense recruitment at conferences for Reforma, ALA Black Caucus, Joint Conference for Librarians of Color, all southeastern HBCU fairs, paraprofessional conferences and meetings. Place advertisements on the web and in minority publications.

Goal 6: Investigate a more aggressive plan to encourage a heightened commitment to scholarship among untenured faculty.

Strategy: Provide opportunities for young faculty to explore interdisciplinary research and collaborative activities within the College and the University. Create occasions to foster more exposure to noteworthy scholars from outside the University

## Unit Statistical Profile

1. Number of entering freshman for Fall 2008, Fall 2009, Fall 2010 and Fall 2011 classes and their average SAT and ACT scores.

	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>
<b>Test Scores (avg)</b>				
# New Fresh / ACT	249/26	230/26	273/25	239/27
# New Fresh / SAT	249/1177	230/1187	273/1183	239/1190

2. Freshman retention rate for classes entering Fall 2008, Fall 2009, and Fall 2010.

		<b>2008 Cohort</b>	<b>2009 Cohort</b>	<b>2010 Cohort</b>
<i>Started</i>	<i>Ended</i>			
↓	↓	Returned '09	Returned '10	Returned '11
MCIS	Same School	78.2%	71.1%	78.9%
	Other School	11.7%	12.7%	10.6%
	Total	89.9%	83.8%	89.5%
USC Overall	Start School	72.7%	71.2%	71.9%
	Other School	14.1%	14.7%	14.8%
	Total	86.8%	85.9%	86.8%

3. Sophomore retention rate for classes entering Fall 2007, Fall 2008, and Fall 2009.

		<b>2007 Cohort</b>	<b>2008 Cohort</b>	<b>2009 Cohort</b>	<b>2010 Cohort</b>
<i>Started</i>	<i>Ended</i>				
↓	↓	Returned '08	Returned '09	Returned '10	Returned '11
MCIS	Same School	75.5%	78.2%	71.1%	77.3%
	Other School	13.2%	11.7%	12.7%	13.9%
	Total	88.7%	89.9%	83.8%	91.2%
USC Overall	Start School	73.6%	72.7%	71.2%	78.2%
	Other School	13.5%	14.1%	14.7%	12.9%
	Total	87.1%	86.8%	85.9%	91.1%

4. Number of majors enrolled in Fall 2008, Fall 2009, Fall 2010 and Fall 2011 by level: undergraduate, certificate, first professional, masters, or doctoral (headcount)

	<b>Fall 2008</b>	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>
<b><u>Student Headcount</u></b>				
Undergraduate	1,356	1,388	1,426	1,444
Masters	465	470	463	403
Specialist	11	9	10	12
Certificate	11	8	3	8
First Professional	0	0	0	0
Doctoral	24	31	30	40
<b>Total</b>	<b>1,867</b>	<b>1,906</b>	<b>1,932</b>	<b>1,907</b>

5. Number of entering first professional and graduate students: Fall 2008, Fall 2009, Fall 2010, and Fall 2011, and their average GRE, MCAT, LSAT, etc.

School	Admit Term	Degree	Count	GREV Av	GREQ Av	GRE Total Av	GREW Av	MAT Av
Library and Information Science	Fall 2011	MLIS	%Graduate test scores were excluded due to high percentage of missing test scores on USC database					
	Fall 2011	CERT						
	Fall 2011	SPEC						
	Fall 2010	MLIS	80	533	521	1053	4.2	430
	Fall 2010	CERT	2	585	510	1095	4.3	-
	Fall 2010	SPEC	4	-	-	-	-	422
	Fall 2009	MLIS	88	561	564	1125	4.4	424
	Fall 2009	CERT	5	600	610	1210	4.8	409
	Fall 2009	SPEC	2	-	-	-	-	409
	Fall 2008	MLIS	91	533	535	1088	4.4	421
	Fall 2008	CERT	4	583	483	1067	-	444
	Fall 2008	SPEC	5	450	290	740	-	398
Journalism and Mass Communications	Fall 2011	PHD	%Graduate test scores were excluded due to high percentage of missing test scores on USC database					
	Fall 2011	MA						
	Fall 2011	MMC						
	Fall 2010	PHD	7	547	536	1083	4.3	n/a
	Fall 2010	MA	2	490	630	1120	3.8	n/a
	Fall 2010	MMC	18	469	540	1009	4.2	n/a
	Fall 2009	PHD	4	580	520	1100	4.6	n/a
	Fall 2009	MA	0	-	-	-	-	n/a
	Fall 2009	MMC	20	490	555	1045	4.1	n/a
	Fall 2008	PHD	4	465	575	1040	4.0	n/a
	Fall 2008	MA	0	-	-	-	-	n/a
	Fall 2008	MMC	19	480	554	1034	4.3	n/a

6. Number of graduates in Fall 2010, Spring 2011, summer 2011, by level (undergraduate, certificate, first professional, masters, doctoral)

	<b>Fall 2010</b>	<b>Spring 2011</b>	<b>Summer 2011</b>
<b><u>Degrees Awarded</u></b>			
Undergraduate	99	215	24
Masters	69	99	17
Specialist	0	1	2
Certificate	1	1	0
First Professional	0	0	0
Doctoral	0	1	1
<b>Total</b>	<b>169</b>	<b>317</b>	<b>44</b>

7. Four-, Five-and Six-Year Graduation rates for the three most recent applicable classes (undergraduate only)

<b>Graduation Rates</b>											
		<b>2003 Cohort</b>			<b>2004 Cohort</b>			<b>2005 Cohort</b>			
<i>Started</i>	<i>Ended</i>										
↓	↓	4-Year Grad	4-Year Grad	4-Year Grad	4-Year Grad	5-Year Grad	6-Year Grad	4-Year Grad	5-Year Grad	6-Year Grad	
MCIS	Same School	37.3%	37.3%	37.3%	40.2%	48.1%	48.5%	39.1%	52.0%	52.3%	
	Other School	10.0%	10.0%	10.0%	14.2%	21.3%	23.4%	17.2%	21.9%	22.6%	
	Total	47.3%	47.3%	47.3%	54.4%	69.5%	72.0%	56.3%	73.9%	74.9%	
USC Overall	Start School	32.1%	32.1%	32.1%	34.3%	44.3%	45.8%	38.0%	47.0%	48.5%	
	Other School	13.7%	13.7%	13.7%	11.4%	20.0%	21.6%	13.2%	20.2%	21.8%	
	Total	45.8%	45.8%	45.8%	45.7%	64.3%	67.4%	51.2%	67.2%	70.3%	

8. Total credit hours and grade distribution generated by your unit regardless of major for Fall 2010, Spring 2011, and Summer 2011.

