Department of Communication
Self-Study Report

College of Arts & Sciences
Georgia State University

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SECTION A: UNIT ASSESSMENT OF STRENGTHS AND WEAKNESSES

The Department of Communication plays a vital role in the life of Georgia State University, and is poised to make significant further contributions to the educational experience of its students, to the communities with which it connects, and to the reputational visibility of its disseminated research. Some sense of the range of departmental efforts is captured in the role the department's faculty make to the core curriculum experience of GSU undergraduates: communication-connected core courses, which all told reach most of the university's students, connect to the social sciences (SPCH 1000: Fundamentals of Human Communication), the humanities (SPCH 2050: Media, Culture, and Society), and the fine arts (FILM 2700: History of Film; THEA 2040: Introduction to Theatre). Departmental support of core instruction measurably contributes to the quality of educational outcomes connecting to critical thinking, writing, oral communication competency, and global knowledge, the very skills most in demand as graduates enter the 21st century workforce.

The four major programs of undergraduate study coordinated by the department – film, journalism, speech, and theatre (a BIS concentration) – are thriving. Retention rates in the largest of these majors exceed the university average and are improving yet. The number of internship opportunities made available to students has jumped (doubling over the period encompassed by this study). The number of declared majors is growing in each area, and enrollments are healthy and expanding. With strong support from the College of Arts and Sciences, the department is implementing innovative senior capstone courses, offers instruction in steadily improving state-of-the-art film production, journalism newswriting, broadcasting, and desktop publishing laboratories, and has adjusted its programs to take account of the fast transformations of the communication industries.

At the graduate level a thirty-year-old M.A. program continues mainly to provide mid- and entry-level career training for the metro-Atlanta media professions, and a one-decade-old doctoral program is now fully mature. As is detailed in what follows, at only the five-year mark of doctoral authorization a national reputational survey organized by the National Communication Association (the largest of the communication-related disciplinary organizations) identified the Georgia State University program as among the nation’s top five "up and coming," and the rhetoric sequence was ranked in the nation's top twenty. GSU doctoral students sustain increasing levels of publication and conference visibility, and all of our doctoral graduates who have sought faculty positions are serving in them (just one example is Joe Valenzano, the basic course director at UNLV). Others have completed Ph.D. training and returned to careers in industry or resumed teaching careers in the University System of Georgia.

Communication programs also connect to high quality, community-transforming research outcomes that span the available research methodologies (faculty conduct sophisticated research in the social/behavioral and humanistic traditions, as well as producing award-winning creative work as they direct films, organize new media productions, and mount intellectually stimulating theatrical performances). Four examples, chosen from many, illustrate the positive impact GSU communication scholars are having when it comes to addressing daunting social problems. Leonard Teel, Professor and Director of the Center for Media Education, has organized a decade of journalism training workshops in the Middle East and Asia that have brought social justice and
Communication encompasses multiple professional, creative, and research traditions, all of which are organized around the idea that central to the human experience is the use of symbols for the purpose of making meaning. Department of Communication programs work at the juncture of these traditions and embrace research and creative perspectives connecting to the social sciences, humanities, and the performing and media arts. The department's mission is to cultivate a deeper appreciation of the creative and intellectual traditions of communication in the following ways:

- provide students with critical thinking and media literacy skills, including the bolstered capacity to research and investigate contemporary and historical social/political phenomena, organize information into accurate and compelling communicative presentations across the full range of media platforms, and understand at a higher level of sophistication the role language and mediated communication play in human affairs;
- enhance students’ oral, written, and visual communication competencies by providing a full curricular range of communication performance opportunities, built on access to high quality instruction in online and new media making, newswriting, public speaking, film and television production, and other forms of communication, and by implementing a coherent set of educational experiences that will prepare our graduates for the worlds of work, citizenship, and lifelong learning;
- expand students’ understanding of communication processes through participation in cutting-edge scholarly and creative programs and classroom experiences that immerse them in the most advanced efforts to conceptualize the changed global conditions of communication; and
- collaborate with and enhance the local state, regional, national, and global communities related to the field and study of communication, including outreach to the city's professionals, the provision of training in journalistic practice to practitioners at work worldwide, efforts to enhance communication and oral advocacy skills in urban schools, and collaborate with community partners who share our commitment to perfecting communication and achieving the empowering benefits of fully democratic mechanisms for inclusive interaction.

The liberal arts focus of the majors currently offered in the department, which blend professionalizing training experiences with exposure to the historical, political, and social contexts of communication production, produces a wide range of skills related to critical thinking, media literacy, oral advocacy, artistic expression, research and higher-order communication competency strongly desired by both employers and professional training programs. As the economy of this new century increasingly transacts business in online environments, training in media literacy has become an essential survival skill. The skills required of an engaged citizenry are also the very skills promulgated in the undergraduate public speaking, argumentation and debate, media
literacy, and creative/performance classrooms. Communication faculty members regularly involve students in service learning activity that heightens civic involvement and awareness.

**QUALITY:** Communication programs at Georgia State University have emerged over the past ten years in ways that have steadily increased the quality of the educational experience attained by our students. The quality of the curriculum, of the faculty, of the research and creative work produced by their work (often done in collaboration with our most gifted students), and of our growing connections with the region's media industries all reveal a trajectory of heightened national and international visibility. Connections with the region's media industries have been significantly strengthened, in particular with statewide filmmaking, public relations, broadcast and print journalism operations, not to mention organization's whose reach extends further (such as CNN). A number of departmental faculty have received disciplinary recognition for their scholarship, and many more serve on high-visibility editorial boards and have produced books and major creative projects of distinctive and often-acknowledged quality.

Communication faculty edit or co-edit the *Southern Communication Journal*, *Media Psychology*, *In Res Media* (a curated website that features daily content relating to media studies), and the *Atlanta Journalism History Review*. *SCJ* is the field's most competitive regional journal, *Media Psychology* the lead journal in that area, and *In Res Media* one of the most heavily trafficked new media research sites. Departmental professors have, in many cases, been honored for their teaching accomplishments (one example is recognition earned by Mary Stuckey in the Southern States Communication Association) and community outreach activities (Leonard Teel received the university's alumni association outreach award for his activities worldwide, and Carol Winkler won the SSCA community outreach award for her work with urban youth). Recent hiring activity has further bolstered this distinctiveness, and recent hires include professors honored for their civic work (Tomasz Tabako was honored by the President of Poland for his work connecting to Solidarity), their creative activity (Daniel Robin won the 2008 Sundance Prize for documentary short), and research (Jennifer Barker, finalist for the Society for Cinema and Media Studies dissertation award). Mary Ann Romski was recently named the department's first Regents Professor of Communication, in recognition of her long and outstanding scholarship. GSU professors in the department have headed major associational divisions (Meyers, the Feminist Studies Division of the International Communication Association; Stuckey, Political Communication Divisions of both the National Communication Association and American Political Science Association; Darsey, Public Address Division of NCA) and served in prominent leadership roles (Vollmer, University Film & Video Association board of directors; Winkler, President of the American Forensic Association; Darsey, head of the NCA Research Board). Recent hires have won prestigious junior faculty fellowships (Hongmei Li won a two year George Gerbner Fellowship at the University of Pennsylvania; Patricia Davis received a one year appointment in the cultural studies program at the University of North Carolina at Chapel Hill).

The department's affiliated research centers have carved out important niches of high and increasing visibility. The Digital Arts & Entertainment Laboratory has generated $400,000 in external contract revenue in the last six years, and its director, Kay Beck, has received lifetime achievement awards from the Atlanta Film Festival and the Atlanta chapter of Women in Film & Television for her work in bolstering regional independent cinema. DAEL's efforts to partner with colleagues from RCB and Law around the topic "Commerce and Creativity," an endeavor aiming
to better conceptualize the nature of creative work in an information economy, presents a promising future path for its work. The Center for International Media Education has brought in more than $1 million in external support, most of which has fostered international partnerships designed to facilitate more democratic media systems, especially in the Arab world. Leonard Teel (center director) has recently expanded the reach of CIME work into Asia and around topics connected to international disease prevention and public health, both promising avenues for further external support.

The sheer size of the department, from size of majors (more than 1650 total majors are enrolled in communication programs), to the interdisciplinary reach of its faculty, course offerings, and graduate programs, to its role in sustaining the university's core curriculum, creates a climate of rich and collegial intellectual interaction and promise, provides the university with an exceptionally efficient/lean staffing system while generating considerable credit hour revenue for the university, and enables high quality educational experiences. The department is well served by an exceptionally experienced and dedicated staff. Despite the number of students served, programs in the department meet or exceed institutional retention and graduation rates. After a long period of broad and dynamic growth – supported by the College of Arts & Sciences, as well as the University – the Department has emerged as a mature unit characterized by an internationally recognized faculty, a strong population of accomplished majors, and a broad service to the university and the profession as a whole.

**CENTRALITY:** Communication is constitutive of culture, politics, social organization, and the formation of identity, and thus the study of human communicative systems and of symbolic mechanisms of meaning making and aesthetic expression are therefore central to a liberal arts undergraduate education and to research generation in the humanities, the fine arts, and the social and behavioral sciences. The ancient traditions long attentive to rhetorical production, along with the twentieth century formation of research activity focused on mass mediation, mass culture, relational communication, persuasion, journalism, public relations, film/media production and theatrical performance have become more central given broader social forces that now enable instantaneous intercultural contact and the prominent role played worldwide by entertainment and informational industries. As an inherently interdisciplinary academic field, communication scholarship is among the disciplines best situated to examine knowledge and ideational construction, how information and myths and ideas become understood as significant or truthful, and are applied to problem-solving. Along with colleagues in allied disciplines, communication scholars work to foreground and better understand the role of ethical practice, truth, and power in human discourse so that students and audiences of communication scholarship and artistic practice can make contributions to work, citizenship, and wider efforts seeking democracy, justice, freedom, equality, respect, and well-being.

In these respects the Department of Communication implements the 2005-2010 GSU Strategic Plan, which states in part that a major goal of the University is to “support a curriculum with intercultural and international perspectives” and to provide a “distinctive education” based on Atlanta's status as an “international center.” Communication as an academic discipline is also definitionally focused on developing critical thinking skills through writing. The current curriculum demonstrates this commitment; the forthcoming curricular revisions emphasize critical thinking and making ethical choices even more, with – for example – the Journalism exit “critical
thinking through writing” course, “Media, Ethics & Society.”

**Viability:** The Department of Communication continues to attract a large and vibrant cohort of undergraduate majors. On average, over the last three years, the department has conferred 334 B.A.’s annually – with Film (97), Journalism (180) and Public-Political Communication (46) the largest undergraduate tracks. In fact, communication majors are among the most popular in the College of Arts & Sciences – Journalism is alone the 7th largest major in the University – with total annual enrollments averaging 1,917 students (see Table B-3). At the graduate level, M.A. and doctoral programs have conferred, since AY 2003-2004, 103 M.A. degrees and 19 doctoral degrees. The number of applicants to both M.A. and Ph.D. programs over the past 3 years has remained roughly steady, and the overall quality of graduate applications has gradually increased (applicant GRE scores have remained stable). Given the action-plan mandate of the last self-study to expand the doctoral research faculty, hires made over the last six years have produced a stronger, more diverse, and skilled graduate faculty.

A challenge relating to program viability at the graduate level relates to recruitment and enrollment. The department is working to attract even higher quality applicants, and because our stipends are fast losing their competitive allure, the program has lost students to other, competing programs, especially at the doctoral level. The reasons are varied. At the Ph.D. level, GSU competes with high-visibility programs offering non-teaching fellowships to incoming students, and that bring students into the Ph.D. track directly after B.A. completion. In addition, the relative youth of the doctoral program means the program has work to do to build the kind of visibility that older, more established programs have already attained. At the M.A. level, other factors come into play, particularly with respect to the track in Film-Video production (where applicant quality and enrollments fluctuate heavily from year to year). This is paradoxical, because the GSU program is among only a handful in the region, and is one of the few nationally that offers financial aid to students pursuing film-video production. A factor accounting for this viability problem is the absence of an authorized M.F.A. degree in media production, which has become the standard higher-level degree for those seeking education in film-video production.

With respect to challenges at the undergraduate level, while communication undergraduate tracks are thriving in terms of enrollment, we find that, especially in the Film and Journalism tracks, the department is unable to meet the surging demand for hands-on production experience. This is a complex problem that connects to faculty resources, equipment-technology resources, and space.

**Strategic Focus:** The top priority of the department in the last decade has been to organize and implement a nationally reputable and disciplinarily successful doctoral program, and with support from the Dean of the College a number of hires have been made to accomplish this. With the basic structure of the doctoral program in place, the curricular basic covered, and several successful classes having graduated, the faculty has engaged in serious strategic planning conversations to make judgments about the coming decade and the role of advanced degree programs in the discipline. As detailed later in this document, the faculty are in consensus that the best path forward connects to new resource investments in these areas of intellectual work:

*New and emerging media:* The radical restructuring of the media industries (the collapse of the printed newspaper, forces leading to sectoral consolidation and changing consumption patterns
relating to news and entertainment media) are now accompanied by fast converging digital
technologies and the rapid diffusion of low cost media devices and software (cell phone
applications, social media, media products delivered on demand, and more widely available
camera, communication, and network access, to name only a few). Such changes in the mediated
environment are, in ways both subtle and obvious, reshaping the political and cultural landscape
and, arguably, the global political scene (as events in Iran, twittered and blogged live around the
world, demonstrated). Understanding these developments, finding ways to connect to and advise
media professionals as these developments take their toll, and determining ways in which new and
emerging media technologies can be best used for social betterment, is the common and most
urgent challenge faced by the allied fields of communication scholarship. Georgia State
University is well positioned to assert leadership on these and related topics given the city's
regional and international standing as a media capital, the university's physical proximity to major
media distribution nodes and investments already made in GSU digital production facilities, and
given the intellectual convergence enabled by the department's administrative structure, which
enables significant scholarly synergies.

Public persuasion and the alleviation of human conflict: In a globalized world the conditions of
communication are both simplified (conducting a real time conversation with someone on the
other side of the planet is easier than ever) and more complicated, since the very technological
marvels that enable communicative immediacy also often throw cultures into quicker conflict.
Meanwhile, the world's collective technological capacities for dialogue have not been matched by
the expansion of cultural capabilities for understanding other societies. The disciplinary traditions
of mass communication and rhetorical studies provide rich resources for apprehending and
navigating this situation, and, happily, these areas are especially productive within the department.
Senior journalism faculty have by now established impressive track records for conducting
intercultural workshops that train media practitioners how to report on increasingly comp
licated issues of global concern. And award winning faculty in the rhetorical studies area regularly
explore such questions in their scholarship as how presidents manage scenes of violent
disagreement, how social movements are adapting to press their concerns about the shortcomings
of governance, and how apparently unbridgeable chasms of disagreement can be transformed into
scenes of productive and respectful deliberation. Opportunities also exist for our most
accomplished media effects researchers to ally with these areas to examine the prospects for
making more skillful use of information resources to alleviate poverty and illness. One especially
attractive prospect for this sort of collaboration exists in the area of international health
communication, where the unique configuration of GSU's communication programs enable
especially sophisticated public health campaigns to be designed and implemented, done in
collaboration with the university's growing work in public health and the region's resources for
undertaking international health campaign work (e.g., the Centers for Disease Control and
Prevention and the Carter Center).

The future of documentary journalism: An irony of the current and hyperpolarized political scene
in the United States and elsewhere is that, at the very moment overburdened citizenries are most in
need of useful and accessible information about complicated issues (like climate change and
warmaking strategies), the news industries are most fully in retrenchment – investigative
journalism is often in short supply, foreign bureaus closed for economic reasons, news readership
practices transformed into simple headline-reading, and infotainment practices swamping serious
journalism. And even as documentary technologies (portable cameras, cell phones, laptop computers) are more available than ever, their potential to democratize information gathering is often subverted by media illiteracy. The situation is, of course, not wholly bleak, but the potential contributions to be made by scholars of mass culture and communication are considerable, and the customary training offered by, say, journalism or media-making classes, is appropriate to the survival skills most needed in the new century: critical thinking, skilled writing and speaking, and the capacity to deeply investigate a complex issue and make informed judgments about the wisest course of action.

**Financial Resource Analysis:** The department receives $4.5 million in annualized budget support from the university and college, roughly 60% of which goes into faculty or staff salaries. An additional $935,000 supports graduate stipends, and the rest provide operational support, modest allocations for work study and university scholarship students, and faculty travel for professional development activity. A 2009 analysis undertaken by the university provost included the communication department among those units that produce the greatest return on central investment (operationalized in that analysis as a ratio of expenses to credit hours generated).

The most recently available faculty salary information, generated by Oklahoma State University, and available by discipline and at level of rank, shows that on average GSU communication faculty are underpaid by roughly $2000 at assistant professor rank, $5000 at associate professor rank, and $12,000 at rank of full. Salary compression was significantly alleviated by the two rounds of compression assistance provided by the Board of Regents and implemented university-wide, but compression issues remain, and will likely be accentuated as our programs achieve greater visibility and our faculty more frequently eyed as potential staffing for other up-and-coming institutions. The wide disparity at rank of full professor is to some extent, perhaps considerable, driven by the fact that the department's cohort of fulls is relatively young at rank.

Graduate student stipends are fixed at a relatively uncompetitive level. Doctoral students receiving assistantship support, all of whom teach a three-course-per-year schedule and provide 240 of assigned research assistance per academic year, are only paid $15,000, an amount lessened by the requirement that doctoral students must pay student fees and do not receive fully subsidized health insurance. The situation is even more severe at the M.A. level, where non-teaching assistantships waive tuition but not fees, and only provide $5500 in annualized stipends (teaching M.A. students earn $9000). The declining relative competitiveness of our doctoral assistantships, and their intrinsic connection to credit hour generation given the current university-wide doctoral funding formula, risks worsening this situation, especially as the economy rebounds. Despite the considerable size of the department's doctoral cohort, in the allocation of FY09 new money for graduate student support, the department of communication only received (given the agreed upon college formula) $30,000, that is, 3% of the one million made centrally available.

University support for departmental operations has been reduced given the economic downturn and resulting budgetary pressures. The number of full time staff has remained static for the last five years, and at a time when the need for staff support, especially in the faculty support and IT areas, has only intensified. Serious economizing measures have been put into place: the department is phasing out photocopying support in favor of electronic mechanisms of distribution, has reduced the number of telephones in the department by 25%, and carefully monitors network
printing. Staff duties have been regularly reviewed to assure that basic operations are covered at peak periods.

SECTION B: HISTORICAL AND CURRENT CONTEXTS

The Department of Communication was created in 1981 when the Department of Journalism in the College of Arts & Sciences and the Department of Speech & Drama were merged. Shortly thereafter, a reorganization of the College of Urban Life resulted in the move of its interdisciplinary program in Communication into the new department. Initially, the department offered three undergraduate majors: Journalism, Speech, and Theatre. An undergraduate major in Film/Video was added in 1987, and the Theater program has now shifted to a Bachelor of Interdisciplinary Studies degree since the last self-study. During this self-study period, both the Film and Journalism programs have implemented GPA minimums (2.5) that make them among the most competitive programs in the college.

In the fall of 1982, the department began a graduate program that awarded an interdisciplinary Masters of Communication (MOC) degree. In 1993, the Department changed the MOC degree to a Master of Arts (M.A.) degree in Communication with three areas of emphasis: Mass Communication, Human Communication & Social Influence, and Film/Video & Digital Imaging. The program now has approximately 125 students pursuing the M.A. degree in Communication. In the fall of 1999, the department received Board of Regents’ authorization for a Ph.D. program in Communication Studies with emphases in Public Communication and Moving Image Studies, and both programs have become established in the decade since. The National Communication Association named GSU’s doctoral program as a top five “up and coming” Ph.D. program and ranked the Rhetoric program in Public Communication 16th in the nation.

The department has, broadly, sought to develop programs that capitalize on our strategic location in Atlanta – the state and political capital of the Southeast, the home of CNN and Turner Broadcasting, the historical site of many key events in the long history of the civil rights struggle, a city rich in diversity and history. In structuring programs, the communication faculty also looked to both the mission and the resources of Georgia State University, took into consideration potential local, state, national, and international constituencies, and looked to other departments with which the university might create mutually beneficial relationships. Considering these resources, potential constituencies, and the trajectories of communication practices in the early 21st century, the department focused its programs on public modes of Communication rather than to attempt to duplicate other generalist programs covering the broad gamut of communication settings (e.g., interpersonal or small group, etc.).

The Department’s undergraduate curriculum has three tracks: Film/Video, Journalism, and Speech. The department is one of the very few in the nation, and the only program in Georgia, configured so that students are afforded so broad a perspective on the discipline at the undergraduate level. Where other programs may find Journalism and Speech or Speech and Film in different departments, GSU undergraduates are, in a time of increasing integration of communication modes, provided with opportunities to apprehend the connections among various methods and purposes. The undergraduate programs in communication at GSU prepare students for careers in media, public relations, journalism, politics, teaching, and for graduate and post-
baccalaureate work in Communication, Speech & Hearing Science, Law, Film & Video, and other areas. In addition, the undergraduate programs in the department maintain a strong commitment to the liberal arts tradition, from which the communication discipline emerged. Departmental courses help anchor the University’s General Education curriculum, and the department's faculty are dedicated to teaching critical thinking and to “inspir[ing] individuals to become socially responsible citizens who understand communication theory and deploy communication skills to improve the human condition.” That the department has among the largest number of undergraduate majors in the University and has continued to grow even as we have raised standards is indicative of the demand for its programs.

The department’s M.A. program has, in the manner of the University generally, historically provided an opportunity for continuing education to Atlanta’s professional community, especially those in positions in Public Relations, Business & Marketing Communication, and other areas, and the program continues that important function. But since the inception of the Ph.D. program ten years ago, the M.A. program has begun to attract increasing numbers of students interested in pursuing doctoral work in Communication Studies. In order to serve both of these constituencies, the M.A. program is divided into three tracks: Film/Video & Digital Imaging, Mass Communication, and Human Communication & Social Influence. Again, cross-pollination is encouraged as students look across traditional boundaries and see possibilities of convergence. It is not unusual to find a faculty member from Rhetorical Studies, say, sitting on the M.A. committee of a student whose project is a documentary film. Continuing high demand for our M.A. courses attests to the value of the model. The Department has approximately 101 active M.A. students at any given time, and annual applications for the M.A. program have, in recent years, been increasing, with 139 applications for 2009 (see Table E-2).

In 1998, the Board of Regents approved the creation of a new Ph.D. program in Communication Studies, the only other doctoral program in the state being at the University of Georgia. Only about half a dozen doctoral programs in Communication are offered in the southeastern United States. In designing the new Ph.D. program, the Department considered: 1) the offerings at other programs; 2) the resources unique to Georgia State University and to its Atlanta location; and 3) disciplinary trends. Since the inception of the Ph.D. program in 1999, the graduate faculty has been expanded, along with the reach and research profile of the Department in the associational communities with which the faculty affiliate, and the Department’s profile in the local community, especially with the demand by local media for expert commentary from faculty. We are attracting graduate students from around the country and around the world; the standards for admission into the program continue to rise; and though less than a decade old, the doctoral degree from the Department of Communication at GSU has achieved sufficient cachet that we have been very successful in placing graduates of the program.

The number of faculty has increased from 6 tenure-track lines in 1981 to 36 tenure-track lines in 2009. The department has 10 “full” professors (three promoted in FY 2010), 16 associate professors, and 11 assistant professors (see Table B-1).
### Table B-1: Faculty Demographic Information for FY2007-FY2009

<table>
<thead>
<tr>
<th>Year</th>
<th>Status</th>
<th>Prof.</th>
<th>Assoc.</th>
<th>Asst.</th>
<th>Prof.</th>
<th>Assoc.</th>
<th>Asst.</th>
<th>FT¹</th>
<th>V.I.²</th>
<th>PTI³</th>
<th>Other⁴</th>
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</thead>
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<tr>
<td>FY 2007</td>
<td>Gender</td>
<td>3F</td>
<td>8F</td>
<td>1M</td>
<td>4F</td>
<td>1F</td>
<td>2F</td>
<td>12F</td>
<td>2F</td>
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<td></td>
<td>Minority</td>
<td>1A</td>
<td>1B</td>
<td>1H</td>
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</tr>
<tr>
<td>FY 2008</td>
<td>Gender</td>
<td>3F</td>
<td>8F</td>
<td>1M</td>
<td>6F</td>
<td>2F</td>
<td>2F</td>
<td>9F</td>
<td>2F</td>
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<tr>
<td></td>
<td>Minority</td>
<td>1A</td>
<td>1B</td>
<td>1H</td>
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<td>1A</td>
<td>1B</td>
<td>1X</td>
<td>1U</td>
</tr>
<tr>
<td>FY 2009</td>
<td>Gender</td>
<td>3F</td>
<td>8F</td>
<td>1M</td>
<td>8F</td>
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<td>11F</td>
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<td>Minority</td>
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<td>1A</td>
<td>1B</td>
<td>1X</td>
<td>1U</td>
</tr>
</tbody>
</table>

Notes: F=female; M=male. A=Asian; B=black; H=Hispanic; X=Mixed race; U=Unknown. Caucasian/white not reported as a minority status.

¹Includes permanent instructor, lecturer, clinical, research status.
²Includes visiting instructor/lecturer positions.
³Includes part-time instructor and partial contract positions.
⁴Includes academic professional, academic administrator, general administrator, adjunct positions.

These numbers include 2 full professors who serve as Associate Deans in the College (in the Humanities and the Social/Behavioral Sciences areas) and 1 associate professor who serves as department chair. The Department also employs 10 lecturers, 8 administrative staff, and 4 technical support staff. In FY 2009 alone, research faculty have published 4 books and 16 refereed articles, and received 14 grants, totaling $1,587,000 (see Table B-2). The faculty also serves the profession by sitting on the editorial boards of 30 journals.

### Table B-2a: Faculty Productivity for Calendar Years 2006-2008

<table>
<thead>
<tr>
<th>Professor</th>
<th>Books/Edited Volumes</th>
<th>Journal Articles</th>
<th>Chapters/Essays</th>
<th>External Funding</th>
<th>Internal Funding</th>
<th>Conference Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alleyne</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Atkinson</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>$47k</td>
<td>$27.6k</td>
<td>7</td>
</tr>
<tr>
<td>Bennett</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Boozer</td>
<td>1 book</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Bruner</td>
<td>1 edited vol.</td>
<td>2</td>
<td>1</td>
<td>$300</td>
<td>$500</td>
<td>11</td>
</tr>
<tr>
<td>Cheshire</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Darsey</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Friedman</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Fujioka</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>$10k</td>
<td>6</td>
</tr>
<tr>
<td>Professor</td>
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<td>0</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>--------------</td>
<td>--------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Fuller-Seeley</td>
<td>1 book</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Hoffner</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>$51k</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Li</td>
<td>1 book</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Lisby</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Meyers</td>
<td>1 book</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Perren</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Raengo</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Restivo</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Romski</td>
<td>0</td>
<td>6</td>
<td>1</td>
<td>$620k</td>
<td>0</td>
<td>33</td>
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<tr>
<td>Smith</td>
<td>1 book</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>$6.2k</td>
<td>6</td>
</tr>
<tr>
<td>Stuckey</td>
<td>2 books</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Tabako</td>
<td>1 book</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Teel</td>
<td>1 book</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>$35k</td>
<td>2</td>
</tr>
<tr>
<td>Wilkin</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>$190k</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Winkler</td>
<td>1 books</td>
<td>2</td>
<td>3</td>
<td>$1456.1k</td>
<td>0</td>
<td>8</td>
</tr>
</tbody>
</table>

**3-Year Totals**

<table>
<thead>
<tr>
<th></th>
<th>12 books/edited vols.</th>
<th>35 journal articles</th>
<th>37 chapters</th>
<th>$2364.4k</th>
<th>$79.3k</th>
<th>190</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3-Year Averages</strong></td>
<td>.5</td>
<td>1.5</td>
<td>1.54</td>
<td>$98.5k</td>
<td>$3.3k</td>
<td>7.9</td>
</tr>
</tbody>
</table>

*N=24. This listing does not include lecturers, who have no research productivity requirement, other non-research faculty, or faculty who were not at GSU for the full 3-year span of the self-study.

**Table B-2b: Faculty Productivity for Calendar Years 2006-2008**

<table>
<thead>
<tr>
<th>Professor</th>
<th>Juried Creative Projects</th>
<th>Invited Creative Projects</th>
<th>External Funding</th>
<th>Internal Funding</th>
<th>Conference Presentations/Workshops</th>
<th>Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austin</td>
<td>2 plays</td>
<td>1</td>
<td>0</td>
<td>$4k</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Beck</td>
<td>0</td>
<td>0</td>
<td>$301.5k</td>
<td>$23.5k</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Boli</td>
<td>5 films, 22 screenings</td>
<td>0</td>
<td>0</td>
<td>$15k</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Holmes</td>
<td>8 plays</td>
<td>13</td>
<td>0</td>
<td>$3.5k</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schiffer</td>
<td>3 films, 10 screenings</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Vollmer</td>
<td>5 films, 42 screenings</td>
<td>0</td>
<td>$60k</td>
<td>$5k</td>
<td>8</td>
<td>10</td>
</tr>
</tbody>
</table>

**3-Year Totals**

<table>
<thead>
<tr>
<th></th>
<th>10 plays, 13 films, 74 screenings</th>
<th>15</th>
<th>$361.5k</th>
<th>$51k</th>
<th>19</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3-Year Averages</strong></td>
<td>1.7 plays, 2.2 films, 12.3 screenings</td>
<td>$60.3k</td>
<td>$8.5k</td>
<td>3.2</td>
<td></td>
</tr>
</tbody>
</table>

*N=6. This listing does not include lecturers, who have no research productivity requirement, other research faculty, or faculty who were not at GSU for the full 3-year span of the self-study. Faculty recent hires: Freeman, Kulikova, Robin, & Williams & Barker not included in these totals.

The degree programs and areas of concentration offered by the department during the self-study period are: B.A. in Film/Video; B.A. in Speech, with concentrations in Public & Political Communication and Communication Across the Lifespan; B.A. in Journalism, with concentrations in Print Journalism, Public Relations, and Telecommunications; B.I.S. in Theatre, with concentrations in Performance and Design & Production; M.A. in Communication, with
concentrations in Mass Communication, Human Communication & Social Influence, and Film/Video & Digital Imaging; and Ph.D. in Communication Studies, with concentrations in Public Communication and Moving Image Studies. The overall number of active majors was 2,000 in FY 2009 (see Table B-3). As of the spring of 2009, the doctoral program had grown to 73 active Ph.D. students, 19 of whom are past their comprehensive exams. To date, the program has awarded 13 Ph.D. degrees, and our graduates have gone on to positions at the University of London, Bucknell University, University of Nevada-Las Vegas, Morehouse School of Medicine, Cairo University, University of Toledo, University of Tennessee-Martin, University of West Georgia, Bridgewater State University, and elsewhere.

The retention rates of Film/Video, Journalism and Speech Communication majors (no lower than 59%, but typically between 70-100%) by the Department are higher than the University’s retention rates. Those same majors’ six-year graduation rates (range 43.8%-100%) is also higher than the university six-year graduation rates. (See Table B-4.) Graduates of the programs have been employed in radio and television stations and networks, newspapers, magazines, online publications, video production and post-production facilities, public relations agencies, non-profit organizations and government agencies at the local, state, and national levels.

### Table B-3: Program Enrollment Numbers

<table>
<thead>
<tr>
<th>Degree</th>
<th>Major</th>
<th>Conc.</th>
<th>FY 2007</th>
<th>FY 2008</th>
<th>FY 2009</th>
<th>3-Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Majors</td>
<td>Degrees Granted</td>
<td>Majors</td>
<td>Degrees Granted</td>
</tr>
<tr>
<td>A.B.</td>
<td>FMV</td>
<td></td>
<td>598</td>
<td>91</td>
<td>638</td>
<td>93</td>
</tr>
<tr>
<td>A.B.</td>
<td>JOUR</td>
<td></td>
<td>321</td>
<td>4</td>
<td>387</td>
<td>8</td>
</tr>
<tr>
<td>A.B.</td>
<td>JOUR</td>
<td>Print</td>
<td>3</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>A.B.</td>
<td>JOUR</td>
<td>Nwspr</td>
<td>156</td>
<td>39</td>
<td>137</td>
<td>32</td>
</tr>
<tr>
<td>A.B.</td>
<td>JOUR</td>
<td>PR</td>
<td>331</td>
<td>92</td>
<td>335</td>
<td>94</td>
</tr>
<tr>
<td>A.B.</td>
<td>JOUR</td>
<td>Telecom</td>
<td>197</td>
<td>40</td>
<td>174</td>
<td>38</td>
</tr>
<tr>
<td>A.B.</td>
<td>SPCH</td>
<td></td>
<td>41</td>
<td></td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>A.B.</td>
<td>SPCH</td>
<td>C.A.L.</td>
<td>66</td>
<td>20</td>
<td>71</td>
<td>12</td>
</tr>
<tr>
<td>A.B.</td>
<td>SPCH</td>
<td>Pub-Pol</td>
<td>91</td>
<td>23</td>
<td>97</td>
<td>26</td>
</tr>
<tr>
<td>A.B.</td>
<td>THEA</td>
<td></td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>A.B.</td>
<td>THEA</td>
<td>Perfmnc</td>
<td>27</td>
<td>16</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>B.I.S.</td>
<td>IDS</td>
<td>Design</td>
<td>2</td>
<td></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>B.I.S.</td>
<td>IDS</td>
<td>Perfmnc</td>
<td>4</td>
<td>1</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>1,834</strong></td>
<td><strong>327</strong></td>
<td><strong>1,917</strong></td>
<td><strong>314</strong></td>
</tr>
<tr>
<td>M.A.</td>
<td>COM</td>
<td></td>
<td>42</td>
<td>17</td>
<td>24</td>
<td>3</td>
</tr>
<tr>
<td>M.A.</td>
<td>COM</td>
<td>FV-Digi</td>
<td>30</td>
<td>4</td>
<td>32</td>
<td>4</td>
</tr>
<tr>
<td>M.A.</td>
<td>COM</td>
<td>HumanC</td>
<td>19</td>
<td>1</td>
<td>23</td>
<td>4</td>
</tr>
<tr>
<td>M.A.</td>
<td>COM</td>
<td>MassCm</td>
<td>33</td>
<td>2</td>
<td>33</td>
<td>3</td>
</tr>
<tr>
<td>M.A.</td>
<td>COM</td>
<td>PublicC</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>124</strong></td>
<td><strong>24</strong></td>
<td><strong>112</strong></td>
<td><strong>14</strong></td>
</tr>
<tr>
<td>Ph.D.</td>
<td>COM</td>
<td></td>
<td>28</td>
<td>10</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>COM</td>
<td>M.I.S.</td>
<td>12</td>
<td>14</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Ph.D.</td>
<td>COM</td>
<td>PublicC</td>
<td>18</td>
<td>1</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>58</strong></td>
<td><strong>11</strong></td>
<td><strong>55</strong></td>
<td><strong>14</strong></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>2,016</strong></td>
<td><strong>362</strong></td>
<td><strong>2,084</strong></td>
<td><strong>329</strong></td>
</tr>
</tbody>
</table>

1Print: General. 2Print: Newspaper. 3Telecommunication. 4Communication Across the Lifespan. 5Public-Political Communication. 6Performance Studies. 7Film-Video & Digital Media. 8Human Communication. 9Mass Communication. 10Public Communication. 11Moving Image Studies.
### Table B-4: Retention by Major AY 2005-2008*

<table>
<thead>
<tr>
<th>Degree</th>
<th>Major</th>
<th>Total Juniors Fall 05</th>
<th>Total Retained Fall 06</th>
<th>Total Graduated by Fall 06</th>
<th>1-Yr Retention Rate</th>
<th>Total Retained Fall 07</th>
<th>Total Graduated by Fall 07</th>
<th>2-Yr Retention Rate</th>
<th>Total Retained Fall 08</th>
<th>Total Graduated by Fall 08</th>
<th>3-Yr Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB</td>
<td>FMV</td>
<td>65</td>
<td>58</td>
<td>0</td>
<td>89.2%</td>
<td>31</td>
<td>24</td>
<td>84.6%</td>
<td>10</td>
<td>42</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>JOU</td>
<td>119</td>
<td>100</td>
<td>2</td>
<td>102</td>
<td>84.0%</td>
<td>45</td>
<td>50</td>
<td>95</td>
<td>14</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>SPH</td>
<td>21</td>
<td>19</td>
<td>0</td>
<td>19</td>
<td>90.5%</td>
<td>8</td>
<td>7</td>
<td>15</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>THE</td>
<td>12</td>
<td>9</td>
<td>0</td>
<td>9</td>
<td>75.0%</td>
<td>4</td>
<td>6</td>
<td>10</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>BIS/IDS</td>
<td>8</td>
<td>8</td>
<td>0</td>
<td>8</td>
<td>100.0%</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>30</td>
<td>6</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>225</td>
<td>194</td>
<td>2</td>
<td>196</td>
<td>65.3%</td>
<td>92</td>
<td>90</td>
<td>182</td>
<td>60</td>
<td>146</td>
</tr>
</tbody>
</table>

* Fall 2005 Juniors (60-75 total credit hours at start of term).

### Table B-5a: 2007 Credit-Hour Generation by Level and Faculty Type

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>UGrad Core</th>
<th>UGrad Lower Division</th>
<th>UGrad Upper Division</th>
<th>Graduate</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-Track</td>
<td>478</td>
<td>375</td>
<td>4,422</td>
<td>3,811</td>
<td>9,086</td>
</tr>
<tr>
<td>Non-TT</td>
<td>7,364</td>
<td>1,950</td>
<td>5,145</td>
<td>228</td>
<td>14,687</td>
</tr>
<tr>
<td>PTI</td>
<td>0</td>
<td>48</td>
<td>698</td>
<td>107</td>
<td>853</td>
</tr>
<tr>
<td>GTA</td>
<td>7,144</td>
<td>2,265</td>
<td>3,749</td>
<td>0</td>
<td>13,158</td>
</tr>
<tr>
<td>Other</td>
<td>1,983</td>
<td>48</td>
<td>1,341</td>
<td>294</td>
<td>3,666</td>
</tr>
<tr>
<td>TOTAL</td>
<td>16,969</td>
<td>4,686</td>
<td>15,355</td>
<td>4,440</td>
<td>41,450</td>
</tr>
</tbody>
</table>

### Table B-5b: 2008 Credit-Hour Generation by Level and Faculty Type

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>UGrad Core</th>
<th>UGrad Lower Division</th>
<th>UGrad Upper Division</th>
<th>Graduate</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-Track</td>
<td>323</td>
<td>165</td>
<td>4,636</td>
<td>3,872</td>
<td>8,996</td>
</tr>
<tr>
<td>Non-TT</td>
<td>9,273</td>
<td>1,965</td>
<td>5,394</td>
<td>301</td>
<td>16,933</td>
</tr>
<tr>
<td>PTI</td>
<td>0</td>
<td>62</td>
<td>452</td>
<td>3</td>
<td>517</td>
</tr>
<tr>
<td>GTA</td>
<td>5,201</td>
<td>2,148</td>
<td>2,901</td>
<td>0</td>
<td>10,250</td>
</tr>
<tr>
<td>Other</td>
<td>3,300</td>
<td>959</td>
<td>1,794</td>
<td>234</td>
<td>6,287</td>
</tr>
<tr>
<td>TOTAL</td>
<td>18,097</td>
<td>5,299</td>
<td>15,177</td>
<td>4,410</td>
<td>42,983</td>
</tr>
</tbody>
</table>

### Table B-5c: 2009 Credit-Hour Generation by Level and Faculty Type

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>UGrad Core</th>
<th>UGrad Lower Division</th>
<th>UGrad Upper Division</th>
<th>Graduate</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-Track</td>
<td>995</td>
<td>108</td>
<td>5,380</td>
<td>4,092</td>
<td>10,575</td>
</tr>
<tr>
<td>Non-TT</td>
<td>10,353</td>
<td>2,688</td>
<td>4,682</td>
<td>106</td>
<td>17,829</td>
</tr>
<tr>
<td>PTI</td>
<td>150</td>
<td>244</td>
<td>687</td>
<td>18</td>
<td>1,099</td>
</tr>
<tr>
<td>GTA</td>
<td>7,943</td>
<td>2,403</td>
<td>3,117</td>
<td>0</td>
<td>13,463</td>
</tr>
<tr>
<td>Other</td>
<td>426</td>
<td>198</td>
<td>1,638</td>
<td>412</td>
<td>2,674</td>
</tr>
<tr>
<td>TOTAL</td>
<td>19,866</td>
<td>5,641</td>
<td>15,504</td>
<td>4,628</td>
<td>45,639</td>
</tr>
</tbody>
</table>

13
The Department moved into its current office space on the 6th floor of One Park Place South in 2007. In addition, the Department currently occupies portions of the 10th, 9th, 8th, 7th, 2nd, and 1st floors of One Park Place South, classrooms on the 1st floor of the General Classroom Building and Classroom South, and the theatre and related space in Alumni Hall.

The groundbreaking contributions of Ted Turner and the James Cox family made Atlanta an international media capital, housing Cable News Network (CNN), Turner Broadcasting, and Cox Enterprises. These communication industries are located only a short physical distance from our downtown campus. Atlanta is also recognized by many to be the political capital of the southeastern United States, affording the Department’s students and faculty ready access to the Carter Presidential Library, the Georgia state legislature, the Martin Luther King Center for Social Change, and the Auburn Avenue public library archives. Atlanta has developed into a regional center for film production advertising and has become one of the top public relations markets in the country. Simultaneously, a vibrant artistic community has emerged.

Table B-6a: Average Annual # of Faculty by Rank & Tenure Status

<table>
<thead>
<tr>
<th></th>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
<th>3-YR AV.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROFESSOR (Tenured)</td>
<td>5*</td>
<td>5*</td>
<td>5*</td>
<td>5.0*</td>
</tr>
<tr>
<td>ASSOC PROFESSOR (Tenured)</td>
<td>13</td>
<td>15</td>
<td>16</td>
<td>14.7</td>
</tr>
<tr>
<td>ASST PROFESSOR (Tenured)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>PROFESSOR (Tenure-Track)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>ASSOC PROFESSOR (Tenure-Track)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>ASST PROFESSOR (Tenure-Track)</td>
<td>9</td>
<td>9</td>
<td>11</td>
<td>9.7</td>
</tr>
<tr>
<td><strong>TOTAL TENURED &amp; TENURE-TRACK</strong></td>
<td><strong>28</strong></td>
<td><strong>30</strong></td>
<td><strong>33</strong></td>
<td><strong>30.3</strong></td>
</tr>
<tr>
<td>NON-TENURE-TRACK</td>
<td>19</td>
<td>16</td>
<td>20</td>
<td>18.3</td>
</tr>
<tr>
<td><strong>TOTAL FULL-TIME FACULTY</strong></td>
<td><strong>47</strong></td>
<td><strong>46</strong></td>
<td><strong>53</strong></td>
<td><strong>48.7</strong></td>
</tr>
<tr>
<td>PTI</td>
<td>10</td>
<td>6</td>
<td>9</td>
<td>8.3</td>
</tr>
<tr>
<td>GTA</td>
<td>43</td>
<td>43</td>
<td>52</td>
<td>46.0</td>
</tr>
<tr>
<td><strong>TOTAL PART-TIME</strong></td>
<td><strong>53</strong></td>
<td><strong>49</strong></td>
<td><strong>61</strong></td>
<td><strong>54.3</strong></td>
</tr>
</tbody>
</table>

*This number does not include 2 professors who serve the College of Arts & Sciences as associate deans.

Table B-6b: Average Annual Credit Hours by Level

<table>
<thead>
<tr>
<th></th>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
<th>3-YR AV.</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNDERGRADUATE CORE</td>
<td>16,969</td>
<td>18,097</td>
<td>19,866</td>
<td><strong>18,311</strong></td>
</tr>
<tr>
<td>UNDERGRADUATE LOWER</td>
<td>4,686</td>
<td>5,299</td>
<td>5,641</td>
<td><strong>5,209</strong></td>
</tr>
<tr>
<td>UNDERGRADUATE UPPER</td>
<td>15,355</td>
<td>15,177</td>
<td>15,504</td>
<td><strong>15,345</strong></td>
</tr>
<tr>
<td>GRADUATE</td>
<td>4,440</td>
<td>4,410</td>
<td>4,628</td>
<td><strong>4,493</strong></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>41,450</strong></td>
<td><strong>42,983</strong></td>
<td><strong>45,639</strong></td>
<td><strong>43,357</strong></td>
</tr>
</tbody>
</table>
Table B-6c: Average Annual Credit Hours by Faculty Type

<table>
<thead>
<tr>
<th></th>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
<th>3-YR AV.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TENURE-TRACK</td>
<td>9,086</td>
<td>8,996</td>
<td>10,575</td>
<td>9,552</td>
</tr>
<tr>
<td>NON-TENURE-TRACK</td>
<td>14,687</td>
<td>16,933</td>
<td>17,829</td>
<td>16,483</td>
</tr>
<tr>
<td>TOTAL FULL-TIME</td>
<td>23,773</td>
<td>25,929</td>
<td>28,404</td>
<td>26,035</td>
</tr>
<tr>
<td>PTI</td>
<td>853</td>
<td>517</td>
<td>1,099</td>
<td>823</td>
</tr>
<tr>
<td>GTA</td>
<td>13,158</td>
<td>10,250</td>
<td>13,463</td>
<td>12,290</td>
</tr>
<tr>
<td>TOTAL PART-TIME</td>
<td>14,011</td>
<td>10,767</td>
<td>14,562</td>
<td>13,113</td>
</tr>
</tbody>
</table>

Institutional Comparisons: No academic units nationwide are configured exactly the same as the GSU Department of Communication, but four aspirational peer institutions were identified which have programs that are similar, though in different unit configurations and locations. (See Appendix B-1.) These include the University of Minnesota-Twin Cities, the University of Texas-Austin, the University of Wisconsin-Madison, and the University of Maryland-College Park. The Office of Institutional Research sent questionnaires to the chairs of each department housing an academic unit included in our Department of Communication. Four responses from units in 3 institutions were received.

Table B7: Summary Table with Institutional Comparisons for FY09 Academic Year

<table>
<thead>
<tr>
<th></th>
<th>GSU Communication</th>
<th>Minnesota Communication Studies</th>
<th>Wisconsin School of J/MC</th>
<th>Texas Communication Arts</th>
<th>Advertising &amp; PR</th>
<th>Maryland Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Permanent Faculty</td>
<td>46 FTE</td>
<td>14 FTE</td>
<td>25 FTE</td>
<td>18 FTE</td>
<td>32 FTE</td>
<td>18 FTE</td>
</tr>
<tr>
<td>Adm. Staff</td>
<td>8 FTE</td>
<td>5 FTE</td>
<td>11.25 FTE</td>
<td>7 FTE</td>
<td>8 FTE</td>
<td>DNR²</td>
</tr>
<tr>
<td>Technical Support Staff</td>
<td>4 FTE</td>
<td>.33 FTE</td>
<td>2 FTE</td>
<td>5.8 FTE</td>
<td>0</td>
<td>DNR²</td>
</tr>
<tr>
<td>Faculty Salaries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Professor</td>
<td>$63.8k-$83.2k</td>
<td>$79.6k-$150.4k</td>
<td>$98k-$127.8k</td>
<td>$81.2k-$145.0k</td>
<td>$89.6k-$128.9k</td>
<td>DNR²</td>
</tr>
<tr>
<td>Associate</td>
<td>$52.3k-$73.7k</td>
<td>$71.2k-$86.6k</td>
<td>$72.3k-$86.0k</td>
<td>$62.8k-$81.1k</td>
<td>$66.4k-$95.0k</td>
<td>DNR²</td>
</tr>
<tr>
<td>Assistant</td>
<td>$48.1k-$54.1k</td>
<td>None now</td>
<td>$63.5k-$87.6k</td>
<td>$56.3k-$69.3k</td>
<td>$73.8k-$81.8k</td>
<td>DNR²</td>
</tr>
<tr>
<td>Travel Funding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(per faculty member)</td>
<td>$1,000</td>
<td>$1,400</td>
<td>$1,500</td>
<td>$500 for 1 domestic conf in 2 FYs + $500 from department</td>
<td>$21,578</td>
<td>$1,200</td>
</tr>
<tr>
<td>Faculty Productivity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>DNR²</td>
<td>6</td>
<td>DNR²</td>
</tr>
<tr>
<td>Refereed Articles</td>
<td>16</td>
<td>33</td>
<td>20</td>
<td>DNR²</td>
<td>42</td>
<td>DNR²</td>
</tr>
<tr>
<td>External Funding</td>
<td>14 grants</td>
<td>0</td>
<td>21 grants</td>
<td>DNR²</td>
<td>10 grants</td>
<td>DNR²</td>
</tr>
<tr>
<td>Editorial Boards</td>
<td>30</td>
<td>38</td>
<td>25</td>
<td>DNR²</td>
<td>38</td>
<td>DNR²</td>
</tr>
<tr>
<td>Student Quality</td>
<td>2010</td>
<td>2011</td>
<td>2012</td>
<td>2013</td>
<td>DNR²</td>
<td>DNR²</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>UG degrees awarded</td>
<td>358</td>
<td>230</td>
<td>355</td>
<td>297</td>
<td>DNR²</td>
<td>DNR²</td>
</tr>
<tr>
<td>MA degrees awarded</td>
<td>19</td>
<td>4</td>
<td>10</td>
<td>8</td>
<td>122</td>
<td>DNR²</td>
</tr>
<tr>
<td>Ph.D. degrees awarded</td>
<td>3</td>
<td>5</td>
<td>8</td>
<td>4</td>
<td>27</td>
<td>DNR²</td>
</tr>
<tr>
<td>FA08 Ph.D. student entry</td>
<td>1130</td>
<td>1254</td>
<td>1370</td>
<td>1290</td>
<td>1470</td>
<td>1251</td>
</tr>
<tr>
<td>MA degrees awarded</td>
<td>19</td>
<td>4</td>
<td>10</td>
<td>8</td>
<td>122</td>
<td>DNR²</td>
</tr>
<tr>
<td>Ph.D. degrees awarded</td>
<td>3</td>
<td>5</td>
<td>8</td>
<td>4</td>
<td>27</td>
<td>DNR²</td>
</tr>
<tr>
<td>FA08 MA student entry</td>
<td>960</td>
<td>1254</td>
<td>1136</td>
<td>1190</td>
<td>1146</td>
<td>1251</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Majors</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Film BA</td>
<td>527</td>
<td>none</td>
<td>none</td>
<td>R/TV/F: 422</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Speech BA</td>
<td>197</td>
<td>661</td>
<td>none</td>
<td>300</td>
<td>1,690²</td>
<td>850 approx.</td>
</tr>
<tr>
<td>Theatre BIS</td>
<td>3</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Comm MA</td>
<td>84</td>
<td>7</td>
<td>46</td>
<td>DNR²</td>
<td>645²</td>
<td>12</td>
</tr>
<tr>
<td>Comm PhD</td>
<td>59</td>
<td>35</td>
<td>31</td>
<td>DNR²</td>
<td>566²</td>
<td>49</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Credit Hours</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Film BA</td>
<td>12,663</td>
<td>none</td>
<td>none</td>
<td>R/TV/F: DNR²</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Speech BA</td>
<td>14,655</td>
<td>17,498</td>
<td>none</td>
<td>DNR²</td>
<td>6,462²</td>
<td>12</td>
</tr>
<tr>
<td>Theatre BIS</td>
<td>2,905</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Comm graduate</td>
<td>4,576</td>
<td>DNR²</td>
<td>819</td>
<td>620</td>
<td>9,716⁶</td>
<td>DNR²</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Student Support</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td># Doctoral students on assistantship</td>
<td>40</td>
<td>30</td>
<td>20</td>
<td>25</td>
<td>11</td>
<td>52 total (including both Ph.D. + MA)</td>
</tr>
<tr>
<td># MA students on assistantship</td>
<td>34</td>
<td>6</td>
<td>30</td>
<td>35</td>
<td>31</td>
<td>52 total (including both Ph.D. + MA)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Doctoral workload</th>
<th>Teach 3 courses annually; Provide 180 research hours</th>
<th>Teach 2 courses annually</th>
<th>20 hours per week</th>
<th>6 semesters assistance at 50% workload</th>
<th>20 hours per week + 20 hours weekly</th>
<th>Teach 2 courses annually</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA workload</td>
<td>GTA: Teach 3 courses annually; Provide 150 research hours; GLA &amp; GRA: 300 hours, split between service, research hours</td>
<td>Teach 2 courses annually</td>
<td>20 hours per week</td>
<td>4 semesters assistance at 50% workload</td>
<td>20 hours per week + 20 hours weekly</td>
<td>Teach 2 courses annually</td>
</tr>
<tr>
<td>Doctoral support package</td>
<td>$15k + tuition waiver + $800 travel + discounted health insurance</td>
<td>$14k + tuition waiver + 90% health insurance subsidy for 4 years, maximum</td>
<td>$30k</td>
<td>$10.5k + tuition waiver + subsidized health insurance</td>
<td>$16k</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>------</td>
<td>---------------------------------------------------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>MA support package GTA: $9k + tuition waiver + discounted health insurance; GLA &amp; GRA: $5.5k + tuition waiver + discounted health insurance</td>
<td>$14k + tuition waiver + 90% health insurance subsidy for 2 years, maximum</td>
<td>$27.5k</td>
<td>4 semesters assistantship</td>
<td>$9.5k + tuition waiver + subsidized health insurance</td>
<td>$15.5k</td>
<td></td>
</tr>
</tbody>
</table>

1Data not reported by institution to GSU OIR, but unofficially collected through professional contact.
2DNR: Did not report.
3This number includes R/TV/Film & Journalism from other units in the College of Communication, as well as, Advertising & PR.
4This number includes Communication Studies and Communication Sciences & Disorders from other units in the College of Communication.
5This number appears to be graduate majors throughout the College of Communication.
6This number includes all units in the College of Communication.

The Department of Communication compares favorably, when data are adjusted for comparative size.

SECTION C: PROGRESS TOWARDS GOALS & OBJECTIVES

The last self study process identified a series of steps necessary to improve the quality of communication programs and in every case progress has been made. In the teaching area, the department sought to replace visiting faculty with tenure track faculty, and since that recommendation was made, the number of annually appointed visiting instructors has been reduced from 12.5 to 8.5. It should be noted that the pace of College investments in new faculty would have brought this number down even more apart from the pace of departmental growth. Sub-goals have also been achieved: the university has fully funded its commitment to add fifteen tenure track faculty, a diversity committee has been appointed and is active, and while graduate student stipends have not been improved workload adjustments have been implemented that make stipend levels more reasonable (doctoral students are now on a three course annual workload as opposed to a four course annual assignment). GPA minimums for the journalism and film major are in place, and while both programs have since grown, the pace of that growth has been somewhat stabilized (there are some indications that the GPA restrictions have also, paradoxically, made those degree programs more attractive).

Only limited senior hiring has taken place, but in the years since the last self study, the mix of faculty-at-rank has moved into better proportion and, apart from the urgently perceived need to make senior hires in the new and emerging media area, the department's hiring authorizations have preserved a healthy mix of faculty appointed across ranks. The percentage of lecturers on faculty has expanded, but in a thoughtful way (and today the number of lecturers represent 25% of the permanent faculty, in line with BOR recommendations). As has been documented elsewhere in this report, the visibility and prestige, along with the quantifiable levels of external support for faculty activity, have considerably increased. Graduate students now receive formal and regular support for their professional development; royalty income from textbooks in use are donated to provide each doctoral student with $800 in annual travel support. Programmatic offerings at the
graduate level have been significantly increased commensurate with the additional possibilities enabled by new hires. Advisement and mentorship practices in the graduate program are regularly improved and examined: orientation efforts have been expanded, teaching and annual performance feedback has been institutionalized, and graduate seminars have been redesigned to mentor students to peer reviewed publication and to foster their skills in presenting and defending their ideas. The department fully participates in institutionally-mandated efforts to fully assess graduate programs.

The 2003 self study laid out a path for implementing degree authorization for an MFA in media making. A joint film production was implemented in conjunction with colleagues in the School of Art and Design, and although early application trends were vibrant and the graduates of the program have done accomplished work, a decision was mutually agreed upon to suspend admission into the program on account of the difficulties in surmounting the understandable intellectual/creative cultural differences between what might be termed art school and film school modes of media making. This study argues below that a freestanding communication-authorized MFA degree is well justified. To mention just some of the potential arguments that might be made for such an authorization: (1) a communication MFA would convert the existing MA degree into a program of study more fully appropriate to the standards of the discipline and the needs of the film industry; (2) such an MFA would (because it is a terminal degree) attract a cohort of graduate students more interested in eventual teaching careers, in turn allowing very low cost expansion of film and media making production opportunities for departmental undergraduates (where MFA students would teach entry courses in production to earn their assistantship support).

Teaching laboratory space has been significantly expanded. Students now work in three fully equipped newswriting laboratories, and production students have access to improved broadcast production space and editing suites. A screening room has been constructed which has enabled the implementation of standard film screenings. Still, urgent facility needs remain. The department lacks a credible TV or film production studio – the current space (115 GCB) is too small and underequipped to organize even basic single camera shoots. And while the Student Technology Fee has enabled regular and in some cycles major upgrades to equipment and facilities, such growth has not kept pace with the growth in program or technological innovation. Students often report that their high schools provided them with higher end production opportunities and equipment, this despite serious and well-intentioned efforts in the college and department to address the problem. The theatre program lacks a dedicated rehearsal space or black box theatre, which means that their one major (and recently renovated) venue, 116 Alumni Hall, is often tied up for rehearsal and unavailable for better justified uses. The articulated goal of forming a technical theatre partnership with Kennesaw or Emory or Georgia Perimeter College proved impossible since facilities on those campuses so far outpace our own.

Mechanisms for student advisement have been improved. In 2003 one professor and one full time staff member provided undergraduate advisement support; today four professors, the same full time staffer, and a cohort of graduate student advisers provide mentorship as students navigate their degree programs. Thanks to multi-year receipt of system-provided, GSU provost-allocated retention funds, the department has been able to organize much-needed improvements in print and online advisement material, to offer internship opportunities, and to organize group advisement sessions. Course directors now supervise instruction in all multi-section courses, organize
orientation for their colleagues, and provide feedback to graduate student and visiting instructors.

Technology and staff support has remained flat since the last self study, with the exception of two additional and urgently needed lines made available since 2005; one provides grant support for Dr. Winkler's efforts, and the other provides facilities support and support to faculty who use Apple equipment. As the workload of the staff has expanded, the department has barely kept pace, and mostly on account of the fact that sheer seniority and experience have had efficiency benefits. But the need for additional staffing, especially in the areas of production and technology support, external communication, and grant activity, are urgent and prioritized in the requests made later in this report. With support from the college, the equipment needs of most faculty have been reasonably met, with computers upgraded on a typical three year cycle. The major and problematic exception to this trend is that more expensive higher-end computing resources required by production faculty have not been regularly upgraded or updated, this because of the higher expense entailed by equipment replacement connected to high volume digital video and sound storage and processing.

The goals laid out relating to community outreach have been met and surpassed: support for and interest in urban debate activity has explosively grown. In all programs initiatives centering on community outreach have succeeded. To mention one example, students in community-based media classes have produced a series of impressive film projects resulting from collaborations with metro-Atlanta organizations, and the annual screenings attached to these films regularly attract hundreds of interested friends of the university. Attendance for university theatre productions remains strong.

Considerable work remains to improve mechanisms for external communication. A newsletter for majors is now planned, as well as online upgrades that will enable outreach to departmental alumni. The department's website has undergone one major upgrade that added video profiles and expanded informational resources. Another upgrade, consistent with University System requirements mandating a transition to the RedDot web platform, is imminent.

Taken together, the department is well positioned to make further progress in the coming review cycle. Over the last decade, the College of Arts and Sciences and senior university leadership have regularly prioritized our efforts and made serious and well-targeted investments in the Department of Communication. To the extent urgent needs remain, they reflect not so much absent support as the inevitable consequences of institution-wide growth. Because this growth continues in robust ways (year to year, enrollments in communication courses are up nearly 7% for FY10 as compared with FY09), strategies for improving the quality of departmental learning and research outcomes will be an ongoing challenge.

**SECTION D: CURRICULA QUALITY**

**Undergraduate Programs.** Since the last program review, CTW courses have been added to each major. Further, wholesale revisions to each BA offered in Communication have been approved at the departmental level and await college approval. The changes were motivated both by the outcomes of the assessment process and the media’s industry’s adoption of digital production and distribution methods for news and entertainment.
**Film/Video:** The new curriculum includes a mandatory production-oriented course and eliminates requirements in upper-division curricular categories, except for the mandatory CTW courses. New learning outcomes and assessment measures have been devised for the new curriculum.

**Journalism:** The revised curriculum combines two concentrations, Print Journalism and Telecommunications, into a Journalism concentration mirroring the convergence trends in the industry. More writing courses have been added to the Public Relations track and a new concentration emphasizes Media Studies. The most recent assessment data reveal that the curriculum is meeting all but two of the major’s goals (research skills and applying appropriate numerical and statistical concepts). The addition of the CTW course will add more training in research. The department is revising course assignments early in the curriculum to improve understanding of numerical and statistical concepts.

**Speech Communication:** The two existing concentrations will be combined into a single concentration with more required core courses. The most recent data shows all of the curricular goals and learning outcomes have been met or partially met. The inclusion of the mandatory CTW courses in the revised curriculum should help students who were unable to the achievement targets for writing research papers.

**Undergraduate Survey Results:** The undergraduate students’ response rate was extraordinarily low: 9.5% compared to an overall University response rate of 38%. On four questions which were primarily about the high quality of the faculty interaction with students, the Department’s means of responses were above the University’s mean: (Q1) faculty interest in the undergraduate’s academic development; (Q5) open communication between faculty and students about student concerns; (Q6) appropriate class size; and (Q9) availability of faculty outside of class. The Department’s lowest ranked means of responses were primarily curricular oriented: (Q2) academically challenging programs; (Q4) programs not preparing for professional career; (Q13) variety of major course offerings. All of the survey results are in Appendix D-5.

The curricular revisions currently under review specifically address all of the areas identified as weak in the survey. All majors will have more required courses and the Film/video and Journalism majors will have more required courses using relevant technology for each field earlier in the curricula. The addition of the required CTW courses will increase academic rigor and provide stronger career preparation. The revised curricula will also address many of the written comments that were mixed with praise and complaints. Concerns related to issues of growing enrollments, i.e., course and technology availability, disappointment with heavy reliance on GTAs, and lack of personal attention. Many comments pointed to difficulties in the sufficient number, timing, and variety of courses for all Communication students. The addition of more faculty and more dedicated lab/studio spaces should help ease the scheduling difficulties in the future.

**Graduate Programs.** The doctoral program strives to produce research scholars at the cutting edge of their specialization, who have demonstrated excellence in undergraduate teaching, and have significant professional experience. All doctoral students receive a high degree of mentoring and individualized assessment (for details, see Appendix D-6). For the past three years, our assessment measures have included (1) presentations at professional conferences, (2) publication
activity, (3) numerical evaluations of teaching performance, (4) performance on comprehensive examinations, and (5) assessment of final papers in doctoral seminars. In FY09, our students presented 52 conference papers, with 3 winning top paper awards. Ten students had essays accepted for publication in peer-reviewed journals or edited collections, with another 7 submitting essays for review. Students also published 4 online articles, 2 book reviews, and 1 encyclopedia entry. Of the 72 course sections taught by doctoral students, 78% had an overall instructional effectiveness score of 4.0 or higher (on a 5.0 scale); of the 33 graduate student teaching assistants, 28 (or 85%) had at least 1 overall effectiveness score of 4.0 or higher. While 75% of student papers scored 90 or higher in doctoral seminars, we had an unacceptably high failure rate for all or part of the comprehensive exams among the eight students taking them last year. Thus, the major changes being implemented in doctoral assessment is a more nuanced assessment of writing performance. To this end, the Graduate Committee is developing an online assessment tool which all graduate faculty will complete when submitting final grades, and which will identify potential writing or comprehension problems earlier and with more accuracy.

In the Masters Degree program, the curriculum focuses on providing students with a broad understanding of the intellectual traditions that make up the highly interdisciplinary field of Communication, while giving students the specialized knowledge and skills necessary to produce scholarly or creative theses of excellence. All M.A. students are required to take two core courses (Issues & Perspectives and Research Methods) that provide them with a synoptic view of the field; in addition, all M.A. Film-Video students must take Advanced Film Theory to obtain an understanding of cinematic languages and traditions. In the years since the last self-study, the core curriculum has been revised so that Issues & Perspectives is taught alternately by faculty from the 2 doctoral tracks; and Advanced Film Theory has been moved into the first year of the M.A. program in Film. For the past 3-year period, our assessment measures include (1) the quality of final paper in the two required core theory courses and (2) the quality of the final methods papers in required core course. In FY 09, 78% of our M.A. students in theory and 75% in research methods met or exceeded the minimum competence (84/100 points). To increase those percentages, all MA core courses must now integrate paper revision opportunities. In 2009, we also added another assessment measure that requires committee members for prospectuses, research theses, and creative-arts theses to assess a variety of writing indicators on a 1-to-4 scale.

The most critical problem identified in the graduate student surveys (lack of variety in course offerings) should be remedied through the significant addition of new faculty. Substantial tenure-track hiring since 2003 has permitted a significant expansion and improvement of our graduate offerings. In the Film/Video and Moving Image Studies area, the curriculum now includes offerings in international cinemas and television, media industry studies, race, documentary production, and visual culture. In the Rhetoric and Public Communication area, the curriculum is now more internationally focused (offerings related to Eastern European and post-Soviet states, China, and Latin America) and more focused on societal problems (health, terrorism, etc), with continued improvements in our existing strength in the rhetorics of resistance, subcultures, and social movements. The student’s expressed concern about the relative lack of New Media seminars, however, will require additional faculty in our hiring plan and further curricular reform to integrate new media scholarship across existing seminars. As one grad student commented, “we are in the middle of a revolution in media, and this is not reflected in our course offerings.” The most critical problem identified in the faculty surveys concerned the need to convert the M.A. in
film-video production to an M.F.A.

**SECTION E: STUDENT QUALITY**

**INPUT QUALITY METRICS – UNDERGRADUATES:** The general quality of the Department’s undergraduate population is improving. Over the past 4 years, the Department has had more Presidential Scholar finalists (GSU’s most prestigious academic scholarship) than any other academic program at the University. The Department was also the preferred choice of 85 Presidential Assistants since 1997, a program designed to have highly qualified undergraduates work alongside faculty to complete academic projects in their area of career interest. Twenty outstanding students receive internal departmental scholarships every year. A minimum GPA requirement for 3000- and 4000-level courses in Journalism and Film/Video was added in Spring 2003, making the Department more competitive and to control the large growth in enrollment in the courses in those majors.

**INPUT QUALITY METRICS – GRADUATES:** M.A. degree admission requirements in Communication include: (1) A statement of educational and career goals; (2) Two letters of recommendation from individuals who can evaluate the applicant’s past experiences and potential to do graduate work in Communication; (3) A high standard of overall undergraduate achievement – an above-average undergraduate grade-point average, meaning that a minimally qualified applicant typically will achieve at least a 3.0 on a 4.0 scale; and (4) A sufficiently high GRE score – a minimally qualified applicant typically will achieve at least a 500 on the verbal portion and a 500 on the analytic or quantitative portion of the exam.

Ph.D. degree admission requirements in Communication Studies include: (1) A statement of educational, research, and career goals; (2) three letters of recommendation from individuals who can evaluate the applicant’s potential to do doctoral work in Communication; (3) A high standard of overall undergraduate and master’s level achievement; (4) A sufficiently high GRE – a minimally qualified applicant typically will achieve at least a 500 on the verbal portion and at least a 500 on either the analytic or quantitative score on the exam; and (5) A writing sample. Comparison of applicants’ GRE scores is in Table E-1.

Admission to the Department’s M.A. and Ph.D. graduate programs over the last 3-year period has become increasingly competitive, particularly in the fall semester when roughly two-thirds of the students are admitted. (See, Table E-2.)

<table>
<thead>
<tr>
<th>Year</th>
<th>Applicants</th>
<th>Accepting Students</th>
<th>Enrolled Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GREV</td>
<td>GREQ</td>
<td>Total</td>
</tr>
<tr>
<td>FY07 MA COMM</td>
<td>473</td>
<td>506</td>
<td>979</td>
</tr>
<tr>
<td>FY08 MA COMM</td>
<td>460</td>
<td>510</td>
<td>970</td>
</tr>
<tr>
<td>FY09 MA COMM</td>
<td>481</td>
<td>503</td>
<td>983</td>
</tr>
<tr>
<td>3-YR AVERAGE</td>
<td>471</td>
<td>506</td>
<td>977</td>
</tr>
<tr>
<td>FY07 PhD COMM</td>
<td>561</td>
<td>560</td>
<td>1122</td>
</tr>
<tr>
<td>FY08 PhD COMM</td>
<td>539</td>
<td>559</td>
<td>1098</td>
</tr>
<tr>
<td>FY09 PhD COMM</td>
<td>551</td>
<td>639</td>
<td>1189</td>
</tr>
<tr>
<td>3-YR AVERAGE</td>
<td>550</td>
<td>586</td>
<td>1136</td>
</tr>
</tbody>
</table>
Table E-2: Selection Ratio of Applicant/Accepted Graduate Students for FY 2007-2009

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Applicants</th>
<th>Number Accepted</th>
<th>Selection Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY07 MA COMM</td>
<td>141</td>
<td>43</td>
<td>30.27%</td>
</tr>
<tr>
<td>FY08 MA COMM</td>
<td>148</td>
<td>41</td>
<td>28.47%</td>
</tr>
<tr>
<td>FY09 MA COMM</td>
<td>139</td>
<td>27</td>
<td>29.62%</td>
</tr>
<tr>
<td>3-YR AVERAGE</td>
<td>143</td>
<td>37</td>
<td>29.45%</td>
</tr>
<tr>
<td>FY07 PhD COMM</td>
<td>50</td>
<td>20</td>
<td>34.90%</td>
</tr>
<tr>
<td>FY08 PhD COMM</td>
<td>61</td>
<td>23</td>
<td>37.77%</td>
</tr>
<tr>
<td>FY09 PhD COMM</td>
<td>47</td>
<td>25</td>
<td>49.83%</td>
</tr>
<tr>
<td>3-YR AVERAGE</td>
<td>53</td>
<td>23</td>
<td>40.83%</td>
</tr>
</tbody>
</table>

QUALITY OUTPUT METRICS – UNDERGRADUATES: Increasing numbers of Communication undergraduates are participating in and producing quality extracurricular work for on- and off-campus media and other information and entertainment outlets. Assessment practices show that undergraduate students are meeting the goals and objectives identified in learning outcomes. The assessment reports demonstrate strong evidence that the goals for the core curriculum and the undergraduate majors have been met in terms of oral communication skills, mastery of basic concepts and theories, as well as skills appropriate to the three majors. When goals were not fully met, curriculum changes were made to strengthen critical thinking, writing, and research skills, or assessment changes were made to more accurately evaluate student performance. For example, recent revisions have been made in Journalism curriculum to keep pace with rapid changes in digital technology, and to strengthen students’ writing and research skills. Additional quality of the undergraduate program is apparent in undergraduate research involvement and pursuit of graduate education. Several undergraduates have presented their work at the annual Undergraduate Research Conference each year since its inception, and undergraduates also have participated in the McNair program and presented their work at related conferences. In addition, students who have graduated from our undergraduate program have gone on to graduate programs at Georgia State University and other major universities such as the University of Missouri-Columbia.

QUALITY OUTPUT METRICS – GRADUATES: The M.A. and Ph.D. programs continue to be strong (see, Section D, above). Evidence indicates that students in the M.A. program are generally meeting the Department’s goals and objectives. M.A. students in the core theory and research courses have performed well, with about 80% or more typically achieving a score of B or better on their final papers. Nearly all of our students have successfully defended thesis proposals and completed theses. But the Department is working on ways to support students in their writing of the thesis prospectus and to improve tracking of failed or postponed defenses, to allow better evaluation of students’ written and oral argumentation skills. A number of M.A. students have continued in our own doctoral program or have gone on to highly ranked doctoral programs at universities, such as, the University of Georgia and the University of Arizona.

The assessment evidence indicates that the doctoral program has a rigorous and challenging curriculum, and continues to attract quality students. However, increased recruitment of doctoral students is a goal for the Department. Doctoral students have performed well on seminar papers, with approximately 70-75% of students receiving a score or A- or better. Through a writing “proseminar,” the Department is increasing opportunities for students to revise written work and receive feedback. Most doctoral students who have taken comprehensive exams have completed them successfully, with most students passing the exams and two receiving a “high pass” in the
past three years. However, a few students failed their exams, or were required to retake one part of the exam. The Department is currently implementing course-by-course tracking of doctoral student performance to better assess student performance and provide appropriate feedback and support.

Since 2006, our doctoral students have published at least 30 articles or essays in scholarly journals or edited books, as well as one book and several book reviews. Doctoral students also have presented 105 papers at professional conferences and conventions in the same time period, including strong involvement in the major national/international conferences associated with the program’s three areas: NCA (National Communication Association), SCMS (Society for Cinema and Media Studies), and AEJMC (Association for Education in Journalism & Mass Communication). A number of students won top paper awards, and others have been highly visible at smaller, boutique conferences. Graduates from our doctoral program have obtained faculty positions at many universities, including, University of Toledo, University of Nevada-Las Vegas, Morehouse School of Medicine, Cairo University (Egypt), Bridgewater State University, University of West Georgia, Eckard College (Florida), Otero Junior College (Colorado), Bucknell University, and University College-London. Three students who are currently ABD are assistant professors at Central Washington University, Berry College, and University of Tennessee-Martin. Other graduates of our doctoral program are employed as a Student Media Advisor in the Digital Aquarium at GSU, and in a research position at Stryker Corporation (Michigan).

SECTION F: FACULTY QUALITY

The Department faculty is exceptionally strong in terms of research productivity. Along with its rapid growth, faculty members have been awarded numerous grants and national awards, published a significant number of books and long-form creative projects, and an very large number of refereed articles, books chapters, short-form creative projects, and conference papers. Grant production in the Department is at an all-time high, with over $4 million in external funding from sources as diverse as the Center for Disease Control, the U.S. Department of Education, the Healthcare Georgia Foundation, the Einhorn Family Charitable Trust, the U.S. Department of Justice, and the Coca-Cola Corporation. For example, Professor Mary Ann Romski, as Principal Investigator, received a grant from the U.S. Department of Education for $1,998,418 (2007-2011) for language intervention studies related to children with developmental disabilities. Professor Carol Winkler, as Principal Investigator, received a grant from the Einhorn Family Charitable Trust for $960,000 (2006-2009) for her work in urban debate, which garnered attention from the Department of Education and First Lady Laura Bush in 2008. Assistant Professor Holly Wilkin, as Co-Principal Investigator, received a grant from the Healthcare Georgia Foundation for $190,000 (2007-2009) for the analysis of non-emergency use of 911. Professor Niklas Vollmer received $60,000 from Coca-Cola for environmental documentary work related to the Beijing Olympics. Faculty also received over $150,000 dollars from internal grant sources during the same three year period. (For a summary of grants received, see Table B-2.)

Faculty continue to win a wide range of international and national awards. Professor Mary Stuckey, for example, received the Bruce E. Gronbeck Political Communication Lifetime Achievement Award in 2006 and the Marie Hochmuth Nichols Award for Outstanding Scholarship in Public Address in 2009. Assistant Professor Daniel Robin won the Jury Prize for
Short Film at the Sundance Film Festival in 2007. Associate Professor Michael Lane Bruner received the National Communication Association’s Lillia A. Heston Award for Outstanding Scholarship in Interpretation and Performance Studies in 2006. Professor Carol Winkler won the National Communication Association’s Top Book Award in Political Communication in 2008. Professor Leonard Teel was selected as a Fellow of the Eminent World Scholars Programme in 2008-2009. Assistant Professor Tomasz Tabako won the Medal of Freedom from the President of Poland in 2008. (For a complete list of honors and awards, see Appendix F-3.)

Between 2006 and 2008 faculty have produced 7 monographs (3 of which won national awards) and 13 books (see, Table B-2). Faculty also produced 36 non-duplicated refereed journal articles, 31 book chapters, 27 creative projects – including films and plays – which were screened at festivals 79, and over 210 conference presentations.

**SECTION G: RESOURCE ADEQUACY**

**Faculty Resources.** In the three year period for which we are asked to provide data, the number of undergraduate majors has grown from just over 1800 (2007) to 2000 (2009), an increase of 9%. This increase has occurred at a time when standards for acceptance into the major have been raised. In that same period, graduate enrollment has ranged from 160-180, averaging 170 students. The number of PhD students has been nearly constant, ranging from 55 to 59. In this same period, the number of tenure-track faculty has increased by five, from 28 to 33, though the number of graduate faculty has declined from 27 to 25.

The ratio of tenure-track faculty to students at each level for the three reported years is reported in Appendix G1. Especially at the undergraduate level, the ratio of faculty to students is low. These low ratios may have some bearing on the relatively modest numbers in the surveys of undergraduate majors and alums (Appendix D5), especially in areas that address individual attention and access to faculty. The department scored better in responses from graduate students and graduate alums, for whom faculty-to-student ratios are higher, though even here, graduate students express some frustration with the department’s ability to offer courses with adequate frequency. GSU’s faculty generate almost 44% more FTEs than the nearest competitor among our peer institutions (46/32) and 160% of the average of FTEs produced by all of our peer institutions. (See Table B7). Even with these high levels of credit hour generation, the Department of Communication’s tenure-track faculty produces only 50-60% of the credit hours produced by non-tenure-track faculty in the department, and only about 22% of the total credit hours generated in the department from all sources (averaged over the three-year data period; see Table B5). It is clear that we need to increase the number of tenure-track faculty in the department.

It is a credit to Georgia State University’s department that it has been able to attract, and in almost all cases retain, an outstanding, award-winning faculty despite a combination of heavy teaching loads\(^1\) and comparatively low salaries (GSU’s salaries are uniformly low when compared to our

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\(^1\) In addition to the FTE differential between the department and its peer institutions, it is worth noting that the Department of Communication at GSU, consistent with the College policy, operates under a five-unit workload, which, although rare, can result in a 3-2 teaching load. This teaching load is often reduced by course reductions for especially demanding service assignments or high levels of graduate advisement, those reductions are reductions from a relatively high base load. At least for some peer institutions, the teaching load is 2/1 and higher reductions for service are available than at Georgia State University. The Department of
The issue of racial and ethnic diversity among the faculty is an ongoing concern. The department is well balanced with respect to gender. Men currently outnumber women in tenured positions, but among the younger tenure-track faculty, there are more women than men. The faculty has an international background, with origins in China, Israel, Italy, Japan, Kyrgyzstan, and Poland in addition to the United States. Still, the department, like many departments around the country in a variety of disciplines, struggles to attract and keep highly qualified African-American faculty. There are comparatively few African American candidates graduating from doctoral programs in communication, and competition for good candidates is fierce. The Department of Communication at GSU feels a special urgency in this respect as we look to present a faculty that reflects the diversity of our undergraduate population. The department is well-positioned to become one of the major producers of undergraduate majors who may go on to graduate school at other places, and is also well positioned to become a major producer of African-American doctorates in communication. In order to compete for minority and especially African-American faculty, there is an urgent need for wider support from minority hiring initiatives, providing flexibility beyond immediate programmatic needs when opportunities present themselves.

New faculty resources should be allocated in ways that meet not only the broad, general objectives and needs of the department, but also the department’s specific goals for the next five years. These needs are assessed below.

**Administrative Resources.** The Department of Communication at GSU has eight administrative staff and four technical support staff for a permanent faculty of 46, a ratio of one staff person for every 4 (approx) faculty. There is wide variation here among peer institutions with a range among the four programs reporting data for this measure from 1:1.4 to 1:4 with an average of 1:2.48 (See Table B7), so the Department is under-resourced in terms of staff, relative to our peer institutions.

Our own assessment of our needs suggests an additional full-time staff person for undergraduate advising — this would help with the university’s goal of raising retention rates; two additional technical support staff, one for classroom support and one for faculty support; and a full-time staff person dedicated to maintaining the increasingly important and complex departmental Website. Four additional staff positions would bring the staff to faculty ratio down to 1:2.87, still high, but closer to the average at our peer institutions than where we are now.

**Technological Resources.** As elaborated earlier, the department faces continuing challenges in providing faculty with computing equipment suitable to their needs, especially in the moving image production area. In addition, the department will need to make a continuing and annual case to the Student Technology Fee Committee for resources sufficient to implement necessary curricular transformation.

**Space Resources.** Five years ago, the Department had a suite of offices, including its main office, staff offices, and the main department conference room on the 10th floor of One Park Place S; an
office, a small lab, and a video taping equipment closet on the 9th floor; a suite of offices with a medium-sized conference room on the 8th floor; another suite of offices with a small conference room on the 7th floor; and DAEL facilities on the first floor. In addition, a significant number of our GTAs and PTIs had offices across the street from One Park Place in 10 Park Place S.

Two years ago, the department was provided new space on the 6th floor of One Park Place S. The main department office, staff offices, and offices for department administration (including undergraduate advising) were moved to the 6th floor, and offices on the 10th and 8th floors that had been vacated by the move were redistributed to accommodate incoming faculty. In addition to allowing for the consolidation of certain administrative functions and staff within a single space, the move also allowed for the consolidation of faculty associated with CIME, expanded space for the debate program, and additional offices for faculty. The sixth-floor space not only relieved the immediate space stress faced by the department, it also allowed for the creation of facilities more appropriate to a department of our size and more conducive especially for staff productivity than when the main office and waiting area was situated in the middle of a high-traffic intersection on the 10th floor.

Welcome as the expansion to the 6th floor of One Park Place was, it was, like a modern freeway expansion, already inadequate by the time it happened. Though consolidated in a new and larger space on the sixth floor, CIME, for example, is already feeling the need for larger space, configured similarly to what they have now, but large enough to accommodate 5 contiguous faculty offices, plus GRA space, plus conference space, plus production space both for the journal published by CIME and for possible audio/video production. Tenured and tenure-track faculty and lecturers have private offices, but it has become an annual scramble, even with the additional space provided on the 6th floor to find offices for a faculty that continues to grow. PTIs and GTAs are in shared offices with 2 to 8 people per office.

In addition to being stretched for office space, the Department has outgrown its conference rooms, both in terms of size and number. The largest conference room in the department is barely large enough to accommodate a meeting of the faculty and not large enough to accommodate joint functions involving both faculty and graduate students. And with an increasing number of committees and committee meetings and an increasing number of graduate students with the attendant committee, prospectus, and defense meetings, it has become difficult at times to find an available conference room when meetings need to be scheduled. The importance of common areas is especially acute for a department that is spread across six floors of a building.

**Laboratory Resources.** The Department of Communication has laboratory needs in two areas: (1) teaching and (2) research. The Department controls a number of teaching labs on campus, primarily writing labs for journalism students. In order to meet student demand for classes, these labs are scheduled pretty much all the time. As enrollments increase, we need additional labs, both to accommodate class needs and to allow some time in which students might have access to labs to work on class projects and assignments. There is a need for lab space available to students 24 hours a day, 7 days a week for independent work on class-related projects. Ideally, the department would like to have a 50-seat open lab and a 30-seat computer lab, exclusive for film; a separate lab (107 General Classroom Building) for journalism; and a 15-seat lab for courses. In addition, when the new production courses come online, we will need a new classroom to accommodate those
courses along with a space that can be divided into 6 to 8 individual production carrels. With this
growth comes the need for a better and larger equipment check-out room; a digital media library
(on hard drive); and a multi-media screening room.

Department faculty in the social sciences and the faculty associated with CIME have expressed the
need to have research labs for faculty and graduate students, labs for conducting focus groups, labs
equipped for observation, and labs with computers for data input. The only labs in the department
with even some of these features are associated with CRADL, and access is limited as is the case
with other labs on campus.

**GSU Foundation Resources.** The Foundation administers a range of departmental scholarship
accounts that generate annually awarded stipends to competitively selected students in most
degree sequences (the department is unable to award a single scholarship in the film area, and only
a single graduate fellowship). No other endowment support yet exists to support endowed
professorships, serious funding for doctoral students or their dissertation projects, or funding for
the general development needs of the department. A fundraising set of priorities has been drafted
by the department's executive committee and is being finalized with the aim of considerably
scaling up fundraising efforts and outcomes.

**Library Resources.** Library resources for the Department of Communication have improved
enormously over the past ten years, in part due to the hard work of our department’s library liaison
and the librarians assigned to communication and in part due to the digitization of major journals
and other resources. Although the library report (Appendix G2) correctly judges the collection as
adequate support for the department’s curricula, the report also notes that the strength of the
collection is in “books on film and television studies, international media studies, and
interdisciplinary materials related to topics in mass communication.” Resources supporting Speech
and Journalism (at the undergraduate level) or Public Communication (at the PhD level), areas of
strength and/or high demand in the department, are not as well developed. Until the journals of the
professional associations representing speech and its associated areas of scholarship began to
develop agreements with EBSCO that included the digitization of complete publication histories,
GSU’s collection, especially in the journals of regional associations, was notably weak. The
library does subscribe to the major digital resources critical to our discipline, and as more and
more journals come online, that gap is being remedied.

At a time when libraries are increasingly constrained both by budgets and space, the number of
specialized journals in communication is increasing, and there are more books being published in
the discipline than ever before. The Department of Communication needs to work closely with
librarians to ensure that the breadth of interests across the department, particularly in the areas that
the department chooses to develop as its particular strengths, is adequately supported by the
libraries’ collections. It would also be helpful to have greater continuity with respect to our area
librarians than we have had during the past several years. With a new Dean of Libraries at Georgia
State, the department should press for greater continuity and stability in this area.
SECTION H: GOALS & OBJECTIVES

A number of administrative objectives can be specified given the issues so far discussed. These include:

1. Additional efforts to convert visiting instructional staff into either permanent faculty lines or into sustained doctoral stipend support.
2. The addition of staff lines dedicated to advisement, facilities and equipment support, grants administration and external communication.
3. Efforts to expand graduate stipends to market competitive levels, and boosted funding for an expanded cohort of doctoral students receiving full funding.
4. Continuing strong support for quality improvements in undergraduate instructional programs, including efforts to bolster the viability of small programs (such as the interdisciplinary degree sequence in theatre) and extracurricular organizations that relate to the department's academic mission (such as the Communication Graduate Student Association, the GSU Debate Program, the GSU Players, PRSSA, the Journalism History Society, SPJ, and the film society).
5. The construction of media making production and acting rehearsal/instructional facilities that will bring instruction into line with reasonable industry practices, along with expanded conference space able to support the growing size of the department.

With respect to wider intellectual strategic planning, the faculty concluded departmental discussions by coalescing around the following goals, in rank order of priority:

Goal 1: Further develop the Department’s nationally ranked scholarly work in Rhetorical Studies. After only five years in existence, the National Communication Association rated the Rhetorical Studies program at Georgia State University 16th in the nation, a reputational marker that significantly contributed to the association’s decision to name Georgia State University a top five “up and coming” doctoral program in communication. Faculty in the area enjoy a high degree of disciplinary visibility (all of the area faculty have won awards for their research, including recent prizes given for outstanding work in political rhetoric, performance studies, and journal publications in rhetorical studies outlets) and plays roles of increasing prominence in associational leadership (James Darsey chairs the NCA Research Board, Mary Stuckey edits the Southern Communication Journal, Carol Winkler serves as president of the American Forensic Association). This, in turn, had made the Rhetorical Studies area a highly competitive and attractive program for students wishing to undertake doctoral work. Research generated by area faculty is especially well attuned to the analysis of contemporary social and political controversies, the discursive formation of identity and it subsequent emergence as social activism, and theoretically sophisticated work examining the international contexts for the generation of discourse. These successes can be enriched by building on the area’s capacity to focus on the intersection of rhetorical practice and religious difference (where religion is broadly understood as a term that references the wide ethical and transcendental worldviews that lead to difference and often conflict). This is a distinctively rhetorical problem because as cultures interact and common value frameworks fade, the necessity of a shared capacity to deliberate on matters as grave as planetary survival (e.g., war and peace, global poverty and environmental degradation) is under siege: political and cultural agents of change find themselves increasingly unable to find common vernaculars of value and
historical reference sufficient to overcome tendencies to social polarization, fragmentation, and mutual suspicion.

Objective 1: Hire a senior hire in the area of rhetoric and religion.
Objective 2: Hire junior faculty to bolster staffing in the areas of race and rhetoric, and comparative (international) rhetorical studies.
Objective 3: Expand resourcing in the graduate stipend support provided to doctoral students.

Goal 2: Build research capacity in the area of new and emerging media. Researchers in a widening range of disciplines, and connecting to a range of interdisciplinary efforts, now realize the productive possibilities of new and emerging media (digital platforms, social media, and streamed content) for the generation and dissemination of research and pedagogical outcomes. Employment opportunities in an information economy increasingly demand workers skilled in new media production who have been trained in programs that expand their aesthetic, critical, and narrative sensibilities, and the state tax incentives for film and television production have laid the foundation for further sectoral expansion of these opportunities that connect to programs of study already in high demand at the university. This goal builds on a longstanding hiring plan of the department that is building an impressive cohort of media scholars (Ly Bolia, Cynthia Hoffner, Sharon Shahaf, Jennifer Barker, Greg Smith, among them). As new media forms develop and become culturally pervasive, important academic research issues arise, and Georgia State University is well positioned to assert intellectual leadership on a range of connected interdisciplinary questions: (a) What do new and emerging media systems portend for creative work, civic engagement, and content generation? (b) How are literacy and learning being transformed by new and emerging media? (c) How does new media use reshape ethnic and racial differences? (d) How can new media architectures enable economically sustainable mass communication activities (such as narrative storytelling and journalism) without foreclosing the possibilities for media systems that are democratically available to those wishing for social betterment?

Objective 1: Hire a senior research/grants-generating professor to eventually replace Kay Beck as head of the Digital Arts & Entertainment Lab, with experience in new and emerging media research and connections to the corporate world, and connected to a potential cluster hire in media studies.
Objective 2: Hire at a junior rank a professor doing work on new and emerging media, with particular attention to hiring someone with new media production skills. This professor will teach multimedia production courses that would include doctoral students interested in combining moving images and critical texts in their research (this, in turn, making our doctoral graduates more competitive on the national market). This professor might also teach multimedia production courses that integrate multimedia production into theory/history classes, thus broadening the wider faculty’s technical expertise over time.
Objective 3: Convert the existing M.A. production degree into an M.F.A.-authorized track in moving image production. In addition to providing students who want to teach production with a marketable terminal degree, this program would also provide the technically and aesthetically proficient students needed to serve the undergraduate program’s need for production instruction. Such a program would also produce a cohort of graduate students able to enter into mutually beneficial research relationships with departmental faculty, research initiatives and centers and other senior doctoral students) to produce more sophisticated research materials. A program that invited faculty and center
proposals for innovative new media scholarship, where successful proposals would be awarded MFA assistants to bring proposals to fruition, could become a model for how new media, research and teaching might be integrated.

**Objective 4:** Hire (likely at junior level) tenure track faculty able to bolster our staffing in these areas. Convert Elizabeth Strickler’s position from staff to academic professional.

**Objective 5:** Hire a lecturer in TV news production.

**Objective 6:** Add production facilities and commensurate levels of support staffing.

**Objective 7:** Enhance doctoral-level assistantship competitiveness to attract a strong cohort of students in this sequence.

**Goal 3:** Bolster the connections between communication degree programs and the Atlanta-area media industries and resources. Atlanta is a national media market and many of our graduates will secure employment in the region’s television, film, and public relations sectors. The prominence of CNN, Cox and Turner Enterprises, the *Atlanta Journal-Constitution*, a thriving PR and broadcast journalism sector, and a wide range of ethnic media have made majors in film and journalism especially attractive to GSU students, who rightly seek professionalism training in the context of liberal arts degree emphasizing writing and critical thinking. The program is well positioned to be the nation’s leading generator of minority Ph.D.’s in communication. Georgia State University is also in an enviable position to take leadership of national debates over the future of Journalism, the newspaper, online media, social networking, and public relations, given the absence of other strong metro-area programs.

- **Objective 1:** Seek authorization for an M.F.A. degree in film and emerging media.
- **Objective 2:** Hire (likely at junior level) faculty able to bolster our staffing in professional journalism and public relations.
- **Objective 3:** Hire a lecturer in TV production.
- **Objective 4:** Accelerate efforts to connect with program alumni, regional media professionals, and corporate partners.
- **Objective 5:** Merge the student media into the department to bolster our capacity to generate experiential learning and writing opportunities in ways directly connected to the curriculum.
- **Objective 6:** Convert existing GCB 115 television studio into an acting classroom and rehearsal space. Build dedicated focus group space into the department’s footprint to enable closer collaborative contract and research work in mass communication.

**Goal 4:** Build research capacity in international communication, with particular attention to the emergence and transformation of independent journalism and its relationship to democratic transitions in Asia and the Middle East. Communication globalization, now a fact of life, poses particular challenges and opportunities for societies undergoing rapid political and economic transformation. Authoritarian regimes are scrambling to control, co-opt, and derail the democratic openings enabled by worldwide communication instruments. Journalistic practice is also changing, as national and regionally sequestered systems of news and informational dissemination now must compete with international competitors. GSU’s unique model for bringing journalists from such cultures into training experiences where they encounter and learn to report on the activities of non-profit and non-governmental organizations, which is now fully mature in Middle Eastern Arabic-speaking nations and is fast developing in China (and which has generated more than $1 million in external contract funding), along with Atlanta’s reputation as a global
information center, presents a compelling opportunity for the university to generate useful research on the issues of information technology and its diffusion, the intersecting processes of media opening and democratic transitions, the cross-cutting currents of racial/ethnic/gender/religious identify, and news and information generation.

**Objective 1:** Make a senior hire to expand research capacity to Chinese or Middle Eastern media systems.

**Objective 2:** Recommit to the joint action plan arrangement with the Middle East Studies Institute to hire (at junior rank) a scholar of Middle East media and democratic transitions.