USC - Columbia Undergrad Grade Distribution by College AY 2010-2011											
<b>Fall 2010</b>											
<i>School</i>	Count	A	B+	B	C+	C	D+	D	F	W	WF
Journalism	2900	32.1%	19.7%	23.1%	8.9%	9.5%	1.0%	1.5%	2.4%	1.7%	0.2%
<b>Spring 2011</b>											
<i>School</i>	Count	A	B+	B	C+	C	D+	D	F	W	WF
Journalism	2970	34.8%	16.7%	23.6%	9.5%	8.8%	0.5%	1.6%	2.4%	2.2%	0.1%
<b>Summer 2011</b>											
<i>School</i>	Count	A	B+	B	C+	C	D+	D	F	W	WF
Journalism	256	50.0%	19.5%	14.8%	4.3%	6.6%	0.0%	0.8%	1.2%	2.7%	0.0%

9. Percent of credit hours by undergraduate major taught by faculty with a highest terminal degree.

Advertising, B.A.J.M.C.	32.88%
Broadcast Journalism, B.A.J.M.C.	28.77%
Information Science, B.S.	33.09%
Journalism, B.A.J.M.C.	33.99%
Journalism, Mass Communications, B.A.J.M.C.	31.08%
Public Relations, B.A.J.M.C.	28.69%
Visual Communications, B.A.J.M.C.	31.53%

10. Percent of credit hours by undergraduate major taught by full-time faculty.

Advertising, B.A.J.M.C.	73.58%
Broadcast Journalism, B.A.J.M.C.	68.01%
Information Science, B.S.	70.59%
Journalism, B.A.J.M.C.	67.73%
Journalism, Mass Communications, B.A.J.M.C.	72.21%
Public Relations, B.A.J.M.C.	74.22%
Real Estate, B.S.B.A.	64.05%
Visual Communications, B.A.J.M.C.	67.01%

11. Number of faculty by title (tenure-track by rank, non-tenure track (research or clinical) by rank) as Fall 2009, Fall 2010, and Fall 2011 (by department where applicable).

	<b>Fall 2009</b>	<b>Fall 2010</b>	<b>Fall 2011</b>
<b><u>Tenure Track Faculty</u></b>			
Professor	7	7	8
Associate Professor	18	16	18
Assistant Professor	9	11	11
<b><u>Research Faculty</u></b>			
Professor	0	0	0
Associate Professor	0	0	0
Assistant Professor	0	0	0
<b><u>Instructors</u></b>	15	16	14
<b><u>Lecturers</u></b>	0	0	0
<b><u>Visiting Faculty</u></b>			
Professor	2	2	2
Associate Professor	0	0	0
Assistant Professor	1	1	2
<b><u>Clinical Faculty</u></b>			
Professor	0	0	0
Associate Professor	0	0	0
Assistant Professor	0	0	0
Instructor	0	0	0
<b><u>Adjunct Faculty</u></b>	20	24	19



12. Current number and change in the number of tenure-track and tenured faculty from underrepresented minority groups from FY 2010.

Mass Communications & Info Studies					CHANGE
-	<u>ETHNICITY</u>	<u>FALL 2011</u>	<u>ETHNICITY</u>	<u>FALL 2010</u>	-
<i>PROFESSOR</i>	Black or African American	1	Black or African American	0	1
	White	5	White	5	0
	Two or More Races	1	Two or More Races	1	0
	N/R Alien	1	N/R Alien	1	0
	TOTAL	8	TOTAL	7	1
<i>ASSOC PROF</i>	Asian	2	Asian	2	0
	Black or African American	2	Black or African American	2	0
	White	12	White	11	1
	N/R Alien	2	N/R Alien	1	1
	TOTAL	18	TOTAL	16	2
<i>ASST PROF</i>	Black or African American	1	Black or African American	1	0
	White	8	White	7	1
	N/R Alien	2	N/R Alien	3	-1
	TOTAL	11	TOTAL	11	0
<i>INSTRUCTOR</i>	Hispanic	1	Hispanic	1	0
	White	12	White	14	-2
	N/R Alien	1	N/R Alien	1	0
	TOTAL	14	TOTAL	16	-2
<i>VISITING PROFESSOR</i>	White	1	White	1	0
	N/R Alien	1	N/R Alien	1	0
	TOTAL	2	TOTAL	2	0
<i>VISITING ASST PROF</i>	N/R Alien	2	N/R Alien	1	1
	TOTAL	2	TOTAL	1	1
<i>ADJUNCT</i>	Hispanic	0	Hispanic	2	-2
	Black or African American	1	Black or African American	1	0
	White	16	White	18	-2
	N/R Alien	2	N/R Alien	3	-1
	TOTAL	19	TOTAL	24	-5
<b>TOTAL</b>		<b>74</b>		<b>77</b>	<b>-3</b>

## Scholarship, Research, and Creative Accomplishments

1. The total number and amount of external sponsored research proposal submissions by agency for FY2011.

<b>FY2011 PROPOSAL SUBMISSIONS</b>		
<b>Mass Communications</b>		
	<b>Number</b>	<b>Dollars Requested</b>
NIH	0	\$0
HHS (excl. nih)	0	\$0
NSF	3	\$120,286
DOD	0	\$0
DOE	0	\$0
USDE	1	\$16,200
OTHER FEDERAL	6	\$342,257
STATE	0	\$0
LOCAL	0	\$0
PRIVATE	5	\$181,875

2. Summary of external sponsored research awards by agency for FY2011.

<b>Awards by Source/Agency</b>	
<b>Mass Communications &amp; Information Studies</b>	
	<b>FY2011 Funding</b>
HHS (excl. nih)	
NSF	\$73,341
USDE	\$40,133
OTHER FEDERAL	\$772,548
STATE	\$0
LOCAL	\$0
PHI (Non-Profit)	\$239,865
COMMERCIAL	\$2,300
OTHER	\$0
<b>Total Funding</b>	<b>\$1,128,187</b>

3. Total extramural funding and Federal extramural funding in FY2011

<b>Summary of Awards</b>	
<b>Mass Communications &amp; Information Studies</b>	
<b>Total Funding</b>	<b>Total Federal</b>
\$1,128,187	\$886,022