**Objective 3:** Enhance doctoral-level assistantship competitiveness to attract a stronger cohort of students in this sequence.
### Table B-1
Faculty Distribution by Numbers for 2007-2009

<table>
<thead>
<tr>
<th>Year</th>
<th>Status</th>
<th>Tenured</th>
<th>Tenure-Track</th>
<th>Non Tenure-Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2007</td>
<td>Gender</td>
<td>1F 4M 8F 5M</td>
<td>1M 4F 5M 1F 5M 2F 11M 12F 5M 2F</td>
<td>FT&lt;sup&gt;1&lt;/sup&gt; V.I.&lt;sup&gt;2&lt;/sup&gt; PTF&lt;sup&gt;3&lt;/sup&gt; Other&lt;sup&gt;4&lt;/sup&gt;</td>
</tr>
<tr>
<td>FY 2007</td>
<td>Minority</td>
<td>1A 1B 1H</td>
<td>1B</td>
<td>1A 1B 1X 4B 1H</td>
</tr>
<tr>
<td>FY 2008</td>
<td>Gender</td>
<td>1F 4M 8F 7M</td>
<td>1M 6F 3M 2F 5M 2F 7M 9F 5M 2F</td>
<td>FT&lt;sup&gt;1&lt;/sup&gt; V.I.&lt;sup&gt;2&lt;/sup&gt; PTF&lt;sup&gt;3&lt;/sup&gt; Other&lt;sup&gt;4&lt;/sup&gt;</td>
</tr>
<tr>
<td>FY 2008</td>
<td>Minority</td>
<td>1A 1B 1H</td>
<td>1B 1A</td>
<td>1A 3B 1X 1U</td>
</tr>
<tr>
<td>FY 2009</td>
<td>Gender</td>
<td>1F 4M 8F 8M</td>
<td>1M 8F 3M 4F 6M 4F 6M 11F 6M 3F</td>
<td>FT&lt;sup&gt;1&lt;/sup&gt; V.I.&lt;sup&gt;2&lt;/sup&gt; PTF&lt;sup&gt;3&lt;/sup&gt; Other&lt;sup&gt;4&lt;/sup&gt;</td>
</tr>
<tr>
<td>FY 2009</td>
<td>Minority</td>
<td>1A 1B 1H</td>
<td>1B</td>
<td>1A 1B 4B 1X 1U</td>
</tr>
</tbody>
</table>

<sup>1</sup>Includes permanent instructor, lecturer, clinical, research status
<sup>2</sup>Includes visiting instructor/lecturer positions
<sup>3</sup>Includes part-time instructor and partial contract positions
<sup>4</sup>Includes academic professional, academic administrator, general administrator, adjunct positions

Notes: F=female; M=male. A=Asian; B=black; H=Hispanic; X=Mixed race; U=Unknown.
### Table B-2a: Faculty Productivity for Calendar Years 2006-2008*

<table>
<thead>
<tr>
<th>Professor</th>
<th>Books/Edited Volumes</th>
<th>Journal Articles</th>
<th>Chapters/Essays</th>
<th>External Funding</th>
<th>Internal Funding</th>
<th>Conference Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alleyne</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Atkinson</td>
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<td>0</td>
<td>0</td>
<td>$47k</td>
<td>$27.6k</td>
<td>7</td>
</tr>
<tr>
<td>Bennett</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Boozer</td>
<td>1 book</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Bruner</td>
<td>1 edited vol.</td>
<td>2</td>
<td>1</td>
<td>$300</td>
<td>$500</td>
<td>11</td>
</tr>
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<td>Cheshire</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
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<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
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</tr>
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<td>Friedman</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Fujioka</td>
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<td>0</td>
<td>0</td>
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</tr>
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<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Hoffner</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Li</td>
<td>1</td>
<td>0</td>
<td>$51k</td>
<td>0</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Lisby</td>
<td>1 book</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Meyers</td>
<td>1 book</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Perren</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Raengo</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Restivo</td>
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<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Romski</td>
<td>0</td>
<td>6</td>
<td>1</td>
<td>$620k</td>
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<td>33</td>
</tr>
<tr>
<td>Smith</td>
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<td>3</td>
<td>2</td>
<td>0</td>
<td>$6.2k</td>
<td>6</td>
</tr>
<tr>
<td>Stuckey</td>
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<td>4</td>
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<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Tabako</td>
<td>1 book</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Teel</td>
<td>1 book</td>
<td>0</td>
<td>1</td>
<td>$35k</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Wilkin</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>$190k</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Winkler</td>
<td>1 book/edited vol.</td>
<td>2</td>
<td>3</td>
<td>$1456.1k</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>3-Year Totals</td>
<td>12 books/edited vols.</td>
<td>35 journal articles</td>
<td>37 chapters</td>
<td>$2364.4k</td>
<td>$79.3k</td>
<td>190</td>
</tr>
<tr>
<td>3-Year Averages</td>
<td>.5</td>
<td>1.5</td>
<td>1.54</td>
<td>$98.5k</td>
<td>$3.3k</td>
<td>7.9</td>
</tr>
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</table>

N=24. This listing does not include lecturers, who have no research productivity requirement, other non-research faculty, or faculty who were not at GSU for the full 3-year span of the self-study.

### Table B-2b: Faculty Productivity for Calendar Years 2006-2008*

<table>
<thead>
<tr>
<th>Professor</th>
<th>Juried Creative Projects</th>
<th>Invited Creative Projects</th>
<th>External Funding</th>
<th>Internal Funding</th>
<th>Conference Presentations/Workshops</th>
<th>Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austin</td>
<td>2 plays</td>
<td>1</td>
<td>0</td>
<td>$4k</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Beck</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>$301.5k</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bolia</td>
<td>5 films, 22 screenings</td>
<td>0</td>
<td>0</td>
<td>$23.5k</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Holmes</td>
<td>8 plays</td>
<td>13</td>
<td>0</td>
<td>$3.5k</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Schiffer</td>
<td>3 films, 10 screenings</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Faculty</td>
<td>Films</td>
<td>Screenings</td>
<td>Plays</td>
<td>Year Totals</td>
<td>Films</td>
<td>Screenings</td>
</tr>
<tr>
<td>------------------</td>
<td>-------</td>
<td>------------</td>
<td>-------</td>
<td>-------------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>Vollmer</td>
<td>5</td>
<td>42</td>
<td>0</td>
<td>$60k</td>
<td>5</td>
<td>42</td>
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<tr>
<td>3-Year Totals</td>
<td>10</td>
<td>74</td>
<td>15</td>
<td>$361.5k</td>
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<td>3-Year Averages</td>
<td>1.7</td>
<td>12.3</td>
<td></td>
<td>$60.3k</td>
<td>1.7</td>
<td>12.3</td>
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</table>

N=6. This listing does not include lecturers, who have no research productivity requirement, other research faculty, or faculty who were not at GSU for the full 3-year span of the self-study.

Faculty recent hires: Freeman, Kulikova, Robin, & Williams & Barker not included in these totals.
### Table B-3

**Program Types by Majors and Concentration**  
and Unduplicated Number (Headcount) of Major Students and Degrees Conferred  
**FY 2007 – 2009**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Major</th>
<th>Conc.</th>
<th>FY 2007</th>
<th>FY 2008</th>
<th>FY 2009</th>
<th>3 Yr. Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Majors</td>
<td>Degrees Granted</td>
<td>Majors</td>
<td>Degrees Granted</td>
<td>Majors</td>
<td>Degrees Granted</td>
</tr>
<tr>
<td>A.B.</td>
<td>FMV</td>
<td>598</td>
<td>91</td>
<td>638</td>
<td>93</td>
<td>667</td>
</tr>
<tr>
<td>A.B.</td>
<td>JOUR</td>
<td>321</td>
<td>4</td>
<td>387</td>
<td>8</td>
<td>363</td>
</tr>
<tr>
<td>A.B.</td>
<td>Print</td>
<td></td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.B.</td>
<td>JOUR</td>
<td>156</td>
<td>39</td>
<td>137</td>
<td>32</td>
<td>149</td>
</tr>
<tr>
<td>A.B.</td>
<td>PR</td>
<td>331</td>
<td>92</td>
<td>335</td>
<td>94</td>
<td>370</td>
</tr>
<tr>
<td>A.B.</td>
<td>Telecom</td>
<td>197</td>
<td>40</td>
<td>174</td>
<td>38</td>
<td>171</td>
</tr>
<tr>
<td>A.B.</td>
<td>SPCH</td>
<td>41</td>
<td>55</td>
<td></td>
<td>44</td>
<td>1</td>
</tr>
<tr>
<td>A.B.</td>
<td>JOUR</td>
<td>66</td>
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<td>71</td>
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<td>81</td>
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<tr>
<td>A.B.</td>
<td>JOUR</td>
<td>91</td>
<td>23</td>
<td>97</td>
<td>26</td>
<td>131</td>
</tr>
<tr>
<td>A.B.</td>
<td>THEA</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2.3</td>
</tr>
<tr>
<td>A.B.</td>
<td>THEA</td>
<td>27</td>
<td>16</td>
<td>13</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>B.I.S.</td>
<td>IDS</td>
<td>91</td>
<td>23</td>
<td>97</td>
<td>26</td>
<td>131</td>
</tr>
<tr>
<td>B.I.S.</td>
<td>IDS</td>
<td>4</td>
<td>1</td>
<td>12</td>
<td>2</td>
<td>5.3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1,834</td>
<td>327</td>
<td>1,917</td>
<td>314</td>
<td>2,000</td>
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<tr>
<td>M.A.</td>
<td>COM</td>
<td>42</td>
<td>17</td>
<td>24</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>M.A.</td>
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<td>30</td>
<td>4</td>
<td>32</td>
<td>4</td>
<td>30</td>
</tr>
<tr>
<td>M.A.</td>
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<td>19</td>
<td>1</td>
<td>23</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>M.A.</td>
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<td>33</td>
<td>2</td>
<td>33</td>
<td>3</td>
<td>32</td>
</tr>
<tr>
<td>M.A.</td>
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<td>2</td>
<td>2</td>
<td>0.7</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>124</td>
<td>24</td>
<td>112</td>
<td>14</td>
<td>101</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>COM</td>
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<td>10</td>
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<td>1</td>
<td>18</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>COM</td>
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<tr>
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<td>18</td>
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<td>20</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>58</td>
<td>11</td>
<td>55</td>
<td>1</td>
<td>59</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>2,016</td>
<td>362</td>
<td>2,084</td>
<td>329</td>
<td>2,160</td>
</tr>
</tbody>
</table>


Table B4: Retention by Major, Academic Years 2005-2008

<table>
<thead>
<tr>
<th>Degree</th>
<th>Major</th>
<th>Total Juniors Fall 05</th>
<th>Total Retained Fall 06</th>
<th>Total Graduated by Fall 06</th>
<th>1-Yr Retention Rate</th>
<th>Total Retained Fall 07</th>
<th>Total Graduated by Fall 07</th>
<th>2-Yr Retention Rate</th>
<th>Total Retained Fall 08</th>
<th>Total Graduated by Fall 08</th>
<th>3-Yr Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AB</td>
<td>FMV</td>
<td>65</td>
<td>58</td>
<td>0</td>
<td>58</td>
<td>31</td>
<td>24</td>
<td>55</td>
<td>10</td>
<td>42</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>JOU</td>
<td>119</td>
<td>100</td>
<td>2</td>
<td>102</td>
<td>45</td>
<td>50</td>
<td>95</td>
<td>14</td>
<td>78</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>SPH</td>
<td>21</td>
<td>19</td>
<td>0</td>
<td>19</td>
<td>8</td>
<td>7</td>
<td>15</td>
<td>5</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>THE</td>
<td>12</td>
<td>9</td>
<td>0</td>
<td>9</td>
<td>4</td>
<td>6</td>
<td>10</td>
<td>1</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>BIS-IDS</td>
<td>8</td>
<td>8</td>
<td>0</td>
<td>8</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>30</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>225</td>
<td>194</td>
<td>2</td>
<td>196</td>
<td>92</td>
<td>90</td>
<td>182</td>
<td>60</td>
<td>146</td>
<td>206</td>
</tr>
</tbody>
</table>

Fall 05 Juniors (60-75 total credit hours at start of term)

- FMV: 65 total Juniors, Retained Fall 06: 58, Graduated Fall 06: 0, Retention Rate: 89.2%
- JOU: 119 total Juniors, Retained Fall 06: 100, Graduated Fall 06: 2, Retention Rate: 84.0%
- SPH: 21 total Juniors, Retained Fall 06: 19, Graduated Fall 06: 0, Retention Rate: 90.5%
- THE: 12 total Juniors, Retained Fall 06: 9, Graduated Fall 06: 0, Retention Rate: 75.0%
- BIS-IDS: 8 total Juniors, Retained Fall 06: 8, Graduated Fall 06: 0, Retention Rate: 100.0%

- AB Totals: 225 total Juniors, Retained Fall 06: 194, Graduated Fall 06: 2, Retention Rate: 86.2%
### Table B-5a: 2007 Credit-Hour Generation by Level and Faculty Type

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>UGrad Core</th>
<th>UGrad Lower Division</th>
<th>UGrad Upper Division</th>
<th>Graduate</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-Track</td>
<td>478</td>
<td>375</td>
<td>4,422</td>
<td>3,811</td>
<td>9,086</td>
</tr>
<tr>
<td>Non-TT</td>
<td>7,364</td>
<td>1,950</td>
<td>5,145</td>
<td>228</td>
<td>14,687</td>
</tr>
<tr>
<td>PTI</td>
<td>0</td>
<td>48</td>
<td>698</td>
<td>107</td>
<td>853</td>
</tr>
<tr>
<td>GTA</td>
<td>7,144</td>
<td>2,265</td>
<td>3,749</td>
<td>0</td>
<td>13,158</td>
</tr>
<tr>
<td>Other</td>
<td>1,983</td>
<td>48</td>
<td>1,341</td>
<td>294</td>
<td>3,666</td>
</tr>
<tr>
<td>TOTAL</td>
<td>16,969</td>
<td>4,686</td>
<td>15,355</td>
<td>4,440</td>
<td>41,450</td>
</tr>
</tbody>
</table>

### Table B-5b: 2008 Credit-Hour Generation by Level and Faculty Type

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>UGrad Core</th>
<th>UGrad Lower Division</th>
<th>UGrad Upper Division</th>
<th>Graduate</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-Track</td>
<td>323</td>
<td>165</td>
<td>4,636</td>
<td>3,872</td>
<td>8,996</td>
</tr>
<tr>
<td>Non-TT</td>
<td>9,273</td>
<td>1,965</td>
<td>5,394</td>
<td>301</td>
<td>16,933</td>
</tr>
<tr>
<td>PTI</td>
<td>0</td>
<td>62</td>
<td>452</td>
<td>3</td>
<td>517</td>
</tr>
<tr>
<td>GTA</td>
<td>5,201</td>
<td>2,148</td>
<td>2,901</td>
<td>0</td>
<td>10,250</td>
</tr>
<tr>
<td>Other</td>
<td>3,300</td>
<td>959</td>
<td>1,794</td>
<td>234</td>
<td>6,287</td>
</tr>
<tr>
<td>TOTAL</td>
<td>18,097</td>
<td>5,299</td>
<td>15,177</td>
<td>4,410</td>
<td>42,983</td>
</tr>
</tbody>
</table>

### Table B-5c: 2009 Credit-Hour Generation by Level and Faculty Type

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>UGrad Core</th>
<th>UGrad Lower Division</th>
<th>UGrad Upper Division</th>
<th>Graduate</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-Track</td>
<td>995</td>
<td>108</td>
<td>5,380</td>
<td>4,092</td>
<td>10,575</td>
</tr>
<tr>
<td>Non-TT</td>
<td>10,353</td>
<td>2,688</td>
<td>4,682</td>
<td>106</td>
<td>17,829</td>
</tr>
<tr>
<td>PTI</td>
<td>150</td>
<td>244</td>
<td>687</td>
<td>18</td>
<td>1,099</td>
</tr>
<tr>
<td>GTA</td>
<td>7,943</td>
<td>2,403</td>
<td>3,117</td>
<td>0</td>
<td>13,463</td>
</tr>
<tr>
<td>Other</td>
<td>426</td>
<td>198</td>
<td>1,638</td>
<td>412</td>
<td>2,674</td>
</tr>
<tr>
<td>TOTAL</td>
<td>19,866</td>
<td>5,641</td>
<td>15,504</td>
<td>4,628</td>
<td>45,639</td>
</tr>
</tbody>
</table>
Table B6a: Average Annual # of Faculty by Rank & Tenure Status

<table>
<thead>
<tr>
<th></th>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
<th>3-YR AV.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROFESSOR (Tenured)</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5.0</td>
</tr>
<tr>
<td>ASSOC PROFESSOR (Tenured)</td>
<td>13</td>
<td>15</td>
<td>16</td>
<td>14.7</td>
</tr>
<tr>
<td>ASST PROFESSOR (Tenured)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>PROFESSOR (Tenure-Track)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>ASSOC PROFESSOR (Tenure-Track)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>ASST PROFESSOR (Tenure-Track)</td>
<td>9</td>
<td>9</td>
<td>11</td>
<td>9.7</td>
</tr>
<tr>
<td>TOTAL TENURED &amp; TENURE-TRACK</td>
<td>28</td>
<td>30</td>
<td>33</td>
<td>30.3</td>
</tr>
<tr>
<td>NON-TENURE-TRACK</td>
<td>19</td>
<td>16</td>
<td>20</td>
<td>18.3</td>
</tr>
<tr>
<td>TOTAL FULL-TIME</td>
<td>47</td>
<td>46</td>
<td>53</td>
<td>48.7</td>
</tr>
<tr>
<td>PTI</td>
<td>10</td>
<td>6</td>
<td>9</td>
<td>8.3</td>
</tr>
<tr>
<td>GTA</td>
<td>43</td>
<td>43</td>
<td>52</td>
<td>46.0</td>
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<tr>
<td>TOTAL PART-TIME</td>
<td>53</td>
<td>49</td>
<td>61</td>
<td>54.3</td>
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</table>

Table B6b: Average Annual Credit Hours by Level

<table>
<thead>
<tr>
<th></th>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
<th>3-YR AV.</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNDERGRADUATE CORE</td>
<td>16,969</td>
<td>18,097</td>
<td>19,866</td>
<td>18,311</td>
</tr>
<tr>
<td>UNDERGRADUATE LOWER</td>
<td>4,686</td>
<td>5,299</td>
<td>5,641</td>
<td>5,209</td>
</tr>
<tr>
<td>UNDERGRADUATE UPPER</td>
<td>15,355</td>
<td>15,177</td>
<td>15,504</td>
<td>15,345</td>
</tr>
<tr>
<td>GRADUATE</td>
<td>4,440</td>
<td>4,410</td>
<td>4,628</td>
<td>4,493</td>
</tr>
<tr>
<td>TOTAL</td>
<td>41,450</td>
<td>42,983</td>
<td>45,639</td>
<td>43,357</td>
</tr>
</tbody>
</table>

Table B6c: Average Annual Credit Hours by Faculty Type

<table>
<thead>
<tr>
<th></th>
<th>FY07</th>
<th>FY08</th>
<th>FY09</th>
<th>3-YR AV.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TENURE-TRACK</td>
<td>9,086</td>
<td>8,996</td>
<td>10,575</td>
<td>9,552</td>
</tr>
<tr>
<td>NON-TENURE-TRACK</td>
<td>14,687</td>
<td>16,933</td>
<td>17,829</td>
<td>16,483</td>
</tr>
<tr>
<td>TOTAL FULL-TIME</td>
<td>23,773</td>
<td>25,929</td>
<td>28,404</td>
<td>26,035</td>
</tr>
<tr>
<td>PTI</td>
<td>853</td>
<td>517</td>
<td>1,099</td>
<td>823</td>
</tr>
<tr>
<td>GTA</td>
<td>13,158</td>
<td>10,250</td>
<td>13,463</td>
<td>12,290</td>
</tr>
<tr>
<td>TOTAL PART-TIME</td>
<td>14,011</td>
<td>10,767</td>
<td>14,562</td>
<td>13,113</td>
</tr>
<tr>
<td></td>
<td>GSU</td>
<td>Minnesota</td>
<td>Wisconsin</td>
<td>Texas</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------</td>
<td>-------------------</td>
<td>--------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td></td>
<td>Communication</td>
<td>Communication</td>
<td>School of J/MC</td>
<td>Communication</td>
</tr>
<tr>
<td>Composition</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Permanent Faculty</td>
<td>46 FTE</td>
<td>14 FTE</td>
<td>25 FTE</td>
<td>18 FTE</td>
</tr>
<tr>
<td>Adm. Staff²</td>
<td>8 FTE</td>
<td>5 FTE</td>
<td>11.25 FTE</td>
<td>7 FTE</td>
</tr>
<tr>
<td>Technical Support Staff²</td>
<td>4 FTE .33 FTE</td>
<td>2 FTE</td>
<td>5.8 FTE</td>
<td>0</td>
</tr>
<tr>
<td>Faculty Salaries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Professor</td>
<td>$63.8k-$83.2k</td>
<td>$79.6k-$150.4k</td>
<td>$98k-$127.8k</td>
<td>$81.2k-$145.0k</td>
</tr>
<tr>
<td>Associate</td>
<td>$52.3k-$73.7k</td>
<td>$71.2k-$86.6k</td>
<td>$72.3k-$86.0k</td>
<td>$62.8k-$81.1k</td>
</tr>
<tr>
<td>Assistant</td>
<td>$48.1k-$54.1k</td>
<td>None now</td>
<td>$63.5k-$87.6k</td>
<td>$56.3k-$69.3k</td>
</tr>
<tr>
<td>Travel Funding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(per faculty member)</td>
<td>$1,900</td>
<td>$1,400</td>
<td>$1,500</td>
<td>$500 for 1 domestic conf in 2 FYs + $500 from department</td>
</tr>
<tr>
<td>Faculty Productivity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>DNR²</td>
</tr>
<tr>
<td>Refereed Articles</td>
<td>16</td>
<td>33</td>
<td>20</td>
<td>DNR²</td>
</tr>
<tr>
<td>Étudiant</td>
<td>14 grants $1,587,000</td>
<td>0</td>
<td>21 grants $1,904,394</td>
<td>DNR²</td>
</tr>
<tr>
<td>Editorial Boards</td>
<td>30</td>
<td>38</td>
<td>25</td>
<td>DNR²</td>
</tr>
<tr>
<td>Student Quality</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UG degrees awarded</td>
<td>358</td>
<td>230</td>
<td>355</td>
<td>297</td>
</tr>
<tr>
<td>MA degrees awarded</td>
<td>19</td>
<td>4</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Ph.D. degrees awarded</td>
<td>3</td>
<td>5</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>FA08 Ph.D. student entry GRE average</td>
<td>1130</td>
<td>1254 (Ph.D. + MA combined)</td>
<td>1370</td>
<td>1290</td>
</tr>
<tr>
<td>FA08 MA student entry GRE average</td>
<td>960</td>
<td>1254 (Ph.D. + MA combined)</td>
<td>1136</td>
<td>1190</td>
</tr>
<tr>
<td>Majors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Film BA</td>
<td>527</td>
<td>none</td>
<td>none</td>
<td>R/TV/F: 422</td>
</tr>
<tr>
<td>J/MC BA</td>
<td>832</td>
<td>none</td>
<td>1,244</td>
<td>none</td>
</tr>
<tr>
<td>Speech BA</td>
<td>197</td>
<td>661</td>
<td>none</td>
<td>300</td>
</tr>
<tr>
<td>Theatre BIS</td>
<td>3</td>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Comm MA</td>
<td>84</td>
<td>7</td>
<td>46</td>
<td>DNR²</td>
</tr>
</tbody>
</table>

¹ DNR²
² DNR³
³ DNR⁴
<table>
<thead>
<tr>
<th>Comm PhD</th>
<th>59</th>
<th>35</th>
<th>31</th>
<th>DNR²</th>
<th>566³</th>
<th>49</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Film BA</td>
<td>12,663</td>
<td>none</td>
<td>none</td>
<td>R/TV/F: DNR²</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>J/MC BA</td>
<td>10,151</td>
<td>none</td>
<td>20,940</td>
<td>none</td>
<td>72,147⁴</td>
<td>none</td>
</tr>
<tr>
<td>Speech Comm BA</td>
<td>14,655</td>
<td>17,498</td>
<td>none</td>
<td>DNR²</td>
<td>6,462⁴</td>
<td>DNR²</td>
</tr>
<tr>
<td>Theatre BIS</td>
<td>2,905</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>Comm graduate</td>
<td>4,576</td>
<td>DNR²</td>
<td>819</td>
<td>620</td>
<td>9,716⁶</td>
<td>DNR²</td>
</tr>
</tbody>
</table>

| **Graduate Student Support** |     |    |    |    |    |    |
| # Doctoral students on assistantship | 40 | 30 | 20 | 25 | 11 | 52 total (including both Ph.D. + MA) |
| # MA students on assistantship | 34 | 6 | 30 | 35 | 31 | 52 total (including both Ph.D. + MA) |
| **Doctoral workload** | Teach 3 courses annually; Provide 180 research hours | Teach 2 courses annually | 20 hours per week | 6 semesters assistantship at 50% workload | 20 hours per week + 20 hours weekly | Teach 2 courses annually |
| **MA workload** | GTA: Teach 3 courses annually; Provide 150 research hours; GLA & GRA: 300 hours, split between service, research hours | Teach 2 courses annually | 20 hours per week | 4 semesters assistantship at 50% workload | 20 hours per week + 20 hours weekly | Teach 2 courses annually |
| **Doctoral support package** | $15k + tuition waiver + $800 travel + discounted health insurance | $14k + tuition waiver + 90% health insurance subsidy for 4 years, maximum | $30k | 6 semesters assistantship | $10.5k + tuition waiver + subsidized health ins | $16k |
| **MA support package** | GTA: $9k + tuition waiver + discounted health insurance; GLA & GRA: $5.5k + tuition waiver + discounted health insurance | $14k + tuition waiver + 90% health insurance subsidy for 2 years, maximum | $27.5k | 4 semesters assistantship | $9.5k + tuition waiver + subsidized health insurance | $15.5k |

¹Data not reported by institution to GSU OIR, but unofficially collected through professional contact.
²DNR: Did not report.
³This number includes R/TV/Film & Journalism from other units in the College of Communication, as well as, Advertising & PR.
⁴This number includes Communication Studies and Communication Sciences & Disorders from other units in the College of Communication.
⁵This number appears to be graduate majors throughout the College of Communication.
⁶This number includes all units in the College of Communication.
Table E-1: Mean Standardized Graduate Admission Test Scores for 2007-2009

<table>
<thead>
<tr>
<th>Year</th>
<th>Applicants</th>
<th>Accepted Students</th>
<th>Enrolled Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GREV</td>
<td>GREQ</td>
<td>Total</td>
</tr>
<tr>
<td>FY07MA COMM</td>
<td>473</td>
<td>506</td>
<td>979</td>
</tr>
<tr>
<td>FY08MA COMM</td>
<td>460</td>
<td>510</td>
<td>970</td>
</tr>
<tr>
<td>FY09MA COMM</td>
<td>481</td>
<td>503</td>
<td>983</td>
</tr>
<tr>
<td>3-YR AVERAGE</td>
<td>471</td>
<td>506</td>
<td>977</td>
</tr>
<tr>
<td>FY07PhD COMM</td>
<td>561</td>
<td>560</td>
<td>1122</td>
</tr>
<tr>
<td>FY08PhD COMM</td>
<td>539</td>
<td>559</td>
<td>1098</td>
</tr>
<tr>
<td>FY09PhD COMM</td>
<td>551</td>
<td>639</td>
<td>1189</td>
</tr>
<tr>
<td>3-YR AVERAGE</td>
<td>550</td>
<td>586</td>
<td>1136</td>
</tr>
</tbody>
</table>

Table E-2: Selection Ratio of Applicant/Accepted Graduate Students for 2007-2009

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Applicants</th>
<th>Number Accepted</th>
<th>Selection Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY07MA COMM</td>
<td>141</td>
<td>43</td>
<td>30.27%</td>
</tr>
<tr>
<td>FY08MA COMM</td>
<td>148</td>
<td>41</td>
<td>28.47%</td>
</tr>
<tr>
<td>FY09MA COMM</td>
<td>139</td>
<td>27</td>
<td>29.62%</td>
</tr>
<tr>
<td>3-YR AVERAGE</td>
<td>143</td>
<td>37</td>
<td>29.45%</td>
</tr>
<tr>
<td>FY07PhD COMM</td>
<td>50</td>
<td>20</td>
<td>34.90%</td>
</tr>
<tr>
<td>FY08PhD COMM</td>
<td>61</td>
<td>23</td>
<td>37.77%</td>
</tr>
<tr>
<td>FY09PhD COMM</td>
<td>47</td>
<td>25</td>
<td>49.83%</td>
</tr>
<tr>
<td>3-YR AVERAGE</td>
<td>53</td>
<td>23</td>
<td>40.83%</td>
</tr>
</tbody>
</table>
Self-Study Report
APPENDICES

Department of Communication
Georgia State University
David M. Cheshier, Chair

Self-Study Committee
Greg Lisby, Chair
Doug Barthlow, Ly Bolia, Michael Bruner, James Darsey,
Cindy Hoffner, Angelo Restivo, Greg Smith
APPENDIX B1
Rationale for Choices of Peer Programs

2009 Peer Programs
University of Maryland-College Park
University of Minnesota-Twin Cities
University of Texas-Austin
University of Wisconsin-Madison

NOTES & CONTEXTUAL INFORMATION: Peer programs for the Department of Communication were selected from Georgia State University’s list of aspirational peers. The Department participated in a pilot study conducted by the GSU Office of Institutional Research to promote efficiency and standardization in the collection of peer data through centralization of the process. That office received peer data for the Department of Communication self-study from the University of Minnesota-Twin Cities (from both Communication Studies and Journalism/Mass Communication), the University of Texas-Austin (from only Advertising/Public Relations), and the University of Wisconsin-Madison (from only the Department of Communication Arts). The Department of Communication itself collected unofficial data from Maryland (Communications) through faculty-to-faculty contact; that department officially informed OIR that it was “not a good fit” for use in our self-study. Time constraints for data collection may have played a part in the overall response rate, as well as the fact that there is no department nationwide that is structured the same as the GSU Department of Communication. Comparative institutional data must be interpreted and understood while taking the foregoing into account.
Rationale for Choices of Peer Programs

This self-study uses four aspirational peer institutions for comparison purposes: University of Maryland-College Park, University of Minnesota-Twin Cities, University of Texas-Austin, and University of Wisconsin-Madison.

As there is no other academic department nationwide that offers the same configuration of program as the Communication Department at Georgia State University, there is no perfect peer unit for comparison purposes. The chosen aspirational peer institutions contain most or all of the same functions that the GSU Communication Department offers, but they are housed in different administrative units.

1. **University of Maryland-College Park**

Most of the instruction comparable to GSU’s Communication Department occurs within the College of Arts and Humanities at Maryland (Journalism resides separately in the College of Journalism). There is no film department at Maryland, but film classes are taught in English and American Studies. Theater is taught in a separate department within the College of Arts and Humanities.

The largest comparable department at Maryland is the Department of Communication, also housed in the College of Arts and Humanities. The Department of Communication has four tracks that cut across both undergraduate and graduate programs: Intercultural Communication, Persuasion and Social Influence, Public Relations, and Rhetoric and Political Culture. Quantitative scholarship is concentrated mostly in the Persuasion and Social Research track, with qualitative scholarship performed in the others.

The Communication Department serves approximately 850 undergraduate majors, 12 master’s students, and fifty Ph.D. students (across all four areas). The undergraduate program offers four tracks: Generalist in Communication, Communication Theory; Public Relations; Rhetoric and Political Culture. The department also offers a minor in Rhetoric that is aligned with the rhetorical scholars in the English department. The department currently has six full professors, six associate professors, six assistant professors, and five adjunct professors. Areas of particular interest to faculty and graduate students include political communication, health communication, marketing in public relations, rhetoric and social change, public address, feminist theory/studies, and rhetorical theory.

2. **University of Minnesota-Twin Cities**

The programs comparable to GSU’s Communication Department are found in four major areas in the College of Liberal Arts: the School of Journalism and Mass Communication; the Department of Communication Studies; the Department of Cultural Studies and Comparative Literature; the Department of Theatre Arts and Dance.
The School of Journalism and Mass Communication has 1000 undergrad majors and 120 grad students. It offers three undergraduate tracks: professional strategic communication (advertising and public relations), professional journalism, and mass communication. At the graduate level it offers professional and academic degrees: two professional MA degrees (health journalism and mass communication; strategic communication), an academic MA degree in mass communication, and a Ph.D. in mass communication. Scholarship is in both social science and humanist traditions. There are communication research centers for new media studies, media ethics and law, and journalism. They have a digital media studio for TV news production.

The Department of Communication Studies has over 600 undergrad majors. It offers a Communication Studies BA, with areas of concentration in rhetorical studies, critical media studies, and interpersonal communication and “emphases” in communication theory (social science), rhetorical studies, and electronic media. It offers a MA and Ph.D. degree in Communication Studies with concentrations in communication theory (with social science focus), rhetoric and public discourse studies, and critical media studies. They have interaction laboratory facilities for observing and recording experiments.

The Department of Cultural Studies and Comparative Literature has over 300 undergraduate majors and 50 graduate students. It offers 3 BA majors, two of which are related to the GSU Communication Department: Studies in Cinema and Media Culture and Cultural Studies. It offers an MA and Ph.D. in Comparative Studies in Discourse and Society (with a focus either on a cultural context or a particular mode of discourse). There are 14 core faculty members in this department, though the course listings draw from a set of affiliated faculty in other departments. There are a few production courses offered here, some through the Arts department, and some through Communication Studies.

The Department of Theatre Arts and Dance has over 400 undergraduate majors. It offers a Theatre Arts BA and a BFA in acting. At the graduate level it offers an MFA in Theatre Design/Technology and MA/Ph.D. programs in Theatre Historiography. The program maintains 4 theatre facilities.

3. University of Texas–Austin

Most of the academic functions comparable to the GSU Communication Department are housed within the College of Communication. Theatre is located in the College of Fine Arts.

In the School of Journalism there are 6 professional concentrations within the undergraduate B.J. degree: Print Magazine and Editing; Print Newspaper Reporting and Writing; Print Copy Editing and Design; Multimedia Journalism; Broadcast Journalism; and Photojournalism. They offer MA and Ph.D. degrees. The school has over 700 undergraduate majors, 45 MA students, and 55 Ph.D. students.

The Communication Studies Department offers a B.S. degree with 3 tracks: Corporate Communication (organizational communication), Human Relations (interpersonal), and Political
Communications (rhetoric). It offers a terminal MA project with a “report” (no original research) and an MA with thesis option. The Ph.D. program has 3 concentrations: Interpersonal, Organizational, and Rhetoric and Language Studies. The department has an Office of Survey Research. The department has over 600 undergraduate majors, 17 MA students, and 80 Ph.D. students.

The Advertising and Public Relations Department offers a general advertising B.S. degree with 3 emphases/sequences: Creative (for copywriters and art directors), Media (for media buyers and strategists), and Interactive (for digital communication). It offers a B.S. degree in Public Relations. The department has two dedicated production labs. They offer 2 MA options for practitioners: one with a professional report and one without. They also offer a MA thesis option and a Ph.D. in Advertising. The department has over 700 advertising undergraduate majors, almost 500 PR majors, over 80 MA students and 80 Ph.D. students.

The Department of Radio-Television-Film offers a B.S. degree. There are no “tracks” in the degree, but there is a broad range of both critical and production courses. They offer an MA (thesis option and report option) and a Ph.D. in Media Studies. There is an MFA in Film & Video Production and an MFA in Writing for Film and Electronic Media. The University of Texas Film Institute and Documentary Center are affiliated production centers. Facilities include two television studios, a sound stage, audio recording and post-production facilities. There are almost 900 undergraduate majors, 40 MA students, 60 MFA students, and 60 Ph.D. students.

The Department Communication Sciences and Disorders offers a B.S. degree with specializations in Speech-Language Pathology, Audiology, and Deafness Studies/Deaf Education. Undergraduate students choose either a non-certification or a professional certification track. It offers MA and Ph.D. degrees in Speech Language Pathology and Au.D. and Ph.D. degrees in Audiology. There are 195 undergraduate majors and 80 graduate students.

The Department of Theatre and Dance (in the College of Fine Arts) offers a BA in Theatre and Dance (that can be tailored to focus on a variety of acting and technical activities) and a BFA in Theatre Studies (that prepares graduates for teaching theatre). The department offers an MA, MFA, and Ph.D. programs in Performance as Public Practice; MFA degrees in acting, directing, drama and theatre for youth, playwriting, theatre technology, and theatrical design. They have 3 theatres. It is the largest theatre and dance program in the country.

4. **University of Wisconsin-Madison**

All of the comparable instructional units at the University of Wisconsin-Madison are in the College of Letters and Science. They are: the Department of Communication Arts, the School of Journalism and Mass Communication, and the Department of Theatre and Drama.

The Department of Communication Arts includes: rhetoric; communication science; film history, theory and criticism; film production (undergraduate only); and media and cultural studies. There are two areas of focus in the undergraduate program (which has 800 majors): Communication Science & Rhetorical Studies and Radio, Television, & Film. The department admits students to
the Ph.D. program, but they earn an M.A. along the way. There are four areas of emphasis in the doctoral program: Communication Science (a social science focus), Film, Media and Cultural Studies, and Rhetoric. There are 20 faculty and over 70 graduate students in the department.

Journalism is offered in the School of Journalism and Mass Communication. The school offers a BA and BS degree in journalism. There are two undergraduate tracks (Journalism/Reporting and Strategic Communication (advertising and public relations)) with 400 junior and senior majors (students cannot be admitted to the school until they are juniors). The School of Journalism and Mass Communication offers two M.A. programs a professionally oriented track and a thesis oriented track. The Ph.D. program is focused on mass communication. There are 30 MA students, 60 Ph.D. students, 15 faculty, and four instructional academic staff.
Contact Information for Peer Programs

Peer Institutions
1. University of Maryland-College Park  www.umd.edu
2. University of Minnesota-Twin Cities  www.umn.edu
3. University of Texas-Austin  www.utexas.edu
4. University of Wisconsin-Madison  www.wisc.edu

1. MARYLAND
A. College of Journalism
   http://www.merrill.umd.edu/
   Kevin Klose, Dean
   kklose@jmail.umd.edu
   301-405-2383
   1117 Journalism Building
   College Park, MD 20742
   301-405-2399
   http://www.journalism.umd.edu/

B. Department of Communication
   http://www.comm.umd.edu/
   Elizabeth Toth, Chair
   eltoth@umd.edu
   301-405-8077
   2130 Skinner Building
   College Park, MD 20742
   301-405-8979
   commdeptchair@umd.edu

2. MINNESOTA
A. Department of Communication Studies
   http://comm.umn.edu
   Edward Schiappa, Chair
   schiappa@umn.edu
   225 Ford Hall 0456
   224 Church St. SE
   Minneapolis, MN 55455
   commstds@umn.edu
   612-624-5800

B. School of Journalism and Mass Communication
   http://sjmc.umn.edu/
   Albert Tims, Director
   Timsx001@umn.edu
3. TEXAS
A. College of Communication
   http://communication.utexas.edu
   Roderick P. Hart, Dean
   Rod.hart@austin.utexas.edu
   CM 4.130
   1 University Station A0900
   Austin, TX 78712
   comm-webmaster@austin.utexas.edu
   512-471-5775

B. Department of Advertising and Public Relations
   advertising@utexas.edu
   512-471-1101
   Isabella Cunningham, Chair
   Isabella.cunningham@austin.utexas.edu

C. Department of Communication Sciences and Disorders
   512-471-4119
   Craig A. Champlin, Chair
   champlin@mail.utexas.edu
   512-471-6345

D. Department of Communication Studies
   commstudies@utexas.edu
   512-471-3504
   Barry Brummett, Chair
   brummett@mail.utexas.edu
   512-471-5251

E. School of Journalism
   journalism@utexas.edu
   512-471-1845
   Tracy Dahlby, Director
   Tracy.dahlby@austin.utexas.edu

F. Department of Radio-Television-Film
   rtf@utexas.edu
4. WISCONSIN
A. Department of Communication Arts
http://commarts.wisc.edu/index.php
Susan Zaeske, Chair
szaeske@wisc.edu
821 Vilas Communications Hall
821 University Ave.
Madison, WI 53706-1497
commarts@wisc.edu
608-262-2777

B. School of Journalism and Mass Communication
http://www.journalism.wisc.edu
Greg Downey, Director
gdowney@wisc.edu
5115 Vilas Communications Hall
821 University Ave.
Madison, WI 53706-1497
608-262-3690
NOTES & CONTEXTUAL INFORMATION: The Department of Communication follows the rules set forth by the GSU College of Arts & Sciences in its unit governance and committee structure.
Department of Communication
Unit Governance & Committee Structure

Chair

-------------------Associate Chair

--------------------------------------------------------------
| Executive Committee | Graduate Committee | Undergraduate Committee | P&T Committee | Research Committee | Equipment Committee |
--------------------------------------------------------------
| Staff-------------------|
| ---Business Manager |
| ---Human Resources |
| ---Office Manager |
| ---Front Office |
| ---Graduate Program Administrator |
| ---Administrative Coordinator |
| ---Grants Coordinator |
| ---Tech Coordinator |
| ---Digital Media Coordinator |
| ---Website Coordinator |
| ---Other Staff |

--------------------------------------------------------------
| Diversity Committee | Scholarship Committee | Other Committees |
--------------------------------------------------------------
| ---Graduate Program Administrator |
| ---Administrative Coordinator |
| ---Grants Coordinator |
| ---Tech Coordinator |
| ---Digital Media Coordinator |
| ---Website Coordinator |
| ---Other Staff |

--------------------------------------------------------------
| Undergraduate Program Advising Office | Faculty |
--------------------------------------------------------------
| Undergraduate Program Administrator |
| Research Centers |
| DAEL- |
| CIME- |
| CRADL |
APPENDIX B3
Unit Bylaws, if available

NOTES & CONTEXTUAL INFORMATION: The Department of Communication has no unit bylaws, but follows the rules and regulations promulgated by the GSU College of Arts & Sciences. The Department’s Promotion & Tenure Manual is attached to this appendix.
Faculty members must consult the College of Arts and Sciences Promotion and Tenure Manual. In the event of a conflict between the two documents, the College manual takes precedence.

All materials, discussions, conclusions, and letters that are part of the review process will be held in strictest confidence, and no party to the process, other than the candidate, may divulge any information about it to anyone not directly involved.
INTRODUCTION

The promotion and tenure policies of the Department of Communication have been formulated in conformity with the “minimum and general requirements” set forth by the Board of Regents of the University System of Georgia, and in conformity with the policies outlined in the Promotion and Tenure Manual of the College of Arts and Sciences (January 2007). The process of granting promotion and tenure is an essential mechanism for ensuring quality and allocating rewards in the university. It is intended to be both rigorous and fair. In view of the multi-disciplinary structure of the Department of Communication, these policies seek to augment and clarify, wherever advisable and appropriate, distinctive criteria for the activities of the Department of Communication’s faculty members as they relate to the policies of the college. The department’s multi-disciplinary structure necessitates that the professional development of faculty members takes diverse forms and should be assessed in terms of the positive and unique contributions made to the advancement of the individual discipline and to departmental and institutional goals, and further that the evaluation criteria credit a broad spectrum of scholarly and creative activities.

These departmental guidelines are designed to provide information concerning expectations for performance and achievement at the departmental level for promotion and tenure as well as the manner in which departmental expectations intersect with the expectations set forth in the College Manual. It is important that faculty members become thoroughly conversant with both sets of guidelines. Candidates are directed to the College manual for guidance about preparing and submitting a dossier in application for tenure and/or promotion and for details of the University and College expectations.

CRITERIA FOR JUDGING CANDIDATES FOR PROMOTION AND TENURE

Each candidate from the Department of Communication for promotion and/or tenure will be evaluated by the departmental Promotion and Tenure Committee in three areas: professional development, instruction, and service. The Committee consists of all tenured faculty in the department and is chaired by a faculty member appointed by the Chair. The committee’s evaluations are based on information derived from various sources, but primarily those based on information submitted by the candidate, the departmental committee, outside evaluators, and the department Chair.

TERMS OF EVALUATION

Candidates will be evaluated in professional development, instruction, and service, using the terms outstanding, excellent, very good, good, fair, and poor. The evaluations should take into account expectations appropriate to the rank under consideration, the standards of the candidate’s discipline, and the mission and resources of the Department of Communication.
TENURE

Tenure is established and governed by the policies and regulations of the Board of Regents. These policies state that tenure resides at the institutional level, thus the criteria and guidelines for recommending the granting of tenure to members of the faculty of the Department of Communication are those provided in this document and in the College Promotion and Tenure Manual.

Only Associate Professors and Professors employed full-time are eligible for tenure. Individuals with the title of Instructor, Lecturer, Assistant Professor, or Adjunct Professor are not eligible for tenure.

Tenure may be awarded upon completion of a probationary period of at least five years of full-time service at the rank of Assistant Professor or higher. The five-year period should be continuous, although a limited interruption because of leave of absence or part-time service may be permitted. This interruption may not exceed two years. However, no probationary credit for the period of interruption will be allowed. A maximum of three years credit toward the minimum probationary period may be allowed for service at other institutions or for full-time service at the rank of Instructor at Georgia State University. Such credit shall be specified in writing and approved by the Dean.

CRITERIA

Associate Professor

For a candidate to be recommended for promotion to the rank of Associate Professor, the candidate must be evaluated as at least excellent in professional development or instruction and at least very good in the other. The candidate must also be rated as at least good in service.

In order to be recommended for promotion to the rank of Associate Professor, a candidate must present evidence that he/she is recognized by professionals in his/her field outside of the University as contributing to the advancement and development of his/her discipline, as stated in the College Manual. The rank of Associate Professor also presumes a demonstrated ability to assume responsibility for the training of advanced undergraduate and graduate students and a commitment to continue to be professionally active and productive. The candidate must also be judged as contributing significantly to the instructional and service activities of the department.

The criteria for tenure at the rank of Associate Professor are the same as those for a recommendation for promotion to the rank of Associate Professor.

Professor
Promotion to the rank of Professor is a recognition awarded only to candidates who have distinguished records of achievement and standing in their professions and at Georgia State University, as stated in the College manual. Both the quality and number of achievements required for a recommendation to the rank of Professor substantially surpass those required for a recommendation to Associate Professor. In order to be recommended for promotion to Professor, a candidate must be judged as excellent in both professional development and instruction, and at least very good in service.

To receive tenure at the rank of Professor, the candidate must meet the requirements for promotion to Professor, as stated above.

**AREAS OF EVALUATION**

The Department of Communication will evaluate all candidates in three areas of academic life: Professional Development, Instruction, and Service. Each candidate for promotion and/or tenure in the Department of Communication should specify what is distinct, unique and individual about his/her area of specialization within his/her discipline and instructional area. Distinct aspects and features of specialization within each discipline and within areas of professional development, instruction, and service need to be clarified and documented for the departmental and college Promotion and Tenure committees. The burden for designating and elaborating such area distinctions lies with the candidate seeking tenure and/or promotion.

**PROFESSIONAL DEVELOPMENT**

Professional development is a major concern in the evaluation process for promotion and tenure. In order to insure quality instruction, it is essential that faculty members in the Department of Communication maintain a high level of scholarly and/or creative activities that advance the field of communication and the candidate’s specialization within his/her particular discipline by creating or extending knowledge and modes of inquiry. Specifically, these activities should evidence demonstrable professional growth by the faculty member.

In the disciplines represented in the Department of Communication, professional development can involve a range of professional activities from scholarly research and publication to creative activities. It is appropriate, therefore, that criteria and methods for demonstrating and measuring professional development are pertinent to the various disciplines. The evaluation standard for professional development for both scholarly and artistic works is that any submitted materials must be assessed by outside reviewers. Letters from outside reviewers who are authorities in the candidate’s field (solicited in accordance with the procedures described in the College manual) will be used to provide a supplementary perspective on the candidate’s achievements and stature in the field of professional development. The department evaluation committee should consider that such letters may be, at times, both more and less reliable than
internal appraisals of a candidate’s work: more reliable because the reviewer may be a more objective judge, but less reliable because the reviewer may lack an understanding of the specific context and conditions in which the professional development material was produced. Therefore, the departmental evaluation committee shall attempt to interpret and contextualize the letters from outside reviewers accordingly, and shall use these letters, ultimately, to assist in the fullest possible appraisal of a candidate’s record.

The Department of Communication recognizes that professional development can take many forms and employ a variety of methods. It may encompass basic and applied research, theoretical and empirical work, scholarship of discovery and integration, qualitative and quantitative methods, and creative endeavors. Each topic, method, approach and technique should be judged only on whether it is appropriate to the stated professional development goal and whether it produces a valuable societal or disciplinary product. We believe, therefore, that success in professional development can be achieved in many ways and that no one approach or technique is inherently superior to another.

For example, a faculty member who chooses mainly to write articles for refereed journals could be seen as equally successful with another who published his/her work in books but whose work undergoes comparable peer review scrutiny. Candidates who pursue a mixture of publication media (e.g., articles, authored or edited books, and chapters in books) and/or creative activity will be evaluated on the whole body of work, just as will those who specialize in one form of scholarly or creative expression. Likewise, candidates who pursue creative activities will also be evaluated through peer review.

Obtaining external funding for one’s research or creative works is a highly valued professional development activity, especially for tenured faculty, and success in seeking grant support, particularly from national sources, will weigh as evidence of scholarly reputation in those disciplines. The Department of Communication recognizes the relative scarcity of external grant support in some departmental disciplines. Grant support, however, is only a means to an end and is no substitute for the products of research and creative activity.

Other scholarly activities, such as organizing sessions for professional meetings and reviewing, refereeing, and editing the work of others also are valued and expected activities for any scholar. Although no particular type of activity is specified for promotion and tenure, successful candidates for tenure and promotion will be active in such roles.

The Department also recognizes that a loose hierarchy of scholarly journals does exist within each discipline. However, there certainly is disagreement about such rankings. Sometimes, in fact, very valuable work that offers innovative approaches, new ideas, or evidence that challenges existing knowledge may not be published in the best known journals. Quality of publications will be assessed on several factors including the
work’s impact on the field (shown through reviews, citations, and other evidence); the
prestige or standing of the journal in which the article appears or the publisher of a book
or book chapter; the candidate’s explanation of the importance of the work; and the
committee’s independent assessment of the work.

The Department of Communication also recognizes the value of both individual
and cooperative scholarship and creative works. While we acknowledge the importance
and occasional difficulty of determining the relative contributions of co-authors or co-
creators, communication research is often a team enterprise. We strongly support
interdisciplinary research which by definition results in publications with multiple
authors. We cannot therefore assign higher intrinsic value to either single-author or
jointly-authored works. We also know that order of authorship does not necessarily
convey accurate information about one’s relative contribution to the work. We will thus
accord proportional credit if the candidate’s contribution to a multiply-authored work is
established. The quality of the work will be assessed independently.

As a result of interdisciplinary collaborations, some of a candidate’s publications
may appear in the scholarly outlets of other disciplines. We recognize that work in the
general field of communication can and does regularly make contributions to the
knowledge base of a broad range of disciplines, and we will not disadvantage such work
appearing in related professional publications. Likewise, a candidate’s creative
collaborations with other artists outside and within the communication discipline will be
given consideration. However, the core of a candidate’s work should remain within
her/his communicative discipline.

Many of the most innovative projects in the field of communication combine
theory and practice. The department encourages such work and recognizes there may
be overlaps in the categories of scholarly works and creative projects. Those
achievements which fall into the two categories will be evaluated using criteria drawn
from both.

Criteria for evaluating creative projects will include consideration of the length
and complexity of the project, the means of disseminating the work to an audience, and
the evaluation of the completed work by outside peer review. For creative projects, a
loose analogy might be drawn between a produced short play, short film (less than one
hour), or short performance and a journal article or book chapter. Similarly, a loose
analogy might be drawn between the production of a full-length film or full-length play
(90 minutes or more) and a book. Dissemination venues may be to an on-campus,
local, regional, national and/or international audience, generally in a hierarchy of rising
valuation. In some cases, there may be special value to on-campus productions, but
that value must be demonstrated and judged by the above criteria and outside peer
review. For those projects that fall outside of traditional creative categories, such as
multimedia and digital projects, it will be necessary for candidates to establish the status
of their work in relation to generally understood standards of their field.
Evaluations will be based on the reputation of the producer or distributor of the work and their standards of selection. Supporting materials for creative projects might include reports invited by the department from outside peer reviewers in the professional and/or academic sphere, size and significance of award competition, approximate purchase price of scripts where appropriate, and/or published reviews if available. The evaluation of a written screen or stage play may be more difficult to obtain than that of a live production or media product. (Certain creative works i.e., scripts, plays, or multimedia productions may win awards but neither be published or produced.) Scripts which win awards but are not published or produced or which are optioned or purchased outright may be submitted as part of a dossier. The production of a conference paper and/or published article based on a creative production could lend additional merit to the dossier. For example, a multimedia product might be submitted to a conference and thereby become a part of the normal conference reputation and refereeing procedure. Other supportive information for evaluating creative work might include: special awards, recognitions or citations.

The Department of Communication appreciates the increasingly prominent role that on-line publication, multimedia work, and web-based resources play in the production and dissemination of knowledge. It also recognizes that the traditional standards of peer review are often difficult to apply to these new forms of scholarship. Therefore, candidates should make a case for the quality of the project, its distinctive contribution to disciplinary knowledge and the candidate’s professional development, and provide evidence of peer review (e.g., citation of the project in other venues).

The Department of Communication resists the idea that qualitative evaluations, such as excellent and very good, can be defined solely by number of publications, performances, or other scholarly and creative activities. We expect that candidates will demonstrate their scholarly and/or creative productivity through both the quantity and quality of their professional record. Evaluation of an individual faculty member’s professional development will focus on the entire profile of that individual’s contribution.

1. **Presentations at Professional Meetings.**

   Participation in programs at local, regional, national or international meetings of professional associations, including presentation of papers, organization of panels or programs, serving as panel leader or commentator, organization of and participation in workshops, symposiums and juried competitions. The presentation of academic research or creative works will typically receive greater weight in the review process than more administrative tasks.

2. **Scholarly Writings in Journals; Books; Monographs; and Reviews.**

   These include published articles, chapters in books, books and monographs, and book and performance reviews, and those accepted for publication, broadcast and electronic distribution. Book reviews typically receive less weight than the other
publications listed here.

3. **Achievements in the Visual and Performing Arts**

These include creative projects in film/video, broadcasting, digital media and live performance.

4. **Awards and Grants.**

Grants, contracts, scholarships, fellowships, travel awards, personal development awards funded internally and by external local, regional, national or international agencies that supported the candidate’s scholarly research or creative activities. International and national external awards and grants will generally weigh more heavily than regional or local.

5. **Significant Professional Services.**

Memberships on editorial boards, editorships for professional journals, referee for professional journals, referee for granting agencies, memberships on evaluation panels, consultant for artistic projects, and critic or juror for professional organizations.

6. **Recognition by National, Scholarly, and Professional Associations.**

Honors, awards, fellowships and internships.

7. **General Recognition Within One’s Discipline.**

Citation of works or contributions by other scholars, requests for colloquium presentations or workshops, reviews of publications or performances, invitations to juried screenings and performances, or exhibitions of media art, guest performances and lectureships. International and national recognition will generally weigh more heavily than regional or local recognition.

8. **Specialized Professional Activities Appropriate to the Discipline.**

Included here are materials for which descriptions are not presented in any of the other categories above (e.g., writing in the mass media). These materials may not include work in progress or work submitted but not yet accepted for publication.

**Evaluation of Professional Development:** Based on the evidence submitted, the departmental committee will evaluate the candidate’s professional development according to the college manual’s evaluative categories: outstanding, excellent, very good, good, fair, and poor.
Associate Professor. As stated in the College manual, promotion to Associate Professor is available only to those candidates who are judged to be at least excellent in either professional development or instruction and at least very good in the other area.

A candidate for promotion to associate professor will be judged outstanding in professional development if the committee’s assessment is that the candidate’s scholarly and/or creative work is of rare quality and unquestioned importance. There are obviously many ways for a candidate to provide justification for such a conclusion. A candidate, for example, might have published a significant number (5-7) of influential refereed articles and/or book chapters of exceptional quality; or a larger number of articles and/or chapters of excellent quality; or a book and a small number (3-4) of articles and chapters, all of excellent quality; or two or more books of excellent quality; or met any of the criteria for an evaluation of excellent and secured extramural funding for his/her research. To qualify as outstanding, a candidate also should have been very active in other research and/or creative roles, such as intramural research or creative grant recipient, conference session organizer or participant, creative event producer, journal editor or referee, grant reviewer, or book reviewer. For a candidate whose discipline is creative, published and produced creative works will be evaluated as described on pages 6 and 7.

The candidate will be judged excellent in professional development if the committee’s assessment is that the candidate’s scholarly and/or creative work is highly accomplished. Such a candidate, for example, might have published a significant number (4-6) of influential refereed articles and/or book chapters of distinguished quality; or a larger number of articles and/or chapters of very good quality; or a book and at least 3 articles and/or chapters of very good quality. To qualify as excellent, a candidate also should have been very active in other research and/or creative roles, such as intramural research or creative grant recipient, conference session organizer or participant, creative event producer, journal editor or referee, grant reviewer, or book reviewer. For a candidate whose discipline is creative, published and produced creative works will be evaluated as described on pages 6 and 7.

The candidate will be judged very good in professional development if the committee’s assessment is that the candidate’s scholarly and/or creative work is highly competent. Such a candidate, for example, might have published a significant number (4-6) of influential refereed articles and/or book chapters of accomplished good quality; or a larger number of articles and/or chapters of very good quality; or a book and at least 3 articles and/or chapters of good quality. To qualify as very good, a candidate also should have performed several additional research roles, such as conference session organizer or participant, journal editor or referee, or book reviewer. For a candidate whose discipline is creative, published and produced creative works will be evaluated as described on pages 6 and 7.

The candidate will be judged good in professional development if the committee’s general impression is that the candidate’s scholarly and/or creative work is competent.
Such a candidate, for example, might have published at least 3 influential refereed articles and/or book chapters of good quality; or a larger number of articles and/or chapters of fair quality; or one or two such publications of higher quality, or a book and one or two articles, all of fair quality. To qualify as good, a candidate also should have performed at least one or two additional research activities, such as conference session organizer or participant, journal editor or referee, or book reviewer. For a candidate whose discipline is creative, published and produced creative works will be evaluated as described on pages 6 and 7.

The candidate will be judged fair in professional development if the committee’s assessment is that the candidate’s scholarly and/or creative work is competent but of moderate significance. Such a candidate, for example, might have published at least 1-2 articles and/or book chapters of fair quality. Such a candidate may also have demonstrated involvement in book reviews or engaged in other scholarly activity on the local or regional level, including chairing paper presentation sessions and commenting upon others’ research. For a candidate whose discipline is creative, published and produced creative works will be evaluated as described on pages 6-7.

An evaluation of poor in professional development means that the candidate has produced a body of research that casts doubt on his/her commitment to the field and likelihood of further progress. Candidates receiving a ranking of poor have fallen short of meeting the standards listed above for fair performance.

Professor. As stated in the College manual, promotion to professor is available only to those candidates whose professional development is judged as excellent.

A candidate for promotion to professor will be judged outstanding in professional development if the committee’s assessment is that the candidate’s scholarly and/or creative work is of rare quality and unquestioned importance. There are many ways for a candidate’s work to meet these criteria. A candidate, for example, might have published a significant number of superb refereed articles and/or book chapters and a significant number of articles and/or chapters of excellent quality since the candidate’s last promotion; or a book and a significant number of articles and chapters, all of excellent quality; or two or more books of excellent quality and a large number of articles and chapters of excellent quality. To qualify as outstanding, a candidate also could have secured extramural funding to support his/her research and should have been highly active in additional research roles, such as intramural research grant recipient, conference session organizer or participant, journal editor or referee, grant reviewer, or book reviewer. For a candidate whose discipline is creative, published and produced creative works will be evaluated as described on pages 6 and 7.

The candidate will be judged excellent in professional development if the committee’s assessment is that the candidate’s scholarship or creative activities are highly accomplished. Such a candidate, for example, might have published a large number of influential refereed articles and/or book chapters of excellent quality; or a
larger number of articles and/or chapters of very good quality; or a book and a significant number of articles and chapters, all of very good quality. To qualify as excellent, a candidate also should have been very active in other research roles, such as intramural research grant recipient, conference session organizer or participant, journal editor or referee, grant reviewer, or book reviewer. For a candidate whose discipline is creative, published and produced creative works will be evaluated as described on pages 6 and 7.

The candidate will be judged very good in professional development if the committee’s assessment is that the candidate’s scholarship or creative activities are highly competent. Such a candidate, for example, might have published a significant number of influential refereed articles and/or book chapters of very good quality; or a large number of articles and/or chapters of good quality; or a book and a small number of articles and chapters of good quality. To qualify as very good, a candidate also should have performed several additional research roles, such as conference session organizer or participant, journal editor or referee, or book reviewer. For a candidate whose discipline is creative, published and produced creative works will be evaluated as described on pages 6 and 7.

The candidate will be judged good in professional development if the committee’s general impression is that the candidate’s scholarship or creative activities are competent. Such a candidate, for example, might have published a small number of influential refereed articles and/or book chapters of very good quality; or a large number of articles and/or chapters of fair quality; or one or two such publications of higher quality, or a book and one or two articles, all of fair quality. To qualify as good, a candidate also should have performed at least one or two additional research activities, such as conference session organizer or participant, journal referee, or book reviewer. For a candidate whose discipline is creative, published and produced creative works will be evaluated as described on pages 6 and 7.

The candidate will be judged fair in professional development if the committee’s assessment is that the candidate’s scholarly and/or creative work is competent but of moderate significance. Such a candidate, for example, might have published at least 2 articles and/or book chapters of fair quality. Such a candidate may also have demonstrated involvement in book reviews or engaged in other scholarly activity on the local or regional level, including chairing paper presentation sessions and commenting upon others’ research. For a candidate whose discipline is creative, published and produced creative works will be evaluated as described on pages 6-7.

An evaluation of poor in professional development means that the candidate has produced a body of research that casts doubt on his/her commitment to the field and likelihood of further progress. Candidates receiving a ranking of poor have fallen short of meeting the standards listed above for fair performance. For a candidate whose discipline is creative, published and produced creative works will be evaluated as described on pages 6-7.
INSTRUCTION

The Department of Communication regards quality instruction to be of foremost importance to the department and the university as it is at the heart of what we do. It is a major responsibility of the faculty and, as such, it recognizes teaching excellence and student-related achievements as central in the evaluation of faculty members. The faculty has a responsibility to provide strong undergraduate and graduate programs for its majors and for the students throughout the University who have programmatic need for communication courses. Included in the evaluation process will be written documentation of evidence as detailed below:

1. Courses Taught During the Last Eight Semesters

2. Perceptions of Students: including official student evaluation instruments for the past eight semesters.

3. Honors or Special Recognition for Instruction

4. Evidence of Instructional Service Beyond the Classroom (i.e., independent studies, practica, honors theses, theses, and dissertations)

5. Published Materials (e.g., textbooks, published articles, manuals and/or monographs on pedagogy)

6. Student publications and creative accomplishments (e.g., published articles, books, conference papers, attendance at conferences, performances, film screenings, theatrical productions and readings, media presentations, awards, and other recognition of student accomplishments at GSU and elsewhere.

7. Instructional Portfolio. This category includes selected materials the candidate has compiled as required in the College’s Teaching Assessment Policy (included in the Appendix).

8. Other Materials. This category might include (a) the development of effective evaluation and assessment methods relative to student performance and the acquisition of knowledge and skills (to be reflected in examinations, teaching methods and pedagogical philosophy); (b) the development of new, innovative and relevant courses at the appropriate levels and the continued improvement and updating of established courses (to be reflected in course syllabi and other curricular materials); (c) the maintenance of high standards for the material taught and expectations for student performance (as manifested in grade distributions, syllabi, examinations, written and creative assignments, and other examples); (d) the advisement of students on various levels and in various degree programs. (This responsibility entails knowledge of and attention to departmental, college
and university programs, policies and procedures); and (e) a statement of
pedagogical philosophy and/or teaching methodology.

**Evaluation of Instruction:** Based on the evidence submitted, the departmental
committee will evaluate the candidate’s instruction according to the college manual’s
evaluative categories: outstanding, excellent, very good, good, fair, and poor. The
committee will be mindful that the student evaluation averages mentioned below are
given as approximate, general guidelines rather than to reify any particular number.

When analyzing student evaluations, the committee will also evaluate the candidate’s
instruction, taking into consideration the instructor’s total number of students; the
numbers of his/her undergraduate vs. graduate students, as well as the SEI numbers
and ranges of each group; the numbers of required vs. elective, graduate vs.
undergraduate, and core vs. special topics courses he/she has taught; and the numbers
of large (75 students or more) vs. small-sized classes (25 or fewer students) he/she has
taught during the period of evaluation.

**Associate Professor.** The candidate for promotion to the rank of Associate
Professor will be judged to be outstanding in instruction if the overall assessment of the
committee from the evidence submitted is that the candidate’s performance is, on
balance, exceptional. For instance, the student evaluation scores might suggest
extraordinary performance in the classroom (the overall average is outstanding, high 4-
out-of-5 range); the course material presented might show exceptional preparation; a
high degree of knowledge of the subject matter might be indicated; the candidate might
demonstrate a very high level of involvement in mentoring students; and/or the candidate
may have published a textbook or series of articles on pedagogy, or received one or
more teaching awards.

The candidate will be judged to be excellent in instruction if, in the categories
above, the overall assessment of the committee from the evidence submitted is that the
candidate’s performance is highly accomplished. For example, the student evaluation
scores suggest highly effective performance in the classroom (the overall average is
excellent, mid 4-out-of-5 range); the course material presented might show impressive
preparation; a significant degree of knowledge of the subject matter might be indicated;
and/or the candidate might demonstrate a high level of involvement in mentoring
students.

The candidate will be judged to be very good in instruction if, in the categories
above, the overall assessment of the committee from the evidence submitted is that the
candidate’s performance is highly competent. For example, the student evaluation
scores suggest very effective performance in the classroom (the overall average is very
good, in the low 4-out-of-5 range); the course material presented might show diligent
preparation; a better-than-average degree of knowledge of the subject matter might be
indicated; and/or the candidate might demonstrate an adequate level of involvement in
mentoring students.
The candidate will be judged to be *good* in instruction if, in the categories above, the overall assessment of the committee from the evidence submitted is that the candidate’s performance is competent. For example, the student evaluation scores suggest effective performance in the classroom (the overall average is good, in the high 3 to very low 4-out-of-5 range); the course material presented might show diligent preparation; a competent degree of knowledge of the subject matter might be indicated; and/or the candidate might demonstrate an adequate level of involvement in mentoring students.

An evaluation of *fair* in instruction means that the candidate demonstrates minimal competence as a teacher. For example, the student evaluation scores suggest minimally proficient performance in the classroom (the overall average is fair, in the high 3-out-of-5 range); the course material presented might show minimal preparation; a competent degree of knowledge of the subject matter might be indicated; and/or the candidate might demonstrate a minimal level of involvement in mentoring students.

An evaluation of *poor* in instruction means that the candidate demonstrates an unacceptable record of competence as a teacher, including little evidence of mastery of teaching techniques and/or subject content. For example, the student evaluation scores suggest a weak performance in the classroom (the overall average is poor, in the mid 3-out-of-5 range); and/or the candidate might demonstrate little or no involvement in mentoring students.

**Professor.** Candidates for promotion to the rank of Professor are expected to maintain and even exceed the sort of involvement and accomplishment required for an Associate Professor. Therefore, both the quality and quantity of achievements in the Instructional area are expected to surpass those required for recommendation to Associate Professor.

The candidate will be judged to be *outstanding* in instruction if, in the categories above, the overall assessment of the committee from the evidence submitted is that the candidate’s performance is, on balance, exceptional. For instance, the student evaluation scores might suggest extraordinary performance in the classroom (the overall average is outstanding, in the high-4 out of 5 range); the course material presented might show exceptional preparation and continued refinement and improvement of course content; a great breath and depth of knowledge of the subject matter might be indicated exceptional efforts to improve the department’s curriculum might be manifested; the candidate might demonstrate an especially high level of involvement in mentoring students (completion of advanced degrees, conference participation, publications, career development, etc.); the candidate might have developed innovative teaching instruments and/or methods (such as the use of new technologies or creative approaches in the classroom); and/or the candidate may have published an exceptional textbook or series of articles on pedagogy, or received one or more teaching awards.
The candidate will be judged to be excellent in instruction if, in the categories above, the overall assessment of the committee from the evidence submitted is that the candidate’s performance is superb. For example, the student evaluation scores suggest highly effective performance in the classroom (the overall average is very good to excellent, in the mid 4-out-of-5 range); the course material presented might show impressive preparation and a continuing devotion to improving and updating course content and syllabi, as well as overall curricular reform; the candidate might participate in college, university-wide, or national committees that focus on instructional improvements and issues; a great breath and depth of knowledge of the subject matter might be indicated; and/or the candidate might demonstrate a high level of involvement in mentoring students.

The candidate will be judged to be very good in instruction if, in the categories above, the overall assessment of the committee from the evidence submitted is that the candidate’s performance is highly competent. For example, the student evaluation scores suggest very effective performance in the classroom (the overall average is very good, in the low 4 out of 5 range); the course material presented might show diligent preparation and ongoing improvement and refinement; a better-than-average breath and depth of knowledge of the subject matter might be indicated; and/or the candidate might demonstrate an adequate level of involvement in mentoring students.

The candidate will be judged to be good in instruction if, in the categories above, the overall assessment of the committee from the evidence submitted is that the candidate’s performance is competent. For example, the student evaluation scores suggest effective performance in the classroom (the overall average is good, in the high 3 to low 4-out-of-5 range); the course material presented might show diligent preparation and updated syllabi; some level of participation in curricular reform might be manifested; a moderate breath and depth of knowledge of the subject matter might be indicated; and/or the candidate might demonstrate an adequate level of involvement in mentoring students.

An evaluation of fair in instruction means that the candidate demonstrates minimal competence as a teacher. For example, the student evaluation scores suggest minimally proficient performance in the classroom (the overall average is fair, in the high 3-out-of-5 range); the course material presented might show minimal preparation; a competent degree of knowledge of the subject matter might be indicated; and/or the candidate might demonstrate a minimal level of involvement in mentoring students.

An evaluation of poor in instruction means that the candidate demonstrates an unacceptable record of competence as a teacher, including little evidence of mastery of teaching techniques and/or subject content. For example, the student evaluation scores suggest a weak performance in the classroom (the overall average is poor, in the mid 3-out-of-5 range); and/or the candidate might demonstrate little or no involvement in mentoring students.
Tenure at the Rank of Professor. The criteria for tenure at the rank of Professor in the Instructional area are the same as those for promotion to Professor.

SERVICE

The Department of Communication has inherently and by definition a special responsibility to provide discipline-oriented service activities. These include service to the university community, the local community, and relevant local, national and international professional communities. The professional/academic interface is a distinguishing characteristic of the disciplines in the Department of Communication and requires that consideration be accorded the service function in all faculty evaluations, including the evaluation for tenure and promotion. For example, interaction with the press, electronic media, and the performing arts communities is essential to the development of the Department and to the academic performance of faculty members. Only those service activities, however, which are related to the candidate's area of professional competence will be included in an evaluation. Collegiality, in the broadest sense, is a necessary and highly valued aspect of all candidates seeking promotion and tenure in the Department of Communication.

Appropriate service activities are listed below. Complete descriptions for any service category must be provided along with explanatory documentation.

1. Assistance to colleagues Consultation about educational problems, review of manuscripts, collaboration on research projects, assistance with film, video, or dramatic productions, artistic exhibitions, or musical performances, and contributions to programs in other concentrations, areas, or schools.

2. Contributions to the Department of Communication: Chairing departmental committees, memberships on committees, development of programs and activities other than teaching and those related to professional development, participation in department sponsored activities, and holding positions of significant service responsibility that impact workload assessment.

3. Contributions to the College, University, or University System

4. Support of Local, State, National, or International Organizations: Consultantships, memberships on advisory boards and offices held.

5. Significant Discipline-Related Community Service: Speeches, presentations, performances, short courses, hosting a conference, on-going contacts.

6. Meritorious Public Service: Assistance to governmental agencies; and development of community, state or national resources.
7. **Offices Held in Professional Associations**

**Evaluation of Service:** Based on the evidence submitted, the departmental committee will evaluate the candidate’s service according to the college manual’s evaluative categories: *outstanding, excellent, very good, good, fair, poor*.

**Associate Professor.** For promotion to the rank of Associate Professor, the candidate must be evaluated as at least *good* in service.

A candidate will be judged as *outstanding* in service, if in addition to meeting the criteria for being judged *excellent*, the candidate has served as an officer or board member of a state, regional, or national professional association, and has served effectively on numerous departmental, college, university, community or governmental committees, boards, or agencies.

A candidate will be judged as *excellent* if the candidate has been very active in assistance to colleagues, effectively served on major departmental committees, served on college, university, or university system committees, and shown significant service to community, governmental, or professional organizations.

A candidate will be judged as *very good* if the candidate has been very active in assistance to colleagues, effectively does assigned departmental service tasks and either serves on a college, university, or university system committees or shows significant service to community governmental, or professional organizations or has significant contact with media representatives (e.g., talks, workshops, interviews).

A candidate will be judged as *good* if the candidate has been active in assistance to colleagues and effectively does departmental service tasks that have been assigned to him or her.

An evaluation of *fair* in service means that the candidate has participated nominally in assigned committee and service duties.

An evaluation of *poor* in service means that the candidate’s service responsibilities have not been acceptably undertaken.

**Professor.** For promotion to the rank of Professor, the candidate must be evaluated as at least *very good* in service.

A candidate will be judged as *outstanding* in service, if in addition to meeting the criteria for being judged *excellent*, the candidate has served frequently as an officer or board member of a regional or national professional association.

A candidate will be judged as *excellent* if, in addition to meeting the criteria for *very good*, the candidate shows significant service to community or governmental,
organizations and his/her work on college or university committees has been extensive and/or influential.

A candidate will be judged as very good if the candidate meets the criteria for good and in addition has served effectively as one or more of the following: graduate director, chair of a major departmental committee, university senator, chair of a search committee, and has significant service on college or university committees.

A candidate will be judged as good if the candidate has been active in assistance to colleagues and effectively has taken a leading role in departmental service by serving on the Executive committee and as the chairperson of at least one departmental standing or ad hoc committee.

An evaluation of fair in service means that the candidate has participated nominally in assigned committee and service duties.

An evaluation of poor in service means that the candidate’s service responsibilities have not been acceptably undertaken.
A. EVALUATION/REVIEW SCHEDULES

CALENDAR FOR PROMOTION AND TENURE PROCESS
IN THE COLLEGE OF ARTS AND SCIENCES - 1999

March 1  Deadline for chair/directors to ask in writing all non-tenured faculty who are eligible for consideration for promotion and/or tenure if they wish to be considered by the department/school. All responses to this request must be received by the chair/director by March 15.

March 15 All faculty members who wish to be considered for promotion or tenure notify their chairs/director. The candidate also provides the chair/director with a list of six possible outside reviewers.

Candidates’ professional development materials are submitted to the chair/director for forwarding to outside reviewers.

March 29 The chair/director, together with the departmental/school P&T committee, provide a list of six possible outside reviewers. There should be no duplication in names of outside reviewers on the two lists. Both lists, together with brief profiles, are submitted to the Office of the Dean by the chair/director.

March 29 The chair/director reviews the professional development materials for conformity with the P&T manual and forwards these materials to the Office of the Dean.

June 1 Letters/responses from outside reviewers due to the Office of the Dean.

July 1 The Office of the Dean provides departments/schools with letters of assessment that have been received from outside reviewers.

July 15 Candidates submit complete dossiers to the appropriate chair/director. After this date, materials such as letters indicating acceptance of articles or book contracts can be added as addenda to the originally submitted materials until September 15.

Sept. 15 After this date, no materials can be added to the dossier. The dossier is considered closed, and all parties involved in the review of the candidate’s credentials will have access to exactly the same information in the dossier.

October 4 Departmental/school committees present their letters of assessment and recommendation to the departmental chairs/school directors.
October 11  Departmental chairs/school directors complete their evaluations and submit their letters of assessment and positive recommendations as well as those of the departmental/school committees to the Dean’s Office.

Copies of reports by the Chair’s and the departmental/school committee’s, including any minority reports, are provided to the candidate.
COMPOSITION OF THE DEPARTMENT’S PROMOTION AND TENURE COMMITTEE

All tenured faculty members in the Department of Communication shall constitute the department’s Advisory Committee on Promotion and Tenure. The committee chair is appointed by the Chair of the Department. If a faculty member goes forward for promotion and/or tenure to the rank of Professor and there are no individuals holding that rank within the department, then the College committee will become the department’s advisory committee in reviewing a candidate’s dossier.

RESPONSIBILITIES OF THE PROMOTION AND TENURE COMMITTEE

MEMBERS - All members of the committee will have access to all materials or information relevant to the evaluation process. The deliberations and findings of the committee are confidential and may not be discussed individually with anyone outside the committee except the Departmental Chair. Committee members must direct their attention to the instruction, professional development and service of the faculty member. The committee Chair must ensure that the evaluation is thorough and that it proceeds in conformity with the guidelines as approved by the department and the college. All members of the committee must be alert to the necessity of making the evaluation process equitable. The committee shall assess carefully the contributions and performance of the faculty member to the aims and goals of the department and the college. In so doing, the committee will use as its basis for evaluation the criteria and procedures as outlined in this document.

The committee shall collect and review information from a variety of sources and shall develop a written report. It will advise faculty members on application procedures and serve as a liaison between the department and the Promotion and Tenure Committee of the College of Arts and Sciences, and will monitor the criteria, administration and use of evaluation instruments.

1. Data Gathering - The candidate is required to provide a dossier documenting his or her case organized according to the structure of the manuals of the department and the college. The committee has the option of gathering additional information to assess the candidate’s portfolio.

2. The Evaluation Report - The report of the Promotion and Tenure Committee should summarize the strengths and/or weaknesses of the faculty member in professional development, instruction, and service in light of the criteria included in this document and the report should clearly indicate recommendations concerning promotion and/or tenure. All conclusions and recommendations should be substantiated by summaries and/or selected inclusions of written data gathered by the Promotion and Tenure Committee. These may be included within the report itself or attached as an appendix. If there is not unanimity, separate minority report(s) will also be included.

The committee shall present the report to the Chair of the Department of Communication, who shall attach a separate report which includes his or her
assessment. These reports shall then be forwarded to the Dean of the College of Arts and Sciences and procedures from the college manual followed from this point forward.
APPENDIX ON THIRD YEAR PROMOTION AND TENURE REVIEW

The Department of Communication reviews all tenure-track faculty during their third year of employment. The purpose of this review, which assesses the faculty member’s effectiveness in professional development, instruction, and service, is to ensure that junior faculty have a candid and constructive evaluation of their accomplishments as they progress toward an eventual promotion and tenure decision.

While the faculty member under review should be familiar with the Department’s promotion and tenure manual, and use the manual as a general guide for what to include in the dossier, it is important to remember that the spirit of the third-year review is different from that of the promotion and tenure process. While extremely important, the third-year review is more informal: it is meant to encourage an honest assessment of, and dialogue about, the faculty member’s achievements to date. If there are deficiencies in a particular area, those concerns will be acknowledged, and the Chair and faculty member will discuss specific ways to improve over the next three year period. If the faculty member seems to be progressing toward a successful promotion and tenure decision, the Chair will acknowledge such progress. The Department intends to nurture the faculty member so that, ideally, he or she will be in the best possible position to succeed at the time of application for promotion and tenure.

CALENDAR FOR THIRD YEAR PROMOTION AND TENURE REVIEW

By January 15th of the third year, the Chair will ask third-year faculty in writing to prepare and submit a dossier for review by March 15th. The brief dossier should include a two-page statement of goals and accomplishments in the areas of professional development, instruction, and service, including such materials as a curriculum vita, annual reports, publications/creative achievements, and evidence of teaching effectiveness.

The Department Promotion and Tenure Committee will review the submitted materials and prepare an objective summary report on the dossier and shall vote on a positive or negative recommendation. The report is due to the Chair by April 15th. Simultaneously, the Chair will prepare his or her own independent review of the dossier.

The Chair shall hold a conference to inform the faculty member of how well he or she is progressing toward a positive promotion and tenure decision. The Chair will also give the faculty member a copy of both reports.

The Chair shall forward to the Dean of the College all relevant reports, and the Dean shall meet with the faculty member and the Chair to discuss the review.
APPENDIX B4
Current Faculty Roster
(as of June 30, 2009)

NOTES & CONTEXTUAL INFORMATION: This roster is organized by original faculty hire date. Not included on the roster are three new colleagues who joined the Department of Communication faculty on July 1, 2009, after the ending date of this self-study, as a result of successful searches conducted in 2008-2009: Patricia Davis, assistant professor; Natalie Tindall, assistant professor; and Richard Welch, lecturer.
<table>
<thead>
<tr>
<th>Name</th>
<th>Hire Date</th>
<th>Entry Rank</th>
<th>Current Rank</th>
<th>Tenured</th>
<th>FT/PT</th>
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*Deceased 200901
**Terminated GSU employment 200901
NOTES & CONTEXTUAL INFORMATION: Three research centers are geographically located/housed in the Department of Communication. Two -- the Center for International Media Education and the Digital Arts & Entertainment Lab -- are being reviewed at the same time as the Department and their self-study reports are included in this appendix. A third, the Center for Research in Atypical Development & Learning (Dr. Mary Ann Romski, Director), is administratively housed in the Department of Psychology and is reviewed with that department.

The Center for International Media Education (CIME) is organized to assist the development of journalism and journalism education through exchanges of information, faculty, students and professional journalists. Dr. Leonard Teel serves as Director of CIME. Most recently, CIME has concentrated its efforts in the Middle East and North Africa where it has established academic partnerships with journalism programs abroad and conducted training workshops for non-governmental organizations and professional journalists. Its newest efforts center in China. CIME has also sponsored more than sixty World Media Forums that bring journalists from around the world to dialog with students at Georgia State and its long-distance learning partners.

The Digital Arts & Entertainment Lab includes editing labs, a production studio and theater, and post-production facilities. Dr. Kay Beck serves as Director of DAEL.
Overview

The Center for International Media Education was created in 1997 in the Department of Communication, College of Arts and Sciences. The Center still resides there, and the Center director reports to the Chair of the Department of Communication.

The Center is not designated as interdisciplinary, but it works with faculty in various disciplines and colleges and with other universities to develop external funding. Current partners in funded and potential grants include the Robinson College of Business, the College of Education, the Middle East Institute, the University of Massachusetts at Lowell and the University of Missouri at Columbia.

Budget & Funding Overview

The Center receives start-up support of $25,000 from the College of Arts and Sciences for a one-year period, 80 percent of which supports stipends for four graduate research assistants. The Center also receives annual support of three graduate research assistants from the Department of Communication.

The College of Arts and Sciences and the Department of Communication provide essential support through designation of research faculty to the Center, allocation of graduate research assistants and undergraduate scholars, and provision of office space and funding for supplies and travel to conferences. The College also provides support in the preparation of proposals for external funding. The percentage of Center funding that derives from Code 10 resources is 20.944%:

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The Center would better serve the Department, College and University by addressing constraints involving computers, software, printers and meeting space. The Center’s graduate and undergraduate research assistants currently work with outmoded computers, software, and printers. With growth in the next five years, the Center will need to identify office space for two additional affiliated faculty.

**Center Goals and Objectives**

The initial goals promulgated for Center activity include the following:

1. To enhance and advance partnerships established between Middle East universities and Georgia State University to provide more opportunities for collaboration and knowledge exchange among scholars from the Middle East and the United States.
2. To elevate the recognition of Georgia State University and the Department of Communication’s academic programs nationally and internationally.
3. To enrich the academic programs of the Department of Communication with professional, academic and research experience gathered through CIME’s activities to develop journalism and communication curricula with international and interdisciplinary emphasis.
4. To develop new research agendas through international academic conferences, personnel exchange programs, and other academic activities.
5. To encourage undergraduate and graduate scholars in the Department of Communication to participate in learning and research by organizing forums, supporting conference presentations, and providing platforms for publishing.
6. To recruit to the Department prospective undergraduate and graduate students.

As the outreach and research activities of the Center have matured, so too have its goals and priorities. Current goals and objectives include:

1. To establish and maintain educational and research relationships with leading universities in China, and extend the Center’s network to additional countries in the Middle East, creating new opportunities for the Department faculty and students.
2. To develop, in cooperation with leading Chinese universities, academic exchanges and study abroad programs, to enhance opportunities for graduate students and faculty in the Department.
3. To provide educational outreach to Atlanta’s Latino media professionals, thereby extending the Department’s opportunities for faculty and students and strengthening the University’s relationship with the surrounding community.
4. To help retain undergraduate and graduate students, especially students from Atlanta’s growing Latino community.

Summary and Assessment of Work to Date

The central goal of Center work to date has been focused on enhancing and advancing partnerships established between Middle East universities and Georgia State University to provide more opportunities for collaboration and knowledge exchange among scholars from the Middle East and the United States. Consistent with the articulated mission of the university, the Center, in part through its continuous support of the Arab-U.S. Association for Communication Educators (AUSACE), has promoted the mission of the University to sponsor “interdisciplinary research programs” in the Middle East and has “achieved national and international recognition” from the U.S. Department of State, in the U.S. Congress and in universities across the Middle East.

CIME’s current goals and objectives relate to new and continuing initiatives and partnerships with universities in China, Central Asia and the Persian Gulf. The major work done by the center connect to the following activities:

1. **Research and Education Partnerships.** The Center has enhanced and advanced partnerships established between Middle East universities and Georgia State University by supporting and sustaining a strong relationship with the Arab-U.S. Association for Communication Educators (AUSACE), which Dr. Teel co-founded in 1995. With AUSACE as a base, the Center from 2003 to 2008 received external funding of $499,990 from the U.S. Department of State for developing opportunities for collaboration and knowledge exchange among scholars from the Middle East and the United States. The Center also launched a new academic research journal, *the Journal of Middle East Media*, hosted visiting Arab scholars and journalists, and conducted media internships and classes for 28 senior Arab journalism students from eight Middle East countries (Morocco, Lebanon, Jordan, Egypt, Kuwait, the United Arab Emirates, Iraq and the Palestinian Authority).

2. **International Recognition.** The Center has elevated the recognition of Georgia State University and the communication and journalism academic programs in the Department of Communication nationally and internationally through recognition by the U.S. Department of State of the Center’s key role in the creation and sustainability of AUSACE as a premiere scholarly association despite the disaster of 9/11, and wars and civil wars in the Middle East.

3. **International Curriculum.** The Center has introduced professional, academic and research experience gathered through CIME’s operation and activities to develop the Department’s journalism and communication curricula with international and interdisciplinary emphases. Dr. Teel’s introduction of visiting scholars and journalists from China, the Middle East, Africa and Europe, has enriched the development of the graduate course in International Media and Culture and the undergraduate course in International Communication. Another CIME affiliated faculty member, Dr. Hongmei Li, developed a new course in International Diplomacy. Dr. Svetlana Kulikova, also affiliated with CIME,
created a course in international public relations. In addition, the Center expanded the international and interdisciplinary emphases through its faculty affiliation with the university’s Middle East Institute. Dr. Teel, one of 14 University System of Georgia Fellows, introduced into the curriculum consideration of the Seven Revolutions project. In the first Seven Revolutions-based course, three graduate students, Farooq Kperogi, Matt Duffy and Linda Pérez, produced papers that they presented at national and international conferences.

4. **Developing a Research Agenda.** The Center’s increasingly active research agenda, developed through alliance with international academic conferences, personnel exchange programs, and other academic activities, has resulted in the recent publication of a book by Dr. Teel and scholarly journal articles by Dr. Li and Dr. Kulikova. Dr. Li’s organization of the 7th Chinese Internet Research Conference, held May 27-29, 2009, at the Annenberg School for Communication, University of Pennsylvania, and the Center’s support for the annual AUSACE academic conferences have opened new vistas for research in China and Middle East media and communication. With the U.S. State Department funding, the founding in 2004 of the annual *Journal of Middle East Media* has provided a recognized platform for new research in Middle East media.

5. **Student Research.** The Center’s encouragement of graduate and undergraduate students to participate in learning and research has resulted in several initiatives. The Center continues to host the series of campus World Media Forums that so far have brought more than 300 journalists to campus from Asia, Africa, the Middle East, Europe and Latin America. The Center has encouraged and supported students who presented their media research at international, national and regional conferences, and helped finance their travel to conferences by raising funds at book sales. In collaboration with the Journalism History Society and its officers, the Center provides a platform for students to publish academic research in the *Atlanta Review of Journalism History*, the Society’s annual peer-reviewed journal, housed in the Center, and soon to be indexed and accessible globally through EBSCO. The university in 2008 recognized the success of this emphasis on student presentations and publications by naming Dr. Teel keynote speaker for the 2008 Undergraduate Research Awards Conference.

6. **Recruiting International Students.** The Center’s international outreach recruits and retains graduate students. In 2007, Ph.D. candidate May Fawaz was a television reporter and anchor for Future TV in Lebanon when she visited two years ago to participate in a CIME World Media Forum. Dr. Teel recruited her for graduate study and since January 2009 she has become an important contributor to the Center’s scholarly work in the Arab world; she is co-authoring a book chapter on journalism in the modern Middle East and has written a conference paper on the role of blogging preceding the Iranian election protests. Since 2003, the Center has recruited, supported and encouraged several Ph.D. and M.A. candidates from China, Jordan, Egypt,
Lebanon and Kyrgyzstan. Dr. Ghalib Shatnawi is now associate dean and chair of the Department of Journalism at Jordan’s Yarmouk University; Dr. Wael Kamal now teaches at two universities in Cairo; and Dr. Nahed el-Tantawi teaches at High Point University in North Carolina.

7. Educational and Research Partnerships. The Center since 2005 has established and maintained new educational and research relationships with leading universities in China (Beijing and Shanghai), Central Asia (Kyrgyzstan), and universities in the Persian Gulf (Qatar, Kuwait, United Arab Emirates and Saudi Arabia) and in Turkey and Iran. In Beijing in 2006 the Center led a multi-national instructional team for two pre-Olympics economic journalism workshops at three universities. In 2009 Dr. Teel taught graduate courses in investigative reporting and U.S. media history as an Eminent Foreign Scholar Fellow at Beijing Foreign Studies University (BFSU). In 2009, the Center also was awarded a Georgia State University International Strategic Initiative seed grant for its media advocacy project to develop smoke-free workplaces in China’s factories, in collaboration with BFSU and Shanghai University’s journalism and film departments. In the Middle East, the Center is collaborating with faculty at Qatar University in a project to develop a digital historical archive for Qatar. Dr. Teel is a member of the steering committee of the World Journalism Education Congress, which in 2007 hosted its first international research conference in Singapore. For the forthcoming WJEC conference in South Africa, Dr. Teel organized the panel on mental health communication. The Center is also participating with the College effort to establish a Confucius Institute at Georgia State University in partnership with China’s Suzhou University.

8. Student and Faculty Exchanges. The Center, in cooperation with a leading Chinese university, Beijing Foreign Studies University (BFSU), has initiated a new faculty exchange program and student study abroad program. The student exchange’s first “pioneer” graduate student from BFSU, XuanWang, was approved to take courses in our Department of Communication in 2009. The Center’s relationships with post-Soviet universities, begun in 2002 in Armenia, has expanded to include Kyrgyzstan with the hosting of a visiting faculty research scholar, Elira Turdubaeva from Kyrgyz-Manas University in Bishkek.

9. Latino Atlanta Journalism Project. In Atlanta, the Center provides educational services to local professional communities and ethnic communities, and strengthens the relationship of the Department and University with local communities, benefitting our students and graduates. In 2007, the Center launched its Latino Atlanta Journalism Education Project focused in developing outreach to Atlanta’s fast-growing Latino community. The launch at the first Latino Atlanta Forum was keynoted by Alexander Mejía, executive director of UNITAR in Atlanta, a division of the United Nations with a focus on development issues in Latin America. Through the Latino Atlanta Project, the Center will apply in Atlanta the civic engagement strategies which its faculty successfully tested in the Middle East. The goal is to bring together Atlanta’s Latino media, nongovernmental organizations, and interdisciplinary research
faculty across the University. The Center and the leading Latino newspaper, *Mundo Hispanico*, are seeking external funding from organizations such as the Ethics and Excellence in Journalism Foundation at the University of Oklahoma and the Knight Foundation.

10. **Outreach to Latino Journalism Students.** The Center’s local initiative in the Latino community supports the university’s outreach program to recruit and retain undergraduate and graduate students, especially Latino students. In 2008, the Center began working directly with Margarita Muñoz in the outreach program to high schools with large populations of Latino students and with Latino students already enrolled at Georgia State University and other state universities. The Center participated in the 2008 statewide Latino College conference conducted at Georgia State University. The Latino Atlanta project can serve as a model for other ethnic communities.

In aiming to elevate the recognition of Georgia State University and the communication and journalism academic programs in the Department of Communication nationally and internationally, the Center has furthered the Department of Communication’s mission and the mission of the University to be “recognized (in Atlanta, nationally and internationally) as an institution with a strong global perspective and a center of international excellence” in instructional technology and professional media training.”

By featuring international journalists and journalism educators in its continuing campus series of World Media Forums, and by introducing international journalists into classroom discussions, the Center has promoted the University’s mission to advance “a curriculum with intercultural and international perspectives.” And by encouraging students to present and publish their research, the Center has supported the Department’s and the University’s mission of “creation of a learning-centered academic culture.”

Some energies have been invested in the task of using the Center's international reach to attract graduate students to the department's Master of Arts and doctoral degree tracks. This has resulted in the production of accomplished graduates from Arab-speaking nations (for example, the current chair of the communication program at Yarmouk University in Jordan earned his doctorate at Georgia State University). Over time, Center activity connecting to Asia and Latin America is likely to generate similar interest among students from those nations, a goal in sync with the University’s mission to “provide educational opportunities for qualified students, traditional as well as non-traditional.”

All this, of course, aligns with the university's interests in the internationalization of the curriculum, articulated in the strategic plan's commitment to develop "a strong international reputation through its two-pronged strategy of thematic initiatives and regional initiatives.” One example is the Center's coalescing program work to work with the Atlanta Latino community, which centers on providing educational services to Atlanta’s Latino media professionals and strengthening the University’s relationship with the local communities, an effort that will benefit our students and graduates. This work, moreover, as it relates to the Center’s interdisciplinary outreach to the Latino community and is Latino media, initiated in 2007, supports the University’s mission to “implement a multidisciplinary approach to problems of the cities” that “will bring
together the relevant strengths existing across departments, schools and colleges…including anthropology, legal issues, community and clinical psychology, African American and ethnic studies, immigration, nursing, criminal justice, and social work….that produces clearer understandings of urban structures and dynamics.”

The strategic dimensions of Center work do connect to a range of major opportunities and impediments for doing high quality service/education work. These might best be summarized as follows:

**Major Opportunities**

**Middle East: Education and Research.** The 15-year record of the AUSACE organization, now spanning from Morocco to Dubai, has created new opportunities for the Center to develop professional media training for the new generation of Middle East journalism professors, especially in areas of online journalism, new media, social networking.

**China: Service and Research.** The Center, with seed grant funding from the University’s International Strategic Initiatives and the support of the Department of Communication, has a timely service and research opportunity to develop a model for smoke-free workplaces in China’s factories during China’s two-year campaign to reduce smoking and the effects of second-hand smoke.