4. Amount of sponsored research funding per faculty member in FY2011 (by rank, type of funding)

PL_HM_DEPT_DESC	TITLE_DESC	PI_NAME	TOTAL	COMM	FEDERAL	LOCAL	OTHER	PHI (NON-PROFIT)	STATE
Journalism & Mass Communications, School of	ASSOC. PROFESSOR	Besley, John	85,574		83,774			1,800	
Journalism & Mass Communications, School of	ASSOC. PROFESSOR	Collins, Erik	2,300	2,300					
Journalism & Mass Communications, School of		Covington, Randy	70,105		29,973			40,132	
Journalism & Mass Communications, School of	ASSOC. PROFESSOR	Kenney, Keith	772,275		772,275				
Journalism & Mass Communications, School of	ASSOC. PROFESSOR	Kim, Seihill	197,933					197,933	

5. Total sponsored research expenditures per tenured/tenure track faculty for FY2011

Dept	PI	Total Expenditures (Direct/Indirect)	Status
Journalism & Mass Communications, School of			
	Besley, John	34,903	Tenured
	Collins, Erik	2,299	Tenured
	Covington, Randy	217,694	
	Kenney, Keith	18,259	Tenured
	Kim, Seihill	40,025	Tenure Track
	McGill, Denise	4,712	
Library & Information Sciences, School of			
	Arns, Jennifer	41,346	Tenured
	Hastings, Samantha	93,230	Tenured

6. Number of patents, disclosures, and licensing agreements in fiscal years 2009, 2010 and 2011.

-0-

**Please verify the information provided by the Office of Continuing Education:**

Total continuing education units (standard University CEUs and Institutional CEUs) and continuing education activity generated for Fall 2010, Spring 2011, and Summer 2011. Please refer to ACAF 1.72.

The College of Mass Communications and Information Studies does not offer continuing education units.

**Student Retention**

1. Have you assessed your retention methods and activities to determine their effectiveness in retaining freshmen and sophomores?

SJMC requires students on SJMC probation (primarily freshmen and sophomores) to complete three meetings with an academic coach in the Academic Center for Excellence and two meetings with a adviser in the SJMC. Our graduate assistant tracks meetings and progress. She also tracks how many students raise their GPA and are allowed to remain with us.

SLIS undergraduate students generally enroll as juniors. Due to the age and size of our undergraduate program, no official assessment has been conducted regarding retention.

- a. Which retention methods are effective and why do you believe that they work?

Requiring students to meet with an ACE coach has been helpful. In these meetings, students discuss time management, study skills, etc. SJMC also offers eight sections of UNIV 101 designed for only SJMC freshmen students.

- b. What retention methods have you tried that are ineffective?

Most SJMC UNIV 101 sections are taught by SJMC staff. Three sections are taught by non-SJMC personnel. These do not achieve the same level of connection as the other sections. We have worked with UNIV 101 to try and have as many sections as possible taught by SJMC staff.

We also have worked with University Housing to offer a living/learning community in the residence halls. There is not much evidence to support a link between living in this community and retention.

2. Describe the advising in your college. How do you determine the effectiveness of your college's advising? Are there any additional advising

activities needed to provide students the assistance they need to navigate through the Carolina Core and major to graduate on time?

SJMC students are advised one-on-one by a staff member in the Student Services Office. Students choose their adviser. SJMC does an advising survey at the end of each semester. Also, on the Genbook scheduling web site there is a feature that allows students to give feedback on their advising experience. We have three full-time advisers and two graduate assistants. Each adviser has a caseload of about 300-350 students. To effectively advise students and complete other tasks assigned to the Student Services Office we need another full-time adviser.

Undergraduate advising in the SLIS is done by a professional staff advisor. The undergraduate advisor will have to devote extra time to students in order to guide them through the Carolina Core. Graduate student advising is done by faculty members. An end of program survey is distributed to all SLIS students when they graduate.

3. What types of student support do you find to be most beneficial to your students in terms of retention and successful progress toward their degrees?

SJMC has partnered with the Student Success Center to offer Supplemental Instruction for a section of JOUR 201. Students report that they find this helpful. One-on-one advising and the relationships students build with the Student Services Office are also an important part of the retention plan.

Individualized attention and scholarships contribute to retention and degree progress in the SLIS.

### **Student Graduation and Placement**

1. Have you assessed your degree programs to determine if program requirements are reasonable in terms of time toward graduation? Yes.
  - a. What changes have you made?

The SLIS found that students in all programs were completing their programs in a timely manner. While a number of MLIS students take longer than the average two years to complete their degree, they are doing so by choice. The majority of MLIS students work full time and work through the program at their own pace.

- c. What further changes are needed?

No changes are needed in SLIS, but we will continue to assess this aspect of degree completion.

2. Outline what measures you have put in place to assist students with intern placement and job placement.

SJMC students have access to an internship database and job bank that is major specific. The career services director works individually with students who are completing internships for credit. A career fair is held at least once a year to aid students in finding internships and jobs.

For the undergraduate program in information science we are working to make connections in the community and to make companies aware of our students and their specialized skill set. The Student Services Office keeps a database of organizations who have hosted interns in the past.

3. Outline the measures that you use to track graduates with baccalaureate, masters, and doctoral degrees.

In the SLIS, we attempt to track alumni using a database. We connect with alumni at each professional conference we attend and ask them to update their information. We also periodically survey alumni.

## **Distributed Learning**

1. Outline your college's involvement with distributed learning.

Our MLIS is available completely online. We have led the Distance initiatives at USC since 1978. We continue to innovate and use a variety of technologies for delivery of our program.

- a. What measures have you taken to expand the availability of distributed learning courses in your college?

SLIS leads the way in distributed learning, nationally and regionally. Students can obtain an MLIS, CERT, and SPEC degree online.

- b. What measures have you taken to insure the quality of distributed learning courses?

Faculty adhere to contact hour guidelines and uphold students to the highest standards of professional writing, behavior, and communication.

- c. If applicable, describe the challenges your college has faced in taking distributed learning courses to scale. Have you participated in offering virtual laboratories? What measures do you use to ascertain their success?

We measure online course success with course evaluations and specific questions in our end of program questionnaire.

### **USC Connect and Community Engagement**

1. Outline the measures your college will take to encourage use of USC Connect.
2. Describe the college's plans to support faculty use of reflection in the classroom and develop expertise in integrated learning.

Both Schools have completed extensive curriculum revisions.

3. How many of your classes involved service learning? Undergraduate research? And international experiences?

All our courses have some component of service learning and our undergraduates do research projects in most courses. We had one Magellan scholar study abroad.

a. Has the number increased with time?

b. Is the number appropriate for your discipline? Yes.

4. What additional opportunities does your college plan to provide for engaging students beyond the classroom?

Internships for all undergraduate SLIS students and increasing number of service learning opportunities for both BSIS and MLIS.