**Latino Atlanta: Service and Research.** The Latino Atlanta Journalism Project, with the full support of the Department of Communication, has a unique service and research opportunity to be of assistance in telling the story of the city’s Latino population, in Spanish and in English, working in collaboration with interdisciplinary faculty in the University, the Latino media and nongovernmental organizations at the grassroots of Atlanta’s Latino neighborhoods.

**Major Impediments**

**Middle East.** The major impediment is funding. The Center is seeking a U.S. State Department grant of $290,000 to bring 18 university journalism professors from 16 Middle East countries, including non-Arab countries of Turkey and Iran. The Center also seeks a sponsor to publish a print version of the Journal of Middle East Media, which is currently available online.

**China.** While work is progressing to develop the model smoke-free factory, the major impediment is a lack of matching external funds needed to apply the model in other factories in China.

**Latino Atlanta.** The major impediment is gaining the trust and cooperation of nongovernmental organizations and the Latino population so that the Center can lead the interdisciplinary effort in the community.

**Future Steps**

The main priorities for the Center's future activity connect to its expanded geographical reach – both the affiliated Center faculty and the departmental leadership are committed to enhancing
program activity in China and, more broadly, on the Asian continent – and to better connecting its outreach work to a program of sustained granting and research generation. The prospects for this are daunting but achievable: recent faculty hires connecting to Center work are moving quickly to establish their own research programs and are succeeding in securing seed money for their efforts. Recent efforts to move CIME work into China, especially connected with the Beijing Foreign Service University, are particularly promising with respect to regional expansion. The department is currently searching for an authorized tenure track assistant professor hire – the pool for the search has yielded impressive candidates, all of whom research topics connected to the wider Middle East – and the department is optimistic that the hire will bring further coherence to Center research trajectories.

Some particular resource needs have been identified by the Center staff and leadership, including:

1. **New Faculty.** Two new faculty, affiliated with the Center, will increase the research/scholarly output both by their own efforts and by their interaction with the three current faculty.

2. **Equipment.** Replacement of five outdated computers and updated software will facilitate research and the publication of the print and online editions of the Atlanta Review of Journalism History and the Journal of Middle East Media. Telecommunication equipment will enhance collaborations in research and education with our partner universities and students in the Middle East and Asia. Technical expertise and servicing of this equipment by the Department of Communication staff will be important.

3. **Space for Faculty Offices, Conferences and Workshops.** New faculty offices would ideally be located in the Center. The Center currently hosts numerous international visitors and needs a conference space sufficient for invited students and faculty. Access to a computer classroom would also enable the Center to conduct workshops for Latino journalists and nongovernmental organizations.

4. **Recruiting and Fellowships.** The Center envisions recruiting more graduate students with an interest in international communication research. In conjunction with the Center’s Latino Atlanta Journalism Project, community-funded fellowships could attract Latino journalists seeking to study at the graduate level.

5. **Endowed Chair.** The Center envisions establishing an Endowed Chair of International Communication Studies. The Center will be working in collaboration the Department of Communication and with John Clark in the Development Office of the College of Arts and Sciences to secure gifts that would make such an appointment possible.
University Partnerships

Since 1997, the Center for International Media Education has developed valuable working partnerships with universities and media outlets in the Arab World, China and United States. These partnerships have been instrumental in the development and execution of grants funded by the U.S. Department of State and by the participating universities and newspaper organizations.

Arab-U.S. Association for Communication Educators (AUSACE)

Since 1996, AUSACE has held annual international research conferences in the Arab world and the United States, all of them funded significantly by the host universities. Before the time period of this self-study, between 1996 and 2002, host universities have been in Morocco, Jordan and Lebanon; since 2003, AUSACE has significantly expanded its range of partnerships from the Mediterranean region to include Arab universities in the Arabian Gulf region. The following universities have hosted the annual conferences since 2003:

- 2003 and 2007 Zayed University in Dubai and Abu Dhabi, United Arab Emirates
- 2004 and 2009 American University in Cairo
- 2005 (and next year, 2010) Kuwait University, Kuwait City
- 2006 King Fahd Advanced School of Journalism in Tangier and the Institut Supérieur de l’Information et de la Communication (ISIC)
- 2007 Virginia Commonwealth University, Richmond, VA, USA

Between 2003 and 2008, Arab Universities also gave financial support to an AUSACE-related grant project funded largely by the U.S. Department of State. The region-wide project brought 28 senior Arab journalism students from eight countries to the United States for eight-week media internships. Qualifying examinations for the internships were conducted at the universities: Zayed University in Dubai, United Arab Emirates; Lebanese American University in Beirut, Lebanon; Institut Supérieur de l’Information et de la Communication (ISIC) in Rabat, Morocco; Yarmouk University in Irbid, Jordan; American University in Cairo, Egypt; Kuwait University in Kuwait City; Birzeit University in Ramallah, Palestinian National Authority (PNA); and An Najah University in Nablus, PNA. Iraqi students from Baghdad University were brought to Jordan for the qualifying tests.

Yarmouk University-Georgia State University Affiliation

During the period under study, during 2004, CIME concluded its five-year University Affiliation with Yarmouk University in Jordan, funded by the U.S. Department of State. The value of the affiliation was evidenced in the opportunities for faculty exchanges, faculty and curriculum development, collaborative research, the development of the student computer lab at Yarmouk, outreach to the Jordan’s journalists, and the launch of distance learning.
Faculty Exchanges. Ten Yarmouk faculty and the university’s president made 15 visits to GSU, ranging from one to eight weeks. Five Georgia State faculty and one other U.S. faculty member made 13 visits to YU, ranging from one to five weeks. Also, four other GSU educators—one assistant provost and three deans—made courtesy visits to Yarmouk, funded by GSU and Yarmouk. In a reciprocal visit, the president of Yarmouk attended the Arab-U.S. Association for Communication Educators’ conference in Atlanta.

Faculty and Curriculum Development. With assistance from Georgia State, Yarmouk faculty began using the internet for e-mail and incorporated internet applications into curriculum. Faculty introduced computer-assisted reporting and planned for a master’s degree in communication. During and after 9/11, Yarmouk visiting faculty enriched Georgia State’s International Communication curriculum.

Collaborative Research. Georgia State and Yarmouk faculty cooperated on three research projects, a PhD dissertation on the role of women in civil society in Jordan, a paper on Arab students’ opinions of U.S. students, and a survey of Western news credibility among Arab students.

Educational Equipment. Georgia State and Yarmouk cooperated in emphasizing the need for expanded computer capacity. During the five years, Yarmouk developed a new Computer Center, acquired computers for most faculty and laid plans for a computer lab for journalism students.

Outreach. Georgia State and Yarmouk faculty conducted workshops for Jordanian journalists at two conferences and on the premises of Jordan’s daily newspapers Al Ra’i and Jordan Times and the new independent daily, Al Ghad, whose editor-in-chief is a Yarmouk graduate. In Atlanta, Yarmouk faculty exchanged views with officials and newsmen at CNN and at the Atlanta Journal-Constitution.

Distance Learning. Yarmouk launched Distance Learning internationally with Georgia State. Yarmouk also established an in-country Distance Learning facility in Amman.

China

Since 2005, CIME has developed working partnerships with four universities in China and has cooperated with them in the development of two major pre-Olympic workshops and a post-Olympic media advocacy project in concert with the country’s campaign to reduce the harmful effects of cigarette smoking.

2005-2006 Planning and execution of two pre-Olympics workshops. The workshop for professional broadcast and print journalists focused on the economic impact of the coming 2008 Olympic Games was held in May 2006 at the Communication University of China in Beijing. The workshop for senior journalism students focused on the same topic was held in May 2006 at two universities in Beijing: Beijing Foreign Studies University (BFSU) and China Youth University for Political Science (CYUPS).  

2008-2009 Planning and execution of the development of investigative reporting. In Phase One, at BFSU Dr. Teel conducted a graduate seminar in investigative reporting by teams focused on health communication: smoking and breast cancer. In Phase Two, in cooperation with BFSU and Shanghai University faculty, Dr. Teel secured a Georgia State University seed grant to continue
the investigation of the health impact of “second-hand” smoke in China and to develop a model for a smoke-free workplace in Chinese factories.

United States

In the time period under study, since 2003, partnerships with other U.S. universities have been productive in securing U.S. State Department grants for the development of journalism and mass communication in the Arab world.

2003-2008. The largest such grant, $499,990, was secured for the CIME partnership which included the University of Missouri at Columbia, Northeastern University in Boston, Virginia Commonwealth University in Richmond, and Mercyhurst College in Erie, PA. Together with CIME, these universities assisting in the selection of and hosting of 28 senior Arab journalism students for eight-week media internships. In selecting them, faculty from all those universities accompanied the CIME faculty to the Middle East to conduct qualifying examinations in universities in eight countries: the United Arab Emirates, Lebanon, Morocco, Jordan, Egypt, Kuwait and the Palestinian National Authority. In the internship phase, CIME hosted students from Lebanon and Iraq. The University of Missouri hosted students from Morocco and the Palestinian National Authority. Northeastern University hosted the Egyptian students. The Jordanian students went to Mercyhurst College, and students from the United Arab Emirates and Kuwait went to Virginia Commonwealth University (VCU).

2009. CIME and its U.S partners most recently collaborated in proposing to the U.S. Department of State to host a multinational group of 18 international journalism educators for a six-week series of workshops and seminars focused on incorporating new media into journalism curricula. CIME’s partners include VCU, the University of Missouri, the University of Massachusetts at Lowell, and Florida International University in Miami.

Media Partnerships

Arab Media

In the period under review, since 2003, CIME has continued its valued working relationship with Arab media organizations and outstanding journalists in Cairo, Amman, the Palestinian Authority, Morocco and the United Arab Emirates. Cooperation with the Arab press was essential because CIME depended on them for providing the site for the media workshops and for publishing a newspaper devoted to the stories writing during the workshops.

NGO-Media Workshops. In May 2004, the U.S. Embassy in Cairo funded a CIME project ($30,000) to conduct a workshop for the development of civil society through improved relationships between mass media and nongovernmental organizations (NGOs). The workshop was held at the Al Ahram Regional Press Institute in Cairo, continuing a CIME-Al Ahram relationship begun in 1997. From 1997 onward, relationships with editors and newspapers across the Arab world had been essential to the success of CIME’s Media-NGO workshops in Cairo at Al Ahram, in Casablanca at Al Ittihad Al Ichtiraki, in Ramallah at Al Ayyam, in Amman at Al Ra’i, and in the United Arab Emirates with Gulf News and Media City.
**Excellence in Journalism Awards.** CIME has been instrumental in recognizing excellence by individual journalists in the Arab world. In November 2004 in Cairo, CIME nominated Ms. Najia Houssari, the Lebanese correspondent for the London-based Al Hayat daily newspaper, for the AUSACE Journalist of the Year Award, which was presented to her during the AUSACE conference in Cairo in November 2004. Ms. Houssari was the journalist who over a period of three years worked with CIME and a local NGO in Beirut to secure the freedom from prison of a teenage girl wrongly convicted of murder. In 2006, CIME nominated for AUSACE Journalist of the Year Abdellaker Haimer of Casablanca’s leading daily newspaper, *Al Ittihad Al Ichtraki*. Mr. Haimer, who received the award at the 2006 AUSACE conference in Tangier, was a leading advocate of protection for the natural environment in Morocco.

**Media Workshops in Jordan.** CIME has continued the practice of conducting writing workshops for journalists in Jordan. In Amman in May 2005 Dr. Teel held a half-day workshop for the staff of the new Arabic language daily newspaper *Al Ghad*. The workshop continued the relationship with the editor, Imad Hmoud, that had begun in November 1997 when Mr. Hmoud was a participant in CIME’s first Economic Journalism Workshop at the Al Ahram Regional Press Institute in Cairo. Before 2005, CIME also conducted feature writing workshops for the staff of Jordan’s English language newspaper, the *Jordan Times*.

**U.S. Media**

*CNN.* CIME’s strongest alliance with U.S. media has been with CNN. In the period under review since 2003, CNN has cooperated extensively with CIME in three valuable ways. First, CNN has continued the practice of coordinating the schedule of its Journalism Fellowships program so that participants from around the world can come to campus for World Media Forums. Second, CNN has also made it possible for CIME’s visitors to have special attention for guided tours of the CNN newsroom. Third, CNN has approved the participation of its employees to assist CIME in conduct of workshops in the Arab world and in China.

*Atlanta Constitution.* The *Atlanta Constitution* has continued to be cooperative in providing support for CIME programs, dating back to 2001 when the newspaper gave financial support for CIME’s hosting of the 2001 AUSACE international conference in Atlanta.

*Mundo Hispanico.* In 2009, *Mundo Hispanico*, the oldest Spanish-language newspaper in Atlanta, initiated a working relationship with CIME. The editor, Rodrigo Cervantes, is working with CIME in a nascent workshop project to develop media-NGO relationships in the Latino community in Atlanta with the goal of identifying and writing about the community’s unmet needs and possible remedies. Other Latino print and broadcast media have also indicated an interest in the workshop project.

**Workshops**

China (2006). Pre-Olympics Economic Journalism Workshops, Communication University of China, China Youth University for Political Science, Beijing Foreign Studies University.

Egypt (November 2004) Media workshop, conference of the Arab-U.S. Association for Communication Educators (AUSACE), Cairo.

Middle East (2004-2005) Seven competitive workshops for Student Journalism Internships, conducted by the Center in AUSACE member universities in Morocco, Lebanon, Jordan, Egypt, Kuwait and the Palestinian Authority.

Research Programs

Egypt and Jordan (2004). Research support by Dr. Teel for Dr. Mohammed el-Nawawy in a project that demonstrated a gap between journalism education and the expectations of media employers.

Morocco, Egypt, Jordan, Kuwait and the Palestinian Authority (2004). Cooperation by Dr. Teel with Dr. el-Nawawy in a project that demonstrated students’ lack of reliance on news broadcast on the U.S.-owned Radio Sawa.

U.S. Press (2004-2006). Completion of research by Dr. Teel on the 20th century roots of the American “public press.” (See publications list below.)


Post-Soviet Republics. Research on transitional governments by Dr. Svetlana Kulikova.

China. Research on China by Dr. Hongmei Li (see publications list below).

*Atlanta Review of Journalism History* (2004-2008) Annual publication by the Center staff of refereed historical research by Georgia State University graduate and undergraduate students, printed with funding from the University student activity fee.


Conferences


Seminars

China (May 2009). Taught two graduate seminars in Investigative Reporting and U.S. Media History, Beijing Foreign Studies University.
Symposia


Forums

World Media Forums (2004-April 2008). Organized and conducted 20 Forums (No. 51 to 70). All forums were conducted on campus in cooperation with the Department of Communication, the Georgia Council for International Visitors and the Office for International Student and Scholar Services and attracted students from diverse colleges. The three recent forums, held in the West Exhibit Hall of the Urban Life Center, featured: (April 2009) 10 journalists from across the Middle East; (February 2009) four Chinese journalists; (October 2008) six Belgian journalists covering the presidential race between Barack Obama and John McCain.
ATTACHMENT A

Bibliographies of Faculty Directed Appointed to CIME

Leonard Ray Teel, Ph.D
Director, Center for International Media Education
Email: joulrt@langate.gsu.edu

BOOKS

INVITED ARTICLES IN JOURNALS

BOOK REVIEWS ABOUT MY WORK

Hongmei Li, Ph.D.
Assistant Professor, Affiliated with CIME

PEER-REVIEWED ARTICLES


BOOK CHAPTERS

Svetlana Kulikova, Ph.D.
Assistant Professor, affiliated with CIME

WORKS IN PROGRESS:
Post-Soviet Regimes in Asia. (with Elira Turdubaeva): World views of public relations practitioners in Kyrgyzstan

Current practices of public relations in Kyrgyzstan, for *Public Relations Review*.

Public Relations ethics in Kyrgyzstan, for the Institute of Public Relations

(With Emily Metzgar, LSU) Journal article on portrayals of Kyrgyzstan as a security partner in the U.S., British, and Russian press.

(With Emily Metzgar) Dynamic of change in TV content in Russia and Kyrgyzstan since the Soviet Union fell in 1991.
## ATTACHMENT B

### Summary of Grant Activity

<table>
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<tr>
<th>Date Funded</th>
<th>Date Submitted</th>
<th>Project #</th>
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<td>L. R. Teel</td>
<td>International Strategic Initiative - Media Advocacy Project for Development of a Model Smoke-Free Factory in China</td>
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<td>L. R. Teel</td>
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<td>L. R. Teel</td>
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<td>L. R. Teel</td>
<td>Communication for Common Ground: Bridging Communities and Building Social Capital in Greater Atlanta</td>
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<td>Development of Models for Journalism Education in Arab Universities: Establishing Arab-U.S. Partnerships for Media Sustainability</td>
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<td>$17,000 Instruction</td>
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**ATTACHMENT C**

**Affiliated Center Personnel**

<table>
<thead>
<tr>
<th>Personnel</th>
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<th>Department</th>
<th>External Grants/Contracts</th>
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<tr>
<td>Leonard Teel</td>
<td>Director</td>
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<td>Svetlana Kulikova</td>
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<td>Hongmei Li</td>
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<td>Greg Lisby</td>
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<td>Andrew Sumner</td>
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<td>Charles Xiaoxue Wang</td>
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<td>RCB</td>
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<tr>
<td>Hector Fernandez L'Hoeste</td>
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<td>MCL</td>
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<td>Michael Bruner</td>
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<td>Ann Williams</td>
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<td>-</td>
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<tr>
<td>Alisa Perren</td>
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<td>Sharon Shahaf</td>
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<td>Julia Perilla</td>
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<td>David Bruce</td>
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<td>Peter Lindsay</td>
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<td>Nancy Seamans</td>
<td>Dean</td>
<td>University Libraries</td>
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<tr>
<td>Julian Allen</td>
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<td>Joseph Horne</td>
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<tr>
<td>Cassie Wilcox</td>
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<td><strong>Staff</strong></td>
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<td><strong>Graduate Assistants</strong></td>
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<tr>
<td>Farook Kperogi</td>
<td>Assistant Director</td>
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<td>Communication</td>
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<tr>
<td>Jin Zhao</td>
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<tr>
<td>Joseph Gunawan</td>
<td>Webmaster</td>
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<tr>
<td>Dan Shi</td>
<td>Assistant Director Administration Division</td>
<td>College of Business</td>
<td>-</td>
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<tr>
<td>May Fawaz</td>
<td>Research Assistant</td>
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<tr>
<td>Jelena Kelava</td>
<td>Research Assistant</td>
<td>Communication</td>
<td>-</td>
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</tr>
<tr>
<td>Paola Bedoya</td>
<td>Research Assistant</td>
<td>Communication</td>
<td>-</td>
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<tr>
<td><strong>Other GRA's, Consultants, etc.</strong></td>
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<td><strong>Undergraduate Scholars</strong></td>
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<tr>
<td>Jennifer Rankine</td>
<td>Research Assistant</td>
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<tr>
<td>Emma Harger</td>
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<tr>
<td>Kiana Nicholas</td>
<td>Research Assistant</td>
<td>Communication</td>
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ATTACHMENT D

"The Center for International Media Education: A History"

By Leonard Teel

(This text was published in the newsletter of the Association for Educators in Journalism and Mass Communication).

On the morning of Monday, October 18, 1999, the Lebanese journalist Najia Al-Houssari came with her notebook to a women's empowerment workshop at Lebanese American University in Beirut. In the aftermath of the country's 15 years of civil war, the workshop brought together people to address some of society’s needs that might be met through private-sector cooperation between the press and nongovernmental organizations (NGOs). Ms. Houssari expected to hear how these NGOs, comprised mainly of volunteers, were advocating for women’s rights in matters of divorce, property, and employment. But that morning she became more intrigued by one altogether different story, a teenage girl’s account of rape, murder, and false imprisonment. In the end, the cooperation between this one journalist and one NGO resulted in a series of stories that tested Lebanon’s post-war commitment to justice, a free press, and advocacy by civil society organizations.

This exercise in press-NGO cooperation also helped validate the project undertaken that fall by Georgia State University’s new Center for International Media Education (CIME). Established in 1997, the Center in 1999 began a pilot series of workshops to foster press-society relationships in the Arab world – in the Palestinian National Authority, Egypt, Morocco, Jordan, United Arab Emirates, and Lebanon. Within two years, the project would bring Arab journalists into contact with a U.S. model for public journalism, a professional model that focused journalists’ attention on grassroots needs of civil society by working directly with representatives of NGOs. Over time, the journalists wrote frequently about problems related to poverty and women’s rights, the two areas identified by NGOs as the most prevalent across the region.

The intellectual energy of our project was grounded in the history of journalism in the West since the Eighteenth Century. Explicitly and implicitly, journalism’s history played an empowering role. Our work called attention to what in the West has been regarded as journalism’s principal task and consequence – to form and sustain particular communities. The press-NGO dynamics then confirmed the added value of having journalists work in tandem with NGOs. In their process of making public certain unrecognized needs, the journalists, informed with credible and verifiable cases, carried vivid messages into the public sphere: that "space or region between the state and private life."

The Center’s first test of these concepts occurred that October in Beirut when we co-conducted the women’s empowerment workshop at the invitation of Mona Khalif, then director of LAU’s Institute for Women’s Studies in the Arab World. Among the 20 journalists and NGO representatives were two women with the NGO, Dar Al-Amal (House of Hope). Their NGO staff regularly visited women in Lebanon’s prisons, where they had met the girl, Hanan, and heard her
story of the murder.

At the workshop, they retold Hanan’s story to Ms. Houssari. In her village in southern Lebanon, Hanan had been sentenced after she confessed to the murder of her newborn child. In prison, she said she had been only 13 when her parents, altering her birth certificate, sold her into marriage. Then, she said, her husband’s father raped her. In truth, she said, when the baby was born he killed it and forced her to confess.

The women of Dar Al-Amal argued that the criminal justice system had not investigated Hanan’s age and mental condition. Her story could be proven, if the NGO’s lawyer established one salient fact – that the family falsified Hanan’s birth document. And, if a journalist could publicize the case, it might win a judicial review.

Ms. Al-Houssari, experienced and well connected, reported from Lebanon for the newspaper Al Hayat, a London-based Arab daily. The stories she published persuaded the prosecutor and court to review the case and ultimately concede the key facts: that she was a juvenile, not an adult; that she had been twice victimized as a child, by her parents and by the family that bought her; and that her mental state should have made her confession suspect. In 2003, Ms. Houssari reported, “The girl was released a couple of days ago, after she was declared innocent and spent four years in prison. Her lawyer proved she’s mentally retarded.”

The case exemplified how public journalism in Lebanon could serve as an underpinning for civil society. In the model, the press and NGO representatives took on the role of “public actors,” advocated civic values, raised public awareness of wrongdoing, and helped the political community act to resolve a problem. The publicity generated by grass-roots nongovernmental organizations frequently helped to generate action by the government. In later workshops the media-NGO model worked in other countries of the Arab world – on issues as diverse as preservation of a public park in Egypt to protecting the marine and desert environments in the United Arab Emirates.

The Center’s tactical approach brought journalists into conversation with people working at the grassroots level with local problems. By working with NGO volunteers and staff, the Center tapped into the worldwide NGO movement jump-started in the 1990s by the global conferences on the environment, population, housing and women. The mass media attention focused on those gatherings in Rio de Janeiro, Cairo, Istanbul and Beijing had generated a groundswell of nongovernmental organizations seeking to address needs unmet by governments.

In the Lebanese case, Lebanese American University played a vital role. LAU demonstrated how Arab universities can provide unique public space for discourse. For its part, CIME, working with numerous Arab and U.S. universities, has in 10 years helped develop a network of such sites for advocacy of educational, media, and civic partnerships. In this, CIME has been a constant partner with the Arab-U.S. Association for Communication Educators (AUSACE). From Morocco to the United Arab Emirates, CIME and AUSACE have witnessed growing cooperation among hundreds of colleagues – professors, journalists, students and others – with a steady focus on the development of public journalism, journalism education, and media research.
Like most things, the Center began small. Its origin in one curriculum course and its growth to affiliation with numerous universities globally is instructive for the development of academic-professional initiatives that enrich campus life and provide overseas experiences for faculty and students. The history illustrates again how ideal a university campus is for growing a local-global nexus. It demonstrates also the multiplier effect in human relations: How the energy of a small cluster of faculty and students generated surprising consequences that, step by step, have extended from Atlanta’s Decatur Street to Casablanca and Beirut, Dubai, Yerevan, and Beijing. The origin and growth developed in three successive phases during 20 years:

2. Program status, 1994-1997: Naming the program; securing the first external grant; hosting international scholars; establishing continuing relationships through a formal association; the Arab-U.S. Association for Communication Educators.
3. Center status, 1997-present: Naming the center; Securing additional external grants; conducting overseas workshops and conferences for professionals, faculty, and students in the Arab world; conducting citizen exchanges for faculty, professionals, and students; expanding to other regions.

**Impromptu**

In the beginning, our small group presented no grand, declared rationale. “Reasons why” and a mission statement came later. We shared, however, an inclination, or an instinctive impulse, to bring Georgia State University journalism students into a conversation with issues around the world. As a first step in 1986, I started teaching the Department of Communication’s course in International Communication that had not been offered. It found an immediate audience among graduate and undergraduate students. As I continued to teach the course, I contacted leaders in the field, attended international conferences, and began to present my own research.

Until 1991, I had not traveled overseas except to Canada, Cuba, England, and France. This posed an uncomfortable handicap when discussing issues of media and culture in Africa and Asia. That year I readily accepted an invitation from the U.S. Information Agency to go to Lagos and co-conduct a workshop for Nigerian journalists, focused on victims of narcotic trafficking. In 1993 the Agency’s staff invited me to co-conduct similar workshops for journalists in Peshawar, Pakistan, and Kathmandu, Nepal.

During 1993, we began hosting campus forums featuring international journalists who visited Atlanta to tour CNN. The first event simply presented 11 visiting Russian television executives to my journalism class. Their visit occurred shortly after the fall of the Soviet Union, and the executives were entrepreneurs, traveling around the United States, meanwhile bargaining for cut-rate syndicated sitcoms to rerun on Russian television. That day in the General Classroom Building, with the Russians seated across a middle row of a lecture hall, with a translator at each end, the class heard that Russian audiences were no longer satisfied with the scripts of Soviet-era writers who had for so long labored under government censorship. Russian viewers wanted better productions and the executives wanted something cheap: Western TV series. Judging from responses, the students considered the conversation with the Russians a reasonable use of class time.
After the third such event in 1994, we dignified the occurrences by naming them “World Media Forums.” Without a budget, we mobilized student volunteers, publicized the forums, found suitable auditoriums, and displayed the flags of the guests’ nations. We raised enough sponsorship money to provide refreshments that helped to attract an audience. Co-sponsors over the years have included the United Nations, the U.S. Department of State, the Library of Congress, the Georgia Council for International Visitors, and CNN. Hosting as many as five forums a year, we have made them a mainstay of our work.

So far, the 66 forums have brought to campus more than 300 journalists and media officials from every continent except Antarctica. They have discussed a wide range of issues with our students, disclosing over the years the impact of technology in making journalism truly global. At a recent forum featuring 14 broadcast journalists from 10 nations in Africa, Asia, Australia, and Europe, told how their media have now widened their audiences through blogging.

**Becoming a Program**

By 1994 our small group of faculty and students decided to give ourselves a name. Reflecting on the various academic and extra-curricular activities, we categorized them as parts of a “Program” for international media education. In doing this, we truly leaped from randomness toward purpose and mission. Georgia State University presented no institutional obstacle to running a “program” within a department. Just the opposite, the Georgia Board of Regents, the university, and our College of Arts and Sciences made global outreach a “strategic” objective. Although small, unofficial and unfunded, our Program did connote global outreach when we hosted international journalists. In 1994, the Program applied for an external, federal grant.

The grant proposal responded to a Request for Proposals (RFP) from the U.S. Department of State. We assembled a consortium of faculty from three Atlanta-area universities and proposed follow-up workshops in the region where I had most recently worked, South Asia. We placed second and did not get that grant. But, in a fortunate turn of events, our proposal appeared to the State Department as adaptable to another region for which they had no suitable applications. We were asked if our consortium “could be enthusiastic” about conducting the same journalism education project in the Arab world.

The timing was fortunate for beginning a project in Arab countries. In 1995, the United States had a reputation as a mediator and peacemaker. Still fresh in memory was the U.S.-Arab military coalition that had liberated Kuwait from Saddam Hussein’s Iraqi army in 1991. Also, in Palestine in 1995, there was increasing optimism about prospects for peace as the Israeli army, under Prime Minister Itzak Rabin, ended its occupation of several Palestinian areas in the West Bank, notably the cities of Ramallah and Nablus.

Getting started, we coordinated with the staffs at U.S. embassies and with Georgia State University’s informal “Middle East Group” to identify participants who could come to Atlanta for six weeks. In April 1995, 11 professors arrived on campus from Syria, Egypt, Algeria, Tunisia, Morocco, and the Palestinian Authority. The outcome of the workshops and informal discussions laid the groundwork for possibilities hardly anyone imagined.
By far, the keystone achievement that spring was the founding of a formal organization, the Arab-U.S. Association for Communication Educators (AUSACE). Actually, nowhere did the workshop plan include establishing an association and nobody authorized the Arab faculty to create one. At least two delegates felt uncomfortable because their country closely regulated international organizations. Nonetheless, the association idea surfaced as participants said they wanted to carry on the dialogue after the two-year grant. “I pushed for establishing AUSACE,” recalled Jordan’s delegate, the communication historian Dr. Issam S. Mousa, then a professor at Yarmouk University. “I believed that associating with American colleagues may help us, as communication educators and graduates of the U.S. universities, to remain in touch with our alma mater, in a sense. I also hoped that such an association may help the Palestinian cause gain more recognition, and as well the Arab image to improve.”

Some credit for the resulting consensus goes to a dead poet. John Milton, also a philosopher of communication, is notable in Western media history for his concept of the “marketplace of ideas.” After our delegates translated that into Arabic – souk al afkar – we adopted the concept as a process for expressing any and all ideas about a possible future association. Explicitly, we agreed to withhold premature rejection or support of ideas as they were being presented. Only after all ideas were in the “marketplace” did the delegates vote. With the ideas written on large tablet sheets pinned to the walls, we walked around the room and penciled our votes on the sheets. By majority rule, we agreed on the charter, in Arabic and English, and on the organization’s name. As icing on the cake, the press historian from Tangier, Dr. Tayeb Boutbouqalt, volunteered his Moroccan university as host for AUSACE’s first conference in September 1996.

In late 1995 and early 1996 the U.S. faculty members made two reciprocal visits to visit the Arab professors on their campuses. In September we were in Ramallah, Nablus, Cairo, Rabat and Tangier; in January we met the faculties in Tunis, Irbid, and Damascus.

An encouraging sign of recognition for AUSACE came in a meeting with U.S. consular staff in Jerusalem. The U.S. consul awarded us a grant to help students at the Palestinian university in Nablus develop a computer-generated newspaper. In July 1996, Dr. William Evans and I, together with the An Najah faculty, helped students bring out the first computer-generated issue of The Olive Tree. The project brought us into contact with two leading Palestinians. Bashar Masri, the publisher of the new Palestinian daily newspaper, Al Ayyam, sponsored publication of hundreds of copies, gratis, in time for them to be distributed during summer graduation ceremonies. The front page featured a color picture of the Palestinian Minister of Education, Dr. Hanan Ashrawi, taken a few days earlier when she visited our workshop. The picture had further timeliness because Dr. Ashrawi came back to give the graduation keynote speech.

The Center

The acknowledged success of AUSACE, emphasized by new grants for our Program’s projects in the Middle East, elevated our Program to the status of an educational and service center. In 1997, the College of Arts and Sciences officially recognized the Center for International Media Education. Clearly, the Center would continue doing what it did best, working with universities and media in the Middle East, in cooperation with AUSACE members. To this day, that
relationship has been mutually rewarding. As AUSACE has grown in recognition and credibility, so has the Center’s ability to attract external funding for regional projects in journalism and journalism education.

In 1997, CIME, in partnership with Arab media organizations in Cairo and Casablanca, competed successfully for a federal grant to host two workshops for Arab journalists interested in writing about the region’s changing economic realities. That same year, in cooperation with Yarmouk University and AUSACE’s Jordanian board member, Dr. Mousa, CIME co-sponsored the second AUSACE conference, hosted in Amman, under the auspices of Crown Prince Hassan in the Institute of Diplomacy.

The Center’s economic journalism workshops brought together Arab and U.S. journalists and educators, first in Cairo and then in Casablanca. Events in Cairo for first time thrust the Center into a spotlight. At a banquet ceremoniously opening the workshop at the most famous newspaper in the Arab world, Al Ahram, the Al Ahram Regional Press Institute’s legendary chairman, Ibrahim Nafi, seated near me, gave a welcoming address, followed by my few thankful words, some in Arabic.

The workshop attracted journalists from across the region, from Morocco to the United Arab Emirates, and included participants recommended by AUSACE faculty. Jordan’s AUSACE board member, Issam Mousa, nominated his country’s leading economic journalist, Imad Hmoud. As it turned out, Mr. Hmoud’s performance best exemplified the intercultural dynamics of the Center’s first adventure in Arab journalism. Initially, Mr. Hmoud had extreme difficulty with the CIME model for research and writing. Our explanatory journalism model aimed to translate economic trends for a wider audience. To do this, the model required that the reporter find some key individual whose experience exemplified the trend. For his story, Mr. Hmoud had identified a stunning regional trend he wished to write about, but he despaired of finding a man who exemplified the trend. The requirement for personalizing an economics story was “challenging the formal structure of their writing,” recalled one of our U.S. instructors, Dr. Carolyn Codamo. “They thought their readers would reject it.” One Egyptian journalist called the model “too hard” when compared with her usual practice of focusing on what the government reported. In another practice in vogue, some journalists illustrated trends by citing an anonymous source or inventing a hypothetical character representing someone who might or might not exist.

On the last day of the Cairo workshop, Mr. Hmoud arrived smiling. Overnight he had tracked down and interviewed the tycoon who could humanize and document a trend in regional investment practices: He had found a wealthy Jordanian investor putting a fortune into businesses in Egypt and Saudi Arabia rather than investing in his homeland Jordan. Why? Because Egypt and Saudi Arabia, keen competitors in globalization and privatization, offered financial incentives and fewer bureaucratic obstacles. Despite taboos in Jordan against criticizing government policies, Mr. Hmoud later published the workshop story in his Amman daily newspaper, Al Ra’i. [Opinion]. The story forced the government to respond as the story reverberated in other Jordanian media.

We conducted the second economic journalism workshop in October 1997 at Morocco’s leading daily newspaper, Al Ittihad Al Ichtiraki, in Casablanca. This time, the Center’s team addressed the
cultural resistance to our Western models for research and storytelling. From then on, when we taught techniques such as intensive interviewing and fact-based storytelling, we simply encouraged participants to try them. As though in a "cafeteria of ideas," they could later choose only the techniques that worked for them. This approach seemed to work. In Casablanca, a reporter from Ramallah in the Palestinian Authority focused his story on interviews with Palestinians who had started businesses in Morocco. This searching method did require more time and effort than reporting simply what the government said, and at least one journalist abandoned it. One day, a year later, she told me over coffee Cairo had just announced a new city tax on shopkeepers. I suggested she follow our model for personalizing the economic story, by interviewing some shopkeepers. She smiled, “Oh, but that is so much work.”

Generally, the interviewing and storytelling model appealed to most of the journalists with whom we worked. From 1999 to 2004, we used the technique during a pilot series of eight media-NGO workshops. After that October 1999 workshop in Lebanon, we worked with print and broadcast journalists and NGOs in Cairo, Casablanca, Ramallah, Amman, and Dubai. After each four-day project, we published their stories in a newspaper, in Arabic and English. The NGOs we assembled were diverse, focused on women’s rights, poverty, disease, and the environment. By conducting the workshops in their own communities, journalists identified and wrote effectively about the local issues identified by the NGOs. These stories focused on a range of health, social, legal, economic, and environmental matters, from river blindness in Egypt, to the plight of battered women in Morocco, and the depletion of sea life habitat in the Arabian Gulf.

The Arabian Gulf project in 2002 focused only on environmental journalism. The United Arab Emirates was enjoying enormous economic growth, evident in tourism and the construction of numerous splendid hotels, notably the “seven-star” Burj al Arab Hotel that projects out into the Arabian Gulf. That and other dramatic housing projects along the shoreline alarmed the country’s environmental experts. One of our stories focused on how construction projects were depleting the nesting habitat of sea turtles. Another journalist focused on pollution of the desert, exemplified by the death of a cow.

The cow emphasized a problem associated with dramatic population growth – widespread litter. In the Emirate of Sharjah, north of Dubai, a blind and deaf woman who lived at the edge of the desert relied for sustenance and companionship on her one cow. While grazing, the cow came upon one of the many discarded black plastic shopping bags that had blown to rest in the desert. She chewed it, choked, and died. A radio journalist in our workshop called attention to the impact of the death on the life of the woman. As a result, the manufacturer of the bags bought the woman a new cow and pledged to produce biodegradable bags.

Beginning in 2003, the U.S. Bureau of Educational and Cultural Affairs funded CIME and AUSACE to carry out an ambitious citizen exchange project working with senior Arab journalism students in eight countries. In all, the three-year project reached 160 students in workshops conducted in their universities. The workshops helped the Arab and U.S. instructors choose 28 outstanding students who then came to the United States. They were hosted for eight-week media internships at Georgia State University, Virginia Commonwealth University in Richmond, the University of Missouri-Columbia, Northeastern University in Boston, and Mercyhurst College in Erie.
As a significant outcome of the workshops, there has been general recognition of a need for curriculum revision in journalism programs. Across the region, faculty and staff are redesigning traditional methods of teaching journalism in recognition of new media. An AUSACE-CIME study conducted in 2005 documented a significant gap between the preparation of Arab journalism students and the expectations of Arab media employers. At the new Amman daily, Al Ghad, the then editor-in-chief, Imad Hmoud, required a hiring test and discovered that almost all the applicants for positions as reporters failed. In 2006, a study by the International Research and Exchanges Board (IREX) confirmed the role of universities in addressing the sustainability of Arab newspapers. As a result, CIME joined AUSACE in a project to revise methods of journalism education. At a workshop and conference in Tangier, Morocco in November 2006, AUSACE and CIME launched a three-year project to develop “models for journalism education” relevant to the modern Arab world. Subsequently, AUSACE and CIME sent delegates to the first World Journalism Education Congress in Singapore in June 2007.

Apart from its work in the Arab world, CIME has conducted similar invited workshops in Asia. In 2002, IREX hosted a CIME media-NGO workshop in Yerevan, the capital of Armenia. The NGOs represented some of the country’s economic and social problems related both to its withdrawal from the Soviet Union and to its war with neighboring Azerbaijan. One story written by the journalists featured the solidarity of war widows; another emphasized needs of displaced refugees. During the workshop, our host, Naira Manucharova, formally presented me and my co-author, Ron Taylor, with copies of our book, Into the Newsroom: An Introduction to Journalism, translated into Armenian for distribution to the country’s journalists.

Another series of developments led the Center to conduct projects in Beijing focused on the 2008 Olympics. As the CIME staff expanded, it included a group of Chinese graduate research assistants who linked the Center with Chinese universities. Key institutions in Beijing were China Youth University for Political Sciences, Communication University of China, and Beijing Foreign Studies University. During an exploratory visit to Beijing universities in 2005, we developed a project to prepare journalists and journalism students to write about the forthcoming 2008 Olympic Games. Co-sponsored by the three universities and by Georgia State University’s College of Arts and Sciences, those workshops in May 2006 – one for print and broadcast journalists and one for senior journalism students – produced stories focused on the economic and social impact already apparent in the city as it prepared for the Olympics.

Using research methods, the reporters found substantial documentation through interviews and statistics. Their stories focused on methods for dealing with traffic congestion, hospitality strategies for teaching English to taxicab drivers and courtesy to bus riders, the sale of Olympic-branded projects, and expanding bookstore sales of publications in English. They also interviewed families who had migrated from the countryside for work building Beijing’s Olympic venues.

Most recently, the Center in 2007 launched a project to assist community building through journalism in Atlanta’s Latin American/Latino population. CIME plans to work with community leaders and media to develop a series of public forums and media-NGO workshops.

Education and service projects are at the heart of CIME’s work. On August 29, 2007, one of the
Center’s 10th Anniversary Events, World Media Forum 65, brought to campus 14 broadcast journalists from 10 countries in the Middle East, Europe, Asia, Africa, and Australia. Most of them spoke about dramatic changes in news media operations and markets worldwide. Responding to a question about technology’s impact, Mario Turic, the head of the foreign desk for RTL Aktuell in Germany, said his television station’s executives have embraced blogging and other “convergence media” as essential parts of the media marketplace. The audience, he said, was moving in that direction and, if the station did not follow, “in 15 or 20 years we might have lost our audience.” He was responding to a question from a graduate student in communication who, during the forum, blogged the entire program live to his website.

Beyond the Center’s work in education and service, CIME has progressed toward the strategic objective to be recognized, additionally, as a research center. The Center’s research staff has been instrumental in the publication of two recent books and is currently researching a history of news media coverage of Fidel Castro’s Cuban Revolution. In 2005, CIME and AUSACE established the annual Journal of Middle East Media (JMEM), published in Arabic and English. The Center also supervises annual production of The Atlanta Review of Journalism History, established in 1997, which annually publishes essays on U.S. media history. The Center, again in cooperation with AUSACE, supported the research and publication in international journals of two regional studies, including the 2005 study of journalism education in Jordan and Egypt, documenting the current gap between that education and the expectations of media employers. The Center’s forums also provide a rich source of data for determining changes and trends in journalism and journalism education worldwide. The Center now attracts research-oriented faculty, most recently Hongmei Li, who earned her Ph.D. at the Annenberg School of the University of Southern California. Going into its 11th year, the Center is firmly committed to lend assistance wherever possible to journalists, journalism educators, journalism students, and civil society partners through service, education, and research.

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ATTACHMENT E

World Media Forum Activity Summary (Back to 2005)

**History:** This continuing series of forums was begun in 1993, before CIME was established, as part of a “Program of International Media Education” organized by Dr. Teel for students in the his Perspectives course in Media and Globalization. In 1993, the first *World Media Forum* featured eleven Russian television executives touring the United States to purchase Western situation comedies for television audiences in post-Communist Russia.

**Rationale:** Atlanta is an international city and a focal point for journalists largely because of CNN, but also because of the Carter Presidential Center and the Martin Luther King Jr. Center. The Forums, conducted in a formal manner with printed programs and the meeting hall decked with the full-sized flags of their nations, was intended to bring these journalists into contact with our campus population in an effort to (1) widen students’ appreciation of international news, views and geography, (2) let students hear through these journalists how others overseas view the United States, and (3) stimulate an interest in studying abroad. On this last point, the British author Simon Winchester contended that while his countrymen have wanderlust for globetrotting, by contrast too few Americans travel abroad because of geographical isolation and the downgrading of the study of geography.

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**World Media Forum No. 70**
April 28, 2009
Held in partnership with the Georgia Council for International Visitors (GCIV), where CIME is a member of its Board of Visitors. Participants: Eight Journalists from seven Arab countries: Egypt, Gaza (Palestinian National Authority), Lebanon, Saudi Arabia, Syria, United Arab Emirates, and Yemen.

**Egypt**
Ms. Naglaa Moustafa Mahmoud FARGHALY
Script Writer and Media Coordinator
Channel 7 North Upper Egypt TV

Mr. Mohamed Nassar Hafez MOHAMED
Senior Producer, Dream TV

**Gaza**
Mr. Samir S. S. ABUSHAMMALA
Political Correspondent
Al-Jazeera Satellite Channel

**Lebanon**
Mr. Charbel KHALIL
Programming Director, OTV

**Saudi Arabia**
Mr. Mohammed Al-Hassan A. ALEMARY
Broadcast Correspondent and Television Presenter
Al Arabiya Television News Channel

Syria

Ms. Lor DIB
Correspondent, Al-Iqtisadiah Satellite Television

Ms. Razzam HEJAZI
Director and Film Maker, Animation Program
Syrian Tiger Production Company

United Arab Emirates

Mr. Samr Husain Mohamed Husain AL MARZOUQI
Channel Manager, MTV Arabia
Arab Media Group

Yemen

Mr. Aref Mohammed Abdo AL-SURMI
News Broadcaster, Al-Saidah Channel

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World Media Forum No. 69
February 19, 2009
Held in partnership with the Georgia Council for International Visitors (GCIV), where CIME is a standing member of its Board of Visitors. Participants: Four journalists, educators and government media officials from the People’s Republic of China.

Note: In Beijing later in May 2009, Mr. Chang Hongxiao participated as a guest speaker in Dr. Leonard Teel’s graduate seminar on investigative journalism at Beijing Foreign Studies University.

Chang Hongxiao, Senior Writer, Caijing Magazine, Beijing

Fan Shitao, Deputy Director, Department of Information Technology Development and Application, Ministry of Industry and Information Technology, People’s Republic of China

Susan Jinxi Zhang, Assistant Professor, Journalism School, Renmin University of China, Beijing

Wei Sun, Director, Department of Journalism, Fudan University, Shanghai

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World Media Forum No. 68
October 6, 2008
Held in partnership with the Georgia Council for International Visitors (GCIV), where CIME is a standing member of its Board of Visitors. Participants: Eight journalists from Belgium, covering the presidential campaigns of Barak Obama and John McCain.

Note: Given the interest in the Presidential campaigns, this was a standing-room only audience, numbering 108.
Guy Van Vlierden: Guy is coordinator of the foreign desk at the Dutch-language paper “Het Laatste Nieuws”, which is distributed on 271,000 copies each day, and therewith reaches over 1,000,000 readers.

Jurek Kuczkiewicz is foreign editor at French-language left-of-center daily “Le Soir”, distributed on almost 93,000 copies per day, reaching almost 400,000 people.

Patrick Dath-Delcambe is U.S. affairs writer at popular, conservative French-language daily “La Dernière Heure”, which reaches some 350,000 people per day.

Catherine Mommaerts is U.S. affairs writer at French-language financial daily ‘L’Echo, distributed on almost 20,000 copies daily and reaching an estimated number of 100,000 readers per day.

Jorn De Cock is foreign affairs writer for Dutch-language independent, yet Christian inspired dailies “De Standaard” and “Het Nieuwsblad / De Gentenaar” (from Corelio media group), together reaching over 1,400,000 readers / day.

Roger Huisman is foreign affairs writer for Dutch-language regional Christian-conservative dailies “Het Belang Van Limburg” and “Gazet Van Antwerpen” (from Concentra media group), together reaching some 820,000 readers / day.

Lieve Dierckx writes for Dutch-language financial daily “De Tijd”, and focuses on financial and trade issues in an international context. She has been an Embassy Brussels sponsored IV. Her paper reaches some 140,000 readers a day.

Philippe Paquet is U.S. affairs writer for French-language independent daily La Libre Belgique, which reaches some 200,000 readers / day.

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World Media Forum No. 67
March 11, 2008
Held in cooperation with the CNN Journalism Fellowships. Participants: Thirteen journalists from twelve countries worldwide: Australia, Bangladesh, Bulgaria, Czech Republic, Israel, Italy, Kuwait (2), New Zealand, Russia, South Africa, Sri Lanka and Thailand.

AUSTRALIA      PETER STEFANOVIC
Organization:   NINE NETWORK
Position:       CORRESPONDENT
Station:        International Newsource Affiliate
Responsibilities: In 2003, Peter transferred to the Canberra Bureau and was extensively involved in covering devastating bushfires that destroyed more than 500 homes and killed four people. He also contributed to the special Today Show coverage of the death of Pope John Paul II, the London bombings, and Hurricane Katrina. Peter reports on a variety of stories, such as hard news, longer format investigative pieces, live shots and interviews with sport stars and celebrities. Peter’s investigative skills uncovered a Thai black money scam in a hidden camera operation, an investigation which led to arrests.
BANGLADESH
MAHBUB RAHIM UDOY
Organization: Channel i
Position: ASSISTANT GENERAL MANAGER
Station: International Newsource Affiliate
Responsibilities: He was one of the first to start an SMS-based news service in Bangladesh, which inspired Channel i to operate voice news service on cell phones. The news is updated every five minutes and currently has 150,000 subscribers. He also provides support to CNN by gathering news from Bangladesh during political unrest and natural disasters.

BULGARIA
INA BOYKOVA GALABOVA
Organization: NOVA TELEVISION
Position: REPORTER
Station: International Newsource Affiliate
Responsibilities: Reports on politics and elections, including local, parliamentary and presidential coverage. She also reported on U.S. President George W. Bush’s and Russian President Vladimir Putin’s visit to Bulgaria.

CZECH REPUBLIC
KAMIL HOUSKA
Organization: TV NOVA
Position: SENIOR REPORTER
Station: International Newsource Affiliate
Responsibilities: As a political reporter, Kamil covers stories about the Czech Republic government, parliament and elections. In 2007, he was selected to be the main reporter for the visit of U.S. President George W. Bush to Prague. Before joining the network, he was a reporter for Daily Pravo Newspaper, specializing in military and defense assignments.

ISRAEL
YEHEZKEL HAIM SIMANTOV
Organization: CHANNEL 10
Position: ARAB DESK SUPERVISOR
Station: International Newsource Affiliate
Responsibilities: Supervises a team of five people and is a liaison between the Arab desk and other foreign desks. He is also in charge of editing news reports on the Arab and Islamic world, as well as being responsible for contact with senior figures in Israel and abroad. His achievements include interviewing Syrian and Libyan
government ministers. He is also considered an expert in Al Qaeda and other jihad organizations and serves as an analyst on Al Qaeda, Hamas, Hizbollah and Iraqi Sunni and Shiite groups. Lastly, he is in charge of promoting new ideas for the network.

ITALY

ALBERTO BARACHINI

Organization: RTI
Position: FIELD REPORTER & NEWS EDITOR
Station: International Newsource Affiliate
Responsibilities: Works as a reporter/news editor with the largest Italian private news network, RTI-Mediaset and frequently anchors TG4’s evening news. He covers many important political, national and international events. The most memorable events include terrorist attacks in Istanbul (2003) and Madrid (2004) and their aftermaths, the 57th General Assembly of the United Nations (2002), the Camp David talks between Italian Premier Berlusconi and President Bush and the private visit of the Italian Premier to the U.S. president’s ranch in Texas. In Italy, he has also reported on various world leader visits, national elections and criminal organizations (Mafia, Al Qaeda suspects).

KUWAIT

KHALED KHALAF AL ENEZI

Organization: KUWAIT TV
Position: DIRECTOR OF COVERAGE & ACTIVITIES
Station: International Newsource Affiliate
Responsibilities: As a director of coverage and activities, Khaled is responsible for local and worldwide news coverage, including overseeing the international correspondents. He is also responsible for booking and coordinating guests and political analysts for the news broadcast. He has been able to increase the number of correspondents by expanding the capacity of news coverage.

KUWAIT

MOHAMMAD AL AJMI

Organization: KUWAIT TV
Position: SUPERVISOR OF TV PROGRAMS
Station: International Newsource Affiliate
Responsibilities: Has been working in the media industry for almost 14 years and is head of political programming. He is responsible for writing, reporting, setting up interviews and presenting the news and has overseen several major programs and shows for the network. Additionally, he works as an Arabic BBC correspondent and has published and a book called Political Participation of Women in Kuwait. He also produced radio shows, such as “Good Morning Kuwait,” “On the Air” and “The World around Us.”
MARK JAMES HANNAH

Organization: TVNZ
Position: AUCKLAND BUREAU EDITOR
Station: International Newsource Affiliate
Responsibilities: Supervises 12 reporters in the Auckland Bureau of TVNZ, assigning stories, planning assignments, overseeing and producing stories, subbing scripts and approving stories before they go on-air. The newsroom puts out six hours of news and current affairs per day. He also oversees the assignment desk, coordinating crews and breaking news. Since 1980, he has been a radio and television reporter, producer and newsroom manager. He has been a Consumer Affairs correspondent on One News, New Zealand’s top-rated daily news service and a reporter on “Close Up,” a nightly current affairs magazine. He is also an experienced live television presenter and has been part of award winning coverage, such as the Commonwealth Games.

VADIM KRAKOVICH

Organization: RBC-TV
Position: ENGLISH LANGUAGE EDITOR
Station: International Newsource Affiliate
Responsibilities: Vadim started out as an editor of English texts and translator/interpreter. He was later promoted to the position of a pronunciation coach. Currently, he is responsible for overseeing all linguistic aspects of all RBC-produced CNN segments. His responsibilities include editing all aspects of English texts from grammar to style, phonetic coaching of CNN contributors to World Report and supervising all taping and recording activities.

KALAY NAIR

Organization: ETV
Position: REPORTER
Station: International Newsource Affiliate
Responsibilities: Responsible for coming up with story ideas, setting up and conducting interviews, obtaining permission for shoots, finding new angles on stories, writing scripts, selecting sound bytes and directing the editing process. She covers general news stories, such as the temporary stepping down of the national police chief, his attempt to stop the NPA from charging him with corruption, and the apparent race-related shootings in the North West province, where an 18-year-old white youth opened fire and killed four people. She also covers general economic stories, such as interest rates, petrol prices and debt burden facing many South Africans.
SRI LANKA

CHAMINDA RODRIGO
Organization: ART TV
Position: NEWS MANAGER
Station: International Newsource Affiliate
Responsibilities: Overall duties include overseeing the news department, which primarily involves producing a daily business news bulletin, a weekly business round up and a daily health program. He handles a team of 20 staff members – reporters, anchors & technical staff. His career began in media with MTV channel, a leading English channel in Sri Lanka. He also served a brief period as a media manager attached to the Ministry of Commerce & Consumer Affairs. He was selected twice to represent a "Media Panel" to interview the executive president of the country, which were televised live on all TV channels in the country. He also serves as guest lecturer for Sri Lanka College of Journalism & Marketing ( CIM - UK ).

THAILAND

NORAPHON PACHAROEN
Organization: MCOT TV CHANNEL 9
Position: NEWS EDITOR
Station: International Newsource Affiliate
Responsibilities: After over 10 years experience in writing and reporting for the Thai News Agency (TNA)’s (both in print and on-line), Noraphon was assigned to duty as a senior reporter in charge of writing, producing and reporting for radio, television, and the MCOT website. He was one of the first producers of the English TV news program, which aired on Thailand’s Channel 9. His responsibilities included writing, editing and overseeing almost all elements of a television news program. As an editor at the International News Department, much of his current responsibility involves writing and editing (English) news stories.

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World Media Forum No. 66
November 14, 2007
Held in cooperation with the CNN Journalism Fellowships. Participants: Fourteen journalists from thirteen countries worldwide: Croatia, Hungary, Japan, Lebanon, Netherlands, Oman, Pakistan (2), Slovakia, Slovenia, South Africa, Sweden, Turkey and Uganda.

Note: The CNN Fellow from Lebanon, May Fawaz, an anchor with Future TV in Beirut, was encouraged by Dr. Teel to apply as a Ph.D candidate in public communication in the Department of Communication. She was admitted and began her studies in January 2009 as Graduate
Teaching Assistant and a staff member of the Center for International Media Education. She is fluent in Arabic, French and English.

**CROATIA**

**GORDANA SKALJAC NARANCIC**

Organization: **HTV**  
Position: **EDITOR-IN-CHIEF & PRODUCER**  
Station: World Report Contributor  
Responsibilities: Produces ‘Subpoena,’ a 30-minute feature magazine show focusing on the courts and justice system. Duties include: research, selecting topics, organizing shoots and editing and writing for anchors. Has worked on programs ranging from magazines, news, documentary, features, entertainment and CNN World Report. Also, work consisted of doing research, producing and script writing.

**HUNGARY**

**LACI SIKI**

Organization: **MOVI TV**  
Position: **MANAGING DIRECTOR & PRODUCER**  
Station: World Report Contributor  
Responsibilities: Overall duties include leadership, management, administrative functions, personal policies and achieving targeted financial objectives. Oversees short and long-term planning for the network. In charge of helping to establish policies and procedures for the reporting and newsgathering. Supervises newsroom operations, including assigning stories as well as editing and evaluation. Works with producers to craft show format, graphic look and style. Serves as a liaison with local, national and international news organizations.

**JAPAN**

**AKI SASAKI**

Organization: **TV ASAHI**  
Position: **PRODUCER**  
Station: International Newsreource Affiliate  
Responsibilities: Works as the package producer, field producer and a director for the evening live news show “Super J Channel.” As a producer mainly writes scripts and produces 5–6 minute news packages on various daily news. She is the chief news director in charge of directing daily live shows and news from the control room. Produced weekly documentary-style science show ‘Davinci no Yogen’ and produced short documentaries including the marriage of a gender-identity disorder couple.
LEBANON  MAY FAWAZ
Organization: FUTURE TV
Position: ANCHOR & PRODUCER
Station: International Newsource Affiliate
Responsibilities: Writes, edits and produces English news. Interviews experts on political, social and cultural topics. Translates news from Arabic and French into English. Broadcasts the news for both television and radio.

NETHERLANDS  ROELOF HEMMEN
Organization: RTL-4
Position: ANCHOR
Station: International Newsource Affiliate
Responsibilities: Anchors 20 minute show that airs daily with a co-anchor and host the shorter news shows earlier in the afternoon. As an anchor, covers several live news events. Last year anchored a program about the Dutch military presence in Uruzgan, Afghanistan. Also, does some reporting a few days per month and involved in editing and shaping of the newscast.

OMAN  HUDA NASSER AL-JAHWARI
Organization: OMAN TV
Position: NEWS EDITOR & ANCHOR
Station: International Newsource Affiliate
Responsibilities: Edits international news, reads the news bulletins, oversees news items and video clips. Files news reports on important local and international events. Translates from news Arabic to English. As editor-in-chief, manages news with other editors, monitors the news and supervises and coordinates with video editors.

PAKISTAN  FAWAD KHURSHID
Organization: DAWN NEWS TV
Position: SENIOR PRODUCER
Station: International Newsource Affiliate
Responsibilities: In charge of implementing and executing the daily rundown of the hourly news bulletin and producing news every top of the hour. Responsibilities include overseeing the content and supervising production of the news.
PAKISTAN  MAJID SIDDIQUI
Organization: GEO TV
Position: PRODUCER OF NEWS & CURRENT AFFAIRS
Station: International Newsource Affiliate
Responsibilities: Produces hourly news bulletins and talk shows on national, international and political issues. Before joining GEO TV worked with CNBC-TV channel as a producer of news and current affairs. Also, worked for the state owned TV channel "Pakistan Television" as news anchor, copy editor, reporter and producer. Associated with radio and worked for Pakistan broadcasting company for more than eight years as news anchor.

SLOVAKIA  MICHAL HEČKO
Organization: TV MARKIZA
Position: REPORTER
Station: International Newsource Affiliate
Responsibilities: Reports on criminal issues, the police, the military and the economy. Also, participated in the ministry of defense missions in Iraq, Bosnia, Cyprus, Syria and Kosovo. This year, was embedded with the U.S. Army in Afghanistan.

SLOVENIA  JASMINA JAMNIK
Organization: RTV SLOVENIA
Position: REPORTER & ANCHOR
Station: International Newsource Affiliate
Responsibilities: Prepares reports on current affairs, special events, domestic affairs and social issues for the prime-time news bulletin, including live coverage. Reported on stories such as the social status of women, youth delinquency and problems of a social state following Slovenia’s admission to the EU. Also, as a editor and co-editor for the various newscast, responsible for newsgathering and creating the rundown.

SOUTH AFRICA  VANESSA GOVENDER
ETV
REPORTER
International Newssource Affiliate
Researches and reports on news stories ranging from politics to human interest topics. Won the KwaZulu Natal regional award for the Vodacom Journalist of the year in 2006 in the general television news category for a story on the deaths of twenty two new born babies at a government hospital in Durban as a result of a Klebsiella outbreak there.

STEVEN GILLGREEN
TV4
PRODUCER, REPORTER, CAMERAMAN & VIDEO EDITOR
International Newssource Affiliate
As a show producer and head of planning for the local news program responsible for planning what stories to report, assign work to reporters and decide on content of the final rundown for the evening news. Also in oversees incoming material, edit video, interviews and sometimes writes scripts for the anchors. File live reports on current topics in and around Stockholm and hosted series of local debates in the Morning News Show at TV4.

OZAN ONAT
CNN TURK
EXECUTIVE PRODUCER
International Newssource Affiliate
As executive producer at the programming department, in charge of overseeing both editorial and management of all television programs produced in-house excluding news, economics and sport bulletins. Produces programs on lifestyle, art, politics, debate, talk shows and documentaries.

RICHARD KAVUMA
THE WEEKLY OBSERVER NEWSPAPER
CNN MULTI-CHOICE AFRICAN JOURNALIST & SR. STAFF WRITER
As a senior staff writer at The Weekly Observer newspaper, produces news, features and special reports on topics ranging from investigative work, peace and conflict and human rights reporting. Mr. Kavuma is a winner of several journalism prizes including the 2006 UN Foundation Award for Development and Humanitarian Coverage and the 2007 CNN Multi-choice African Journalist of the Year. Writes anything from the front page, through business, entertainment to the back sport pages. In 2006, produced a comprehensive analysis of the Millennium Development Goals in Uganda, which was published in The Weekly Observer.
World Media Forum No. 65
August 29, 2007
Held in cooperation with the CNN Journalism Fellowships. Participants: Fifteen journalists from eleven countries worldwide: Australia, Bangladesh, Germany, India, Indonesia, Israel, Poland, Romania, Slovenia, South Africa, Sri Lanka

AUSTRALIA: RACHAEL ROLLO
Organization: CHANNEL 9
Position: SENIOR REPORTER

BANGLADESH DEWAN MAHFUZUL HAQUE
Organization: CHANNEL-I
Position: ANCHOR & REPORTER
Station: International NewsSource Affiliate

GERMANY ARIANE REIMERS
Organization: ARD
Position: CNN GERMAN JOURNALIST OF THE YEAR & CORRESPONDENT

GERMANY MARIO TURIC
Organization: RTL
Position: HEAD OF FOREIGN DESK "RTL AKTUELL"

INDIA DIVYA IYER
Organization: CNN-IBN
Position: Senior Correspondent & Reporter

INDIA PRIYANKA NAIR
Organization: CNN-IBN
Position: ASSISTANT PRODUCER

INDONESIA
CLAUDIUS BOEKAN
Organization: METRO TV
Position: HEAD OF NEWSGATHERING DEPARTMENT

ISRAEL OREN AHARONI
Organization: CHANNEL 2
Position: Correspondent & Reporter

ISRAEL LEAH STERN
Organization: IBA
Position: CORRESPONDENT
World Media Forum No. 64

November 6, 2006

Held in cooperation with the CNN Journalism Fellowships. Participants: Fourteen journalists from thirteen countries worldwide, including the CNN Journalist of the Year from Nigeria. Also: Australia, Bulgaria, Ethiopia, India, Israel (2), Japan, New Zealand, Russia, South Africa, Taiwan, Turkey and Venezuela.

AUSTRALIA

KELLIE MORGAN

Organization: NETWORK TEN

Position: REPORTER, PRODUCER, WRITER & WEATHER PRESENTER

Station: CNN International Affiliate & CNN World Report Contributor

Responsibilities: Investigates, writes and presents various stories dealing with issues from crime, health, workplace relations, and the environment. As a producer, is responsible to ensure that work is balanced and accurate, pictures are appropriate and delivered on deadline. Also, writes and edits hourly updates and presents the weather, which requires nightly live crosses.

BULGARIA

KRASSIMIRA KRASTEVA

Organization: NOVA TELEVISION

Position: DIRECTOR OF NEWS & CURRENT AFFAIRS

Station: CNN International Affiliate
Responsibilities

In charge of managing the news, current affairs and sports departments, and as such, is responsible for overall news content and schedule. Also, supervises the production of four daily newscasts, as well as various political talk shows, current affairs programs, special editions and a sports talk show. In addition, coordinates on-air promotion of shows and manages a team of 50 staffers and freelancers such as reporters, news producers and anchors.

THIOPIA
YARED ASSEFA EJIGU
Organization: ETHIOPIAN TELEVISION
Position: EDITOR IN CHIEF & PRODUCER
Station: World Report Contributor
Responsibilities
Works as a producer and is the head of the English service program section. As a producer, works with reporters on stories for a weekly magazine, which includes arranging interviews, conducting research and selecting the story angle. Also, edits packages and is a contributor to CNN World Report. Recently, covered Oprah Winfrey’s visit to Ethiopia.

INDIA
SAURABH MARYA
Organization: CNN–IBN
Position: ASSIGNMENT EDITOR
Station: CNN International Affiliate
Responsibilities
Monitors local, national and international news through numerous sources. Responsible for finding stories that are news-oriented and fit the channel’s profile. In this capacity, he decides what kind of news is added to the shows’ rundowns. Also, is responsible for communicating and briefing correspondents in the field by providing them with updated information and facilitating any necessary logistical support.

ISRAEL
RUBEN HAMMERSCHLAG
Organization: CHANNEL 10 NEWS
Position: CORRESPONDENT
Station: CNN International Affiliate
Responsibilities
In charge of overseeing television coverage of northern Israel. Responsibilities include reporting on various areas of interest in the region, such as security, environment, social issues and culture. Also, presents magazine type human-interest features that transcend day-to-day happenings and files reports to the radio desk. In addition, filed several reports/live broadcasts from the battlefield during recent war in Lebanon.
<table>
<thead>
<tr>
<th>ISRAEL</th>
<th>NIR DVORI</th>
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<tbody>
<tr>
<td>Organization:</td>
<td>CHANNEL 2 NEWS</td>
</tr>
<tr>
<td>Position:</td>
<td>SECURITY AFFAIRS CORRESPONDENT</td>
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<tr>
<td>Station:</td>
<td>CNN International Affiliate</td>
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<tr>
<td>Responsibilities:</td>
<td>For the past five years, Mr. Dvori has worked for Israel's highest-rated news company, Channel 2 News. He has been a Security Affairs Correspondent for two years now, covering numerous news stories, including the <em>Intifada</em>, terror attacks and suicide bomber attacks, as well as the recent war in Lebanon. During the war, he had the opportunity to report from inside Lebanon, traveling to war zones with IDF soldiers. He has also followed the Palestinian-Israeli conflict on a daily basis, and covered violence in the West Bank.</td>
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<tr>
<th>JAPAN</th>
<th>MOTOI ARAKI</th>
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<tr>
<td>Organization:</td>
<td>TV ASAHI</td>
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<tr>
<td>Position:</td>
<td>REPORTER</td>
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<tr>
<td>Station:</td>
<td>CNN International Affiliate</td>
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<tr>
<td>Responsibilities:</td>
<td>Currently, a member of the City News Desk covering the Tokyo Metropolitan Government. Also, was a correspondent for the Tokyo Metropolitan Police Department and Japanese Public Security Investigation Agency. He was in charge of covering the story about the security breach issue by North Korea to Japan. Also, worked as a reporter for TV Asahi’s International News Desk, predominantly covering stories related to the Korean Peninsula, Middle East, and Iraq.</td>
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<tr>
<th>NEW ZEALAND</th>
<th>DONNA-MARIE LEVER</th>
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<tr>
<td>Organization:</td>
<td>TELEVISION NEW ZEALAND</td>
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<tr>
<td>Position:</td>
<td>SENIOR REPORTER</td>
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<tr>
<td>Station:</td>
<td>CNN International Affiliate &amp; CNN World Report Contributor</td>
</tr>
<tr>
<td>Responsibilities:</td>
<td>Covers breaking and general news and does live crosses for the main evening ONE news bulletin. Most recently covered major world events as a Foreign Correspondent, including unrest and violence in East Timor, and the Tsunami in Phuket and Banda Aceh. In addition, has run the One News Sydney Bureau, which required covering staff on annual leave.</td>
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<tr>
<th>NIGERIA</th>
<th>JOHNSON OBASHOLA OSHUNKEYE</th>
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<tr>
<td>Organization:</td>
<td>THE SUN PUBLISHING LIMITED</td>
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<tr>
<td>Position:</td>
<td>GENERAL EDITOR &amp; SENIOR PRINT JOURNALIST</td>
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</tbody>
</table>
Station: CNN MULTICHOICE AFRICAN JOURNALIST OF THE YEAR
Responsibilities: Oversees editorial aspects of nine titles of the Sun’s newspaper, which is the highest circulating tabloid in Nigeria. Responsible for generating cover stories, star interviews and investigative stories. In addition, he produces and edits “Weekly Spectator”, an insert in the Sunday edition.

RUSSIA
EKATERINA KRAVTSOVA
Organization: RBC-TV
Position: CORRESPONDENT
Station: CNN International Affiliate & CNN World Report Contributor
Responsibilities: As a correspondent, duties include finding interesting stories, researching, producing, setting up interviews, writing and recording stand-ups. Also, responsible for writing lead-ins for the presenters.

SOUTH AFRICA
ROSEMARY RAMSAY
Organization: ETV
Position: SENIOR DESK WRITER & WEATHER PRESENTER
Station: CNN International Affiliate
Responsibilities: Complies, writes and edits the international segment for the Prime Time News bulletin. In addition, as weather presenter is responsible for analyzing, writing scripts and presenting the weather forecasts for Prime Time, Late Edition and Morning Edition national news. Also, as a producer oversees changes in format, script, presentation and graphics for weather.

TAIWAN
JUNO LEE
Organization: ERA COMMUNICATIONS
Position: CHIEF OF INTERNATIONAL NEWS CENTER
Station: CNN International Affiliate
Responsibilities: In charge of overseeing international news for ERA’s news channels. In this role, she oversees a team of 12 international news specialists and works closely with other teams in the news department. Also, responsible for searching all agency materials and making decisions regarding news on the air. In charge of giving assignments to editors to translate, rewrite and edit packages. Also, was responsible for coverage of the War in Iraq, the 2004 U.S. Presidential Election, and the 2006 World Cup.
<table>
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<tr>
<th>COUNTRY</th>
<th>NAME</th>
<th>ORGANIZATION</th>
<th>POSITION</th>
<th>STATION</th>
<th>RESPONSIBILITIES</th>
</tr>
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<tbody>
<tr>
<td>TURKEY</td>
<td>AYSE SAVUR</td>
<td>CNN TURK</td>
<td>REPORTER</td>
<td>CNN International Affiliate</td>
<td>Reports and prepares stories for news bulletins which are gathered by the Foreign News Desk. Material ranges from international politics to entertainment via international agencies (both texts and shots). She also writes and edits the news and works as a field reporter filing live shots for CNNI and CNN Turk. Some of the stories covered for CNN Turk are the NATO Summit in Istanbul, the Iraq War Tribunal, and the 90th Anniversary &amp; Ceremonies of the Gallipoli War.</td>
</tr>
<tr>
<td>VENEZUELA</td>
<td>LORENA ARTIGAS</td>
<td>VENEVISION</td>
<td>REPORTER, WRITER &amp; PRODUCER</td>
<td>World Report Contributor</td>
<td>Files reports for the network on topics such as politics, economy and general issues pertaining to the community. Also, produces the morning news edition, which is more like a “magazine show” that consists of three editions: at 6:30 am, 12 noon, and the late edition at 11:30 pm. In addition, writes the news.</td>
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World Media Forum No. 63
July 6, 2006
Held in cooperation with the Open World Program of the U.S. Library of Congress. Participants:
Four women journalists from Russia and the Chechen Republic.

Yelena Karpukova, director and chief editor of a Russian woman’s magazine.
Alla Kotayeva, chief editor for regional news at her weekly newspaper in Volgograd.
Nagieva Roza, correspondent and anchor for state television in Grozny in the Chechen Republic
Tamara Ganyushkina is project manager and chief editor for Saransk-Online.RU, an internet news service of the Mordavia-Internet Foundation

Here is the news story CIME circulated after the forum:

GEORGIA STATE UNIVERSITY, July 6 --Women working in mass media in Russia have found one way to advance their careers in a male-dominated profession is the “2-to-1” formula, the director and chief editor of a Russian woman’s magazine said today.

“A woman just has to be twice as smart, or twice anything a man is,” Yelena Karpukova told students at the GSU Center for International Media Education which hosted World Media Forum

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63. None of the seven Russian women visiting the United States was steered into journalism by their parents.

Only one, Alla Kotayeva, chief editor for regional news at her weekly newspaper in Volgograd, got a degree in journalism. “My parents didn’t say anything. I told them that I wanted to be a journalist,” Ms. Kotayeva said. “I tried four years to get into Moscow State University. There was a lot of competition and I had to pass all the tests and make excellent marks. Now my mother is very proud of me.”

A correspondent and anchor for state television in Grozny in the Chechen Republic, Nagieva Roza, said she made a decision for journalism in 1992 when reforms were easing restrictions on broadcasting. “I was in the second year studying law when I got a job in television. “I realized I would devote my life to journalism. TV is power.”

Ms. Roza worked throughout the period of intense combat in Chechnya, often risking her life to get the news. “Three years ago it was still dangerous,” she said. During the conflict, women had an easier time getting through the checkpoints, she said, but men would always be stopped. One journalist has found her opportunity with the Internet.

Tamara Ganyushkina is now project manager and chief editor for Saransk-Online.RU, an internet news service of the Mordavia-Internet Foundation. She noted that Russians more and more are getting their news from the internet.

World Media Forum No. 62
August 2, 2005
Held in cooperation with U.S. Department of State and the Georgia Council for International Visitors (GCIV), where CIME is a standing member of its Board of Visitors. Participants: Five journalists from the Palestinian National Authority.

Note: The U.S. Department of State sponsored this International Visitor Leadership project entitled “Print Journalism for District Correspondents,” for five journalists representing leading Palestinian newspapers. The goals of the project were to explore these topics and themes:

- the concept of freedom of the press in the United States;
- U.S. print media traditions, practices, and institutions;
- the impact of the media on public policy and the democratic process;
- media ethics and accountability;
- the roles and functions of watchdog groups and professional press associations;
- the use of internet as a news outlet and research tool;
- the teaching of journalism in American universities; and
- the methods by which non-governmental ethnic organizations interact with the media, government, and the public.

Abdalrahman Y. ABUSHAMMALA
Senior Economics Editor, Al-Ayyam Daily Newspaper, Ramallah
World Media Forum No. 61
July 19, 2005
Held in cooperation with the CNN Journalism Fellowships.

Participants: Twelve journalists from eleven countries: China, Israel, Lebanon (2), Oman, Poland, Russia, South Korea, Thailand, Turkey, United Arab Emirates, Ukraine.

China
Li Yun
Organization: Tianjin Television
Position: Reporter/Producer
Responsibilities: Produces local news stories for CNN World Report, including script writing, video editing and voice-over work. Was part of a team that prepared a documentary called “European Concessions in Tianjin.” Has received awards from Tianjin TV and Radio Association.

Israel
Laura Cornfield
Organization: IBA News
Position: Anchor
Responsibilities: Writes, compiles, and edits the daily news broadcasts. Has also worked in several other departments within the network, including sports, children’s productions, dramas, and documentaries. In this capacity, has assisted in directing, producing, anchoring, and writing. Also, worked on live broadcasts of the World Cup for IBA in Italy 1990 for which responsibilities included coordinating satellite and production feeds. In addition, has reported on the opening of the Taba crossing, international summits in Sharm El Sheik, and visits to Israel by foreign dignitaries.
<table>
<thead>
<tr>
<th>Country</th>
<th>Name</th>
<th>Organization</th>
<th>Position</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lebanon</td>
<td>Joseph Eid</td>
<td>LBC International</td>
<td>Reporter/Writer/Cameraman/Video Editor/Producer</td>
<td>Prepares reports/packages for the station’s main newscast. Also, as an in-house writer when assigned to a package is responsible for all the research including getting the right footage from the agency, analyzing information, and creating scripts, edits, and VOs.</td>
</tr>
<tr>
<td>Lebanon</td>
<td>Mohalhel Fakih</td>
<td>Future Television</td>
<td>Anchor/Reporter/Editor</td>
<td>Reports and anchors daily 15-minute English-language news bulletins for the network. Also, oversees editorial decisions, including story order, bulletin content, and story research. Also, reports from the field and files for the English-language radio bulletins broadcast on the sister station-Radio Orient. Helps produce and host roundtable panel discussions, interviews, and in-depth pieces on major events in the Middle East, such as the recent “Arab League Summit.” Also, contributes regularly to World Report.</td>
</tr>
<tr>
<td>Oman</td>
<td>Ahmed Mohamed Al-Othman</td>
<td>Oman TV</td>
<td>Anchor/Reporter/Producer</td>
<td>Writes, anchors, and sometimes prepares news reports for the network. Also, has been the host for a variety of international entertainment shows. Files reports in both Arabic and English.</td>
</tr>
<tr>
<td>Poland</td>
<td>Aleksandra Karasinska</td>
<td>Polsat Television</td>
<td>Associate News Director</td>
<td>Decides assignments for the newsroom crew and reporters. Also, supervises long-term planning for the network. Currently involved in setting up local bureaus for Polsat TV. Also, is head editor/producer of the main newscast.</td>
</tr>
<tr>
<td>Russia</td>
<td>Irina Berezenko</td>
<td>RBC</td>
<td>Reporter</td>
<td>Covers national stories in Russia, principal issues such as the economic, social or cultural problems caused by the country’s political and economic transition. Work involves researching and planning themes and storylines, seeking subjects to interview, writing scripts, and coordinating filming with camera crews to ensure that reports have the greatest visual impact. Also,</td>
</tr>
</tbody>
</table>
contributes regularly to World Report.

South Korea

**Chanbae Jeong**
Organization: YTN
Position: Reporter/Anchor
Responsibilities: Anchors a daily news program called “News on the Spot.” The one-hour weekday program covers a variety of comprehensive reports on the latest news developments and features in-depth interviews with the *movers and shakers* behind the stories. Also, has worked as a staff reporter covering a wide range of business and financial developments in the nation.

Thailand

**Tanas Sirangul**
Organization: MCOT
Position: Reporter/Writer/Producer
Responsibilities: A regular contributor to World Report. In addition, writes news articles in English for MCOTs other outlets including Asia Vision, which is a TV news exchange service of the Asia-Pacific Broadcasting Union (ABU) involving broadcasters from Asia and Europe, through the European Broadcasting Union. Also, prepares news reports in Thai, and narrates news documentaries.

Turkey

**Irfan Degirmenci**
Organization: CNN Turk
Position: Reporter/Correspondent
Responsibilities: Covers human-interest stories such as earthquakes, disasters, fire, terrorism issues, beauty contests, and fashion shows. Sets up interviews with locals on the streets of Turkey to get public opinions on current issues. Also, was part of the team that prepared a documentary on the history of Anatolia.

UAE

**Dr. Shahid Masood**
Organization: Ary One World
Position: Director of News & Current Affairs
Responsibilities: Started a career as a surgeon but now oversees this 24-hour news channel. In addition to being the administrative and editorial head of the channel, also presents a program, which is, by far, the longest running current affairs show in the history of Urdu/Hindi television. Also, presents a current affairs program in prime time called *Views On News* and has written a bestselling book of the same name. Has also written another book called, *The End of Time*. 
Ukraine

Dmytro Maruchok

Organization: Inter Television
Position: Special Assignment Reporter
Responsibilities: Writes and edits news stories for on air broadcasts. Responsibilities include newsgathering, reporting, setting up interviews, and writing stories for daily bulletins as well as for weekly analytical programs.

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World Media Forum No. 60
June 29, 2005
Held in cooperation with the Open World Program of the U.S. Library of Congress.
Participants: Eight journalists and journalism educators from across Russia.


Yuri Kochkin, Samara, Director, "Expert" Center for Economic-Political Studies

Albert Koshkarev, Saratov, Editor-in-Chief, "Public Opinion" Magazine LLC

Vladimir Sergeyev, Tambov, Editor-in-Chief, "Our City Tambov" Municipal Newspaper Edit Office

Tatyana Afanasyeva, Novosibirsk, Effekt Prisutstviya, Editor

Yelena Pustygina, Chelyabinsk, Radio announcer

Vershinina Nellya, Armavir, Krasnodar Krai, Freelance Journalist, "Rossiyskaya Gazeta," "Armavir Talker"

Vera Voloshinova, Rostov-on-Don, Columnist, Political, Social, & Cultural Issues, "Moscow Komsomolets - South"
ATTACHMENT F

Summary Report on Yarmouk University Partnership

Executive Summary


Faculty Exchanges. Ten Yarmouk faculty and the university’s president made 15 visits to GSU, ranging from one to eight weeks. Five Georgia State faculty and one other U.S. faculty member made 13 visits to YU, ranging from one to five weeks. Also, in May 1999, four other GSU educators—one assistant provost and three deans—made pre-affiliation courtesy visits to Yarmouk, funded by GSU and Yarmouk.

Faculty and Curriculum Development. With assistance from Georgia State, Yarmouk faculty began using the internet for e-mail and incorporated internet applications into curriculum. Faculty introduced computer-assisted reporting and planned for a master’s degree in communication. During and after 9/11, Yarmouk visiting faculty enriched Georgia State’s International Communication curriculum.

Collaborative Research. Georgia State and Yarmouk faculty cooperated on three research projects, a PhD. dissertation on the role of women in civil society in Jordan, a paper on Arab students’ opinions of U.S. students, and a survey of Western news credibility among Arab students.

Educational Equipment. Georgia State and Yarmouk cooperated in emphasizing the need for expanded computer capacity. During the five years, Yarmouk developed a new Computer Center, acquired computers for most faculty and laid plans for a computer lab for journalism students.

Outreach. Georgia State and Yarmouk faculty conducted workshops for Jordanian journalists at two conferences and on the premises of Jordan’s daily newspapers Al Ra’i and Jordan Times and the new independent daily, Al Ghad, whose editor-in-chief is a Yarmouk graduate. In Atlanta, Yarmouk faculty exchanged views with officials and newsmen at CNN and at the Atlanta Journal-Constitution.

Distance Learning. Yarmouk launched Distance Learning internationally with Georgia State. Yarmouk also established an in-country Distance Learning facility in Amman.

Fund-Raising. Yarmouk raised funds nationally to develop its new Computer Center and equip journalism professors with computers. Georgia State secured a new grant enabling senior journalism students at Yarmouk to travel to the United States for internships at newspapers and television stations.

Grant Funds Spent. The remaining $9,000 was spent during the final year of the grant.

Overview

Georgia State and Yarmouk Travel. During the five-year affiliation, 10 Yarmouk faculty members and the university’s president made 15 visits to Georgia State, ranging from one to eight
weeks. Five Georgia State faculty and one other U.S. faculty member made 13 visits to YU, ranging from one to five weeks. Also, in May 1999, four other GSU educators—one assistant provost and three deans—made pre-affiliation courtesy visits to Yarmouk, funded by GSU.

Table 1: Participants who traveled to U.S.

<table>
<thead>
<tr>
<th>Name</th>
<th>Gender</th>
<th>Dates of travel</th>
<th>Faculty or Department</th>
<th>Travel objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fayez Khasawneh</td>
<td>Male</td>
<td>10-30-01 to 11-05-01</td>
<td>President, YU</td>
<td>Planning, Post 9/11 Conference</td>
</tr>
<tr>
<td>Issam Mousa</td>
<td>Male</td>
<td>01-26-00 to 02-16-00</td>
<td>Chair, Jour/Mass Comm</td>
<td>Teaching, Conference, Research</td>
</tr>
<tr>
<td>Issam Mousa</td>
<td>Male</td>
<td>10-30-01 to 11-05-01</td>
<td>Jour/Mass Comm</td>
<td>Planning, Post 9/11 Conference</td>
</tr>
<tr>
<td>Issam Mousa</td>
<td>Male</td>
<td>07-15-04 to 08-09-04</td>
<td>Jour/Mass Comm</td>
<td>Teaching, Final Evaluation</td>
</tr>
<tr>
<td>Mohammad Shuriedeh</td>
<td>Male</td>
<td>06-20-00 to 08-20-00</td>
<td>Jour/Mass Comm</td>
<td>Teaching, Research</td>
</tr>
<tr>
<td>Mohammad Qudah</td>
<td>Male</td>
<td>06-16-00 to 08-15-00</td>
<td>Jour/Mass Comm</td>
<td>Teaching, Research</td>
</tr>
<tr>
<td>Adel Ziadat</td>
<td>Male</td>
<td>08-20-01 to 09-22-01</td>
<td>Chair, Jour/Mass Comm</td>
<td>Teaching, Research</td>
</tr>
<tr>
<td>Shafiq Rababah</td>
<td>Male</td>
<td>08-29-01 to 09-15-01</td>
<td>Jour/Mass Comm</td>
<td>Research, Teaching</td>
</tr>
<tr>
<td>Shafiq Rababah</td>
<td>Male</td>
<td>08-26-02 to 09-17-02</td>
<td>Jour/Mass Comm</td>
<td>Curriculum, Teaching</td>
</tr>
<tr>
<td>Sameh Ghanamneh</td>
<td>Male</td>
<td>06-15-02 to 06-26-02</td>
<td>Director, Computer Center</td>
<td>Technology Planning</td>
</tr>
<tr>
<td>Adna Abu Al-Shar</td>
<td>Female</td>
<td>06-15-02 to 07-14-02</td>
<td>Jour/Mass Comm</td>
<td>Teaching, Tech Training</td>
</tr>
<tr>
<td>Abdelmuhdi Ghanamneh</td>
<td>Male</td>
<td>06-17-03 to 07-02-03</td>
<td>Jour/Mass Comm</td>
<td>Teaching, Outreach</td>
</tr>
<tr>
<td>Abdulnasser Tbeisht</td>
<td>Male</td>
<td>06-17-03 to 07-02-03</td>
<td>Jour/Mass Comm</td>
<td>Teaching, Outreach</td>
</tr>
<tr>
<td>*Fayez Khasawneh</td>
<td>Male</td>
<td>08-28-00 to 09-02-00</td>
<td>YU President</td>
<td>Sustainability Planning</td>
</tr>
<tr>
<td>*Sam Mahmoud</td>
<td>Male</td>
<td>08-28-00 to 09-02-00</td>
<td>Dean, Faculty of Science</td>
<td>Planning</td>
</tr>
<tr>
<td>*Hanam Malkawi</td>
<td>Female</td>
<td>08-28-00 to 09-02-00</td>
<td>Asso. Dean, Faculty of Science</td>
<td>Planning</td>
</tr>
<tr>
<td>**Ghalib Shatnawi</td>
<td>Male</td>
<td>08-15-99 to 08-21-04</td>
<td>Ph.D. Candidate</td>
<td>GSU-YU Newsletter Editor</td>
</tr>
</tbody>
</table>

*Courtesy Exchange Visit. Funded by Yarmouk and GSU with Yarmouk/GSU non-grant funds.


***Chair, 2004-present

Table 2: Participants who traveled to Jordon

<table>
<thead>
<tr>
<th>Name</th>
<th>Gender</th>
<th>Dates of travel</th>
<th>Faculty or Department</th>
<th>Travel objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leonard Teel</td>
<td>Male</td>
<td>10-31-99 to 11-03-99</td>
<td>Communication</td>
<td>Planning, Teaching</td>
</tr>
<tr>
<td>Leonard Teel</td>
<td>Male</td>
<td>05-10-00 to 06-09-00</td>
<td>Communication</td>
<td>Teaching, Grad Program</td>
</tr>
<tr>
<td>*****Leonard Teel</td>
<td>Male</td>
<td>11-01-00 to 11-07-00</td>
<td>Communication</td>
<td>Conference</td>
</tr>
<tr>
<td>Leonard Teel</td>
<td>Male</td>
<td>05-11-01 to 05-31-01</td>
<td>Communication</td>
<td>Teaching, Grad Program</td>
</tr>
<tr>
<td>Leonard Teel</td>
<td>Male</td>
<td>05-08-02 to 05-22-02</td>
<td>Communication</td>
<td>Teaching, Grad Program</td>
</tr>
<tr>
<td>****Leonard Teel</td>
<td>Male</td>
<td>05-06-04 to 05-13-04</td>
<td>Communication</td>
<td>Student Workshop</td>
</tr>
<tr>
<td>Carolyn Codamo</td>
<td>Female</td>
<td>10-31-99 to 11-03-99</td>
<td>Assoc. Chair, Communication</td>
<td>Planning, Teaching</td>
</tr>
<tr>
<td>*****Carolyn Codamo</td>
<td>Female</td>
<td>11-01-00 to 11-07-00</td>
<td>Communication</td>
<td>Conference</td>
</tr>
<tr>
<td>Carolyn Codamo</td>
<td>Female</td>
<td>05-11-01 to 05-31-01</td>
<td>Communication</td>
<td>Teaching</td>
</tr>
<tr>
<td>Carolyn Codamo</td>
<td>Female</td>
<td>05-08-02 to 05-22-02</td>
<td>Communication</td>
<td>Teaching, Grad Program</td>
</tr>
<tr>
<td>Carolyn Codamo</td>
<td>Female</td>
<td>05-06-04 to 05-13-04</td>
<td>Communication</td>
<td>Student Workshop</td>
</tr>
<tr>
<td>Cynthia Coleman-Sillars</td>
<td>Female</td>
<td>05-13-00 to 05-27-00</td>
<td>Communication</td>
<td>Teaching, Research</td>
</tr>
<tr>
<td>Ralph Wenge</td>
<td>Male</td>
<td>05-10-02 to 05-22-02</td>
<td>Communication</td>
<td>Teaching</td>
</tr>
<tr>
<td>***Douglas Barthlow</td>
<td>Male</td>
<td>05-06-04 to 05-13-04</td>
<td>Communication</td>
<td>Student Workshop</td>
</tr>
<tr>
<td>***Richard Welch</td>
<td>Male</td>
<td>05-06-04 to 05-13-04</td>
<td>Journalism, Mercyhurst Col</td>
<td>Student Workshop</td>
</tr>
<tr>
<td>****Timothy Crimmins</td>
<td>Male</td>
<td>05-08-99 to 05-12-99</td>
<td>Associate Provost</td>
<td>Courtesy, Informational</td>
</tr>
<tr>
<td>****Ahmed Abdelal</td>
<td>Male</td>
<td>05-08-99 to 05-12-99</td>
<td>Dean, Arts &amp; Sciences</td>
<td>Courtesy, Informational</td>
</tr>
<tr>
<td>****Fenwick Huss</td>
<td>Male</td>
<td>05-08-99 to 05-12-99</td>
<td>Assoc. Dean, Business</td>
<td>Courtesy, Informational</td>
</tr>
<tr>
<td>****Sam Deitz</td>
<td>Male</td>
<td>05-08-99 to 05-12-99</td>
<td>Dean, Education College</td>
<td>Academic Exchange</td>
</tr>
</tbody>
</table>

***Workshop Trainer. Funded by new AUSACE State Department grant for Middle East student media internships. (AUSACE: Arab-U.S. Association for Communication Educators)

****Courtesy Exchange Visitor. Funded by GSU and Yarmouk university non-grant funds.

*****Conference. YU hosted AUSACE Conference. Travel funded by GSU non-grant funds.
Table 3: Participants who did not travel (in Jordan)

<table>
<thead>
<tr>
<th>Name</th>
<th>Gender</th>
<th>Faculty or Department</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>+Mohmoud Shalabiyyeh</td>
<td>Male</td>
<td>Chair, Journalism/Mass Comm</td>
<td>Planning</td>
</tr>
<tr>
<td>Tahseen Mansour</td>
<td>Male</td>
<td>Journalism/Mass Comm</td>
<td>Student Workshop</td>
</tr>
<tr>
<td>Yousef A. Nusseir</td>
<td>Male</td>
<td>National Information Center-Amman</td>
<td>Hosted Distance Learning launch</td>
</tr>
<tr>
<td>Samir Kuttab</td>
<td>Male</td>
<td>Royal Scientific Society- Amman</td>
<td>Hosted Distance Learning launch</td>
</tr>
</tbody>
</table>

+Chair, 2003-2004

Table 4: Participants who did not travel (in U.S.)

<table>
<thead>
<tr>
<th>Name</th>
<th>Gender</th>
<th>Faculty or Department</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carol Winkler</td>
<td>Female</td>
<td>Chair, Communication</td>
<td>Research, Planning</td>
</tr>
<tr>
<td>Carla Relaford</td>
<td>Female</td>
<td>Director, Distance Learning</td>
<td>Technology Transfer</td>
</tr>
<tr>
<td>Steve Pitches</td>
<td>Male</td>
<td>Staff, Distance Learning</td>
<td>Technology Transfer</td>
</tr>
<tr>
<td>Carolyn Gard</td>
<td>Female</td>
<td>Director, Computer Services</td>
<td>Technology Transfer</td>
</tr>
<tr>
<td>Ron Henry</td>
<td>Male</td>
<td>University Provost</td>
<td>Distance Learning Launch</td>
</tr>
<tr>
<td>Ahmed Abdelal</td>
<td>Male</td>
<td>Dean, Arts &amp; Sciences</td>
<td>Host, Middle East Center</td>
</tr>
<tr>
<td>Fenwick Huss</td>
<td>Male</td>
<td>Asso. Dean, Business</td>
<td>Planning, Joint MBA/Business</td>
</tr>
<tr>
<td>William Evans</td>
<td>Male</td>
<td>Communication</td>
<td>Website Consultant</td>
</tr>
<tr>
<td>Douglas Barthlow</td>
<td>Male</td>
<td>Communication</td>
<td>Telecommunications/CNN link</td>
</tr>
<tr>
<td>Gregory Lisby</td>
<td>Male</td>
<td>Communication</td>
<td>Distance Learning launch</td>
</tr>
<tr>
<td>Elizabeth Strickler</td>
<td>Female</td>
<td>Communication</td>
<td>Digital Arts Lab assistance</td>
</tr>
<tr>
<td>Mike Gunter</td>
<td>Male</td>
<td>Communication</td>
<td>Digital Production assistance</td>
</tr>
<tr>
<td>Stephen Rehberg</td>
<td>Male</td>
<td>Distance Learning</td>
<td>Distance Learning launch</td>
</tr>
<tr>
<td>Jacquelynn Sharpe</td>
<td>Female</td>
<td>Distance Learning</td>
<td>Distance Learning launch</td>
</tr>
<tr>
<td>James Brown</td>
<td>Male</td>
<td>State Digital Lab Network</td>
<td>Distance Learning launch</td>
</tr>
<tr>
<td>Fred Mote</td>
<td>Male</td>
<td>College Finance Office</td>
<td>Managing Budget, Cost-Share</td>
</tr>
<tr>
<td>Ghalib Shatnawi *</td>
<td>Male</td>
<td>Ph.D. Teaching Asst/Comm</td>
<td>Translation, Newsletter editor</td>
</tr>
<tr>
<td>Rachel Ramos</td>
<td>Female</td>
<td>M.A. Teaching Asst./Comm</td>
<td>Host in newswriting class</td>
</tr>
<tr>
<td>Miglena Sandmeier</td>
<td>Female</td>
<td>M.A. Teaching Asst./Comm</td>
<td>Host in speech comm class</td>
</tr>
<tr>
<td>Zhong Yi</td>
<td>Female</td>
<td>M.A. Research Asst./Comm</td>
<td>Newsletter associate editor</td>
</tr>
</tbody>
</table>

ACCOMPLISHMENTS

1. Faculty Development.

- The GSU/Yarmouk faculty exchanges affected a critical mass of the instructional staff at Yarmouk University. More than half of the full time faculty at Yarmouk spent from two to eight weeks in Atlanta. They studied curriculum and teaching methods, applications of computer assisted learning and the journalism internship program. Based upon what they learned, they developed an assessment of needs and an agenda for improving their own courses and learning opportunities for their students.