## Faculty Hiring/Retention and Ph.D. Programs

1. Number of faculty hired and lost for AY 2009, AY 2010, and AY 2011 (by department, if applicable, and by rank.) Give reason for leaving, if known.

Hirings	AY2009		AY2010		AY2011		AY2012	
	SJMC	SLIS	SJMC	SLIS	SJMC	SLIS	SJMC	SLIS
Professor	Pardun							Martin
Associate Professor	Weir	Solomon Albright	Kim					
Assistant Professor	McGill Alvarado	Lewis	Forde			Gavigan	Weberling	
<b>TOTAL</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>

Losses	AY 2009		AY2010		AY2011		AY2012	
	SJMC	SLIS	SJMC	SLIS	SJMC	SLIS	SJMC	SLIS
Professor							Stephens	
Associate Professor	Zoch		Duhe					
Assistant Professor		Naidoo Marley		Perrault				
<b>TOTAL</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>

Zoch, Naidoo, Duhe, and Perrault resigned to accept positions at other Universities. Marley was terminated after an unacceptable third-year review. Stephens retired at the end of his 5-year TERI period.

2. Number of post-doctoral scholars (Ph.D., non faculty hire) in FY 2009, 2010, 2011. None.
3. Anticipated losses of faculty by year for the next five years. Supply reasons for departure, if known; e.g. TERI period end, conventional retirement, resignation, etc. Describe planned hiring over the next five years (by department, if applicable).

Anticipated Losses	AY 2013	AY2014	AY2015	AY2016	AY2017
Professor					
Associate Professor		Zimmerman - retirement	Collins – end of TERI		Feehan – end of TERI
Assistant Professor	Jinmook Kim - resignation				
Instructor		Moore - retirement		Billinsky – end of TERI	
<b>TOTAL</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>



Anticipated Hiring	AY 2013	AY2014	AY2015	AY2016	AY2017
Professor	SJMC Health Comm		SJMC Professor/ Graduate Director		
Associate Professor	SJMC Pub Rel	SJMC Reporting			
Assistant Professor	SJMC Vis Comm		SJMC Broadcast and New Media	SJMC Advertising and Vis Comm	SJMC Pub Rel
	SLIS Data Management			SLIS Data Management	
	SLIS Information Science				
<b>TOTAL</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>

4. Outline your college's actions to improve graduate education, to improve its NRC and other rankings.

We have instituted regular “Brown Bag” seminars with graduate students and graduate faculty. During these events, our own professors present to our students. In addition, we have begun inviting professors from peer institutions to share their wisdom. Most recently, we welcomed two UNC-Chapel Hill professors who shared their research on health communication as well as offering a presentation on experimental design. Both were well received. We will continue to host such events over the next several years.

We have also started to more aggressively market our graduate programs and anticipate having stronger applications in the near future. We have improved our doctoral student yearly review process, which is already proving to be helpful to our current doctoral students. Our current students have indicated that they have seen a vast improvement in the quality of the doctoral program and they anticipate this continued growth.

With Dr. Ran Wei’s recent appointment as editor of Mass Communication & Society, a top-tier journal in the field of mass communications research, the graduate program will gain even more exposure as potential doctoral students better understand Dr. Wei’s scholarly expertise.

Over the next five years, we will continue to search for enhanced funding opportunities to make our doctoral program more competitive. We are examining every aspect of our graduate program with the eye of making it more competitive, more comprehensive and more appealing to our future graduate students.

SLIS faculty agreed to a three-year challenge -- within three years they will garner three national awards. Dr. Hastings recommended a combination of tenured and non-tenured faculty seeking awards. Faculty agree that we need a staff member to assist in preparation and management of grant applications and journal publications.

PhD completion rates and placement will be closely monitored in SLIS as the first students in the program begin to graduate. SLIS also will investigate a two to three year plan for offering an Executive PhD program. The MLIS program will be examined to determine whether enrollments should be capped.

5. Describe your methods for placing your Ph.D. and other terminal degree students in tenure track positions at high-ranking institutions.

SLIS sends doctoral students with research posters to professional associations in their first year and then every year during their study with us. BY the time they are ready to interview they are well known in the field. In addition, one of the first required courses is a pedagogy course. We have a reputation for developing excellent teachers as well as researchers. Our students receive national grants, awards and serve on national and regional committees, which makes them attractive to the top-tier institutions.

An equally important question is how do we attract students to our doctoral program from high ranking institutions and we do that will our support, mentoring and excellent research opportunities.

## **Funding Sources**

1. "E" fund balances, by account, as of June 30, 2009, 2010, and 2011

### **"E" Fund Balances**

June 30, 2009	\$247,227.61
June 30, 2010	\$222,334.75
June 30, 2011	\$168,929.04

2. Gifts and pledges received in FY 2011.

**\$2,198,482**

## Research

Describe the interdisciplinary research that is ongoing in your college.

a. What measures are being taken to increase interdisciplinary research?

The College encourages faculty to make interdisciplinary contacts. Recent successes include:

- Brooke Weberling's ASPIRE I grant proposal with colleague from College of Social Work.
- Denise McGill's funded creative project with Robin Kloot from ESRI.
- Kathy Forde's collaborations with colleagues in the History Department.
- Rob Wells' work on radio show in collaboration with School of Business and ETV.
- Ongoing collaborations with colleagues in the School of Public Health.
- Proposal for a multi-disciplinary center involving faculty from five USC colleges with partners in all six continents is proposed for the development, testing, and implementation of new and adapted/modified methodologies and strategies following a unified systematic approach for application in the developing countries for mitigating flood hazards, minimizing their health impacts and structural and economic damage.

b. What measures should be taken to promote interdisciplinary research?

- More university-sponsored interdisciplinary small research grants (that would quickly bring colleagues together)
- An interdisciplinary symposium sponsored by the university, highlighting creative interdisciplinary approaches throughout the university.
- A permanent front-and-center location on the university's Home Page that would celebrate interdisciplinary connections.
- Handwritten note from the president when a successful interdisciplinary research paper is presented or published.

## **APPENDIX I**

### **Additional Statistical Information**

1. Placement of graduate students, terminal masters, and doctoral students, for the three most recent applicable classes.

With the availability of online courses, many of our MLIS students work full time in libraries while completing their degree. Upon graduation, they often receive a pay raise or a promotion. We estimate that 85-90% of our graduates who seek employment in another setting or for the first time do find jobs, but it is taking them longer to find jobs in the current economy.

All five of the SLIS students in our first PhD cohort have defended dissertation proposals. Three are scheduled to graduate in May. They have had interviews at the ALISE conference and several on-site interviews as well for faculty positions. Students in the second PhD cohort are making steady progress toward degree completion, with two already having passed their comps.

PhD placements in the SJMC are listed below:

August 2010

Dr. Seoyoon Choi, Catholic University of Daegu, Korea

Dr. Ji Pan, Researcher at Nanyang Technological University, Singapore

May 2010

Dr. Mary McLaughlin, Assistant Professor, School of Communication, East Carolina University, Greenville, NC

December 2011

Dr. Anthony Palmer, has been — and is currently -- teaching in an academic program at Ft. Jackson but is applying for other teaching positions

August 2011

Dr. Beth Concepcion, Savannah College of Art & Design, Savannah, GA

May 2011

Dr. Lisa Luedeman, Department of Communication Studies, Gardner-Webb University, Boiling Springs, NC

2. Number of undergraduate and graduate credit hours in Fall 2010, Spring 2011, and Summer 2011, stated separately, taught by tenured and tenure-track faculty, by instructors, by non tenure-track faculty (clinical and research), by temporary faculty (adjuncts), by full-time faculty, and faculty with terminal degrees.

<b>Mass Comm &amp; Info Studies – Fall 2010</b>						
<b><i>Credit Hours Taught by Faculty Rank</i></b>						
		Lower Division	Upper Division	Graduate 1 (Masters)	Graduate 2 (Doctoral)	TOTAL
PROFESSOR	JOUR	15	276	33	43	367
	SLIS	.	15	267	30	312
	TOTAL	15	291	300	73	679
ASSOC PROF	JOUR	534	1200	105	48	1887
	SLIS	.	15	906	39	960
	TOTAL	534	1215	1011	87	2847
ASST PROF	JOUR	.	729	78	26	833
	SLIS	.	.	783	.	783
	TOTAL	.	729	861	26	1616
INSTRUCTOR	JOUR	108	2586	39	.	2733
	SLIS	.	.	522	.	522
	TOTAL	108	2586	561	.	3255
VISITING PROFESSOR	JOUR	60	504	.	.	564
	TOTAL	60	504	.	.	564
VISITING ASST PROF	JOUR	579	48	.	.	627
	TOTAL	579	48	.	.	627
ADJUNCT	JOUR	792	721	9	.	1522
	SLIS	.	129	234	6	369
	TOTAL	792	850	243	6	1891
GRAD ASSISTANTS	JOUR	.	87	.	.	87
	SLIS	216	57	.	.	273
	TOTAL	216	144	.	.	360
NON-APPLICABLE	JOUR	171	288	.	.	459
	SLIS	.	96	.	.	96
	TOTAL	171	384	.	.	555
TOTAL		2475	6751	2976	192	12394

# Mass Comm & Info Studies – Spring 2011

## *Credit Hours Taught by Faculty Rank*

		Lower Division	Upper Division	Graduate 1 (Masters)	Graduate 2 (Doctoral)	TOTAL
NO HR DATA	JOUR	0	60	0	0	60
	SLIS	0	0	3	6	9
	TOTAL	0	60	3	6	69
PROFESSOR	JOUR	0	648	9	38	695
	SLIS	0	0	159	32	191
	TOTAL	0	648	168	70	886
ASSOC PROF	JOUR	279	1021	150	34	1484
	SLIS	0	3	774	24	801
	TOTAL	279	1024	924	58	2285
ASST PROF	JOUR	0	738	150	43	931
	SLIS	0	24	726	6	756
	TOTAL	0	762	876	49	1687
INSTRUCTOR	JOUR	90	3235	12	0	3337
	SLIS	0	75	612	9	696
	TOTAL	90	3310	624	9	4033
VISITING PROFESSOR	JOUR	57	429	0	0	486
	TOTAL	57	429	0	0	486
VISITING ASST PROF	JOUR	0	75	0	0	75
	TOTAL	0	75	0	0	75
ADJUNCT	JOUR	702	579	0	0	1281
	SLIS	0	0	240	0	240
	TOTAL	702	579	240	0	1521
GRAD ASSISTANTS	JOUR	0	198	0	0	198
	SLIS	192	93	0	0	285
	TOTAL	192	291	0	0	483
NON- APPLICABLE	JOUR	165	365	3	0	533
	SLIS	0	162	123	0	285
	TOTAL	165	527	126	0	818
TOTAL		1485	7705	2961	192	12343

# Mass Comm & Info Studies – Summer I 2011

## *Credit Hours Taught by Faculty Rank*

		Lower Division	Upper Division	Graduate 1 (Masters)	Graduate 2 (Doctoral)	TOTAL
NO HR DATA	JOUR	0	15	0	0	15
	TOTAL	0	15	0	0	15
PROFESSOR	JOUR	0	96	6	9	111
	SLIS	0	0	106	7	113
	TOTAL	0	96	112	16	224
ASSOC PROF	JOUR	0	127	42	3	172
	SLIS	0	0	210	9	219
	TOTAL	0	127	252	12	391
ASST PROF	JOUR	39	30	15	3	87
	SLIS	0	0	156	9	165
	TOTAL	39	30	171	12	252
INSTRUCTOR	JOUR	0	221	54	6	281
	SLIS	0	0	135	0	135
	TOTAL	0	221	189	6	416
VISITING ASST PROF	JOUR	0	0	0	3	3
	TOTAL	0	0	0	3	3
ADJUNCT	SLIS	0	0	39	0	39
	TOTAL	0	0	39	0	39
TOTAL		39	489	763	49	1340

## **Mass Comm & Info Studies – Summer II 2011**

### ***Credit Hours Taught by Faculty Rank***

		Lower Division	Upper Division	Graduate 1 (Masters)	Graduate 2 (Doctoral)	TOTAL
PROFESSOR	JOUR	0	0	42	3	45
	SLIS	0	0	51	0	51
	TOTAL	0	0	93	3	96
ASSOC PROF	JOUR	0	0	15	1	16
	SLIS	0	0	55	0	55
	TOTAL	0	0	70	1	71
ASST PROF	JOUR	0	0	0	3	3
	SLIS	0	0	21	0	21
	TOTAL	0	0	21	3	24
INSTRUCTOR	JOUR	39	114	0	0	153
	SLIS	0	0	126	3	129
	TOTAL	39	114	126	3	282
VISITING ASST PROF	JOUR	0	0	0	6	6
	TOTAL	0	0	0	6	6
ADJUNCT	SLIS	0	0	69	0	69
	TOTAL	0	0	69	0	69
NON- APPLICABLE	JOUR	0	135	0	0	135
	SLIS	0	0	75	3	78
	TOTAL	0	135	75	3	213
TOTAL		39	249	454	19	761