- The institutional impact was mutual, especially because these faculty visits occurred before, during and after the events of September 11, 2001. The two professors, Dr. Adel Ziadat and Prof. Shafiq Rababah, who spoke to classes on September 12, answered a range of questions, including "Why do the Arabs hate us?" In return, GSU faculty at Yarmouk after 9/11 also responded to student
questions such as "Why are the media biased for Israel?" The willingness of both faculties to address these questions honestly strengthened the bilateral relationship in a time of extraordinary stress.


- **Coordination between Classrooms and Newsrooms.** With the increasing professionalism of media in Jordan, media employers are expecting more competency from journalism graduates. When the new, independent daily, *Al Ghad*, launched in 2004, editor-in-chief Imad Hmoud said he tested 170 applicants "straight out of college," and found only 22 who could "apply what they know, build a story, make it understandable and include the five Ws (who, what, when, where and why)." Even those 22 required additional training before they were hired. His experience underscores the importance of the work done by the two universities in developing undergraduate and post-graduate curriculum relevant to the needs of the profession and its audiences.

- **Masters Degree Curriculum Development.** Profs. Mousa and Codamo collaborated on the development of an English language MA degree in Mass Communication. Approval pending from the Office of the President of YU.

- **Post-Graduate Curriculum.** Recognizing the needs of journalists to keep up with changes in the profession, Dr. Leonard Teel and Dr. Adel Ziadat developed a Post-Graduate curriculum for working reporters and editors.

- For undergraduate students in need of computer training, GSU and Yarmouk faculty negotiated for access to computers in Yarmouk's central computer lab, and ultimately raised funds to purchase equipment for the department's first lab for computer-assisted reporting. Over the five years, Yarmouk's faculty progressed from having no one using email to having several who are very advanced in the use of computers in their teaching.

- Course content and subject matter also underwent changes. After visiting GSU and the Centers for Disease Control and Prevention in Atlanta, Prof. Abdelnasser Tbaishat developed two new courses, "History of Communication in the World Including the U.S." and "Environmental Journalism." Yarmouk professors also had an institutional influence on GSU curriculum. They urged more emphasis on the Arab world. Prof. Abdelmuhdi Ghwanmeh suggested that GSU "add a course on the media in Islamic countries so that students get a better understanding of our world." Prof. Tbaishat said: "I suggest that they add classes about Media in Arab countries." GUS acted on those recommendations. In 2004, the department hired its first Arab tenure-track assistant professor, Dr. Mohammed El-Nawawy, author of two books on Arab media and journalists. He is teaching a new course on "Media in the Islamic World."

- Yarmouk faculty observed teaching methods which emphasized dialogue between professors and students—in contrast to their traditional instructional style—as well as interactive technologies. They received lessons in how to incorporate WebCT into their classrooms. "I think that the way these classes were taught was good because of the feedback which came from the students," Prof. Tbaishat said. "I think I can apply the way these courses are taught to my
students at YU by using these techniques which I saw at GSU." Prof. Ghwanmeh said he would teach with PowerPoint “if we get the facilities that are needed."

- **Team teaching.** Dr. Cynthia Coleman-Sillars of Georgia State’s faculty and Yarmouk Prof. Mohammad Shriehdeh taught together in public relations classes in Irbid and Atlanta.

- **Student journalism workshop.** Profs. Teel, Codamo and Douglas Barthlow of Georgia State University and Prof. Richard Welch of Mercyhurst College in Erie, Pennsylvania, conducted a day-long workshop for 20 Yarmouk University journalism students on May 11, 2004. The workshop covered basic news reporting, obituary writing, interviewing and coverage of a live press conference. Funding of this workshop was made possible because of our record of previous achievements at Yarmouk University. (See Fundraising section below).

- **Internships in the United States.** Georgia State University in cooperation with Prof. Welch at Mercyhurst College hosted four Yarmouk University journalism students for eight-week internships, July 5-September 6, 2004, in Erie, Pennsylvania. Funding of these student internships was made possible because of our record of previous achievements at Yarmouk University. (See Fundraising section below).

- **Computer-Assisted Journalism.** Profs. Teel and Codamo, in cooperation with the Director of the YU Computer Center, Dr. Sameh Ghwanmeh and one recent Yarmouk journalism graduate, Izziddeen Khalifa, conducted a half-day workshop in computer-assisted journalism for 12 senior journalism students on May 26, 2003. Izziddeen was excellent as a role model, a student who graduated during the time of this grant and was already working as a reporter at the daily *Ad Dustour* in Amman.

### 3. Research (Individual or collaborative)

- **News Credibility Survey.** Georgia State professors Mohammed el-Nawawy and Leonard Teel collaborated with Yarmouk professors Issam S. Mousa and Mohammed Qudah and on a news credibility survey. More than 60 students completed questionnaires rating the credibility of U.S. news broadcasts as received in the Middle East. The survey is part of a continuing regional survey being conducted by other Arab university professors in Egypt, Kuwait, Palestine, the United Arab Emirates, and Morocco. Results will be presented at the 10th international conference of the Arab-U.S. Association for Communication Educators (AUSACE), Nov. 17-20, 2005, in Kuwait City.

- **Civil Society Study.** Yarmouk Prof. Ghalib Shatnawi, assisted by Georgia State professors David Cheshier and Leonard Teel, completed a two-year study of the history and status of media and the development of civil society in Jordan. Prof. Shatnawi’s findings resulted in his being awarded the Ph.D. in Communication at Georgia State. He will present his research at the 10th international conference of AUSACE, Nov. 17-20.

- Yarmouk Prof. Abdelnasser Tbaishat advanced his areas of research in print media
and society, issues in public opinion, and developmental issues. At GSU, he found “information about history of print media in the U.S.” He noted that he had “access to the library, computer lab, photocopying.” He made connections between his research and his teaching: “I see my research improved by my teaching at YU by giving me some new ideas about print media in the U.S. comparing with Jordan.”

• Yarmouk Prof. Mohammed Qudah, who specializes in documentaries, devoted eight weeks to research in Atlanta, notably at CNN. Dr. Qudah has published his results in Arabic journals.

• Yarmouk Prof. Adel Ziadat continued his research on the impact of television cartoon characters upon children in Jordan. His work was done in the context of the theory of cultural imperialism, which considered the Japanese “Pokeman” characters, among others, as harmful cultural influences; in Saudi Arabia where “Pokeman” was banned.

• Yarmouk Prof. Shafiq Rababah began his Ph.D. research in Atlanta toward a doctorate in marketing. Back in Jordan, he continued his studies at a Jordanian university.

• Yarmouk Prof. Issam S. Mousa conducted a study survey of Yarmouk students’ perceptions of American students. He presented his results at the 6th international conference of AUSACE in Atlanta in November 2001.

• Dr. Sameh Ghwanmeh, director of the Yarmouk Computer Center, researched Distance Learning capabilities at Georgia State. Upon his return, Dr. Ghwanmeh set up the first Distance Learning session linking faculty and students of Yarmouk and Georgia State.

• Yarmouk Prof. Adma Abu al-Sha’ar did research comparing American public relations with the newly emerging practice of public relations in Jordan.

• Dr. Cynthia Coleman-Sillars of Georgia State’s faculty coordinated on research in public relations with Yarmouk Prof. Mohammad Shriehdeh.

• Yarmouk Prof. Abdelmuhdi Ghwanmeh “collected data on American media” toward his research in print journalism. “This visit gave me a good understanding of American media,” he said. He plans further research on “ways to improve the Arab and Moslem [sic] images in the U.S.”

• International Research Forum. Yarmouk University’s President, Dr. Fayez Khasawneh, in cooperation with Georgia State University, hosted regional scholars for the 5th international conference of AUSACE, November 8-11, 2000. Scholars came from around the Middle East, Europe and the United States.

4. Community Outreach (e.g. consultation with government policymakers or officers of private organizations, presentations to community groups, or professional conferences in Jordan and the United States):

• On-the-job training. Profs. Teel and Codamo, at the invitation of the editor-in-chief of the new independent Amman newspaper, Al Ghad, Imad Hmoud, conducted a half-day workshop on investigative reporting for twelve reporters and editors at the newspaper’s new offices on May 15, 2004.

• Investigative Journalism Workshops. Dr. Teel and Dr. Codamo conducted two half-day invited workshops in investigative reporting for news, sports and business reporters and editors at Al Ra’i, one on May 25, 2001 (along with Atlanta
Constitution editor Ron Taylor and New York Times reporter Joseph Treaster) and
the second (with CNN Executive Producer Ralph Wenge) on May 17, 2002.

- **Interviewing Workshop.** Dr. Teel, Dr. Codamo conducted an invited three-hour
  interviewing workshop for the Jordan Times staff writers in the Times newsroom in

- **Media/NGO Workshop.** Prof. Mousa participated as a workshop trainer during a
  Georgia State-Yarmouk workshop for Jordanian print and broadcast journalists,
  May 14-17, 2001.

- **Feature Writing Workshop.** Dr. Teel and Dr. Codamo conducted a two-hour
  session on feature writing with the staff of the Jordan Times, at the invitation of the
  new editor, Ayman Safada, on May 18, 2002.

- **News Reporting Workshop.** At the invitation of Jordan Times editor Rana
  Sabbagh, Dr. Teel and Dr. Codamo conducted a half-day workshop on “Access to
  Information” for nine Times reporters and editors, including Rana Husseini, Oula
  Farawah, Ruba Sager, Suha Ma’ayah, Dina Amer, and Rana Awad, on May 29,
  2000.

- **Economic Journalism Workshops.** Dr. Teel, in cooperation with the economics
  editor of the Amman daily, Al Ra’i, conducted an invited half-day workshop in
  economic journalism for Al Ra’i economic journalists at newspaper auditorium on

- **International Media Workshop.** Yarmouk and Georgia State faculty organized and
  conducted a half-day workshop for international journalists on the final day of the
  5th AUSACE conference in Amman, November 11, 2000. Breakout sessions
  covered ethics, accuracy, photojournalism and investigative reporting.

- **Outreach in Atlanta.** In the Atlanta community, Yarmouk professors had newsroom
  tours at CNN and opportunities to challenge then-President Eason Jordan about
  CNN’s seeming anti-Arab “bias” in covering Middle East news. They also visited
  editors and reporters at the Atlanta Business Chronicle and sat in on the daily
  editorial meeting at the Atlanta Constitution. Their research involved trips to the
  Centers for Disease Control. They also sought ways to form “ties” between the
  Center and Yarmouk University,

5. **Fund-Raising for Student Journalism Training** (efforts for ongoing linkages beyond the life
   of the Educational Partnership grant).

   - **Student Internship Grant.** As an outcome of the GSU-YU institutional affiliation, Georgia
     State included Yarmouk students in a regional student journalism internship project.
     Twenty Yarmouk journalism students participated in a competitive journalism workshop
     on May 11, 2004. The four top Yarmouk students were awarded expenses-paid eight-week
     media internships in the United States, July-September 2004. Funding for the project (E-
     SCAPE-03-) was obtained in September 2003 from the U.S. State Department Office of
     Citizen Exchanges, with cost-sharing from YU and GSU.

   - **Internship Workshop for Iraqi Students.** Georgia State, in cooperation with Yarmouk
     President Khasawneh, hosted nine University of Baghdad students at Yarmouk for two
     journalism workshops – a computer training session and a competitive workshop at which
four students were chosen for U.S. internships, May 13, 2005. Yarmouk subsidized housing for the Iraqi students and Georgia State, through its State Department grant, covered the cost of transportation and meals for the nine students and two accompanying professors. The Iraqi students were scheduled to come to the United States in 2005.

- **Established Computer Lab.** Georgia State, in cooperation with Yarmouk’s Computer Center Director, Dr. Sameh Ghwanmeh, cost-shared three computers to establish the first computer lab for students in the Department of Journalism and Mass Communication.

**Sustainability**

The five-year affiliation between YU and GSU journalism programs has already demonstrated solid prospects for sustainability. This assessment is based upon the interdisciplinary alliances forged during the five years of the extended affiliation, as well as upon the range of new activities generated through these interdisciplinary alliances. During the five-year alliance, several activities, some unforeseen in the original proposal, have gradually strengthened the YU-GSU linkage in achieving its goals and objectives, promising sustainability.

- **Established High-Level Cooperation.** During the five-year affiliation, administrators at the highest level, faculty, staff and students created a lasting bond of understand and cooperation that has continued already beyond the life of the grant. Cooperation was discussed at the highest level between the presidents of Yarmouk and GSU. Further, Yarmouk and GSU administrators and deans participated in exchange visits that supplemented the grant-funded exchanges. (See chart). Although Dr. Fayezy Khasawneh’s as president concluded shortly after the end of the grant, the new president, Dr. Mohammed Subbarini was well known to the GSU staff and is completely open to continued cooperation. GSU administration, faculty, staff and students also remain committed to continuing affiliation projects with Yarmouk. Beyond that, Yarmouk and GSU continue to be active supporters of the association that links us both to the region’s journalism educators and professional journalists, the Arab-U.S. Association for Communication Educators (AUSACE).

- **Follow-up Funding: AUSACE Student Internships.** Georgia State’s success in 2003 in obtaining a $499,990 grant on behalf of AUSACE activities can be attributed in large part to the success of the GSU-Yarmouk affiliation. Yarmouk faculty helped to found AUSACE, supported its teaching, research and service initiatives, sponsored its activities notably by hosted the 1997 and 2000 international conferences, and were among the relatively few Arabs who, only six weeks after September 11, 2001, traveled to Atlanta for the 6th AUSACE conference, Oct. 30-Nov. 3, 2001. (Several Arab delegates canceled their trips, alleging illness, difficulties of travel, lack of funds, fear of reprisals, or need to spend the time with their families.)

- **Projected Follow-up Funding: Regional Training Center.** As a long-range outcome of the university affiliation, Yarmouk and Georgia State have adopted a strategic plan to develop a Regional Media Training Center at Yarmouk and in Amman. Funding for the center is currently being sought. The project, initiated by Georgia State, has the full support of Yarmouk’s new president, Dr. Subbarini, its Department of Journalism and Mass Communication, the YU Computer Center, the Jordan Radio and TV training center in Amman, and others.
- **Faculty and Staff Exchanges.** The number and quality of those who traveled from Yarmouk to Atlanta created a “critical mass” of influential staff and faculty, including the president, the computer center director and departmental faculty members.

- **Research Collaborations.** The GSU-Yarmouk-AUSACE linkages have spawned new interest in media research at Yarmouk. Since the end of the grant, Yarmouk has participated in three collaborative research projects: (1) a survey of Arab students as to news credibility on Radio Sawa, (2) a survey of the status of journalism education relative to the changing demands of modern journalism, and (3) a political-cultural study of Arab media by Dr. Shawnawi and Canadian scholar Wayne Hunt. All three studies are to be presented at the 10th AUSACE conference in Kuwait, Nov. 17-20. Georgia State, which co-hosts the 2005 conference, serves as a clearinghouse for proposed research papers in English.

- **Continued Outreach Opportunities.** The cooperation by Yarmouk and GSU faculty in conducting various workshops for professional journalists in Amman strengthened the gown-and-town links between Irbid and the media center in Amman. The workshops have created ongoing links between Georgia State and working journalists in Amman and have continued past the life of the grant.

- **GSU Graduate Studies Opportunities.** The successful completion of Georgia State University’s doctoral program by Yarmouk professor Ghalib Shatnawi in 2004, signaled that similar opportunities for formal graduate study are open to faculty interested in seeking advanced degrees outside the Middle East. (According to Yarmouk administrators, degrees from the United States are more highly regarded than degrees from universities in Egypt, Russia and England.) In Dr. Shatnawi’s case, his studies were cost-shared by the GSU Center for International Media Education, which also leveraged financial support from the GSU Department of Communication and the College of Arts and Sciences, to supplement his Jordanian government fellowship. Presently, Dr. Shatnawi continues to be a strong supporter of the Yarmouk-GSU linkage.

- **AUSACE.** GSU and Yarmouk University continue to be active partners throughout the Middle East through AUSACE. Prof. Mousa, Teel and Codamo were among the founders of AUSACE in 1995. Each has served a two-year terms as AUSACE president and is on the 21-member AUSACE board.

- **Conferences.** Yarmouk’s highest-level cooperation with Georgia State in hosting the 5th international conference of AUSACE in November 2000 demonstrated the university’s continued commitment to reach out to the region and beyond. (Yarmouk also hosted the 2nd AUSACE conference in September 1997 before the time of this grant.)

- **Internet Access.** One of the fundamental needs for sustainability, regular communication with faculty, staff, administration and students, is now possible through the expanded internet access that was not in place five years ago.

- **Limited Dissent.** The sustainability of the Yarmouk affiliation is also enhanced by the fact that, despite the diversity of the faculty and the politically charged war in neighboring Iraq and hostilities in neighboring Palestine, there was very limited dissent among the faculty about the GSU affiliation and its administration. While the “critical mass” of faculty was included in the exchanges to the United States, some were not included because of financial limitations, a visa problem and/or timing problems. Two faculty members privately and publicly expressed grievances. One criticized Dr. Mousa and Dr. Teel for the faculty exchange selection process, making public complaints during a visit to Yarmouk by

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State Department officials in November 2003. One faculty member was critical in part because he was denied a second exchange visit. The other was critical because he was not included in the exchanges, although he conceded that he was absent, teaching in the Gulf Region, during 80 percent of the grant period; by the time he returned the selection process had been concluded. Nonetheless, he was invited, but declined because of teaching responsibilities. He subsequently apologized to the YU Department for his remarks about the grant administration.

U.S. FIELD CONTACTS

1. To what extent the U.S. post or Fulbright Commission is aware of or involved with the project? (Please explain the circumstances if exchange participants were not able to meet with officers at the U.S. post.)

- Georgia State University and Yarmouk University continued to benefit from continuously close working relationships with the U.S. State Department staff at the Embassy in Amman, Jordan.
- The U.S. Embassy officers expedited exchange visas for Yarmouk faculty, staff and administration. In addition, the Embassy staff assisted Yarmouk University students to obtain J-1 student visas to the United States for the new GSU-YU media internship program.

2. Whether your grant activities have been involved with other U.S. State Department programs, such as Fulbright or International Visitors?

- **International Visitors Program 2002-2003.** In January 2003, GSU and CIME hosted World Media Forum 51, a public event, for a delegation of 23 U.S. State Department foreign nationals who work in Embassies around the world. The forum was attended by students and faculty across the University and co-sponsored by various GSU units, including the Office of International Students and Scholars and the Middle East Center for Peace, Culture and Development.
- **Other International Visitors.** Since 1993 CIME and GSU have hosted 60 public World Media Forums, created to spotlight international journalists, educators and officials from more than 150 countries. More than 20 of these forums have hosted participants with the State Department’s International Visitors Program.
- **Fulbright Fellows.** CIME and GSU have also hosted for longer periods Fulbright scholars from Jordan, the Palestinian Authority, Qatar, Armenia, Azerbaijan, Cyprus, and Brazil. These Fulbrighters interacted with and enriched the GSU-YU project.
INTRODUCTION | SUMMARY STATEMENT OF ACTIVITY
The Digital Arts Entertainment Lab (DAEL) was established in 1999 with three main goals: to support and promote the creation of moving image content; to conduct research on reception of digital content and applications and to prepare graduate students for careers as content producers for new digital venues. As DAEL evolves, we will continue to be guided by these goals with some refinements, specifically: by expanding upon relationships with other university units through joint research, by elevating our graduate students to higher-level, decision-making positions in the media production industry and by focusing upon consumer behavior as both user and creator in emerging media landscapes.

DAEL has been successful in creating a central facility where content creators and academic personnel can work and study. With initial funding from Georgia Research Alliance’s (GRA), GSU has become a nationally recognized film school with some award-winning graduates. This investment will continue to serve GRA’s main directive for DAEL, which is to foster economic growth. Two current developments in Georgia propel the success of this goal: first, the Georgia General Assembly recently passed film tax incentives and second, there continues to be an increasing demand for moving image content as traditional media evolves towards non-traditional venues. GSU is a key factor in maintaining Georgia as a media production center. It continues to be the state’s major institution of higher learning that prepares undergraduate students for work in the media industry, and, GSU offers the only graduate degree in film/video in Georgia. As a result, GSU supplies the majority of non-negotiated contract labor to the Georgia production industry. With the addition of the Communication Department’s affiliation with the Colleges of Business and Law, the university is positioned to graduate high level producers and entrepreneurs who work under the terms of negotiated, above-the-line contracts. Graduating students who can occupy the highest positions in the production process allows GSU to join film schools such as UT, NYU and USC who offer coursework in entrepreneurship as well as cultural studies. Finally, as regards research activity, it is noted that, DAEL has been successful in securing funded research and sponsored contracts. With a new configuration and direction, DAEL’s opportunity for research funding is expected to increase.

One of the original goals of DAEL was to create a pool of trained artisans to work in the (at that time) burgeoning dotcom industry. As events have unfolded (dotcom bubble burst; proliferation of user-generated web media; continued runaway production from California to regional centers such as Georgia, made possible by tax incentives for local production), the nature and function of entertainment media related employment has changed. In addition to the original pool of artisans which DAEL produced, there is an emerging demand for professional level producers. DAEL has recognized and responded to this change. DAEL, therefore has begun preparing graduate students for the higher level executive decision making positions in the industry. This change in strategy has been in place for several years and has resulted in success.
DAEL graduates work or have worked as producers and other decision makers in Public Broadcasting: Georgia (5), South Carolina (1), Oregon (1). Some prominent examples of this include:

- Caroline Gallrein - Director of Research, Playboy Enterprises, Los Angeles
- Jennifer Cruce - Marketing Manager, Turner Broadcasting System, Atlanta, GA
- Bill Burton - Co-producer, Free Radio, Comedy Central
- Erica Hornung - Director of Motion Effects, Sony Picture Imageworks and winner, two Academy Awards
- Leslie Harris - Executive Producer, Pogo Pictures, Atlanta
- Junia Joseph - Producer at SunSeeker Media

Another key milestone for DAEL as an economic business incubator was the sale to Sony Pictures Imageworks (SPI) in 2007 of an equity investment in visual effects and animation studio FrameFlow, which began as an incubated company in the GSU facility. The new company, Imageworks India remains headquartered in Atlanta, Ga., with operations in Chennai, India. FrameFlow, LLC, a GEBD incubated company, was founded three years earlier to deliver high-quality effects support to production companies in the US, Canada and the UK. FrameFlow proved its value by working with Sony Pictures Imageworks on movies such as CLICK, GHOST RIDER and SPIDER-MAN ® 3 among many other projects. At the time of the sale, Hitesh Shah, the FrameFlow co-founder, noted that “Being physically located in a high end production facility such as DAEL gave us credibility when we first started out. Also, early on we connected with Sony Imageworks through their intermediate technical director, Erica Hornung, who was a 1998 graduate student in DAEL.”

The move to establish a Commerce and Creativity initiative represents a further step in this direction. This strategy is implemented with a particular goal in mind: establishing a reputation as a location for career preparation, not only as talented artists but also executive producers and producers who determine corporate strategy and make creative decisions in the higher realms of the media industries. Producers of the caliber that we envision combine the oft cited right brain/left brain perspectives, specifically, the skill to create compelling visual narratives while simultaneously understanding the economics and business of the industry and applying research based audience demographics to new marketing models.

Kay Beck has received a growing list of industry recognitions that speak to the heightened visibility of DAEL work. At the 2009, 35th annual WIFTA (Women in Film and Television, the last A is for Atlanta) gala, held last Friday evening over at the Emory Conference Center, the organization gave its Outstanding Contribution Award to our own Beck. She was invited to stand on the board of the historic Plaza Theater, and has been selected as the Producer-in-Residence for SCAD's Lacoste campus.

**SUMMARY OF BUDGET SUPPORT**

The main sources of funding for DAEL result from contract projects, most of which obligate the Laboratory to organize and produce creative content. This work is detailed in Attachment A. DAEL receives no regular, ongoing state-legislated funding apart from indirect operating support
provided by the Department of Communication (including office space, phone support, copying and mailing). No portion of the DAEL budget moves through Fund Code 10 accounts apart from an annual operating budget allocation of $25,000 provided by the Dean of the College of Arts and Sciences. Staff salaries for the two full time positions (Strickler and Rowles) are provided by the College, as well as the salary connecting to the director position (including a modest amount added to salary for center direction that comes as summer salary), all administered through the Department of Communication.

DAEL received considerable start-up investments from the Georgia Research Alliance, as a result of their then-priority interests in digital technologies. But for the period of this self study, and since the GRA shifted its funding priorities into research connecting to biotechnology and other areas several years ago, DAEL has not been the recipient of ongoing support from GRA.

GOALS AND OBJECTIVES
DAEL is committed to providing GSU with a state of the art facility that showcases independent creative work in moving image media, and, that is a site for multi-platform, consumer centric research, production and education. Specific goals for the next phase of DAEL’s development are described below under headings: Research, Education and Service.

Research. The intersection of creativity and commerce is a rich area of research, which has been under theorized (tcs.sagepub.com/cgi/content/refs/15/7-8/73). This is especially noteworthy given the shift of productivity and export in the U.S. economy, from manufacturing to knowledge, service and intellectual property. Unlike similar media studies programs, the Department of Communication has the research faculty in Moving Image Studies (MIS) and the high caliber production capabilities of DAEL to respond to this opportunity. By focusing on the consumption of digital media, the Commerce and Creativity Initiative can attract funding for scholarly research from foundations, which seek knowledge about the cultural/social implications of media use. Additionally, media consumer consumption behavior has practical implications for media marketing business, as well as other commercial enterprises.

This research will be enhanced at GSU with the addition of the Screen Research Room, a relatively open space with modular furniture and digital technologies. Here, researchers can observe directly such user behavior as cross-platform media consumption and modes of mediated social interaction. Additionally, this open design area suggests possibilities for researching spatial factors operating in the increasingly common non-hierarchically defined work environment. Doctoral students in communication and marketing/management can work together on projects, which are enhanced by the disciplinary input from both theory and practice.

GOAL ONE: EXPAND RESEARCH GENERATION ON THE TOPIC OF NEW AND EMERGING MEDIA. By leveraging the resources and flexibility afforded to centers, institutes and initiatives in the university bureaucracy, DAEL may be able to explore opportunities and set up pathways for the faculty to extend research agendas that can tap into government/foundation support. Perhaps the strengths and the Department’s faculty can be tweaked in order to respond to RFP’s that draw upon our assets. In this situation, our sprawling diverse research and creative profile, along with the theoretical/applied dimension of our mission statement may be an advantage. Several universities have reconfigured work
done by faculty in the humanities to include research and teaching with and about emerging media technologies. The GSU Department of Communication may be better situated to capitalize on available funding streams in that a rich network of media resources and in-house talent is already in place. Some examples of project work done elsewhere that might inform the path forward on this initiative include Emory University’s MetaScholar and Digital Scholarship Commons; the University of Maryland Program on Technology and Humanities; and the University of Southern California program on Transmedia Narrative. The Communication Department’s assets connect to many areas of humanistic and social/behavioral scientific scholarship, given interest in lead funding agencies to better understand how new technology is affecting knowledge generation and patterns of literacy and learning. Databases, programming language, web design privilege ways of processing knowledge that can be studied hermeneutically or phenomenologically. Obviously, power accrues to those with access to tools and skill sets able to determine what knowledge matters and how it is to be disseminated. The addition of the DAEL Screen Testing Room can be more fully leveraged in grant applications, since space and facilities can be utilized by doctoral faculty and students to prepare materials and test hypotheses.

**Objective 1-1:** Proceed to jump start faculty involvement by the following activities:

a) Arrange for DAEL graduate production students to work with a doctoral faculty member (or connect to a larger team research project) in designing, producing and testing (if desired) a new media project related to the faculty’s scholarship and/or teaching, e.g. recreation of historical performance venues, spatial analysis of Las Meninas, coverage of speech behavior sample, etc. etc.? 

b) Schedule Digital Dialogues Brown Bag or other format for regular discussions of the communicative and aesthetic dimensions of old/new media (this could or could not include industry professionals and others).

c) Explore with faculty other opportunities for research in use of new media technologies that is especially conducive to input from communication faculty: 1) political campaign message analysis 2) transmedia use in promoting (and teaching) issues in civic engagement 3) developments in online journalism 4) public culture/entertainment and social networking. Specific areas of scholarship relating to (and especially utilizing) new media, which have not received a lot of attention, and for which GSU’s location and population are advantages include work on the intersections of race and visuality and urban cultures.

**Objective 1-2:** Encourage, where appropriate, involvement of Law and Business faculty/graduate students in developing research projects that might include topics such as cultural economics, labor issues in creative industries, public culture and intellectual property restraints under the auspices of the Commerce and Creativity Initiative. An example: In his "Transmedia Storytelling" course at USC and at MIT, Henry Jenkins requires students to submit a business plan for a media property that the student intends to deploy on various media platforms. ([www.educationarcade.org/SiDA/Videos](http://www.educationarcade.org/SiDA/Videos))
GOAL TWO: EXPAND RESEARCH ACTIVITY CONNECTING TO A CROSS-COLLEGE COMMERCE AND CREATIVITY INITIATIVE. As modes for producing creative media content continue to evolve (e.g., in ways that privilege short-term project work over longer term employment arrangements), so too are the business organizational models that dominate the multinational media industries. These evolving practices, in turn, can be taken as the predicate for knowledge generation relating to wider forms of industrial organization. With that premise agreed upon, scholars connecting to DAEL and the Robinson College of Business have undertaken a partnership to further examine the changing nature of media content generation.

At present, the research initiative has formed a group of interested individuals who meet on a regular basis - Beck (Communications), Donthu (Marketing), Gregoire (RCB, Center for Entrepreneurship), Henley (RCB, Center for Entrepreneurship), Landau (College of Law), Cheshier, Lisby, Perren, Friedman, Strickler, Bruner, Smith (Communications), Seaman (Policy Studies) (Appendix A). This group held an international symposium on “New Media, New Markets, New Rights” in 2008 and has another planned for November 2009. A special topics course in Entertainment, Art, Law and Business taught by three of the members is now offered regularly. In the first of a Commerce and Creativity speaker series, Brian Newman, Former CEO Tribeca Film Institute spoke on the subject, “Entrepreneurship in Creative Media” and the presentation of “The Art and Technique of the Television Commercial,” cosponsored by MOMA was shown at the Rialto.

Over a longer time frame, this collaboration might ultimately coalesce into formation of a certificate program that would provide graduate students from the Department of Communication, College of Law and Robinson College of Business with additional skills by instituting a program of study including several courses designed and sequenced to teach students more about new and emergent media business models and the cultural implications they set in motion or perpetuate.

In the meantime, however, the shorter term expansion of collaborative efforts can be best further developed by the following:

Objective 2-1: Create an Advisory Board drawn from industry leaders in the media industry, investment community and creative industries (film, television, new media). Leverage Advisory Board contacts to promote DAEL’s capabilities as a location for applied research, with emphasis on the structuring and marketing of emergent media business ventures, as well as, diversification by traditional companies into new media expansion.

Objective 2-2: Facilitate the formal interaction of MIS graduate students and RCB graduate students to work together in designing media-based products that emerge out of theoretically supported research questions and which, in turn, allow for real world hypothesis testing. Under this arrangement DAEL can apply for funding from the Georgia Research Alliance for the Commerce and Creativity Initiative by emphasizing our capacities in entrepreneurship, content creation and consumer behavior.
Objective 2-3: Expanding upon A-2, encourage interaction between leading industry professionals and Communication doctoral students; the outcome of which could be funded research projects that combine theory and practice; and, market this aspect of the program as offering the opportunity of doing research that connects in a direct way to the media industries.

Objective 2-4: Formalize and expand recent partnerships such as Urban Debate League and Play Therapy Institute to leverage the new research configuration of DAEL in applying for future funding. Develop new partners by reaching out to other university units such as the Center for Teaching and Learning (CTL), where grant applications can be enhanced by conceiving of the student as consumer and utilizing facilities and research skills described above.

GOAL THREE: DESIGN, CONSTRUCT AND MAINTAIN SPACE FOR THE ACTIVITIES DESCRIBED ABOVE. The Screen Research Room will allow for multi-screen and user/audience response testing with an adjoining observation booth to study subjects’ use of digital resources, user-generated navigation and test hypotheses derived from real world situations.

GOAL FOUR: CONTINUE TO FULFILL EXISTING GRANTS AND CONTRACTS (DNR, DHR) AND DEVELOP NEW ONES BASED UPON PAST SUCCESSES AND DAEL’S BRAND IDENTITY. DAEL expects to fulfill and extend ongoing contract /grant activities; the most lucrative at present being the Dept. of Human Resources Tobacco Awareness campaign. We have produced materials for various media (radio, cable, Movie Theater, internet, IPTV) and arranged distribution on these platforms. We are in a position to apply for funding from them to test the interaction of medium and audience in terms of variables such as exposure, recall, interest etc. DAEL has the display media and the message produced for each medium. A communication researcher completes the package in order to respond to the RFP—and we now have ‘most favored’ status in the applicant pool. DAEL has similar relationships with Dept. of Natural Resources and the Dept of Economic Development both of which are interested in communication message testing.

GOAL FIVE: EXPAND THE EXISTING INITIATIVE OF THE GEORGIA ENTERTAINMENT BUSINESS DEVELOPMENT (GEBD) BY TRANSFERRING RESEARCH-BASED SOLUTIONS TO THE IMPLEMENTATION PHASE OF SMALL-SCALE BUSINESS STARTUPS. Provide these entrepreneurs an advantage by infusing their business ventures with knowledge gained from theoretical and creative research in the lab. (Appendix A)

Education. The state of Georgia is witnessing an unprecedented growth in its creative industries: production of feature films (an increase of 700% between 2008 and 2009); and video game development (nearly $75 million economic impact for 2008); broadcast and cable television show production (over 20 shows in production in numerous Georgia towns and cities). GSU’s location will continue to enhance its potential as the state’s premiere institution for studying film, television and new media production: It is in a major metropolitan city with an international airport hub providing headquarters for media centers such as Turner Network Television and Tyler
Perry Studios; and Georgia is internationally known for producing award-winning gospel and popular music (19 Grammy nominations for Georgia musicians this year). This growth will continue to require writers, producers, filmmakers, television show runners, music production personnel, game and new media producers. Currently GSU is the only public institution that offers a comprehensive academic program of study for future employment in the creative industries. DAEL will continue to promote media production education that blurs academic boundaries and promotes interaction between critical and creative thought.

GOAL ONE: PREPARE GRADUATE STUDENTS FOR MEDIA INDUSTRY EXECUTIVE POSITIONS
With the Department’s resources and personnel, help to support DAEL as the location in the southeast for graduate applied education in producing and creating media, with emphasis upon training above-the-line professionals to work in the creative industries.

Objective E1-1: Expand the focus of DAEL to reflect the current media landscape where new means of production and distribution have altered the traditional film-based model. This refocusing aligns DAEL with the Departments’ graduate studies program in moving image media. DAEL will increase learning opportunities in emerging media production and business in course work and in making available technology that facilitates this type of production activity.

Objective E1-2: Utilize the DAEL facility to increase interaction between students, industry professionals and the creative media community. Activities toward this end would include:
   a) Present lectures and presentations by production traditional and new media professionals
   b) Promote networking opportunities with social events and screenings
   c) Secure internships for students to work on-location and on-line productions
   d) Continue to develop and maintain the DAEL listserv and social media for promoting contacts within the media production community
   e) Use the DAEL Theater for investor screenings and showcasing student work
   f) Continue to manage the Producer-in-Residence program where professionals join the lab for a year and work with students to develop their creative projects
   g) Build upon DAEL’s identity and reputation as a hub for media production, research and education

GOAL TWO: CONTINUE TO FACILITATE THE OPERATION OF THE MIS PRODUCTION TRACK. Continue to serve the Department of Communication MIS Production Track:

   a) Provide instructional support for classes in emerging media and creative industries.
   b) Advise students on participation emerging media and other creative industries.
   c) Provide equipment and facilities for class projects and creative theses for the MIS production track.
   d) Provide solution based media and technology consulting to affiliated faculty.
   e) Promote the work of DAEL graduates and alumni
**Service.** DAEL seeks to continue its service to the department and the university. These efforts include the following:

a) Interface with local media community by maintaining formal and informal contact with industry professionals.
b) Consult with university personnel on media related projects.
c) Service on departmental committees relating to media production, instruction, and and facilities management.
d) Project-manage the design of new media-related facilities.
e) Continue fiscal responsibility for operational budget for departmental technology purchases.
f) Continue to maintain facilities and equipment.
g) Create marketing material in order extend DAEL’s brand identity, which in turn promotes the visibility of the university.

**FACILITIES**

Because DAEL garners much of its reputation from location and facilities, DAEL’s spatial design and new requirements will differ greatly depending on whether and where we move given the addition to campus of the SunTrust building and decisions to be made about the future of One Park Place. Here, we provide an sketch for both scenarios.

If DAEL stays, the main additions to our current space (see Appendix B) would be a Screen Research Room with observation booth, a Transmedia Production Studio and more office space for GEBD.

The Screen Research Room would accommodate a variety of large and small screens in a simulated living room arrangement that would allow visual media in every possible form to be viewed. Multiple screens allow for the study of how media translates to different viewing technologies and how visual spatial context shapes behavior. It is anticipated that the room will be equipped with a large flat screen, a sound system, a variety of stationary and mobile computers with media, internet and social networking capabilities, multiple gaming platforms (Wii, Xbox 360, Playstation), multiple cable/internet black boxes and several mini mobile screens including iPhones, iPods and Nintendo DS and physiological measurement tools. Adjoining the Screen Test Room will be an observation booth for study of subjects’ behavior in these digital environments. This media convergence room will be used in conjunction with funded research under the Commerce and Creativity area of focus.

The Transmedia Production Studio will be a combination of exhibition/performance/production space and will enable DAEL to research and create immersive mediated environments and will act as a gallery space for performance or installations. The studio will primarily be a clean white space with four projectors (one for each wall) connected to remote computers, reflective wall paint, a sound system also connected to a remote computer and a wireless interface to the computers. By increasing the scale, resolution and dimensionality of image and sound, we can produce an immersive experiential environment with which the user interacts and which surrounds
the user. Transmedia Production Studio will apply become a part of an educational lab consortium such as the University of Michigan’s Media, Interface, and Network Design Labs (MIND Labs).

In order to expand GEBD, we will need to add two to four offices equipped with standard electrical and internet ports and close in proximity to DAEL.

If DAEL moves, we will migrate our current space (see Appendix B) but attempt to incorporate into the infrastructure the ability to evolve as the industry evolves media. This emphasis upon preparation for constant change will require more mobility and transformability of our facilities and equipment, allowing us to pursue innovative forms of production, distribution and reception. Modular technology spaces allow the studio to reorganize continuously in order to accommodate specific and unanticipated projects; however, a portion of the facilities will require traditional and stationary design and equipment in order to maintain the high level of production on which our reputation is based.

Also, if DAEL moves, then the Screen Research Room, Transmedia Production Studio and offices for GEBD will be a part of the new build out, whereas if DAEL is to stay, we expect to reconfigure our space to meet our requests.
### ATTACHMENT A

**DAEL GENERATED FUNDING SUMMARY REPORT**

<table>
<thead>
<tr>
<th>#</th>
<th>Entity</th>
<th>Type</th>
<th>Funding</th>
<th>Purpose</th>
<th>Intellectual Property</th>
<th>Dates</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>National Association of Broadcasters</td>
<td>Grant</td>
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<td>Research Study: Audience Response to High Def</td>
<td>Study Report</td>
<td>2003</td>
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<td>2</td>
<td>Breman Museum</td>
<td>Contract</td>
<td>$18,000</td>
<td>Digitizing Southern History Interviews</td>
<td>Digital Audio Archive</td>
<td>2004</td>
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<td>3</td>
<td>Luckie Street Inc.</td>
<td>Contract</td>
<td>$60,000</td>
<td>30 minute documentary entitled Sweet Southern Spirit</td>
<td>Documentary Film</td>
<td>2004-2005</td>
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<tr>
<td>4</td>
<td>Eastman Kodak Product</td>
<td>Grant</td>
<td>$18,000</td>
<td>Film Stock Grant</td>
<td>Raw stock for student use</td>
<td>2005-2008</td>
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<td>Department of Human Resource</td>
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<td>Synar Commercial Production</td>
<td>TV PSA's on Tobacco Use</td>
<td>2006-2007</td>
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<td>Department of Human Resources</td>
<td>Contract</td>
<td>$83,500</td>
<td>Synar Radio production</td>
<td>Radio Spots re: Tobacco Use</td>
<td>2008-2009</td>
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<td>7</td>
<td>Department of Natural Resources</td>
<td>Contract</td>
<td>$60,000</td>
<td>Kolomoki Indian Mounds</td>
<td>Museum Video Installation</td>
<td>2006-2009</td>
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<td>Women’s Studies</td>
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<td>Ga. State University</td>
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<td>$10,000</td>
<td>New Wave Atlanta</td>
<td>Published Website and DVD - New Wave Atlanta</td>
<td>2008-2009</td>
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<tr>
<td>12</td>
<td>Dallas Austin</td>
<td>Contract</td>
<td>$1,000</td>
<td>Austin-Cannon Productions</td>
<td>Co-produced Television Pilot with Percentage Points</td>
<td>2006</td>
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<td>13</td>
<td>KEF Media/Coca-cola</td>
<td>Contract</td>
<td>$50,000</td>
<td>KEF Media/Coca Cola</td>
<td>CocaCola &quot;Environmental Heroes&quot; Documentary for Beijing 2008</td>
<td>2008</td>
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<td>14</td>
<td>Sports and Nutrition Clinic</td>
<td>Contract</td>
<td>$2,000</td>
<td>Market Test of New Product</td>
<td>Audience Response Data and Results</td>
<td>2007</td>
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<td>15</td>
<td>Atlanta Journal Constitution/Access Atlanta</td>
<td>Contract</td>
<td>$2,500</td>
<td>Market Test of New Product (Access Atlanta)</td>
<td>Study Results</td>
<td>2003</td>
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<td>16</td>
<td>Pulseworks</td>
<td>Contract</td>
<td>$10,000</td>
<td>Video Installation for Smithsonian Space Museum</td>
<td>Video at Museum</td>
<td>2003-2004</td>
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**TOTAL**  

$401,460
### Media-Related Jobs - Economical Impact

<table>
<thead>
<tr>
<th>Study Category</th>
<th>Number</th>
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<tbody>
<tr>
<td>Number of MA Students Graduated</td>
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<tr>
<td>Employed in Media Related Industry</td>
<td>48</td>
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<tr>
<td>Jobs Created - Incubated Businesses</td>
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<tr>
<td>Frame Flow</td>
<td>80</td>
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<tr>
<td>Southern Screen Report</td>
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<tr>
<td>Hal’s Digital Mojo</td>
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<tr>
<td>Y Drop</td>
<td>3</td>
</tr>
<tr>
<td>Georgia State University - DAEL</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>97</strong></td>
</tr>
</tbody>
</table>

### Employers of Graduates

CNN, TBS, Crawford Communications, Paste Magazine, Georgia Public Broadcasting, Clark Atlanta University, Georgia State University, SaltRun Productions, Pogo Post Production, Sony ImageWorks, Lockheed In-House Video, Home shopping Network, Weather channel, Television One, Playboy Enterprises (LA), Oregon Public Broadcasting, Seattle Cable Inc.
### ATTACHMENT B

**DAEL Affiliated Faculty & Staff**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department or Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kay Beck</td>
<td>Director</td>
<td>Associate Professor, Department of Communication</td>
</tr>
<tr>
<td>Michael Bruner</td>
<td></td>
<td>Associate Professor, Department of Communication</td>
</tr>
<tr>
<td>Naveen Donthu</td>
<td></td>
<td>Professor, Department of Marketing, RCB</td>
</tr>
<tr>
<td>Ted Friedman</td>
<td></td>
<td>Associate Professor, Department of Communication</td>
</tr>
<tr>
<td>Denis Gregoire</td>
<td></td>
<td>Center for Entrepreneurship, RCB</td>
</tr>
<tr>
<td>L. Gregory Henley</td>
<td></td>
<td>Center for Entrepreneurship, RCB</td>
</tr>
<tr>
<td>Michael Landau</td>
<td></td>
<td>Professor, College of Law</td>
</tr>
<tr>
<td>Greg Lisby</td>
<td></td>
<td>Professor, Department of Communication</td>
</tr>
<tr>
<td>Alisa Perren</td>
<td></td>
<td>Assistant Professor, Department of Communication</td>
</tr>
<tr>
<td>Bruce Seaman</td>
<td></td>
<td>Associate Professor of Economics, AYSPS</td>
</tr>
<tr>
<td>Greg Smith</td>
<td></td>
<td>Professor, Department of Communications</td>
</tr>
<tr>
<td>Ann Williams</td>
<td></td>
<td>Assistant Professor, Department of Communication</td>
</tr>
<tr>
<td>Carol Winkler</td>
<td></td>
<td>Associate Dean for the Humanities, A&amp;S</td>
</tr>
<tr>
<td>Elizabeth Strickler</td>
<td>DAEL Associate Director</td>
<td></td>
</tr>
<tr>
<td>Matt Rowles</td>
<td>DAEL Associate Director</td>
<td></td>
</tr>
</tbody>
</table>
ATTACHMENT C

Summary of Connected Research and Production Facilities

Offices and Meeting Space

3 standard size offices with network and phone connections for center personnel
1 standard size office for Producer-in-Residence.
1 shared conference room equipped for audiovisual presentation/conferencing for center and GEBD companies.

Facilities with Specialized Construction

Production Studio
2500 sq ft or greater with minimum 17 ft ceiling, equipped with lighting grid, small green screen cyc wall, built-in equipment, prop storage system, audio/video connectivity with machine room, editing suites, and theater. Production studio will be used for combination of teaching and center production activity.

Theater and Projection Booth
800 sq ft or greater with minimum 17 ft ceiling, equipped with specialty lighting, projection screen, sound system, projector, audiovisual playback components and routing system, audio/video connectivity with machine room, editing suites, and production studio. The theater is used for a variety of symposia, special screenings, DAEL lecture series, GEBD companies, as well as audience response testing.

Media Editing Suite
150 sq ft or greater, equipped with specialty task lighting, specialized computer workstation with audio-video interface devices, video display, audio playback system, audio/video connectivity with machine room, other editing suite, theater, audience response room, and production studio. Media editing suites will be used for combination of teaching and center production activity.

Audio Recording Studio | editing suite
with adjoining acoustically isolated recording room with connecting window to suite, also includes equipment storage closet, combined spaces to be 525 sq ft or greater, equipped with specialized acoustic treatment, specialty task lighting, specialized computer workstation with audio-video interface devices, video display, audio playback system, audio/video connectivity with recording room, machine room, editing suites, theater, audience response room, and production studio. Audio recording studio | editing suite will be used for combination of teaching and center production activity.

2 Classroom | Lab Spaces
600 sq ft or greater, equipped with specialty lighting, projection screen, sound system, projector, audiovisual playback components, 15 specialized computer workstations with audio-video interface devices. Each Classroom | lab space will be used for graduate teaching in production and
the commerce | creativity area of focus respectively. Commerce | creativity is planned to be funded externally.

**Production equipment checkout | storage room**
Adjoining storage room, combined spaces to be 225 sq ft or greater, equipped with appropriate storage for all center production equipment, including checkout desk, 1 computer workstation, printer, and repair bench. Production equipment checkout will be located in close proximity to exterior building access with loading area, preferably a loading dock with temporary parking.
ATTACHMENT D

DAEL Activity Report to Georgia Research Alliance

1997-2006 on Economic Development and Communication Research Activity

SUMMARY
In 2004, movies, TV episodes, commercials, and music videos accounted for $123.5 million injected into the state's economy. International media production companies, coming to Georgia, can access an extensive industry-specific infrastructure (800 production service companies, 20 sound stages, 50 post production companies, and a crew base of more than 3,000 professionals). As new technologies emerge, the existing industry continues to grow, increasing consumer demand for content.

Digital Arts Entertainment Lab (DAEL) is well positioned to contribute to Georgia’s growth: by replenishing the workforce to fill high-level jobs; by creating new jobs through the Georgia Entertainment Business Development incubation initiative; by supplying business with research data on potential markets for content to be available on mobile and interactive devices; and by producing rich media for these emerging technologies.

I. ECONOMIC DEVELOPMENT

Objectives:
Establish a laboratory site, where computer and media industry professionals, university researchers, and creative content producers can explore applications of digital media and potential markets. Through the convergence of personnel and technology, innovative products develop that are creatively and technologically unique and marketplace driven.

Strategies:
• Attrac new companies or divisions of existing businesses to Georgia through university-industry collaboration.
• Train students and media professionals, as well as Kodak personnel on emerging digital effects technology to create high-value jobs and companies.
• Partner to form mutually beneficial partnerships with public and private corporations, increasing Georgia’s standing as a Production Center.
• Educate - enhance existing academic program at Georgia State University to create high-end creative media products and a skilled workforce to support existing industry and as well as attract new business.
• Produce new media content through DAEL’s “Producer-in-Residence” program.
• Incubate media arts related companies through Georgia Entertainment Business Development at DAEL, creating new job opportunities in Georgia.

Resources Required – $2.7M:
• Kodak’s Cineon Film Scanner/Recorder/Digital Effects System including audio-video routing, advanced high speed networking infrastructure, and data storage
• Specialized Renovation and Construction including a Central Equipment Room, Two Digital Editing Suites, Two Multi-Seat Computer Labs for Digital Effects and Editing, an Insert Stage and Blue Screen Studio with permanent studio lighting infrastructure and fixtures, and an Audio Post Production Suite.
• Film Cameras, Professional Lighting and Grip Equipment for on and off-site production.
• Added High Definition (HD) production and post-production capacity.

Outcomes:
• Brought a new division of Kodak to Georgia. This residence lasted for approximately two years until Kodak dissolved the division and discontinued support for the Cineon Film System. Prior to the implementation of Kodak’s training program, this initiative was terminated. The Kodak System was sold to an effects company based in California; DAEL retained the right to contract use of the system at no cost.
• DAEL was instrumental in orchestrating support necessary to pass GA House Bill 539, providing aggressive tax incentives to media producers, including games and animation. DAEL continues to function as an integral part of Georgia’s Film, Video, and Music Initiative.
• Hosted and organized the Future of Entertainment Forum, an international conference on emerging technologies and new business models, speakers from Scientific Atlanta, Turner, and Coca-Cola.
• Created and distributed media projects for education, internet gaming, and museum exhibits through mutually beneficial partnerships with Georgia Public Broadcasting, Klaus Entertainment, and Pulseeovks.
• Secured funding for the documentation and preservation of Georgia History: The Carter Center, The William Breman Jewish Heritage Museum, and Luckie Street, Inc.
• Developed academic curriculum to incorporate new acquisition and mastering technologies into the media production track. Students create over 40 locally and nationally recognized media projects per year. Georgia has employed approximately 75 of our alumni in media-related industries.
• Established “DAEL Presents” series, enhancing academic program by providing sponsored Master Classes with industry veterans and professional organizations such as SMPTE, NAB, AICP, NATAS.
• The “Producer in Residence” Program has supported various media projects, including nationally broadcast programs for CNN and Frontline. Most recently, this program culminated in the establishment of a Venture Fellow position, relocating Robert Townsend, Hollywood director-actor and CEO of Production at the Black Family Channel.
• Currently incubating six media companies in DAEL’s GEBD. Example: FrameFlow LLC—recently awarded a contract for digital effects for upcoming Sony Pictures Entertainment film, Adam Sandler’s *Click*. 
II. COMMUNICATION RESEARCH

Objectives:
Develop a facility where marketing professionals, content providers, and academics conduct applied research and evaluation of original content, distribution technology and market reception.

Strategies:
• *Create* a research center with facilities to test various aspects of digital media production, distribution, and audience perception.
• *Conduct* research on potential markets for various regional and national media productions.
• *Function* as a testing center for research universities and industry, to study relationships between format, technology, and content.
• *Facilitate* academic research involving cognitive and behavioral responses to visual stimuli.
• *Develop* collaboration between DAEL and Institute of Urban Public Health to produce and test public health messages.

Resources Required - $1.8M:
• Specialized Renovation and Construction for a multi-purpose 38 Seat Audience Response Theater (ART) able to display and test Film, HD, Computer video, and 5.1 Surround Sound
• Renovation and Installation of larger capacity Heating Ventilation and Air-Conditioning System for DAEL Facilities
• Audience Perception Analyzer System for ART
• Eye and Head Tracking Systems for ART
• Motion Capture System (housed in Neuroscience Lab)

Outcomes:
• Completed design and installation of Audience Response Theater.
• Tested marketing campaigns for Coca Cola, AJC and GDITT as well as feature films for Lions Gate Films, distribution companies, and independent production companies.
• Completed funded research for National Association of Broadcasters and Japanese Television on audience perception of various capture formats including film, digiBeta and HD.
• Tested content delivery systems including Internet2 and HD using Internet protocols with Georgia Institute of Technology’s Interactive Media Technology Center (IMTC).
• Presented report on the delivery of HD Video between Atlanta and Washington D.C for an Internet2 conference.
• Collaborated with Emory to research the direction of attention to sexually violent imagery using the Eye and Head Tracking System.
• Facilitated University of Kansas study on responses to graphic violence in film and television using ART and the perception analyzer system.
• Partnered with GSU’s Social Neuroscience Laboratory to study reciprocal influences of the body and mind using computerized motion capture.
• Created a series of grant-supported health films to promote awareness about breast cancer, sexually transmitted diseases, fertility and smoking, in underserved populations.
• Secured full-time faculty position in Health Communication Research
NOTES & CONTEXTUAL INFORMATION: These goals and objectives are taken from the Department of Communication’s 2003 self-study.
I. Teaching

A. Goal One: Replace the visiting faculty in the Department of Communication with tenure track faculty.

As recognized in the University Strategic Plan, the first principle of strong pedagogy is an adequate faculty for “the size of the program as assessed by weighted credit hours and/or programmatic strength.” The College strategic plan acknowledges that the new Ph.D. program in Communication will “require additional faculty.” Currently, the Communication Department relies on one visiting assistant professor (with a five course load), and 12.5 visiting instructors (with a seven to ten course load) to meet the demand for communication courses. While these instructors help cover pressing undergraduate class needs, they do not provide program service or boost the department’s scholarly reputation. The result is one of the highest student-to-faculty ratios in the university. The department has an average undergraduate advising load of fifty-two students per tenure track faculty/lecturer, and an average graduate advising load of 7 students per graduate faculty member.

Objective A-1: Hire fifteen tenure track faculty over the next five years. Faculty will be hired in areas related to the doctoral program emphases and high demand areas of the masters and undergraduate programs. Required resources: $675,000.

Objective A-2: Create a diversity committee to advise the chair on hiring and retention strategies for underrepresented groups. The department is committed to increasing the cultural and ethnic diversity of the faculty through aggressive recruitment and changes in its hiring practices designed to produce results that better reflect the ethnic and racial diversity of the student population. While progress has been made in certain areas of diversifying the faculty, the percentage of tenure-track African-American faculty remains too low. No required resources.

Objective A-3: Add additional GTA stipends to cover remaining undergraduate courses currently staffed by visiting instructors at the 1000 and 2000 levels. In some cases this will require dividing classes of 120 students into groups of 30 students more suitable to graduate student teaching abilities. Required resources beyond current Visiting Instructor (VI) funds: $40,250.

Objective A-4: Stop additional program expansion by incrementally adjusting minimum GPAs for entry into the department’s 3000 and 4000 level courses. In the spring of 2003, the department for the first time implemented a minimum GPA requirement, but still grew its credit hours by 10% over the figures of the previous spring. Annually, the enrollment impact of the current GPA requirement should be assessed, with increases in minimum requirements made as needed to produce a flat growth projection. No resources required.

B. Goal Two: Position the department’s Ph.D. program to be recognized as a top twenty program nationwide in the next five years. The College strategic plan indicates “it plans to continue its development of excellence in its communication programs.” Toward that end, we recommend:

Objective B-1: Hire above the rank of assistant professor in five of the fifteen hires requested in Objective A-1. With only three full professors (and several others in the pipeline), the doctoral programs needs senior faculty to gain national prominence. At a rate of one per year,
over the next five years, the total additional resources needed above those requested in A-1 would be $75,000.

**Objective B-2**: Raise the visibility of the program and faculty throughout the communication discipline at the national and international levels. In addition to hiring excellent faculty, the department needs to bring attention to the accomplishments of its current faculty and students. Attracting visiting fellows and artists, hosting academic conferences, national announcement of faculty awards and grants, improved recruitment materials, website enhancements, screenings of faculty/student work, attracting the participation of high quality faculty from related programs within the university, and increasing current faculty opportunities for grants and research projects should all contribute to enhancing the reputation of the program outside Georgia State. Continuing the department’s present success in the recruitment of highly qualified minority and international students will also help bring visibility to the program while filling critical needs within the broader community. Total resources needed: $50,000

**Objective B-3**: Provide support for graduate student travel to regional, national and international conferences. Currently, the department’s doctoral students receive a maximum stipend of $250 to present their research at professional conferences. Both for the visibility of the program and personal success of the graduates, doctoral students should receive a minimum of $500 in professional development support. Total resources needed: $10,000, unless VI professional development funds are diverted as shift to GTAs occurs

**Objective B-4**: Limit the number of courses that graduate students teach per year to the equivalent of 4 three-hour courses. Currently, demand for communication classes is so high that 32 graduate students at the masters or doctoral level taught an annual load that exceeded 12 hours, some by as many as nine hours. A plan sufficient to remedy the situation would be to add 9 graduate teaching assistantships at $15,000 that would each teach 12 hours for a total cost of $135,000.

**Objective B-5**: Expand the programmatic offerings at the graduate level. Currently, one quarter of the graduate courses in the Communication Department are cross-listed with undergraduate courses due to faculty shortages. A concerted effort needs to be made to reduce, if not eliminate, the cross-listing of courses between the undergraduate and graduate level. No additional resources will be needed beyond the faculty requests in Objective A-1.

**Objective B-6**: Raise standards for admission into the doctoral program. Entering its fourth year, the doctoral program has adopted an aggressive recruitment strategy to create a cohort large enough to produce stand-alone doctoral courses. Having now achieved that objective, the program should shift to a highly competitive selection process for incoming students. No resources needed.

**Objective B-7**: Continue revision of doctoral advising procedures. As students are now beginning to take comprehensive examinations and work on their doctoral dissertations, continued assessment of policies and procedures will be needed to ensure adequate mentoring. No resources needed.

C. **Goal Three: Further enhance other graduate programs.** The University strategic plan calls for “emphasizing interdisciplinary and multidisciplinary connections as complementary extensions of its established disciplinary strengths.” Working with faculty in the School of Art and Design, the department is piloting a joint MFA program. A three-year MFA terminal degree program would enhance the strength of student production portfolios and the marketability of their credentials, as well as the national recognition of the program itself.
Objective C-1: Create a joint committee between the School of Art and Design and the Communication Department to develop policies regarding admissions, space utilization, equipment usage, degree requirements, advising, etc. No resources needed.

Objective C-2: Have the School of Art and Design and the Department of Communication assess implementation of the pilot MFA program, in areas such as student demand, availability and currency of lab resources, faculty workload, etc. Afterwards, the two groups should make a joint recommendation to the Dean’s office to institutionalize or discontinue the program. No resources needed.

Objective C-3: Upgrade the air conditioning in digital arts lab in 1 Park Place. Recent renovations to the police department in 1 Park Place covered two air conditioning vents that supplied rooms 200 and 202, the computer labs for digital arts. Temperatures spike to highs that result in malfunctioning computer operational systems. Resources needed: an assessment by Facilities/Planning and then an upgrade through foundation resources.

Objective C-4: Develop an enrollment plan that reduces the number of accepted masters students until tenure-track faculty are commensurate with the service load. Tenure track faculty in the department now have a ratio of 1 to 7 for graduate students, which far exceeds both GSU and national norms. Raising standards and reducing the number of incoming students should result in better advisement to students and needed time for faculty to meet their other responsibilities. No resources needed.

D. Goal Four: Enhance undergraduate programs.

Objective D-1: Enhance the teaching laboratories to be technologically appropriate for career paths available to majors. The college strategic plan identifies as one of its shared goals to “provide students with the fundamental training necessary for a technology-based society by improving technology access and effectiveness.” Given the federally-mandated shift from analog to digital technologies in the broadcast and film industries by 2006, coupled with the rapid growth of the majors, the department’s labs are no longer sufficient to train students for their careers. Our plan would be to upgrade 307 CS (with a focus on web development/desktop publishing) and 119 GCB (with a focus on video-editing). Additionally, we would create an open lab in 107GCB so film and journalism students will have access to equipment when classes are booked back to back in the department’s other labs. Total cost: $1.2 million from both internal and external sources.

Objective D-2: Gain access to space appropriate for theatrical productions, acting studio performance, and theatrical equipment storage. The University strategic plan recognizes “An increase in the quantity and quality of space is needed, especially more classroom space to accommodate additional growth in student enrollment.” The growth in the number of acting classes has meant that several classes each semester cannot gain access to the theatre in 116 Alumni Hall (which also doubles as the space to build theatre sets, rehearsal space, and performance space, as well as classroom space). These classes are assigned to regular classrooms that lack space for movement, stage combat, etc. The requests from campus drama groups to have access to the Alumni Hall theatre also exceed capacity. A temporary solution prior to the completion of the new Humanities building would be for the department to gain access to the black box theatre in the basement of the Rialto for two afternoons per week and a number of weeknights and weekends to allow needed rehearsal and performance time. An alternative space would be use of the Recital Hall. Storage space would be most appropriate in Alumni Hall.
Objective D-3: Gain access to a dedicated screening room with DVD capabilities for film showings. Instructors of film studies courses currently have no ability to screen films outside of regularly scheduled lecture hours, leaving them little time to impart the critical and analytical skills of the field. A dedicated classroom would permit screenings during lab hours, freeing faculty to provide a more challenging academic experience for the more than four hundred students who enroll in film classes each semester.

Objective D-4: Formalize the support of the Honors program. Our department already offers numerous courses designated for Honors by the College program, but we could increase visibility, student motivation and quality of admissions by developing an honors system within the department. No resources needed.

Objective D-5: Develop a joint concentration in technical theatre with Emory, Kennesaw and Perimeter College allowing the three universities to share instructional resources. The university strategic plan indicates “Georgia State will seek to strengthen existing areas of collaboration with sister institutions in the University System of Georgia.” This program would permit the sharing of faculty resources to allow students to major in technical theatre in an efficient manner. No resources needed.

Objective D-6: Improve undergraduate advisement process. The major concern of current undergraduate students is the advisement process. With a ratio of faculty to student of 52 to 1, the problem is likely to continue. The Undergraduate Studies Director, in consultation with the Undergraduate Studies Committee, will devise a revised system that will produce more faculty availability for walk-ins during Phase I, II, and III registration periods. Additionally, two graduate assistants should be added to increase the GLA advisement coverage from the current 20 hours per week to 40 hours per week. Resources needed: $12,000.

Objective D-7: Continue appropriate revisions of curriculum within each major. Curricula for each major tend to date with time and with changes in faculty, and the curriculum should reflect the strength of the available and intended tenured faculty.

Objective D-8: Develop course directors and mentoring for multi-section, lower division course offerings in the areas of film, journalism and theatre. Such directors already exist for Spch 1000 and Spch 1500. Expanded across the department, such appointments would help standardize course expectations across multiple sections and build a common academic foundation for upper division courses. Resources needed: four course releases for tenure-track faculty.

Objective D-9: Better coordinate related student group activities with departmental faculty advisement and/or courses and programs. Departmental faculty serve, as they have for years, in various advisement capacities related to student-sponsored theatre, debate and media programs, as well as the Presidential Assistants program. While this kind of advisement will continue, it does require continuous attention and deserves recognition in the area of faculty contributions.

Objective D-10: Continue to develop the student internship program at all levels. Particular focus on the speech and theatre areas is needed where internships are not as readily available. Development will also involve the more active recruitment of the department’s majors into the program. Over the past decade, the annual number of interns has grown by 52% to sixty-four, but more opportunities are available for departmental majors. No resources needed.

II. Creative and Scholarship Activity

A. Goal One: Enhance opportunities for the continued production of high level creative and scholarly work.
Objective A-1: Continue support for departmental high-end research facilities. The College Strategic Plan indicates that “The University will support [the DAEL facility] so that it becomes (1) the nation’s preeminent educational facility for creating cutting-edge content for digital media environments and (2) a nationally recognized model for collaboration between the academy and industry in training and applied research for digital media industries.” To accomplish this objective, the university needs to continue its advocacy for additional Georgia Research Alliance funding to support the creation and audience reception of digital imagery, as well as continue to support the hiring of faculty into the area. No internal resources needed beyond support for faculty hires mentioned in Teaching Objective A-1.

Objective A-2: To increase the computer staff personnel available for faculty research/creative work needs. The University strategic plan recognizes the need for “Technical staff … to provide additional support to faculty students with both hardware and software.” Currently the neighborhood computer support person allocated for departmental needs is responsible for the repair and maintenance of 250 computer workstations. Instructional labs tend to take priority, leaving faculty unable to use their desktops for weeks at a time. One additional computer support person for the area would cost $40,000.

Objective A-3: Upgrade faculty computers to the minimum College of A&S standard. Currently twenty of the faculty’s computers fall below the standard of a Pentium II. The outmoded machines make it difficult for faculty to access on-line resources within a reasonable time frame and make it difficult to take advantage of university upgrades in available computing resources. Resources needed: $30,000.

Objective A-4: Increase research and creative projects monies available to the department within the university. Summer research funds and support of course releases during the regular academic year have been invaluable tools to boost scholarly and teaching work. Given that many of the department’s course limits exceed national standards and that the service load on the faculty is high due to lack of tenure track faculty, enhancements in summer support and workload releases are needed. Resources needed: $25,000.

Objective A-5: Increase external grant and fellowship monies to the department. Faculty need to take more advantage of the opportunities available centrally to develop fruitful avenues of external support. Mentorship grants, research initiation grants, and research enhancement grants should all be targets for developing external proposals. No resources needed.

Objective A-6: Provide the department with an equipment maintenance fund. In recent years, the department has attracted more than two million dollars for equipment purchases. Without a maintenance fund, the life of this equipment will be substantially shorter than its potential. Estimated cost: $50,000 in ongoing operational support.

III. Service

A. Goal One: Enhance the department’s service mission within its community

Objective A-1: Foster international collaborations. Departmental faculty will continue to seek external support for journalism training internationally, with an emphasis on the Middle East and North Africa. Faculty will also continue to work in international initiatives through participation in the University System’s European Council Student Abroad Programs and

Objective A-2: Continue to seek external support for the National Debate Project, a consortium of Emory University and Georgia State to bring the advantages of debate to underserved populations. Resources needed: Space (approximately four office size rooms for the debate center).

Objective A-3: Build local community-based initiatives. The department will invite applications for non-profit organizations in Georgia to compete for selection as the client for the community-based media production courses. Also, the GrandPanther program, supported by both the Communication Department and the Gerontology Center, will continue to directly connect the university to older adults in the community, allowing those individuals to serve as research subjects and have a creative/intellectual outlet. The department also plans expanded outreach with the regional and state arts community. No resources needed.

Objective A-4: Produce underrepresented and international faculty for the communication field. Given that the department was ranked in the top 10 programs nationally for graduating African-American journalism undergraduates, the program is well-positioned to recruit and graduate much needed minority faculty for the future. The plan would be to identify high-quality undergraduates in our own department, African American Studies, Asian Studies Center, Center for Latin American and Latino Studies, and the Atlanta University Center for a targeted recruitment effort. Further diversifying the faculty (Teaching Objective: A-2) should also attract additional underrepresented and international students into the department, both because of their mentorship abilities and common scholarly interests. No resources needed.

B. Goal Two - Improve alumni relations

With more than 3,000 alumni in the metro-Atlanta area alone, the department has placed an insufficient emphasis on connecting with its former students and building its development program. Attempting to correct the problem, the department plans:

Objective B-1: Develop an email distribution list and a page on the department’s website for departmental alumni and current students to announce events, job positions, and relevant information for alumni. No resources needed.

Objective B-2: Build a database of accurate information on addresses, giving patterns, and attendance at departmental functions to expand alumni support to the department’s programs. No resources needed.

Objective B-3: Produce a departmental newsletter for annual distribution initially to the alumni in the metro-Atlanta area and targeted alums outside of the immediate locale. No resources needed.
Action Plan

The Department of Communication’s Action Plan is derived from the Departmental self-study, external reviewer’s report and the APACE report.

Progress Report post-2002 Self-Study

The Communication Department has continued to experience credit hour growth since the departmental self-study. From FY03 to FY 04, the department’s credit hours increased 3% and now stand at 37,107. By the fall of 2003, the number of active undergraduate majors expanded to 1456 and the number of active graduate students expanded to 165. Of the total number of graduate students, 41 are now doctoral degrees and 124 are pursuing master’s degrees students. The first graduate of the Ph.D. program will happen in the Spring of 2004.

The staffing available in the fall 2004 includes 7 full professors (including one who serves as chair and one as Assoc Dean), 10 associate professors, 10 assistant professors, five lecturers, three partial contract employees (two at .56 EFT and one at .38 EFT), 8.5 visiting instructors, and six adjunct faculty per year. The ratio for tenure-track faculty (excluding the chair and associate dean) to students is 1: 65 (The ratio of faculty to undergraduate major is 1:58. The ratio of faculty to graduate students is 1:7).

The department’s progress on its self-study goals to date includes:

1) **Reduction of Visiting Instructors.** The department has reduced the number of visiting faculty to 8.5 since the time of the self-study. The department has created a diversity committee to facilitate the hiring and retention of a more diverse faculty. Since the committee’s inception, the department has added one Egyptian and one Italian American. One African-American was recommended but the salary offer was not market competitive.

2) **Position the PhD program to be ranked as a top 20 program in five years.** The department has hired two tenure track faculty during the period and has converted some of visiting positions to doctoral graduate student stipends. The added faculty members have strengthened the two target areas of the doctoral program: public communication and moving image studies.

Visibility has been improved by the accumulation of faculty awards. Since 2002, departmental faculty have won the American Journalism Historical Association’s top book award, the National Communication Association’s Investigator Award for best junior faculty member in communication and rhetorical theory, the Southern Communication Association’s Outstanding Teacher Award, and the 12- State Southeast Region Top Debate Coach Award. Faculty have also been named a regional representative for the Kennedy Center’s American College Theatre Festival and received a top three paper award in the Mass Communication Division of the National Communication Association Convention. During the same time period, faculty published or had ten books placed under contract with Cambridge, Routledge, Temple, New York University, SUNY, Texas, Kansas, and
Texas A&M presses; had forty-five articles published or accepted for publication, and attracted $579,990 in external funding (excluding GRA funding).

The Department has approved a comprehensive examination guide for its doctoral students and has implemented doctoral advising committees to improve the advisement process. Annual meetings to assess progress in research, teaching, and academic records have been instituted to ensure graduate student progress.

3) **Further enhance other graduate programs.** The department has worked with the School of Art and Design to pilot a joint MFA program in filmmaking. The first class was accepted for the fall of 2003. An admissions committee was established and a degree program was negotiated. Since the time of the self study, faculty working in film/video had two national screenings, won one national award, and had three films placed under distribution contracts. Students participating in the program or the department’s MA in digital film/video had their work accepted for screening at 22 festivals and won 3 documentary film awards.

In the fall of 2003, the department began its implementation of policies to reduce master’s level admissions by 50%. Despite the more rigorous admissions standards, a high yield of admits, combined with increased activity by previously accepted students, resulted in a growth in the graduate student hours. The MA track curriculum has been reviewed and discussions for strengthening the program are underway.

4) **Enhance undergraduate programs.** Successful student tech fee proposals have resulted in the upgrading of the James Cox Jr. Multimedia Laboratory and a digitization of the broadcast journalism/film/video facilities. One editing lab was added to the two previously dedicated labs in the Department of Communication. Curriculum development continues on an annual basis and a course director was instituted for the Film 2700 course in the core curriculum. Undergraduate advisement and our internship program have been consolidated to a central location on the 8th floor of 1 Park Place.

5) **Support creative and scholarship activity.** The department secured modest GRA funding for the Digital Arts and Entertainment Laboratory as its awaits the results of the GCATT strategic plan. Ten faculty computers were upgraded to university standard; computers rotated out of undergraduate student labs were placed in graduate student work areas.

6) **Enhance the department’s service mission within the community.** The department’s international initiatives since the self-study have included the submission of a grant to create a three year affiliation with Lebanese University, participation in the University of Georgia European Union Study Abroad Program, receipt of a grant to further collaborative research projects with educators in Egypt, a collaborative theatre project with an Egyptian playwright and the introduction of a study abroad course in Cuba.

The solicitation of enhanced external support for the National Debate Project has also been successful. Commitments from the Arthur Blank Foundation, the UN Foundation, the
Harland Foundation, the Wachovia Foundation, TechBridge, the Atlanta Falcons, Suntrust Bank and the Metro Atlanta Boys and Girls Club have been earmarked for the coming year. In June 2003 the university hosted the National Forensic League national speech and debate championships, which brought 5000 visitors to campus for a full week and generated $5 million in economic development for the metro-Atlanta community.

Local community-based initiatives have also been jumpstarted. Theatre faculty are writing plays for Underground Atlanta and the MLK Center for Nonviolent Social Change. They have also worked collaboratively with Atlanta theatre companies such as Theatrical Outfit and Theatre Horizon. DAEL has supported the Mirror Project, a series of videos produced within local communities to raise consciousness about various societal challenges.

Finally, the department has made strides in helping the communication field produce more underrepresented and international faculty. As a recent example, in collaboration with a Pew Charitable Trust initiative and faculty colleagues at Purdue University, 17 classes at GSU and Atlanta’s historical black colleges were visited to recruit minority candidates into the field.

**Recommended Action Plan**

1) **Enhance Enrollment Management Strategy.** Both the external reviewers and APRC recommend that the minimum GPA be raised to 2.5 for students wishing to take 3000 and 4000 level courses in journalism and film/video. Institutional research predicts that the impact will be a loss of 370 students, with the remaining total of active majors at 1086. If the action does indeed produce the drop in majors, the resulting ratio of faculty to active undergraduate majors would drop to 1:43. If not, the department recommends continuing to increase the minimum GPA until those numbers have been achieved. The reduction in needed courses in the journalism and film/video majors have been considered in the tenure-track faculty/graduate student plan presented in the remainder of this plan.

Both the external reviewers and the APRC recommend that admissions into the Masters program be cut in half. Since the department’s implementation of a similar admission cut in FY 04 yielded a 4% increase in the graduate credit hours taught over FY 03, the Department recommends no immediate decrease in scheduled sections. Additions in the doctoral program, coupled with closer oversight regarding maximum time limits for graduation, should continue to compensate for (if not expand) the reduction in master’s level graduate credit hours. With an intended expansion to 60 doctoral students, the projected faculty to graduate student ratio will be 1:6.

The resulting faculty to student ratio (assuming no additional hires) would be 1:50.

2) **Significantly add to the Tenure Track Faculty.** The external reviewers indicate that “the overall goal of expanding the present number of tenurable and tenured faculty by 15 is not only realistic but a necessity if the department is to meet its legitimate goals.” The APRC requests a plan of specific hires tied to student demand, funding offsets, a timeline, and hiring priorities. Assuming the enrollment management strategy is implemented in
full, the department requests 13 lines at a rate of a three per year. These twelve positions would be over and above retirement, replacement, and the already approved position for the Director of Audience Research Position for the DAEL.

The intended target for full-time faculty is forty-one tenure track faculty and five lecturers. The overall ratio of tenure track faculty to students would be 1:33 (The resulting faculty to undergraduate ratio would be 1:29. The faculty to graduate ratio would be 1:4).

The hiring plan outlined here includes a shift from one lecturer currently assigned to the speech area of the department to one in the film area. This will anchor a second lecturer in the popular Film 2700 courses (currently nine sections capped at 120 are taught each semester), and allow graduate students to fill breakout sections for Film 2700.

3) **Enhance Graduate Student Support**

**Additional Doctoral Program Assistantships**
Both the external reviewers and the APRC recommend additional funding for graduate assistantships. Currently the doctoral program in communication is capped at 40 students due to lack of additional stipend support. An additional $340,000 would be needed to fully fund the target of 60 full-time doctoral students, provide health insurance for them, and ensure a partial transition away from the currently high number of large lecture classes taught by visiting instructors (21 per year).

**Drop the number of courses taught per year by each Communication fully-funded GTA by one.** Currently, Communication GTAs teach 12 hours of courses per year, a load equivalent to or exceeding the vast majority of tenure track faculty at the university. While the external reviewers and the Senate were silent on the department’s request to lower these loads, the change is essential if Communication doctoral students are to graduate from G.S.U. with appropriate research records. The shift would result in the phase out of 30 communication courses, but since these are core curriculum courses, the vast majority of the reduction could be assumed by departments contributing to Area B of the core curriculum.

4) **Facilities Acquisition and Maintenance**

**Addition of one dedicated computer lab**

**Need:** Both the external reviewers and the APRC committee recommend the need for additional dedicated computer lab space. Instructors teaching courses requiring dedicated high end equipment (i.e. desktop editing/publishing, video editing, broadcast journalism, web design) cannot assign homework because of the lack of available lab time for the students to work outside of class. The department has a current ratio of 1 dedicated workstation to 26 students. To support comparable academic programs, Washington State has a ratio of 1:10; Arizona State and University of Memphis have 1:7; and SIU has a 1:2.5 ratio.
Solution: The department recommends that the university allocate 107G from the university inventory for renovation into a dedicated computer lab. This would consolidate all departmental labs related to media on the ground floor of GCB (with the James Cox Jr. Multimedia Lab in 307 CS as the sole exception).

Addition of a dedicated screening room

Need: Both the external reviewers and the APRC committee recommend that the university provide one dedicated media-equipped room for film/video majors. Without forty copies of any one film simultaneously available in the university’s media center for checkout prior to class, too much time in film studies courses involves the showing of films prior to class discussion. Further, current projection in media equipped classrooms is substandard for film/video courses due to the university’s need to meet multi-purpose image projections.

Solution: Georgia State should designate one DVD equipped classroom that holds 40 students (currently available in GCB and Aderholt) to the Communication Department to permit out-of-class showings in support of fifteen film studies courses per semester. Film studies courses will shift to lecture/lab formats, resulting in a drop in the number of hours of room availability required to support the 15 studies courses each semester.

The APRC suggestion that Alumni Hall 118 be converted to this use is unfortunately not feasible in the near term, due to that room’s currently extensive utilization as a large classroom for the fine arts core curriculum, its use as a laboratory for building sets, its function as rehearsal space for productions, and its primary purpose as a venue for a variety of student organization and academic group theatre productions.

Upgrade air conditioning in 200 and 202 1 Park Place

Need: Neither the senate nor the external reviewers make a recommendation either way about the need for additional air conditioning for labs housed on the 2nd floor of 1 Park Place. GRA funds have been used both to purchase hundreds of thousands of dollars of equipment in these rooms and to install the air conditioning plan approved by facilities planning. Nevertheless, excessive heat currently creates equipment shutdown that results in the loss of student, faculty and community-based projects, as well as substantially shortens the functional life of the equipment.

Solution: We recommend an earmark from 1 Park Place rent revenue to purchase enough coolant to stabilize the lab environments and lengthen the usability of the machines to their expected life cycles

Renovate Alumni Hall 118/110 to meet safety standards

Need: Both the external reviewers and the APRC committee recommend a renovation of Alumni Hall 118 to ensure the safety and the room’s functionality for all students, performers, technical personnel, etc. Current rigging is past its expected lifespan;
hundreds of students take classes in the room without the benefit of desktops; and the carpeting has holes and is fraying throughout the theater. Alumni Hall 110, while originally unmentioned in the self-study, is a support room for the theatre that has substantial mold growth that poses a health risk to faculty and students.

**Solution:** Estimates for the replacement of the current hand winch rigging system is $135,000-$185,000 (source: BMI Supply), for the removal and installation of new seats/tablet arms/ADA arms is $79,500 (source: Kim Bauer), for the replacement of the carpet is $18,600 (source: Kim Bauer), and to replace the carpeting and other cloth items in Alum Hall 110 infected with mold is $11,541.45 (Source: GSU). Total Cost: $294,641.45

**Contiguous Office Space for New Hires**

**Need:** If implemented, the action plan would require an additional 19 offices. Twelve would be for tenure track faculty, 10 for shared offices for doctoral GTAs (five of which would come from the unneeded VI offices currently assigned to Communication in 10 Park Place), and two for staff.

**Solution:** APCR recommends that the department be provided contiguous office space for additional tenure track lines in 1 Park Place. Staff offices should also be in 1 Park Place. The remaining five doctoral offices could be housed in 10 Park Place or 1 Park Place.

5) **Support for continued production of high level creative/scholarly work**

**Add a full-time computer support staff member.**
Both the external reviewers and the Senate recommend additional computer support for the Communication Department, given that the current support for 250 machines is one full-time staff member. The in-house demand for reliable access to high-end computing by journalism (desktop editing) and film (editing and post-production) students make this an urgent priority which cannot be solved without departmentally dedicated staff support.

**Provide $15,000 increased operational support.**
The department requests an additional $15,000 be added to the operational budget to cover annual increases in the insurance and maintenance costs for television/film/video cameras and high end digital equipment and the research/computing needs to support the growth of the doctoral program.

**Add a Research Coordinator II position to the department.** Despite the growth in the department’s success in acquiring external funding for its various projects, Communication currently lacks staff personnel to help facilitate an expansion of those opportunities or, in some cases, to implement the specifics of various funding opportunities. The grant activities of CIME offer an example, due to the State Department’s unwillingness to provide staff support monies. The external reviewers supported this request,
recommending an additional $135,000 for the personnel/operational budget of the Center for International Media Education.

Budget

FY 2005- Anticipated 4 lines:
- one Assist/Assoc Prof, tenure track line from Urban Health RFP - Health Comm
- one Asst Prof tenure track line - TV Studies: high demand/ conversion NTT-TT
- one Asst/Assoc Prof tenure track line in Race/Ethnicity: VI conversion + Min. Recruit Funds
- one Lecturer, Basic Course Dir, Spch 1000 - replacement line for Braden

GTA: $24,000

New Funding Required

FY 2006
Conversion of 1 VI to 2 TT faculty lines
\[ ((51,500 \times 2) - 27500) + .30 \text{ fringe} \] $98,150
Conversion of 1 VI to 1 Lecturer
\[ 37500 - 27500 \] $10,000
Technical and Research Support ($35,000 + .30 fringe) $36,050
Operational budget to support new faculty and 1/5 of Operational increase request $12,000
Conversion of .5 VI to 2 doctoral GAs $16,250
\[ 15,000 \times 2 - 13,750 \]

FY 2007
Conversion of 1 VI to 2 TT faculty lines
\[ ((53,045 \times 1) + (48,801 \times 1) - 27,500) + .30 \text{ fringe} \] $96,649
Operational budget to support new faculty and 1/5 of Operational increase request $9,000
Conversion of .5 VI to 2 doctoral GAs $16,250
\[ 15,000 \times 2 - 13,750 \]

FY 2008
Conversion of 1 VI to 2 TT faculty lines
\[ ((54,636 \times 1) + (50,265 \times 1) - 27,500) + .30 \text{ fringe} \] $100,620
Operational budget to support new faculty and 1/5 of Operational increase request $9,000
Conversion of .5 VI to 2 doctoral GAs $16,250
\[ 15,000 \times 2 - 13,750 \]

FY 2009
Conversion of 1 VI to 2 TT faculty lines
\[ ((56,275 \times 1) + (51,772 \times 1) - 27,500 + .30 \text{ fringe} \] $104,711
Operational budget to support new faculty and 1/5 of
Operational increase request $9,000
Conversion of .5 VI to 2 doctoral GAs $16,250
([15,000 x 2] - $13,750)

FY 2010
Conversion of 1 VI to 2 TT faculty lines
[$53,325 x 2] – 27,500 + .30 fringe $102,895
Operational budget to support new faculty and 1/5 of
Operational increase request $9,000
Conversion of .5 VI to 2 doctoral GAs $16,250
([15,000 x 2] - $13,750)

1. Television Studies
2. Race/Ethnicity Studies in Communication
3. Health Communication
4. Media Industries, with emphasis in political economy
5. Media Theory with emphasis in cultural studies
6. Non-European Film and Television Studies
7. International/Intercultural Studies
8. New Media
9. Critical Political Rhetoric
10. Performance Studies
11. Social Science Theorist at Mass Media/Interpersonal Communication Intersection
12. Film/Video Production
13. Argumentation/Director of Debate
APPENDIX D1
Learning Outcome Statements and Assessment Plans

NOTES & CONTEXTUAL INFORMATION: Learning Outcome Statements and Assessment Plans for the last three academic years are arranged chronologically by area, as follows:
Georgia State University
Detailed Assessment Report
2006-2007 Communication Assessment of the Core

This assessment was completed in 2006-2007 as part of the assessment of the Speech major.
Georgia State University
Detailed Assessment Report
2007-2008 Communication Assessment of Core

Mission/Purpose
The Department of Communication is firmly committed to the goals of academic excellence, strong research programs and international relevance set forth in the Georgia State University’s Strategic Plan. The Department encompasses multiple professional, creative and research traditions, all of which are organized around the idea that central to the human experience is the use of symbols for the purpose of making and understanding meaning. As an academic unit, the Department is committed to cultivating a deeper appreciation of the creative and intellectual traditions of communication by providing students with critical thinking and media literacy skills, enhancing students’ oral, written and visual communication processes through participation in cutting edge scholarly and artistic programs and collaborating with and enhancing the local, state, regional, national and global communities related to communication. Note: The Department has about 1,400 undergraduate majors; 108 major in Speech Communication.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans
O 0: Oral Communication in the core
Students will demonstrate the ability to: 1. Choose and narrows a topic appropriately for the audience and occasion. 2. Communicate the thesis/specific purpose in a manner appropriate for audience and occasion. 3. Provide appropriate supporting material based on the audience and occasion. 4. Use an organizational pattern appropriate to the topic, audience, occasion and purpose. 5. Use language that is appropriate to the audience, occasion and purpose. 6. Use vocal variety in rate, pitch, and intensity to heighten and maintain interest. 7. Use pronunciation, grammar, and articulation appropriate to the designated audience. 8. Use physical behaviors that support the verbal message.

Associations:

General Education or Core Curriculum:
2 Oral Communication

Institutional Priorities:
2.21 Applied focus based upon a strong foundation of excellence in the liberal arts and sciences

Strategic Plans:
President, Georgia State University
1.2 Undergraduate Experience

Related Measures:
M 0: online and in class assessments in Speech 1000
As recommended in the 2006 report, we continued to collect data on two measures of communication apprehension through the online component of our custom Speech 1000 textbook in Human Communication. Beginning in fall 2006, we began using a new textbook through Pearson Custom Publishing. As in previous semesters, students completed the PRCA-24 and WTC surveys online. Competent Speaker evaluations were completed across all Speech 1000 sections, yielding data for 1031 students. The eight
performance competencies measured correspond to a universal grading form used in all Speech 1000 sections during the fall 2006 term. Each performance competency was measured on a three-point scale, with 1 = unsatisfactory, 2 = satisfactory, and 3 = outstanding.

**Achievement Target:**
Improvement over 2006-2007 scores

**Findings (2007-2008) - Achievement Target: Met**
Competent Speaker evaluations were completed across all Speech 1000 sections, yielding data for 1022 students in fall 2007 and 769 students in spring 2008. The eight performance competencies measured correspond to a universal grading form used in all Speech 1000 sections. Each performance competency was measured on a three-point scale, with 1 = unsatisfactory, 2 = satisfactory, and 3 = outstanding. The Competent Speaker scores range higher than one might intuitively expect due to the way in which the speech assignment operates within the Speech 1000 curriculum. Students are only provided a single opportunity to hone their public speaking skills; and instructors’ evaluations often reflect an acknowledgement of the assignment’s limited ability to improve the performance competencies targeted. Generally speaking, however, we might conclude that the assignment does improve oral competency among GSU undergraduates and reduce speech apprehension to some degree. Collecting more exhaustive data and examining more diverse relationships between variables (see Recommendations for 2008-2009 Assessment) should generate a more nuanced assessment of the Speech 1000 course and its development of oral competency skills. In fall 2007 and spring 2008, all sections of Speech 1000 were selected for data interpretation using the PRCA-24 measure, producing 1022 scores in fall 2007 and 769 scores in spring 2008. As indicated in the four tables above, the overall mean score showed a slight decrease in students’ communication apprehension: from 60.58023 to 58.08317 in fall 2007; and from 60.28739 to 59.09493 in spring 2008. More specifically, these sections demonstrated a slight decrease in apprehension for the public communication scale: dropping from 18.10176 to 17.30626 in fall 2007; and from 18.09623 to 17.329 in spring 2008. The PRCA-24 measurement also showed a statistically smaller, but notable decrease in student communication apprehension in group, meeting and dyad situations. The results from the assessment measurement indicate stronger support for the hypothesis that Speech 1000 strengthens students’ oral competency by enhancing their confidence in a variety of communication
situations. In fall 2007 and spring 2008, all sections of Speech 1000 were selected for data interpretation using the WTC measure, producing 1022 scores in fall 2007 and 769 scores in spring 2008. As shown in the above tables, the fall 2007 mean score indicated a small overall increase in students’ willingness to communicate in the various situations, from 193.8268 pre-test to 200.3226 post-test. In fall 2007, the public communication score and communication with a stranger score both increased (from 23.24013 to 23.76608 and from 56.41734 to 60.00034 respectively) and logic suggests that the public speaking assignment in Speech 1000 is partly (but not wholly) responsible for these results. In fall 2007, all other situations showed an increase in students’ willingness to communicate. As the data above indicates, the spring 2008 results showed a slight decrease in the willingness to communicate measure, from 225.4862 in the pre-test to 199.2103 in the post-test. Compared to the fall 2007 measure and previous measures taken in Speech 1000, these results are idiosyncratic, but may be explained by a variety of interpretations: the introduction of new instructors during the spring 2008 semester or students taking the survey less seriously in the online version. Regardless of the reason, these results suggest a need for closer examination of future measurements.

**Related Action Plans:**
Continue to monitor assessment data

**Recommendations for Expanded Assessment Activity in the 2008-2009 Academic Year**

Overall, the changes in Speech 1000 that we have implemented over the past several years have benefitted the students and the learning objectives of the course. In particular, the Speech 1000 curriculum has improved oral competency within the university. We will continue to monitor the assessment data each year to ensure the maintenance of these goals. Online Assessment The PRCA-24 and WTC measures have been built into the Speech 1000 online component, thus enabling students to complete both pre-test and post-test measures efficiently and consistently across sections. Administering the PRCA-24 and WTC measures online will yield several benefits for gathering and reporting assessment data in future academic calendars. Online assessment will:
- Ensure extensive data collection, thus increasing data validity and reliability
- Generate individual reports for each student taking Speech 1000
- Enable faculty to demonstrate the connection between the PRCA-24 and WTC measures and the Competent Speaker measure

**New Recommendations**
For three years, the PRCA-24 and WTC assessment measures have yielded relatively consistent data regarding the Speech 1000 course and its facilitation of oral competency. Increasing the use of online assessment data collection and correlating the measures might produce a more nuanced account of how Speech 1000 meets these core curriculum needs and suggest ways to improve the basic course in Speech Communication.
The Communication Department is also investigating additional measures of communication competence that will enable us to measure more than merely communication apprehension levels; these measures would also indicate the impact of Speech 1000 on oral communication skills. At the moment, the Competent Speaker evaluation yields adequate data, but we believe that more might be done in this area in the future. For more information, see the Action Plan Details section of this report.

Details for Action Plans Established This Cycle

Continue to monitor assessment data

Recommendations for Expanded Assessment Activity in the 2008-2009 Academic Year

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• Ensure extensive data collection, thus increasing data validity and reliability
• Generate individual reports for each student taking Speech 1000
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New Recommendations

For three years, the PRCA-24 and WTC assessment measures have yielded relatively consistent data regarding the Speech 1000 course and its facilitation of oral competency. Increasing the use of online assessment data collection and correlating the measures might produce a more nuanced account of how Speech 1000 meets these core curriculum needs and suggest ways to improve the basic course in Speech Communication at Georgia State University. The Communication Department is also investigating additional measures of communication competence that will enable us to measure more than merely communication apprehension levels; these measures would also indicate the impact of Speech 1000 on oral communication skills. At the moment, the Competent Speaker evaluation yields adequate data, but we believe that more might be done in this area in the future.

Priority: Low

Analysis Answers

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?

Competent Speaker: Discussion Competent Speaker evaluations were completed across all Speech 1000 sections, yielding data for 1022 students in fall 2007 and 769 students in spring 2008. The eight performance competencies measured correspond to a universal grading form used in all Speech 1000 sections. Each performance competency was measured on a three-point scale, with 1 = unsatisfactory, 2 = satisfactory, and 3 = outstanding. The Competent Speaker scores range higher than one might intuitively expect due to the way in which the
speech assignment operates within the Speech 1000 curriculum. Students are only provided a single opportunity to hone their public speaking skills; and instructors’ evaluations often reflect an acknowledgement of the assignment’s limited ability to improve the performance competencies targeted. Generally speaking, however, we might conclude that the assignment does improve oral competency among GSU undergraduates and reduce speech apprehension to some degree. Collecting more exhaustive data and examining more diverse relationships between variables (see Recommendations for 2008-2009 Assessment) should generate a more nuanced assessment of the Speech 1000 course and its development of oral competency skills.

PRCA-24: Discussion In fall 2007 and spring 2008, all sections of Speech 1000 were selected for data interpretation using the PRCA-24 measure, producing 1022 scores in fall 2007 and 769 scores in spring 2008. As indicated in the four tables above, the overall mean score showed an slight decrease in students’ communication apprehension: from 60.58023 to 58.08317 in fall 2007; and from 60.28739 to 59.09493 in spring 2008. More specifically, these sections demonstrated a slight decrease in apprehension for the public communication scale: dropping from 18.10176 to 17.30626 in fall 2007; and from 18.09623 to 17.329 in spring 2008. The PRCA-24 measurement also showed a statistically smaller, but notable decrease in student communication apprehension in group, meeting and dyad situations. The results from the assessment measurement indicate stronger support for the hypothesis that Speech 1000 strengthens students’ oral competency by enhancing their confidence in a variety of communication situations.

Willingness to Communicate: Discussion In fall 2007 and spring 2008, all sections of Speech 1000 were selected for data interpretation using the WTC measure, producing 1022 scores in fall 2007 and 769 scores in spring 2008. As shown in the above tables, the fall 2007 mean score indicated a small overall increase in students’ willingness to communicate in the various situations, from 193.8268 pre-test to 200.3226 post-test. In fall 2007, the public communication score and communication with a stranger score both increased (from 23.24013 to 23.76608 and from 56.41734 to 60.00034 respectively) and logic suggests that the public speaking assignment in Speech 1000 is partly (but not wholly) responsible for these results. In fall 2007, all other situations showed an increase in students’ willingness to communicate. As the data above indicates, the spring 2008 results showed a slight decrease in the willingness to communicate measure, from 225.4862 in the pre-test to 199.2103 in the post-test. Compared to the fall 2007 measure and previous measures taken in Speech 1000, these results are idiosyncratic, but may be explained by a variety of interpretations: the introduction of new instructors during the spring 2008 semester or students taking the survey less seriously in the online version. Regardless of the reason, these results suggest a need for closer examination of future measurements.
Mission/Purpose
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Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Course Objectives for Speech 1000
Students will demonstrate the ability to: 1. Choose and narrows a topic appropriately for the audience and occasion. 2. Communicate the thesis/specific purpose in a manner appropriate for audience and occasion. 3. Provide appropriate supporting material based on the audience and occasion. 4. Use an organizational pattern appropriate to the topic, audience, occasion and purpose. 5. Use language that is appropriate to the audience, occasion and purpose. 6. Use vocal variety in rate, pitch, and intensity to heighten and maintain interest. 7. Use pronunciation, grammar, and articulation appropriate to the designated audience. 8. Use physical behaviors that support the verbal message.

Associations:

General Education or Core Curriculum:
2 Oral Communication

Institutional Priorities:
2.21 Applied focus based upon a strong foundation of excellence in the liberal arts and sciences

Strategic Plans:
President, Georgia State University
1.2 Undergraduate Experience

Related Measures:
M 1: Competent Speaker Measure
Competent Speaker evaluations were completed across all Speech 1000 sections, yielding data for 1177 students in fall 2008 and 931 students in spring 2009. The eight performance competencies measured correspond to a universal grading form used in all Speech 1000 sections. Each performance competency was measured on a three-point scale, with 1 = unsatisfactory, 2 = satisfactory, and 3 = outstanding. The Competent Speaker scores range higher than one might intuitively expect due to the way in which the speech
assignment operates within the Speech 1000 curriculum. Students are only provided a single opportunity to hone their public speaking skills; and instructors’ evaluations often reflect an acknowledgement of the assignment’s limited ability to improve the performance competencies targeted. Generally speaking, however, we might conclude that the assignment does improve oral competency among GSU undergraduates and reduce speech apprehension to some degree. Collecting more exhaustive data and examining more diverse relationships between variables (see Recommendations for 2009-2010 Assessment) should generate a more nuanced assessment of the Speech 1000 course and its development of oral competency skills.

Source of Evidence: Presentation, either individual or group

Document: Competent Speaker Measure: Data

M 2: Personal Report of Communication Apprehension
In fall 2008 and spring 2009, all sections of Speech 1000 were selected for data interpretation using the PRCA-24 measure, producing 1177 scores in fall 2008 and 931 scores in spring 2009. As indicated in the four tables above, the overall mean score showed a slight decrease in students’ communication apprehension: from 59.06032 to 57.67076 in fall 2008; and from 61.14393 to 57.74408 in spring 2009. More specifically, these sections demonstrated a slight decrease in apprehension for the public communication scale; dropping from 18.1011 to 17.50558 in fall 2008; and from 18.45113 to 17.06213 in spring 2009. The PRCA-24 measurement also showed a statistically smaller, but notable decrease in student communication apprehension in group, meeting and dyad situations. The results from the assessment measurement indicate stronger support for the hypothesis that Speech 1000 strengthens students’ oral competency by enhancing their confidence in a variety of communication situations.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

Document: PRCA-24 Measure: Data

M 3: Willingness to Communicate
In fall 2008 and spring 2009, all sections of Speech 1000 were selected for data interpretation using the WTC measure, producing 1177 scores in fall 2008 and 931 scores in spring 2009. As shown in the above tables, the fall 2008 mean score indicated a small overall increase in students’ willingness to communicate in the various situations, from 193.2845 pre-test to 232.4648 post-test. In fall 2008, the public communication score and communication with a stranger score both increased (from 23.1645 to 24.18565 and from 55.30589 to 59.95912 respectively) and logic suggests that the public speaking assignment in Speech 1000 is partly (but not wholly) responsible for these results. In fall 2008, all other situations showed an increase in students’ willingness to communicate. As the data above indicates, the spring 2009 results showed a slight increase in the willingness to communicate measure, from 188.9275 in the pre-test to 189.3239 in the post-test, as well as slight increases in all other measures.
Source of Evidence: Faculty pre-test / post-test of knowledge mastery
Document: WTC Measure: Data
Mission/Purpose
The Department of Communication is firmly committed to the goals of academic excellence, strong research programs and international relevance set forth in the Georgia State University’s Strategic Plan. The Department encompasses multiple professional, creative and research traditions, all of which are organized around the idea that central to the human experience is the use of symbols for the purpose of making and understanding meaning. As an academic unit, the Department is committed to cultivating a deeper appreciation of the creative and intellectual traditions of communication by providing students with critical thinking and media literacy skills, enhancing students’ oral, written and visual communication processes through participation in cutting edge scholarly and artistic programs and collaborating with and enhancing the local, state, regional, national and global communities related to communication. Note: The Department has about 1,400 undergraduate majors; about 450 are Film/video majors.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans
O 0: cinema basics
Students will learn the basics of cinema that will lay the ground work for upper level courses.

Associations:
General Education or Core Curriculum:
7 Critical Thinking--major
13 Technology--major

Institutional Priorities:
2.1 Learning-centered environment that support individual learning
1.5 Global, cultural perspectives
1.6 Distinctive education due to urban center of international commerce, media, and government

Strategic Plans:
President, Georgia State University
1.2 Undergraduate Experience

Related Measures:
M 0: research paper
A sample of research papers from Film 4810, American Film History I, and Film 4960, American Film History II, courses will be graded on a 1 - 4 scale using a 5-point rubric.

Achievement Target:
The average of the scores should be 2.5 or higher based on the 1 - 4 scale.

Findings (2006-2007) - Achievement Target: Met
The average of the scores from a sample of research papers in Film 4810 was 2.8. The average of the scores from a sample of research papers in Film 4960 was 3.0.

Related Action Plans:
Curricular Revision
The Film/video faculty will meet to revise the curriculum to improve the numbering of courses in order that students can track their progress through the major. For more information, see the Action Plan Details section of this report.

Additional Objectives
The Film/video faculty should consider adding more objectives which may aid the assessment of the major. For more information, see the Action Plan Details section of this report.

M 0: Exam
The average number of correct answers from a sample of exams with 17 questions about the film, "Casablanca," administered in Film 1010, Film Aesthetics and Analysis, Film 2700, History of Motion Pictures, and Film 4750, Film Theory and Criticism.

Achievement Target:
The average number of correct answers on the 17 questions from the sample of exams from Film 4750, Film Theory and Criticism, should be higher than the other two lower-level courses to indicate that students who have progressed through the Film/video curriculum have retained knowledge about principles and concepts of cinema.

Findings (2006-2007) - Achievement Target: Met
The average number correct on the 17-item exam from a sample in Film 2700 was 9.08. The average number correct on the 17-item exam from a sample in Film 1010 was 10.45. The average number correct on the 17-item exam from a sample in Film 4750 was 11.11.

Related Action Plans:
Curricular Revision
The Film/video faculty will meet to revise the curriculum to improve the numbering of courses in order that students can track their progress through the major. For more information, see the Action Plan Details section of this report.

Increase Assessment Measures
Additional measures will be added to improve the tracking of students' progress through a number of different components related to the major's objectives. For more information, see the Action Plan Details section of this report.

Additional Objectives
The Film/video faculty should consider adding more objectives which may aid the assessment of the major. For more information, see the Action Plan...
O 0: interpret cinema
Students will be able to understand, interpret, and coherently discuss cinema.

Associations:

**General Education or Core Curriculum:**
- 1 Written Communication--major
- 7 Critical Thinking--major
- 13 Technology--major

**Institutional Priorities:**
- 1.5 Global, cultural perspectives
- 1.6 Distinctive education due to urban center of international commerce, media, and government

**Strategic Plans:**
- President, Georgia State University
  - 1.2 Undergraduate Experience

**Related Measures:**

**M 0: research paper**
A sample of research papers from Film 4810, American Film History I, and Film 4960, American Film History II, courses will be graded on a 1 - 4 scale using a 5-point rubric.

**Achievement Target:**
The average of the scores should be 2.5 or higher based on the 1 - 4 scale.

**Findings (2006-2007) - Achievement Target: Met**
The average of the scores from a sample of research papers in Film 4810 was 2.8. The average of the scores from a sample of research papers in Film 4960 was 3.0.

**Related Action Plans:**
- **curricular revision**
The Film/video faculty will meet to revise the curriculum to improve the numbering of courses in order that students can track their progress through the major. For more information, see the Action Plan Details section of this report.
- **additional objectives**
The Film/video faculty should consider adding more objectives which may aid the assessment of the major. For more information, see the Action Plan Details section of this report.

**M 0: exam**
The average number of correct answers from a sample of exams with 17 questions about the film, "Casablanca," administered in Film 1010, Film Aesthetics and Analysis, Film 2700, History of Motion Pictures, and Film 4750, Film Theory and Criticism.

**Achievement Target:**
The average number of correct answers on the 17 questions from the
sample of exams from Film 4750, Film Theory and Criticism, should be higher than the other two lower-level courses to indicate that students who have progressed through the Film/video curriculum have retained knowledge about principles and concepts of cinema.

Findings (2006-2007) - Achievement Target: Met
The average number correct on the 17-item exam from a sample in Film 2700 was 9.08. The average number correct on the 17-item exam from a sample in Film 1010 was 10.45. The average number correct on the 17-item exam from a sample in Film 4750 was 11.11.

Related Action Plans:
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The Film/video faculty will meet to revise the curriculum to improve the numbering of courses in order that students can track their progress through the major. For more information, see the Action Plan Details section of this report.

increase assessment measures
Additional measures will be added to improve the tracking of students progress through a number of different components related to the major’s objectives. For more information, see the Action Plan Details section of this report.

additional objectives
The Film/video faculty should consider adding more objectives which may aid the assessment of the major. For more information, see the Action Plan Details section of this report.

O 0: cinema history
Students will gain an understanding of the history of cinema.

Associations:

General Education or Core Curriculum:
7 Critical Thinking--major
13 Technology--major

Institutional Priorities:
1.5 Global, cultural perspectives
1.6 Distinctive education due to urban center of international commerce, media, and government

Strategic Plans:
President, Georgia State University
1.2 Undergraduate Experience

Related Measures:
M 0: exam
The average number of correct answers from a sample of exams with 17 questions about the film, "Casablanca," administered in Film 1010, Film
Aesthetics and Analysis, Film 2700, History of Motion Pictures, and Film 4750, Film Theory and Criticism.

**Achievement Target:**
The average number of correct answers on the 17 questions from the sample of exams from Film 4750, Film Theory and Criticism, should be higher than the other two lower-level courses to indicate that students who have progressed through the Film/video curriculum have retained knowledge about principles and concepts of cinema.

**Findings (2006-2007) - Achievement Target: Met**
The average number correct on the 17-item exam from a sample in Film 2700 was 9.08. The average number correct on the 17-item exam from a sample in Film 1010 was 10.45. The average number correct on the 17-item exam from a sample in Film 4750 was 11.11.

**Related Action Plans:**
*curricular revision*
The Film/video faculty will meet to revise the curriculum to improve the numbering of courses in order that students can track their progress through the major. For more information, see the Action Plan Details section of this report.

*increase assessment measures*
Additional measures will be added to improve the tracking of students progress through a number of different components related to the major’s objectives. For more information, see the Action Plan Details section of this report.

*additional objectives*
The Film/video faculty should consider adding more objectives which may aid the assessment of the major. For more information, see the Action Plan Details section of this report.

**M 0: research paper**
A sample of research papers from Film 4810, American Film History I, and Film 4960, American Film History II, courses will be graded on a 1 - 4 scale using a 5-point rubric.

**Achievement Target:**
The average of the scores should be 2.5 or higher based on the 1 - 4 scale.

**Findings (2006-2007) - Achievement Target: Met**
The average of the scores from a sample of research papers in Film 4810 was 2.8. The average of the scores from a sample of research papers in Film 4960 was 3.0.

**Related Action Plans:**
*curricular revision*
The Film/video faculty will meet to revise the curriculum to improve the numbering of courses in order that students can track their progress through the major. For more information, see the Action Plan Details section of this report.

**additional objectives**
The Film/video faculty should consider adding more objectives which may aid the assessment of the major. For more information, see the Action Plan Details section of this report.

**Details for Action Plans Established This Cycle**

**additional objectives**
The Film/video faculty should consider adding more objectives which may aid the assessment of the major.
- Priority: High
- Responsible Person/Group: Film/video faculty

**curricular revision**
The Film/video faculty will meet to revise the curriculum to improve the numbering of courses in order that students can track their progress through the major.
- Priority: High
- Responsible Person/Group: film/video faculty

**increase assessment measures**
Additional measures will be added to improve the tracking of students progress through a number of different components related to the major’s objectives.
- Priority: High
- Responsible Person/Group: Film-video faculty

**Analysis Answers**

**What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?**
The assessment of the Film/video curriculum indicates remarkable stability even with changes in the measures. Using the average number of correct answers in the sample of exams in Film 1010, Film 2700 and Film 4750 (rather than a 1 - 4 scale used the previous years) did not affect the results that the students in the upper-division course scored higher than the students in the lower-division courses. Adding a second measure to determine if the students’ writing indicated learning about the film verified that students in upper-division courses had a sophisticated knowledge of the major’s objectives. This assessment of writing will be mandatory for the Critical Thinking Through Writing courses identified by the faculty as essential to completing the major. It already has changed the Film 1010 course to include a significant writing component in order that film majors are better prepared for writing assignments in the upper-division courses.

**What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?**
The Film/video curriculum will be evaluated to improve how students can progress
through the major. Simply by changing the numbers assigned to courses can help undergrads understand what courses they need to take before others. The faculty may consider adding more objectives to help with this evaluation and to facilitate assessment of the revised curriculum. Increasing the number of measures of the objectives would help the faculty assess specific components of the major. Currently the 17-item exam has questions categorized and these categories could be the basis of additional measures for the curriculum.
Mission/Purpose
The Department of Communication is firmly committed to the goals of academic excellence, strong research programs and international relevance set forth in the Georgia State University’s Strategic Plan. The Department encompasses multiple professional, creative and research traditions, all of which are organized around the idea that central to the human experience is the use of symbols for the purpose of making and understanding meaning. As an academic unit, the Department is committed to cultivating a deeper appreciation of the creative and intellectual traditions of communication by providing students with critical thinking and media literacy skills, enhancing students’ oral, written and visual communication processes through participation in cutting edge scholarly and artistic programs and collaborating with and enhancing the local, state, regional, national and global communities related to communication. Note: The Department has about 1,400 undergraduate majors; about 450 are Film/video majors.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans
O 0: interpret cinema
Students will be able to understand, interpret, and coherently discuss cinema.

Associations:

**General Education or Core Curriculum:**
- 1 Written Communication
- 4 Critical Thinking
- 7 Technology

**Institutional Priorities:**
- 1.15 Recruitment, retention, development and promotion of high-quality faculty and staff
- 2.21 Applied focus based upon a strong foundation of excellence in the liberal arts and sciences

**Strategic Plans:**
President, Georgia State University
1.2 Undergraduate Experience

**Related Measures:**
M 0: exam
The average number of correct answers from a sample of exams with 17 questions about the film, "Casablanca," administered in Film 1010, Film Aesthetics and Analysis, Film 2700, History of Motion Pictures, and Film 4750, Film Theory and Criticism.

**Achievement Target:**
The average number of correct answers on the 17 questions from the sample of exams from Film 4750, Film Theory and Criticism, should be higher than the other two lower-level courses to indicate that students who have progressed through the Film/video curriculum have retained knowledge about principles and concepts.
Findings (2006-2007) - Achievement Target: Met
The average number correct on the 17-item exam from a sample in Film 2700 was 9.08. The average number correct on the 17-item exam from a sample in Film 1010 was 10.45. The average number correct on the 17-item exam from a sample in Film 4750 was 11.11.

M 0: research paper
A sample of research papers from Film 4810, American Film History I, and Film 4960, American Film History II, courses will be graded on a 1 - 4 scale using a 5-point rubric.

Achievement Target:
The average of the scores should be 2.5 or higher based on the 1 - 4 scale.

Findings (2006-2007) - Achievement Target: Met
The average of the scores from a sample of research papers in Film 4810 was 2.8. The average of the scores from a sample of research papers in Film 4960 was 3.0.

O 0: cinema history
Students will gain an understanding of the history of cinema.

Associations:
General Education or Core Curriculum:
4 Critical Thinking
7 Technology

Institutional Priorities:
1.15 Recruitment, retention, development and promotion of high-quality faculty and staff
2.21 Applied focus based upon a strong foundation of excellence in the liberal arts and sciences

Strategic Plans:
President, Georgia State University
1.2 Undergraduate Experience

Related Measures:
M 0: research paper
A sample of research papers from Film 4810, American Film History I, and Film 4960, American Film History II, courses will be graded on a 1 - 4 scale using a 5-point rubric.

Achievement Target:
The average of the scores should be 2.5 or higher based on the 1 - 4 scale.

Findings (2006-2007) - Achievement Target: Met
The average of the scores from a sample of research papers in Film 4810 was 2.8. The average of the scores from a sample of research papers in Film 4960 was 3.0.

M 0: exam
The average number of correct answers from a sample of exams with 17
questions about the film, "Casablanca," administered in Film 1010, Film Aesthetics and Analysis, Film 2700, History of Motion Pictures, and Film 4750, Film Theory and Criticism.

**Achievement Target:**
The average number of correct answers on the 17 questions from the sample of exams from Film 4750, Film Theory and Criticism, should be higher than the other two lower-level courses to indicate that students who have progressed through the Film/video curriculum have retained knowledge about principles and concepts of cinema.

**Findings (2006-2007) - Achievement Target: Met**
The average number correct on the 17-item exam from a sample in Film 2700 was 9.08. The average number correct on the 17-item exam from a sample in Film 1010 was 10.45. The average number correct on the 17-item exam from a sample in Film 4750 was 11.11.

**O 0: cinema basics**
Students will learn the basics of cinema that will lay the ground work for upper level courses.

**Associations:**

**General Education or Core Curriculum:**
4 Critical Thinking
7 Technology

**Institutional Priorities:**
1.15 Recruitment, retention, development and promotion of high-quality faculty and staff
2.21 Applied focus based upon a strong foundation of excellence in the liberal arts and sciences
2.22 Learning-centered environment that supports individual styles & life circumstances of students

**Strategic Plans:**
President, Georgia State University
1.2 Undergraduate Experience

**Related Measures:**

**M 0: exam**
The average number of correct answers from a sample of exams with 17 questions about the film, "Casablanca," administered in Film 1010, Film Aesthetics and Analysis, Film 2700, History of Motion Pictures, and Film 4750, Film Theory and Criticism.

**Achievement Target:**
The average number of correct answers on the 17 questions from the sample of exams from Film 4750, Film Theory and Criticism, should be higher than the other two lower-level courses to indicate that students who have progressed through the Film/video curriculum have retained knowledge about principles and concepts of cinema.
Findings (2006-2007) - Achievement Target: Met
The average number correct on the 17-item exam from a sample in Film 2700 was 9.08. The average number correct on the 17-item exam from a sample in Film 1010 was 10.45. The average number correct on the 17-item exam from a sample in Film 4750 was 11.11.

M 0: research paper
A sample of research papers from Film 4810, American Film History I, and Film 4960, American Film History II, courses will be graded on a 1 - 4 scale using a 5-point rubric.

Achievement Target:
The average of the scores should be 2.5 or higher based on the 1 - 4 scale.

Findings (2006-2007) - Achievement Target: Met
The average of the scores from a sample of research papers in Film 4810 was 2.8. The average of the scores from a sample of research papers in Film 4960 was 3.0.
Georgia State University
Detailed Assessment Report
B.A. Film-Video 2008-2009

No available data for the selected entities and/or cycle.
Mission/Purpose
The Department of Communication is firmly committed to the goals of academic excellence, strong research programs and international relevance set forth in the Georgia State University’s Strategic Plan. The Department encompasses multiple professional, creative and research traditions, all of which are organized around the idea that central to the human experience is the use of symbols for the purpose of making and understanding meaning. As an academic unit, the Department is committed to cultivating a deeper appreciation of the creative and intellectual traditions of communication by providing students with critical thinking and media literacy skills, enhancing students’ oral, written and visual communication processes through participation in cutting edge scholarly and artistic programs and collaborating with and enhancing the local, state, regional, national and global communities related to communication. Note: The Department has about 1,400 undergraduate majors, about 840 are Journalism majors.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans
O 0: critical thinking
1. Students formulate appropriate questions for research. 2. Students effectively collect appropriate evidence. 3. Students appropriately evaluate claims, arguments, evidence and hypotheses. 4. Students use the results of analysis to appropriately construct new arguments and formulate new questions.

Associations:
NCA, AEJMC

General Education or Core Curriculum:
7 Critical Thinking--major
9 Contemporary Issues--major

Institutional Priorities:
1.3 Quality professional programs
1.4 Interdisciplinary research and educational programs
1.6 Distinctive education due to urban center of international commerce, media, and government

Strategic Plans:
President, Georgia State University
1.2 Undergraduate Experience

Related Measures:
M 0: research papers
A sample of research papers assigned in Jour 3060, Communication Law and Regulation, and Jour 3070, Introduction to Theories of Mass Communication.

Achievement Target:
An average of 70 (out of 100) or better for the assigned grades for research papers in Jour 3060. The research papers in Jour 3070 graded by an eight-item rubric will have an average of 70 (out of
Findings (2006-2007) - Achievement Target: Met
The average assigned grade for a sample of research papers in Jour 3060 was 77.8%. The average grade based on an eight-item rubric for a sample of research papers in Jour 3070 was 73.6%.

Findings (2005-2006) - Achievement Target: Met
The average grade for the sample of research papers in Jour 3060 was 78%. The average grade based on an eight-item rubric for the sample of research papers in Jour 3070 was 75%.

Related Action Plans:
Curriculum revision
The Journalism curriculum is currently undergoing a significant revision that will result in better measures to assess student performance. The current courses used for assessment, Communication Law and Regulation, Jour 3060, and Introduction to Mass Communication Theories, Jour 3070, are the core courses for all three concentrations of study. Assessment of the revised curriculum will emphasize writing. Two courses have been added for all Journalism majors: one is a basic writing course taken at the 3000-level and the other is a capstone course requiring a major research report. The additional courses will allow for multiple assessment measures of each curricular outcome/objective. For more information, see the Action Plan Details section of this report.

M 0: exam scores
Answers to ten questions on exams in Jour 3060, Mass Communication Law and Policy.

Achievement Target:
An average of 70 (out of 100) or better on the answers to ten exam questions.

Findings (2006-2007) - Achievement Target: Met
The average score for ten exam questions in Jour 3060 was 77%.

Related Action Plans:
Curriculum revision
The Journalism curriculum is currently undergoing a significant revision that will result in better measures to assess student performance. The current courses used for assessment, Communication Law and Regulation, Jour 3060, and Introduction to Mass Communication Theories, Jour 3070, are the core courses for all three concentrations of study. Assessment of the revised curriculum will emphasize writing. Two courses have been added for all Journalism majors: one is a basic writing course taken at the 3000-level and the other is a capstone course requiring a major research report. The additional courses will allow for multiple assessment measures of each curricular outcome/objective. For more information, see the Action Plan Details section of this report.
courses for all three concentrations of study. Assessment of the revised curriculum will emphasize writing. Two courses have been added for all Journalism majors: one is a basic writing course taken at the 3000-level and the other is a capstone course requiring a major research report. The additional courses will allow for multiple assessment measures of each curricular outcome/objective. For more information, see the Action Plan Details section of this report.

**O 0: contemporary issues**

1. Students effectively analyze contemporary issues within the context of diverse disciplinary perspectives. 2. Students effectively analyze contemporary multicultural, global, and international questions.

**Associations:**

NCA, AEJMC

**General Education or Core Curriculum:**

7 Critical Thinking--major
9 Contemporary Issues--major

**Institutional Priorities:**

1.3 Quality professional programs
1.4 Interdisciplinary research and educational programs
1.6 Distinctive education due to urban center of international commerce, media, and government

**Strategic Plans:**

President, Georgia State University

1.2 Undergraduate Experience

**Related Measures:**

M 0: research papers
A sample of research papers assigned in Jour 3060, Communication Law and Regulation, and Jour 3070, Introduction to Theories of Mass Communication.

**Achievement Target:**

An average of 70 (out of 100) or better for the assigned grades for research papers in Jour 3060. The research papers in Jour 3070 graded by an eight-item rubric will have an average of 70 (out of 100) or better.

**Findings (2006-2007) - Achievement Target: Met**

The average assigned grade for a sample of research papers in Jour 3060 was 77.8%. The average grade based on an eight-item rubric for a sample of research papers in Jour 3070 was 73.6%.

**Findings (2005-2006) - Achievement Target: Met**

The average grade for the sample of research papers in Jour 3060 was 78%. The average grade based on an eight-item rubric for the sample of research papers in Jour 3070 was
75%.

**Related Action Plans:**

**Curriculum revision**
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**M 0: exam scores**
Answers to ten questions on exams in Jour 3060, Mass Communication Law and Policy.

**Achievement Target:**
An average of 70 (out of 100) or better on the answers to ten exam questions.

**Findings (2006-2007) - Achievement Target: Met**
The average score for ten exam questions in Jour 3060 was 77%.

**Related Action Plans:**

**Curriculum revision**
The Journalism curriculum is currently undergoing a significant revision that will result in better measures to assess student performance. The current courses used for assessment, Communication Law and Regulation, Jour 3060, and Introduction to Mass Communication Theories, Jour 3070, are the core courses for all three concentrations of study. Assessment of the revised curriculum will emphasize writing. Two courses have been added for all Journalism majors: one is a basic writing course taken at the 3000-level and the other is a capstone course requiring a major research report. The additional courses will allow for multiple assessment measures of each curricular outcome/objective. For more information, see the Action Plan Details section of this report.
O 0: written and oral communication
1. Students communicate effectively using appropriate writing conventions and formats. 2. Students communicate effectively using appropriate oral or signed conventions and formats

Associations:
NCA, AEJMC

General Education or Core Curriculum:
1. Written Communication--major
7. Critical Thinking--major

Institutional Priorities:
1.3 Quality professional programs
1.4 Interdisciplinary research and educational programs

Strategic Plans:
President, Georgia State University
1.2 Undergraduate Experience

Related Measures:
M 0: research papers
A sample of research papers assigned in Jour 3060, Communication Law and Regulation, and Jour 3070, Introduction to Theories of Mass Communication.

Achievement Target:
An average of 70 (out of 100) or better for the assigned grades for research papers in Jour 3060. The research papers in Jour 3070 graded by an eight-item rubric will have an average of 70 (out of 100) or better.

Findings (2006-2007) - Achievement Target: Met
The average assigned grade for a sample of research papers in Jour 3060 was 77.8%. The average grade based on an eight-item rubric for a sample of research papers in Jour 3070 was 73.6%.

Findings (2005-2006) - Achievement Target: Met
The average grade for the sample of research papers in Jour 3060 was 78%. The average grade based on an eight-item rubric for the sample of research papers in Jour 3070 was 75%.

Related Action Plans:
Curriculum revision
The Journalism curriculum is currently undergoing a significant revision that will result in better measures to assess student performance. The current courses used for assessment, Communication Law and Regulation, Jour 3060, and Introduction to Mass Communication Theories, Jour 3070, are the core courses for all three concentrations of study. Assessment of the revised curriculum will emphasize writing. Two courses have been added for all
Journalism majors: one is a basic writing course taken at the 3000-level and the other is a capstone course requiring a major research report. The additional courses will allow for multiple assessment measures of each curricular outcome/objective. For more information, see the Action Plan Details section of this report.

O 0: critical and ethical communication
Students will be critical and ethical communicators and consumers of communication.

Associations:
NCA, AEJMC

General Education or Core Curriculum:
7 Critical Thinking--major
9 Contemporary Issues--major

Institutional Priorities:
1.3 Quality professional programs
1.4 Interdisciplinary research and educational programs
1.5 Global, cultural perspectives
1.6 Distinctive education due to urban center of international commerce, media, and government

Strategic Plans:
President, Georgia State University
1.2 Undergraduate Experience

Related Measures:
M 0: research papers
A sample of research papers assigned in Jour 3060, Communication Law and Regulation, and Jour 3070, Introduction to Theories of Mass Communication.

Achievement Target:
An average of 70 (out of 100) or better for the assigned grades for research papers in Jour 3060. The research papers in Jour 3070 graded by an eight-item rubric will have an average of 70 (out of 100) or better.

Findings (2006-2007) - Achievement Target: Met
The average assigned grade for a sample of research papers in Jour 3060 was 77.8%. The average grade based on an eight-item rubric for a sample of research papers in Jour 3070 was 73.6%.

Findings (2005-2006) - Achievement Target: Met
The average grade for the sample of research papers in Jour 3060 was 78%. The average grade based on an eight-item rubric for the sample of research papers in Jour 3070 was 75%.

Related Action Plans:
Curriculum revision
The Journalism curriculum is currently undergoing a
significant revision that will result in better measures to assess student performance. The current courses used for assessment, Communication Law and Regulation, Jour 3060, and Introduction to Mass Communication Theories, Jour 3070, are the core courses for all three concentrations of study. Assessment of the revised curriculum will emphasize writing. Two courses have been added for all Journalism majors: one is a basic writing course taken at the 3000-level and the other is a capstone course requiring a major research report. The additional courses will allow for multiple assessment measures of each curricular outcome/objective. For more information, see the Action Plan Details section of this report.

O 0: Industry contexts
Students will understand the development of communication industries in their political, legal, social and economic environments.

Associations:
NCA, AEJMC

General Education or Core Curriculum:
7 Critical Thinking--major
9 Contemporary Issues--major
13 Technology--major

Institutional Priorities:
1.3 Quality professional programs
1.4 Interdisciplinary research and educational programs
1.5 Global, cultural perspectives
1.6 Distinctive education due to urban center of international commerce, media, and government

Strategic Plans:
President, Georgia State University
1.2 Undergraduate Experience

Related Measures:
M 0: research papers
A sample of research papers assigned in Jour 3060, Communication Law and Regulation, and Jour 3070, Introduction to Theories of Mass Communication.

Achievement Target:
An average of 70 (out of 100) or better for the assigned grades for research papers in Jour 3060. The research papers in Jour 3070 graded by an eight-item rubric will have an average of 70 (out of 100) or better.

Findings (2006-2007) - Achievement Target: Met
The average assigned grade for a sample of research papers in Jour 3060 was 77.8%. The average grade based on an
eight-item rubric for a sample of research papers in Jour 3070 was 73.6%.

Findings (2005-2006) - Achievement Target: Met
The average grade for the sample of research papers in Jour 3060 was 78%. The average grade based on an eight-item rubric for the sample of research papers in Jour 3070 was 75%.

Related Action Plans:
Curriculum revision
The Journalism curriculum is currently undergoing a significant revision that will result in better measures to assess student performance. The current courses used for assessment, Communication Law and Regulation, Jour 3060, and Introduction to Mass Communication Theories, Jour 3070, are the core courses for all three concentrations of study.
Assessment of the revised curriculum will emphasize writing. Two courses have been added for all Journalism majors: one is a basic writing course taken at the 3000-level and the other is a capstone course requiring a major research report. The additional courses will allow for multiple assessment measures of each curricular outcome/objective. For more information, see the Action Plan Details section of this report.

M 0: exam scores
Answers to ten questions on exams in Jour 3060, Mass Communication Law and Policy.

Achievement Target:
An average of 70 (out of 100) or better on the answers to ten exam questions.

Findings (2006-2007) - Achievement Target: Met
The average score for ten exam questions in Jour 3060 was 77%.

Related Action Plans:
Curriculum revision
The Journalism curriculum is currently undergoing a significant revision that will result in better measures to assess student performance. The current courses used for assessment, Communication Law and Regulation, Jour 3060, and Introduction to Mass Communication Theories, Jour 3070, are the core courses for all three concentrations of study.
Assessment of the revised curriculum will emphasize writing. Two courses have been added for all Journalism majors: one is a basic writing course
taken at the 3000-level and the other is a capstone course requiring a major research report. The additional courses will allow for multiple assessment measures of each curricular outcome/objective. For more information, see the Action Plan Details section of this report.

O 0: technology
Students effectively use computers and other technology appropriate to the discipline.

Associations:
NCA, AEJMC, BEA

General Education or Core Curriculum:
13 Technology--major

Institutional Priorities:
1.3 Quality professional programs
1.4 Interdisciplinary research and educational programs
1.5 Global, cultural perspectives

Strategic Plans:
President, Georgia State University
1.2 Undergraduate Experience
4.3 Technology

Related Measures:
M 0: research papers
A sample of research papers assigned in Jour 3060, Communication Law and Regulation, and Jour 3070, Introduction to Theories of Mass Communication.

Achievement Target:
An average of 70 (out of 100) or better for the assigned grades for research papers in Jour 3060. The research papers in Jour 3070 graded by an eight-item rubric will have an average of 70 (out of 100) or better.

Findings (2006-2007) - Achievement Target: Met
The average assigned grade for a sample of research papers in Jour 3060 was 77.8%. The average grade based on an eight-item rubric for a sample of research papers in Jour 3070 was 73.6%.

Findings (2005-2006) - Achievement Target: Met
The average grade for the sample of research papers in Jour 3060 was 78%. The average grade based on an eight-item rubric for the sample of research papers in Jour 3070 was 75%.

Related Action Plans:
Curriculum revision
The Journalism curriculum is currently undergoing a significant revision that will result in better measures to assess student performance. The current courses used for assessment, Communication Law and
Regulation, Jour 3060, and Introduction to Mass Communication Theories, Jour 3070, are the core courses for all three concentrations of study. Assessment of the revised curriculum will emphasize writing. Two courses have been added for all Journalism majors: one is a basic writing course taken at the 3000-level and the other is a capstone course requiring a major research report. The additional courses will allow for multiple assessment measures of each curricular outcome/objective. For more information, see the Action Plan Details section of this report.

Details for Action Plans Established This Cycle

Curriculum revision
The Journalism curriculum is currently undergoing a significant revision that will result in better measures to assess student performance. The current courses used for assessment, Communication Law and Regulation, Jour 3060, and Introduction to Mass Communication Theories, Jour 3070, are the core courses for all three concentrations of study. Assessment of the revised curriculum will emphasize writing. Two courses have been added for all Journalism majors: one is a basic writing course taken at the 3000-level and the other is a capstone course requiring a major research report. The additional courses will allow for multiple assessment measures of each curricular outcome/objective.

Priority: High
Responsible Person/Group: Journalism faculty

Analysis Answers
What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?
The assessment findings show that most Journalism students are achieving at least 70% on exams and research papers in the two core courses. These findings are similar to the previous years’ findings even though the measures were modestly changed from year to year. The evidence would seem to indicate that curricular outcomes/objectives are being consistently met, and therefore, the status quo should be maintained. But the Journalism faculty are not satisfied with many curricular issues, including assessment and student performance. The primary concern is that the curriculum is not keeping pace with the dynamics of a digital revolution roiling mass communication industries. The faculty agree that the curricular objectives/outcomes are adequate but that the curricular structure is not appropriate to prepare undergraduates to compete in their career fields. Progress has been made in a significant curricular revision and how the new curriculum should be assessed.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?
The ongoing discussions involving curricular revision are emphasizing researching
and writing. For example, a new capstone course would require the student to
research and write a lengthy (minimum 20 pages) report on an ethical dilemma
faced by a professional journalist/PR practitioner. This course would allow multiple
measures of most curricular outcomes/objectives. Revision of the
outcomes/objectives were not seen by the faculty as necessary; rather, the faculty
are currently considering how best to achieve the same outcomes/objectives in a
different curricular structure. Once the revision of the curriculum is completed, the
faculty may reconsider altering the outcomes/objectives.
Georgia State University
Detailed Assessment Report
2007-2008 Journalism BA

Mission/Purpose
The Department of Communication is firmly committed to the goals of academic excellence, strong research programs and international relevance set forth in the Georgia State University’s Strategic Plan. The Department encompasses multiple professional, creative and research traditions, all of which are organized around the idea that central to the human experience is the use of symbols for the purpose of making and understanding meaning. As an academic unit, the Department is committed to cultivating a deeper appreciation of the creative and intellectual traditions of communication by providing students with critical thinking and media literacy skills, enhancing students’ oral, written and visual communication processes through participation in cutting edge scholarly and artistic programs and collaborating with and enhancing the local, state, regional, national and global communities related to communication. Note: The Department has about 1,400 undergraduate majors, about 840 are Journalism majors.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans
O 0: technology
Students effectively use computers and other technology appropriate to the discipline.

Associations:
NCA, AEJMC, BEA

General Education or Core Curriculum:
7 Technology

Institutional Priorities:
1.13 Undergraduate programs use writing to improve critical thinking skills in the discipline
1.14 Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation
1.15 Recruitment, retention, development and promotion of high-quality faculty and staff

Strategic Plans:
President, Georgia State University
1.2 Undergraduate Experience
4.3 Technology

Related Measures:
M 0: research papers
A sample of research papers assigned in Jour 3060, Communication Law and Regulation, and Jour 3070, Introduction to Theories of Mass Communication.

Achievement Target:
An average of 70 (out of 100) or better for the assigned grades for research papers in Jour 3060. The research papers in Jour 3070 graded by an eight-item rubric will have an average of 70 (out of 100) or better.
Findings (2007-2008) - Achievement Target: Partially Met
The average for the sample of research papers in Jour 3070 was 69, just below the target of 70. The average for the sample of research papers in Jour 3060 was ___.

Findings (2006-2007) - Achievement Target: Met
The average assigned grade for a sample of research papers in Jour 3060 was 77.8%. The average grade based on an eight-item rubric for a sample of research papers in Jour 3070 was 73.6%.

Findings (2005-2006) - Achievement Target: Met
The average grade for the sample of research papers in Jour 3060 was 78%. The average grade based on an eight-item rubric for the sample of research papers in Jour 3070 was 75%.

Related Action Plans:
curriculum/assessment revision
The Journalism area faculty have nearly completed a major revision of the curriculum. The current assessment measures will be eliminated and replaced with numerous others, and some of those will be piloted this academic year. For more information, see the Action Plan Details section of this report.

new goals/objectives
The Journalism area faculty have eliminated its current goals/objectives and approved eleven new ones. These will be the foundation for the revised curriculum and its assessment. The new goals are based on the accreditation standards of the Association for Education in Journalism and Mass Communication. Each of the goals will hopefully have at least two assessment measures, but all of the measures may not be implemented at once. Some of the new measures will be piloted this academic year. For more information, see the Action Plan Details section of this report.

O 0: critical and ethical communication
Students will be critical and ethical communicators and consumers of communication.

Associations:
NCA, AEJMC

General Education or Core Curriculum:
4 Critical Thinking
5 Contemporary Issues

Institutional Priorities:
1.13 Undergraduate programs use writing to improve critical thinking skills in the discipline
1.14 Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation
1.15 Recruitment, retention, development and promotion of high-quality faculty and staff
2.21 Applied focus based upon a strong foundation of excellence in the liberal arts and sciences

Strategic Plans:
President, Georgia State University
1.2 Undergraduate Experience

Related Measures:
M 0: research papers
A sample of research papers assigned in Jour 3060, Communication Law and Regulation, and Jour 3070, Introduction to Theories of Mass Communication.

Achievement Target:
An average of 70 (out of 100) or better for the assigned grades for research papers in Jour 3060. The research papers in Jour 3070 graded by an eight-item rubric will have an average of 70 (out of 100) or better.

Findings (2007-2008) - Achievement Target: Partially Met
The average for the sample of research papers in Jour 3070 was 69, just below the target of 70. The average for the sample of research papers in Jour 3060 was ____.

Findings (2006-2007) - Achievement Target: Met
The average assigned grade for a sample of research papers in Jour 3060 was 77.8%. The average grade based on an eight-item rubric for a sample of research papers in Jour 3070 was 73.6%.

Findings (2005-2006) - Achievement Target: Met
The average grade for the sample of research papers in Jour 3060 was 78%. The average grade based on an eight-item rubric for the sample of research papers in Jour 3070 was 75%.

Related Action Plans:
curriculum/assessment revision
The Journalism area faculty have nearly completed a major revision of the curriculum. The current assessment measures will be eliminated and replaced with numerous others, and some of those will be piloted this academic year. For more information, see the Action Plan Details section of this report.
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The Journalism area faculty have eliminated its current goals/objectives and approved eleven new ones. These will be the foundation for the revised
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**O 0: Industry contexts**

Students will understand the development of communication industries in their political, legal, social and economic environments.

**Associations:**

NCA, AEJMC

**General Education or Core Curriculum:**

4 Critical Thinking
5 Contemporary Issues
7 Technology

**Institutional Priorities:**

1.13 Undergraduate programs use writing to improve critical thinking skills in the discipline
1.14 Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation
1.15 Recruitment, retention, development and promotion of high-quality faculty and staff
2.21 Applied focus based upon a strong foundation of excellence in the liberal arts and sciences

**Strategic Plans:**

President, Georgia State University
1.2 Undergraduate Experience

**Related Measures:**

**M 0: research papers**

A sample of research papers assigned in Jour 3060, Communication Law and Regulation, and Jour 3070, Introduction to Theories of Mass Communication.

**Achievement Target:**

An average of 70 (out of 100) or better for the assigned grades for research papers in Jour 3060. The research papers in Jour 3070 graded by an eight-item rubric will have an average of 70 (out of 100) or better.

**Findings (2007-2008) - Achievement Target: Partially Met**

The average for the sample of research papers in Jour 3070 was 69, just below the target of 70. The average for the sample of research papers in Jour 3060 was ___.

**Findings (2006-2007) - Achievement Target: Met**
The average assigned grade for a sample of research papers in Jour 3060 was 77.8%. The average grade based on an eight-item rubric for a sample of research papers in Jour 3070 was 73.6%.

**Findings (2005-2006) - Achievement Target: Met**
The average grade for the sample of research papers in Jour 3060 was 78%. The average grade based on an eight-item rubric for the sample of research papers in Jour 3070 was 75%.

**Related Action Plans:**
- **curriculum/assessment revision**
The Journalism area faculty have nearly completed a major revision of the curriculum. The current assessment measures will be eliminated and replaced with numerous others, and some of those will be piloted this academic year. For more information, see the Action Plan Details section of this report.
- **new goals/objectives**
The Journalism area faculty have eliminated its current goals/objectives and approved eleven new ones. These will be the foundation for the revised curriculum and its assessment. The new goals are based on the accreditation standards of the Association for Education in Journalism and Mass Communication. Each of the goals will hopefully have at least two assessment measures, but all of the measures may not be implemented at once. Some of the new measures will be piloted this academic year. For more information, see the Action Plan Details section of this report.

**M 0: exam scores**
Answers to ten questions on exams in Jour 3060, Mass Communication Law and Policy.

**Achievement Target:**
An average of 70 (out of 100) or better on the answers to ten exam questions.

**Findings (2006-2007) - Achievement Target: Met**
The average score for ten exam questions in Jour 3060 was 77%.

**Related Action Plans:**
- **curriculum/assessment revision**
The Journalism area faculty have nearly completed a major revision of the curriculum. The current assessment measures will be eliminated and replaced with numerous others, and some of those will be piloted this academic year. For more information, see
new goals/objectives

The Journalism area faculty have eliminated its current goals/objectives and approved eleven new ones. These will be the foundation for the revised curriculum and its assessment. The new goals are based on the accreditation standards of the Association for Education in Journalism and Mass Communication. Each of the goals will hopefully have at least two assessment measures, but all of the measures may not be implemented at once. Some of the new measures will be piloted this academic year. For more information, see the Action Plan Details section of this report.

O 0: critical thinking

1. Students formulate appropriate questions for research. 2. Students effectively collect appropriate evidence. 3. Students appropriately evaluate claims, arguments, evidence and hypotheses. 4. Students use the results of analysis to appropriately construct new arguments and formulate new questions.

Associations:
NCA, AEJMC

General Education or Core Curriculum:
4 Critical Thinking
5 Contemporary Issues

Institutional Priorities:
1.13 Undergraduate programs use writing to improve critical thinking skills in the discipline
1.14 Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation
2.21 Applied focus based upon a strong foundation of excellence in the liberal arts and sciences

Strategic Plans:
President, Georgia State University
1.2 Undergraduate Experience

Related Measures:
M 0: research papers
A sample of research papers assigned in Jour 3060, Communication Law and Regulation, and Jour 3070, Introduction to Theories of Mass Communication.

Achievement Target:
An average of 70 (out of 100) or better for the assigned grades for research papers in Jour 3060. The research papers in Jour 3070 graded by an eight-item rubric will have an average of 70 (out of 100) or better.

Findings (2007-2008) - Achievement Target: Partially Met
The average for the sample of research papers in Jour 3070 was 69, just below the target of 70. The average for the sample of research papers in Jour 3060 was ____.

**Findings (2006-2007) - Achievement Target: Met**
The average assigned grade for a sample of research papers in Jour 3060 was 77.8%. The average grade based on an eight-item rubric for a sample of research papers in Jour 3070 was 73.6%.

**Findings (2005-2006) - Achievement Target: Met**
The average grade for the sample of research papers in Jour 3060 was 78%. The average grade based on an eight-item rubric for the sample of research papers in Jour 3070 was 75%.

**Related Action Plans:**
**curriculum/assessment revision**
The Journalism area faculty have nearly completed a major revision of the curriculum. The current assessment measures will be eliminated and replaced with numerous others, and some of those will be piloted this academic year. For more information, see the Action Plan Details section of this report.

**new goals/objectives**
The Journalism area faculty have eliminated its current goals/objectives and approved eleven new ones. These will be the foundation for the revised curriculum and its assessment. The new goals are based on the accreditation standards of the Association for Education in Journalism and Mass Communication. Each of the goals will hopefully have at least two assessment measures, but all of the measures may not be implemented at once. Some of the new measures will be piloted this academic year. For more information, see the Action Plan Details section of this report.

**M 0: exam scores**
Answers to ten questions on exams in Jour 3060, Mass Communication Law and Policy.

**Achievement Target:**
An average of 70 (out of 100) or better on the answers to ten exam questions.

**Findings (2006-2007) - Achievement Target: Met**
The average score for ten exam questions in Jour 3060 was 77%.

**Related Action Plans:**
**curriculum/assessment revision**
The Journalism area faculty have nearly completed a
major revision of the curriculum. The current assessment measures will be eliminated and replaced with numerous others, and some of those will be piloted this academic year. For more information, see the Action Plan Details section of this report.

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The Journalism area faculty have eliminated its current goals/objectives and approved eleven new ones. These will be the foundation for the revised curriculum and its assessment. The new goals are based on the accreditation standards of the Association for Education in Journalism and Mass Communication. Each of the goals will hopefully have at least two assessment measures, but all of the measures may not be implemented at once. Some of the new measures will be piloted this academic year. For more information, see the Action Plan Details section of this report.

O 0: contemporary issues

1. Students effectively analyze contemporary issues within the context of diverse disciplinary perspectives. 2. Students effectively analyze contemporary multicultural, global, and international questions.

Associations:
NCA, AEJMC

General Education or Core Curriculum:
4 Critical Thinking
5 Contemporary Issues

Institutional Priorities:
1.13 Undergraduate programs use writing to improve critical thinking skills in the discipline
1.14 Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation
2.21 Applied focus based upon a strong foundation of excellence in the liberal arts and sciences

Strategic Plans:
President, Georgia State University
1.2 Undergraduate Experience

Related Measures:
M 0: exam scores
Answers to ten questions on exams in Jour 3060, Mass Communication Law and Policy.

Achievement Target:
An average of 70 (out of 100) or better on the answers to ten exam questions.

Findings (2006-2007) - Achievement Target: Met
The average score for ten exam questions in Jour 3060 was
77%.

**Related Action Plans:**

**curriculum/assessment revision**
The Journalism area faculty have nearly completed a major revision of the curriculum. The current assessment measures will be eliminated and replaced with numerous others, and some of those will be piloted this academic year. For more information, see the Action Plan Details section of this report.

**new goals/objectives**
The Journalism area faculty have eliminated its current goals/objectives and approved eleven new ones. These will be the foundation for the revised curriculum and its assessment. The new goals are based on the accreditation standards of the Association for Education in Journalism and Mass Communication. Each of the goals will hopefully have at least two assessment measures, but all of the measures may not be implemented at once. Some of the new measures will be piloted this academic year. For more information, see the Action Plan Details section of this report.

**M 0: research papers**
A sample of research papers assigned in Jour 3060, Communication Law and Regulation, and Jour 3070, Introduction to Theories of Mass Communication.

**Achievement Target:**
An average of 70 (out of 100) or better for the assigned grades for research papers in Jour 3060. The research papers in Jour 3070 graded by an eight-item rubric will have an average of 70 (out of 100) or better.

**Findings (2007-2008) - Achievement Target: Partially Met**
The average for the sample of research papers in Jour 3070 was 69, just below the target of 70. The average for the sample of research papers in Jour 3060 was

**Findings (2006-2007) - Achievement Target: Met**
The average assigned grade for a sample of research papers in Jour 3060 was 77.8%. The average grade based on an eight-item rubric for a sample of research papers in Jour 3070 was 73.6%.

**Findings (2005-2006) - Achievement Target: Met**
The average grade for the sample of research papers in Jour 3060 was 78%. The average grade based on an eight-item rubric for the sample of research papers in Jour 3070 was 75%.
Related Action Plans:

**curriculum/assessment revision**
The Journalism area faculty have nearly completed a major revision of the curriculum. The current assessment measures will be eliminated and replaced with numerous others, and some of those will be piloted this academic year. For more information, see the Action Plan Details section of this report.

**new goals/objectives**
The Journalism area faculty have eliminated its current goals/objectives and approved eleven new ones. These will be the foundation for the revised curriculum and its assessment. The new goals are based on the accreditation standards of the Association for Education in Journalism and Mass Communication. Each of the goals will hopefully have at least two assessment measures, but all of the measures may not be implemented at once. Some of the new measures will be piloted this academic year. For more information, see the Action Plan Details section of this report.

**O 0: written and oral communication**

1. Students communicate effectively using appropriate writing conventions and formats. 2. Students communicate effectively using appropriate oral or signed conventions and formats

**Associations:**
NCA, AEJMC

**General Education or Core Curriculum:**
1. Written Communication
4. Critical Thinking

**Institutional Priorities:**
1.13 Undergraduate programs use writing to improve critical thinking skills in the discipline
1.14 Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation

**Strategic Plans:**
President, Georgia State University
1.2 Undergraduate Experience

**Related Measures:**

**M 0: research papers**
A sample of research papers assigned in Jour 3060, Communication Law and Regulation, and Jour 3070, Introduction to Theories of Mass Communication.

**Achievement Target:**
An average of 70 (out of 100) or better for the assigned grades for research papers in Jour 3060. The research papers in Jour 3070
graded by an eight-item rubric will have an average of 70 (out of 100) or better.

**Findings (2007-2008) - Achievement Target: Partially Met**
The average for the sample of research papers in Jour 3070 was 69, just below the target of 70. The average for the sample of research papers in Jour 3060 was ____.

**Findings (2006-2007) - Achievement Target: Met**
The average assigned grade for a sample of research papers in Jour 3060 was 77.8%. The average grade based on an eight-item rubric for a sample of research papers in Jour 3070 was 73.6%.

**Findings (2005-2006) - Achievement Target: Met**
The average grade for the sample of research papers in Jour 3060 was 78%. The average grade based on an eight-item rubric for the sample of research papers in Jour 3070 was 75%.

**Related Action Plans:**
- **curriculum/assessment revision**
The Journalism area faculty have nearly completed a major revision of the curriculum. The current assessment measures will be eliminated and replaced with numerous others, and some of those will be piloted this academic year. For more information, see the Action Plan Details section of this report.
- **new goals/objectives**
The Journalism area faculty have eliminated its current goals/objectives and approved eleven new ones. These will be the foundation for the revised curriculum and its assessment. The new goals are based on the accreditation standards of the Association for Education in Journalism and Mass Communication. Each of the goals will hopefully have at least two assessment measures, but all of the measures may not be implemented at once. Some of the new measures will be piloted this academic year. For more information, see the Action Plan Details section of this report.

**Details for Action Plans Established This Cycle**

**curriculum/assessment revision**
The Journalism area faculty have nearly completed a major revision of the curriculum. The current assessment measures will be eliminated and replaced with numerous others, and some of those will be piloted this academic year.
- Priority: High
- Responsible Person/Group: Journalism area faculty
new goals/objectives

The Journalism area faculty have eliminated its current goals/objectives and approved eleven new ones. These will be the foundation for the revised curriculum and its assessment. The new goals are based on the accreditation standards of the Association for Education in Journalism and Mass Communication. Each of the goals will hopefully have at least two assessment measures, but all of the measures may not be implemented at once. Some of the new measures will be piloted this academic year.

Priority: High
Responsible Person/Group: Journalism area faculty

Analysis Answers

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?

The Journalism area faculty has nearly completed a major revision of the curriculum. This year’s assessment report is based on the old curriculum. Its goals and assessment measures will not be used in the revised curriculum.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?

The newly revised Journalism curriculum will have new goals and assessment measures. The goals are based on the standards used by the accreditation panel of the Association for Education in Journalism and Mass Communication. There will eventually be multiple measures for each goal, and a pilot of a few measures will be done in Spring 09.
Georgia State University
Detailed Assessment Report
2008-2009 Journalism BA

Mission/Purpose
The Department of Communication is firmly committed to the goals of academic excellence, strong research programs and international relevance set forth in the Georgia State University’s Strategic Plan. The Department encompasses multiple professional, creative and research traditions, all of which are organized around the idea that central to the human experience is the use of symbols for the purpose of making and understanding meaning. As an academic unit, the Department is committed to cultivating a deeper appreciation of the creative and intellectual traditions of communication by providing students with critical thinking and media literacy skills, enhancing students’ oral, written and visual communication processes through participation in cutting edge scholarly and artistic programs and collaborating with and enhancing the local, state, regional, national and global communities related to communication. Note: The Department has about 1,400 undergraduate majors, about 840 are Journalism majors.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans
O 1: Understand law/freedoms of speech/press -- Understand and apply the principles and laws of freedom of speech and press, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances

Related Measures:
M 1: self-report
Questionnaire of a sample of recent graduates asked if they met the goal personally and how they were able to meet the goal.

Source of Evidence: Alumni survey or tracking of alumni achievements
Achievement Target:
75% or higher of respondents report they understand the principles and laws of freedom of speech and press.

Findings (2008-2009) - Achievement Target: Met
100% of the respondents reported understanding the principles and laws of freedom of speech and press.

Related Action Plans:
multiple measures
At least one more measure is need to assess the law/freedoms learning outcome. The embedded questions on exams in Jour 3060 was abandoned this year but a replacement was not devised. Using selected exam questions should be reconsidered. For more information, see the Action Plan Details section of this report.

O 2: Understand history/role of pro communicators -- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications

Related Measures:
M 1: self-report
Questionnaire of a sample of recent graduates asked if they met the goal personally and how they were able to meet the goal.

**Source of Evidence:** Alumni survey or tracking of alumni achievements

**Achievement Target:**
75% or higher of respondents report understanding the history and role of professionals in shaping communications.

**Findings (2008-2009) - Achievement Target: Met**
100% of respondents reported understanding the history and role of professionals in shaping communications.

**Related Action Plans:**
- multiple measures
  At least one more measure is needed to assess the history/professional roles learning outcome. The embedded questions on exams in Jour 1000 should be reconsidered. For more information, see the Action Plan Details section of this report.

O 3: Understand diversity relating to communications -- Demonstrate an understanding of the diversity of groups in a global society in relationship to communications

**Related Measures:**
- **M 1: self-report**
  Questionnaire of a sample of recent graduates asked if they met the goal personally and how they were able to meet the goal.

**Source of Evidence:** Alumni survey or tracking of alumni achievements

**Achievement Target:**
75% or higher of respondents report understanding the diversity of groups in a global society in relationship to communications.

**Findings (2008-2009) - Achievement Target: Met**
100% of respondents reported understanding the diversity of groups in a global society in relationship to communications.

**Related Action Plans:**
- multiple measures
  An additional measure is needed to assess the diversity learning outcome. Perhaps an assignment requiring multiple viewpoints should be required in at least one of the Journalism core courses. For more information, see the Action Plan Details section of this report.

- **M 2: rubric**
  Rubric to score a sample of papers

**Source of Evidence:** Written assignment(s), usually scored by a rubric

**Achievement Target:**
75% or higher of the students' papers written because of an assignment that requires diverse viewpoints score 75% or higher on the diversity rubric

**Findings (2008-2009) - Achievement Target: Met**
100% of the student papers written because of an assignment
that requires diverse viewpoints scored 75% or higher on the diversity rubric

Related Action Plans:
multiple measures
At least one more measure should be added to assess the diversity learning outcome. Perhaps a specific assignment requiring multiple viewpoints to be included should be required in at least one of the core Journalism courses.
For more information, see the Action Plan Details section of this report.

O 4: Understand theories of communication -- Understand concepts and apply theories in the use of and presentation of images and information
Related Measures:

M 1: self-report
Questionnaire of a sample of recent graduates asked if they met the goal personally and how they were able to meet the goal.

Source of Evidence: Alumni survey or tracking of alumni achievements

Achievement Target:
75% of respondents report understanding concepts and applying theories in the use of and presentation of images and information

Findings (2008-2009) - Achievement Target: Met
100% of respondents reported understanding concepts and applying theories in the use of and presentation of images and information

Related Action Plans:
multiple measures
At least one more measure is needed to assess the theories learning outcome. A rubric to score a sample of student papers written about theory in Jour 3070 was abandoned this year but perhaps should be reconsidered. An assessment exam about theories was abandoned several years ago, but perhaps embedded questions in existing Jour 3070 exams should be considered. For more information, see the Action Plan Details section of this report.

O 5: Ethically pursuing truth, accuracy, fairness -- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity
Related Measures:

M 1: self-report
Questionnaire of a sample of recent graduates asked if they met the goal personally and how they were able to meet the goal.

Source of Evidence: Alumni survey or tracking of alumni achievements

Achievement Target:
75% of respondents report demonstrating an understanding of
professional ethical principles and working ethically in pursuit of
truth, accuracy, fairness and diversity

Findings (2008-2009) - Achievement Target: Met
100% of respondents report an understanding of professional
ethical principles and working ethically in pursuit of truth,
accuracy, fairness and diversity

Related Action Plans:
CTW
Adding the CTW capstone course to the Journalism
curriculum on ethics will allow additional assessment
measures next year. For more information, see the
Action Plan Details section of this report.

M 2: rubric
Rubric to score a sample of papers

Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:
75% or higher of the student papers assigned to write about an
ethical aspect score 75% or higher on the ethics rubric.

Findings (2008-2009) - Achievement Target: Met
82% of the student papers assigned to write about an ethical
aspect scored 75% or higher on the ethics rubric.

Related Action Plans:
CTW
With the addition of the CTW courses--specifically
the capstone Media, Ethics & Society course--to the
Journalism curriculum, the assessment of the ethics
learning outcome will be emphasized and
standardized. For more information, see the Action
Plan Details section of this report.

O 6: Think critically, creatively, independently -- Think critically, creatively, independently

Related Measures:

M 1: self-report
Questionnaire of a sample of recent graduates asked if they met the goal personally
and how they were able to meet the goal.

Source of Evidence: Alumni survey or tracking of alumni achievements

Achievement Target:
75% of respondents report being able to think critically, creatively
and independently

Findings (2008-2009) - Achievement Target: Met
100% of respondents report being able to think critically,
creatively and independently.

Related Action Plans:
CTW
With the addition of two CTW courses in the
Journalism curriculum next year, additional measures
will be easily included, e.g. embedded assignments in
M 2: rubric
Rubric to score a sample of papers

Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:
75% or higher of student papers assigned to research and report

Findings (2008-2009) - Achievement Target: Met
82% of the student papers scored 75% or higher on the critical thinking rubric.

Related Action Plans:
CTW
With the addition of the CTW courses to the Journalism curriculum, the assessment of the critical thinking learning outcome will be emphasized and standardized in the junior-level and capstone courses. For more information, see the Action Plan Details section of this report.

O 7: Research and evaluate info -- Conduct research and evaluate information by methods appropriate to the communication professions in which they work

Related Measures:
M 1: self-report
Questionnaire of a sample of recent graduates asked if they met the goal personally and how they were able to meet the goal.

Source of Evidence: Alumni survey or tracking of alumni achievements

Achievement Target:
75% of respondents report being able to conduct research and evaluate information by methods appropriate to the communication professions in which they work

Findings (2008-2009) - Achievement Target: Met
100% of respondents reported being able to conduct research and evaluate information by methods appropriate to the communication professions in which they work

Related Action Plans:
CTW
Adding the CTW course as a capstone to the Journalism curriculum will allow for additional assessment measures of students' research abilities. For more information, see the Action Plan Details section of this report.

M 2: rubric
Rubric to score a sample of papers

Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:
75% or higher of student papers assigned to research and report
about a topic scores 75% or higher on the research rubric.

Findings (2008-2009) - Achievement Target: Not Met
59% of the student papers scored 75% or higher on the research rubric.

Related Action Plans:
CTW
With the addition of the CTW courses--specifically the capstone course options-- to the Journalism curriculum, the assessment of the research learning outcome will be emphasized and standardized. For more information, see the Action Plan Details section of this report.

O 8: Write correctly and clearly -- Write correctly and clearly in forms and styles appropriate for the communication professions, audiences and purposes they serve

Related Measures:
M 1: self-report
Questionnaire of a sample of recent graduates asked if they met the goal personally and how they were able to meet the goal.

Source of Evidence: Alumni survey or tracking of alumni achievements

Achievement Target:
75% of respondents report being able to write correctly and clearly in forms and styles appropriate for the communication professions, audiences and purposes they serve

Findings (2008-2009) - Achievement Target: Met
100% of respondents reported they were able to write correctly and clearly in forms and styles appropriate for the communication professions, audiences and purposes they serve

M 2: rubric
Rubric to score a sample of papers

Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:
75% or higher of the student papers assigned to write an article using journalism conventions and style score 75% or higher on the writing rubric.

Findings (2008-2009) - Achievement Target: Met
82% of the student papers scored 75% or higher on the writing rubric.

O 9: Critically evaluate own/others' work -- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatically correctness

Related Measures:
M 1: self-report
Questionnaire of a sample of recent graduates asked if they met the goal personally and how they were able to meet the goal.

Source of Evidence: Alumni survey or tracking of alumni achievements

Achievement Target:
75% of respondents report being able to critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatically correctness.

Findings (2008-2009) - Achievement Target: Met
100% of respondents reported being able to critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatically correctness.

Related Action Plans:
multiple measures
At least one more measure should be considered to assess students' ability to critically evaluate others' work. Perhaps an embedded assignment in at least one of the Journalism core courses or an exercise on an exam should be considered. For more information, see the Action Plan Details section of this report.

M 2: rubric
Rubric to score a sample of papers

Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:
75% or higher of the students' evaluations of others' work score 75% or higher on the evaluation rubric.

Findings (2008-2009) - Achievement Target: Met
76% of the students scored 75% or higher on the evaluation rubric.

Related Action Plans:
multiple measures
At least one more measure should be added to assess the evaluation learning outcome. Perhaps a writing style/editing assignment or an embedded exercise about editing on an exam could be used. For more information, see the Action Plan Details section of this report.

O 10: Apply numerical/statistical concepts -- Apply basic numerical and statistical concepts

Related Measures:
M 1: self-report
Questionnaire of a sample of recent graduates asked if they met the goal personally and how they were able to meet the goal.

Source of Evidence: Alumni survey or tracking of alumni achievements

Achievement Target:
75% of respondents report being able to apply basic numerical and statistical concepts.

Findings (2008-2009) - Achievement Target: Not Met
50% of respondents reported being able to apply basic numerical and statistical concepts.

Related Action Plans:
embedded assignment
This is the worst assessment result of the Journalism curriculum, and clearly a greater emphasis must be placed on applying basic numerical/statistical concepts. Several embedded assignments in at least two Journalism core courses should be considered to provide better instruction in the use of numbers and statistics by journalists and public relations professionals. For more information, see the Action Plan Details section of this report.

O 11: Apply appropriate tools/technologies -- Apply tools and technologies appropriate for the communications professions in which they work
Related Measures:
   M 1: self-report
   Questionnaire of a sample of recent graduates asked if they met the goal personally and how they were able to meet the goal.
   Source of Evidence: Alumni survey or tracking of alumni achievements
   Achievement Target:
   75% of respondents report being able to apply tools and technologies appropriate for the communications professions in which they work.
   Findings (2008-2009) - Achievement Target: Met
   100% of respondents reported being able to apply tools and technologies appropriate for the communications professions in which they work.

Related Action Plans:
revised curriculum
The revised Journalism curriculum has more technology in more courses earlier in the major map than the existing curriculum. The assessment of the use of tools/technology will be much easier as embedded assignments in at least two of the new Journalism core courses will be measured. The curriculum revision will not be fully implemented until AY 2011 so next year will be a transition year, allowing for a pilot study of measures to be tried. For more information, see the Action Plan Details section of this report.

Details for Action Plans Established This Cycle
CTW
Adding the CTW capstone course to the Journalism curriculum on ethics will allow additional assessment measures next year.
   Priority: High
   Target Date: 08/2009, Beginning of fall semester
   Responsible Person/Group: Journalism faculty
CTW
Adding the CTW course as a capstone to the Journalism curriculum will allow for additional assessment measures of students' research abilities.
  Priority: High
  Target Date: 08/2009, Beginning fall semester
  Responsible Person/Group: Journalism faculty

CTW
With the addition of two CTW courses in the Journalism curriculum next year, additional measures will be easily included, e.g. embedded assignments in the junior-level CTW course.
  Priority: High
  Target Date: 08/2009, Beginning fall semester
  Responsible Person/Group: Journalism faculty

CTW
With the addition of the CTW courses--specifically the capstone course options--to the Journalism curriculum, the assessment of the research learning outcome will be emphasized and standardized.
  Priority: High
  Target Date: 08/2009, Beginning of Fall semester
  Responsible Person/Group: Journalism faculty

CTW
With the addition of the CTW courses--specifically the capstone Media, Ethics & Society course--to the Journalism curriculum, the assessment of the ethics learning outcome will be emphasized and standardized.
  Priority: High
  Target Date: 08/2009, Beginning fall semester
  Responsible Person/Group: Journalism faculty

CTW
With the addition of the CTW courses to the Journalism curriculum, the assessment of the critical thinking learning outcome will be emphasized and standardized in the junior-level and capstone courses.
  Priority: High
  Target Date: 08/2009, Beginning fall semester
  Responsible Person/Group: Journalism faculty

embedded assignment
This is the worst assessment result of the Journalism curriculum, and clearly a greater emphasis must be placed on applying basic numerical/statistical concepts. Several embedded assignments in at least two Journalism core courses should be considered to provide better instruction in the use of numbers and statistics by journalists and public relations professionals.
  Priority: High
  Target Date: 08/2009, beginning of fall semester
  Responsible Person/Group: Journalism faculty

multiple measures
At least one more measure should be considered to assess students' ability to critically evaluate others' work. Perhaps an embedded assignment in at least one of
the Journalism core courses or an exercise on an exam should be considered.

Priority: Medium
Target Date: 10/2009, midpoint of fall semester
Responsible Person/Group: Journalism faculty

**multiple measures**

At least one more measure is needed to assess the theories learning outcome. A rubric to score a sample of student papers written about theory in Jour 3070 was abandoned this year but perhaps should be reconsidered. An assessment exam about theories was abandoned several years ago, but perhaps embedded questions in existing Jour 3070 exams should be considered.

Priority: Medium
Target Date: 10/2009, midpoint of fall semester
Responsible Person/Group: Journalism faculty

**multiple measures**

At least one more measure should be added to assess the diversity learning outcome. Perhaps a specific assignment requiring multiple viewpoints to be included should be required in at least one of the core Journalism courses.

Priority: Medium
Target Date: 10/2009, Midpoint of fall semester
Responsible Person/Group: Journalism faculty

**multiple measures**

At least one more measure should be added to assess the evaluation learning outcome. Perhaps a writing style/editing assignment or an embedded exercise about editing on an exam could be used.

Priority: Medium
Target Date: 10/2009, Midpoint of fall semester
Responsible Person/Group: Journalism faculty

**multiple measures**

At least one more measure is need to assess the law/freedoms learning outcome. The embedded questions on exams in Jour 3060 was abandoned this year but a replacement was not devised. Using selected exam questions should be reconsidered.

Priority: Medium
Target Date: 10/2009, midpoint of fall semester
Responsible Person/Group: Journalism faculty

**multiple measures**

An additional measure is needed to assess the diversity learning outcome. Perhaps an assignment requiring multiple viewpoints should be required in at least one of the Journalism core courses.

Priority: High
Target Date: 08/2009, beginning of fall semester
Responsible Person/Group: Journalism faculty

**multiple measures**

At least one more measure is need to assess the history/professional roles learning outcome. The embedded questions on exams in Jour 1000 should be reconsidered.

Priority: High
The revised Journalism curriculum has more technology in more courses earlier in the major map than the existing curriculum. The assessment of the use of tools/technology will be much easier as embedded assignments in at least two of the new Journalism core courses will be measured. The curriculum revision will not be fully implemented until AY 2011 so next year will be a transition year, allowing for a pilot study of measures to be tried.

Priority: Medium
Target Date: 10/2009, midpoint of fall semester
Responsible Person/Group: Journalism faculty

Analysis Answers

ACADEMIC QUESTION 1:
What changes has your department made since last year's assessment report (based on last year's action plan and/or data from this year's assessment)?
The Journalism faculty have approved a major revision of the curriculum and anticipate the final approvals of the new curriculum during fall semester 2009. The new curriculum was motivated by two major items: (1) CTW required courses added to the curriculum beginning fall 2009 and (2) recognition of the changing nature of journalism and public relations industries. These changes prompted a reexamination of the learning outcomes of the Journalism curriculum and the subsequent revision of the curriculum to reflect the new learning outcomes and dynamic changes in industry practices. This year's assessment report is using the new learning outcomes but the measures of each of the goals is still a work in progress. The CTW courses will expand the measures of assessment but not for all learning outcomes which will require additional consideration for improving the assessment of all learning outcomes.

ACADEMIC QUESTION 2:
What do the findings for this year's assessment mean for your department? How might you and your faculty use this information for facilitating programmatic and curriculum decisions and improvements?
The finding that only half of the Journalism students responding positively to a survey question regarding applying basic numerical/statistical concepts is the worst of all of the curriculum's findings. This will require several assignments in Journalism core courses to address the way numbers and statistics can and should be used in news stories and public relations materials. Another poor performance was noted in the research learning outcome with just over half the students scoring well on the rubric. Their research skills and the reporting about their research should be improved as the students eventually take the CTW capstone course which will require a major research paper of 20-25 pages. As stated in the answer to question #1, the revised Journalism curriculum will be an improvement not only for the students' achievement of the learning outcomes but also in how those achievements will be assessed for this report.
**ACADEMIC QUESTION 3:**

What strategies for accomplishing next year's action plan does your department intend to implement?

The addition of CTW courses requires that all of the Journalism be "trained" on how the courses are structured and assessed. This training is scheduled for prior to the start of the fall semester allowing for a full discussion on the assessment not only of the CTW courses but other courses appropriate to learning outcomes not specifically addressed in the CTW courses. It may be possible to pilot study a few new measures, e.g. embedded assignments, during the fall semester to determine if changes should be made before the new curriculum is fully implemented in fall 2011.
Georgia State University
Detailed Assessment Report
2006-2007 Speech BA

Mission/Purpose
The Department of Communication is firmly committed to the goals of academic excellence, strong research programs and international relevance set forth in the Georgia State University’s Strategic Plan. The Department encompasses multiple professional, creative and research traditions, all of which are organized around the idea that central to the human experience is the use of symbols for the purpose of making and understanding meaning. As an academic unit, the Department is committed to cultivating a deeper appreciation of the creative and intellectual traditions of communication by providing students with critical thinking and media literacy skills, enhancing students’ oral, written and visual communication processes through participation in cutting edge scholarly and artistic programs and collaborating with and enhancing the local, state, regional, national and global communities related to communication. Note: The Department has about 1,400 undergraduate majors; 108 major in Speech Communication.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans
O 0: processes, theories, and research
Students will understand the processes of human communication and their theories and how to read/conduct research relating to communication across the lifespan.

Associations:
NCA

General Education or Core Curriculum:
1 Written Communication--major
3 Oral Communication--major
5 Collaboration--major

Institutional Priorities:
1.5 Global, cultural perspectives
1.6 Distinctive education due to urban center of international commerce, media, and government

Strategic Plans:
President, Georgia State University
1.2 Undergraduate Experience

Related Measures:
M 0: Observation
Students in Spch 4400 Communication Development across the Lifespan will observe children and write a paper connecting their observations to the current theory and research.

Achievement Target:
a grade of 70 out of 100 on the observation

Findings (2006-2007) - Achievement Target: Met
89% of the students in Spch 4400 earned 70% for the grade on the observation.

Related Action Plans: For more information, see the
M 0: Group Research Project
Students in Spch 3050 Communication Research Methods will work in groups throughout the semester to design and carry out an academic research project (e.g., survey, content analysis, etc.). A portion of their grade will be determined by their group participation.

Achievement Target:
a grade of 70/100 on the group project

Findings (2006-2007) - Achievement Target: Met
90% of the students in Spch 3050 earned 70% or higher on the group project.

Related Action Plans: For more information, see the Action Plan Details section of this report.

M 0: research paper
Students in Spch 4450, Rhetorical Theory and Criticism, and students in Spch 4400, Communication Development across the Lifespan, will research a topic and write a report.

Achievement Target:
A grade of 70 (out of 100) or better for the research paper and an evaluation summary based on a writing assessment instrument which is a 6 item rubric created by members of the GSU English Department faculty.

Findings (2006-2007) - Achievement Target: Partially Met
96% of the students in Spch 4450 earned 70% for the grade on the paper, and 67% of the students earned 70% on the writing instrument rubric. In Spch 4400, 81% of the students earned 70% for the grade on the paper, but only 43% earned 70% on the writing instrument rubric.

Related Action Plans:
- paper grading and writing assessment rubric
Instructors completed their grades and the writing assessment rubric for student papers. There seems to be a discrepancy between grades on these papers and the writing assessment rubric, and this discrepancy is consistent across courses. The speech faculty will discuss their grading and how the rubric, created by the English faculty, may or may not reflect writing within the speech communication discipline. For more information, see the Action Plan Details section of this report.

M 0: exam
An exam specifically revised for the assessment of the curriculum by the faculty administered to students in Spch 4400 Communication Development across the Lifespan and in Spch 4450 Rhetorical Theory and Criticism
Achievement Target:
7/10 points or better on each of the seven parts of the exam

Findings (2006-2007) - Achievement Target: Not Met
35% of the students earned 7 points or better in content area of Models of Communication. 20% of the students earned 7 points or better in the content area of Public Communication. 0 students earned 7 points or better in the content areas of Interpersonal Communication and Language & Communication. 2.5% of students earned 7 points or better in the content area of Diversity. 67% of students earned 7 points or better in the content area of Steps to Write a Research paper. 10% of students earned 7 points or better in the content area of rhetoric.

Related Action Plans:
exam revision or elimination
The assessment exam was revised this past year but still may not be testing what is actually being taught in the major courses. Continued discussions about revising the speech major are needed to address this for two main reasons: first, the course material is not consistent across sections; course material varies with the instructors, and second, the faculty is determining what core courses more accurately reflect the learning goals for the speech majors. All curriculum revisions will require continued discussion about the appropriateness of the current goals and objectives for the speech major. The faculty has also discussed possible measures to replace this assessment exam. For more information, see the Action Plan Details section of this report.

M 0: course exam
Exams covering course materials from Spch 2650, Interpersonal Communication.

Achievement Target:
A grade of 70 out of 100 on the exam.

Findings (2006-2007) - Achievement Target: Met
The scores from three tests from spch 2650, Interpersonal Communication: test 1 - 62% of students scored 70% or higher; test 2 - 76% test 3 - 79%.

Findings (2005-2006) - Achievement Target: Met
77% of the students in Spch 4400 earned 70% or better on the course exam. 73% of the students in Spch 3210 earned 70% or better on the course exam.

Related Action Plans:
exam revision or elimination
The assessment exam was revised this past
year but still may not be testing what is actually being taught in the major courses. Continued discussions about revising the speech major are needed to address this for two main reasons: first, the course material is not consistent across sections; course material varies with the instructors, and second, the faculty is determining what core courses more accurately reflect the learning goals for the speech majors. All curriculum revisions will require continued discussion about the appropriateness of the current goals and objectives for the speech major. The faculty has also discussed possible measures to replace this assessment exam. For more information, see the Action Plan Details section of this report.

**expand course exam**
The measure was limited to exams covering course material in a single course, Spch 2650. The faculty will consider expanding the number of courses from which exams can be taken to provide a better assessment of the major’s objectives. There should be at least one upper-division course included in this measure. For more information, see the Action Plan Details section of this report.

**O 0: critical skills**
Students will gain the critical/cognitive skills needed to be an informed citizen.

**Associations:**
NCA

**General Education or Core Curriculum:**
7 Critical Thinking--major
9 Contemporary Issues--major

**Institutional Priorities:**
1.4 Interdisciplinary research and educational programs
1.6 Distinctive education due to urban center of international commerce, media, and government

**Strategic Plans:**
President, Georgia State University
1.2 Undergraduate Experience

**Related Measures:**
M 0: Observation
Students in Spch 4400 Communication Development across the Lifespan will observe children and write a paper connecting their observations to the current theory and research.
Achievement Target:
a grade of 70 out of 100 on the observation

Findings (2006-2007) - Achievement Target: Met
89% of the students in Spch 4400 earned 70% for the grade on the observation.

Related Action Plans: For more information, see the Action Plan Details section of this report.

M 0: Group Research Project
Students in Spch 3050 Communication Research Methods will work in groups throughout the semester to design and carry out an academic research project (e.g., survey, content analysis, etc.). A portion of their grade will be determined by their group participation.

Achievement Target:
a grade of 70/100 on the group project

Findings (2006-2007) - Achievement Target: Met
90% of the students in Spch 3050 earned 70% or higher on the group project.

Related Action Plans: For more information, see the Action Plan Details section of this report.

M 0: course exam
Exams covering course materials from Spch 2650, Interpersonal Communication.

Achievement Target:
A grade of 70 out of 100 on the exam.

Findings (2006-2007) - Achievement Target: Met
The scores from three tests from spch 2650, Interpersonal Communication: test 1 - 62% of students scored 70% or higher; test 2 - 76% test 3 - 79%.

Findings (2005-2006) - Achievement Target: Met
77% of the students in Spch 4400 earned 70% or better on the course exam. 73% of the students in Spch 3210 earned 70% or better on the course exam.

Related Action Plans:
expand course exam
The measure was limited to exams covering course material in a single course, Spch 2650. The faculty will consider expanding the number of courses from which exams can be taken to provide a better assessment of the major’s objectives. There should be at least one upper-division course included in this measure. For more information, see the Action Plan Details section of this report.

M 0: research paper
Students in Spch 4450, Rhetorical Theory and Criticism, and students in Spch 4400, Communication Development across the Lifespan, will research a topic and write a report.
Achievement Target:
A grade of 70 (out of 100) or better for the research paper and an evaluation summary based on a writing assessment instrument which is a 6 item rubric created by members of the GSU English Department faculty.

Findings (2006-2007) - Achievement Target: Partially Met
96% of the students in Spch 4450 earned 70% for the grade on the paper, and 67% of the students earned 70% on the writing instrument rubric. In Spch 4400, 81% of the students earned 70% for the grade on the paper, but only 43% earned 70% on the writing instrument rubric.

Findings (2005-2006) - Achievement Target: Partially Met
95% of the students in Spch 4450 earned 70% for the grade on the research report. No data was collected for the writing instrument rubric.

Related Action Plans:
paper grading and writing assessment rubric
Instructors completed their grades and the writing assessment rubric for student papers. There seems to be a discrepancy between grades on these papers and the writing assessment rubric, and this discrepancy is consistent across courses. The speech faculty will discuss their grading and how the rubric, created by the English faculty, may or may not reflect writing within the speech communication discipline. For more information, see the Action Plan Details section of this report.

O 0: Oral Communication in the core
Students will demonstrate the ability to: 1. Choose and narrows a topic appropriately for the audience and occasion. 2. Communicate the thesis/specific purpose in a manner appropriate for audience and occasion. 3. Provide appropriate supporting material based on the audience and occasion. 4. Use an organizational pattern appropriate to the topic, audience, occasion and purpose. 5. Use language that is appropriate to the audience, occasion and purpose. 6. Use vocal variety in rate, pitch, and intensity to heighten and maintain interest. 7. Use pronunciation, grammar, and articulation appropriate to the designated audience. 8. Use physical behaviors that support the verbal message.

Associations:
General Education or Core Curriculum:
  4 Oral Communication--core
Institutional Priorities:
  1.2 Excellence in the liberal arts and sciences
Strategic Plans:
  President, Georgia State University
  1.2 Undergraduate Experience
Related Measures:

**M 0: online and in class assessments in Speech 1000**

As recommended in the 2006 report, we continued to collect data on two measures of communication apprehension through the online component of our custom Speech 1000 textbook in Human Communication. Beginning in fall 2006, we began using a new textbook through Pearson Custom Publishing. As in previous semesters, students completed the PRCA-24 and WTC surveys online. Competent Speaker evaluations were completed across all Speech 1000 sections, yielding data for 1031 students. The eight performance competencies measured correspond to a universal grading form used in all Speech 1000 sections during the fall 2006 term. Each performance competency was measured on a three-point scale, with 1 = unsatisfactory, 2 = satisfactory, and 3 = outstanding.

**Achievement Target:**
Improvement over 2005-2006 scores

**Findings (2006-2007) - Achievement Target: Met**
Results are detailed at Speech 1000 assessment results

**Related Action Plans:** For more information, see the Action Plan Details section of this report.

**O 0: leadership competencies**

Students will possess communication competencies necessary for effective leadership.

**Associations:**
NCA

**General Education or Core Curriculum:**
1 Written Communication--major
3 Oral Communication--major
5 Collaboration--major
7 Critical Thinking--major

**Institutional Priorities:**
2.1 Learning-centered environment that support individual learning
1.4 Interdisciplinary research and educational programs

**Strategic Plans:**
President, Georgia State University
1.2 Undergraduate Experience

**Related Measures:**

**M 0: Group Research Project**

Students in Spch 3050 Communication Research Methods will work in groups throughout the semester to design and carry out an academic research project (e.g., survey, content analysis, etc.). A portion of their grade will be determined by their group participation.

**Achievement Target:**
A grade of 70/100 on the group project

**Findings (2006-2007) - Achievement Target: Met**
90% of the students in Spch 3050 earned 70% or higher on the group project.

**Related Action Plans:** For more information, see the
Action Plan Details section of this report.

M 0: course exam
Exams covering course materials from Spch 2650, Interpersonal Communication.

Achievement Target:
A grade of 70 out of 100 on the exam.

Findings (2006-2007) - Achievement Target: Met
The scores from three tests from spch 2650, Interpersonal Communication: test 1 - 62% of students scored 70% or higher; test 2 - 76% test 3 - 79%.

Findings (2005-2006) - Achievement Target: Met
77% of the students in Spch 4400 earned 70% or better on the course exam. 73% of the students in Spch 3210 earned 70% or better on the course exam.

Related Action Plans: For more information, see the Action Plan Details section of this report.

M 0: speech presentation
Students delivering speech presentations SPCH 3210, Business and Professional Communication.

Achievement Target:
A grade of 70 (out of 100) or better for speech presentations and Competent Communicator Scale, an eight-item rubric for grading speech presentations.

Findings (2006-2007) - Achievement Target: Met
100% of students in Spch 3210 majoring in Speech Communication earned a grade of 70% or better on a technical speech presentation. The evaluation sheet assigned points based upon the Competent Communicator Scale rubric.

Findings (2005-2006) - Achievement Target: Partially Met
100% of students in Spch 3210 majoring in Speech Communication earned a grade of 70% or better on a speech presentation. No data was collected for the Competent Communicator Scale rubric.

Related Action Plans: For more information, see the Action Plan Details section of this report.

Details for Action Plans Established This Cycle

exam revision or elimination
The assessment exam was revised this past year but still may not be testing what is actually being taught in the major courses. Continued discussions about revising the speech major are needed to address this for two main reasons: first, the course material is not consistent across sections; course material varies with the instructors, and second, the faculty is determining what core courses more accurately reflect the learning goals for the speech majors. All curriculum revisions
will require continued discussion about the appropriateness of the current goals and objectives for the speech major. The faculty has also discussed possible measures to replace this assessment exam.

Priority: High
Responsible Person/Group: Speech faculty

**expand course exam**
The measure was limited to exams covering course material in a single course, Spch 2650. The faculty will consider expanding the number of courses from which exams can be taken to provide a better assessment of the major’s objectives. There should be at least one upper-division course included in this measure.

Priority: High
Responsible Person/Group: Speech Communication faculty

**paper grading and writing assessment rubric**
Instructors completed their grades and the writing assessment rubric for student papers. There seems to be a discrepancy between grades on these papers and the writing assessment rubric, and this discrepancy is consistent across courses. The speech faculty will discuss their grading and how the rubric, created by the English faculty, may or may not reflect writing within the speech communication discipline.

Priority: High
Responsible Person/Group: Speech faculty

**Analysis Answers**

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?

Speech majors performed very well in oral presentations required in the upper-division course, Spch 3210. The writing rubric was successfully implemented this year. Students scored well in part of the writing measure. Students did very well in the observation assignment of Spch 4400. Students did very well in the collaborative project of Spch 3050.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?

The Speech Communication faculty are undergoing a significant revision of the curriculum. This may involve changing objectives and measures. The consistency of administering the measures remains an issue and the speech faculty have made it a priority to find ways to improve how the data collection regardless of who is conducting the assessment. The exam was revised but its administration must be reviewed. The scores did not increase from the previous year, and the curricular revision will probably mandate another revision of this measure. The competent communicator scale was also implemented this year as part of the grading rubric in Spch 3210, but a comparison of the rubric score to an instructor-assigned grade may also be considered as an additional assessment measure. There is inconsistency among the scores for the writing measure as the grade assigned to the paper did not coincide with the rubric score. This is another example of variations among the faculty which may be addressed in the discussions about curricular revision.
Georgia State University
Detailed Assessment Report
2007-2008 Speech BA

Mission/Purpose
The Department of Communication is firmly committed to the goals of academic excellence, strong research programs and international relevance set forth in the Georgia State University’s Strategic Plan. The Department encompasses multiple professional, creative and research traditions, all of which are organized around the idea that central to the human experience is the use of symbols for the purpose of making and understanding meaning. As an academic unit, the Department is committed to cultivating a deeper appreciation of the creative and intellectual traditions of communication by providing students with critical thinking and media literacy skills, enhancing students’ oral, written and visual communication processes through participation in cutting edge scholarly and artistic programs and collaborating with and enhancing the local, state, regional, national and global communities related to communication. Note: The Department has about 1,400 undergraduate majors; 108 major in Speech Communication.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans
O 0: leadership competencies
Students will possess communication competencies necessary for effective leadership.

Associations:
NCA

General Education or Core Curriculum:
1 Written Communication
2 Oral Communication
3 Collaboration
4 Critical Thinking

Institutional Priorities:
1.14 Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation
2.22 Learning-centered environment that supports individual styles & life circumstances of students

Strategic Plans:
President, Georgia State University
1.2 Undergraduate Experience

Related Measures:
M 0: Group Research Project
Students in Spch 3050 Communication Research Methods will work in groups throughout the semester to design and carry out an academic research project (e.g., survey, content analysis, etc.). A portion of their grade will be determined by their group participation.

Achievement Target:
a grade of 70/100 on the group project

Findings (2007-2008) - Achievement Target: Met
100% of students earned 70% or higher on the assignment.
Findings (2006-2007) - Achievement Target: Met
90% of the students in Spch 3050 earned 70% or higher on the group project. 

Related Action Plans:
device new goals/objectives
As indicated in “Action 1,” the speech faculty is still discussing the speech major’s curriculum revisions, more specifically how those revisions impact the learning goals and objectives for the major. Once new goals and objectives have been established, a new assessment plan will be created. Assignments for our two CTW courses, Persuasion and Communication & Diversity, have been developed by the faculty to be used for assessment purposes. For more information, see the Action Plan Details section of this report.

M 0: course exam
Exams covering course materials from Spch 2650, Interpersonal Communication.

Achievement Target:
A grade of 70 out of 100 on the exam.

Findings (2007-2008) - Achievement Target: Not Met
n/a

Findings (2006-2007) - Achievement Target: Met
The scores from three tests from spch 2650, Interpersonal Communication: test 1 - 62% of students scored 70% or higher; test 2 - 76% test 3 - 79%.

Findings (2005-2006) - Achievement Target: Met
77% of the students in Spch 4400 earned 70% or better on the course exam. 73% of the students in Spch 3210 earned 70% or better on the course exam. 

Related Action Plans:
Eliminate exams as measures
Based on previous assessment data and faculty discussions, the assessment exams were eliminated for 2007-2008. This elimination may be temporary, while the speech curriculum is under revision. That revision process is nearly complete. Once the revision is complete and students enroll in the newly designed Area F, core classes, and CTW courses, the entire assessment plan will be revised accordingly – including a discussion of whether or not to reinstate an assessment exam. For more information, see the Action Plan Details section of this report.
device new goals/objectives
As indicated in “Action 1,” the speech faculty is still
discussing the speech major’s curriculum revisions, more specifically how those revisions impact the learning goals and objectives for the major. Once new goals and objectives have been established, a new assessment plan will be created. Assignments for our two CTW courses, Persuasion and Communication & Diversity, have been developed by the faculty to be used for assessment purposes. For more information, see the Action Plan Details section of this report.

**M 0: speech presentation**

Students delivering speech presentations SPCH 3210, Business and Professional Communication.

**Achievement Target:**

A grade of 70 (out of 100) or better for speech presentations and Competent Communicator Scale, an eight-item rubric for grading speech presentations.

**Findings (2007-2008) - Achievement Target: Met**

89% of students in Spch 3010 earned a grade of 70% or better on a technical speech presentation. Data was not collected via the Competent Communicator Scale rubric. In a different course, spch 3210, 91% of students earned a score of 70% or higher on the competent communicator scale rubric.

**Findings (2006-2007) - Achievement Target: Met**

100% of students in Spch 3210 majoring in Speech Communication earned a grade of 70% or better on a technical speech presentation. The evaluation sheet assigned points based upon the Competent Communicator Scale rubric.

**Findings (2005-2006) - Achievement Target: Partially Met**

100% of students in Spch 3210 majoring in Speech Communication earned a grade of 70% or better on a speech presentation. No data was collected for the Competent Communicator Scale rubric.

**Related Action Plans:**

**devise new goals/objectives**

As indicated in “Action 1,” the speech faculty is still discussing the speech major’s curriculum revisions, more specifically how those revisions impact the learning goals and objectives for the major. Once new goals and objectives have been established, a new assessment plan will be created. Assignments for our two CTW courses, Persuasion and Communication & Diversity, have been developed by
the faculty to be used for assessment purposes. For more information, see the Action Plan Details section of this report.

**O 0: processes, theories, and research**

Students will understand the processes of human communication and their theories and how to read/conduct research relating to communication across the lifespan.

**Associations:**

NCA

**General Education or Core Curriculum:**

1 Written Communication
2 Oral Communication
3 Collaboration

**Institutional Priorities:**

1.15 Recruitment, retention, development and promotion of high-quality faculty and staff
2.21 Applied focus based upon a strong foundation of excellence in the liberal arts and sciences

**Strategic Plans:**

President, Georgia State University
1.2 Undergraduate Experience

**Related Measures:**

**M 0: course exam**

Exams covering course materials from Spch 2650, Interpersonal Communication.

**Achievement Target:**

A grade of 70 out of 100 on the exam.

**Findings (2007-2008) - Achievement Target: Not Met**

n/a

**Findings (2006-2007) - Achievement Target: Met**

The scores from three tests from Spch 2650, Interpersonal Communication: test 1 - 62% of students scored 70% or higher; test 2 - 76% test 3 - 79%.

**Findings (2005-2006) - Achievement Target: Met**

77% of the students in Spch 4400 earned 70% or better on the course exam. 73% of the students in Spch 3210 earned 70% or better on the course exam.

**Related Action Plans:**

**Eliminate exams as measures**

Based on previous assessment data and faculty discussions, the assessment exams were eliminated for 2007-2008. This elimination may be temporary, while the speech curriculum is under revision. That revision process is nearly complete. Once the revision is complete and students enroll in the newly designed Area F, core classes, and CTW courses, the entire assessment plan will be revised accordingly –
including a discussion of whether or not to reinstate an assessment exam. For more information, see the Action Plan Details section of this report.

**devise new goals/objectives**

As indicated in “Action 1,” the speech faculty is still discussing the speech major’s curriculum revisions, more specifically how those revisions impact the learning goals and objectives for the major. Once new goals and objectives have been established, a new assessment plan will be created. Assignments for our two CTW courses, Persuasion and Communication & Diversity, have been developed by the faculty to be used for assessment purposes. For more information, see the Action Plan Details section of this report.

**M 0: Group Research Project**

Students in Spch 3050 Communication Research Methods will work in groups throughout the semester to design and carry out an academic research project (e.g., survey, content analysis, etc.). A portion of their grade will be determined by their group participation.

**Achievement Target:**

- a grade of 70/100 on the group project

**Findings (2007-2008) - Achievement Target: Met**

100% of students earned 70% or higher on the assignment.

**Findings (2006-2007) - Achievement Target: Met**

90% of the students in Spch 3050 earned 70% or higher on the group project.

**Related Action Plans:**

**devise new goals/objectives**

As indicated in “Action 1,” the speech faculty is still discussing the speech major’s curriculum revisions, more specifically how those revisions impact the learning goals and objectives for the major. Once new goals and objectives have been established, a new assessment plan will be created. Assignments for our two CTW courses, Persuasion and Communication & Diversity, have been developed by the faculty to be used for assessment purposes. For more information, see the Action Plan Details section of this report.

**M 0: Observation**

Students in Spch 4400 Communication Development across the Lifespan will observe children and write a paper connecting their observations to the current theory and research.

**Achievement Target:**

- a grade of 70 out of 100 on the observation
Findings (2007-2008) - Achievement Target: Met
91% of the students in Spch 4400 earned a grade of 70% or better on the observation.

Findings (2006-2007) - Achievement Target: Met
89% of the students in Spch 4400 earned 70% for the grade on the observation.