### Undergraduate Credit Hours Taught by Faculty with Terminal Degree

Fall 2010	Terminal Degree - UG							
	NO		YES					
	Inst #	Cred Hrs	Inst #	Cred Hrs	<u>Total Inst #</u>	<u>Total Cred Hrs</u>	<u>% Yes Section</u>	<u>% Yes Cred Hrs</u>
Advertising/ B.A.J.M.C.	8	528	11	390	19	918	57.89%	42.48%
Broadcast Journalism/ B.A.J.M.C.	15	669	2	171	17	840	11.76%	20.36%
Information Science/ B.S.	5	132	6	189	11	321	54.55%	58.88%
Journalism/ B.A.J.M.C.	10	711	3	69	13	780	23.08%	8.85%
Journalism/ Mass Communications/ B.A.J.M.C.	8	558	2	69	10	627	20.00%	11.00%
Public Relations/ B.A.J.M.C.	24	1842	4	261	28	2103	14.29%	12.41%
Real Estate/ B.S.B.A.	52	2985	53	2667	105	5652	50.48%	47.19%
Visual Communications/ B.A.J.M.C.	43	1497	17	1398	60	2895	28.33%	48.29%

Spring 2011	Terminal Degree - UG							
	NO		YES					
	Inst #	Cred Hrs	Inst #	Cred Hrs	<u>Total Inst #</u>	<u>Total Cred Hrs</u>	<u>% Yes Section</u>	<u>% Yes Cred Hrs</u>
Advertising, B.A.J.M.C.	62	3483	18	1488	80	4971	22.50%	29.93%
Broadcast Journalism, B.A.J.M.C.	59	3189	10	867	69	4056	14.49%	21.38%
Information Science, B.S.	7	57	3	108	10	165	30.00%	65.45%
Journalism, B.A.J.M.C.	64	3195	11	891	75	4086	14.67%	21.81%
Journalism, Mass Communications, B.A.J.M.C.	58	3519	18	1440	76	4959	23.68%	29.04%
Public Relations, B.A.J.M.C.	85	4149	18	1482	103	5631	17.48%	26.32%
Real Estate, B.S.B.A.	178	11661	68	7377	246	19038	27.64%	38.75%
Visual Communications, B.A.J.M.C.	43	2850	11	981	54	3831	20.37%	25.61%

## Undergraduate Credit Hours Taught by Full-time and Part-time Faculty

Fall 2010	<u>Grad</u>		<u>Ugrad</u>		<u>Grad</u>		<u>Ugrad</u>									
	FT Inst t #	Cred Hrs	FT Inst #	Cred Hrs	PT Inst #	Cred Hrs	PT Inst #	Cred Hrs	<u>Total Inst #</u>	<u>Total Cred Hrs</u>	<u>FT % Grad Inst #</u>	<u>FT % Ugra d Inst #</u>	<u>FT % Grad Cred Hrs</u>	<u>FT % Ugra d Cred Hrs</u>	<u>FT % secti on</u>	<u>FT % Cred Hrs</u>
Advertising/ B.A.J.M.C.	1	3	15	576	0	0	4	342	20	921	100%	79%	100%	63%	80%	63%
Broadcast Journalism/ B.A.J.M.C.	0	0	15	720	0	0	2	120	17	840		89%		86%	88%	86%
Information Science/ B.S.	0	0	7	252	0	0	4	69	11	321		64%		79%	64%	79%
Journalism/ B.A.J.M.C.	0	0	11	471	0	0	2	309	13	780		85%		60%	85%	60%
Journalism/ Mass Communica tions/ B.A.J.M.C.	0	0	6	480	0	0	4	147	10	627		60%		77%	60%	77%
Public Relations/ B.A.J.M.C.	4	12	21	1860	1	9	7	243	33	2124	80 %	75%	57%	88%	76%	88%
Visual Communica tions/ B.A.J.M.C.	1	3	38	2259	0	0	22	636	61	2898	100%	63%	100%	78%	64%	78%
Spring 2011	<u>Grad</u>		<u>Ugrad</u>		<u>Grad</u>		<u>Ugrad</u>									
	FT Inst t #	Cred Hrs	FT Inst #	Cred Hrs	PT Inst #	Cred Hrs	PT Inst #	Cred Hrs	<u>Total Inst #</u>	<u>Total Cred Hrs</u>	<u>FT % Grad Inst #</u>	<u>FT % Ugra d Inst #</u>	<u>FT % Grad Cred Hrs</u>	<u>FT % Ugra d Cred Hrs</u>	<u>FT % secti on</u>	<u>FT % Cred Hrs</u>
Advertising, B.A.J.M.C.	1	3	49	3429	0	0	31	1542	81	4974	100%	61%	100%	69%	62%	69%
Broadcast Journalism, B.A.J.M.C.	0	0	40	2613	0	0	29	1443	69	4056		58%		64%	58%	642%
Information Science, B.S.	0	0	6	135	0	0	4	30	10	165		60%		82%	60%	82%
Journalism, B.A.J.M.C.	1	3	46	2643	0	0	29	1443	76	4089	100%	61%	100%	65%	62%	65%
Journalism, Mass Communica tions, B.A.J.M.C.	0	0	46	3438	0	0	30	1521	76	4959		61%		69%	61%	69%
Public Relations, B.A.J.M.C.	2	12	73	4137	0	0	30	1494	105	5643	100%	71%	100%	73%	71%	74%
Visual Communica tions, B.A.J.M.C.	0	0	44	2478	0	0	35	1617	79	4095		56%		61%	56%	61%

## APPENDIX II 2011 BIBLIOGRAPHY

### Books

- Drewniany, B. & Jewler, A.J. (2011). *Creative Strategy in Advertising*, 10th ed, Boston: Wadsworth/Cengage Learning.
- Gavigan, K. & Tomasevich, M. (2011). *Connecting comics to curriculum: Strategies for grades 6-12*. Libraries Unlimited.