Related Action Plans:
device new goals/objectives
As indicated in “Action 1,” the speech faculty is still discussing the speech major’s curriculum revisions, more specifically how those revisions impact the learning goals and objectives for the major. Once new goals and objectives have been established, a new assessment plan will be created. Assignments for our two CTW courses, Persuasion and Communication & Diversity, have been developed by the faculty to be used for assessment purposes. For more information, see the Action Plan Details section of this report.

M 0: exam
An exam specifically revised for the assessment of the curriculum by the faculty administered to students in Spch 4400 Communication Development across the Lifespan and in Spch 4450 Rhetorical Theory and Criticism

Achievement Target:
7/10 points or better on each of the seven parts of the exam

Findings (2007-2008) - Achievement Target: Not Met
n/a

Findings (2006-2007) - Achievement Target: Not Met
35% of the students earned 7 points or better in content area of Models of Communication. 20% of the students earned 7 points or better in the content area of Public Communication. 0 students earned 7 points or better in the content areas of Interpersonal Communication and Language & Communication. 2.5% of students earned 7 points or better in the content area of Diversity. 67% of students earned 7 points or better in the content area of Steps to Write a Research paper. 10% of students earned 7 points or better in the content area of rhetoric.

Related Action Plans:
Eliminate exams as measures
Based on previous assessment data and faculty discussions, the assessment exams were eliminated for 2007-2008. This elimination may be temporary, while the speech curriculum is under revision. That revision process is nearly complete. Once the
Revision is complete and students enroll in the newly designed Area F, core classes, and CTW courses, the entire assessment plan will be revised accordingly–including a discussion of whether or not to reinstate an assessment exam. For more information, see the Action Plan Details section of this report.

**devise new goals/objectives**
As indicated in “Action 1,” the speech faculty is still discussing the speech major’s curriculum revisions, more specifically how those revisions impact the learning goals and objectives for the major. Once new goals and objectives have been established, a new assessment plan will be created. Assignments for our two CTW courses, Persuasion and Communication & Diversity, have been developed by the faculty to be used for assessment purposes. For more information, see the Action Plan Details section of this report.

**M 0: research paper**
Students in Spch 4450, Rhetorical Theory and Criticism, and students in Spch 4400, Communication Development across the Lifespan, will research a topic and write a report.

**Achievement Target:**
A grade of 70 (out of 100) or better for the research paper and an evaluation summary based on a writing assessment instrument which is a 6 item rubric created by members of the GSU English Department faculty.

**Findings (2007-2008) - Achievement Target: Partially Met**
61% of the students in Spch 4450 earned 70% for the grade on their final paper; no data was collected using the writing instrument rubric. In Spch 4400, 74% of the students earned 70% (or higher) for the grade on the paper, and 74% of the students earned 70% (or higher) on the writing instrument rubric.

**Findings (2006-2007) - Achievement Target: Partially Met**
96% of the students in Spch 4450 earned 70% for the grade on the paper, and 67% of the students earned 70% on the writing instrument rubric. In Spch 4400, 81% of the students earned 70% for the grade on the paper, but only 43% earned 70% on the writing instrument rubric.

**Related Action Plans:**
**consistency with writing rubric**
Instructors completed their grades and the writing assessment rubric for student papers. There seemed
to be a discrepancy between grades on these papers and the writing assessment rubric, and this discrepancy is consistent across courses. The speech faculty determined that this variance was to be expected and after reviewing the rubric, created by the English faculty, agreed to continue using this assessment measure. The speech faculty also agreed to use this assessment tool consistently; not all courses last year reported this information. For more information, see the Action Plan Details section of this report.

**devise new goals/objectives**

As indicated in “Action 1,” the speech faculty is still discussing the speech major’s curriculum revisions, more specifically how those revisions impact the learning goals and objectives for the major. Once new goals and objectives have been established, a new assessment plan will be created. Assignments for our two CTW courses, Persuasion and Communication & Diversity, have been developed by the faculty to be used for assessment purposes. For more information, see the Action Plan Details section of this report.

**O 0: Oral Communication in the core**

Students will demonstrate the ability to: 1. Choose and narrows a topic appropriately for the audience and occasion. 2. Communicate the thesis/specific purpose in a manner appropriate for audience and occasion. 3. Provide appropriate supporting material based on the audience and occasion. 4. Use an organizational pattern appropriate to the topic, audience, occasion and purpose. 5. Use language that is appropriate to the audience, occasion and purpose. 6. Use vocal variety in rate, pitch, and intensity to heighten and maintain interest. 7. Use pronunciation, grammar, and articulation appropriate to the designated audience. 8. Use physical behaviors that support the verbal message.

**Associations:**

- General Education or Core Curriculum:
  - 2 Oral Communication
- Institutional Priorities:
  - 1.12 Global cultural perspectives infused throughout programs
- Strategic Plans:
  - President, Georgia State University
  - 1.2 Undergraduate Experience

**Related Measures:**

**M 0: online and in class assessments in Speech 1000**

As recommended in the 2006 report, we continued to collect data on two measures of communication apprehension through the online component of our custom Speech 1000 textbook in Human Communication. Beginning in fall 2006, we began using a new textbook through Pearson Custom
Publishing. As in previous semesters, students completed the PRCA-24 and WTC surveys online. Competent Speaker evaluations were completed across all Speech 1000 sections, yielding data for 1031 students. The eight performance competencies measured correspond to a universal grading form used in all Speech 1000 sections during the fall 2006 term. Each performance competency was measured on a three-point scale, with 1 = unsatisfactory, 2 = satisfactory, and 3 = outstanding.

**Achievement Target:**
Improvement over 2005-2006 scores

**Findings (2006-2007) - Achievement Target: Met**
Results are detailed at Speech 1000 assessment results

**Related Action Plans:**
device new goals/objectives
As indicated in “Action 1,” the speech faculty is still discussing the speech major’s curriculum revisions, more specifically how those revisions impact the learning goals and objectives for the major. Once new goals and objectives have been established, a new assessment plan will be created. Assignments for our two CTW courses, Persuasion and Communication & Diversity, have been developed by the faculty to be used for assessment purposes. For more information, see the Action Plan Details section of this report.

**O 0: critical skills**
Students will gain the critical/cognitive skills needed to be an informed citizen.

**Associations:**
NCA

**General Education or Core Curriculum:**
  4 Critical Thinking
  5 Contemporary Issues

**Institutional Priorities:**
  1.14 Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation
  2.21 Applied focus based upon a strong foundation of excellence in the liberal arts and sciences

**Strategic Plans:**
President, Georgia State University
  1.2 Undergraduate Experience

**Related Measures:**

M 0: course exam
Exams covering course materials from Spch 2650, Interpersonal Communication.

**Achievement Target:**
A grade of 70 out of 100 on the exam.

**Findings (2007-2008) - Achievement Target: Not Met**
Findings (2006-2007) - Achievement Target: Met
The scores from three tests from spch 2650, Interpersonal Communication: test 1 - 62% of students scored 70% or higher; test 2 - 76% test 3 - 79%.

Findings (2005-2006) - Achievement Target: Met
77% of the students in Spch 4400 earned 70% or better on the course exam. 73% of the students in Spch 3210 earned 70% or better on the course exam.

Related Action Plans:
Eliminate exams as measures
Based on previous assessment data and faculty discussions, the assessment exams were eliminated for 2007-2008. This elimination may be temporary, while the speech curriculum is under revision. That revision process is nearly complete. Once the revision is complete and students enroll in the newly designed Area F, core classes, and CTW courses, the entire assessment plan will be revised accordingly – including a discussion of whether or not to reinstate an assessment exam. For more information, see the Action Plan Details section of this report.

devise new goals/objectives
As indicated in “Action 1,” the speech faculty is still discussing the speech major’s curriculum revisions, more specifically how those revisions impact the learning goals and objectives for the major. Once new goals and objectives have been established, a new assessment plan will be created. Assignments for our two CTW courses, Persuasion and Communication & Diversity, have been developed by the faculty to be used for assessment purposes. For more information, see the Action Plan Details section of this report.

M 0: Group Research Project
Students in Spch 3050 Communication Research Methods will work in groups throughout the semester to design and carry out an academic research project (e.g., survey, content analysis, etc.). A portion of their grade will be determined by their group participation.

Achievement Target:
a grade of 70/100 on the group project

Findings (2007-2008) - Achievement Target: Met
100% of students earned 70% or higher on the assignment.

Findings (2006-2007) - Achievement Target: Met
90% of the students in Spch 3050 earned 70% or higher on the group project.
Related Action Plans:
device new goals/objectives
As indicated in “Action 1,” the speech faculty is still discussing the speech major’s curriculum revisions, more specifically how those revisions impact the learning goals and objectives for the major. Once new goals and objectives have been established, a new assessment plan will be created. Assignments for our two CTW courses, Persuasion and Communication & Diversity, have been developed by the faculty to be used for assessment purposes. For more information, see the Action Plan Details section of this report.

M 0: research paper
Students in Spch 4450, Rhetorical Theory and Criticism, and students in Spch 4400, Communication Development across the Lifespan, will research a topic and write a report.

Achievement Target:
A grade of 70 (out of 100) or better for the research paper and an evaluation summary based on a writing assessment instrument which is a 6 item rubric created by members of the GSU English Department faculty.

Findings (2007-2008) - Achievement Target: Partially Met
61% of the students in Spch 4450 earned 70% for the grade on their final paper; no data was collected using the writing instrument rubric. In Spch 4400, 74% of the students earned 70% (or higher) for the grade on the paper, and 74% of the students earned 70% (or higher) on the writing instrument rubric.

Findings (2006-2007) - Achievement Target: Partially Met
96% of the students in Spch 4450 earned 70% for the grade on the paper, and 67% of the students earned 70% on the writing instrument rubric. In Spch 4400, 81% of the students earned 70% for the grade on the paper, but only 43% earned 70% on the writing instrument rubric.

Findings (2005-2006) - Achievement Target: Partially Met
95% of the students in Spch 4450 earned 70% for the grade on the research report. No data was collected for the writing instrument rubric.

Related Action Plans:
consistency with writing rubric
Instructors completed their grades and the writing assessment rubric for student papers. There seemed
to be a discrepancy between grades on these papers and the writing assessment rubric, and this discrepancy is consistent across courses. The speech faculty determined that this variance was to be expected and after reviewing the rubric, created by the English faculty, agreed to continue using this assessment measure. The speech faculty also agreed to use this assessment tool consistently; not all courses last year reported this information. For more information, see the Action Plan Details section of this report.

device new goals/objectives
As indicated in “Action 1,” the speech faculty is still discussing the speech major’s curriculum revisions, more specifically how those revisions impact the learning goals and objectives for the major. Once new goals and objectives have been established, a new assessment plan will be created. Assignments for our two CTW courses, Persuasion and Communication & Diversity, have been developed by the faculty to be used for assessment purposes. For more information, see the Action Plan Details section of this report.

M 0: Observation
Students in Spch 4400 Communication Development across the Lifespan will observe children and write a paper connecting their observations to the current theory and research.

Achievement Target:
a grade of 70 out of 100 on the observation

Findings (2007-2008) - Achievement Target: Met
91% of the students in Spch 4400 earned a grade of 70% or better on the observation.

Findings (2006-2007) - Achievement Target: Met
89% of the students in Spch 4400 earned 70% for the grade on the observation.

Related Action Plans:
device new goals/objectives
As indicated in “Action 1,” the speech faculty is still discussing the speech major’s curriculum revisions, more specifically how those revisions impact the learning goals and objectives for the major. Once new goals and objectives have been established, a new assessment plan will be created. Assignments for our two CTW courses, Persuasion and Communication & Diversity, have been developed by the faculty to be used for assessment purposes. For
more information, see the Action Plan Details section of this report.

Details for Action Plans Established This Cycle

**consistency with oral delivery rubric**
Instructors this past year either did not include information from this competent communicator rubric OR the actual speech grade. The rubric receives robust support from the National Communication Association and the GSU speech faculty; therefore, the faculty agreed this component should be included in future assessment reports. In addition, speech grades will also be included in future assessment reports.

Priority: High
Responsible Person/Group: Speech area faculty

**consistency with writing rubric**
Instructors completed their grades and the writing assessment rubric for student papers. There seemed to be a discrepancy between grades on these papers and the writing assessment rubric, and this discrepancy is consistent across courses. The speech faculty determined that this variance was to be expected and after reviewing the rubric, created by the English faculty, agreed to continue using this assessment measure. The speech faculty also agreed to use this assessment tool consistently; not all courses last year reported this information.

Priority: High
Responsible Person/Group: Speech area faculty

**devise new goals/objectives**
As indicated in “Action 1,” the speech faculty is still discussing the speech major’s curriculum revisions, more specifically how those revisions impact the learning goals and objectives for the major. Once new goals and objectives have been established, a new assessment plan will be created. Assignments for our two CTW courses, Persuasion and Communication & Diversity, have been developed by the faculty to be used for assessment purposes.

Priority: High
Responsible Person/Group: Speech area faculty

**Eliminate exams as measures**
Based on previous assessment data and faculty discussions, the assessment exams were eliminated for 2007-2008. This elimination may be temporary, while the speech curriculum is under revision. That revision process is nearly complete. Once the revision is complete and students enroll in the newly designed Area F, core classes, and CTW courses, the entire assessment plan will be revised accordingly – including a discussion of whether or not to reinstate an assessment exam.

Priority: High
Responsible Person/Group: Speech area faculty

**Analysis Answers**
What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?
The Speech area faculty have completed a major revision of the curriculum. This
assessment report is on the old curriculum, and two of its measures were eliminated because of this transition to the new curriculum. The faculty have agreed to be more consistent in their use of assessment measures in the future.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?

The Speech curriculum will be revised for the next academic year. Its assessment will no longer include exams. The faculty have found that some of the assessment measures, e.g. competent communicator rubric, were not consistently used in this academic year, but a concerted effort will be made to have all of the assessment measures consistently used for the new curriculum. There will be discussions about revising the goals/outcomes for the revised curriculum, and adding measures will also be discussed.
Mission/Purpose
The Department of Communication is firmly committed to the goals of academic excellence, strong research programs and international relevance set forth in the Georgia State University’s Strategic Plan. The Department encompasses multiple professional, creative and research traditions, all of which are organized around the idea that central to the human experience is the use of symbols for the purpose of making and understanding meaning. As an academic unit, the Department is committed to cultivating a deeper appreciation of the creative and intellectual traditions of communication by providing students with critical thinking and media literacy skills, enhancing students’ oral, written and visual communication processes through participation in cutting edge scholarly and artistic programs and collaborating with and enhancing the local, state, regional, national and global communities related to communication. Note: The Department has about 1,400 undergraduate majors; 108 major in Speech Communication. The Speech Communication curriculum is undergoing a major revision, and the mission statement will likely be changed in the next cycle, 2010-2011.

Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans
O 1: oral communication
Students will demonstrate the ability to: 1. Choose and narrows a topic appropriately for the audience and occasion. 2. Communicate the thesis/specific purpose in a manner appropriate for audience and occasion. 3. Provide appropriate supporting material based on the audience and occasion. 4. Use an organizational pattern appropriate to the topic, audience, occasion and purpose. 5. Use language that is appropriate to the audience, occasion and purpose. 6. Use vocal variety in rate, pitch, and intensity to heighten and maintain interest. 7. Use pronunciation, grammar, and articulation appropriate to the designated audience. 8. Use physical behaviors that support the verbal message.

Related Measures:
M 1: oral presentation
Students in Spch 3210 earn a grade of 70% or better on a technical speech presentation.

Source of Evidence: Presentation, either individual or group

Achievement Target:
70% or higher of students in Spch 3210 earn a grade of 70% or better on a technical speech presentation

Findings (2008-2009) - Achievement Target: Met
100% of students in Spch 3210 earned a grade of 70% or better on a technical speech presentation.

Related Action Plans:
competent communicator standard
Instructors this past year either did not include information from this competent communicator rubric OR the actual speech grade. The rubric
receives robust support from the National Communication Association and the GSU speech faculty; therefore, the faculty agreed this component should be included in future assessment reports. In addition, speech grades will also be included in future assessment reports. For more information, see the Action Plan Details section of this report.

**compe**

**nt**

**ent communicator standard**
Instructors this past year either did not include information from this competent communicator rubric OR the actual speech grade. The rubric receives robust support from the National Communication Association and the GSU speech faculty; therefore, the faculty agreed this component should be included in future assessment reports. In addition, speech grades will also be included in future assessment reports. For more information, see the Action Plan Details section of this report.

**M 2: oral presentation**
Student in Spch 3250 earn a score of 70% or higher on their speeches.

**Source of Evidence:** Presentation, either individual or group

**Achievement Target:**
70% or higher of students in Spch 3250 earn a score of 70% or higher on their oral presentations.

**Findings (2008-2009) - Achievement Target: Met**
98% of Spch 3250 students earned a score of 70% or higher on their oral presentations.

**Related Action Plans:**

**compe**

**nt**

**ent communicator standard**

**O 2: leadership skills**
Students will possess communication competencies necessary for effective leadership.

**Related Measures:**

**M 4: observation**
Students in Spch 4400 earn a grade of 70% or better on the observation of the oral presentation of their research.

**Source of Evidence:** Presentation, either individual or group
Achievement Target:
70% or higher of the students in Spch 4400 earn a grade of 70% or better on the observation.

Findings (2008-2009) - Achievement Target: Met
88% of the students in Spch 4400 earned a grade of 70% or better on the observation of their oral presentation of their research.

Related Action Plans:
revision of curriculum/assessment plan
The speech faculty is still discussing the speech major’s curriculum revisions, more specifically how those revisions impact the learning goals and objectives for the major. Once new goals and objectives have been established, a new assessment plan will be created. Assignments for our two CTW courses, Persuasion and Communication & Diversity, have been developed by the faculty to be used for assessment purposes. For more information, see the Action Plan Details section of this report.

M 5: group research project
Students in Spch 4400 earned 70% or higher on the group research assignment.
Source of Evidence: Presentation, either individual or group

Achievement Target:
70% or higher of Spch 4400 students earned 70% or higher on the group research assignment.

Findings (2008-2009) - Achievement Target: Met
100% of Spch 4400 students earned 70% or higher on the group research project assignment.

Related Action Plans:
revision of curriculum/assessment plan
The speech faculty is still discussing the speech major’s curriculum revisions, more specifically how those revisions impact the learning goals and objectives for the major. Once new goals and objectives have been established, a new assessment plan will be created. Assignments for our two CTW courses, Persuasion and Communication & Diversity, have been developed by the faculty to be used for assessment purposes. For more information, see the Action Plan Details section of this report.

O 3: processes, theories and research
Students will understand the processes of human communication and their theories and how to read/conduct research relating to communication across the lifespan.

Related Measures:
M 3: research paper
Students in Spch 4400 earn 70% for the grade on their final paper and earned 70%
(or higher) on the writing instrument rubric.

**Source of Evidence:** Written assignment(s), usually scored by a rubric

**Achievement Target:**
70% of students in Spch 4400 earn a grade of 70% or higher on the grade for their research papers and 70% of students earn a score of 70% or higher on the writing rubric.

**Findings (2008-2009) - Achievement Target: Partially Met**
69% of the students in Spch 4400 earned 70% for the grade on their final papers, and 33% of the students earned 70% (or higher) on the writing instrument rubric.

**Related Action Plans:**

**consistent use of rubric**
Instructors completed their grades and the writing assessment rubric for student papers. There seemed to be a discrepancy between grades on these papers and the writing assessment rubric, and this discrepancy is consistent across courses. The speech faculty determined that this variance was to be expected and after reviewing the rubric, created by the English faculty, agreed to continue using this assessment measure. The speech faculty also agreed to use this assessment tool consistently; not all courses last year reported this information. For more information, see the Action Plan Details section of this report.

**revision of curriculum/assessment**
The speech faculty is still discussing the speech major’s curriculum revisions, more specifically how those revisions impact the learning goals and objectives for the major. Once new goals and objectives have been established, a new assessment plan will be created. Assignments for our two CTW courses, Persuasion and Communication & Diversity, have been developed by the faculty to be used for assessment purposes. For more information, see the Action Plan Details section of this report.

**revise curriculum/assessment plan**
The speech faculty is still discussing the speech major’s curriculum revisions, more specifically how those revisions impact the learning goals and objectives for the major. Once new goals and objectives have been established, a new assessment plan will be created. Assignments for our two CTW courses, Persuasion and Communication & Diversity, have been developed by the faculty to be used for
assessment purposes. For more information, see the Action Plan Details section of this report.

M 4: observation
Students in Spch 4400 earn a grade of 70% or better on the observation of the oral presentation of their research.

Source of Evidence: Presentation, either individual or group

Achievement Target:
70% or higher of the students in Spch 4400 earn a grade of 70% or better on the observation of their oral presentation of their research.

Findings (2008-2009) - Achievement Target: Met
88% of the students in Spch 4400 earned a grade of 70% or better on the observation of their oral presentation of their research.

Related Action Plans:
revision of curriculum/assessment plan
The speech faculty is still discussing the speech major’s curriculum revisions, more specifically how those revisions impact the learning goals and objectives for the major. Once new goals and objectives have been established, a new assessment plan will be created. Assignments for our two CTW courses, Persuasion and Communication & Diversity, have been developed by the faculty to be used for assessment purposes. For more information, see the Action Plan Details section of this report.

M 5: group research project
Students in Spch 4400 earned 70% or higher on the group research assignment.

Source of Evidence: Presentation, either individual or group

Achievement Target:
70% or higher of Spch 4400 students earn 70% or higher on the group research project assignment.

Findings (2008-2009) - Achievement Target: Met
100% of Spch 4400 students earned 70% or higher on the group research project assignment.

Related Action Plans:
revision of curriculum/assessment plan
The speech faculty is still discussing the speech major’s curriculum revisions, more specifically how those revisions impact the learning goals and objectives for the major. Once new goals and objectives have been established, a new assessment plan will be created. Assignments for our two CTW courses, Persuasion and Communication & Diversity, have been developed by the faculty to be used for assessment purposes. For more information, see the Action Plan Details section of this report.
O 4: critical skills
Students will gain the critical/cognitive skills needed to be an informed citizen.

Related Measures:
M 3: research paper
Students in Spch 4400 earn 70% for the grade on their final paper and earned 70% (or higher) on the writing instrument rubric.

Source of Evidence: Written assignment(s), usually scored by a rubric
Achievement Target:
70% or higher of the students in Spch 4400 earn 70% or higher for the grade on their final paper, and 70% of the students earn 70% (or higher) on the writing instrument rubric.

Findings (2008-2009) - Achievement Target: Partially Met
69% of the students in Spch 4400 earned 70% for the grade on their final papers, and 33% of the students earned 70% (or higher) on the writing instrument rubric.

Related Action Plans:
revised curriculum/assessment
The speech faculty is still discussing the speech major’s curriculum revisions, more specifically how those revisions impact the learning goals and objectives for the major. Once new goals and objectives have been established, a new assessment plan will be created. Assignments for our two CTW courses, Persuasion and Communication & Diversity, have been developed by the faculty to be used for assessment purposes. For more information, see the Action Plan Details section of this report.

M 4: observation
Students in Spch 4400 earn a grade of 70% or better on the observation of the oral presentation of their research.

Source of Evidence: Presentation, either individual or group
Achievement Target:
70% or higher of the students in Spch 4400 earn a grade of 70% or better on the observation of their oral presentation of their research.

Findings (2008-2009) - Achievement Target: Met
88% of the students in Spch 4400 earn a grade of 70% or better on the observation of their oral presentation of their research.

Related Action Plans:
revision of curriculum/assessment plan
The speech faculty is still discussing the speech major’s curriculum revisions, more specifically how those revisions impact the learning goals and objectives for the major. Once new goals and objectives have been established, a new assessment plan will be created.
plan will be created. Assignments for our two CTW courses, Persuasion and Communication & Diversity, have been developed by the faculty to be used for assessment purposes. For more information, see the Action Plan Details section of this report.

**M 5: group research project**

Students in Spch 4400 earned 70% or higher on the group research assignment.

**Source of Evidence:** Presentation, either individual or group

**Achievement Target:**
70% of Spch 4400 students earn 70% or higher on the group research project assignment.

**Findings (2008-2009) - Achievement Target: Met**
100% of Spch 4400 students earned 70% or higher on the group research project assignment.

**Related Action Plans:**
revision of curriculum/assessment plan

The speech faculty is still discussing the speech major’s curriculum revisions, more specifically how those revisions impact the learning goals and objectives for the major. Once new goals and objectives have been established, a new assessment plan will be created. Assignments for our two CTW courses, Persuasion and Communication & Diversity, have been developed by the faculty to be used for assessment purposes. For more information, see the Action Plan Details section of this report.

**Details for Action Plans Established This Cycle**

**competent communicator standard**

Instructors this past year either did not include information from this competent communicator rubric OR the actual speech grade. The rubric receives robust support from the National Communication Association and the GSU speech faculty; therefore, the faculty agreed this component should be included in future assessment reports. In addition, speech grades will also be included in future assessment reports.

- **Priority:** High
- **Target Date:** 10/2009, Fall Semester 2009
- **Responsible Person/Group:** Speech faculty

**competent communicator standard**

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- **Priority:** High
competent communicator standard
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Priority: High
Target Date: 10/2009, Fall Semester 2009
Responsible Person/Group: Speech faculty

consistent use of rubric
Instructors completed their grades and the writing assessment rubric for student papers. There seemed to be a discrepancy between grades on these papers and the writing assessment rubric, and this discrepancy is consistent across courses. The speech faculty determined that this variance was to be expected and after reviewing the rubric, created by the English faculty, agreed to continue using this assessment measure. The speech faculty also agreed to use this assessment tool consistently; not all courses last year reported this information.

Priority: High
Target Date: 10/2009, Fall Semester 2009
Responsible Person/Group: Speech faculty

revise curriculum/assessment plan
The speech faculty is still discussing the speech major’s curriculum revisions, more specifically how those revisions impact the learning goals and objectives for the major. Once new goals and objectives have been established, a new assessment plan will be created. Assignments for our two CTW courses, Persuasion and Communication & Diversity, have been developed by the faculty to be used for assessment purposes.

Priority: High
Target Date: 09/2009, Early Fall Semester 2009
Responsible Person/Group: Speech faculty

revised curriculum/assessment
The speech faculty is still discussing the speech major’s curriculum revisions, more specifically how those revisions impact the learning goals and objectives for the major. Once new goals and objectives have been established, a new assessment plan will be created. Assignments for our two CTW courses, Persuasion and Communication & Diversity, have been developed by the faculty to be used for assessment purposes.

Priority: High
Target Date: 09/2009, Early Fall Semester 2009
Responsible Person/Group: Speech faculty

revision of curriculum/assessment
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Priority: High
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Priority: High
Target Date: 09/2009, Early Fall Semester 2009
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Priority: High
Target Date: 09/2009, Early Fall Semester 2009
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Priority: High
Target Date: 09/2009, Early Fall Semester 2009
Responsible Person/Group: Speech faculty
Responsible Person/Group: Speech faculty

**revision of curriculum/assessment plan**

The speech faculty is still discussing the speech major’s curriculum revisions, more specifically how those revisions impact the learning goals and objectives for the major. Once new goals and objectives have been established, a new assessment plan will be created. Assignments for our two CTW courses, Persuasion and Communication & Diversity, have been developed by the faculty to be used for assessment purposes.

Priority: High
Target Date: 09/2009, Early Fall Semester 2009
Responsible Person/Group: Speech faculty
Mission/Purpose
The Graduate Program in Communication offers its students a multi-disciplinary curriculum leading to the Master of Arts degree. The program is designed to prepare students for professional activities in all areas of Communication in which the Department has emphases (mass communication, film/video and digital imaging, and human communication and social influence).

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans
O 0: Understand research methods
Students should be conversant in the wide range of research methodologies of the interdisciplinary field of communication. They should demonstrate competence in specific research methods appropriate to their area of specialization.

Associations:
NCA

Institutional Priorities:
3.1 Graduate and research programs with national and global recognition
1.2 Excellence in the liberal arts and sciences

Strategic Plans:
President, Georgia State University
1.3 Graduate Experience

Related Measures:
M 0: Research Proposals
The quality, based on grade, of final research proposal for our required Research Methods in Communication courses (Comm 6030)

Achievement Target:
A score of 80 to 100% on the final research proposal submitted in the course.

Findings (2006-2007) - Achievement Target: Partially Met
Of 22 students who completed the research methods course, 19 received scores of 80% or higher on the final proposal. Our success rate was 86%.

Related Action Plans:
Continue revision of the MA curriculum
The need for curricular revision at the MA level remains a central departmental concern. Beginning in 2005-06 and continuing to the present, the Graduate Studies Committee has been charged with conducting a major review of the MA curriculum, and this process will be ongoing in 2007-08. The revision of the MA curriculum is of critical importance not...
simply because of the wide range of areas of study that fall under the rubric of "communication." It also impacts in subtle ways the doctoral curriculum, as well as a major charge of the Graduate Studies Committee not directly related to the assessment of learning outcomes--namely, the need to recruit a larger and stronger pool of graduate applicants. The area faculty and Graduate Studies Committee will continue to work on revision of the MA curriculum in 2007-08. At the end of academic year 2006-07, the area faculty in film-video and MIS developed and approved the adoption of four new MA-level media studies courses, which will be sent to the Graduate Studies Committee in early 2007-08. These courses will allow us to phase out the 4000-6000 courses too prevalent in the Film-Video MA. They will serve to bridge the gap between production-focused students and critical studies students at the level of a masters degree and will serve as templates for an expanded list of courses available at the doctoral level. For more information, see the Action Plan Details section of this report.

Evaluate appropriate methods for creative artists
In the year 2007-2008, the graduate committee should focus on adapting the Research Methods course to better suit needs of students in both theoretical and applied-creative tracks; and on implementing a method to monitor students' selections of foreign-language research equivalence courses. For more information, see the Action Plan Details section of this report.

M 0: Research Theses
Successfully defended MA research theses

**Achievement Target:**
100% success in thesis defenses

**Findings (2006-2007) - Achievement Target: Partially Met**
21 students successfully defended theses, and one student failed a thesis defense and subsequently left the program.

**Findings (2005-2006) - Achievement Target: Met**
All MA students who attempted to defend their theses in the last academic year (23) were successful (8 in fall, 9 in spring, 6 in summer).

**Related Action Plans:**
Continue revision of the MA curriculum
The need for curricular revision at the MA level
remains a central departmental concern. Beginning in 2005-06 and continuing to the present, the Graduate Studies Committee has been charged with conducting a major review of the MA curriculum, and this process will be ongoing in 2007-08. The revision of the MA curriculum is of critical importance not simply because of the wide range of areas of study that fall under the rubric of "communication." It also impacts in subtle ways the doctoral curriculum, as well as a major charge of the Graduate Studies Committee not directly related to the assessment of learning outcomes--namely, the need to recruit a larger and stronger pool of graduate applicants. The area faculty and Graduate Studies Committee will continue to work on revision of the MA curriculum in 2007-08. At the end of academic year 2006-07, the area faculty in film-video and MIS developed and approved the adoption of four new MA-level media studies courses, which will be sent to the Graduate Studies Committee in early 2007-08. These courses will allow us to phase out the 4000-6000 courses too prevalent in the Film-Video MA. They will serve to bridge the gap between production-focused students and critical studies students at the level of a master’s degree and will serve as templates for an expanded list of courses available at the doctoral level. For more information, see the Action Plan Details section of this report.

O 0: Oral and written competencies

The student’s research proposal should pose a significant research problem, should evidence awareness of historical and theoretical contexts surrounding the question, and should deploy appropriate methodologies for addressing the question. In the oral defense, the student should be able to articulately engage the questions of the committee members. Proposals for creative projects in film/video should go beyond the technical-logistical, and should present in detail the aesthetic sources and traditions out of which the student’s work is operating.

Associations:
NCA

Institutional Priorities:
3.1 Graduate and research programs with national and global recognition
1.2 Excellence in the liberal arts and sciences

Strategic Plans:
President, Georgia State University
1.3 Graduate Experience

Related Measures:
M 0: Quality of thesis proposals and oral defenses

After the defense, the thesis proposal will be given an (informal) aggregate grade on a scale from 0 to 5, with 2 representing a low pass, and 5 an outstanding performance.

**Achievement Target:**
Proposals should be rated at least 4 (on a scale of 5).

**Findings (2006-2007) - Achievement Target: Not Met**
As of now, the mechanism we are using to evaluate the overall quality of theses is anecdotal, and we are seeking to create a way to keep track of this more systematically (see action item A 4). In the academic year 2006-07, 22 theses were defended; there were 21 passes, and one failure (after which the student left the program). Certainly, a majority of these theses were considered by the committees to fall into the range of “very good” to “outstanding,” although a small percentage were judged to be only “adequate.” The Graduate Committee is currently working on a form in which defenses of all thesis proposals and theses can be evaluated, so that we can better track the quality of theses. One of the areas we want particularly to investigate here is whether and to what extent the complex intellectual interactions that occur during the defense of the thesis proposal gets translated into the final thesis, in order to determine the precise point at which a proposal for a thesis should be failed (i.e., forced to be reconceptualized) in order to, in the end, produce a better finished thesis.

**Related Action Plans:**

**Continue revision of the MA curriculum**
The need for curricular revision at the MA level remains a central departmental concern. Beginning in 2005-06 and continuing to the present, the Graduate Studies Committee has been charged with conducting a major review of the MA curriculum, and this process will be ongoing in 2007-08. The revision of the MA curriculum is of critical importance not simply because of the wide range of areas of study that fall under the rubric of "communication." It also impacts in subtle ways the doctoral curriculum, as well as a major charge of the Graduate Studies Committee not directly related to the assessment of learning outcomes--namely, the need to recruit a larger and stronger pool of graduate applicants. The area faculty and Graduate Studies Committee will continue to work on revision of the MA curriculum in 2007-08. At the end of academic year 2006-07, the area faculty in film-video and MIS developed and
approved the adoption of four new MA-level media studies courses, which will be sent to the Graduate Studies Committee in early 2007-08. These courses will allow us to phase out the 4000-6000 courses too prevalent in the Film-Video MA. They will serve to bridge the gap between production-focused students and critical studies students at the level of a masters degree and will serve as templates for an expanded list of courses available at the doctoral level. For more information, see the Action Plan Details section of this report.

**Implement better reporting of failed or postponed**

Our current mechanism only keeps track of successful oral thesis proposal defenses and full thesis defenses. Although proposed in past years, we still do not have a form that records when a student fails an oral thesis proposal defense or an oral defense of the full thesis. This issue is complicated by the fact that in some cases, a defense can be "postponed" based on negative committee responses, and we have no way of monitoring the extent to which this occurs, except anecdotally. In the 2007-2008 year we will implement a form that will allow us to track failed defenses, as well as an informal procedure by which a thesis director can notify the graduate director of a postponed defense, thus allowing us to evaluate competence at both the level of written argumentation and the level of oral argumentation. For more information, see the Action Plan Details section of this report.

**Evaluate appropriate methods for creative artists**

In the year 2007-2008, the graduate committee should focus on adapting the Research Methods course to better suit needs of students in both theoretical and applied-creative tracks; and on implementing a method to monitor students' selections of foreign-language research equivalence courses. For more information, see the Action Plan Details section of this report.

**O 0: Command of scholarly and creative work in area of**

Students should demonstrate a command of the key texts in their area of specialization. These include theoretical and scholarly literature in the area; additionally, for the Film/Video specialization, it includes a breadth of knowledge of the important artistic works, styles, and movements that comprise the film canon.

**Associations:**

NCA
Institutional Priorities:

3.1 Graduate and research programs with national and global recognition
1.2 Excellence in the liberal arts and sciences

Strategic Plans:

President, Georgia State University
1.3 Graduate Experience

Related Measures:

M 0: Theory Exam
Final theory paper for our required Issues and Perspectives in Communication course (Comm 6010)

Achievement Target:
Score of 80 to 100% on final theory papers

Findings (2006-2007) - Achievement Target: Partially Met
17 out of 25 students completed their final theory paper with a score of 80% or above. This represents a 68% success rate.

Related Action Plans:

Continue revision of the MA curriculum
The need for curricular revision at the MA level remains a central departmental concern. Beginning in 2005-06 and continuing to the present, the Graduate Studies Committee has been charged with conducting a major review of the MA curriculum, and this process will be ongoing in 2007-08. The revision of the MA curriculum is of critical importance not simply because of the wide range of areas of study that fall under the rubric of "communication." It also impacts in subtle ways the doctoral curriculum, as well as a major charge of the Graduate Studies Committee not directly related to the assessment of learning outcomes--namely, the need to recruit a larger and stronger pool of graduate applicants. The area faculty and Graduate Studies Committee will continue to work on revision of the MA curriculum in 2007-08. At the end of academic year 2006-07, the area faculty in film-video and MIS developed and approved the adoption of four new MA-level media studies courses, which will be sent to the Graduate Studies Committee in early 2007-08. These courses will allow us to phase out the 4000-6000 courses too prevalent in the Film-Video MA. They will serve to bridge the gap between production-focused students and critical studies students at the level of a masters degree and will serve as templates for an expanded list of courses available at the doctoral level. For
Monitor performance in Advanced Film Theory
Currently, we monitor performance in Comm 6010 to assess competence in the scholarly literature and theory of communication. Equally important for students in Film-Video is Comm 6020, Advanced Film Theory, which is currently being redesigned to bring theory together with the major aesthetic traditions in film. The performance in this course can provide more accurate assessment in this area, for both creative and critical studies students. For more information, see the Action Plan Details section of this report.

O 0: Knowledge development
Sufficient demonstration of the students’ development of knowledge in his/her area of concentration

Associations:
Institutional Priorities:
3.1 Graduate and research programs with national and global recognition
1.2 Excellence in the liberal arts and sciences

Strategic Plans:
President, Georgia State University
1.3 Graduate Experience

Related Measures:
M 0: Quality of thesis content
The successfully defended thesis shows a sufficient display of knowledge to be judged as "high quality."

Achievement Target:
Theses should be judged as meeting at least a criterion of 4 out of 5 (5=high achievement)

Related Action Plans: For more information, see the Action Plan Details section of this report.

Details for Action Plans Established This Cycle
Continue development of applied program non-thesis option
To continue the discussion and planning of a non-thesis applied option (and an accompanying curriculum) to meet the needs of MA students seeking additional skills training, rather than training for advanced research. Note that this does not apply to the screenwriting/production tracks of the Film/Video major, which is oriented toward artistic production and not skills training.

Priority: High
Responsible Person/Group: graduate faculty, Graduate Directors, Graduate Committee, and Chair

Continue revision of the MA curriculum
The need for curricular revision at the MA level remains a central departmental concern. Beginning in 2005-06 and continuing to the present, the Graduate Studies Committee has been charged with conducting a major review of the MA curriculum, and this process will be ongoing in 2007-08. The revision of the MA curriculum is of critical importance not simply because of the wide range of areas of study that fall under the rubric of "communication." It also impacts in subtle ways the doctoral curriculum, as well as a major charge of the Graduate Studies Committee not directly related to the assessment of learning outcomes--namely, the need to recruit a larger and stronger pool of graduate applicants. The area faculty and Graduate Studies Committee will continue to work on revision of the MA curriculum in 2007-08. At the end of academic year 2006-07, the area faculty in film-video and MIS developed and approved the adoption of four new MA-level media studies courses, which will be sent to the Graduate Studies Committee in early 2007-08. These courses will allow us to phase out the 4000-6000 courses too prevalent in the Film-Video MA. They will serve to bridge the gap between production-focused students and critical studies students at the level of a masters degree and will serve as templates for an expanded list of courses available at the doctoral level.

**Priority: High**
**Responsible Person/Group: Graduate directors, area graduate faculty, Graduate Committee**

**Evaluate appropriate methods for creative artists**
In the year 2007-2008, the graduate committee should focus on adapting the Research Methods course to better suit needs of students in both theoretical and applied-creative tracks; and on implementing a method to monitor students' selections of foreign-language research equivalence courses.

**Priority: High**
**Responsible Person/Group: Graduate directors, graduate faculty**

**Implement better reporting of failed or postponed**
Our current mechanism only keeps track of successful oral thesis proposal defenses and full thesis defenses. Although proposed in past years, we still do not have a form that records when a student fails an oral thesis proposal defense or an oral defense of the full thesis. This issue is complicated by the fact that in some cases, a defense can be "postponed" based on negative committee responses, and we have no way of monitoring the extent to which this occurs, except anecdotally. In the 2007-2008 year we will implement a form that will allow us to track failed defenses, as well as an informal procedure by which a thesis director can notify the graduate director of a postponed defense, thus allowing us to evaluate competence at both the level of written argumentation and the level of oral argumentation.

**Priority: High**
**Responsible Person/Group: Graduate Committee, graduate faculty**

**Monitor performance in Advanced Film Theory**
Currently, we monitor performance in Comm 6010 to assess competence in the scholarly literature and theory of communication. Equally important for students in Film-Video is Comm 6020, Advanced Film Theory, which is currently being redesigned to bring theory together with the major aesthetic traditions in film. The
performance in this course can provide more accurate assessment in this area, for both creative and critical studies students.

Priority: Medium
Responsible Person/Group: Graduate director in Film Video MIS.

Analysis Answers

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?

The MA program continues to be strong. In 2006-07, we also began advising all MA students that they are required to select their principal advisor by the time they finish the seventh course in the program. Since it is only with the approval of the thesis advisor that students can securely obtain credit for the foreign-language research equivalence course, this rule will have an impact on the methodological sophistication of MA work. Considerable work has been accomplished on one of last year’s action plans, revision of the MA curriculum; and currently we are in the process of adding several courses to the Film/Video MA program. This will impact several other of the current action plans: it will allow us to phase out the 4000-6000 courses too prevalent in the Film-Video MA, it will serve to bridge the gap between production focused students and critical studies students at the level of a masters degree, and it will provide an expanded list of courses available at the doctoral level.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?

Several discussions have taken place in the Graduate Committee regarding implementation of the action plan of last year to move toward an applied program with a non-thesis option. Moving forward with this action item is closely tied to the development of a coherent applied curriculum, and the acquisition of personnel in the applied areas. There is also concern among some area faculty that Film/Video production not be considered an "applied" program, as our production MA focuses on aesthetic competence rather than job training. A related issue applicable only to the creative-track of the Film/Video MA connects to methods. In this area, due to the fundamentally aesthetic nature of the work done on the creative thesis, some of the traditional methodologies of communication studies seem less useful in these cases; and the traditional social-scientific distinction between method and content is problematic in aesthetics. Thus, at the end of academic year 2006-07, the area faculty in film-video and MIS was charged with rethinking the methods curriculum for this cohort of students, and they will report to the Graduate Studies Committee in early 2007-08. The area graduate faculty in the mass communication area are working on significant revisions to that degree track, reflective both of the fact that the university is situated in the middle of one of the nation’s leading media markets, and of the fact that cross-platform demands in the print and telecommunications sectors require graduate training less focused on particular media (print, broadcast, PR) and more attentive to cross-platform modes of news production (such as online and new mediated forms of content dissemination). Curricular transformation is likely to produce changes in the way track seminars address research methods and emerging industry dynamics, and also to result in
modifications in courses relating to the public relations and corporate communication sector in particular, two areas where jobs requiring the M.A. have undergone the most rapid change. Area faculty in mass communication are also working to handle ongoing demands for professionalizing training in applied communication professions (such as PR) within the contours of a program mainly staffed and organized around the priorities of scholarly research generation in mass communication. These conversations, reflective of broader disciplinary discussions (such as whether M.A. level programs in mass communication should be thought of as more akin to traditional research generating social sciences or to professional schools such as law and business), are understood by the department’s faculty as requiring a recalibration of our offerings. The goals of these conversations include (a) preserving and enhancing the curricular and scholarly integrity of graduate instruction, (b) bringing M.A. level offerings in mass communication more in line with state-of-the-art practice, and (c) sustaining a program able to generate strong continuing recruitment. Area faculty are looking, in addition, to mechanisms that can better connect our graduate students with best/new practices in journalism production, most likely as a supplement to regular coursework and the more traditional vehicles for assessing learning outcomes at the graduate level. The main challenge to curricular coherence in the HC&SI track is that it continues to attract a relatively small M.A. student cohort, and this small group is split among two tracks, one mainly social scientific (and concentrated on communication patterns across the lifespan) and the other mainly humanistic (and focused on rhetorical/political studies). Because class cohorts are small, course management strategies are complex (e.g., if too many seminars are offered none will generate a sufficient enrollment) and the task of creating meaningful curricular experiences is too easily undone by the wide flexibility students are permitted to make elective course choices. Area faculty have been working this year to address a similar situation at the undergraduate level (where a relatively small "speech" major is also split), and is moving to unify the two tracks into a single and better designed one-track program. The outcomes of that process (described in more detail in the undergraduate "speech" major report) are likely to be transposed into a similar process of curricular review at the M.A. level.
Georgia State University
Detailed Assessment Report
2007-2008 Communication MA

Mission/Purpose
The Graduate Program in Communication offers its students a multi-disciplinary curriculum leading to the Master of Arts degree. The program is designed to prepare students for professional activities in all areas of Communication in which the Department has emphases (mass communication, film/video and digital imaging, and human communication and social influence).

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans
O 0: Understand research methods
Students should be conversant in the wide range of research methodologies of the interdisciplinary field of communication. They should demonstrate competence in specific research methods appropriate to their area of specialization.

Associations:
NCA

Institutional Priorities:
1.12 Global cultural perspectives infused throughout programs
2.23 Educational support systems that foster student access and success

Strategic Plans:
President, Georgia State University
1.3 Graduate Experience

Related Measures:
M 0: Research Theses
Successfully defended MA research theses

Achievement Target:
100% success in thesis defenses

Findings (2007-2008) - Achievement Target: Met
The department successfully graduated 15 MA students last year and no defense was unsuccessful.

Findings (2006-2007) - Achievement Target: Partially Met
21 students successfully defended theses, and one student failed a thesis defense and subsequently left the program.

Findings (2005-2006) - Achievement Target: Met
All MA students who attempted to defend their theses in the last academic year (23) were successful (8 in fall, 9 in spring, 6 in summer).

Related Action Plans:
MA Curriculum Revisions
The department continues to consider modifications in the MA curriculum. Last year four new MA-level media studies courses were added to the curriculum,
and there will be conversations in this academic year related to our core methods and advanced methods courses. Specifically, should qualitative and quantitative methods be changed to reflect the growing impact of critical methods, and should we consider changing methods to social scientific and critical/humanistic methods. Also, we need to determine how to separate theory from methods for students focusing on critical approaches to communication. During our departmental review over the next two years we will also be considering the possible implementation of an MFA degree. For more information, see the Action Plan Details section of this report.

M 0: Research Proposals
The quality, based on grade, of final research proposal for our required Research Methods in Communication courses (Comm 6030)

Achievement Target:
A score of 80 to 100% on the final research proposal submitted in the course.

Findings (2007-2008) - Achievement Target: Partially Met
13 out of 14 students scored higher than 80% on their final projects. 9 A grades, 4 B grades, and 1 C grade. Our success rate was 93%

Findings (2006-2007) - Achievement Target: Partially Met
Of 22 students who completed the research methods course, 19 received scores of 80% or higher on the final proposal. Our success rate was 86%.

Related Action Plans:
MA Curriculum Revisions
The department continues to consider modifications in the MA curriculum. Last year four new MA-level media studies courses were added to the curriculum, and there will be conversations in this academic year related to our core methods and advanced methods courses. Specifically, should qualitative and quantitative methods be changed to reflect the growing impact of critical methods, and should we consider changing methods to social scientific and critical/humanistic methods. Also, we need to determine how to separate theory from methods for students focusing on critical approaches to communication. During our departmental review over the next two years we will also be considering
the possible implementation of an MFA degree. For more information, see the Action Plan Details section of this report.

O 0: Oral and written competencies
The student’s research proposal should pose a significant research problem, should evidence awareness of historical and theoretical contexts surrounding the question, and should deploy appropriate methodologies for addressing the question. In the oral defense, the student should be able to articulately engage the questions of the committee members. Proposals for creative projects in film/video should go beyond the technical-logistical, and should present in detail the aesthetic sources and traditions out of which the student’s work is operating.

Associations:
NCA

Institutional Priorities:
1.12 Global cultural perspectives infused throughout programs
2.23 Educational support systems that foster student access and success

Strategic Plans:
President, Georgia State University
1.3 Graduate Experience

Related Measures:
M 0: Quality of thesis proposals and oral defenses
After the defense, the thesis proposal will be given an (informal) aggregate grade on a scale from 0 to 5, with 2 representing a low pass, and 5 an outstanding performance.

Achievement Target:
Proposals should be rated at least 4 (on a scale of 5).

Findings (2007-2008) - Achievement Target: Not Met
The graduate committee is still working to construct a workable plan for assessing the quality of the wide range of thesis projects developed in the department.

Findings (2006-2007) - Achievement Target: Not Met
As of now, the mechanism we are using to evaluate the overall quality of theses is anecdotal, and we are seeking to create a way to keep track of this more systematically (see action item A 4). In the academic year 2006-07, 22 theses were defended; there were 21 passes, and one failure (after which the student left the program). Certainly, a majority of these theses were considered by the committees to fall into the range of “very good” to “outstanding,” although a small percentage were judged to be only “adequate.” The Graduate Committee is currently working on a form in which defenses of all thesis proposals and theses can be evaluated, so that we can better track the quality of theses. One of the areas we want particularly to investigate here is whether and to what extent the complex intellectual interactions that occur during
the defense of the thesis proposal gets translated into the final thesis, in order to determine the precise point at which a proposal for a thesis should be failed (i.e., forced to be reconceptualized) in order to, in the end, produce a better finished thesis.

**Related Action Plans:**

**MA Curriculum Revisions**
The department continues to consider modifications in the MA curriculum. Last year four new MA-level media studies courses were added to the curriculum, and there will be conversations in this academic year related to our core methods and advanced methods courses. Specifically, should qualitative and quantitative methods be changed to reflect the growing impact of critical methods, and should we consider changing methods to social scientific and critical/humanistic methods. Also, we need to determine how to separate theory from methods for students focusing on critical approaches to communication. During our departmental review over the next two years we will also be considering the possible implementation of an MFA degree. For more information, see the Action Plan Details section of this report.

**O 0: Command of scholarly and creative work in area**
Students should demonstrate a command of the key texts in their area of specialization. These include theoretical and scholarly literature in the area; additionally, for the Film/Video specialization, it includes a breadth of knowledge of the important artistic works, styles, and movements that comprise the film canon.

**Associations:**
NCA

**Institutional Priorities:**
1.12 Global cultural perspectives infused throughout programs
2.23 Educational support systems that foster student access and success

**Strategic Plans:**
President, Georgia State University
1.3 Graduate Experience

**Related Measures:**
**M 0: Theory Exam**
Final theory paper for our required Issues and Perspectives in Communication course (Comm 6010)

**Achievement Target:**
Score of 80 to 100% on final theory papers

**Findings (2007-2008) - Achievement Target: Met**
All of the 22 students who took the course scored 80% or
better on their final papers, with %100 success.

**Related Action Plans:**

**MA Curriculum Revisions**

The department continues to consider modifications in the MA curriculum. Last year four new MA-level media studies courses were added to the curriculum, and there will be conversations in this academic year related to our core methods and advanced methods courses. Specifically, should qualitative and quantitative methods be changed to reflect the growing impact of critical methods, and should we consider changing methods to social scientific and critical/humanistic methods. Also, we need to determine how to separate theory from methods for students focusing on critical approaches to communication. During our departmental review over the next two years we will also be considering the possible implementation of an MFA degree. For more information, see the Action Plan Details section of this report.

**O 0: Knowledge development**

Sufficient demonstration of the students’ development of knowledge in his/her area of concentration

**Associations:**

**Institutional Priorities:**

1.12 Global cultural perspectives infused throughout programs
2.23 Educational support systems that foster student access and success

**Strategic Plans:**

President, Georgia State University
1.3 Graduate Experience

**Related Measures:**

**M 0: Quality of thesis content**

The successfully defended thesis shows a sufficient display of knowledge to be judged as "high quality."

**Achievement Target:**

Theses should be judged as meeting at least a criterion of 4 out of 5 (5=high achievement)

**Findings (2007-2008) - Achievement Target: Not Met**

The graduate committee must still work out the assessment procedure for thesis quality.

**Related Action Plans:**

**MA Curriculum Revisions**

The department continues to consider modifications in the MA curriculum. Last year four new MA-level media studies courses were added to the curriculum,
and there will be conversations in this academic year related to our core methods and advanced methods courses. Specifically, should qualitative and quantitative methods be changed to reflect the growing impact of critical methods, and should we consider changing methods to social scientific and critical/humanistic methods. Also, we need to determine how to separate theory from methods for students focusing on critical approaches to communication. During our departmental review over the next two years we will also be considering the possible implementation of an MFA degree. For more information, see the Action Plan Details section of this report.

**Develop a recruitment campaign**
Our MA admissions are fine, but growth in the MA program is not keeping pace with faculty growth. Also, given the rapidly climbing national reputation of our program, we are still not attracting large pools of excellent candidates. To address this issue, the department plans to work more aggressively on graduate student recruitment. For more information, see the Action Plan Details section of this report.

**Details for Action Plans Established This Cycle**

**Better reporting on thesis defenses**
We still do not have a workable procedure in place for more carefully assessing the quality of thesis defenses. While we did change the MA thesis defense signature page to provide opportunities for more specific feedback, the measures cannot be standardized given the wide range of theses produced by our students. More work must be done on how to best report to the senior administrative assistant the precise outcomes of thesis defenses.

- **Priority:** High
- **Responsible Person/Group:** The graduate committee, in conjunction with Ms. Tawanna Tookes

**Develop a recruitment campaign**
Our MA admissions are fine, but growth in the MA program is not keeping pace with faculty growth. Also, given the rapidly climbing national reputation of our program, we are still not attracting large pools of excellent candidates. To address this issue, the department plans to work more aggressively on graduate student recruitment.

- **Priority:** High
- **Responsible Person/Group:** Graduate committee and the Chair

**MA Curriculum Revisions**
The department continues to consider modifications in the MA curriculum. Last year four new MA-level media studies courses were added to the curriculum, and
there will be conversations in this academic year related to our core methods and advanced methods courses. Specifically, should qualitative and quantitative methods be changed to reflect the growing impact of critical methods, and should we consider changing methods to social scientific and critical/humanistic methods. Also, we need to determine how to separate theory from methods for students focusing on critical approaches to communication. During our departmental review over the next two years we will also be considering the possible implementation of an MFA degree.

Priority: Medium
Responsible Person/Group: graduate committee and departmental review committees are in charge of these action items

Analysis Answers
What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?
The MA program continues to strengthen. By expanding orientation, we are able to stress the fact that all students must have thesis advisors by their seventh course. This move has significantly improved the quality of theses in the department, and some of our MA graduates are now being placed in top-ranked doctoral programs. The film/video program has a much clearer shape now with the addition of new courses. Our pre-Ph.D. MA students consistently present conference papers now in their second year of the program, and some have begun to publish. Overall, the quality of our graduate students remains very good, and the graduate culture promotes competitive learning.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?
The most pressing challenge facing the graduate program is recruitment suitable to our stature. Our research faculty are now highly visible on the national science, and yet the quality of our applications has remained flat. Given the rapid growth of our faculty (6 tenure track hires last year alone), aggressive and successful recruitment of new graduate students is our number one concern. As noted above, we also still need to work more carefully to provide a workable method for reporting on the quality of thesis defenses across the board, and we also need to clarify what we mean by methods in a department where almost one-third of the faculty are critical scholars. Because of this period of rapid growth, we still are in long-term discussions related to a possible MFA degree, and a possible non-thesis applied communication track, though the latter has been put on hold until this hiring season is over.
Student Learning Outcomes, by Goal, with Any Associations and Related Measures, Achievement Target, Findings, and Action Plans

G 2: Broad understanding of communications fields
Produce students who have a broad understanding of the various disciplines and interdisciplinary traditions that comprise the field of communication.

O 1: Understanding of scholarly and creative traditions
Students should demonstrate a command of the key texts in their area of specialization. These include theoretical and scholarly literature in the area; additionally, for the Film/Video specialization, it includes a breadth of knowledge of the important artistic works, styles, and movements that comprise the film canon.

Associations:

Institutional Priorities:
1.12 Global cultural perspectives infused throughout programs
1.14 Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation

Strategic Plans:
President, Georgia State University
1.3 Graduate Experience
3.2 Interdisciplinary Programs

Related Measures:
M 3: Quality of final theory papers
The final papers in our required Comm 6010, Issues and Perspectives in Communication will be taken as evidence of a breadth of knowledge of the scholarly traditions in communication. Additionally, all film/video students are required to take Comm 6020, Advanced Film Theory; the overall performance in this course will be taken to assess the student's knowledge of the aesthetic and theoretical traditions related to the study of moving images. Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:
All students should score an 84% (B) or higher in final papers in our required Comm 6010, Issues and Perspectives in Communication. Additionally, all film/video students should score an 84% or higher grade overall in our required (for film/video only) Comm 6020, Advanced Film Theory.

Findings (2008-2009) - Achievement Target: Partially Met
Of the 23 students taking Comm 6010, 20 scored a B or higher on the final paper. Three students (or 13%) failed to reach this level. In Comm 6020 (Advanced Film Theory), 3 of 4 students earned a B or higher (75%). This data is not representative, however, as the incoming class of film-video students this year was unusually small, so the sample is skewed.
Related Action Plans:
Incorporate more opportunities for revisions in core courses
In the core theory-oriented courses (6010 and 6020) we should incorporate more opportunities for revisions of written work. These can be connected to shorter written assignment which focus on specific analytic or research skills. For more information, see the Action Plan Details section of this report.

Other Outcomes/Objectives, by Goal, with Any Associations and Related Measures, Achievement Target, Findings, and Action Plans

G 1: Scholarly or creative excellence
Produce students whose work demonstrates excellence in either scholarly or creative area.

O 2: Written, oral, and media-making competencies
The student’s research proposal should pose a significant research problem, should evidence awareness of historical and theoretical contexts surrounding the question, and should deploy appropriate methodologies for addressing the question. In the oral defense, the student should be able to articulately engage the questions of the committee members. Proposals for creative projects in film/video should go beyond the technical-logistical, and should present in detail the aesthetic sources and traditions out of which the student’s work is operating. Completed creative projects should evidence technical mastery of the means of media-making as well as aesthetic sophistication and artistic vision.

Associations:
Institutional Priorities:
1.12 Global cultural perspectives infused throughout programs
1.14 Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation

Strategic Plans:
President, Georgia State University
1.3 Graduate Experience

Related Measures:
M 1: Quality of thesis prospectus and defense
After the defense of the thesis prospectus, the examining committee should evaluate the project on a scale of 0 to 5, with 2 being a low pass and 5 representing a high pass. The evaluation should be delivered to the relevant area director. Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:
Proposals should be rated at least 4 (on a scale of 5).

Findings (2008-2009) - Achievement Target: Not Met
We have not yet settled on a procedure for implementing this data collection. This semester the Graduate Committee has begun to devise an online system of tracking this data, which will be detailed in the action plan.
Related Action Plans:

**Develop Assessment Form for Thesis Prospectus**

Initially, our plan was to develop a simple form which will measure the student's level of competence in the various criteria outlined in the "Objectives" section of this report. At the end of a prospectus defense, the members of the committee would fill out these forms, and they would be filed and would exist solely for assessment purposes. We are still working on this form, as Thesis Prospectuses present unique challenges in terms of measurement. The Prospectus is necessarily an "imperfect" document: we expect there to be theoretical and/or methodological issues which it is the purpose of the Prospectus defense to help the student to resolve. Thus, the prospectus assessment form will need to take this into consideration. One way to do this would be to ask the examiners to assess how adept the student was, during oral defense, at thinking through the issues raised by committee members during the defense. For more information, see the Action Plan Details section of this report.

**M 2: Quality of creative or research thesis**

After the thesis defense, the committee members should evaluate the thesis on a 0 to 5 scale, with 2 representing mediocre but passable work, and 5 representing work of high distinction. Source of Evidence: Senior thesis or culminating major project

**Achievement Target:**
Theses should be rated at least 4 (on a scale of 5).

**Findings (2008-2009) - Achievement Target: Not Met**
No findings. The measurement criteria and forms have not yet been developed.

**Related Action Plans:**

**Develop Assessment form for Research Thesis.** For more information, see the Action Plan Details section of this report.

**O 3: Understanding of research methods**

Students should be conversant in the wide range of research methodologies of the interdisciplinary field of communication. They should demonstrate competence in specific research methods appropriate to their area of specialization.

**Associations:**

**Institutional Priorities:**
1.14 Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation

**Strategic Plans:**

President, Georgia State University
1.3 Graduate Experience

**Related Measures:**

**M 4: Quality of final methods project**

Generally, the final project in our required course Comm 6030, Research Methods, is a mock research proposal, which gives the student training in producing the kind of document which will be required for the thesis prospectus. Source of Evidence: Written assignment(s), usually scored by a rubric

**Achievement Target:**

The grade for the final research proposal in the required course Comm 6030, Research Methods, should fall between 84 and 100 (B or higher).

**Findings (2008-2009) - Achievement Target: Not Met**

In Comm 6030 Research Methods, 9 out of 12 students earned a B or higher, which means that 25% of our students did not successfully meet our goal. This result is perhaps reflected in other, more anecdotal data: for example, it appears that some of our MA students are taking an inordinate amount of time to complete the thesis prospectus. We plan to inaugurate next semester a 1-hour prospectus workshop for MA and PhD students working on prospectuses, which is detailed in the action plan.

**Related Action Plans:**

**Begin Prospectus Workshop**

We have begun an annual prospectus workshop in Fall 09. MA students who are finishing coursework within the year or who are planning to write theses should enroll in this one-credit workshop. For more information, see the Action Plan Details section of this report.

**G 2: Broad understanding of communications fields**

Produce students who have a broad understanding of the various disciplines and interdisciplinary traditions that comprise the field of communication.

**O 2: Written, oral, and media-making competencies**

The student’s research proposal should pose a significant research problem, should evidence awareness of historical and theoretical contexts surrounding the question, and should deploy appropriate methodologies for addressing the question. In the oral defense, the student should be able to articulately engage the questions of the committee members. Proposals for creative projects in film/video should go beyond the technical-logistical, and should present in detail the aesthetic sources and traditions out of which the student’s work is operating. Completed creative projects should evidence technical mastery of the means of media-making as well as aesthetic sophistication and artistic vision.

**Associations:**

**Institutional Priorities:**

1.12 Global cultural perspectives infused throughout
1.14 Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation

Strategic Plans:
President, Georgia State University

1.3 Graduate Experience

Related Measures:

M 1: Quality of thesis prospectus and defense
After the defense of the thesis prospectus, the examining committee should evaluate the project on a scale of 0 to 5, with 2 being a low pass and 5 representing a high pass. The evaluation should be delivered to the relevant area director. Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:
Proposals should be rated at least 4 (on a scale of 5).

Findings (2008-2009) - Achievement Target: Not Met
We have not yet settled on a procedure for implementing this data collection. This semester the Graduate Committee has begun to devise an online system of tracking this data, which will be detailed in the action plan.

Related Action Plans:
Develop Assessment Form for Thesis Prospectus
Initially, our plan was to develop a simple form which will measure the student’s level of competence in the various criteria outlined in the "Objectives" section of this report. At the end of a prospectus defense, the members of the committee would fill out these forms, and they would be filed and would exist solely for assessment purposes. We are still working on this form, as Thesis Prospectuses present unique challenges in terms of measurement. The Prospectus is necessarily an "imperfect" document: we expect there to be theoretical and/or methodological issues which it is the purpose of the Prospectus defense to help the student to resolve. Thus, the prospectus assessment form will need to take this into consideration. One way to do this would be to ask the examiners to assess how adept the student was, during oral defense, at thinking through the issues raised by committee members during the defense. For more information, see the Action Plan Details section of this report.

M 2: Quality of creative or research thesis
After the thesis defense, the committee members should evaluate the thesis on a 0 to 5 scale, with 2 representing mediocre but passable work, and 5 representing work of high distinction. Source of Evidence: Senior thesis or
culminating major project

**Achievement Target:**
Theses should be rated at least 4 (on a scale of 5).

**Findings (2008-2009) - Achievement Target: Not Met**
No findings. The measurement criteria and forms have not yet been developed.

**Related Action Plans:**
- Develop Assessment form for Research Thesis
For more information, see the Action Plan Details section of this report.

O 3: Understanding of research methods
Students should be conversant in the wide range of research methodologies of the interdisciplinary field of communication. They should demonstrate competence in specific research methods appropriate to their area of specialization.

**Associations:**

**Institutional Priorities:**
1.14 Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation

**Strategic Plans:**
- President, Georgia State University
  1.3 Graduate Experience

**Related Measures:**
**M 4: Quality of final methods project**
Generally, the final project in our required course Comm 6030, Research Methods, is a mock research proposal, which gives the student training in producing the kind of document which will be required for the thesis prospectus. Source of Evidence: Written assignment(s), usually scored by a rubric

**Achievement Target:**
The grade for the final research proposal in the required course Comm 6030, Research Methods, should fall between 84 and 100 (B or higher).

**Findings (2008-2009) - Achievement Target: Not Met**
In Comm 6030 Research Methods, 9 out of 12 students earned a B or higher, which means that 25% of our students did not successfully meet our goal. This result is perhaps reflected in other, more anecdotal data: for example, it appears that some of our MA students are taking an inordinate amount of time to complete the thesis prospectus. We plan to inaugurate next semester a 1-hour prospectus workshop for MA and PhD students working on prospectuses, which is detailed in the action plan.

**Related Action Plans:**
- Begin Prospectus Workshop
We have begun an annual prospectus workshop in Fall 09. MA students who are finishing coursework
within the year or who are planning to write theses should enroll in this one-credit workshop. For more information, see the Action Plan Details section of this report.

**Details for Action Plans Established This Cycle**

**Begin Prospectus Workshop**

We have begun an annual prospectus workshop in Fall 09. MA students who are finishing coursework within the year or who are planning to write theses should enroll in this one-credit workshop.

- Priority: High
- Target Date: 09/2009
- Responsible Person/Group: Mary Stuckey. Graduate faculty.

**Develop Assessment Form for Creative Thesis**

- Priority: High

**Develop Assessment Form for Research Thesis**

- Priority: High

**Develop Assessment Form for Thesis Prospectus**

Initially, our plan was to develop a simple form which will measure the student's level of competence in the various criteria outlined in the "Objectives" section of this report. At the end of a prospectus defense, the members of the committee would fill out these forms, and they would be filed and would exist solely for assessment purposes. We are still working on this form, as Thesis Prospectuses present unique challenges in terms of measurement. The Prospectus is necessarily an "imperfect" document: we expect there to be theoretical and/or methodological issues which it is the purpose of the Prospectus defense to help the student to resolve. Thus, the prospectus assessment form will need to take this into consideration. One way to do this would be to ask the examiners to assess how adept the student was, during oral defense, at thinking through the issues raised by committee members during the defense.

- Priority: High
- Target Date: 11/2009
- Responsible Person/Group: Angelo Restivo and Graduate Committee.

**Incorporate more opportunities for revisions in core courses**

In the core theory-oriented courses (6010 and 6020) we should incorporate more opportunities for revisions of written work. These can be connected to shorter written assignment which focus on specific analytic or research skills.

- Priority: High
- Target Date: 04/2010
- Responsible Person/Group: Graduate Committee, Graduate Faculty

**Analysis Answers**

**ACADEMIC QUESTION 1:**

What changes has your department made since last year's assessment report (based on last year's action plan and/or data from this year's assessment)?

Three action-plan items were indicated in the Weave report of 07-08 for the MA
program. The first indicated a need for a way of assessing the quality of MA theses and defenses, when we have a program which produces fundamentally different types of theses, from the scholarly to the aesthetic/creative. We have just implemented two thesis reporting forms developed by A. Restivo (whose background incorporates both scholarship and creative film writing/production). The forms are specific to the type of thesis being evaluated; and all faculty will be required to use these to assess thesis quality at the end of a defense.

Another involved MA curriculum revisions. We have begun teaching some of the new courses added to the curriculum. Larger changes--such as in reorganization of the core theory and methods requirements or implementation of the MFA for media production--are on hold while the department goes through the self-study process. Recruitment remains an issue. We were able in Fall of 09 to bring in an exceptionally strong MA class--especially in the area of Film/Video Production, which has in the past been plagued by an insufficient number of high-quality applications. Work on the website and on publicity material remains a high priority.

**ACADEMIC QUESTION 2:**

What do the findings for this year's assessment mean for your department? How might you and your faculty use this information for facilitating programmatic and curriculum decisions and improvements?

The quality of the work of our MA students remains generally high, with a number of our MAs going on to highly ranked doctoral programs, while a number of our creative film-video MAs placing thesis films in highly visible film festivals. One issue that can be extrapolated from the findings of this year's report is that some of our MA students are taking an inordinate amount of time moving from coursework completion to thesis prospectus. Strategies for dealing with this issue will be discussed in #3 below.

**ACADEMIC QUESTION 3:**

What strategies for accomplishing next year's action plan does your department intend to implement?

For the issues described above, some action-plan items can be developed immediately; while others, larger in scope, would best wait until after the self-study of the department is completed. These latter would include larger curriculum changes related to methods, course requirements, and the possibility of turning the Film-Video production MA into an MFA. In the meantime, we have just begun our prospectus writing workshop which is designed for any MA or PhD student who wishes to have a structured path through the prospectus-writing process. We have also developed more accurate assessment forms for the research and creative thesis defenses.
Mission/Purpose
The Graduate Program in Communication offers its students a multi-disciplinary curriculum leading to the Ph.D. degree. The program is designed to prepare students for research and teaching in one of two primary areas of emphasis: public communication and moving images studies. The curriculum is designed to provide students with in depth training in communication pedagogy and the professional expectations of the discipline, as well as mentored experiences in both teaching and research.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 0: Research proficiency
Proven ability to engage is high quality independent research, evidencing competence in a broad range of methodologies (textual analysis, historical research, ethnographic data, etc., as appropriate to the context).

Associations:
NCA

Institutional Priorities:
3.1 Graduate and research programs with national and global recognition
1.2 Excellence in the liberal arts and sciences

Strategic Plans:
President, Georgia State University
1.3 Graduate Experience

Related Measures:
M 0: Comprehensive doctoral examinations
After approval by the advisory committee of the reading lists in four areas related to the student=s research project (including one theoretical area), the members of the advisory committee draft questions which the student answers in writing, in four-hour sessions per area. Committee members grade each area of the exam as High pass, Pass, Low pass, or Fail; and make a detailed list of questions based on the student=s written responses. Assuming the student has not failed more than one area, an oral defense is arranged, in which the student is expected not only to clarify and expand upon the responses written, but also to range across the entire reading lists in answering questions posed. Upon successful completion of the oral defense, one grade is assigned to the entire exam.

Achievement Target:
All students taking doctoral comprehensive exams should pass, and most should pass on the first attempt.

Related Action Plans:
Implement better reporting of failed or postponed
Our current mechanism only keeps track of
successful oral dissertation proposal defenses and full dissertation defense. Although proposed in past years, we still do not have a form that records when a student fails an oral dissertation proposal defense or an oral defense of the full dissertation. This issue is complicated by the fact that in some cases, a defense can be postponed based on negative committee responses, and we have no way of monitoring the extent to which this occurs, except anecdotally. In the 2007-2008 year we will implement a form that will allow us to track failed defenses, as well as an informal procedure by which a dissertation director can notify the graduate director of a postponed defense, thus allowing us to evaluate competence at both the level of written argumentation, and the level of oral argumentation. For more information, see the Action Plan Details section of this report.

M 0: Final papers in doctoral seminars
While papers written for doctoral seminars are not generally ready to submit to journals, it is expected that, in order for a paper to receive an A in a doctoral seminar, it poses an original and significant research question and approaches it with enough theoretical and methodological sophistication that relatively minor revisions would allow the paper to be submitted for publication.

Achievement Target:
Because of the varying levels of previous training among students in a doctoral seminar (depending on the student’s year in the program, the student’s previous MA training, etc.), it is unrealistic to expect a 100 percent level. We would like to see a level of about 75%.

Findings (2006-2007) - Achievement Target: Partially Met
Of the final papers submitted in doctoral seminars in 2006-07, 63% scored at above 90 (on a 100 point scale).

Related Action Plans:
For more information, see the Action Plan Details section of this report.

O 0: Pedagogical proficiency
Demonstrated excellence in teaching courses in both the introductory courses in the field and in the student’s areas of specialization.

Associations:
NCA

Institutional Priorities:

3.1 Graduate and research programs with national and global recognition
2.1 Learning-centered environment that support individual learning
1.2 Excellence in the liberal arts and sciences
Strategic Plans:
President, Georgia State University
1.3 Graduate Experience

Related Measures:

M 0: Student teacher evaluations
Graduate Students are evaluated on their teaching each year according to student evaluations, quality of syllabi, and grade distribution

Achievement Target:
Students are expected to receive student evaluations of at least 4 out of 5, to create quality syllabi, and have grade distributions appropriate for their course (usually 2.7 to 3.1 on a 4.0 scale)

Findings (2006-2007) - Achievement Target: Met
64% of our GTAs received a score of 4.0 or higher on question 17 of their student evaluations in the courses they taught (Fall 06; Spr 07 evaluations not yet released to us). While this represents a decline from last year’s 84%, it must be noted that the latter figure represents the entire year; GTAs who receive low evaluations in the fall, or who are beginning teachers, are given extra mentoring which tends to bring up the scores in the Spring. Thus, we expect the percentage to approach last year’s when the spring evaluations are available. In the aggregate, there was no grade inflation in these courses.

Findings (2005-2006) - Achievement Target: Met
Out of 32 student teachers, 27 received teacher evaluation scores of 4.0 or above on question 17. 13 of these students scores above 4.5. Given the large number of student teachers and the range of courses they are responsible for, we consider these results to be excellent.

Related Action Plans:
For more information, see the Action Plan Details section of this report.

O 0: Proficiency in communication theory
Demonstrated ability to comprehend and engage with the full range of communication theories in the student’s area (public communication or moving image studies), including an understanding of the intellectual contexts in which these theories evolved, and the specific problems they attempt to address.

Associations:
NCA

Institutional Priorities:
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Strategic Plans:
President, Georgia State University
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Related Measures:

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**Achievement Target:**
Because of the varying levels of previous training among students in a doctoral seminar (depending on the student’s year in the program, the student’s previous MA training, etc.), it is unrealistic to expect a 100 percent level. We would like to see a level of about 75%.

**Findings (2006-2007) - Achievement Target: Partially Met**
Of the final papers submitted in doctoral seminars in 2006-07, 63% scored at above 90 (on a 100 point scale).

**M 0: Comprehensive doctoral examinations**
After approval by the advisory committee of the reading lists in four areas related to the student=s research project (including one theoretical area), the members of the advisory committee draft questions which the student answers in writing, in four-hour sessions per area. Committee members grade each area of the exam as High pass, Pass, Low pass, or Fail; and make a detailed list of questions based on the student’s written responses. Assuming the student has not failed more than one area, an oral defense is arranged, in which the student is expected not only to clarify and expand upon the responses written, but also to range across the entire reading lists in answering questions posed. Upon successful completion of the oral defense, one grade is assigned to the entire exam.

**Achievement Target:**
All students taking doctoral comprehensive exams should pass, and most should pass on the first attempt.

**Related Action Plans:**

**Implement better reporting of failed or postponed**
Our current mechanism only keeps track of successful oral dissertation proposal defenses and full dissertation defense. Although proposed in past years, we still do not have a form that records when a student fails an oral dissertation proposal defense or an oral defense of the full dissertation. This issue is complicated by the fact that in some cases, a defense can be postponed based on negative committee responses, and we have no way of monitoring the extent to which this occurs, except anecdotally. In the 2007-2008 year we will implement a form that will allow us to track failed defenses, as well as an
informal procedure by which a dissertation director can notify the graduate director of a postponed defense, thus allowing us to evaluate competence at both the level of written argumentation, and the level of oral argumentation. For more information, see the Action Plan Details section of this report.

O 0: Oral and written communication competency
Proven ability to engage, both orally and in writing, with the major academic issues central to the discipline. This includes the ability to thoughtfully interrogate the work of others in the field.

Associations:
NCA

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Strategic Plans:
President, Georgia State University
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Related Measures:
M 0: Faculty assessment of conference papers
The department of communication requires all doctoral students to present new work in a one-day, annual student conference organized in early April. Faculty respondents provide verbal responses to the papers, and later students arrange to meet respondents for detailed feedback.

Achievement Target:
Currently, we have no mechanism in place to quantify the results in this measure, aside from relying on oral reporting from respondents. We are working on implementing a system for recording faculty responses on student conference presentations.

Findings (2006-2007) - Achievement Target: Not Met
Student performance at the student conference was mixed, with some students performing at an acceptably high level, while others not meeting professional expectations.

Related Action Plans:
Faculty response form for student conference
In order to provide students with more feedback on their performance in the annual doctoral student conference, as well as to provide a mechanism to measure this performance, a form should be developed in which all faculty in attendance can give responses. For more information, see the Action Plan Details section of this report.
Encourage more proposals to small/boutique conferences
Our students generally are a strong presence in the two national conferences corresponding to the two
doctoral tracks [the NCA conference and the Society for Cinema and Media Studies conference], and we should continue to strongly advise students to propose papers to these conferences every year. Smaller conferences, however, can be invaluable in allowing students to present their work to top scholars in the field, giving them interactions which are often difficult to have at the extremely large national conferences. We should make our students aware of important small conferences that relate to specific areas of research they are doing, and encourage them to submit proposals to these conferences. Currently, in addition to providing every doctoral student with $800 in annual professional development (typically conference) support, we provide PhD students with additional funds based on their petitions to us for support to present at national and international venues. For more information, see the Action Plan Details section of this report.

M 0: Comprehensive doctoral examinations

After approval by the advisory committee of the reading lists in four areas related to the student’s research project (including one theoretical area), the members of the advisory committee draft questions which the student answers in writing, in four-hour sessions per area. Committee members grade each area of the exam as High pass, Pass, Low pass, or Fail; and make a detailed list of questions based on the student’s written responses. Assuming the student has not failed more than one area, an oral defense is arranged, in which the student is expected not only to clarify and expand upon the responses written, but also to range across the entire reading lists in answering questions posed. Upon successful completion of the oral defense, one grade is assigned to the entire exam.

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O 0: Professional development competency
Students are expected to regularly present their work at the professional conferences in the field, and to regularly submit written work for publication.

Associations:
NCA

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Strategic Plans:
President, Georgia State University
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While papers written for doctoral seminars are not generally ready to submit to journals, it is expected that, in order for a paper to receive an A in a doctoral seminar, it poses an original and significant research question and approaches it with enough theoretical and methodological sophistication that relatively minor revisions would allow the paper to be submitted for publication.

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Findings (2006-2007) - Achievement Target: Partially Met
Of the final papers submitted in doctoral seminars in 2006-07, 63% scored at above 90 (on a 100 point scale).

Related Action Plans:
Faculty response form for student conference
In order to provide students with more feedback on their performance in the annual doctoral student conference, as well as to provide a mechanism to measure this performance, a form should be developed in which all faculty in attendance can give responses. For more information, see the Action Plan Details section of this report.
M 0: Publications and convention papers
Students are expected regularly to present conference papers at both the international professional organizational conferences in their area, and at smaller, boutique conference related to their specific line of research. They are expected to have published essays in peer-reviewed journals or collections by the time they have finished the dissertation. In our annual review meetings we now do an annual credential check, requiring CV submission, and that those are carefully discussed so that ongoing plans of study are matching actual accomplishment.

**Achievement Target:**
All doctoral students are expected to present, minimally, one conference paper per year (after the first year in the program), and to publish at least one article before defending the dissertation.

**Findings (2006-2007) - Achievement Target: Partially Met**
In 2006-07 our students presented 32 papers at conferences and conventions, and published 14 essays (including articles, book reviews, encyclopedia entries). No student was placed on probation for failure to meet minimum expectations in these areas.

**Related Action Plans:**
For more information, see the Action Plan Details section of this report.

**Details for Action Plans Established This Cycle**

**Encourage more proposals to small/boutique conferences**
Our students generally are a strong presence in the two national conferences corresponding to the two doctoral tracks [the NCA conference and the Society for Cinema and Media Studies conference], and we should continue to strongly advise students to propose papers to these conferences every year. Smaller conferences, however, can be invaluable in allowing students to present their work to top scholars in the field, giving them interactions which are often difficult to have at the extremely large national conferences. We should make our students aware of important small conferences that relate to specific areas of research they are doing, and encourage them to submit proposals to these conferences. Currently, in addition to providing every doctoral student with $800 in annual professional development (typically conference) support, we provide PhD students with additional funds based on their petitions to us for support to present at national and international venues.

- **Priority:** Medium
- **Responsible Person/Group:** graduate faculty

**Faculty response form for student conference**
In order to provide students with more feedback on their performance in the annual doctoral student conference, as well as to provide a mechanism to measure this performance, a form should be developed in which all faculty in attendance can give responses.
Implement better reporting of failed or postponed
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Increase opportunities to revise written work
While the level of doctoral student publication is respectable, we should strive to increase the number of publications, especially of articles in peer-reviewed journals and collections. Two years ago, we instituted the Writing Proseminar, which is required of all doctoral students as one of the five required doctoral proseminars. We should consider expanding this requirement to two semesters; additionally, we should consider tracking the specific essays produced in these proseminars for submission and publication rates. Additionally, a few of our faculty have instituted the writing workshop as an integral end point to the doctoral seminar. In these workshops, the students distribute copies of drafts of their work to all students and the professor, for group discussion the following week. They then have one additional week to revise based on the seminar discussion. We should encourage continuation and expansion of these workshops.

More faculty observation of teaching
Our GTAs consistently score very high in the student evaluations of their teaching. Currently, we provide our GTAs with extensive training in pedagogy in their first semester as a teaching assistant. In addition, we provide extensive mentoring to any student whose evaluations fall below 4.0. We should consider doing more faculty observation of teaching on a regular basis for all GTAs, not because we see a problem in the quality of the teaching, but in order to enhance an already excellent record of performance.

Analysis Answers
What specifically did your assessments show regarding proven strengths or progress
The performance of our doctoral students in undergraduate teaching and in presenting their work at national conferences remains excellent. We believe that the latter is partly due to successful implementation of one of last year’s action items, "Create more opportunities for oral argumentation". (An anecdotal example: one of our doctoral students recently wrote comprehensive examinations which the committee felt was between a Pass and a High Pass. During the oral defense, the student handled the questions so confidently that the committee gave the exam as a whole a High Pass.) The number of applicants to our doctoral program remains steady, but due to an initial effort at recruitment in the Moving Image Studies unit, we found that the quality of the applicants to this program was much higher than normal, and that we had attracted students receiving M.A.s from highly ranked film/media programs across the country. In the Public Comm doctoral track we have now fully implemented core and elective course sequences in all sub-areas, and in both MIS and Public we have created four year course rotations which we will circulate to students in the fall, and which we hope will enable them to more confidently plan their program of study. In addition, we have revised our tenure-track hiring plan in ways that connect to some of the student-learning outcomes. For example, Moving Image Studies will be conducting a search for a new media scholar who will be able to integrate publishing in non-traditional formats into the seminars, thus connecting to some of the writing outcomes discussed above.

**What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?**

The other of last year’s action items, "Implement better reporting on failed defenses," is only partially achieved and needs continued attention in 2007-08. The initial premise was that failure in a defense was primarily the result of lack of oral advocacy skills. In fact, we have found that in some cases, a failure in a defense is attributable more to conceptual problems in the work itself (i.e., as written), which only secondarily manifests itself in the oral argument. Thus, we have added action items having to do with increasing student opportunities for revisions of writing.
Mission/Purpose
The Graduate Program in Communication offers its students a multi-disciplinary curriculum leading to the Ph.D. degree. The program is designed to prepare students for research and teaching in one of two primary areas of emphasis: public communication and moving images studies. The curriculum is designed to provide students with in depth training in communication pedagogy and the professional expectations of the discipline, as well as mentored experiences in both teaching and research.

Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 0: Research proficiency
Proven ability to engage is high quality independent research, evidencing competence in a broad range of methodologies (textual analysis, historical research, ethnographic data, etc., as appropriate to the context).

Associations:
NCA

Institutional Priorities:
1.12 Global cultural perspectives infused throughout programs
2.23 Educational support systems that foster student access and success

Strategic Plans:
President, Georgia State University
1.3 Graduate Experience

Related Measures:
M 0: Comprehensive doctoral examinations
After approval by the advisory committee of the reading lists in four areas related to the student’s research project (including one theoretical area), the members of the advisory committee draft questions which the student answers in writing, in four-hour sessions per area. Committee members grade each area of the exam as High pass, Pass, Low pass, or Fail; and make a detailed list of questions based on the student’s written responses. Assuming the student has not failed more than one area, an oral defense is arranged, in which the student is expected not only to clarify and expand upon the responses written, but also to range across the entire reading lists in answering questions posed. Upon successful completion of the oral defense, one grade is assigned to the entire exam.

Achievement Target:
All students taking doctoral comprehensive exams should pass, and most should pass on the first attempt.

Findings (2007-2008) - Achievement Target: Met
All Ph.D. students who took comprehensive exams passed them in the last academic year, and two students achieved
"high pass."

**Related Action Plans:**

**Improve reporting of defenses**

We made small changes to the form regarding comprehensive examination and dissertation defenses, but more work could be done to fine tune those forms in order to more accurately assess the quality of those defenses. We did institute a procedure whereby any student who fails part of their written exams must have their committee explain in writing the procedures for remedying that failure. That written statement is kept on file with the senior administrative assistant. For more information, see the Action Plan Details section of this report.

**M 0: Final papers in doctoral seminars**

While papers written for doctoral seminars are not generally ready to submit to journals, it is expected that, in order for a paper to receive an A in a doctoral seminar, it poses an original and significant research question and approaches it with enough theoretical and methodological sophistication that relatively minor revisions would allow the paper to be submitted for publication.

**Achievement Target:**

Because of the varying levels of previous training among students in a doctoral seminar (depending on the student’s year in the program, the student’s previous MA training, etc.), it is unrealistic to expect a 100 percent level. We would like to see a level of about 75%.

**Findings (2007-2008) - Achievement Target: Partially Met**

Of the faculty who reported their grades, 106 out of 153 doctoral students received 90% or better on their final paper, or just over 69%. We fell short of our goal, therefore, by 6%. Many faculty were quick to also indicate their final grades, which suggests that the overall score above 90 may be a better indicator of overall student performance. Well over 75% of our students received a grade of A or A-. Still, since final papers of course lead to conference papers and publications, if those products fall below the A level it is cause for concern. We should monitor how the number fluctuates over the next few years to ensure there is no downward trend at a time when the rigor of the program overall continues to increase.

**Findings (2006-2007) - Achievement Target: Partially Met**

Of the final papers submitted in doctoral seminars in 2006-07, 63% scored at above 90 (on a 100 point scale).

**Related Action Plans:**
Enhance recruitment efforts
Our faculty grows, but our doctoral population stays about the same. Part of the problem with recruitment is our relatively non-competitive stipends, though a department as large as ours has ways of ameliorating this unfortunate situation. Still, we should have a goal of doubling our applications by 2015. For more information, see the Action Plan Details section of this report.

O 0: Pedagogical proficiency
Demonstrated excellence in teaching courses in both the introductory courses in the field and in the student’s areas of specialization.

Associations:
NCA

Institutional Priorities:
1.12 Global cultural perspectives infused throughout programs
2.22 Learning-centered environment that supports individual styles & life circumstances of students
2.23 Educational support systems that foster student access and success

Strategic Plans:
President, Georgia State University
1.3 Graduate Experience

Related Measures:

M 0: Student teacher evaluations
Graduate Students are evaluated on their teaching each year according to student evaluations, quality of syllabi, and grade distribution

Achievement Target:
Students are expected to receive student evaluations of at least 4 out of 5, to create quality syllabi, and have grade distributions appropriate for their course (usually 2.7 to 3.1 on a 4.0 scale)

Findings (2007-2008) - Achievement Target: Partially Met
Of the 31 student teachers in our department, 25 of them received a score of 4.0 or better on question 17 (or just above 80%). 18 of 31 had grade distributions within or below our target range (or just above 58%). Only four students had very high averages (e.g. 3.5), and they were counseled during their annual reviews with the Chair and Graduate Director. Overall our teaching in the department is excellent. The average of all responses to question #17 was 4.31, and the average grade distribution across all sections was just above 3.06. Again, all students have their teaching reviewed during their annual reviews, and students who have problems are put on probation and provided with teaching advice, monitoring, etc. Given the overall high quality of our
teaching and our methods for reviewing teaching, no further action in this area is needed at this time.

**Findings (2006-2007) - Achievement Target: Met**

64% of our GTAs received a score of 4.0 or higher on question 17 of their student evaluations in the courses they taught (Fall 06; Spr 07 evaluations not yet released to us). While this represents a decline from last year=s 84%, it must be noted that the latter figure represents the entire year; GTAs who receive low evaluations in the fall, or who are beginning teachers, are given extra mentoring which tends to bring up the scores in the Spring. Thus, we expect the percentage to approach last year’s when the spring evaluations are available. In the aggregate, there was no grade inflation in these courses.

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Out of 32 student teachers, 27 received teacher evaluation scores of 4.0 or above on question 17. 13 of these students scores above 4.5. Given the large number of student teachers and the range of courses they are responsible for, we consider these results to be excellent.

**Related Action Plans:**

**More faculty observation of student teaching**

Most of our students are excellent teachers, but each year during the annual review a handful of students may be placed on probation for low teacher evaluations and/or inflated grading. This year only one student was placed on probation, and her dissertation advisor attended her classes to provide unofficial and supportive feedback. As a result, that student’s summer evaluations jumped to 4.7 and 4.8 on question 17. We may want to consider formalizing this, or a similar, procedure, since the number of students on probation is almost always very low and extra attention to their teaching will undoubtedly be of help to them. For more information, see the Action Plan Details section of this report.

O 0: Proficiency in communication theory

Demonstrated ability to comprehend and engage with the full range of communication theories in the student’s area (public communication or moving image studies), including an understanding of the intellectual contexts in which these theories evolved, and the specific problems they attempt to address.

**Associations:**

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M 0: Faculty assessment of conference papers
The department of communication requires all doctoral students to present new work in a one-day, annual student conference organized in early April. Faculty respondents provide verbal responses to the papers, and later students arrange to meet respondents for detailed feedback.

Achievement Target:
Currently, we have no mechanism in place to quantify the results in this measure, aside from relying on oral reporting from respondents. We are working on implementing a system for recording faculty responses on student conference presentations.
Findings (2007-2008) - Achievement Target: Met
The conference was a solid success, and the overall quality of student presentation continues to improve. Having faculty serve as respondents, and having other faculty in attendance at the in-house conference, allows us to identify any students who need extra work on their argumentation and presentation skills. We also used a satisfaction survey to learn about student opinion related to the event, and the response was overwhelmingly positive. Our students continue to improve in this area, and several faculty have instituted debate formats in their seminars to provide students with even more opportunities to present structured public arguments.

Findings (2006-2007) - Achievement Target: Not Met
Student performance at the student conference was mixed, with some students performing at an acceptably high level, while others not meeting professional expectations.

Related Action Plans:
Improve assessment of the student conference
We may still want to consider implementing some kind of feedback form for faculty participating in the student conference. We should likely continue to gauge student satisfaction, as we did this year, related to the conference. The point is to ensure that students having trouble with argumentation and presentation skills are identified and helped by this process. For more information, see the Action Plan Details section of this report.

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**Findings (2007-2008) - Achievement Target: Partially Met**
Of the faculty who reported their grades, 106 out of 153 doctoral students received 90% or better on their final paper, or just over 69%. We fell short of our goal, therefore, by 6%. Many faculty were quick to also indicate their final grades, which suggests that the overall score above 90 may be a
better indicator of overall student performance. Well over 75% of our students received a grade of A or A-. Still, since final papers of course lead to conference papers and publications, if those products fall below the A level it is cause for concern. We should monitor how the number fluctuates over the next few years to ensure there is no downward trend at a time when the rigor of the program overall continues to increase.

Findings (2006-2007) - Achievement Target: Partially Met
Of the final papers submitted in doctoral seminars in 2006-07, 63% scored at above 90 (on a 100 point scale).

Related Action Plans:
Increase opportunities to revise written work
Our successful implementation of the writing professional seminar, coupled with the widespread expectation that almost every doctoral seminar will culminate in the production of a paper that has gone through multiple drafts, has helped us to achieve this goal. Still, it would be helpful to monitor the success of the writing proseminar. Many students work on their prospectuses, but others work on polishing papers for publication. It might be helpful to keep track of those projects to see how many make their way into publication. For more information, see the Action Plan Details section of this report.

Enhance recruitment efforts
Our faculty grows, but our doctoral population stays about the same. Part of the problem with recruitment is our relatively non-competitive stipends, though a department as large as ours has ways of ameliorating this unfortunate situation. Still, we should have a goal of doubling our applications by 2015. For more information, see the Action Plan Details section of this report.

M 0: Publications and convention papers
Students are expected regularly to present conference papers at both the international professional organizational conferences in their area, and at smaller, boutique conference related to their specific line of research. They are expected to have published essays in peer-reviewed journals or collections by the time they have finished the dissertation. In our annual review meetings we now do an annual credential check, requiring CV submission, and that those are carefully discussed so that ongoing plans of study are matching actual accomplishment.

Achievement Target:
All doctoral students are expected to present, minimally, one
conference paper per year (after the first year in the program), and to publish at least one article before defending the dissertation.

Findings (2007-2008) - Achievement Target: Met
In the last academic year our students presented fifty one conference presentations (not including our in-house conference), and they published three book reviews, four journal articles, two book chapters, and one book. Five journal articles or book chapters are currently in press, and an additional book is under contract. Overall this indicates that our students are becoming increasingly productive. We have approximately 50 doctoral students, so excluding first year students we are just on target, though as the program matures we would like to see the number of publications steadily increase over the next several years. While the number of publications is slightly down from last year, the number of conference papers is decidedly up. We went from 14 to 10 publications, but we went from 32 to 51 conference papers, suggesting that publication rates should remain strong (especially given our implementation of annual reviews for professional development).

Findings (2006-2007) - Achievement Target: Partially Met
In 2006-07 our students presented 32 papers at conferences and conventions, and published 14 essays (including articles, book reviews, encyclopedia entries). No student was placed on probation for failure to meet minimum expectations in these areas.

Related Action Plans:
Increase opportunities to revise written work
Our successful implementation of the writing professional seminar, coupled with the widespread expectation that almost every doctoral seminar will culminate in the production of a paper that has gone through multiple drafts, has helped us to achieve this goal. Still, it would be helpful to monitor the success of the writing proseminar. Many students work on their prospectuses, but others work on polishing papers for publication. It might be helpful to keep track of those projects to see how many make their way into publication. For more information, see the Action Plan Details section of this report.

Improve assessment of the student conference
We may still want to consider implementing some kind of feedback form for faculty participating in the student conference. We should likely continue to gauge student satisfaction, as we did this year, related
to the conference. The point is to ensure that students having trouble with argumentation and presentation skills are identified and helped by this process. For more information, see the Action Plan Details section of this report.