### Book Chapters

- Arns, J. W. and Daniel, E. H. (2011), Cutback management in US Public libraries: Deliberations, decision spaces, and reflections, in Anne Woodsworth (ed.) *Librarianship in Times of Crisis (Advances in Librarianship, Volume 34)*, Emerald Group Publishing Limited, pp.37-58.
- Drewniany, B. (2011). Pepsi's Generation Gap in S. D. Ross & P.M. Lester (Eds.), *Images that Injure* (pp. 228-241). Santa Barbara, CA: Praeger.
- Gavigan, K., Dickinson, G. & Pribesh, S. (2011). Access issues in school library media centers: Examining library schedules, library closures, and poverty. In S. Jones (Ed), *Educational media and technology yearbook*.
- Martin, M.H. (2011). Let freedom ring: land, liberty and lore in Mildred Taylor's Logan family novels. In Julia Mickenberg and Lynn Vallone (Eds.), *Oxford Handbook of Children's Literature*. (pp. 371-388). Oxford: Oxford University Press.
- Martin, M.H. (2011). African American. In Philip Nel and Lissa Paul (Eds.) *Keywords for Children's Literature*. (pp. 9-13). Indianapolis: Indiana University Press.
- Williams, R. V., Arns, J. W., Miller, K. and Roughen, P. (2011). The Relationship between community religious beliefs and community level of public library development in the United States: An Empirical analysis. *Advances in the Study of Information and Religion*, <http://hdl.handle.net/2374.KENT/1420>. (invited).

### Refereed Articles

- McComas, K. A., & Besley, J. C. (2011). Fairness and nanotechnology concern. *Risk Analysis*, 31(11), 1749-1761. doi: 10.1111/j.1539-6924.2011.01676.x
- Fussell Sisco, H., Collins, E., & Zoch, L. (2011). Breadth or depth? A content analysis of the use of public relations theory. *Public Relations Review*, 37 (2), pp. 145-150.
- Gavigan, K. (2011). More powerful than a locomotive: Using graphic novels to motivate

- struggling male adolescent readers. *Journal of Research on Libraries and Young Adults*.
- Pribesh, S., Gavigan, K & Dickinson, G. (2011, April). The Access gap: Poverty and characteristics of school library media centers. *The Library Quarterly*.
- Gavigan, K. & Kurtts, S. (Winter, 2011). Using children's and young adult literature in teaching acceptance and understanding of individual differences. *The Delta Kappa Gamma Bulletin – International Journal for Professional Educators*.
- Kim, S.-H., Carvalho, J. P., Davis, A. G., & Mullins, A. M. (2011). The view of the border: News framing of the definition, causes, and solutions to illegal immigration. *Mass Communication & Society*, 14, 292-314.
- Kim, S.-H., Scheufele, D. A., Shanahan, J., & Choi, D.-H. (2011). Deliberation in spite of controversy? News media and the public's evaluation of a controversial issue in South Korea. *Journalism & Mass Communication Quarterly*, 88, 320-336.
- Bynum, S.A., Brandt, H.M., Annang, L., Friedman, D.B., Tanner, A. & Sharpe, P.A. HPV Vaccine acceptance among African-American college females: The influence of health beliefs, distrust, and racial pride, *Journal of Health Psychology* (epub ahead of print).
- Tanner, A., & Friedman, D.B. (2011). Authorship and information sourcing for health news on local TV news Web sites: An exploratory analysis. *Science Communication*. 33(1), 3-27.
- Tanner, A. and Friedman, D. B. (2011). "Health on the Web: An exploratory study of health content and mobilizing information on local TV Web sites," *Informatics for Health and Social Care*. (36)1, 50-61.
- Bynum, S.A., Brandt, H.M., Friedman, D.B., Annang, L., Tanner, A. (2011). Knowledge, beliefs, and behaviors: Examining HPV-related gender differences among African-American college students," *Journal of American College Health* (59)4, 296-302.

### **Non-Refereed Articles**

- Williams, R. V., Arns, J. W., Miller, K. and Roughen, P. (2011). The Relationship between community religious beliefs and community level of public library development in the United States: An Empirical analysis. *Advances in the Study of Information and Religion*, <http://hdl.handle.net/2374.KENT/1420>. (invited).
- Bierbauer, C. (2011). When everything is classified, nothing is classified. *Wake Forest Journal of Law & Policy*, 1 (1), 21-30.

Gavigan, K. (September, 2011). Getting your message out through AASL advocacy resources. *Media Center Message*.

Konkle, B. E. (2011, Fall). Various essays in South Carolina Scholastic Press Association's 75th anniversary history booklet, 3-67; 41-42; 54-56.

Martin, M.H. (2011). Y'all keep up [One Crazy Summer], book review. First Opinion, Second Reactions 4.2, 21-24.

### **Refereed Research Presentations**

Besley, J. C., & Oh, S. H. (2011). The impact of the BP oil spill on views about nuclear energy: A natural experiment. Paper presented at the Annual conference of the Association for Education in Journalism and Mass Communication, St. Louis, MO.

Besley, J. C. & Oh, S. H. (2011). Predicting scientists' participation in public life. Paper presented at the annual meeting of the Association for Education in Journalism and Mass Communication, St. Louis, MO (3<sup>rd</sup> Place Faculty Paper).

Cansler, G., Zoch, L. & Collins, E. (2011, May). Believing what you see or seeing what you believe?: A framing analysis of the Iraq war. Paper presented to the Visual Communications Division of the International Communication Association, Boston.

Fisher, D.J. (2011, August). Great ideas for teachers: Information through the FOIA – faculty online information assessment. (Refereed), AEJMC Annual Conference, St. Louis, MO.

Fussell Sisco, H., Collins, E. & Pressgrove, G. (2011, August). The overlooked sector: An analysis of nonprofit public relations literature. Paper presented to the Public Relations Division at the AEJMC Annual Conference, St Louis.

Fussell Sisco, H. & Collins, E. (2011, May). The ACORN story: An analysis of crisis response strategies in a nonprofit organization. Paper presented to the Public Relations Division of the International Communication Association, Boston. (Juried Conference Paper).

Gavigan, K. (2011, December). Examining an autistic adolescent male's responses to graphic novels. Paper presented at the Literacy Research Association's Conference, Jacksonville, FL.

Gavigan, K. (2011, October). Turning the pages of graphic novels across the secondary curriculum. Concurrent session presented at the American Association of School Librarians' Conference, Minneapolis, MN.

Hastings, S. K. (October, 2011). Digital Content Creation: A Global View on Curriculum Design. Paper presented at the American Society for Information Science and Technology annual conference, New Orleans, LA.

Aparac-Jelušić, T., Brown, R. T., Hastings, S. K. Chen, H, & Theng, Y. (October, 2011). Digital Content Creation: A Global View on Curriculum Design. Panel presented at the American Society for Information Science and Technology annual conference, New Orleans, LA.