**Enhance recruitment efforts**

Our faculty grows, but our doctoral population stays about the same. Part of the problem with recruitment is our relatively non-competitive stipends, though a department as large as ours has ways of ameliorating this unfortunate situation. Still, we should have a goal of doubling our applications by 2015. For more information, see the Action Plan Details section of this report.

**Details for Action Plans Established This Cycle**

**Enhance recruitment efforts**

Our faculty grows, but our doctoral population stays about the same. Part of the problem with recruitment is our relatively non-competitive stipends, though a department as large as ours has ways of ameliorating this unfortunate situation. Still, we should have a goal of doubling our applications by 2015.

- **Priority:** High
- **Responsible Person/Group:** The graduate committee and the chair

**Improve assessment of the student conference**

We may still want to consider implementing some kind of feedback form for faculty participating in the student conference. We should likely continue to gauge student satisfaction, as we did this year, related to the conference. The point is to ensure that students having trouble with argumentation and presentation skills are identified and helped by this process.

- **Priority:** Low
- **Responsible Person/Group:** Teacher of the proseminar and relevant faculty

**Improve reporting of defenses**

We made small changes to the form regarding comprehensive examination and dissertation defenses, but more work could be done to fine tune those forms in order to more accurately assess the quality of those defenses. We did institute a procedure whereby any student who fails part of their written exams must have their committee explain in writing the procedures for remedying that failure. That written statement is kept on file with the senior administrative assistant.

- **Priority:** Medium
- **Responsible Person/Group:** The graduate committee, dissertation directors, and Ms. Tawanna Tookes

**Increase opportunities to revise written work**

Our successful implementation of the writing professional seminar, coupled with the widespread expectation that almost every doctoral seminar will culminate in the production of a paper that has gone through multiple drafts, has helped us to achieve this goal. Still, it would be helpful to monitor the success of the writing
proseminar. Many students work on their prospectuses, but others work on polishing papers for publication. It might be helpful to keep track of those projects to see how many make their way into publication.

Priority: Medium
Responsible Person/Group: Teacher of the writing proseminar, and the graduate directors responsible for doctoral seminars

**More faculty observation of student teaching**

Most of our students are excellent teachers, but each year during the annual review a handful of students may be placed on probation for low teacher evaluations and/or inflated grading. This year only one student was placed on probation, and her dissertation advisor attended her classes to provide unofficial and supportive feedback. As a result, that student’s summer evaluations jumped to 4.7 and 4.8 on question 17. We may want to consider formalizing this, or a similar, procedure, since the number of students on probation is almost always very low and extra attention to their teaching will undoubtedly be of help to them.

Priority: Medium
Responsible Person/Group: the department chair and the relevant faculty advisors

**Analysis Answers**

**What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?**

In 2007-2008 the number of defended dissertations was low, but the overall quality of the work of our students continues to improve. Undergraduate teaching remains excellent among our doctoral students, and we have implemented both formal and informal procedures for enhancing student teaching. More of our students are actively participating in national, regional, and "boutique" conferences, and given our implementation of annual reviews with potential probation in teaching, research assistance, professional development, and academic performance, only one student was placed on probation (indicating a very consistent level of high quality performance across the board). Regarding last year’s objectives, students have more opportunities to revise work, student satisfaction with the in-house conference was very high, and more students are attending intelligently targeted conferences.

**What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?**

We still need to work on better assessing the quality of defenses, especially those defenses that have problems. Part of the problem with earlier defenses was weak oral argumentation skills on the part of some students, but a more consistent approach to seminar formats, coupled with transformations in our professional seminars, are helping to remedy this situation. Still, more work can be done to ensure that the vast majority of doctoral seminars provide multiple opportunities for students to engage in oral argumentation. We still need to do much more to recruit high quality students to our program. This is perhaps our greatest challenge over the next several years.
Mission/Purpose
The Graduate Program in Communication offers its students a multi-disciplinary curriculum leading to the Ph.D. degree. The program is designed to prepare students for research and teaching in one of two primary areas of emphasis: public communication and moving images studies. The curriculum is designed to provide students with in depth training in communication pedagogy and the professional expectations of the discipline, as well as mentored experiences in both teaching and research.

Student Learning Outcomes, by Goal, with Any Associations and Related Measures, Achievement Target, Findings, and Action Plans
G 1: To produce PhDs highly skilled in research
The areas of Public Communication and Moving Image Studies are both highly interdisciplinary, drawing on a broad range of theoretical and intellectual traditions. We would like our PhDs to frame research questions with full understanding of their positioning within this broad discursive matrix, while at the same time having highly developed research skills specific to their research questions.

O 1: Research proficiency
Proven ability to engage in high quality independent research, evidencing competence in a broad range of methodologies (textual analysis, historical research, ethnographic data, etc., as appropriate to the context).

Related Measures:
M 1: Final papers in doctoral seminars
While papers written for doctoral seminars are not generally ready to submit to journals, it is expected that, in order for a paper to receive an A in a doctoral seminar, it poses an original and significant research question and approaches it with enough theoretical and methodological sophistication that relatively minor revisions would allow the paper to be submitted for publication. Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:
Because of the varying levels of previous training among students in a doctoral seminar (depending on the student’s year in the program, the student’s previous MA training, etc.), it is unrealistic to expect a 100 percent level. We would like to see a level of about 75%.

Findings (2008-2009) - Achievement Target: Not Met
A total of 203 papers were submitted in doctoral seminars this academic year. Of these, 153 received a grade of A-minus or higher. This represents a 75% achievement of a grade of 90 or above on a 100-pt scale. If we omit the A-minus and only count solidly A-level work, we find that 94 papers, or 47%, reach this level. If we were to take the first percentage as representing work that was of near-publishable
quality, then our goal will have been met. However, our experience—performance on comprehensive exams, and level of publication among grad students—tells us that this would not be an accurate representation of the quality of student writing. Thus, the A-minus grade should not be taken to represent even near-publishable quality work. Since these are grades on the paper, and not grades for the seminar as a whole, the situation suggests an action-item that the graduate faculty take up, whether the A-minus is being given out too liberally for the final paper. If this is the case, part of the explanation may lie in the fact that, because of action items in past years which have encouraged the faculty to incorporate more revision in the final paper process in doctoral seminars, faculty may feel that they should grade on progress made rather than objective assessment of publishability. In any case, this year 14 of our 23 doctoral seminars had revision opportunities for final papers built into the seminar. Twelve of the 23 seminars required formal, conference-style presentation of (a version of) the paper.

**Related Action Plans:**

**Online course-by-course tracking of doctoral student progress**

In order to be able to track doctoral student learning outcomes individually, and after each semester of coursework, we are planning to initiate an online tracking system which will be filled out for all doctoral students taking scheduled seminars. The instructors will be required to fill out a brief form for each student, at the time the instructor submits final grades for the seminar. At the end of last academic year, the Graduate Committee assigned to a subcommittee of members familiar with data tracking [Holley Wilkin and Ann Williams] the task of devising a system which would allow us to track online more detailed information than the final grade for every doctoral student attending seminars. In this way, we will be able to get a better picture of A/ the student's understanding of the foundational theoretical frameworks of the field; B/ the student's ability to present complex ideas orally; C/ the student's overall writing ability; and D/ the quality of the final paper (with publishability being the criterion of excellence in this category). Currently, the Graduate Committee has approved a final version of a short questionnaire to track the above information, and the subcommittee is now working to implement
an online system for gathering and storing this information. We expect that the online system will be in place by the end of Fall semester 2009. Obviously, a system like this will need to be refined as we develop it, and so we imagine that it will be a work-in-progress at least until the end of Spring semester 2010. For more information, see the Action Plan Details section of this report.

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At the initiative of the Graduate Committee, and with the approval of the entire faculty, we have initiated a new proseminar format which is focused on faculty and student presentation of research in progress. Students will now be required to present work in proseminar at least twice during their doctoral residence, once before comprehensive exams, and once in the dissertation-writing period. We believe that this shift in focus in the proseminar will help bring the students more quickly up to speed in the theoretical foundations of the field, and in their oral and written proficiency. For more information, see the Action Plan Details section of this report.

O 2: Proficiency in communication theory

Demonstrated ability to comprehend and engage the full range of communication theories in the student’s area (public communication or moving image studies), including an understanding of the intellectual contexts in which these theories evolved, and the specific problems they attempt to address.

**Associations:**

**Institutional Priorities:**

- 1.12 Global cultural perspectives infused throughout programs
- 1.14 Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation

**Strategic Plans:**

- President, Georgia State University
  1.3 Graduate Experience
  3.2 Interdisciplinary Programs

**Related Measures:**

**M 1: Final papers in doctoral seminars**

While papers written for doctoral seminars are not generally ready to submit to journals, it is expected that, in order for a paper to receive an A in a doctoral seminar, it poses an original and significant research question and approaches it with enough theoretical and methodological sophistication that relatively minor revisions would allow the paper to be submitted for publication. Source of Evidence: Written assignment(s), usually scored by a rubric

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Currently, slightly over 50% of our doctoral seminars incorporate paper revision into the seminar. We would like to encourage faculty to adopt this practice more widely. One of the systems we would advocate is to have the students present short versions of the final paper orally to the seminar as a conference presentation, and then use the resulting feedback to revise the paper for final submission. This is already done in some seminars; we would like to see it more widely adopted in doctoral syllabi. For more information, see the Action Plan Details section of this report.

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**M 3: Comprehensive doctoral examinations**

After approval by the advisory committee of the reading lists in four areas related to the student’s research project (including one theoretical area), the members of the advisory committee draft questions which the student answers in writing, in four-hour sessions per area. Committee members grade each area of the exam as High pass, Pass, Low pass, or Fail; and make a detailed list of questions based on the student’s written responses. Assuming the student has not failed more than one area, an oral defense is arranged, in which the student is expected not only to clarify and expand upon the responses written, but also to range across the entire reading lists in answering questions posed. Upon successful completion of the oral defense, one grade is assigned to the entire exam. Source of Evidence: Comprehensive/end-of-program subject matter exam

**Achievement Target:**

All students taking doctoral comprehensive exams should pass, ideally on the first attempt.

**Findings (2008-2009) - Achievement Target: Not Met**

Eight of our doctoral students took comprehensive examinations this academic year. Of these, two failed the written examination and must retake the examination next year. Additionally, two other students failed only one area of the four. These students were given the opportunity to perform a make-up examination of the area, and in both cases, the make-up exam (and the oral examinations following) were passing. While these percentages of failures on all or part of the comprehensives might be seen as the sign of the intellectual rigor of the doctoral program, we nevertheless find this level unacceptable. There is, in fact, a discrepancy between performance on final seminar papers and subsequent performance on the comprehensive exams that needs to be address in the action plan.

**Related Action Plans:**

**Online course-by-course tracking of doctoral student progress**

In order to be able to track doctoral student learning outcomes individually, and after each semester of coursework, we are planning to initiate an online tracking system which will be filled out for all doctoral students taking scheduled seminars. The instructors will be required to fill out a brief form for each student, at the time the instructor submits final grades for the seminar. At the end of last academic year, the Graduate Committee assigned to a subcommittee of members familiar with data tracking [Holley Wilkin and Ann Williams] the task of
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**G 2: To produce excellent undergraduate teachers**

We seek to produce PhDs with demonstrated teaching excellence in the undergraduate classroom, both at the level of the introductory or survey course and in higher-level courses related to their research projects.

**O 4: Teaching excellence**

Demonstrated excellence in teaching courses in both the introductory courses in the field and in the student’s areas of specialization.

**Associations:**

**Institutional Priorities:**

1.14 Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation
2.23 Educational support systems that foster student access and
Strategic Plans:
President, Georgia State University
1.2 Undergraduate Experience
1.3 Graduate Experience

Related Measures:

M 2: Student teaching evaluations
Students are expected to receive student evaluations of at least 4 out of 5, to create syllabi which reflect the most up-to-date scholarship in the area the course covers, and to have grade distributions appropriate for their course.
Source of Evidence: Student course evaluations on learning gains made

Achievement Target:
All students are expected to receive average student evaluations of their teaching that fall between 4 and 5.

Findings (2008-2009) - Achievement Target: Partially Met
Overall, we find that graduate student performance as graduate instructors is excellent. Data for the Fall 08 semester shows that of the 72 course sections taught by our graduate students, 56 (77.7%) had a #17 score of 4.0 or greater. Of the 33 graduate students who taught for us, 28 (84.8%) had at least one #17 score of 4.0 or greater. The discrepancy between the two percentages suggests that one or more of our graduate assistants will have had uneven performance in the two sections or courses taught that semester.

Related Action Plans:
Integrate Center for Teaching/Learning feedback into grad teaching
Beginning this semester, our two undergraduate Film core courses (which are the entry-level courses for new graduate GTAs to teach) have incorporated Center for Teaching and Learning feedback sessions early in the semester. We should adopt this in all of our large undergraduate core courses (those which have course directors), so as to provide new GTAs with feedback early. We should also encourage more of our experienced GTAs teaching stand-alone courses to utilize this resource. For more information, see the Action Plan Details section of this report.

More faculty observation of student teaching
We are planning to have all GTAs be observed at least once per academic year by a faculty mentor. For more information, see the Action Plan Details section of this report.

G 3: To foster academic professionalism
We strive to produce PhDs with significant professional experience, including presentation at conferences in their area (Public Communication or Moving Image Studies), professional interaction with leading scholars in their areas of research, publication in journals, and service activities in the graduate student caucuses of the professional organizations in their area.

O 3: Competence in oral and written communication
Proven ability to engage, both orally and in writing, with the major academic issues central to the discipline. This includes the ability to thoughtfully interrogate the work of others in the field.

Associations:

Institutional Priorities:
1.11 Targeted programs of distinctiveness that are nationally and internationally recognized
1.14 Dynamic, intellectual and physical environment that stimulates scholarship, creativity, & innovation
2.23 Educational support systems that foster student access and success

Strategic Plans:
President, Georgia State University
1.3 Graduate Experience

Related Measures:
M 1: Final papers in doctoral seminars
While papers written for doctoral seminars are not generally ready to submit to journals, it is expected that, in order for a paper to receive an A in a doctoral seminar, it poses an original and significant research question and approaches it with enough theoretical and methodological sophistication that relatively minor revisions would allow the paper to be submitted for publication. Source of Evidence: Written assignment(s), usually scored by a rubric

Achievement Target:
Because of the varying levels of previous training among students in a doctoral seminar (depending on the student’s year in the program, the student’s previous MA training, etc.), it is unrealistic to expect a 100 percent level. We would like to see a level of about 75%.

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**M 3: Comprehensive doctoral examinations**
After approval by the advisory committee of the reading lists in four areas related to the student’s research project (including one theoretical area), the members of the advisory committee draft questions which the student answers in writing, in four-hour sessions per area. Committee members grade each area of the exam as High pass, Pass, Low pass, or Fail; and make a detailed list of questions based on the student’s written responses. Assuming the student has not failed more than one area, an oral defense is arranged, in which the student is expected not only to clarify and expand upon the responses written, but also to range across the entire reading lists in answering questions posed. Upon successful completion of the oral defense, one grade is assigned to the entire exam. Source of Evidence: Comprehensive/end-of-program subject matter exam

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Related Action Plans:
Online course-by-course tracking of doctoral student progress
In order to be able to track doctoral student learning outcomes individually, and after each semester of coursework, we are planning to initiate an online tracking system which will be filled out for all doctoral students taking scheduled seminars. The instructors will be required to fill out a brief form for each student, at the time the instructor submits final grades for the seminar. At the end of last academic year, the Graduate Committee assigned to a subcommittee of members familiar with data tracking [Holley Wilkin and Ann Williams] the task of devising a system which would allow us to track online more detailed information than the final grade for every doctoral student attending seminars. In this way, we will be able to get a better picture of A/ the student's understanding of the foundational theoretical frameworks of the field; B/ the student's ability to present complex ideas orally; C/ the student's overall writing ability; and D/ the quality of the final paper (with publishability being the criterion of excellence in this category). Currently, the Graduate Committee has approved a final version of a short questionnaire to track the above information, and the subcommittee is now working to implement
an online system for gathering and storing this information. We expect that the online system will be in place by the end of Fall semester 2009. Obviously, a system like this will need to be refined as we develop it, and so we imagine that it will be a work-in-progress at least until the end of Spring semester 2010. For more information, see the Action Plan Details section of this report.

**Increased opportunity to revise written work**
Currently, slightly over 50% of our doctoral seminars incorporate paper revision into the seminar. We would like to encourage faculty to adopt this practice more widely. One of the systems we would advocate is to have the students present short versions of the final paper orally to the seminar as a conference presentation, and then use the resulting feedback to revise the paper for final submission. This is already done in some seminars; we would like to see it more widely adopted in doctoral syllabi. For more information, see the Action Plan Details section of this report.

**M 4: Publications and conference papers**
Students are expected regularly to present conference papers at both the international professional organizational conferences in their area, and at smaller, boutique conference related to their specific line of research. They are expected to have published essays in peer-reviewed journals or collections by the time they have finished the dissertation. In our annual review meetings we now do an annual credential check, requiring CV submission, and those are carefully discussed so that ongoing plans of study are matching actual accomplishment. Source of Evidence: Presentation, either individual or group

**Achievement Target:**
All doctoral students are expected to present, minimally, one conference paper per year (after the first year in the program), and to publish at least one article before defending the dissertation.

**Findings (2008-2009) - Achievement Target: Not Met**
In all, our doctoral students presented 52 papers at conferences in the last academic year. Our students are highly visible at the two national/international conferences associated with the program's two areas: the NCA (National Communication Association) and SCMS (Society for Cinema and Media Studies). One of our students won top paper award at the national NCA conference; while two others received top paper awards at the southern regional conference connected to NCA. Seven of our students presented at the National Council of Black Studies.
conference; in fact, three of our students in Moving Image Studies organized a panel for this conference. Additionally, our students have been highly visible at smaller, boutique conferences, and this year we had several students present at the World Picture Conference, the Flow conference at UT-Austin, and the Media in Transition conference at MIT. In terms of publication, ten of our students had essays accepted for publication this year, either in peer-reviewed journals or in edited collections, and another seven sent material out for publication. Additionally, our students published four online articles, two book reviews, and one encyclopedia entry.

Related Action Plans:
Revised doctoral proseminar curriculum
At the initiative of the Graduate Committee, and with the approval of the entire faculty, we have initiated a new proseminar format which is focused on faculty and student presentation of research in progress. Students will now be required to present work in prosemin at least twice during their doctoral residence, once before comprehensive exams, and once in the dissertation-writing period. We believe that this shift in focus in the proseminar will help bring the students more quickly up to speed in the theoretical foundations of the field, and in their oral and written proficiency. For more information, see the Action Plan Details section of this report.

Institute prospectus writing workshop
In Fall 2009, we began to offer a prospectus writing workshop for all students who had completed coursework (whether or not they had taken comps yet). We believe that this workshop will not only help doctoral students avoid the post-comprehensive-exams "doldrums," which often drags out the period during which the prospectus is written; but that it will also help the student in the publication process, as the completed prospectus can serve as a kind of template for planning which areas of the dissertation would be best suitable for sending out for publication during the writing process. For more information, see the Action Plan Details section of this report.

Other Outcomes/Objectives, by Goal, with Any Associations and Related Measures, Achievement Target, Findings, and Action Plans
G 3: To foster academic professionalism
We strive to produce PhDs with significant professional experience, including presentation at
conferences in their area (Public Communication or Moving Image Studies), professional interaction with leading scholars in their areas of research, publication in journals, and service activities in the graduate student caucuses of the professional organizations in their area.

O 5: Professional development

Students are expected to regularly present their work at the professional conferences in the field, and to regularly submit written work for publication. Students are also encouraged to take an active role in the graduate student caucuses of the professional organization in their area.

Associations:

Institutional Priorities:

1.11 Targeted programs of distinctiveness that are nationally and internationally recognized
2.23 Educational support systems that foster student access and success

Strategic Plans:

President, Georgia State University

1.3 Graduate Experience

Related Measures:

M 4: Publications and conference papers

Students are expected regularly to present conference papers at both the international professional organizational conferences in their area, and at smaller, boutique conference related to their specific line of research. They are expected to have published essays in peer-reviewed journals or collections by the time they have finished the dissertation. In our annual review meetings we now do an annual credential check, requiring CV submission, and those are carefully discussed so that ongoing plans of study are matching actual accomplishment. Source of Evidence: Presentation, either individual or group

Achievement Target:

All doctoral students are expected to present, minimally, one conference paper per year (after the first year in the program), and to publish at least one article before defending the dissertation.

Findings (2008-2009) - Achievement Target: Partially Met

In all, our doctoral students presented 52 papers at conferences in the last academic year. Our students are highly visible at the two national/international conferences associated with the program's two areas: the NCA (National Communication Association) and SCMS (Society for Cinema and Media Studies). One of our students won top paper award at the national NCA conference; while two others received top paper awards at the southern regional conference connected to NCA. Seven of our students presented at the National Council of Black Studies conference; in fact, three of our students in Moving Image Studies organized a panel for this conference. Additionally,
our students have been highly visible at smaller, boutique conferences, and this year we had several students present at the World Picture Conference, the Flow conference at UT-Austin, and the Media in Transition conference at MIT. In terms of publication, ten of our students had essays accepted for publication this year, either in peer-reviewed journals or in edited collections, and another seven sent material out for publication. Additionally, our students published four online articles, two book reviews, and one encyclopedia entry.

Related Action Plans:

Revised doctoral proseminar curriculum
At the initiative of the Graduate Committee, and with the approval of the entire faculty, we have initiated a new prosem format which is focused on faculty and student presentation of research in progress. Students will now be required to present work in prosem at least twice during their doctoral residence, once before comprehensive exams, and once in the dissertation-writing period. We believe that this shift in focus in the proseminar will help bring the students more quickly up to speed in the theoretical foundations of the field, and in their oral and written proficiency. For more information, see the Action Plan Details section of this report.

Institute prospectus writing workshop
In Fall 2009, we began to offer a prospectus writing workshop for all students who had completed coursework (whether or not they had taken comps yet). We believe that this workshop will not only help doctoral students avoid the post-comprehensive-exams 'doldrums,' which often drags out the period during which the prospectus is written; but that it will also help the student in the publication process, as the completed prospectus can serve as a kind of template for planning which areas of the dissertation would be best suitable for sending out for publication during the writing process. For more information, see the Action Plan Details section of this report.

Enhance recruitment of doctoral students
We feel that the programs are not getting as many outstanding applications as we would like to get, and we are sometimes losing our best accepted students to competing programs at other institutions. We feel that part of the reason we do not have as large an applicant pool as we would like has to do with the
visibility of the programs. Thus, a variety of publicity strategies need to be developed and implemented to get the word out on our doctoral programs. For more information, see the Action Plan Details section of this report.

Details for Action Plans Established This Cycle

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Priority: High

Responsible Person/Group: Graduate directors, Chair, Area faculty.

Additional Resources Needed: Increased web design time.

Increased opportunity to revise written work

Currently, slightly over 50% of our doctoral seminars incorporate paper revision into the seminar. We would like to encourage faculty to adopt this practice more widely. One of the systems we would advocate is to have the students present short versions of the final paper orally to the seminar as a conference presentation, and then use the resulting feedback to revise the paper for final submission. This is already done in some seminars; we would like to see it more widely adopted in doctoral syllabi.

Priority: High

Institute prospectus writing workshop

In Fall 2009, we began to offer a prospectus writing workshop for all students who had completed coursework (whether or not they had taken comps yet). We believe that this workshop will not only help doctoral students avoid the post-comprehensive-exams “doldrums,” which often drag out the period during which the prospectus is written; but that it will also help the student in the publication process, as the completed prospectus can serve as a kind of template for planning which areas of the dissertation would be best suitable for sending out for publication during the writing process.

Priority: High

Integrate Center for Teaching/Learning feedback into grad teaching

Beginning this semester, our two undergraduate Film core courses (which are the entry-level courses for new graduate GTAs to teach) have incorporated Center for Teaching and Learning feedback sessions early in the semester. We should adopt this in all of our large undergraduate core courses (those which have course directors), so as to provide new GTAs with feedback early. We should also encourage more of our experienced GTAs teaching stand-alone courses to utilize this resource.

Priority: High

Target Date: 05/2010
More faculty observation of student teaching
We are planning to have all GTAs be observed at least once per academic year by a faculty mentor.
Priority: High
Target Date: 05/2010

Online course-by-course tracking of doctoral student progress
In order to be able to track doctoral student learning outcomes individually, and after each semester of coursework, we are planning to initiate an online tracking system which will be filled out for all doctoral students taking scheduled seminars. The instructors will be required to fill out a brief form for each student, at the time the instructor submits final grades for the seminar. At the end of last academic year, the Graduate Committee assigned to a subcommittee of members familiar with data tracking [Holley Wilkin and Ann Williams] the task of devising a system which would allow us to track online more detailed information than the final grade for every doctoral student attending seminars. In this way, we will be able to get a better picture of A/ the student's understanding of the foundational theoretical frameworks of the field; B/ the student's ability to present complex ideas orally; C/ the student's overall writing ability; and D/ the quality of the final paper (with publishability being the criterion of excellence in this category). Currently, the Graduate Committee has approved a final version of a short questionnaire to track the above information, and the subcommittee is now working to implement an online system for gathering and storing this information. We expect that the online system will be in place by the end of Fall semester 2009. Obviously, a system like this will need to be refined as we develop it, and so we imagine that it will be a work-in-progress at least until the end of Spring semester 2010.
Priority: High
Target Date: 05/2010 -- We plan to have an initial online system set up by the end of Fall 2009. However, this is a somewhat complex set of variables we are measuring, and we imagine that revisions and improvements to the online tracking system will continue at least through Spring 2010.
Responsible Person/Group: Graduate Committee.

Revised doctoral proseminar curriculum
At the initiative of the Graduate Committee, and with the approval of the entire faculty, we have initiated a new proseminar format which is focused on faculty and student presentation of research in progress. Students will now be required to present work in prosemin at least twice during their doctoral residence, once before comprehensive exams, and once in the dissertation-writing period. We believe that this shift in focus in the proseminar will help bring the students more quickly up to speed in the theoretical foundations of the field, and in their oral and written proficiency.
Priority: High
Target Date: 09/2009 -- We have already begun the new proseminar format; we will monitor its effectiveness during the year.

Analysis Answers
ACADEMIC QUESTION 1:
What changes has your department made since last year's assessment report (based on last year's action plan and/or data from this year's assessment)?

In last year's action plan, one of the larger areas of attention was that of student writing and its assessment. On the one hand, we continued to have an increasingly high percentage of graduate work being presented at national and international conferences; yet there was a feeling that this was not matched by student publication placements or prospectus and dissertation defenses. To address this issue, we have instituted a number of changes: one, we eliminated the annual department conference (which simply duplicated the conference experience that the students were already getting anyway), and substituted for that a revamped doctoral proseminar, focused less on survival skills and more on substantive current research in the field. We've also initiated what promises to be a very successful prospectus writing workshop, which students can take in the year they are doing comprehensive exams. This should accelerate the time period from exams to dissertation writing stage. A closely related issue was the assessment of student performance, especially in the area of writing the completed article. Last year, this was connected to action plans relating to improved assessment of student defenses on comprehensive exams, and encouraging more opportunities for student revision of written work. The Graduate Committee has recently instituted a form for the evaluation of performances on prospectus defenses; and a number of doctoral seminars have incorporated in various ways opportunities for revision of written work. However, the assessment tracking of doctoral students takes on a broader scope in this year's findings, and therefore other, related action items will be presented in response to #2 and #3 below. Overall the level of teaching among our GTAs is extremely high. Still, we are endeavoring to expand the opportunities for constructive evaluation of student teaching; thus, this year we began to use CTL sessions for those GTAs teaching breakouts in our gateway courses in the majors. Finally, recruitment of new graduate students was identified as a problem, and it continues to be a major area for action in this year's cycle. This issue will be addressed in the responses below.

ACADEMIC QUESTION 2:
What do the findings for this year's assessment mean for your department? How might you and your faculty use this information for facilitating programmatic and curriculum decisions and improvements?

Once again, in this year's findings, we see a high level of graduate student achievement at the conference paper level, which we feel is not matched by either publication record or performance on the doctoral comprehensive exams. This led to discussions about assessment of doctoral student performance more evenly throughout their coursework and comps period; the graduate committee is thus working to development this assessment material and put it into implementation as soon as possible (details in #3 below). It is also tied to curriculum decisions related to collection of classroom strategies for improving student writing. Recruitment of doctoral applicants remains an extremely high priority, as we do not have the numbers of qualified applicants to give us the kind of range that we would like in selecting our incoming classes. This is a complex action item insofar as it needs to
be broken down into several sub-action-items. As these are implementation strategies, they will be discussed in #3 below.

**ACADEMIC QUESTION 3:**
What strategies for accomplishing next year's action plan does your department intend to implement?

To address the writing issues, we have already instituted a prospectus writing workshop, and have revised the doctoral proseminar to give the students examples of cutting-edge research questions in the field, and strategies for writing about them. The Graduate Committee has also begun collecting from faculty members innovative seminar writing assignments which we will be able to circulate to all graduate faculty as a resource guide. A related but larger issue concerns the need for more on-going assessment tracking of doctoral student progress. At present, a subcommittee of the Graduate Committee is developing (with faculty input on measurement criteria) an online form which will measure student levels of achievement in keys areas, for every course taken. Faculty teaching doctoral seminars will be required to fill out this form for each student when submitting final grades. Enhancing our recruitment of doctoral students remains a pressing issue. It is complex insofar as it involves such issues as website development, publicity material development, etc. Some of our graduate track areas have developed a presence on social networking sites such as Facebook and Twitter. However, as a recent article in Inside Higher Education pointed out, despite the proliferation of higher-ed institutions on social networking sites, the department's website remains the foundation of recruiting efforts. Currently, our web development has been scattered among several faculty (only one of whom can actually produce websites, and all of whom are doing this work on their own 'time'), a few graduate assistants, and a part-time staff person; this has led to inadequate results, compared to comparable program websites elsewhere.
NOTES & CONTEXTUAL INFORMATION: Syllabi are included in appendix by area (which are listed according to number of majors) --

JOUR 3010 – Advanced Media Writing
JOUR 4040 – History of News Media
JOUR 4800 – Mass Media & Society
FILM 4750 – Film Theory & Criticism
FILM 4910 – Senior Seminar in Film
SPCH 3250 – Persuasion
SPCH 4800 – Communication & Diversity
THEA 3100 – Play Analysis
THEA 4070 – Western Theatre History
COURSE DESCRIPTION: The course expands on what was learned in Jour 1010, Reporting I, with an emphasis on news gathering, reporting techniques and journalistic writing in several media and contexts. This is a Critical Thinking Through Writing course; students will apply critical thinking skills to determine source credibility, to delineate important information to use in crafting stories using journalistic standards, and to report and write news stories quickly, under deadline, without sacrificing journalistic accuracy.

LEARNING OUTCOMES: Students will be able to:
1. think critically, creatively, and independently;
2. conduct research and evaluate information appropriate to the journalism profession;
3. write correctly and clearly in forms and styles appropriate for the different media, audiences and purposes they serve;
4. critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
5. demonstrate an understanding of professional ethics and work ethically in pursuit of truth, accuracy, fairness and diversity.


PREREQUISITES: Jour 1010, Jour 2500 with a grade of C or higher and an institutional GPA of 2.5 or higher.

The student is also expected to be a consumer of news from a variety of sources across media. Many newspapers are available on-line for free or by subscription. An excellent source of national and international radio news is National Public Radio through its Atlanta affiliate, WABE-FM (90.1 MHz). Local TV news is available on WSB, WXIA, WGCL, WAGA and WATL. All but the latter two air nightly broadcast network newscasts and prime time news magazine programs. Non-commercial network news produced by PBS is broadcast on Georgia Public Broadcasting and WPBA. News programming is also available on cable/satellite TV, e.g. CNN, FNC and MSNBC.

SUPPLY CARD POLICY AND PROCEDURES: The Georgia State University Department of Communication will collect Supply Cards from students enrolled in courses requiring them to check out audio/video equipment, to use the Department’s computer, production and post-production labs. Revenue generated from the Supply Cards is used to defray the cost of insurance, expendable supplies and other items relating to the general maintenance and upkeep of the equipment used for these courses. Students can obtain the supply cards from the Georgia State University Bookstore. Lab use and equipment checkout privileges will only be given to those
students who (1) have registered during the current semester for courses using the Lab and/or equipment; (2) have paid for, signed, and submitted supply cards to their instructor; and (3) have signed and submitted the Equipment Use Agreement to their instructor or GLA. Students enrolled in courses that involve the checkout of audio/video equipment must purchase $100.00 worth of supply cards, sign them and give them to their instructor.

STUDENTS WILL NOT BE ABLE TO USE ANY EQUIPMENT UNTIL THE SUPPLY CARDS AND EQUIPMENT USE AGREEMENTS ARE SUBMITTED.

COURSE REQUIREMENTS:

1. **Current events/AP style quizzes** – Most classes will begin with a short quiz of events covered since the last class meeting. None of the quizzes will be announced in advance; students should assume that every class will begin with a current events quiz. There will also be a two quizzes on AP writing style that will emphasize commonly occurring errors throughout the semester. The quizzes are worth 15% of the overall course grade.

2. **Exams** – There will be two exams covering information from the textbooks, lectures and class discussions. Each is worth 10% of the overall course grade.

3. **Deadline story writing** – Many classes will involve writing stories due at the end of the class time. This category of stories is worth 15% of the overall course grade.

4. **Homework reporting and story writing** – Most weeks students will be reporting and writing stories due before the next class session. This category of stories is worth 30% of the overall course grade.

5. **Investigative reporting and story writing** – Student reporters will report on a topic requiring extensive research and information gathering that takes weeks to investigate. The story will be written in an appropriate style for a newspaper, magazine or web site. This is worth 20% of the overall course grade.

Homework stories written for the first time for each medium or professional context will not have the grade recorded until the student submits a revision based on comments provided by the instructor. Students will submit a draft of the investigative story prior to its due date in order to consider instructor comments before the revised final draft is submitted to be graded.

**GRADING RUBRIC:**

Grades for all of the writing assignments, whether due in class or at a later class session, will be based on the following rubric:

1. Submitted before or on deadline following the appropriate style/format of the medium or professional context = 58 points; submitted five minutes after deadline in appropriate style/format = 45 points; submitted one hour after deadline or with inappropriate style/format = 30 points; submitted later than one hour after deadline and with inappropriate style/format = 15 points

2. Lead sentence accurately portrays the most important details of the story in an interesting and succinct manner = 3 points; missing one important detail or in an uninteresting manner = 2 points; more than one important detail or written in an uninteresting and verbose manner = 1 point
3. free of AP Stylebook errors = 3 points; one or two style errors = 2 points; fewer than four errors = 1 point
4. no spelling errors = 3 points; one or two errors but all names spelled correctly = 2 points; three or more errors = 1 point
5. no grammatical errors = 6 points; one or two errors = 3 points; fewer than five errors = 1 point
6. accurate with no factual errors = 6 points; one error = 3 points; fewer than four errors = 1 point
7. clarity with no confusing details = 3 points; one or two confusing details = 2 points; fewer than four confusing details = 1 point
8. focused with no tangential or irrelevant details = 3 points; one or two irrelevant details = 2 points; fewer than four irrelevant details = 1 point
9. all sources are appropriate including how they are used in the story = 3 points; one source that is either in appropriate or not used well = 2 points; two inappropriate source = 1 point
10. all quotations are appropriately used = 3 points; one source is inappropriately used = 2 points; more than one inappropriate source = 1 point
11. attribution is appropriately used = 3 points; one inappropriate attribution = 2 points; two inappropriately attributions = 1 point
12. conciseness of story with no excess verbiage = 6 points; story could be more tightly written with minimal revision = 3 points; excess verbiage requires much revision = 1 point

Note: A missed assignment will not be allowed to be completed unless the absence is approved by the instructor before the due date. No make-up or late work will be allowed except in rare cases, requiring documentation.

Overall course grade:
- A+ > 94
- A = 91 – 94
- A- = 88 – 90
- B+ = 85 – 87
- B = 81 – 84
- B- = 78 – 80
- C+ = 75 – 77
- C = 71 – 74
- C- = 68 – 70
- D = 60 – 67
- F < 60

An incomplete grade, “I”, will be given only in the case in which the student for non-academic reasons beyond his or her control is unable to meet the full requirements of the course. In order to qualify for an “I”, the student must have completed most of the course requirements and have a passing grade in the assignments submitted (aside from the requirements not completed). An “I” is awarded at the discretion of the instructor and is not the prerogative of the student. Conditions to be met for removing an “I” are established by the instructor.

**Journalism 3010**
**Class Schedule**
(subject to change without notice)

**WEEK ONE:** Introduction
READING: Lieb: chapter 1 & 2
AP Style diagnostic quiz

**WEEK TWO:** Researching
READING: Lieb: chapter 3
ASSIGNMENT: 3.2

**WEEK THREE:** Interviewing
ASSIGNMENT: 3.5
Story basics
READING: Lieb: chapter 5
ASSIGNMENT: 5.1
DEADLINE WRITING STORY

**WEEK FOUR:** Text story with multiple elements
ASSIGNMENT: 5.4
DEADLINE WRITING STORY

**WEEK FIVE: AP STYLE QUIZ**
READING: Lieb: chapter 6
ASSIGNMENT: feature story

**WEEK SIX:** Investigative story
READING: Lieb: chapter 13
ASSIGNMENT: investigative story topic

**WEEK SEVEN: EXAM #1**
Basic online story
READING: Lieb: chapter 7
ASSIGNMENT: 7.3
DEADLINE WRITING STORY

**WEEK EIGHT:** Blogs
ASSIGNMENT: 7.4
DEADLINE WRITING STORY

**WEEK NINE:** Advanced online story
ASSIGNMENT: 12.1

**WEEK TEN: AP STYLE QUIZ**
READING: Lieb: chapter 14

**WEEK ELEVEN:** Investigative story draft
Diverse sourcing
READING: Lieb: chapter 16
DEADLINE WRITING STORY
WEEK TWELVE: Basic audio story
READING: Lieb: chapter 8
DEADLINE WRITING STORY
ASSIGNMENT: 8.3

WEEK THIRTEEN: Story updates
DEADLINE WRITING STORY
Advanced audio story
READING: Lieb: chapter 9
Audio recording and editing
ASSIGNMENT: 9.3

WEEK FOURTEEN: FINAL DRAFT Investigative story
Audio Wraparounds
DEADLINE WRITING STORY
ASSIGNMENT: 9.6

WEEK FIFTEEN: Wraparound editing

WEEK SIXTEEN: EXAM #2

This course syllabus provides a general plan for the course; deviations may be necessary. All university policies including grading, withdrawal, and academic honesty, including plagiarism, cheating, unauthorized collaboration, falsification, and multiple submissions as detailed in the Georgia State University Undergraduate Curricular Affairs Handbook, http://www.gsu.edu/~wwwcam, will be observed and followed.
Jour 3030 Grading Rubric

1. Submitted before or on deadline following the appropriate style/format of the medium or professional context = 58 points; submitted five minutes after deadline in appropriate style/format = 45 points; submitted one hour after deadline or with inappropriate style/format = 30 points; submitted later than one hour after deadline and with inappropriate style/format = 15 points

2. Lead sentence accurately portrays the most important details of the story in an interesting and succinct manner = 3 points; missing one important detail or in an uninteresting manner = 2 points; more than one important detail or written in an uninteresting and verbose manner = 1 point

3. Free of AP Stylebook errors = 3 points; one or two style errors = 2 points; fewer than four errors = 1 point

4. No spelling errors = 3 points; one or two errors but all names spelled correctly = 2 points; three or more errors = 1 point

5. No grammatical errors = 6 points; one or two errors = 3 points; fewer than five errors = 1 point

6. Accurate with no factual errors = 6 points; one error = 3 points; fewer than four errors = 1 point

7. Clarity with no confusing details = 3 points; one or two confusing details = 2 points; fewer than four confusing details = 1 point

8. Focused with no tangential or irrelevant details = 3 points; one or two irrelevant details = 2 points; fewer than four irrelevant details = 1 point

9. All sources are appropriate including how they are used in the story = 3 points; one source that is either in appropriate or not used well = 2 points; two inappropriate source = 1 point

10. All quotations are appropriately used = 3 points; one source is inappropriately used = 2 points; more than one inappropriate source = 1 point

11. Attribution is appropriately used = 3 points; one inappropriate attribution = 2 points; two inappropriate attributions = 1 point

12. Conciseness of story with no excess verbiage = 6 points; story could be more tightly written with minimal revision = 3 points; excess verbiage requires much revision = 1 point
Why Study History?
From Thucydides to Barbara Tuchman, historians have reflected on this question. There are many reasons and this semester we will come up with our own. One reason this is a required course is so that you will have the opportunity to explore and understand the origins of America’s uniquely free media, together with the roles of people who contributed to the development of both freedom of the press and the economic independence of the press.

‘An exact knowledge of the past is an aid to the interpretation of the future, which in the course of human things must resemble it if it does not reflect it.’
— Thucydides [Greek, died 401 B.C.]

‘Most men learn wisdom from the fortunes of others.’
— Cornelius Tacitus [Roman, circa 50-120]

‘The experience of history exalts and enlarges the horizon of our intellectual view.’
— Edward Gibbon [English, 1737-1794]

‘What experience and history teach is that peoples and governments never have learned anything from history, or acted on principles deduced from it.’
— Georg Wilhelm Friedrich Hegel [German, 1770-1831]

‘The opportunity, I think, is plain for the historian to become the major interpreter in literary experience of man’s role in society. The task is . . . .to provide both the matter to satisfy the public interest and those insights into the human condition without which any reading matter is vapid.’
— Barbara Tuchman [American, 1912-1989]

This is an upper-level interactive and interdisciplinary course. In the next 15 weeks we will study American media history on two levels — (1) macro: a wide landscape survey to witness the sweep of movements and innovations across the 314 years since the first Colonial newspaper on Sept. 25, 1690, and (2) micro: in-depth close-up research to examine events and media personalities in a narrow time frame.

Methods. We will use traditional and nontraditional research methods. The traditional methods include (1) computer searching, (2) detection, and (3) analysis. To expand understanding, we use imaginative, innovative, nontraditional techniques including (1) time travel and (2) improvisational role-playing.

This is a Critical Thinking Through Writing designated course. You will critically analyze information from sources you will find through your research and use relevant portions of that information in your writings. You will learn about historical research as a process and how critical thinking skills are vital to the researcher and how these skills are applicable to the practice of journalism.

Syllabus. This Syllabus will be our contract for course objectives and requirements, and our guide for pacing our study and assignments. Please read it carefully and ask questions about it during the first week of class. If you see any mistake or something you do not understand, please mention it during the second class. During the semester, some minor adjustments to the Syllabus may be necessary.
**Keep in touch.** During the semester, please keep in touch—especially if something unforeseen happens, you have problems with assignments, or you change your telephone numbers or e-mail.

**SYLLABUS/COURSE OUTLINE**

**Instructor:** Leonard Ray Teel, Ph.D., Professor  
Department of Communication, One Park Place South, 6th floor, Room 630  
Office Phone: (404) 413-5654, (404) 413-5600  
E-mail: lteel@gsu.edu

**Course websource:**  
http://www.library.gsu.edu/research/liaison.asp?ldID=76&guideID=112

**Guest Speakers:**  
Tricia Clayton libtxc@langate.gsu.edu, or 404-413-2867, Library research specialist  
Shanna Gildersleeve, M.A. candidate and Graduate Research Assistant  
Rebecca Poyner Burns, M.A. candidate  
Harriet Moore, M.A. candidate  
Luke Chaffin, President, JOURNALISM HISTORY SOCIETY

**Office Hours:** 3 to 5 p.m. Mondays & Wednesdays. Other times by appointment. For unexpected questions and problems, e-mail or phone.

**Textbooks:**  

**Other Assigned Reading:** Handouts of published readings.

**Library Reference Books:**  

**Recommended Reading:**  
James West Davidson and Mark Hamilton Lytle, *After the Fact: The Art of Historical Detection*. 

**Interlibrary Loan.** Our Library may not have all the sources you require—newspapers, magazines, journals, and books. As soon as you discover the need to order microfilm, photocopies or books, go to the Library Interlibrary Loan Office. *Allow two to four weeks for delivery.*

**Course Techniques:**

**Reverse Chronology.** In our survey of the landscape of American media history over 314 years, we will proceed in reverse chronology—beginning with today's media and traveling in time back toward the Fall of 1690 when the first American newspaper was published in Boston.

**Archaeology.** As we travel in time from present to past, the process resembles the technique of the archaeologist, exposing the past, from the top, layer by layer.

**Historical Detection.** Historical research also resembles the efforts of a detective, seeking the truth by searching old newspapers, magazines, letters and such to detect clues in published stories, editorials.

**Time Travel.** Numerous novels and films about time travel attest to our interest in going back into the past—movies such as “Time Machine,” “Back to the Future” and “Time Cops” and novels such as H.G. Wells' *The Time Machine* (1895) and Jack Finney’s *Time and Again* (1970). In this course, the reading of primary sources—as they were read by the people of some past time—provides an opening to take you into the mentality and texture and even the emotional context of some distant time.

**Course Objectives:**

Applying techniques mentioned above, we will work together to accomplish the following objectives:

1. **Survey the Mediascape.** In the process of surveying the history of the American mediascape we will give special attention to two features which distinguish American media—a commitment (in the First Amendment) to freedom of expression and the evolution of journalism into a free-market industry.

2. **Analysis.** Read and analyze the writing, contributions and ideologies of famous and not-so-famous individuals involved in the development of the news media in the United States and Colonial America. Study innovations in technology that influenced news media development.

3. **Evaluation.** Evaluate the impact of ideologies and movements upon the news media, and analyze the interaction between the media and society.

4. **Research and Historical Writing.** Find and research diverse primary and secondary sources and write a narrowly focused historical research paper using the essay format for writing history—structured paragraphs, each beginning with a topic sentence (TS) followed by supporting evidence (E).
5. **Oral Competency.** You will have an opportunity to develop your public voice through a series of oral exercises in class: (1) focus group discussions of textbook readings, (2) in-class panel presentations, and (3) a final public presentation.

   **Graduate students** will have two additional opportunities: (1) an analysis of persuasive and brief class presentation on persuasive editorial writing and (2) a teaching presentation based on the research paper.

**Course Requirements:**

The course requirements are designed to stimulate your involvement and lift you to a new level of understanding and expression—in written expression and oral competency.

1. **Read, Question, and Join the Conversation.** The Canadian philosopher Harold Innes said that life “is a conversation. When we’re born it has been going on for some time and we join in. When we pass on, it keeps on going.” We have all been in classes where there was precious little conversation, only the one-way lecturing from an instructor’s single voice. In this class, the professor conducts the conversation and keeps it on track. Your questions, comments, insights, and problems spark our “disciplined dialogue.”

2. **Please read the texts.** To converse, we read the texts. The English philosopher-scientist Francis Bacon (1561-1626) said, "Reading maketh a full person." For some, reading is a "lost pleasure." True, reading requires an effort of mind, but it confirms and builds your intellectual power and readies you for the conversation. The Class Schedule attached helps you pace your reading, as do the Focus Groups.

3. **Focus Groups: Writing and Discussion.** Focus groups for each chapter help drive our class conversation. On the first day, we choose focus group chapters for the text readings and discussions. During the semester, as we arrive at your group’s chapters, your focus group stimulates discussion. Before class, that day’s focus group members each give the professor a personal essay (see No. 4 below) including questions raised in reading and writing the essay. These questions will be used to stimulate class discussion. Please type these essays and lists, as for all assignments.

4. **Reading Essays/Focus Groups.** Each Focus Group member will write a two- to three-page double-spaced essay on the Focus Group chapters. These will be graded. (See Grading Scale.) For full credit, these must be **turned in before** the class discussion. (See Guide for writing Focus Essays.)

5. **Time Travels.** This warmup assignment in microfilm takes you back in time and prepares the ground for deeper research work.

6. **Midterm examination.** The midterm exam will be based on cumulative readings, lectures and class presentations through the week of the midterm. The exam will be mainly an essay with some added questions. **7. Makeup tests? No makeup tests.** Exams are part of a learning sequence, to be taken at the time indicated in the Schedule.

8. **Six-Page Research Sample and In-Class Oral Presentation.**
   (1) Six-Page Written Paper. This should be a six-page sample of your research paper.

   (2) Oral Improvisation/Role-Playing. Based on the six-page sample of your early research, you will present some of your findings in class by improvising in the role of the
media personality who emerged in your research. (Before the presentations, we will discuss improvisation role-playing.)

9. Research Paper. This is your masterpiece, and we have a process (See below) to make it manageable, rewarding and even enjoyable. After all, the research paper demonstrates your semester’s progress in doing in-depth research, and your development as a writer. You will have help and feedback through the semester.

The Research Paper Process. The process of historical discovery begins, step by step, the first day of class and continues until the last. We give continuous attention to the Research Paper from the first day onward. This process prevents anxiety which occurs when a major project is delayed. "I learned a great deal from my research paper," said one student who followed this process, "and I didn't feel the anxiety right before the due date, thanks to the plan of doing a little along the way." Please trust the process.

Step by step, you will have time to:

1. gather the necessary primary research materials and documents concerning the news media in your chosen time period — newspapers and magazines on microfilm, diaries, letters, etc., as well as secondary sources — books and articles concerning your subject but published after your time period.
2. report research findings in class meetings, getting feedback from classmates and professor.
3. analyze your research so you can draw your own conclusions from the evidence, and
4. write a six-page sample and a rough draft. Then, the final version will be a well-documented research paper which contributes something new to scholarship on your subject. The final paper should be 20 to 25 pages in length, double-spaced.

STEP BY STEP. The five steps are:

1. Choosing the theme, subject and general time frame,
2. a preliminary, annotated working bibliography and working title including time frame,
3. six-page sample with documentation and more focused title and time frame,
4. rough draft with documentation, expanded bibliography and focused title and time frame, and
5. final paper with 75-word Abstract, all documentation, bibliography and final title reflecting your main discovery.

During the first week, please choose the theme, subject and general time frame for your research. These will be approved by the end of the second week, in time for our targeted research strategies session in the Pullen Library. We have no time to change subjects after the second week. By then, we are already developing a bibliography of primary sources and secondary sources available in the Pullen Library — and also ordering unavailable materials through Interlibrary Loan.

* Two Time Periods under Study. Undergraduates will choose a research topic in the 19th Century – Antebellum and Civil War: 1800-1865; or Post-Civil War/Gilded Age: 1865-1899. Graduate students will choose a media research topic in the mid-20th Century, focused on the early period of the Cold War, 1946-1960.
Research methods and bibliographies will be discussed (1) in class and (2) during a specially arranged research strategies lesson in the Pullen library.

Your research will follow clues in tertiary and secondary sources that lead you to primary sources. The value and strength of your research paper will depend mainly upon primary sources. Students will be coached in the differences between tertiary, secondary and primary sources. Use of primary sources almost always results in original historical writing—a contribution to the study of media history.

Students will also be coached in how to analyze research materials for value and bias, and how to shape your own ideas and paraphrase material without plagiarizing.

Aim beyond this class, target a competition. In this upper level class, your research paper should have a quality of evidence and writing that can be presented at a conference.

— Students will be encouraged to submit papers to competitions sponsored by—(1) the History Division of the Association for Education in Journalism and Mass Communication (AEJMC), (2) the Southeast Colloquium of AEJMC, (3) the American Journalism Historians Association (AJHA), (4) the Southeast Colloquium of AJHA, (5) the Southeast Journalism Conference (SEJC), and (6) the Symposium on the 19th Century Press, the Civil War and Free Expression.

— When your paper is selected to be presented at one of these conferences, your paper is eligible to be considered for publication in the Atlanta Review of Journalism History, to be required reading for future classes in the History of News Media. This is precisely how student authors got published in previous issues of the Review.

10. Graduate Student Project: Persuasive Writing. Graduate students will have two additional graduate-level assignments in (1) persuasive writing: a comparative textual analysis of newspaper opinion writing in the 20th century; and (2) a teaching presentation based on the major research paper.

11. Final Examination. The Final Exam will be in the form of an improvised theatre performance, in group skits. This final exam gives each student the opportunity through oral competency to demonstrate mastery of the historical research accomplished during the semester. Each student will improvise in the role of an historic media professional who emerged during research for the research paper. The performance will be a collaborative effort. Students will form groups of related historical persons or topics; the groups will present on stage a series of skits, improvised in dialogue, staging, lighting, etc. The class will be coached in rehearsals of improvisation — the art of exploring and expressing your historical character. The final presentation will occur during the two-hour Final Exam period. Adjustments of time and place may be needed because of theatre availability.

Attendance/Absences and Lateness:

Attendance is essential for this course. Please be present at every class and on time. If you cannot do this, please see the instructor on the first day of class. You may need to take the course another time.

Attendance/Absence Policy.
Although attendance is expected, each student is permitted three absences of any sort, medical, personal or whatever. No authoritative excuse is necessary. If a student exceeds three absences for the semester, he or she will lose a full letter grade for the course. (This means that if you miss four (4) classes — five hours of class time — subtract one letter grade.) IMPORTANT: This attendance is applicable to everyone in class. If for any reason you think you will be absent more than three times during this semester — for spring sports, a wedding overseas, surgery, a lengthy out-of-town job or other responsibility, etc. — please see the instructor immediately. You may need to take this course during another semester.

Lateness. Please aim to be on time. Missing more than half a class period (40 minutes) counts as an absence.

If you are late or miss class. Please assume that anytime you miss any class time you missed something important. If you miss a class or are late, please check with a classmate who can help you catch up with lecture material and class business. If you miss class on a day when your Focus Group was scheduled, see the professor about signing up for a substitute Focus Group in which you can participate in the discussion.

New Plus/Minus Grading Policy. Georgia State University and the University of Georgia have been approved by the Regents for a three-year pilot on the use of a plus/minus grading system. The following grades are permissible: A, A-, B+, B, B-, C+, C, C-, D, or F. The pilot began in fall 2006. Instructors also decide on the criteria for awarding of plus and minus grades.

IMPORTANT: If a course requires passing with a “C”, a grade of C minus (C-) will not meet that requirement. Also, a B minus (B-) not satisfy the need to achieve a B.

For students on HOPE scholarships, all plus and minus grades will be stripped from the student’s GPA calculation. If a student has all B- grades at a HOPE audit and a GPA of 2.70 they will still maintain a HOPE with a HOPE GPA of 3.0. Students can see their GPAs on GoSolar at the My GPAs page.

Grading Scale/Undergraduate Students. Grading is numerical, logical, and easy to understand. Each student is graded on the points scale below. For UNDERGRADUATE STUDENTS, the maximum number of points possible for the basic requirements is 1000. The final course grade will be computed by adding grades on all assignments:

Two Time Travel Warmup Exercises (2 x 25 points each)....................     50 points
Annotated Working Bibliography......................................................... 50 points
Three Focus Group Essays and in-class Discussions (3 x 50 points)...   150 points
Six-Page Sample and in-class Oral Improvisation
(80 points for the written report, 20 for the presentation)..............     100 points
Midterm exam....................................................................................... 150 points
Research paper..................................................................................... 300 points
Final Exam:........................................................................................... 200 points
TOTAL.................................................................................................1,000 points

Based on this scale of 1,000 points —
A = 93-100%, or 930-1000, A- = 90-92%, or 900-929
B+ = 87-89%, or 870-899, B = 83-86%, or 830-869, B- = 80-82%, or 800-829
C+ = 77-79%, or 770-799, C = 73-76%, or 730-769, C- = 70-72%, or 700-729
D = 60-69%, or 600-699; F = 59% and lower, or 590 and lower
Incomplete. (Note: An "Incomplete" may be given only under circumstances cited in the General Catalog.)

New Policy Limiting Withdrawals (W). There is a new withdrawal policy for all undergraduates starting Fall 2006: All undergraduates are allowed to withdraw with a grade of "W" a maximum of six times in their entire careers at Georgia State. Students who exceed the limit will automatically receive a grade of "WF" which will count as an "F" for GPA calculations. Withdrawals taken before Fall 2006 will not count against the limit and neither will hardship withdrawals, withdrawals at other institutions or withdrawals after the midpoint. Withdrawals after the semester midpoint are automatically given a grade of "WF."

To avoid withdrawals, a student is encouraged to attend class regularly and complete every assignment on time. Students should seek the instructor via e-mail or during office hours to discuss any problems with the course. A student who does not perform well in class and/or on assignments and exams will be sent an e-mail by the instructor seeking a meeting to discuss any problem(s) the student is having with the course.

The purpose of the meeting will be to remedy the problem(s) and allow the student to find ways to succeed in this course.

The Department of Communication's Undergraduate Studies Office will also be notified of apparent student underperformance, and an advisor will be available to provide confidential mentorship or to put you in contact with other university resources that can help you navigate this class. At any time in the semester a student can seek an appointment for an advisement session with the Undergraduate Studies Office by sending an e-mail to advise-comm@gsu.edu or by going to 835 One Park Place.

Computer tools and assistance.
(1) Internet. We will create a class e-mail list and use this to send and receive ideas, sources, and other information, to communicate with the professor and among members of improvisation groups, and to link to research networks such as our Course website and the international jhistory website. [http://www.library.gsu.edu/research/liaison.asp?ldID=76&guideID=112](http://www.library.gsu.edu/research/liaison.asp?ldID=76&guideID=112)

If you have trouble, Go to the Pullen Library site, and click on Library Resources; Go to Research Guides; Choose Communication, then Related Guides: Journalism; Note the Guide to Historical Newspapers at GSU, and scholarly and popular journal articles for Journalism.

History of News Media scholars this semester have the advantage using some new electronic sources accessing indexing and full-text of historical newspapers.
1. Historical New York Times:
2. Atlanta Journal-Constitution index for 1868-1925 which is available for free from its Web site:
3. Pullen Library's guide to Primary Source Historical Newspapers: For additional help our course librarian is Brenna Helmstutler: libbkh@langate.gsu.edu or 404-413-2859

(3) Join jhistory. You are encouraged to join and use the journalism history network.

jhistory. You are encouraged to join the journalism history network during the first week. The site links you to websites of active journalism historians in the United States.

The Jhistory Webpage is located at http://personalweb.smcvt.edu/dmindich/jhistory.htm

(4) Data searches. You will be advised how to use the Pullen Library's computer searches for your historical research.

(5) Computers. You are encouraged to use computer software that permits you to write endnotes or footnotes.

(6) Computer Center. For difficult computer or printing problems, check with the GSU Computer Center in the ground floor of Library South. If you use the Computer Center for printing your papers, please allow enough time for machine problems.

(7) SpellCheck. You are encouraged to use SpellCheck software to catch spelling errors in your work.

The GSU Journalism History Society. As tuition-paying members of the class, you are each automatically lifetime members of GSU’s Journalism History Society. You will be invited to serve as officers and to participate on three committees: Fundraising, Research, and Awards Banquet. Current officers of the Society will speak to the class during the semester.

Policy on Academic Honesty
Reprinted from the Georgia State University Faculty Handbook

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The university assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

The university's policy on academic honesty is published in the Faculty Affairs Handbook and the On Campus: The Undergraduate Co-Curricular Affairs Handbook and is available to all members of the university community. The policy represents a core value of the university and all members of the university community are responsible for abiding by its tenets. Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty. All members of the academic community -- students, faculty, and staff -- are expected to report violations of these standards of academic conduct to the appropriate authorities. The procedures for such reporting are on file in the
offices of the deans of each college, the office of the dean of students, and the office of the provost.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. Students are encouraged to discuss freely with faculty, academic advisors, and other members of the university community any questions pertaining to the provisions of this policy. In addition, students are encouraged to avail themselves of programs in establishing personal standards and ethics offered through the university's Counseling Center.

Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

Plagiarism. Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or in part, taken from the Internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations. Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, computer based resources, texts, or "crib sheets" during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one's
own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

**Unauthorized Collaboration.** Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with another person or source, or computer-based resource, is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

**Falsification.** It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding (e.g., false or misleading citation of sources, the falsification of the results of experiments or of computer data, false or misleading information in an academic context in order to gain an unfair advantage).

**Multiple Submissions.** It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.

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**WEEKLY CLASS SCHEDULE**

Jour 4040 CRN 11087  
Spring 2008 / 1:30 TO 2:45 p.m. Mon/Wed Room ALC 406

*Monday Jan. 7*

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First week's reading:

*The Media in America:* The Contemporary Media 1974-present  
*Practicing History:* Preface  
Syllabus and Class Schedule

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Learning Models: Archaeology, Detectives, Time Travel  
The political and economic natures of American journalism  
TIME PERIODS for the research paper: 1800-1899 (undergraduate students); or 1945-1960 (graduate students.)

**Overview of Syllabus and Class Schedule**

*Assignments:*
(1) **Select chapter Focus Groups.** Please cite your priorities 1st through 6th. Assignments to focus groups will be according to your top three priorities, unless too many choose the same chapters. **--Due: Today** (See Focus Group sign-up sheet at back of Class Schedule.)

Be ready for your focus groups as we progress in reverse chronology (from present to past). Turn in your focus group essays on the day of the class discussion of your assigned chapters.

(2a) **Time Machine/Test run:** Travel in time back to the day after your birthdate. Choose **any newspaper or magazine on microfilm [NOT online]** in the library and, via the microfilm reader, discover what had happened on your birthdate. Find one story reflecting what was happening in each of six areas of civilized activity easily remembered by the acronym **PERSIA:** Politics, Economics, Religion, Society (includes sports), Intellectual activity (schools, colleges, science), and the Aesthetics (or Arts).

For this typed report, you need to (1) COPY the first paragraphs (the “leads”) of the six chosen stories, and (2) document the exact reference using this format: “Headline,” Name of Newspaper, date, page number, for example: “Nixon Refuses to Release White House Tapes,” New York Times, April 1973, 1.

(2b) Repeat the same Time Machine exercise, but go back in time to **any date in the time period** you wish you explore this semester (1800-1899).

**--Due date for both Time Travels is Wednesday (Jan. 11)**

(3): **Research Paper (5 steps):**

* First step: Choose your topic—**Due Wednesday Jan. 16**
* Second step: Compose a working bibliography, dividing primary and secondary sources. Primary sources are those **within the time frame** of your paper – including newspapers and magazines of the time (actual or microfilm), letters, government documents, manuscripts, photographs, autobiographies, recorded radio shows and interviews. Secondary sources are usually written **ABOUT** the period under study – biographies, histories and other books, and articles published after your time period. **--Due Wed. Feb. 6**

* Third step: Six sample pages, documented, and in-class oral presentation—**Due Mon. Feb. 11**
* Fourth step: Full Rough draft (15-20 pages)— **Due Wednesday March 15**
* Fifth step: Final paper — **Due Wednesday April 19**

**Journalism History Society.** As paying members of the media history class, you are each automatically paid-up members of GSU’s Journalism History Society. You will be invited to participate on one of four committees: Mentoring, Awards, Banquet, and Development.

**--Graduate Persuasive Writing Papers — Due Wednesday March 22**

**Wednesday Jan. 9**

**Due—Time Machine/test runs**
The nature of American journalism / An overview of 318 years
Focus time period for research papers and presentations: 1800-1899

Monday Jan. 14

Second week's reading:
Media in America: The Media in Transition 1945-1974
Practicing History: “In Search of History”
Atlanta Review: Butler Cain, “Considering Communications History Perspectives”

Lessons of American Media History — Politics & Economics
**First Focus Group (Contemporary Media 1974-Present)

JOURNALISM HISTORY SOCIETY - Semester Activities and Committees

Wednesday Jan. 16

Focus Group (The Media in Transition 1945-1974)

Research Paper Topic Due
Further Discussion of (1) Methods and techniques for developing the research paper, (2) Improvised
in-class oral presentations, and the (3) Final Exam group presentations.

Monday Jan. 21— NO CLASS – MARTIN LUTHER KING JR. HOLIDAY

Third week's reading:
Practicing History: “When Does History Happen?”
Atlanta Review: Andrea O’Rourke,” The Role of the Press in Involuntary Sterilization”

Wednesday Jan. 23 Meet in Library classroom 1 (1st floor, Library North)

Guest lecturer: Research librarian: Tricia Clayton
Go directly to meet IN THE LIBRARY Classroom No. 1, LIBRARY North, 1st floor.
Note: Prof. Clayton has targeted this session specifically for our class and historical period. She will demonstrate how best to use our media history class web page and other sources to facilitate research in media history.

Monday Jan. 28 –
Fourth week's reading:

Media: The Entertainment Media 1900-present, Radio Comes of Age 1900-1945, The Media and National Crises.
Practicing History: “History by the Ounce”
Atlanta Review: Joseph Valenzano, “The Forgotten Heroes”

Focus Groups
Writing History, Essay Style: Make your point, elaborate, prove your point.

Wednesday Jan. 30 –

Focus Groups

Monday Feb. 4

Fifth week's reading:

Media: The Media and Reform, The Emergence of Modern Media.
Practicing History: “The Historian as Artist”
Atlanta Review: Greg Read, “Photography and Reform: Lewis Hine’s Crusade”

Focus Groups
Discussion of Library Research Session

Wednesday Feb. 6

Due: Working Bibliography for Research Papers

Focus Groups
“Writing and Citing” — Correct form for full first references and abbreviated later references for books, articles in newspapers, journals and magazines, interviews, internet citations, diaries, documents, etc.

Improvisational Technique—Preparation for Time Travel presentations

Monday Feb. 11

Sixth week's reading:

Practicing History: “The Historian’s Opportunity”
(Handout) Georgia Historical Quarterly: Harold Davis, "Henry W. Grady, Master of the Atlanta Ring”

Due—Six sample pages of Research Paper, with endnotes/footnotes and expanded bibliography.

Role-playing Presentations in Class.
Students make presentations – in character – panel format.

**Wednesday Feb. 13**
Guest Lecture – International Media History

**Monday Feb. 18**

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**Seventh week's readings:**


*Practicing History:* “Biography as a Prism of History”

*(Handout) Atlanta Review:* Gregg MacDonald, “William Cullen Bryant’s Crusade Against Slavery.”

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Focus Groups
Review for the Midterm

**Wednesday Feb. 20**

**MIDTERM EXAM — 75 minutes**

Part I: Choose one of the two themes and write one essay.

Part II: Short-answer questions.

**Monday Feb. 25**

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**Eighth week's reading:**

*Media:* The Press and the Civil War

*Practicing History:* “The Houses of Research” and “How We Entered World War I”

*(Handout) Atlanta Review:* Lisa Varisco, “Samuel Chester Reid, Jr., Confederate Correspondent.”

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Focus Groups

**Wednesday Feb. 27**

Focus Groups

*[NOTE: Monday March 3 – Full Semester Midpoint. Last day to withdraw and possibly receive a ‘W’ for full semester classes.]*

**Monday March 3-Friday March 7 — No Class – Spring Break!**

Focus Groups
Discussion of Final Exam presentations

**Monday March 10 — No class — Release time to work on Rough Draft**

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**Ninth week's reading:**

Practicing History: “Problems in Writing the Biography of General Stilwell” and “Israel: Land of Unlimited Possibilities”

(Handout) Atlanta Review: Gregory Newsome, “Duff Green’s Political Crusade Through the Press.”

Wednesday March 12
Focus Groups
Due — Rough draft of Research Paper

Monday March 17

Tenth week’s reading:

Focus Groups
Return of rough drafts with recommendations and suggestions
Mentoring session.
NOTE: DO NOT DISCARD YOUR ROUGH DRAFT. YOU MUST RESUBMIT THE ROUGH DRAFT WITH YOUR FINAL PAPER SO YOUR PROGRESS CAN BE EVALUATED.

Wednesday March 19
Focus Groups
**Due: Graduate Persuasive Writing Papers

Monday March 24

Eleventh week's reading:
Printing in America 1600-1690, Origins of Mass Communication

Focus Groups

Wednesday March 26
Graduate presentations on Persuasive Writing (4)
Monday March 31 – Release time to complete research and writing the final paper.

Wednesday April 2 – Guest Lecture

Monday April 7 – Release time to complete research and writing the final paper.

Wednesday April 9
   Graduate Student Research Paper Lectures (2)

Monday April 14—
   Graduate Student Research Paper Lectures (2)

Wednesday April 16—
   Due: Final Research Paper (with Rough Draft attached).
   In-class rehearsal for final presentations. (Please be present. Absence affects the rehearsal and performance of your skit group and may cause you to be dropped from that group. Thank you.)

Monday April 21 —
   In-class rehearsal for final presentations. (Please be present. Absence affects the rehearsal and performance of your skit group and may cause you to be dropped from that group. Thank you.)

Wednesday April 23—
   In-class rehearsal for final presentations. (Please be present. Absence affects the rehearsal and performance of your skit group and may cause you to be dropped from that group. Thank you.)

[Friday, Saturday or Sunday, April 25 or 26 or 27]
   End of semester JOURNALISM HISTORY SOCIETY Awards Banquet – Time, Hours & Place to be Arranged by the Banquet Committee]

Wednesday April 30 — Final Exam          12:30 to 2:30 p.m. – Alumni Hall Theatre

FOCUS GROUPS

American Journalism History

This course seeks to develop an ongoing conversation about the history and role of American journalism in the unique political and economic context of the United States of America. The conversation has been continuing for more than 300 years as we join in, and it will continue long after we have expressed our thoughts.

To stimulate the conversation this semester, each student joins three focus groups -- focusing on three selected chapters, and on the personalities, events and philosophies therein.
In choosing Focus Groups, follow your interests in one of two ways by choosing areas in which you know a good deal, or areas about which you would like to know more.

During the first class meeting, please list six choices—prioritizing your 1st choice through 6th. Your top three preferences will be honored as much as possible, but we need students in all areas so the assignments must be spread evenly among the chapters.

ESSAYS. Working independently, each member of a Focus Group will write a two- to three-page double-spaced, typed essay on his/her selected Focus Group chapters. These will be graded.

QUESTIONS. Individual Focus Group members will also come to class with a list of QUESTIONS TO RAISE IN THE CLASS DISCUSSION. In class, the Group combines to raise these questions.

Grading: The three Focus Groups essays (50 points each) count for 150 points, or 15 percent of the course grade.

What does a focus group do?
First, read the assigned readings for the coming week, as everyone else does, but with the idea of leading or stimulating the conversation when your Focus Group is in charge of discussion. As you read, take notes, jotting down what interests you most and raising questions to ask in class.

Second, after reading the Focus Group chapters, write an essay of two to three pages double spaced, typed.

Third, during class, you join your Focus Group and help the teacher raise questions, some of which may not easily be answered. As class leaders, you help break down the artificial barriers between teacher and class. You also create new ways of looking at the record of the past 311 years.

Thanks in advance for your participation in enlivening the classroom experience.

*   *   *

FOCUS GROUPS

Sign-up Sheet

Each student will have three Focus Groups: Please enter your name six times – prioritize (with a 1,2,3,4,5,6) your choices 1st (favorite) to 6th. Your preferences will be honored wherever possible, unless too many classmates sign up for the same chapters. Note that we will start NEXT MONDAY Aug. 30 with Chapter 24 and move in chronological reverse into time.

___________ Focus Group No. 24/The Contemporary Media, 1974-Present
___________ Focus Group No. 23/The Media in Transition, 1945-1974
___________ Focus Group No. 22/Public Relations, 1900-Present
Phone/Home __________________________ Hours __________________________

Phone/work __________________________ Hours __________________________

Phone/other __________________________ Hours __________________________

Why Study History? __________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Expectation in this course? ____________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Jour 4040 Rubrics

A rubric will be used for all of the writing assignments in this course. The rubric consists of six items but not all of the items have the same weight.

1. Writing competency (20 points) – grammar, punctuation, spelling, paragraph construction, coherent flow and transitions
2. Audience awareness (10 points) – understanding of the academic nature of the report and use of appropriate format and syntax
3. Critical thinking (20 points) – assessment and judgment used to select credible sources that provide evidence; demonstration of ability to discern facts from assertions, opinions and/or unwarranted claims; use of recognized standards to develop own reasoning and arguments; present a synthesis of information from diverse sources
4. Research competency (20 points) – survey of credible sources to provide historical context and to include diverse viewpoints not only from those supportive of the author’s arguments
5. Logic/reasoning (10 points) – factual information and opinions presented in a logically consistent manner
6. Content (20 points) – report contains facts and opinions that meet the requirements of the assignment.

Another rubric will be employed to determine the grade for the oral presentation of the student’s report. This rubric is adapted from the Competent Speaker Scale used to evaluate speeches and other oral presentations. It has eight categories with each given a rating of unsatisfactory, satisfactory or excellent.

1. Chooses and narrows a topic appropriately for the audience and occasion
   Clearly introduce topic (2)
   Get attention (2)
   Justify topic (2)

2. Communicates the thesis/specific purpose appropriate for audience and occasion.
   Preview body (4)
   Establish credibility (4)

3. Provides appropriate supporting material based on the audience and occasion.
   Good use of supporting material (20)
   Citing qualified sources (10)

4. Uses an organizational pattern appropriate to topic, audience, occasion, and purpose.
   Well organized (5)
   Logical (10)
   Transition to body (5)
Transition to conclusion (5)
Concluding statements (5)

5. Uses **language** that is appropriate to the audience, occasion, and purpose.
   Appropriate language (5)

6. Uses **vocal variety** in rate, pitch, and intensity to heighten and maintain interest.
   Volume (2)
   Rate (2)
   Vocal variety (2)
   Tone (2)

7. Uses **pronunciation, grammar**, and articulation appropriate to the designated audience.
   Total points (5)

8. Uses **physical behaviors** that support the verbal message.
   Eye contact (3)
   Posture (2)
   Gestures (3)
COURSE DESCRIPTION: Ethical, critical, theoretical and historical approaches to understanding mass media in contemporary society. This is the capstone course for the Journalism major; it emphasizes critical thinking through writing.

LEARNING OUTCOMES: Students upon graduating with a degree in Journalism should have the knowledge and competencies to work in a diverse global and domestic society. Student should be aware of certain core values and be able to
1. demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
2. demonstrate an understanding of the professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
3. think critically, creatively and independently;
4. conduct research and evaluate information by methods appropriate to the communications professions in which they work;
5. write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
6. critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.


COURSE REQUIREMENTS:

Research report – The topic will be of the student’s choosing but must be approved by the instructor to ensure that the topic is of such scope that it can be completed in a semester. The topic will involve an ethical dilemma faced by media and media-related professionals. It will have several grading components which involve steps to finishing the final draft of the 20 – 25 page report.

• Literature review/outline – The student will submit a preliminary outline of the report based on the review of sources relevant to the topic. The literature review should provide an analysis of the body of knowledge relevant to your topic. It is a maximum of five pages. This is worth 10% of the overall course grade.

• Ethics description – This is a paper discuss the ethical dilemma which could be revised to be included as part of the final draft of the research report. It has a six-page limit. This is worth 10% of the overall course grade.

• Final draft – This report will include the revised literature review, ethics discussion and the student’s assessment of the resolution to the ethical dilemma. The report should be a minimum of 20 pages but no longer than 25 pages, excluding cover page, bibliography, and other supporting items, e.g. copy of photographs or original documents, to be included as appendices. The final report is worth 50% of the overall course grade.
• **Oral presentation** – Students will present their report to their classmates and instructor. The presentation will be no longer than ten minutes. It is worth 15% of the overall course grade.

**Final exam** – The take-home final exam will be based on the student’s synthesis of the readings from the textbook, lectures and classroom discussions. The student will develop her/his own individual code of professional ethics. It is worth 15% of the overall course grade.

**Student evaluation** – A rubric will be used for all of the writing assignments in this course. The rubric consists of six items but not all of the items have the same weight.

1. Writing competency (20 points) – grammar, punctuation, spelling, paragraph construction, coherent flow and transitions
2. Audience awareness (10 points) – understanding of the academic nature of the report and use of appropriate format and syntax
3. Critical thinking (20 points) – assessment and judgment used to select credible sources that provide evidence; demonstration of ability to discern facts from assertions, opinions and/or unwarranted claims; use of recognized standards to develop own reasoning and arguments; present a synthesis of information from diverse sources
4. Research competency (20 points) – survey of credible sources to provide historical context and to include diverse viewpoints not only from those supportive of the author’s arguments
5. Logic/reasoning (10 points) – factual information and opinions presented in a logically consistent manner
6. Content (20 points) – report contains facts and opinions that meet the requirements of the assignment.

Another rubric will be employed to determine the grade for the oral presentation of the student’s report. This rubric is adapted from the Competent Speaker Scale used to evaluate speeches and other oral presentations. It has eight categories with each given a rating of unsatisfactory, satisfactory or excellent.

1. Chooses and narrows a **topic** appropriately for the audience and occasion
   Clearly introduce topic (2)
   Get attention (2)
   Justify topic (2)

2. Communicates the thesis/specific **purpose** appropriate for audience and occasion.
   Preview body (4)
   Establish credibility (4)

3. Provides appropriate **supporting material** based on the audience and occasion.
Good use of supporting material (20)
Citing qualified sources (10)

4. Uses an organizational pattern appropriate to topic, audience, occasion, and purpose.
Well organized (5)
Logical (10)
Transition to body (5)
Transition to conclusion (5)
Concluding statements (5)

5. Uses language that is appropriate to the audience, occasion, and purpose.
Appropriate language (5)

6. Uses vocal variety in rate, pitch, and intensity to heighten and maintain interest.
Volume (2)
Rate (2)
Vocal variety (2)
Tone (2)

7. Uses pronunciation, grammar, and articulation appropriate to the designated audience.
Total points (5)

8. Uses physical behaviors that support the verbal message.
Eye contact (3)
Posture (2)
Gestures (3)

JOUR 4800
MASS MEDIA & SOCIETY
(draft 11/26/07)
TENTATIVE CLASS SCHEDULE

WEEK 1: Introduction course/research report
READING: Chapter 1 “Influence”
ASSIGNMENT: RESEARCH REPORT TOPIC DUE WEEK #2

WEEK 2: TOPICS DUE
Discussion of Chapter 1
ASSIGNMENT: LITERATURE REVIEW/OUTLINE DUE WEEK #4

WEEK 3: READING: Chapter 2 “Responsibility”
Discussion of Chapter 2
WEEK 4: LITERATURE REVIEW/OUTLINE DUE
READING: Chapter 3 “Truth”
Discussion of Chapter 3
ASSIGNMENT: ETHICS DESCRIPTION DUE WEEK #7

WEEK 5: READING: Chapter 4 “Falsehood”
Discussion of Chapter 4

WEEK 6: READING: Chapter 5 “Manipulation”
Discussion of Chapter 5

WEEK 7: ETHICS DESCRIPTION DUE
Discussion of descriptions
ASSIGNMENT: ROUGH DRAFT OF REPORT DUE WEEK #9

WEEK 8: READING: Chapter 6 “Temptation”
Discussion of Chapter 6

WEEK 9: ROUGH DRAFT OF REPORT DUE
READING: Chapter 7 “Bias”
Discussion of Chapter 7

WEEK 10: READING: Chapter 8 “Fairness”
Discussion of Chapter 8

WEEK 11: READING: Chapter 9 “Power”
Discussion of Chapter 9
ASSIGNMENT: REVISE FINAL DRAFT

WEEK 12: FINAL DRAFT DUE
12 – 14: PRESENTATIONS OF REPORTS

WEEK 15: READING: Chapter 10 “Value System”
Discussion of Chapter 10
ASSIGNMENT: TAKE-HOME FINAL EXAM DUE ON OR BEFORE FINAL EXAM DAY/TIME
Jour 4800 Rubrics

A rubric will be used for all of the writing assignments in this course. The rubric consists of six items but not all of the items have the same weight.

1. **Writing competency** (20 points) – grammar, punctuation, spelling, paragraph construction, coherent flow and transitions
2. **Audience awareness** (10 points) – understanding of the academic nature of the report and use of appropriate format and syntax
3. **Critical thinking** (20 points) – assessment and judgment used to select credible sources that provide evidence; demonstration of ability to discern facts from assertions, opinions and/or unwarranted claims; use of recognized standards to develop own reasoning and arguments; present a synthesis of information from diverse sources
4. **Research competency** (20 points) – survey of credible sources to provide historical context and to include diverse viewpoints not only from those supportive of the author’s arguments
5. **Logic/reasoning** (10 points) – factual information and opinions presented in a logically consistent manner
6. **Content** (20 points) – report contains facts and opinions that meet the requirements of the assignment.

Another rubric will be employed to determine the grade for the oral presentation of the student’s report. This rubric is adapted from the Competent Speaker Scale used to evaluate speeches and other oral presentations. It has eight categories with each given a rating of unsatisfactory, satisfactory or excellent.

1. Chooses and narrows a **topic** appropriately for the audience and occasion
   - Clearly introduce topic (2)
   - Get attention (2)
   - Justify topic (2)

2. Communicates the thesis/specific **purpose** appropriate for audience and occasion.
   - Preview body (4)
   - Establish credibility (4)

3. Provides appropriate **supporting material** based on the audience and occasion.
   - Good use of supporting material (20)
   - Citing qualified sources (10)

4. Uses an **organizational pattern** appropriate to topic, audience, occasion, and purpose.
   - Well organized (5)
   - Logical (10)
   - Transition to body (5)
Transition to conclusion (5)
Concluding statements (5)

5. Uses language that is appropriate to the audience, occasion, and purpose.
   Appropriate language (5)

6. Uses vocal variety in rate, pitch, and intensity to heighten and maintain interest.
   Volume (2)
   Rate (2)
   Vocal variety (2)
   Tone (2)

7. Uses pronunciation, grammar, and articulation appropriate to the designated audience.
   Total points (5)

8. Uses physical behaviors that support the verbal message.
   Eye contact (3)
   Posture (2)
   Gestures (3)
This course is centered on two related but distinct concerns. Film theory examines broad patterns in how the medium conveys meaning, elicits emotion, and addresses audiences. It is concerned with the nature of the medium itself and with the conventions it has developed for what is "cinematic." Film criticism, the second primary focus of the class, applies these theoretical ideas to particular film texts, testing these ideas to see how well they fit individual cases. Film criticism and theory proceed in tandem: nuancing broad understandings of the medium because of insights yielded by criticism, and then reapplying these concepts to other texts.

Film theory is conceptual in nature, and so the readings for this class are challenging. You will have to wrestle with them, and so you should allow more time than usual for the readings. We will struggle together with these theories in classroom discussions, and lectures will provide useful intellectual context for these readings. The exams in the class will test your understanding of the theoretical content of the course.

Film criticism, on the other hand, is a skill, requiring observation, organization, and insight. To help you learn this skill, this class is designed around a set of exercises that will help you develop this discipline one component at a time.

Required Texts:
Coursepack (available at Bestway Copies, 18 Decatur St.)

Course Requirements:

Prerequisites: Film 1010 and 2700.

Three exams (15% each) 45%
Writing exercises 40%
Discussion participation 10%
Screening attendance 5%

Exams are in essay form, focusing on the theoretical material covered in the readings/lectures/discussions. The discussion participation grade is based on your oral in-class discussion. Formal attendance is not taken during the lecture/discussion sections, but a pattern of lateness and absence will have an adverse effect on both your discussion participation grade and on your understanding of the material as demonstrated on the exams.

Formal attendance will be taken during the screenings. If a student misses no more than 2
screenings, they will receive the full 5% credit toward their final grade. For every additional screening missed, their screening attendance grade will be lowered by a whole percentage point (3 screenings missed = 4% credit, 4 screenings missed = 3%, and so on). Makeup exams will not be given except in extraordinary circumstances (illness, death in the family, etc.).

WRITING EXERCISES: I have outlined 6 skills which are important to creating a good critical paper. Your task is to gain these skills, one at a time. You will complete a series of short writing exercises (as short as a single sentence, no longer than 3 pages) in response to the films that we will be watching, each exercise focused on a particular step.

After you successfully complete an exercise, demonstrating that you have learned the corresponding skill, you will be given a new exercise with a new skill to master for the next film screening. If you do not successfully learn a particular skill the first time you try it, you will be given additional opportunities to do so. You will do the same writing exercise in response to the next film screening. Different film, same exercise (you never have to write about a particular film more than once). You will continue to work on that skill (in response to subsequent screenings) until you master it, and then you will move on to the next level. You may only hand in a writing exercise during the class period that it is due. No late assignments will be accepted. If you miss an assignment, you simply use the same exercise on the next assigned film.

Grades in the writing portion of this class are tied to the skill levels. As you demonstrate a skill, your grade rises (C+ to B-, A- to A, etc.) If you hand in all the writing exercises on time, you are guaranteed at least a C grade for the writing portion. If you demonstrate that you have gained all 6 skills, you will receive an A for the writing portion of the class. You must hand in at least 6 writing exercises. Failure to do so will result in the loss of a half letter grade for every exercise below six that you do not hand in.

Once you have gained a particular grade level, can you go back down? Yes, if you neglect to use the skills you have developed earlier. The 6 steps are arranged in order of ascending complexity; each step builds upon the preceding one. If you forget to use one of the lower level skills on two consecutive exercises, you will drop back one level (in grade and in the exercise sequence).

For instance: if you hand in a level 3 exercise and you forget to use the skill you gained in the level 1 exercise, you will be given a warning and you will be asked to complete the same (level 3) exercise again for the next film screening. Your grade will not change. However, if you once again neglect to use the level 1 skill on that subsequent exercise, you will be asked to do the level 2 exercise for the next screening, and your grade will go back to the previous level.

Objectives:
By the end of the class, the student should be able to:

- discuss the insights into the nature of the film medium provided by the various theories presented in the class;
- sketch the intellectual and social contexts that inform those theories; and
• apply insights provided by those theories to individual films.

CTW Designation:
This course is a designated Critical Thinking through Writing (CTW) course. It is designed as the capstone course for students majoring in Film. In film, "critical thinking" is defined as identifying, analyzing, and evaluating arguments and truth claims; and formulating and presenting convincing reasons in support of conclusions. "Writing" refers to the skill or writing clear, well-organized, and grammatically correct English prose.

Class Policies:
It is expected that the student will: attend all classes having read the required material for the day; give his/her full attention to the in-class learning activities; and participate in class sessions with civility and respect for others. Some screenings contain explicitly sexual or violent material. If you have concerns about this, see the instructor for alternate arrangements. Plagiarism/cheating in any form will not be tolerated and will result in failure for the entire course (see the Policy for Academic Honesty, Section 409, GSU Faculty Handbook: http://www.gsu.edu/~wwwfub/fub.html).

The course syllabus provides a general plan for the course; deviations may be necessary.

Please turn off cell phones, pagers, etc. at the beginning of class.

October 15 is the last day to withdraw and possibly receive a WP.

Grade Breakdown:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
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<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
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<tr>
<td>A</td>
<td>94-97</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<tr>
<td>B-</td>
<td>80-83</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>70-76</td>
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<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>64-66</td>
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<td>D-</td>
<td>60-63</td>
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Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>August 18</td>
<td>Introduction</td>
</tr>
<tr>
<td>20</td>
<td>Classical Film Formalism</td>
</tr>
<tr>
<td></td>
<td>Sergei Eisenstein, &quot;Beyond the Shot,&quot; &quot;The Dramaturgy of Film Form&quot;</td>
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<td>Screening: Requiem for a Dream</td>
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<td>25</td>
<td>Discussion</td>
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<td>Date</td>
<td>Assignment Due</td>
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<tr>
<td>27</td>
<td>Classical Film Realism</td>
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<tr>
<td>September 1</td>
<td>Discussion</td>
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<tr>
<td>September 3</td>
<td>The Medium As Art</td>
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<td>8</td>
<td>The Digital Challenge to Realism</td>
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<td>10</td>
<td>Neoformalism</td>
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<td>15</td>
<td>Exam 1</td>
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<td>17</td>
<td>Character Engagement</td>
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<td>22</td>
<td>Discussion</td>
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<td>24</td>
<td>Narration</td>
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<tr>
<td>29</td>
<td>Discussion</td>
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<tr>
<td>October 1</td>
<td>Film As Apparatus</td>
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<tr>
<td>6</td>
<td>Discussion</td>
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<td>8</td>
<td>Film As Language?</td>
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<tr>
<td>13</td>
<td>Discussion</td>
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<td>20</td>
<td>NO SCREENING</td>
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<tr>
<td>22</td>
<td>Modernism</td>
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<td>27</td>
<td>NO SCREENING</td>
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<td>October 29</td>
<td>What are &quot;Movies&quot;?</td>
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<td>November 3</td>
<td>Walter Benjamin,</td>
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<td>5</td>
<td>Classical Documentary Strategies</td>
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<td>10</td>
<td>Reflexivity</td>
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<td>12</td>
<td>Postmodernism</td>
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<td>17</td>
<td>Authorship</td>
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<tr>
<td>19</td>
<td>Readers, Fans, and Film</td>
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<td></td>
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<tr>
<td>24&amp;26</td>
<td>Thanksgiving break</td>
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<tr>
<td>December 1</td>
<td>NO CLASS</td>
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<tr>
<td>3</td>
<td>Last day of class</td>
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</table>

Final exam: Thursday, December 10, 10:15 a.m.

**Georgia State University Policy on Academic Honesty**

**FROM THE GSU FACULTY HANDBOOK**

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The university assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they
submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

The university's policy on academic honesty is published in the Faculty Affairs Handbook and the On Campus: The Undergraduate Co-Curricular Affairs Handbook and is available to all members of the university community. The policy represents a core value of the university and all members of the university community are responsible for abiding by its tenets. Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty. All members of the academic community -- students, faculty, and staff -- are expected to report violations of these standards of academic conduct to the appropriate authorities. The procedures for such reporting are on file in the offices of the deans of each college, the office of the dean of students, and the office of the provost.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. Students are encouraged to discuss freely with faculty, academic advisors, and other members of the university community any questions pertaining to the provisions of this policy. In addition, students are encouraged to avail themselves of programs in establishing personal standards and ethics offered through the university's Counseling Center.

Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

A. Plagiarism: Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or in part, taken from the Internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original
source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

B. Cheating on Examinations: Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, computer based resources, texts, or "crib sheets" during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one's own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

C. Unauthorized Collaboration: Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with another person or source, or computer-based resource, is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

D. Falsification: It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding (e.g., false or misleading citation of sources, the falsification of the results of experiments or of computer data, false or misleading information in an academic context in order to gain an unfair advantage).

E. Multiple Submissions: It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.

Exercise 1

The basic question you will be answering for each film we see is:

**Describe and discuss a specific pattern in the style/narration of this film.** (this pattern can occur across the entire film or can be as localized as a single scene)

Exercise 1 is to come up with a good idea for such a paper. You don't have to write the paper; you just have to come up with the thesis for such a paper. Finding a good thesis is the first (and perhaps most important) step to writing a good critical paper. It is the central point around which your whole argument is structured.
WHAT IS A THESIS?

A concise statement of the argument you are trying to make. What are you trying to say/prove about the film? A thesis statement ties two things together:

A) a description of a pattern in what the filmmaker does, and
B) the purpose/function of that chosen technique/strategy.

Here's a checklist you can use to test your own thesis statements before you hand them in:

A good thesis statement is **specific**. The terminology introduced in class will help you keep your assertions specific.

A good thesis statement is **verifiable**, meaning that it can be shown to be either true or false by examining the evidence in the film.

A good thesis statement has a **single point** to make. There are many different stylistic patternss made in a film. Don't feel you have to deal with all of them.

A good thesis statement is **not obvious**. If you write a paper arguing a point that's obvious to everyone who has seen the film, it is not only boring but also shows that you haven't thought very hard about the film.

A thesis is **not merely a statement of the subject** or topic you want to explore. It is not just "What is this paper about?" but "What do you want to argue about this subject?"

The task of exercise 1 is to write a single sentence about the film's style/narration which could potentially serve as a thesis statement for a paper.

Exercise 2

Congratulations! You have demonstrated that you have the first and perhaps most important skill in writing a good critical paper: coming up with a sound thesis. Now let's move on to the next exercise.

Exercise 2 has two parts. The first is exactly the same as exercise 1: write a one sentence thesis concerning the style/narration of the film that could serve as the basis for a potential paper (get used to this; this will be part of every subsequent exercise). You are expected to write a good thesis sentence according to the requirements for exercise 1. CLEARLY distinguish this sentence from the rest of the exercise.

Then write a paragraph describing the style of a SINGLE moment (a shot, several shots, a scene) in the film that you would use as evidence to build the case for your thesis. Describe the moment's style as THOROUGHLY and SPECIFICALLY as you can, even
if some of the details do not seem significant to you. You may need to review the TERMINOLOGY you learned in Film 1010. You cannot successfully complete this exercise without demonstrating that you understand and can use the terminology.

Here's a checklist of some of the basic things your paragraph must describe:
- camera distance and angle
- lighting
- composition/mise-en-scene
- sound (if applicable)
- camera movement (if applicable)
- editing (if you are dealing with more than one shot)

If you do not address these things, it is not a THOROUGH description of the style.

This is not a paragraph from your hypothetical paper. Don't try to prove your point; don't even try to argue it. Just DESCRIBE.

Don't spend more than one or two sentences telling me WHAT happens in the scene. Briefly let me know which scene/shot you are describing, and then tell me HOW we are shown this moment. Concentrate on the filmmakers' choices on how to depict the scene, not on what occurs in the scene.

Underline the parts of your description which would be important for your argument in a larger paper. For instance, if your thesis was about lighting, you would underline those sentences describing the lighting pattern noted in your thesis, even though your paragraph would contain descriptions of the compositions, editing, camera angles, shot distances, etc.

This will almost certainly require that you take a closer look at the moment. The DVD is on reserve in the library. This exercise is due on the next assignment date.

Exercise 3

Congratulations! You have demonstrated that you can write a solid thesis statement and describe a portion of a film with precision. An incisive idea and good descriptions are the building blocks of a good critical paper.

Exercise 3 asks you to combine your ideas and your descriptions into a "critical unit."

*The basic unit of criticism is to link a specific description of a stylistic/narrational choice at a particular moment in the film text with the results of that choice, the effects it elicits.*

For example, "Psycho's shower scene breaks the body down into parts (eyes, mouth, hands), shown in closeup. The rapid editing of closeups chops up the body, not the knife, which never touches the woman's torso. By quickly intercutting the knife with the body parts, the filmmaker makes us connect the two, making us participate in stabbing the woman's body."

Specific description ("rapid editing of closeups .... ") tied to elicited effects (making us feel as if we were stabbing the body); that's the basis of good criticism. Without both you either have mere description (which is uninteresting) or mere opinion (which is
unconvincing). One way to think of the critical unit is that it's a microcosm of the thesis statement: it's a single particular instance of the broader pattern you're trying to establish. You will build the case for your overall thesis by supporting it with several specific instances, by putting together critical units.

There can be many different results of a single stylistic choice. There is a range of "right" answers, but that doesn't mean there are no wrong answers ("... Psycho's shower scene soothes and calms the viewer.").

Exercise 3 has 2 steps:

1) Write a good thesis statement (see exercise 1) concerning a style/narration pattern in the next screening, a statement which could serve as the basis for a short paper.