Hastings, S. K. (October, 2011). Open Access and Scholarly Communication: The Current Landscape, Future Direction and the Influence on Global Scholarship. Paper presented at the American Society for Information Science annual conference, New Orleans, LA.

Kim, S.-H., Kim, J.-N., & Choi, D.-H. (November, 2011). News media use, informed issue evaluation, and South Koreans' support for genetically modified (GM) foods. Paper presented at the annual convention of the Midwest Association for Public Opinion Research (MAPOR), Chicago, IL.

Foster, C. B., Thrasher, J., Rose, I., Kim, S.-H., Besley, J., & Navarro, A. (2011, August). Influences on the media's agenda in coverage of tobacco regulation: Shaping public discussion of health policy. Paper presented at the 2011 National Conference on Health Communication, Marketing, and Media, (Centers for Disease Control and Preventions), Atlanta, GA.

Konkle, B. E. (January, 2011). The South Carolina Scholastic Press Association, 1961-1986: Its Second Quarter Century of Serving Student Journalists in the Palmetto State. Paper presented at the Association for Education in Journalism and Mass Communication's Scholastic Journalism Division Annual Midwinter Meeting, St. Petersburg, Fla.

Ha, J., & Kim, S.-H. (May, 2011). Healthcare reform and presidential evaluation: Attribute agenda-setting and priming. Paper presented to the 2011 annual conference of the International Communication Association (ICA), Boston, MA.

Tanner, A., Forde, K.R., Besley, J.C. and Weir, T. (August, 2011) Broadcast journalism education and the capstone experience. Paper presented at the Association for Education in Journalism and Mass Communications (AEJMC) annual conference, St. Louis, MO.

### **Other Presentations and Workshops**

Arns, J. W, Williams, R.V. & Miller, K .(2011). South Carolina Economic Impact Studies. Poster presentation. Association for Library and Information Science Education Annual Conference. (invited).

- Arns, J. W. Williams, R. V., Miller, K. (2011). Assessing the Value of Public Library Services: A Review of the Literature and Meta Analysis (META). Poster presentation. (invited).
- Arns, J. W, Williams, R.V. & & Miller, K. (2011). Assessing the economic value of public library collections and services: recent progress and meta-analysis. Presented at the Maine Library Association Annual Conference, Portland, ME. (invited).
- Arns, J. W, Williams, R.V. & & Miller, K. (2011). Assessing the economic value of South Carolina public library collections and services. Presented at the South Carolina Library Association Annual Conference, Charleston, S.C. (invited).
- Carter, S. S. (2011, January). Women and Leadership: Lessons in Politics, University of South Carolina Leadership Programs and Women Student Services, Mentor Network Seminar.
- Feehan, P. E. (2011, October). GrandFamiy centers, South Carolina Library Association Annual Conference, North Charleston, SC.
- Feehan, P. E. (2011, September). Booktalking, South Carolina State Library Collection Development Conference, Columbia, SC.
- Feehan, P. E. (2011, April). Booktalking, Lexington County Public Library In-Service, Lexington, SC.
- Feehan, P. E. (2011, March). Puppetry, Success-by-Six Statewide Conference, Sumter, SC.
- Feehan, P. E. (2011, August). Storytelling Workshop for SC State Library Grantees, Columbia, SC.
- Feehan, P. E. (2011, February). Becoming a storyteller in under three hours, Panning for Gold Workshop, University of South Carolina School of Library and Information Science, Columbia, SC.
- Feehan, P. E. (2011, September). Storytelling, Timmons ville Branch of the Drs. Bruce and Lee Foundation Library in Florence, SC.
- Feehan, P. E. (2011) Invited Storyteller: Irmo Branch Library of Lexington County Public Library, South Congaree Branch of Lexington County Public Library, and "Patchwork Storytelling Festival," York County Public Library.
- Fisher, D. J. (2011). We're all publishers now, Public Relations Society of America and International Association of Business Communicators, joint S.C. statewide meeting. Columbia, SC.

Fisher, D. J. (2011, June). Enterprise on a Budget, Mississippi Press Association annual convention. Biloxi, MS.

Fisher, D. J. (2011, November). Online Roundtable on Social Media, S.C. Press Association, statewide digital webinar. SC.

Gavigan, K. (2011, November). More powerful than a locomotive: Using graphic novels across the Secondary Curriculum. Concurrent session presented at the Virginia Educational Media Association Conference, Richmond, VA.

Gavigan, K. and Tomasevich, M. (2011, October). More powerful than a locomotive: Using graphic novels across the secondary curriculum. Concurrent session presented at the North Carolina School Library Media Association Conference, Winston-Salem, NC.

Gavigan, K. (2011, September). Graphic Novels for Youth. Collection Development for State Libraries workshop. South Carolina State Library, Columbia, SC.

Gavigan, K. (2011, April). Motivating males to read. Keynote speaker and session presenter at Books, Boys, and Boxers: Motivating Males to Read workshop, Houston Independent School District, Houston, TX.

Lewis, E. (2011, November). *Bringing it all together and making it work: the tale of the University of South Carolina/Arius 3D Imaging Centre*. Panel Moderator/Presenter (with J. Koverman and C. Schmidt). Museum Computer Network (MCN) Annual Conference, Atlanta, GA.

Tu, F. (2011, June). Cure4Kids Global Summit 2011 participant. St. Jude Children's Research Hospital, Memphis, TN.

Tu, F. (2011, April). MUSC Tech Fair presenter, Medical University of South Carolina, Charleston, SC.

Tu, F. (2011, March) 2011 Disaster Information Outreach Symposium participant. The US National Library of Medicine, Bethesda, MD.

### **Trade Publications and Other Creative Works**

Fisher, D. J. (2011). Common Sense Journalism blog, repeatedly cited as one of the leading blogs in the subject area. This from the "Grammar Girl" website (<http://www.quickanddirtytips.com/nationalgrammarday>) "Journalism instructor Doug Fisher has a wonderful blog for journalists and people interested in the media; he also offers up nuggets about style that serious writers will enjoy."



Konkle, B. E. (2011, March). Fifteen published photographs (of Roy Peter Clark, Cheryl Pell, Sarah Nichols, Jeff Browne, Candace Perkins Bowen, Kathy Schrier, John Bowen, Mark Goodman and David Bulla), *Scholastic Source*, Scholastic Journalism Division's newsletter, Association for Education in Journalism and Mass Communication, 4-5.

### **Copy Edited Monographs**

Hastings, S. K. *Introduction to Information Science and Technology*, Edited by Charles H. Davis and Debora Shaw, July 2011/352 pp/softbound/978-1-57387-423-6.