2) Write a single "basic unit of criticism," linking a specific description of a particular instance of the filmic pattern with the effects that choice elicits. The thesis statement describes a larger pattern; the basic unit deals with a specific instance of that pattern. In an entire paper you would use a series of basic units to convince your reader of the larger point (your thesis).

You should use the skills you demonstrated in exercise 2 to describe the instance SPECIFICALLY, using the appropriate terminology. A brief review of this instance is usually necessary. (EXERCISE CONTINUED ON NEXT PAGE)

NOTE: unlike exercise 2, you do not have to describe EVERYTHING about the instance. ONLY describe those elements which are SIGNIFICANT to your overall thesis (e.g., those portions which you underlined in exercise 2). If your thesis is about lighting, your basic unit should be about lighting as well. Do not include extraneous description. You can do this in as little as one sentence or several sentences AT MOST.

This exercise is due on the next assignment date.

Exercise 4

Congratulations! You have demonstrated the ability to use the basic unit of criticism: specific descriptions tied to elicited effects. Now you are ready to actually write your first paper.

Exercise 4 is to write a 2 page (double spaced, typed) paper describing and discussing a specific pattern in the film's style. Your paper should:

- be organized around a central thesis (see exercise 1). **UNDERLINE** your thesis in the body of the paper. You will be doing this in every subsequent assignment. The thesis is what you're trying to argue; the rest of the paper is the argument.

- SPECIFICALLY describe instances of style that are RELEVANT to your thesis. You will need to describe more than one occurrence of the pattern.

- use "basic units of criticism" to link description with elicited effects.

A good paper organization is more than a series of examples. Students sometimes have a tendency toward a flat repetitive structure: "Here's an example of my thesis .... and here's another example .... and here's another example making the same exact point." It's
A better way (though not the only way) is to structure your paper around the functions that these stylistic choices serve. You are making a large argument about what function a device (high key lighting, handheld camera) serves in a film; that's your thesis. But every particular occurrence of a stylistic device serves a slightly different subfunction, depending on the context. An awareness of these subtle differences in how a device is used keeps your paper from being repetitive. This is a classical rhetorical device called "theme and variation."

For instance, your thesis might be about how rapid editing in a particular film conveys disorientation. In your paper you might talk about how the editing shows that a particular character is disoriented at a specific moment and use an example to back that up. Then you might talk about how the editing disorients the audience and use another example to back up that statement. Here you've organized your paper around the specific functions served by devices at distinct moments in the film (disorientation of character, disorientation of audience). This shows more thought on your part than "Here's another example of disorientation."

So think carefully about how you want to organize your argument. You need specific examples to prove your overall point, but you shouldn't use a flat structure which simply presents a series of examples making the same point over and over.

This paper is due on the next assignment date.

Exercise 5 is individually tailored to the student's writing.

Exercise 6 (THE FINAL EXERCISE!)

Congratulations! You have demonstrated your ability to find an interesting pattern in a film's style and to argue convincingly concerning that pattern. You have shown that you can organize your paper around a thesis and support your argument with specific evidence. These are the basic skills of liberal arts study: close attention, insight, organization, citation of evidence, clear communication.

You have learned what I call "It fits!" criticism, which is to understand a pattern (or a theoretical model) and to find examples which, 10 and behold, fit the pattern. Not surprisingly, when you go looking for a pattern, you find things that fit. "It fits!" criticism is an important starting point for education.

However, most complex things do not fit a pattern perfectly. Life (and movies) are more complicated than such patterns and models would have us believe. As important as the skill of finding patterns is, it often blinds us to those things which don't fit. Exercise 6 asks you to consider those instances which do not fit your pattern.

Exercise 6 is much like exercises 4 & 5: write a 1 page paper describing and discussing a pattern in the film's style. **Underline** your thesis, and organize SPECIFIC descriptions which support that thesis.

What is new in this exercise (and thus the longer length) is that you should also describe
(at least) one instance that DOES NOT fit your pattern, although according to your thesis one would expect that it should fit.

In addition to this description, you should address:

a) what is a likely reason that the filmmaker did this moment in a different way? What are the effects elicited by this exceptional moment? You should assume that the filmmaker did this on purpose, and that this choice is aesthetically motivated (don't speculate that the director would do it a "better" way if he/she had a $300 million budget).

b) why did the filmmaker choose this particular moment to portray differently? What is distinctive about this moment in the story?

c) What does this exception have to say about the film as a whole? Does this exception change the way you think about the film and the filmmaker's aesthetic strategies?

This exercise is due on the next assignment date.
This capstone class explores the tensions between the notions of the auteur and the audience in film/media studies. Which concept has more explanatory power under particular circumstances? To what extent can a film/television author inscribe/prescribe meanings on the text? To what extent can audiences reinterpret the text for their own purposes? Are there limits to either the author’s or the audience’s control over the text? What function does the author play in modern media production/circulation?

Class Assignments:

In addition to readings, lectures, discussions, and screenings, this class focuses on the creation of an individual student research/creative project dealing with some aspect of authorship or audience studies. This project may either be a research paper (10-15 pages), a website (15-20 pages), or a fiction/nonfiction video (5-10 minutes), depending on the student’s preference and previous technical experience (students will not receive technical training in the details of web design or video production as part of this class). The project might include a critical examination of a particular filmmaker; a historical portrait of a local theater; a video mash-up that interrogates Hollywood’s portrayal of fans; and so on.

The student will write a 3 page proposal for the project. Students creating research papers, nonfiction videos, or websites will detail the questions to be investigated and the sources they will use (including bibliography). Those creating fiction videos will present a story synopsis and a statement of their project’s intended meaning/purpose. The proposal is due January 29.

After collecting the materials for the paper/website/video, the student will present (in written form) the rhetorical structure of his/her project. The primary document in this assignment will differ based on the type of project. A nonfiction video project will present a segmentation, dividing the project into sections and noting the persuasive function of each. A fiction video student will create a full script. Students preparing a research paper will write an expanded outline for the paper as a whole. Those creating websites will create an expanded site map. This primary document will be accompanied by a 3-5 page paper in which the student articulates the rhetorical/aesthetic decisions they made in designing the project and justifying those decisions in terms of the intended argument/meaning. This project structure is due February 12. After the instructor provides individual feedback, the student will then revise the rhetorical structure writeup.
and submit this version (due February 24) for a second evaluation and a grade. Students will present this structure to the class.

Each student will present a short segment of his/her project to the class (due March 17) along with the rhetorical structure written assignment. Video students will present a 3 minute edited segment of their project. Those creating websites will present a sample module from the site. Those writing papers will present the first half of the paper to be read by the students. Each student will provide feedback on how effective the project sample is in making its argument and achieving its goal (articulated in the written rhetorical structure). Students make suggestions on how the final project may be improved. Students then can incorporate the feedback before they present the project a final time (due April 21). Feedback on this presentation may be used to improve the project before the student submits it for a final grade (due April 30).

The emphasis throughout the process of creating capstone projects will be on ensuring that the student’s project achieves his/her rhetorical ends. All students, whether they write a paper or do a more “creative” project, must clearly articulate those rhetorical strategies in writing and will revise those strategies based on feedback. In addition, students will demonstrate their ability to think critically in discussing their peers’ work, evaluating the individual project’s structure and its persuasive impact.

CTW Designation
This course is a designated Critical Thinking through Writing (CTW) course. It is designed as the capstone course for students majoring in Film. In film, “critical thinking” is defined as identifying, analyzing, and evaluating arguments and truth claims; and formulating and presenting convincing reasons in support of conclusions. “Writing” refers to the skill or writing clear, well-organized, and grammatically correct English prose.

Course Requirements
Exam 15%
Proposal 10%
Rhetorical Structure 20%
Final Project 30%
Presentations 15%
Participation 10%

Required Texts
Readings available online at http://www.gsu.edu/~jougms

Class Policies
It is expected that the student will: attend all classes having read the required material for the day; give his/her full attention to the in-class learning activities; and participate in class sessions with civility and respect for others. Some screenings contain explicitly sexual or violent material. If you have concerns about this, see the instructor for alternate arrangements.
Plagiarism/cheating in any form will not be tolerated and will result in failure for the entire course (see the Policy for Academic Honesty, Section 409, GSU Faculty Handbook: http://www.gsu.edu/~wwwfhb/fhb.html).

The course syllabus provides a general plan for the course; deviations may be necessary.

Please turn off cell phones, pagers, etc. at the beginning of class.

If an assignment is handed in late, your grade will decrease by 10% for every business day (Monday-Friday) the assignment is late. For example, if the assignment is due Thursday and you hand it in the following Tuesday, then the assignment gets a 30% late penalty (Friday, Monday, Tuesday).

March 2 is the last day to withdraw and possibly receive a W.

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State University. Upon completing the course, please take the time to fill out the online course evaluation.

Grade Breakdown

<table>
<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A+</td>
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Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
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| January 6 | Introduction: What Difference Does an Author Make?  
Read: Smith, “It’s Just a Movie” |
| 8      | Introduction: What Can an Audience Do?  
Read: DuGay, “Introduction” and “Consuming the Walkman” |
| 13     | Introduction to Projects                                               |
| 15     | History of Author Studies                                             |
|        | The Author Is Born                                                    |
|        | Edward Buscombe, “Ideas of Authorship”                                |
| 20     | The Author Is Dead                                                    |
|        | Michel Foucault: “What Is an Author?”                                  |
| 22 | The Author Is Reconsidered  
    | Alexander Doty, from Making Things Perfectly Queer |
|-----|--------------------------------------------------|
| 27 | History of Audience Studies  
    | James A. Anderson: “The Pragmatics of Audience in Research and Theory |
| 29 | History of Audience Studies  
    | Ien Ang: “Living Room Wars: Rethinking Audiences for a Postmodern World” |

**February 3**

**Documentary and authority, reflexivity, autobiographical work**  
Jay Ruby, “The Image Mirrored”

**5**

**Documentary and authority, reflexivity, autobiographical work**  
Screening: Trinh T. Minh-ha, *Reassemblage*  
Ross McElwee, *Sherman’s March*  

**10**

**Collective/Collaborative Authorship: Improvisation**  
Anna Grimshaw, from *The Ethnographer’s Eye*

**12**

**Collectives and Fiction filmmaking**  
Fernando Solanas and Octavio Getino, “Towards a Third Cinema”  

**PROJECT STRUCTURE DUE**

**17**

**The Historical Audience**  
Ben Singer, “Manhattan Nickelodeons: New Data on Audiences and Exhibitors”

**19**

**Fandom**  
Henry Jenkins, from *Convergence Culture*

**24**

**Class Presentations of Project Structure**  
**PROJECT STRUCTURE (REVISED) DUE**

**26**

**Class Presentations of Project Structure**

**March 3 & 5**  
Spring break

**10**

**Mashing/Poaching/Repurposing**  
Screening: Martin Arnold, *Passage a l’acte*  
Bruce Conner, *A Movie*  
*Atomic Café*

**12**

**Mashing/Poaching/Repurposing**  
Screening: *Rock Hudson’s Home Movies*

**March  17**  
**Class Presentations of Project Segment to Group**

**19**  
**Class Presentations of Project Segment to Group**

**24**

**Race, Authorship, and Audiences**  
Stuart Hall, “What Is this ‘Black’ in Black Popular Culture?”

**26**

**Race, Authorship, and Audiences**  
Jane Gaines, “Fire and Desire: Race, Melodrama, and Oscar Micheaux”  
Dan Streible, “The Harlem Theatre: Black Film"
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<tr>
<td>31</td>
<td><strong>Race, Authorship, and Audiences</strong></td>
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<td></td>
<td>Manthia Diawara, “Black Spectatorship: Problems with Identification and Resistance”</td>
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<td>bell hooks, “The Oppositional Gaze”</td>
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<td>April 2</td>
<td><strong>Race, Authorship, and Audiences</strong></td>
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<td>From Purnima Mankekar, <em>Screening Culture, Viewing Politics: An Ethnography of Television, Womanhood, and Nation in Postcolonial India</em></td>
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<td>7</td>
<td><strong>Exam</strong></td>
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<td>21</td>
<td><strong>Final Project Presentations</strong></td>
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<tr>
<td>23</td>
<td><strong>Final Project Presentations</strong></td>
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Final project due Thursday, April 30, 10:15 am
Course Overview

The purpose of this seminar is to introduce you to the major research literatures pertinent to the study of persuasion. Our focus is mainly a theoretical one, although the theories we will study have practical importance. But the class is not principally a performance class (thus, your work will not be centered on performances like public speeches); rather, we will spend time critically thinking through the major research projects which have attempted to account for the effectiveness of varying strategies of social influence.

Why study persuasion? One reason is the sheer pervasiveness of attempts to persuade - by one estimate we are bombarded by as many as 1,600 commercial messages a day (roughly 100 every waking hour). And yet we like to think we are immune to advertising’s sway, a fantasy perpetuated by advertising that appeals to our vanity (their frequent message: “Be unique - Join us.”).

Another reason is that we are typically ignorant of the research on persuasion. Because “we” are immune to it (only those other fools fall for the hand puppet Internet pet store ads!), why bother to explore the research? The result is strikingly high levels of ignorance about the world of public persuasion. According to one poll, 25% of Americans believe that persuasion is sorcery, a mysterious black art practiced by wizards who masquerade as advertisers and spinmeisters. And despite more than 200 research papers which debunk the notion that so-called “subliminal advertising” has any effect, surveys report that between 70 and 80% of people believe advertisers use subliminals regularly.

At the same time, truly fascinating and groundbreaking work has been done to account for the processes of persuasion. This work, most of which has been done in the last 100 years, comes out of all the major research traditions (humanistic and social scientific). We’ll review this work in seminar style discussions.

This class also fulfills the first critical thinking through writing (CTW) requirement needed for graduation. In Speech “critical thinking” is the art of actively producing and analyzing arguments for particular audiences in specific cultural and historical contexts.
Critical thinkers are able to construct and assess arguments in their cultural situatedness; evaluate stated or unstated claims and their supporting forms; recognize the creation of knowledge through symbol systems; and converse and pose question about the production of knowledge through the communicative process. Each of these is central to the foundation of persuasion and the assignments listed below offer students the opportunity to hone their critical skills by highlighting the close relationship between persuasion and critical thinking.

Access

The university appropriately complies with the Americans with Disabilities Act, which allows reasonable accommodations to be provided for students with specific physical, cognitive, sensory or learning disabilities. If any student needs such arrangements, they should inform me immediately. This course should be accessible to all students, and I’m eager to provide a comfortable learning environment.

Assignments and Grade Distribution

Assignments are always due at the beginning of class and should always be typed. Late work is not accepted. There will almost always be a reading quiz on the day an assignment is due to ensure that you are in class on time and that our discussions do not suffer. If you have a problem complying with a deadline, you must give me reasonable notice and other arrangements might be considered. Exams cannot be rescheduled unless first approved by the instructor.

Grades are best discussed in an atmosphere that is relaxed, not rushed, and private. As such, student grades will not be discussed before or after class. If you wish to discuss an assignment grade, it is preferred that this be done a couple days following the return of the grade. This allows students to reflect on grades and make more sound arguments in the event of an appeal.

Plagiarism will never be tolerated. Representing another person’s work as your own is grounds for immediately dismissal from the course, with a final grade of “F.” If you are not familiar with the university’s rules on plagiarism, please visit: http://www2.gsu.edu/~wwwdos/codeofconduct_conpol.html#1

Although I strongly subscribe to the philosophy that academic courses should be open to a multitude of perspectives, approaches, and writing styles, there are some criteria which tend to guide my grading. I tend to grade papers and presentations with the following in mind:

“F” papers/projects: Such papers or projects have little or no structure, do not appropriately cite sources, clearly violate the criteria of the assignment, or are late or never turned in.

“D” papers/projects: The assignment guidelines are barely met. These papers/projects utilize little or no thought as evidenced by the neglect of the topic,
unclear thesis, poor writing, disorganization, a lack of source material, or a seeming distance from the course concepts.

“C” papers/projects: These papers/projects meet the requirements as noted on the assignment sheet and little more. The examples used are not original on the part of the author (i.e., they are all borrowed from class) and often not tied explicitly into the thesis of the paper. Assertions are not substantiated with evidence or are underdeveloped throughout.

“B” papers/projects: Thought has clearly been put into these papers/projects. New connections are made between the course material and the assignment, often with creative examples that add to the argument being advanced. The thesis is clear, the assignment is structured properly, there are few errors in spelling and grammar, and source material is cited throughout.

“A” papers/projects: These projects are outstanding in their ability to think through a topic clearly and creatively, offering new insights to course conversations. Source materials are referenced appropriately, with no spelling or grammar errors, and a clear structure to the writing. The assignment advances a thesis and supports it with evidence, never straying from the subject-matter on-hand.

Incompletes will not be given.

Final grades will be based on the following:

| Paper One | 100 |
| Paper Two | 150 |
| Paper Three | 200 |
| Final Paper | 300 |
| Final | 250 |
| **Total** | **1000** |

Plus/Minus Grading

The scale will be weighed as follows: 100-94 = A; 90-93 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 77-79 = C+; 73-76 = C; 70-72 = C-; 67-69 = D+; 63-66 = D; 60-62 = D-.

Importantly, a “C” is required to graduate. Students should be aware that a “C-” is NOT a “C.”

Attendance

Attendance in this course is mandatory and will be taken each period. Communication classes are most successful when students are present and actively participating. It would be futile, as well as hypocritical, to stress the importance of audience and dialogue throughout the semester and disregard your participation. As such, students are allowed
one absence at no cost to their grade. Following that, 20 points will be deducted from the final grade for each additional absence. This is *in addition* to any effect it might have on your final participation grade. Anyone who is more than 15 minutes late for class will automatically be counted as absent. I do not distinguish between “excused” and “unexcused” absences. At the end of the day, you are either here or you are not.

On that note, parking is a universal problem at state universities around the country. At GSU, it is a problem that is constantly discussed by the students. With this recognition, you should plan accordingly in order to make it to class on time.

**Office Hours**

Please come to office hours. I thoroughly enjoy meeting with my students outside of class and having time to discuss individual assignments in more detail. If my office hours don’t work, let’s set up time to meet for coffee at some other place and time.

**Assignments**

**Assignment One (Identification of Persuasive Event)** In this first paper, you are to identify a major instance of “persuasion.” This might include (but is not limited to) an advertising campaign, a political speech, a public service announcement, a piece of social movement rhetoric, an editorial, a monument, a blog, a news website, a zine, a museum, performance art, a theatrical production, or anything else that communicates a substantial persuasive event. Students should be conscious of their selection, focusing on a *complex* instance of persuasion, as they will be working with this “artifact” throughout the semester. If your selection is too easy or too simple, you may have a difficult time with the assignments. Students are asked to give a general overview of their event. What is the central message being communicated? What might its intended audience be? What influence do you think it has? What might be some of the unintended effects? *This paper should be about three pages in length, not including the bibliography.*

**Assignment Two (Critical Assessment of the Audience)** All communication messages suggest and/or implicate an audience. Sometimes these audiences are understood as preexisting demographics or masses and at other times these audiences are “constituted.” Often audiences who are not “intended” to consume the message are drawn to them. In this initial assignment students are to critically assess the audience for whom their particular instances of persuasion were constructed. Most of you will not have access to knowing the thoughts of the people who gave life to the event you are examining. As such, you will need to use clues within the text to compose your argument. You might first consider if there is a presumed preexisting audience or if there is one desired by the message creator (perhaps both?)? In making this assessment, be certain to offer proof as to how you came to your conclusions about the audience. What modes of identification are invoked in the message or medium to suggest the audience you identify might be the one desired or invoked? Are these forms of proof subtle or overt? How does the audience that is imagined shape the form and content of the message? You might also consider what is *absent* in the message to indicate, through negation, that you are correct (or at least
Assignment Three (Critical Assessment of Context) All communication messages occur within specific cultural and historical contexts. In this second assignment, you are asked to assess the context in which your message was created or materialized. What is the time period in which this is constructed? Does the assumed audience play a role in establishing the context? Are there major world events that altered the cultural context in which this message is understood? Again, this assignment should generally be thought of as composing an argument for the context you are asserting. Since you cannot detail every cultural, economic, social, and political event taking place at a given historical moment, it is up to you to critically assess those elements of the context that matter most to this instance of persuasion. This paper should be about four to five pages in length, not including the bibliography.

Assignment Four (Final Paper) The final paper offers course participants an opportunity to explore some aspect of persuasion on their own terms. Building off the critical work you have done in the first two assignments, students can examine any facet of their persuasive event. This might include discursive outcomes of the message, unintended audiences, or the mechanisms by which the persuasion took place. While the essays are open to a wide variety of topics, methodologies, and applications, it is expected that the final papers will be critical in their orientation. Employing theoretical frameworks and concepts from the readings and class discussions, students will probe the construction of persuasive discourses in relation to their particular texts to explore how knowledge, power, and norms are created, reiterated, or disrupted through the process and practice of persuasion.

In conducting your analysis, you can take numerous approaches. You might explore what a specific persuasive theory tells us about a particular text. You might, conversely, ponder how your text challenges a particular theory. Or, you may look at the uniqueness of your instance in the particular situation, as informed by the class concepts. While the paper is open to a variety of formats, your paper must put forth an argument and must have the elements of theory and artifact explicitly included in the prose. This paper should be about 8-11 pages long, not including the bibliography.

Final Exam: All students will complete a final exam that tests their knowledge over course concepts. Examinations will include materials from the texts, class discussions, and any media we might watch as a class.

Reading Schedule – Persuasion

UNIT ONE: BAIC CONCEPTS IN PERSUASION

Week One: Introduction to the course; The Study of Persuasion

Reading: Simons, Chapter One

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Week Two: The Psychology of Persuasion
Reading: Simons, Chapter Two

**DUE: PAPER ONE**

Week Three: Persuasion Broadly Considered
Reading: Simons, Chapter Three

**UNIT TWO: THE CO-ACTIVE APPROACH**

Week Four: Co-Active Persuasion
Reading: Simons, Chapter Four

Week Five: Resources of Communication
Reading: Simons Chapter Five

**DUE: PAPER TWO**

Week Six: Framing and Reframing
Reading: Simons Chapter Six

Week Seven: Cognitive Shorthand
Reading: Simons, Chapter Seven

Week Eight: Reasoning and Evidence
Reading: Simons, Chapter Eight

**UNIT THREE: CONTEXTS FOR PERSUASION**

Week Nine: Going Public
Reading: Simons, Chapter Nine

Week Ten: Campaign Planning
Reading: Simons, Chapter Ten

Week Eleven: Staging Political Campaigns
Week Twelve: Analyzing Advertising
Reading: Simons, Chapter Twelve

DUE: PAPER THREE

Week Thirteen: Talking Through Differences
Reading: Simons, Chapter Thirteen

Week Fourteen: Leading Social Movements
Reading: Simons, Chapter Fourteen

Week Fifteen: Further Ethical Considerations
Reading: Simons, Chapter Fifteen

DUE: FINAL PAPERS

Week Sixteen: FINAL EXAM
Course Overview
Kenneth Burke once famously asserted “if men were not apart from one another, there would be no need . . . to proclaim their unity. If men were wholly and truly of one substance, absolute communication would be of man’s very essence!” Burke was suggesting that the very notion of communication, of making something common, implies difference. In any given situation, be it among political actors, interpersonal exchanges, or across communities, difference is inherent in the communication process.

As the capstone class for the Speech major, Communication and Diversity is designed to synthesize the knowledge acquired by students over the years and put it into action. Rather than regurgitate information that has been learned in diverse classes over many semesters, the capstone assumes an awareness of communication, asking students to critically engage the practices most closely connected to communication. This class explores the ways in which communication and diversity share substance and complicate one another on several intellectual levels. While there are a number of ways in which this might be engaged, this class will emphasize three tensions: the tension between self and other, the tension between pluralism and individuality, and the tension between progress and tradition.

This class also fulfills the second critical thinking through writing (CTW) requirement needed for graduation. In Speech “critical thinking” is the art of actively producing and analyzing arguments for particular audiences in specific cultural and historical contexts. Critical thinkers are able to construct and assess arguments in their cultural situatedness; evaluate stated or unstated claims and their supporting forms; recognize the creation of
knowledge through symbol systems; and converse and pose question about the production of knowledge through the communicative process. The final project in this class will act as an assessment tool of these skills, focusing on your ability to work with “raw” communication materials and engage them in a critical manner.

Access

The university appropriately complies with the Americans with Disabilities Act, which allows reasonable accommodations to be provided for students with specific physical, cognitive, sensory or learning disabilities. If any student needs such arrangements, they should inform me immediately. This course should be accessible to all students, and I’m eager to provide a comfortable learning environment.

Assignments and Grade Distribution

Assignments are always due at the beginning of class and should always be typed. Late work is not accepted. There will almost always be a reading quiz on the day an assignment is due to ensure that you are in class on time and that our discussions do not suffer. If you have a problem complying with a deadline, you must give me reasonable notice and other arrangements might be considered. Exams cannot be rescheduled unless first approved by the instructor.

Grades are best discussed in an atmosphere that is relaxed, not rushed, and private. As such, student grades will not be discussed before or after class. If you wish to discuss an assignment grade, it is preferred that this be done a couple days following the return of the grade. This allows students to reflect on grades and make more sound arguments in the event of an appeal.

Plagiarism will never be tolerated. Representing another person’s work as your own is grounds for immediately dismissal from the course, with a final grade of “F.” If you are not familiar with the university’s rules on plagiarism, please visit: http://www2.gsu.edu/~wwwdos/codeofconduct_conpol.html#1

Although I strongly subscribe to the philosophy that academic courses should be open to a multitude of perspectives, approaches, and writing styles, there are some criteria which tend to guide my grading. I tend to grade papers and presentations with the following in mind:

“F” papers/projects: Such papers or projects have little or no structure, do not appropriately cite sources, clearly violate the criteria of the assignment, or are late or never turned in.

“D” papers/projects: The assignment guidelines are barely met. These papers/projects utilize little or no thought as evidenced by the neglect of the topic, unclear thesis, poor writing, disorganization, a lack of source material, or a seeming distance from the course concepts.
“C” papers/projects: These papers/projects meet the requirements as noted on the assignment sheet and little more. The examples used are not original on the part of the author (i.e., they are all borrowed from class) and often not tied explicitly into the thesis of the paper. Assertions are not substantiated with evidence or are underdeveloped throughout.

“B” papers/projects: Thought has clearly been put into these papers/projects. New connections are made between the course material and the assignment, often with creative examples that add to the argument being advanced. The thesis is clear, the assignment is structured properly, there are few errors in spelling and grammar, and source material is cited throughout.

“A” papers/projects: These projects are outstanding in their ability to think through a topic clearly and creatively, offering new insights to course conversations. Source materials are referenced appropriately, with no spelling or grammar errors, and a clear structure to the writing. The assignment advances a thesis and supports it with evidence, never straying from the subject-matter on-hand.

Incompletes will not be given.

Final grades will be based on the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Identification Paper</td>
<td>100</td>
</tr>
<tr>
<td>Critical Heuristic Paper</td>
<td>150</td>
</tr>
<tr>
<td>Examination of Representations</td>
<td>200</td>
</tr>
<tr>
<td>Interview</td>
<td>200</td>
</tr>
<tr>
<td>Capstone Project</td>
<td>350</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

**Plus/Minus Grading**

The scale will be weighed as follows: 100-94 = A; 90-93 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 77-79 = C+; 73-76 = C; 70-72 = C-; 67-69 = D+; 63-66 = D; 60-62 = D-. Importantly, a “C” is required to graduate. Students should be aware that a “C-” is NOT a “C.”

**Attendance**

Attendance in this course is mandatory and will be taken each period. Communication classes are most successful when students are present and actively participating. It would be futile, as well as hypocritical, to stress the importance of audience and dialogue throughout the semester and disregard your participation. As such, students are allowed one absence at no cost to their grade. Following that, 20 points will be deducted from the final grade for each additional absence. This is in addition to any effect it might have on
your final participation grade. Anyone who is more than 15 minutes late for class will automatically be counted as absent. I do not distinguish between “excused” and “unexcused” absences. At the end of the day, you are either here or you are not.

On that note, parking is a universal problem at state universities around the country. At GSU, it is a problem that is constantly discussed by the students. With this recognition, you should plan accordingly in order to make it to class on time.

**Office Hours**

Please come to office hours. I thoroughly enjoy meeting with my students outside of class and having time to discuss individual assignments in more detail. If my office hours don’t work, let’s set up time to meet for coffee at some other place and time.

**Communication and Diversity – Assignments**

In an attempt to encapsulate the many skills you have acquired in our broadly based major, and to comply with the CTW requirements established by the university, these assignments are designed with an eye towards examining communication and diversity in a critical manner. As the capstone, these assignments are designed to specifically incorporate several methodological elements from the various course orientations and read across diversity using the language of multiple communication approaches (rhetorical, interpersonal, etc.). The goal is for students to acquire, from an examination of public texts and personal interviews, a more complex understanding of how diversity and communication intersect and complicate one another. At the semester’s end you will use each of the following assignments to complete a major project about your selected topic.

For this course, students are to identify a group or culture that is “unlike” them that they would like to engage for the semester. Clearly, such an assignment demands that students avoid “speaking for the other” or “fetishizing the other,” as many problems can ensue from such an approach. We will spend ample time in class exploring how we exist communally in a respectful with others to avoid these pitfalls. At all times, students should be centralizing their own communication experiences and perceptions of diversity.

Importantly, students do not have to choose from the standard mantra of race, religion, gender, or sexuality (though all of those are wonderful options). Students might also select from groups including PETA, the Log Cabin Republicans, the Marines, or the Atlanta chapter of the Libertarian Party.

**Assignment One:** (Identification of Group or Culture) Students should identify a group or culture that is “unlike” them in order to explore the relationship between diversity and communication for the semester. Students should be as specific as possible in their selection (so, perhaps “Christian Scientists,” but not simply “Christians”) and provide ample justification for their choice. Based on initial discussions on privilege and difference, students will be asked to detail some of the assumed differences and similarities they have about their selected group. This initial assignment is meant to orient
students immediately to the ways in which communication creates and limits our understandings of people and culture.

**Assignment Two:** (Critical Heuristic) Students will research approximately five journal essays about their selected group or culture. Ideally, of course, these will be communication articles that are connected to their topic (even broadly, to larger identity categories such as race, religion, sexuality, class, political affiliation, ability, etc.). If the articles come from outside the discipline, students will connect these essays to the practice of communication.

**Assignment Three:** (Examination of Representations) Students will perform an analysis of how their group or culture has been portrayed in the public sphere. Using the heuristic outlined in assignment two, students will analyze films, newspaper coverage, magazines, television programs (or any other public mediation) about their group. Students should move beyond mere description of a group to critically assess how communication constitutes specific identities.

**Assignment Four:** (Personal Interview) Students will interview a member of their selected group or culture to add or alter their understanding of how communication practices help shape the ways in which we understand those identities. Students should select interviewees who will supplement their work, not simply a person they happen to know in class or whom they are related or acquainted. In conducting the interview, students should centralize at all times the practice of communication and how ways of communicating about a group (or the ways the group itself communicates) shapes understandings of that culture. Students will then complete a short paper detailing their findings from the interview.

**Assignment Five** (Major Capstone Project) In this final project, students will develop and complete a communication project that critically engages their selected culture. Students are to develop a project aimed towards their culture that highlights a communication event. These projects should be in conversation with the other materials that have been collected throughout the semester. Although students are required to formally offer project reports during the term, it is strongly advised they meet with the instructor early in the semester to discuss grading procedures and possible approaches to their project.

Such a project can take a number of forms, including (but not exclusive to):

- A campaign geared towards that group that raises awareness on an issue.
- A series of public service announcements aimed at the selected community.
- A video creation (such as a documentary) that engages the subject matter.
- A graphic novel that creatively explores the selected culture or group.
- A portfolio that details the history of representing the group or culture in public outlets (such as one or more magazines).
- A blog that is aimed at the culture in relation to a topic of import.
Students will meet with the instructor about grading, but scores will be given on some basic criteria to comply with the CTW standards outlined at the start of the syllabus:

- The project is well defined and has been approved by the instructor.
- The project presents an “argument” concerning its subject-matter.
- The project demonstrates critical competence in the selected topic.
- The project is creatively thought out by the student.
- The project is presented in a form that is professional.
- The project ties to themes that have been engaged during the semester.
- The project moves beyond description, analytically approaching the topic.
- The project includes a bibliography that moves beyond course readings.

**Reading Schedule – Communication and Diversity**

**Unit One: Privilege, Power, and Difference**

Week One: Introduction to the Course; Johnson Chapter One

Week Two: Johnson, Chapters Two and Three (supplemental materials; media)

Week Three: Johnson, Chapters Four and Five (supplemental materials; media)

**DUE: Paper One – Identification of Culture or Group**

Week Four: Johnson, Chapters Six, Seven, and Eight

Week Five: Johnson, Chapters Nine and Ten

**DUE: Critical Heuristic**

**Unit Two: Responsibility of Researching the Other**

Week Six: Excerpts from *Down and Out in Paris and London*

Week Seven: Excerpts from *Down and Out in Paris and London*

**Unit Three: The “Trouble” with Diversity**

Week Eight: Michaels, Introduction, Chapters One and Two

**DUE: Examination of Group Representations**

Week Nine: Michaels, Chapters Three and Four

Week Ten: Michaels, Chapters Five and Six
Unit Four: Theories of Diversity

Week Eleven: Anderson, Introduction and Chapter One

DUE: Interview Paper

Week Twelve: Anderson, Chapter Two

Week Thirteen: Anderson, Chapters Three and Four

Week Fourteen: Anderson, Chapters Five and Six

Week Fifteen: Anderson, Chapter Seven

Unit Five: Presentation of Research:

Week Fifteen: Student Presentations

Week Sixteen: Student Presentations

DUE: FINAL CAPSTONE PROJECT
Thea 3100: Play Analysis
Fall 2009

Instructor: Dr. Gayle Austin
e-mail: gaustin@gsu.edu
Office: 1 Park Place South, Rm. 1048, 404-413-5658
Hours: Mon 4-6:00 pm, Tues 2-4:00 pm and by appointment

Catalog description
A variety of tools for the analysis of play texts for use in the theatre by actors, directors, designers, and playwrights. Application to plays from a number of historical periods.

CTW Designation: This course is designated as a Critical Thinking through Writing (CTW) course. It is designed as the junior-level "first" course for students majoring in theatre. Students matriculating to Georgia State on or after Fall Semester 2009 must satisfy the CTW requirements as set out in the Undergraduate Catalogue.

This course stresses active engagement with play scripts through: doing multiple close readings of each play at home, actively participating in class discussions on how the plays work, analyzing and interpreting each play in several ways and applying one of these interpretations to a possible production of it.

Text Understanding Plays, 3rd edition by Milly S. Barranger (do not get an earlier edition)

Course Objectives (which correlate with some GSU General Education Goals)*
To enable a student to:

• analyze a play script by looking separately at its structure, plot, characters, themes and style.

• use creative thinking to apply the results of their analysis to several original interpretations, which can lead them to formulate a production concept for the play.

• communicate well in both oral and written forms (using correct terminology) their analyses, interpretations and production concepts.

• collaborate smoothly with others in a small group on a project to be presented in class.

• recognize and discuss the contemporary issues raised by a variety of plays.
Grading

The final grade will be determined by points:

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Writing Assignments</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>x 10 ea.</td>
<td></td>
<td>A-</td>
</tr>
<tr>
<td>Work Sheets (WS)</td>
<td>6</td>
<td>150</td>
</tr>
<tr>
<td>x 25 ea.</td>
<td></td>
<td>B+</td>
</tr>
<tr>
<td>Work Sheet for COP play (WSCOP)</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>x 50 pts.</td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>Collaborative Activities (CA 1-6)</td>
<td>350</td>
<td>350-349</td>
</tr>
<tr>
<td>done in groups, in &amp; out of class</td>
<td>50</td>
<td>C-</td>
</tr>
<tr>
<td>Collaborative Oral Presentation (COP)</td>
<td>350-349</td>
<td></td>
</tr>
<tr>
<td>done in groups, 25-30 mins., in class</td>
<td>50</td>
<td>C-</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>300-334</td>
</tr>
<tr>
<td>Total possible points</td>
<td>500</td>
<td>0-299</td>
</tr>
</tbody>
</table>

The course syllabus provides a general plan for the course; deviations may be necessary.

In-Class Writing (ICW) will be giving a short answer to a question on the readings, which requires you to use critical thinking, usually given near the beginnings of class. The questions will require that you have done the basic reading assigned for that day (see schedule). There will be 11 ICWs, of which the lowest grade will be dropped. Therefore there will be a total of 10, weighted up to 10 points each. The ICWs cannot be made up, regardless of the reason for a student’s absence, lateness or leaving class early.

Work Sheets (WS 1-6) will be 4 pages, typed, single-spaced (no covers, please). You will do one on each of the six plays studied in depth for class. The fields of information that must be included are: 1. title (year) and author, 2. setting (time and place), 3. characters' names and brief identification, 4. structure; both the divisions used (number of acts, scenes) and the overall structure (climactic, episodic, or a combination), 5. an events list (see Austin essay), 6. three elaborated themes and 7. a one-sentence concept statement for a possible production you might direct, and 8. two concise paragraphs explaining: a. How this concept was drawn from and is related to one or more of your elaborated themes and b. A few general statements of suggestions you might give to actors and designers about how your concept might be applied to their two areas of specialization in the production.

The parts 1-5 should be approximately 2-3 pages of the 4-page work sheet. Parts 6, 7 and 8 should begin on a new page and be at least one page in length. Bring two copies to the class in which the play is first discussed: one to hand in and to work with in class and revise. Bring two copies with you to a subsequent class: one to hand in and one copy to keep for yourself to continue to work with and study from for the final exam. You will receive feedback on your first draft to help with revisions for the final draft.

Work Sheet for COP play (WSCOP) will be 5 pages, typed, single-spaced. The first 2-3 pages will be the same as you have done for the previous WS assignments. Parts 6, 7 and 8 should begin on a new page and be at least 2 pages in length. You will hand in a first and then final draft, as with previous assignments. You will be expected to increase your
use of critical thinking with each play studied and the culmination of this process should be evident in the last two pages of your second draft of this WS.

**Collaborative Activities (CA) and Collaborative Oral Presentation (COP)** on one of six contemporary, multicultural plays in the textbook: *The Colored Museum*, *Fences*, *Broken Eggs*, *The Golden Child*, *Angels in America* and *The Laramie Project*. The class will be divided into groups and each group will be given the same series of tasks to perform by reaching consensus in the group. They will choose one of the six plays, divide up assigned duties, do research, assemble an outline to be distributed to the class, and rehearse their presentation, working together as well as separately. Some time will be given for groups to meet in class, but members will have to communicate with each other outside of class as well. Each group will perform a 25-30 minute oral presentation for the rest of the class at the end of the course. Further instructions are below, and will be elaborated upon in class.

Final Exam will include objective, short-answer and essay questions covering the textbook, plays, handouts, lectures, websites and class discussions. It will be cumulative, including all work covered in the course. Please bring your own paper.

*   *   *

**Oral Presentation Process**

Early on the groups will select one person to be the Point Person and discuss the 6 possible plays. The point person will: a. be responsible for sign-in sheets being handed in to GA after each meeting; b. type up a contact sheet as a Word document and send copies to GA and all group members (CA 1); c. hand in a list of the 6 plays, ranked in order of preference (CA 2); d. hand in a list of the duties each member will do in the COP (CA 3); e. collect sections of the outline from each of the other members, type and email a draft outline to GA and the group members (CA 4); f. get corrections to the draft and retype the final outline, to be emailed (and later handed) to class members (CA 5); g. reserve space outside the classroom for a dress rehearsal of the presentation (CA 6); h. serve as timer (it has to be 25-30 minutes long -- no more and no less) and j. introduce the members of the group and what each will be doing at the beginning of the OP itself. They may also do the section on the playwright themselves, if necessary.

Each of the other members of the group will handle one section of the presentation (playwright; setting, characters and plot; three themes and one concept). They will do research, write a section of the group outline on their subject, make brief note cards, and do a section of the oral presentation (using only the note cards -- no reading). Presentational aspects as well as content will be part of the grade.

During some classes in the first half of the semester the groups will meet and discuss specifics about what each person will do during the COP and what each will cover in their section of the outline. This is when collaboration needs to take place and during these meetings the Point Person will lead discussion of arrangements such as: 1. schedule for any work to be done outside of class, 2. where the group will meet for dress rehearsal during entire class period before COPs are done and 3. any overall production factors the
group needs to address, such as use of visuals or sound, whether or not to allow questions from the class at the end, and how to keep the whole piece in the 25-30 minute range.

After the midpoint, the groups will meet in class to make sure the outline is finished. The PP will before then have collected Word files of drafts of their sections from everyone, pasted and edited it into one concise document and sent copies to GA and group members, so that corrections can be made at this meeting (CA4). GA will respond to each PP if changes need to be made. The PP will make corrections in the draft and email the final copy to GA and each member of the class at least 24 hours before their OP is given (CA5), as well as making hard copies to be handed out to the class on the day of the OP.

The outline will have the following parts:
  I. Introduction of members and what each will be covering (point person)
  II. Playwright
  III. Setting and characters
  IV. Structure and plot
  V. Three elaborated themes and one concept statement

REGULATIONS:
GSU policies: Please be aware of all new and changing university regulations regarding deadlines for tuition payment, dropping of students for non-payment, as well as other important matters.

Attendance Policy This is a class that requires each student’s active participation at all times. The impact on the final grade of more than a few missed Quizzes (10 points per class for 10 out of 11 classes, which cannot be made up) will be considerable.

Late Assignments Policy Any WS or Collaborative Activity (CA) assignment not handed in or emailed to me on the date due: must have the instructor's approval by email to be accepted late, will only be accepted in the next class attended, and will receive a grade reduced by 10% per day it is late. If a student can document a valid reason for absence it will be accepted in the next class without penalty.

A grade of Incomplete will only be given under exceptional conditions (see Undergraduate Catalog section 1350.10).

The last day to withdraw and receive a “W” is October ____.

*Websites on theorists (on p. 101 of textbook):

Charles Darwin

The Origin of Species (1859)
Karl Marx  

Das Kapital (1867)  

Sigmund Freud  
http://en.wikipedia.org/wiki/Sigmund_Freud#Major_works

The Interpretation of Dreams (1900)  

*General Education Goals*

**Goal I. Communication**  
* Students communicate effectively using appropriate writing conventions and formats.  
* Students communicate effectively using appropriate oral or signed conventions and formats.

**Goal II. Collaboration**  
* Students participate effectively in collaborative activities.

**Goal III. Critical Thinking**  
* Students formulate appropriate questions for research.  
* Students effectively collect appropriate evidence.  
* Students appropriately evaluate claims, arguments, evidence and hypotheses.  
* Students use the results of analysis to appropriately construct new arguments and formulate new questions.

**Goal IV. Contemporary Issues**  
* Students effectively analyze contemporary issues within the context of diverse disciplinary perspectives.  
* Students effectively analyze contemporary multicultural, global, and international questions.

From GSU website: [http://www.gsu.edu/2412.html](http://www.gsu.edu/2412.html)

**Policy on Academic Honesty**

Reprinted from the Georgia State University Faculty Handbook | FALL 06

As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The university assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or
unethical conduct related to their academic work.

The university's policy on academic honesty is published in the *Faculty Affairs Handbook* and the *On Campus: The Undergraduate Co-Curricular Affairs Handbook* and is available to all members of the university community. The policy represents a core value of the university and all members of the university community are responsible for abiding by its tenets. Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty. All members of the academic community -- students, faculty, and staff -- are expected to report violations of these standards of academic conduct to the appropriate authorities. The procedures for such reporting are on file in the offices of the deans of each college, the office of the dean of students, and the office of the provost.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. Students are encouraged to discuss freely with faculty, academic advisors, and other members of the university community any questions pertaining to the provisions of this policy. In addition, students are encouraged to avail themselves of programs in establishing personal standards and ethics offered through the university's Counseling Center.

**Definitions and Examples**

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

**Plagiarism.** Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or in part, taken from the Internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the
consequences of violating this responsibility.

**Cheating on Examinations.** Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, computer based resources, texts, or "crib sheets" during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one's own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

**Unauthorized Collaboration.** Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with another person or source, or computer-based resource, is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

**Falsification.** It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding (e.g., false or misleading citation of sources, the falsification of the results of experiments or of computer data, false or misleading information in an academic context in order to gain an unfair advantage).

**Multiple Submissions.** It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.
WESTERN THEATRE HISTORY

TH 4070  Fall 2009  CRN 85831
TTh 4:50-5:15 p.m.
AH116
email: frnklin2001@yahoo.com
Assignments: franknfooter@gmail.com.

DR. FRANK MILLER
404-413-5621 (messages only)
OFFICE HOURS: One Park South, 724
TTh 11 a.m.-2 p.m.; W 2-4 p.m. or by appointment

STUDENT OUTCOMES: Upon completion of this course, students should be able to:

1. Comprehend and identify major developments within the Western theatre tradition.
2. Comprehend and identify major figures, texts, plays, dramatic concepts and theories, as well as dramatic, theatrical and performance terminology as they relate to the historical development of Western theatre.
3. Apply staging conventions from various historical periods to the staging of plays from those periods.
4. Analyze in written form plays from different historical periods in terms of the cultural forces that helped shape them.
5. Analyze in written form contemporary theatre practice in terms of its roots in the art form's history in the West.
6. Apply contemporary critical theory to plays from different eras.
7. Present in oral and written form the results of theatrical research.

TEXTS:
*The Wadsworth Anthology of Drama* (Fifth Edition) edited by W.B. Worthen

CTW DESIGNATION: This course is designated as a Critical Thinking through Writing (CTW) course. It is designed as the senior-level, "second" course for students majoring in theatre. Students matriculating to Georgia State on or after Fall Semester 2009 must satisfy the CTW requirements as set out in the Undergraduate Catalogue.

COURSE REQUIREMENTS:

1. ATTENDANCE/PARTICIPATION (50 points): The most important factors in this course are your abilities to think, speak and write about what you have read and seen. Class participation and attendance are mandatory. You cannot get full credit for attendance/participation unless you have perfect attendance. In addition, you are expected to prepare assigned readings for each day's class. Lack of preparation will also affect your grade in this area.

2. MIDTERM (75 points) on lectures, discussions, reading assignments and responses to your microthemes. May combine objective, short answer and essay questions. Thursday, October 1.

3. FINAL (100 points) on lectures, discussions, reading assignments and responses to your microthemes. May consist of objective, short answer and essay questions. Thursday, December 10, 2:45 p.m.
4. **MICROTHEMES** (180 points): For each play on the class schedule, you will write a three-four sentence essay on the uLearn page for this class. Microtheme topics will be posted as untimed assessments. You are encouraged to read the topics in advance (they should be up about one week before the due date) so you can look for evidence in the play to support your thesis and write the microtheme in a word processing program from which you will copy it to uLearn. Late microthemes will not be accepted. The deadline for each microtheme is 11:55 p.m. the night before the play is scheduled for class discussion. You will receive 10 points for each microtheme, with no points deducted for writing problems. However, if your microtheme does not respond to the question, is so general I can't tell you read the play or is so poorly written that it falls below what I consider standards for college-level writing, you will not receive credit. The first time this happens, you will have a week to hand in a revised microtheme to receive credit. Should it happen again, you will not be given that option, and will receive a zero. When we cover two short plays in a single class, you will be responsible for one microtheme on each.

<table>
<thead>
<tr>
<th>PLAY</th>
<th>MICRO-THEME DUE</th>
<th>PEER REVIEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Oresteia &amp; &quot;Classic Drag&quot;</td>
<td>8/26</td>
<td>9/3</td>
</tr>
<tr>
<td>&quot;The Second Shepherd's Play&quot;</td>
<td>9/7</td>
<td>9/15</td>
</tr>
<tr>
<td>&quot;Everyman&quot;</td>
<td>9/7</td>
<td>9/15</td>
</tr>
<tr>
<td>Hamlet</td>
<td>9/9</td>
<td>9/17</td>
</tr>
<tr>
<td>Tartuffe</td>
<td>9/21</td>
<td>9/29</td>
</tr>
<tr>
<td>Phedre</td>
<td>9/28</td>
<td>10/7</td>
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<tr>
<td>The Rover</td>
<td>10/7</td>
<td>10/15</td>
</tr>
<tr>
<td>The Octoroon</td>
<td>10/14</td>
<td>10/22</td>
</tr>
<tr>
<td>A Doll's House</td>
<td>10/19</td>
<td>10/27</td>
</tr>
<tr>
<td>The Cherry Orchard</td>
<td>10/21</td>
<td>10/29</td>
</tr>
<tr>
<td>Six Characters In Search of an Author</td>
<td>10/28</td>
<td>11/5</td>
</tr>
<tr>
<td>Mother Courage and Her Children</td>
<td>11/2</td>
<td>11/10</td>
</tr>
<tr>
<td>&quot;Trifles&quot;</td>
<td>11/4</td>
<td>11/12</td>
</tr>
<tr>
<td>&quot;Dutchman&quot; &amp; &quot;The Revolutionary Theatre&quot;</td>
<td>11/9</td>
<td>11/17</td>
</tr>
<tr>
<td>Endgame &amp; &quot;Theatre of the Absurd&quot;</td>
<td>11/16</td>
<td>12/22</td>
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<tr>
<td>Cloud Nine</td>
<td>11/18</td>
<td>12/3</td>
</tr>
<tr>
<td>Fires in the Mirror</td>
<td>11/30</td>
<td>12/8</td>
</tr>
<tr>
<td>DryLips Oughtta Move to Kapuskasing</td>
<td>12/2</td>
<td>12/10</td>
</tr>
</tbody>
</table>

5. **PEER REVIEW OF MICROTHEMES** (75 points): I will post each microtheme
within two days of the due date. At that point, you will have five days to review one of the posted microthemes. Your review should use terms from the class' writing rubrics (posted on uLearn) to substantively critique the microtheme, with particular emphasis on critical thinking and should be more substantive than simply writing "I agree" or "I disagree." Failure to deal substantively with the assignment or writing that falls below what I consider to be college-level standards will result in a grade of zero. You may not respond to a microtheme to which a response has already been posted, so if you want a full choice of microthemes, you should check frequently to see when they are posted. You will receive five points for each assignment to which you respond. Since there are 18 microtheme assignments, you can earn extra credit by posting peer reviews to all 18 sets of microthemes.

6. **RESEARCH PAPER** (100 Points): You will complete a research paper of 10-12 pages, proving a thesis focused down from a broad research topic. Your paper may be either historical or literary in nature. You will complete this assignment in 4 stages:

1) A one-page report and oral presentation (20 points) that include your focused topic and proposed thesis statement, stating what you will look for (evidence) to support your claim. **Tuesday, September 24.**

2) An annotated bibliography, in MLA style, with 15 sources. No more than 5 of these sources may come from electronic media. You may not use Wikipedia as a source at any time **Tuesday, October 20.**

3) A complete first draft with a works cited page. **Thursday, November 19.**

4) The final draft of your paper, accompanied by the above items with my comments on them. Failure to turn in item one with your paper will deduct 5 points from your final paper grade. Failure to turn in item two with your paper will result in a 10 point deduction from your final paper grade, and failure to turn in item three with your paper will also result in a 10 point deduction from your final paper grade. **Due at Final.**

5) You also must email me your paper as an attachment in Microsoft Word. These emails need to be sent to franknfooter@gmail.com rather than my usual email address. The subject line should start with the symbols [WTH] followed by your name and the words "Final Paper." Failure to send me your paper in email format will result in a deduction of one letter grade for the class. **Failure to turn in parts 1, 2 or 3 within at least two weeks of the due dates for each will result in a grade of zero for the entire assignment.**

The paper must be typed and double-spaced. Students are expected to follow a consistent format, particularly in citing references and creating bibliographic entries. Errors in citation, spelling or grammar will result in deductions from the final grade.

**GRADE BREAKDOWN:**

| Attendance/Participation | 50 |
Oral Presentation of Research Topic 20
Midterm 75
Microthemes 180
Textual Analysis 75
Research Paper 100
Final 100
Total 600

ATTENDANCE POLICY:

Due to the small number of classes and the desire that the student's participation enrich the learning experience for the individual and the class as a whole, attendance is mandatory. You are allowed two unexcused absences. Once you exceed the allowed number of absences, your participation grade will be docked five points for each subsequent unexcused absence. Once you reach seven unexcused absences, you will receive a grade of F for the class as a whole. The only excuses for absence are illness, death in the family, an automobile accident on the day you miss or a car breakdown on the day you miss. All of these must be documented. The only acceptable documentation is a doctor’s note, a note from the student health center, an accident report, an automobile repair bill or a death certificate. Work conflicts, social functions, oversleeping or missing the bus or train are not valid excuses. Should you lose the use of your vehicle, that is only a valid excuse on the day of the accident or breakdown. Finding alternative transportation after that is your responsibility.

LATENESS:

Punctuality is a key element of professionalism in the theatre and is expected of all students in this class. You have ten minutes grace to get to class. After that, you will be counted late. Each lateness counts as one half of an absence. After you accumulate two unexcused absences, each instance of lateness will result in a deduction of two and a half points from your attendance grade. If you are late for class, it is your responsibility to inform me that you were present during the break or at class’s end. I realize that parking is a problem here, so I would suggest your leaving home early enough to allow extra time for finding a space.

MAKEUP TESTS:

If you are absent the day of an in-class examination, you may make it up at the instructor’s convenience if you can document an excused absence. The only acceptable documentation is a doctor’s note, a note from the student health center, an accident report, an automobile repair bill or a death certificate. Work conflicts will not be considered as excused absences. If you can schedule the makeup examination before corrected examinations are returned in class, you may take the same test as the rest of the class. After the exams are returned, you will be given a different test. All makeups must be taken within two weeks of the date on which the exam was originally scheduled.
You will document attendance by signing in at the beginning of each class. Signing in on days you do not attend or signing in others who are not in class is academic dishonesty and will be dealt with strictly and severely, which could result in your receiving a grade of F for the class.

**LATE ASSIGNMENTS:**

Assignments are due at the start of the first class meeting during the week listed. Late assignments will only be accepted in the case of a documented illness or family emergency. Unexcused lateness will drop the assignment grade by ten percent for each class day it is late. This includes the research paper topic and outline.

**DRAFTS:**

Failure to hand in drafts of the textual analysis or the research paper will result in a grade of zero (0) for the assignment.

**WITHDRAWAL FROM THE COURSE**

The last day to withdraw from the course and receive a "W" is **Wednesday, October 1**.

**GRADING SCALE:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>588-600</td>
</tr>
<tr>
<td>A</td>
<td>553-587</td>
</tr>
<tr>
<td>A-</td>
<td>540-552</td>
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<tr>
<td>B+</td>
<td>528-539</td>
</tr>
<tr>
<td>B</td>
<td>493-527</td>
</tr>
<tr>
<td>B-</td>
<td>480-492</td>
</tr>
<tr>
<td>C+</td>
<td>468-479</td>
</tr>
<tr>
<td>C</td>
<td>433-467</td>
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<tr>
<td>C-</td>
<td>420-432</td>
</tr>
<tr>
<td>D</td>
<td>360-419</td>
</tr>
<tr>
<td>F</td>
<td>0-359</td>
</tr>
</tbody>
</table>

**BEEPERS AND CELL PHONES** are to be turned off or set to vibrate at the start of class, nor will you be excused from class to take cell phone calls. If you have a family emergency that makes it necessary that you be available for calls, please inform me at the start of class, and I will make an exception.

**GRADING POLICY:**

Written projects will be graded on the thoroughness with which you address the subject, the accurate use of terminology, and the clarity and logic of your thought process. In addition, you will be graded on grammar, spelling and professional presentation of your paper. You will lose points for spelling errors, incomplete sentences, disagreement between subject and verb, etc. The second and third stages of the
research paper project will not receive individual grades, though your grade for the paper will be lowered if they are late without a valid, documented excuse. I will consider your work on the earlier versions when I grade the completed paper, which is why I need you to turn in the first three sections with my comments when you hand in the final paper. Please remember that grades above C are rewarded only for truly outstanding work. You are not owed any grade, no matter how much time and effort you may have put into a project.

GRADE REVIEWS:

If you wish to contest an assignment grade, you must submit your request in writing within one week of the day the assignment was returned. If you have an excused absence the day grades are returned, the last date on which you may hand in an appeal will be pushed back until one week after the next day you attend class or take an unexcused absence, whichever is sooner. Your request should include a statement of the grade deduction(s) you wish to protest with citations from the text or class notes to explain why you should not have lost points. I will be happy to meet with you during my office hours or make an appointment to discuss my response to your request. Do not take up class time with questions about grades.

DIVERSITY STATEMENT:

I offer the following as a foundation upon which this class will operate. As a group of diverse individuals with various backgrounds, including those influenced by ethnicity, age, gender, physical abilities, religious and political beliefs, national origins, and sexual orientations, we will strive to learn from each other in an atmosphere of positive engagement and mutual respect. Bigotry, including racism, sexism, ageism, homophobia, religious intolerance, and other forms of invidious prejudice will not go unchallenged.

INCOMPLETES:

Incompletes will only be given in the event you have an excused, documented absence on the day of the final. Failures to complete the assigned work or attendance problems do not constitute grounds for an incomplete. Should you miss the final, it is your responsibility to contact me by noon, Friday, December 12, to notify me of the reason so that I can file for an incomplete. Re-scheduling the final by the end of spring semester is your responsibility.

ACADEMIC HONESTY:

All work used in this class must be your own and must be prepared exclusively for this class in this semester. This applies to drafts as well as final papers. Guidelines for academic honesty will be strictly enforced on both drafts and final assignments. There is more to academic dishonesty than plagiarism; signing in for classes you do not attend or signing in others not in attendance is also academic dishonesty, as is cheating.
on examinations and turning in work already submitted in other classes. Violations of the University’s academic honesty policies will be dealt with strictly and severely. Please see the last page of this syllabus for more information regarding GSU’s academic honesty policy.

ADA STATEMENT:

Your instructor desires that all students fully participate in this class. In order to do that, I may need your assistance. If you have a disability or condition that needs accommodation, you must register with the Office of Disability Services. It is also important that you notify me of your needs (providing documentation from the Office of Disability Services) by the end of the second week of class so that I can make all reasonable efforts to accommodate them.

INSTRUCTION AND TECHNOLOGY:
Because of the large classroom size and continued abuse of wireless technology, this classroom will be considered a no laptop zone. You may not use a laptop unless you can provide an accommodation letter from the Disabilities Services Office indicating that you have a diagnosed condition that makes your taking notes on a laptop necessary.

COURSE EVALUATION:
Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.

FINALLY: Your continued enrollment in this course indicates you agree to abide by the conditions set forth in this syllabus. The course syllabus provides a general plan for the course; deviations may be necessary.

NOTES
1. This course requires a considerable amount of reading. It is imperative that you remain current with the reading assignments so that you can more fully participate in the discussions and activities in each class. One way to keep up with the play-reading assignments is to get together in small groups to read the plays aloud. You are also advised to form study groups to meet throughout the semester, particularly as you prepare for the midterm and final. You might also consider using study groups to discuss your ideas for the research paper and even try out your oral presentation.
2. I have set up a page on Ulearn for this class. You can use this page to post announcements or questions for your fellow students. I will also try to post materials that can help you get through the class, including study guides and links to web pages of interest.
3. It is the student’s responsibility to read and understand the syllabus. If you do not ask questions about items that confuse you, I won’t know that you have a problem
until it's too late. Failure to understand course requirements could seriously jeopardize your grade.

**TH 4070**

**SYLLABUS & READING ASSIGNMENTS**

**W-Wadsworth Anthology**

<table>
<thead>
<tr>
<th>WEEK TOPIC</th>
<th>READING ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/18 Class Intro</td>
<td></td>
</tr>
<tr>
<td>8/20 Theatre History</td>
<td></td>
</tr>
<tr>
<td>8/25 Textual Analysis</td>
<td>W-pp. 123-131</td>
</tr>
<tr>
<td>8/27 Greek Theatre &amp; <em>The Oresteia</em></td>
<td>W-pp. 11-22; 23-68</td>
</tr>
<tr>
<td>9/1 <em>The Oresteia</em> (cont.)</td>
<td>W-132-136</td>
</tr>
<tr>
<td>9/3 Roman Theatre</td>
<td></td>
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<tr>
<td>9/10 Renaissance &amp; Elizabethan Theatre; <em>Hamlet</em></td>
<td>W-pp. 213-231, 282-329</td>
</tr>
<tr>
<td>9/15 <em>Hamlet</em> (cont.)</td>
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<tr>
<td>9/17 Writing Workshop</td>
<td></td>
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<tr>
<td>9/22 French Neoclassicism &amp; <em>Tartuffe</em></td>
<td>W-pp. 373-377; 384f; 414-443</td>
</tr>
<tr>
<td>9/24 Writing Workshop—Research Papers</td>
<td></td>
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<tr>
<td><strong>Research Topic Due</strong></td>
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<tr>
<td>9/29 <em>Tartuffe</em> (cont.) &amp; <em>Phedre</em></td>
<td>W-pp. 444-463</td>
</tr>
<tr>
<td>10/1 <strong>Midterm</strong></td>
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<tr>
<td>10/6 <em>Phedre</em> (cont.)</td>
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<tr>
<td>10/8 Restoration &amp; 18th Century &amp; <em>The Rover</em></td>
<td>W-pp. 377-379; 385f; 464-498</td>
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<tr>
<td>10/13 <em>The Rover</em> (Cont.)</td>
<td>W-pp. 518-522</td>
</tr>
<tr>
<td>10/15 19th Century &amp; <em>The Octoroon</em></td>
<td>W-pp. 532f; 971-972; 991-1012</td>
</tr>
<tr>
<td>10/20 Realism &amp; <em>A Doll's House</em></td>
<td>W-pp. 525-535; 545-571</td>
</tr>
<tr>
<td><strong>Research Project Outline and Bibliography Due</strong></td>
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<tr>
<td>10/22 <em>The Cherry Orchard</em></td>
<td>W-pp. 644-667; 933-938</td>
</tr>
<tr>
<td>10/27 Style Experiments</td>
<td>W-pp. 535-541;</td>
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<tr>
<td>10/29 <em>Six Characters in Search of an Author</em></td>
<td>W-pp. 702-724</td>
</tr>
<tr>
<td>11/3 <em>Mother Courage and Her Children</em></td>
<td>W- pp. 725-753; 938-941</td>
</tr>
</tbody>
</table>
As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The university assumes as a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

The university's policy on academic honesty is published in the Faculty Affairs Handbook and the On Campus: The Undergraduate Co-Curricular Affairs Handbook and is available to all members of the university community. The policy represents a core value of the university and all members of the university community are responsible for abiding by its tenets. Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty. All members of the academic community -- students, faculty, and staff -- are expected to report violations of these standards of academic conduct to the appropriate authorities. The procedures for such reporting are on file in the offices of the deans of each college, the office of the dean of students, and the office of the provost.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. Students are encouraged to discuss freely with faculty, academic advisors, and other members of the university community any questions pertaining to the provisions of this policy. In addition, students are encouraged to avail themselves of programs in establishing personal standards and ethics offered through the university's Counseling Center.
Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

Plagiarism. Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or in part, taken from the Internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations. Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, computer based resources, texts, or "crib sheets" during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one's own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

Unauthorized Collaboration. Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with another person or source, or computer-based resource, is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

Falsification. It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding (e.g., false or misleading
citation of sources, the falsification of the results of experiments or of computer data, false or misleading information in an academic context in order to gain an unfair advantage).

**Multiple Submissions.** It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.
THEA 4070 – Western Theatre History – CRN#85831
Fall 2009
Student Information and Agreement Form

Student Full Name:__________________________________________________________

Name by which you wish to be known:__________________________________________

Student Panther Number:_____________________________________________________

Student email address:________________________________________________________
(only provide your GSU student email address)

Student Phone Number:_______________________________________________________
(This will remain confidential; I will not give your phone number to anyone.)

Initial next to each statement:

_____ I have read this syllabus in its entirety and understand its contents.

_____ I have reviewed and understand the attendance and tardiness policy. I understand how absences and tardiness can negatively impact my grade or require my withdrawal from the class.

_____ I understand the consequences for not completing microthemes as assigned and on time.

_____ I have reviewed and understand the course policy for written work.

_____ I have reviewed and understand the classroom rules.

_____ I understand it is my responsibility to complete assignments by the due dates set forth in the course calendar without reminder from my instructor.

_________________________________________  ___________
Student Signature                     Date

_________________________________________  ___________
Instructor Signature                   Date
NOTES & CONTEXTUAL INFORMATION: Bachelor of Arts degrees are offered in Film/Video, Journalism (with concentrations in Print, Public Relations, and Telecommunication), and Speech (with concentrations in public & political communication, and lifespan communication). A Bachelor’s of Interdisciplinary Studies degree is offered in Theater. A Master of Arts degree is offered in Communication, with concentrations in Film/Video, Human Communication, and Mass Communication. A Ph.D. degree is offered in Communication, with concentrations in Moving Image Studies and Public Communication. The information that follows is taken from the GSU undergraduate and graduate catalogues.
B.A. in Film and Video
Program Degree Requirements
In addition to the Program Degree Requirements, students must fulfill the College of Arts and Sciences Degree Requirements and the University Degree Requirements. All 3000-4000 level Film/Video courses require students to have an overall Georgia State University Institutional GPA of 2.5 prior to enrollment.

Area F: Courses Appropriate to the Major Field (18)
1. Lang 1002 Elementary Foreign Language II (3)
   (See “Foreign Language Requirement for B.A. and B.I.S. Majors,” previously described.)
2. Required Courses (minimum grade of C is required). (6)
   Film 1010 Film Aesthetics and Analysis (3)
   Film 2700 History of the Motion Picture (3)
3. Electives: Select three courses. (9)

Area G: Major Courses (25)
A grade of C or higher is required in all major courses.
1. Required Courses to fulfill CTW requirement (7)
   Film 4750 Film Theory and Criticism (4)
   Film 4910 Senior Seminar in Film (3)
2. Screenwriting, Production, and Industry. Select one course. (3-4)
   Film 4110 Postproduction (4)*
   Film 4120 Production I (4)*
   Film 4250 Producing for Film and Television (3)
   Film 4310 Feature Screenwriting I (3)
   Film 4800 Film and Media Industries (3)
3. Film History. Select one course. (4)
   Film 4170 American Film History I (4)
   Film 4180 International Cinemas (4)
   Film 4210 Critical History of Radio and Television (4)
   Film 4350 Film and History (4)
   Film 4960 American Film History II (4)
4. Critical Studies. Select one course. (3-4)
   Film 4125 Community-Based Media Production (4)*
   Film 4240 Documentary Film (4)
   Film 4260 Adapting Literature to Film (4)
   Film 4280 Film Genres (4)
   Film 4760 African Americans in Film (4)
   Film 4765 Gender and Film (3)
   Film 4776 Africa in Hollywood (4)
   Film 4810 Media and Popular Culture (4)
5. Electives. Select a sufficient number of the following courses to bring the course total to the 24 credit hours which complete the major. Any other 3000 or 4000-level Film class not already used to fulfill the requirements for Sections 1-4 can be taken as an elective.

- Film 3000 Lighting Design for Theatre, Film, and Television (4)
- Film 3300 Dramatic Writing for Stage and Screen (3)
- Film 4000 Acting for the Camera (4)
- Film 4130 Production II (4)*
- Film 4320 Feature Screenwriting II (3)
- Film 4780 Special Topics (3-4)
- Film 4840 Computer Graphic Imaging (3)
- Film 4841 Computer Animation (3)
- Film 4880 Honors Thesis: Writing (3-6)
- Film 4980 Internship (1-6)

* To enroll in Film 4110, 4120, 4215 and 4130, students must receive departmental authorization. To be considered, students must have (1) a 3.0 grade-point average, and (2) submit the appropriate course application to the Department of Communication by October 15 or April 15 of the year of their eligibility prior to registration in semesters when Film 4110, 4120, 4125 and 4130 are offered.

Area H: Minor and Additional Courses
1. Students majoring in Film/Video must select a minor consisting of at least 15 hours of courses in an academic department/school/institute that offers a baccalaureate degree. At least nine semester hours of minor courses must be at the 3000 level or above, unless otherwise specified by the minor-granting department/school/institute. A grade of C or higher is required in all minor courses.
B.A. in Journalism
Program Degree Requirements
In addition to the Program Degree Requirements, students must fulfill the College of Arts and Sciences Degree Requirements and the University Degree Requirements. All 3000/4000-level journalism courses (excluding Jour 3500) require students to have an overall Georgia State University Institutional GPA of 2.5 prior to enrollment.

Area F: Courses Appropriate to the Major Field (18)
1. Lang 1002 Elementary Foreign Language II (3)
   (See “Foreign Language Requirement for B.A. and B.I.S. Majors,” previously described.)
2. Required Courses (minimum grade of “C” required.) (12)
   Jour 1000 Introduction to Mass Communication (3)
   Jour 1010 Media Writing (3)
   Jour 2500 Communication Research and Information Technology (3)
   Spch 1500 Public Speaking (3)
3. Electives: Select one course (3)

Area G: Major Courses (24)
1. Required Courses to fulfill CTW requirement (6)
   Jour 3030 Reporting II: News Gathering and Reporting (3) and
   Jour 4040 History of the News Media (3) or Jour 4800 Mass Media and Society (3)
2. Major Requirements (6)
   Jour 3060 Communication Law and Regulation (3)
   Jour 3070 Introduction to Theories of Mass Communication (3)
3. Areas of Concentration: Choose one of the following concentrations to complete remaining hours of the major. (18)

Print Concentration
1. Concentration Requirement (3)
   Jour 3030 Reporting II: News Gathering and Reporting (3)
   Jour 4040 History of the News Media (3)
2. Media Practice: Select two courses. (6)
   Jour 4120 Feature Writing (3)
   Jour 3180 Editorial and Critical Writing (3)
   Jour 4610 Advanced Desktop Editing and Publishing (3)
3. Media Studies: Select one course. (3)
   Jour 3690 Honors Readings (1-3)
   Jour 4480 Political Campaigns (3)
   Jour 4500 Visual Communication (3)
   Jour 4510 Media and Politics (3)
   Jour 4590 African-American Popular Culture (3)
   Jour 4600 Readings in Journalism (3)
   Jour 4650 International Communication (3)
   Jour 4770 Media Management and Marketing (3)
   Jour 4780 Women and Media (3)
   Jour 4800 Mass Media and Society (3)
   Jour 4810 Media and Popular Culture (3)
   Jour 4870 Honors Thesis: Research (3)
   Jour 4880 Honors Thesis: Writing (3-6)
   Jour 4900 Selected Topics (3)
4. Concentration Elective (3)
   Select either Jour 4980 (Internship) or one additional media studies course. (3)

**Public Relations Concentration**

1. Concentration Requirements (12)
   - Jour 3500 Introduction to Public Relations Writing (3)
   - Jour 3560 Public Relations Writing and Projects (3)
   - Jour 3950 Public Relations Research (3)
   - Jour 4540 Cases and Problems in Public Relations (3)

2. Media Practice: Select one course. (3)
   - Jour 4120 Feature Writing (3)
   - Jour 3180 Editorial and Critical Writing (3)
   - Jour 4610 Advanced Desktop Editing and Publishing (3)
   - Jour 4660 Corporate Communication (3)
   - Jour 4980 Internship (1-6)

3. Media Studies: Select one course. (3)
   - Jour 3690 Honors Readings (1-3)
   - Jour 4040 History of the News Media (3)
   - Jour 4480 Political Campaigns (3)
   - Jour 4500 Visual Communication (3)
   - Jour 4510 Media and Politics (3)
   - Jour 4590 African-American Popular Culture (3)
   - Jour 4600 Readings in Journalism (3)
   - Jour 4650 International Communication (3)
   - Jour 4770 Media Management and Marketing (3)
   - Jour 4780 Women and Media (3)
   - Jour 4810 Media and Popular Culture (3)
   - Jour 4870 Honors Thesis: Research (3)
   - Jour 4880 Honors Thesis: Writing (3-6)
   - Jour 4900 Selected Topics (3)

**Telecommunication Concentration**

1. Concentration Requirements (6)
   - Jour 3700 Introduction to Telecommunication (3)
   - Jour 4700 Telecommunication Production I (4)

2. Media Practice: Select three courses. (9-12)
   - Jour 4710 TV News Magazine (4)
   - Jour 4750 Special Projects in Telecommunication (3)
   - Jour 4760 Non-Fiction Scriptwriting (3)
   - Jour 4770 Media Management and Marketing (3)
   - Jour 4840 TV Newscast (3)
   - Jour 4980 Internship (1-6)

3. Media Studies: Select one course. (3)
   - Jour 3690 Honors Readings (3)
   - Jour 4040 History of the News Media (3)
   - Jour 4480 Political Campaigns (3)
   - Jour 4500 Visual Communication (3)
   - Jour 4510 Media and Politics (3)
   - Jour 4590 African-American Popular Culture (3)
   - Jour 4600 Readings in Journalism (3)
   - Jour 4650 International Communication (3)
   - Jour 4770 Media Management and Marketing (3)
   - Jour 4780 Women and Media (3)
   - Jour 4810 Media and Popular Culture (3)
   - Jour 4870 Honors Thesis: Research (3)
   - Jour 4880 Honors Thesis: Writing (3-6)
Area H: Minor and Additional Courses
Majors in the Department of Communication’s three B.A. programs must select a minor consisting of at least 15 hours of courses in a discipline within the Department of Communication other than the major (journalism, film/video, or speech) or in another academic department/school/institute that offers a baccalaureate degree. At least nine semester hours of minor courses must be at the 3000 level or above, unless otherwise specified by the minor-granting department/school/institute. A grade of C or higher is required in all minor courses.
B.A. in Speech

Program Degree Requirements
In addition to the Program Degree Requirements, students must fulfill the College of Arts and Sciences Degree Requirements and the University Degree Requirements.

Area F: Courses Appropriate to the Major Field (18)
1. Lang 1002 Elementary Foreign Language II (3)
   (See “Foreign Language Requirement for B.A. and B.I.S. Majors,” previously described.)
2. Required Courses (minimum grade of C required) (11)
   Spch 1000 Human Communication (2)
   Spch 1500 Public Speaking (3)
   Spch 2650 Interpersonal Communication (3)
   Spch 2710 Argumentation (3)
3. Select two additional courses at the 1000/2000 level listed in Area B (Institutional Options) of the undergraduate core curriculum. (4) Courses can be drawn from the areas of Critical Thinking, Perspectives on Comparative Culture, or Scientific Perspectives on Global Problems.

Area G: Major Courses (30)
A grade of C or higher is required in all major courses.
1. Required Courses to fulfill CTW requirement (6)
   Spch 3250 Persuasion (3)
   Spch 4800 Communication and Diversity (3)
2. Major Requirements (9)
   Spch 3050 Speech Communication Research Methods (3)
   Spch 4400 Development of Communication and Language Across the Lifespan (3)
   Spch 4450 Rhetorical Theory and Criticism (3)
3. Area Concentration: Choose five courses from one area of concentration. (15)

Public and Political Communication Concentration
Select five courses (15)
   Spch 2210 Business and Professional Communication (3)
   Spch 3010 Advanced Public Speaking (3)
   Spch 3060 Communication Law and Regulation (3)
   Spch 3510 Principles of Debate (3)
   Spch 3690 Honors Readings (1-3)
   Spch 4460 Topics in Public Communication Theory and Research (3)
   Spch 4480 Political Campaign Communication (3)
   Spch 4500 Visual Communication (3)
   Spch 4510 Media and Politics (3)
   Spch 4520 African-American Rhetoric (3)
   Spch 4530 Voices of African-American Feminists (3)
   Spch 4540 Mediation and Conflict Resolution (3)
   Spch 4880 Honors Thesis: Writing (3-6)
   Spch 4890 Special Project (3)
   Spch 4980 Internship (1-6)

Lifespan Communication Concentration
Select five courses (15)
   Spch 2210 Business and Professional Communication (3)
   Spch 3000 Phonetics (3)
   Spch 3450 Non-Verbal Communication (3)
   Spch 3690 Honors Readings (1-3)
   Spch 3750 Intercultural Communication (3)
   Spch 4410 Communication Disorders (3)
Spch 4470 Topics in Interpersonal Communication Theory and Research (3)
Spch 4475 Communication of Aging (3)
Spch 4490 Communication and Gender (3)
Spch 4540 Mediation and Conflict Resolution (3)
Spch 4880 Honors Thesis: Writing (3-6)
Spch 4890 Special Project (3)
Spch 4980 Internship (1-6)

**Area H: Minor and Additional Courses**
1. Majors in the Department of Communication’s three B.A. programs must select a minor consisting of at least 15 hours of courses in a discipline within the Department of Communication other than the major (journalism, film/video, or speech) or in another academic department/school/institute that offers a baccalaureate degree. At least nine semester hours of minor courses must be at the 3000 level or above, unless otherwise specified by the minor-granting department/school/institute. A grade of C or higher is required in all minor courses.
2. Additional courses from departments/schools/institutes other than the major must be taken to complete a minimum of 120 semester hours exclusive of 1000/2000-level physical education or military science courses.
Bachelor of Interdisciplinary Studies in Theatre
Program Degree Requirements
Please refer to the Bachelor of Interdisciplinary Studies section of the undergraduate catalog for academic regulations for this program. In addition to the Program Degree Requirements, students must fulfill the College of Arts and Sciences Degree Requirements and the University Degree Requirements. Courses used to fulfill the two Critical Thinking Through Writing (CTW) courses for each B.I.S. program will not count towards the rules of Area G—no more than three to four 3-4 credit hour courses (12 hours) from a single discipline—nor of Area H—no more than two 3-4 credit hour courses (6-8 hours) can be taken within a single discipline.

Area F. Courses appropriate to the major (18)
These courses are required for all Theatre students, regardless of concentration.
1. Required Courses (12)
   - Pers 2001 Perspectives in International Drama (2)
   - Thea 1010 Theatrical Design and Production (4)
   - Thea 2210 Acting I (3)
   - Language 1002
2. Select two courses. (6)
   (Be sure to take prerequisites for desired Allied Field courses if not already taken for Areas A-E)
   - AH 1700 Survey of Art I. History of Western Art I: Prehistoric through Medieval Art (3)
   - AH 1750 Survey of Art II. History of Western Art II: The Renaissance through Contemporary Art (3)
   - Art 1010 Drawing I (3)
   - Art 1020 Two-Dimensional Design (3)
   - Art 1030 Three-Dimensional Design (3)
   - DP 2100 Advanced Drawing (3)
   - Engl 2120 British Literature (3)
   - Engl 2130 American Literature (3)
   - Film 1010 Film Aesthetics and Analysis (3)
   - Film 2700 History of Motion Pictures (3)
   - Spch 1010 Voice and Articulation (3)

Performance Studies Concentration
Area G. Area of Concentration – Performance Studies (27-28)
No more than three to four 3-4 credit hour courses (12 hours) can be taken within a single discipline.
1. Required Courses to fulfill CTW requirement (6)
   - Thea 3100 Play Analysis (3)
   - Thea 4070 Western Theatre History (3)
2. Required Courses (12)
   - Thea 3210 Acting II (3)
   - Thea 4210 Acting Styles (3) (Note: This course may be repeated up to three times under different topics as part of the Allied Field or Electives)
   - Thea 4760 Performance Theory and Practice (3)
   - Thea 4850 Directing (3)
3. Select three courses. (9-10)
   - AAS 4650 African-American Theatre (3)
   - Engl 3150A Introduction to Creative Writing—Poetry (3)
   - Engl 3150B Introduction to Creative Writing—Fiction (3)
   - Engl 3160 Narrative Techniques (3)
   - Engl 3170 Poetic Techniques (3)
   - Engl 3280 English Drama (3)
   - Engl 3860 American Drama (3)
   - Engl 3930 Modern Drama (3)

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Engl 4130 Shakespeare: Early Works (3)
Engl 4140 Shakespeare: Later Works (3)
Engl 4310A Senior Seminar: Workshop in Poetry (3)
Engl 4310B Senior Seminar: Workshop in Fiction (3)
Film 3300 Dramatic Writing for Stage and Screen (3)
Film 4000 Acting for the Camera (4)
Film 4310 Feature Screenwriting I (3)
Film 4320 Feature Screenwriting II (3)
Folk 3000 American Folklore (3)
Phil 4830 Philosophy of Art (3)
Spch 3000 Phonetics (3)

Area H. Allied Field – Theory and Literature (15-16)
No more than two 3-4 credit hour courses (6-8 hours) can be taken within a single discipline.
1. Required Course (4)
Thea 4950 Production Seminar (4) (Note: this class may be repeated, under a different topic, under the Allied Field or as an elective)
2. Choose four courses, with nor more than two total in the allied field falling under the same department heading. Students are encouraged to select courses from African-American Studies, Communications, English, Theatre and Women’s Studies.

Design & Production Concentration
Area G. Area of Concentration – Design & Production (31)
No more than three to four 3-4 credit hour courses (12 hours) can be taken within a single discipline.
1. Required Courses to fulfill CTW requirement (6)
Thea 3100 Play Analysis (3)
Thea 4070 Western Theatre History (3)
2. Required Courses (15)
ID 3000 Architectural Drawing I: Drafting (3)
Phil 4830 Philosophy of Art (3)
Thea 4860 Special Topics: Technical Theatre II (3)
Thea 4860 Special Topics: Scenography (3)
Thea 4860 Special Topics: Stage Management (3)
3. Choose one (3)
TPS 3813 Visual Imagination (taken at Kennesaw University) (3)
Thea 230 Principles of Design (taken at Emory University) (3)
4. Select one course (3)
Film 3000 Lighting Design for Theatre, Film and Television (4)
ID 3100 Architectural Drawing II: Presentation (3)
ID 4250 Architectural Drawing III: Computer-Aided Drafting and Design (2)*
ID 4350 Architectural Drawing IV: Three-Dimensional Computer-Aided Drafting and Design (2)*
*Note: If ID 4250 or ID 4350 is chosen to fulfill this requirement, the degree program will be one hour short of the 27 hours required in the area of concentration; students wishing to take either of those courses should add an additional course (either a two or three-hour course from this menu of options).

Area H. Allied Field – Art and Design (15-18)
No more than two 3-4 credit hour courses (6-8 hours) can be taken within a single discipline.
1. Required Course (4)
Thea 4950 Production Seminar (4) (Note: this class may be repeated, under a different topic, under the Allied Field or as an elective)
2. Choose four with no more than two total in the allied field falling under the same department heading: (11-14)
   - Cer 3000 Hand Building I (3)
   - Cer 3100 Wheel Throwing I (3)
   - Cer 3200 Wheel Throwing II (4)
   - Cer 3300 Ceramic Sculpture (4)
   - DP 3000 Life Drawing (3)
   - ID 4100 Lighting Design (2)
   - GrD 4840 Computer Graphics Imaging (3)
   - GrD 4841 Computer Animation (3)
   - Scul 3000 Sculpture I (3)
   - Scul 3100 Sculpture II (3)
   - Text 3000 Fibers, Colors, Dyes, and Dyeing (3)
   - Text 3100 Surface Design I (3)
   - Text 3300 Three-Dimensional Fiber Structures (3)

**Area J. Electives (12)**
Performance Studies Concentration (12 hours at 3000 level or above, including Thea 4980).
Design and Production Concentration (12 hours at 3000 level or above, including Thea 4980).
Additional electives may be needed to build the hours in Areas G-J to 60 hours, have 39 hours at Georgia State University taken at the 3000-4000 level for residency, and complete 120 hours required for graduation.
M.A. Degree Requirements

Only courses numbered 6000 and above may be counted toward fulfilling a student’s course-work requirements.

Research Thesis Track (a minimum 36-hour program)

1) 30 hours of graduate coursework in communication and allied fields:
   a) 6 hours of core courses: COMM 6010 (*Issues and Perspectives in Communication*) and COMM 6030 (*Research Methods in Communication*). Students in the FVI track are also required to take the core COMM 6020 (*Advanced Film Theory*).
   b) 18–24 additional hours in communication courses designated by the area of emphasis (film/video and digital, mass communication, and human communication and social influence).
   c) Optional 0–6 hours of allied coursework in another area of emphasis or outside the department as approved by the advisor.

2) Approved research skill or proficiency in a foreign language. (*Note:* Credit hours from the latter may *not* be applied to B or C above.)

3) A successful prospectus defense.

4) At least 6 hours of COMM 6990 Thesis Research.

5) A Research Thesis.

6) A successful Research Thesis defense.

Creative Thesis Track (a minimum 36–hour program)

1) 33 hours of graduate coursework in communication and allied fields:
   a) 6 hours of core courses: COMM 6010 (*Issues and Perspectives in Communication*) and COMM 6030 (*Research Methods in Communication*). Students in the FVI track are also required to take the core COMM 6020 (*Advanced Film Theory*).
   b) 18–27 hours of courses designated by the area of emphasis
   c) Optional 0–9 hours of courses outside area of emphasis or outside of the department as approved by adviser.

2) Proficiency in an approved research skill or relevant foreign language. (*Note:* Credit hours from the latter may *not* be applied to B or C above.)

3) A successful prospectus defense.

4) At least 3 hours of COMM 6990 Thesis Research.
5) A Creative Thesis project.

6) A successful Creative Thesis defense.
Ph.D. Degree Requirements

1. 47 hours of graduate coursework in communication and allied fields:

   A) 5 hours of Doctoral Proseminar, four of which result from enrollment in COMM 8111 and one from enrollment in the Doctoral Writing Proseminar (COMM 8112); a student must make two proseminar research presentations (one pre- and one post-comprehensive examinations).
   B) 3 hours of Communication Pedagogy (COMM 8035).
   C) 27-30 additional hours in communication courses in an area of emphasis (Public Communication and Moving Image Studies courses; or courses in allied disciplines as approved by the student’s advisory committee and consistent with departmental policy.
   D) 9-12 additional hours in research tools courses.

2. At least 21 hours of Dissertation Research (COMM 9999). The typical full-time student can complete these hours in two to three semesters.

3. Written comprehensive examination with successful oral defense.

4. A successful prospectus defense.

5. A dissertation with successful oral defense.

Other Important Coursework Requirements

No more than 16 hours of course work outside the Department of Communication may be counted toward fulfilling a student’s minimum course work requirements, but students are encouraged to take more than the minimum number of courses.

No more than six credits (two courses maximum) of independent study may be counted toward fulfilling a student’s coursework requirements.

Only courses numbered 6000 and above may be counted toward fulfilling a student’s coursework requirements. Ph.D. students are expected to take almost all of their courses at the 8000–level.

Some students may be required by the department to complete preparatory courses (which may include courses numbered below 6000) as a condition of admittance into the Ph.D. program. These courses cannot be counted toward fulfilling a student’s 68-hour coursework requirement.

A student must earn a grade of “B” or better in all required coursework. In the Georgia State University plus-minus grading system, a grade of “B-“ does not satisfy this requirement.
APPENDIX D4
List of Courses Offered for the Past Three Years
By Frequency, Number of Sections, Average Enrollment per Section

NOTES & CONTEXTUAL INFORMATION: Cross-listed courses are indicated by a single asterisk if the course is cross-listed between 6000- and 4000-levels within the Department of Communication. Cross-listed courses indicated by a double asterisk are courses cross-listed with other departmental programs or with other departments. Department of Communication courses cross-listed during the past three academic years are as follows --

COMM 6000 is cross-listed with FILM 4000/THEA 4000.
COMM 6040 is cross-listed with JOUR 4040.
COMM 6115 is cross-listed with FILM 4115.
COMM 6125 is cross-listed with FILM 4125/JOUR 4125.
COMM 6170 is cross-listed with FILM 4170.
COMM 6180 is cross-listed with FILM 4180.
COMM 6260 is cross-listed with FILM 4260.
COMM 6280 is cross-listed with FILM 4280.
COMM 6310 is cross-listed with FILM 4310.
COMM 6320 is cross-listed with FILM 4320.
COMM 6400 is cross-listed with SPCH 4400.
COMM 6475 is cross-listed with SPCH 4475/GERO 6475/GERO 4475.
COMM 6480 is cross-listed with JOUR 4480/SPCH 4480.
COMM 6490 is cross-listed with SPCH 4490.
COMM 6510 is cross-listed with JOUR 4510/SPCH 4510.
COMM 6610 is cross-listed with JOUR 4610.
COMM 6650 is cross-listed with JOUR 4650.
COMM 6660 is cross-listed with JOUR 4660.
COMM 6840 is cross-listed with FILM 4840/CSC 6840/GRD 4840.
COMM 6960 is cross-listed with FILM 4960.

FILM 3000 is cross-listed with JOUR 3000/THEA 3000.
FILM 3300 is cross-listed with THEA 3300.
FILM 4760 is cross-listed with AAS 4900.
FILM 4776 is cross-listed with AAS 4776/HIST 4776.

JOUR 2500 is cross-listed with SPCH 2500.
JOUR 3060 is cross-listed with SPCH 3060.
JOUR 4950 is cross-listed with AAS 4950.
JOUR 4780 is cross-listed with WST 4150.

SPCH 4530 is cross-listed with AAS 4530.

THEA 4090 is cross-listed with AAS 4650.
## APPENDIX TABLE D-1

DEPARTMENTAL OFFERINGS BY FISCAL YR, COURSE LEVEL, NUMBER OF SECTIONS, NUMBER OF STUDENTS AND AVERAGE NUMBER OF STUDENTS

COMMUNICATION FY07-FY09

<table>
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<th>DEPT</th>
<th>FY</th>
<th>LEVEL</th>
<th>COURSE</th>
<th>NUMBER OF SECTION</th>
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*4000/6000 cross-listed course within Department of Communication
**Course cross-listed between departmental programs or with other departments
APPENDIX D5
Summary Results of Surveys

NOTES & CONTEXTUAL INFORMATION: The results of student surveys are first (undergraduate, then graduate), alumni surveys second (undergraduate, then graduate), and faculty third.
N = 149 (Response rate = 9.5 percent)
University (35 Departments) N = 3963 (Response rate = 38.0 percent)

Table 1

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<th>Univ.</th>
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<td>Faculty members in the department are interested in the academic development of undergraduate majors.</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
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<td>Faculty in the department are appropriately prepared for their courses.</td>
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<td>I feel the undergraduate program is preparing me for my professional career and/or further study.</td>
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<td>There is open communication between faculty and undergraduate students about student concerns.</td>
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<td>Class size is suitable for effective learning.</td>
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*Mean range: 1=strongly disagree to 5=strongly agree; “Don’t know/not applicable (NA)” excluded from analysis.

**Percentile Ranking based on 36 Departments
Graph 1: Faculty members in the department are interested in the academic development of undergraduate majors.

Graph 2: The undergraduate program of study is academically challenging.

Graph 3: Faculty in the department are appropriately prepared for their courses.

Graph 4: I feel the undergraduate program is preparing me for my professional career and/or further study.

Graph 5: There is open communication between faculty and undergraduate students about student concerns.

Graph 6: Class size is suitable for effective learning.
Table 2

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<td>%</td>
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<td>Effectiveness of teaching methods used by faculty</td>
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<td>1.4</td>
<td>10</td>
<td>6.8</td>
<td>37</td>
<td>25.0</td>
<td>61</td>
</tr>
<tr>
<td>Procedures used to evaluate student performance</td>
<td>9</td>
<td>6.1</td>
<td>13</td>
<td>8.8</td>
<td>44</td>
<td>29.7</td>
<td>48</td>
</tr>
<tr>
<td>Frequency of undergraduate major course offerings</td>
<td>25</td>
<td>16.8</td>
<td>16</td>
<td>10.7</td>
<td>58</td>
<td>38.9</td>
<td>29</td>
</tr>
<tr>
<td>Variety of undergraduate major course offerings</td>
<td>18</td>
<td>12.1</td>
<td>28</td>
<td>18.8</td>
<td>49</td>
<td>32.9</td>
<td>31</td>
</tr>
<tr>
<td>Clarity of degree requirements</td>
<td>8</td>
<td>5.4</td>
<td>21</td>
<td>14.1</td>
<td>34</td>
<td>22.8</td>
<td>53</td>
</tr>
</tbody>
</table>

*Mean range: 1=poor to 5=excellent; “Don’t know/not applicable (NA)” excluded from analysis.

**Percentile Ranking based on 36 Departments

Graph 7

![Graph 7](attachment:image_url)

Graph 8

![Graph 8](attachment:image_url)

Graph 9

![Graph 9](attachment:image_url)
Table 3

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>108</td>
<td>73.0</td>
</tr>
<tr>
<td>Male</td>
<td>40</td>
<td>27.0</td>
</tr>
</tbody>
</table>
Supplemental Questions Provided by the Department of Communication

Table 4

*How did you hear about the program you are in?*

<table>
<thead>
<tr>
<th>How did you hear about the program you are in?</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word of mouth</td>
<td>48</td>
<td>38.7</td>
</tr>
<tr>
<td>Departmental website</td>
<td>50</td>
<td>40.3</td>
</tr>
<tr>
<td>Advertisement or Georgia State University publication</td>
<td>8</td>
<td>6.5</td>
</tr>
<tr>
<td>Faculty member at another university recommended Georgia State University</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>Faculty member at Georgia State University recommended the graduate program</td>
<td>8</td>
<td>6.5</td>
</tr>
<tr>
<td>Familiarity with research done by Georgia State University faculty</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>Meeting a current for former Georgia State University student</td>
<td>10</td>
<td>8.0</td>
</tr>
</tbody>
</table>

Table 5

*How did you hear about the program you are in? (Other)*

<table>
<thead>
<tr>
<th>How did you hear about the program you are in?</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other (no response)</td>
<td>5</td>
<td>20.0</td>
</tr>
<tr>
<td>Major met my career goal</td>
<td>1</td>
<td>4.0</td>
</tr>
<tr>
<td>Advisor</td>
<td>1</td>
<td>4.0</td>
</tr>
<tr>
<td>Georgia State website</td>
<td>4</td>
<td>16.0</td>
</tr>
<tr>
<td>Wanted to be a journalist</td>
<td>1</td>
<td>4.0</td>
</tr>
<tr>
<td>What I wanted to do</td>
<td>1</td>
<td>4.0</td>
</tr>
<tr>
<td>Personal preference</td>
<td>3</td>
<td>12.0</td>
</tr>
<tr>
<td>Major I chose</td>
<td>1</td>
<td>4.0</td>
</tr>
<tr>
<td>Personal research</td>
<td>4</td>
<td>16.0</td>
</tr>
<tr>
<td>Chose it</td>
<td>2</td>
<td>8.0</td>
</tr>
<tr>
<td>Joe Bellon</td>
<td>1</td>
<td>4.0</td>
</tr>
<tr>
<td>Transferred in as a communication major</td>
<td>1</td>
<td>4.0</td>
</tr>
</tbody>
</table>
### Table 6

*Why did you decide to enroll at Georgia State University? (Check all that apply)*

<table>
<thead>
<tr>
<th>Reason</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>University reputation</td>
<td>52</td>
<td>36.6</td>
</tr>
<tr>
<td>Departmental/program reputation</td>
<td>38</td>
<td>26.8</td>
</tr>
<tr>
<td>Faculty reputation</td>
<td>7</td>
<td>4.9</td>
</tr>
<tr>
<td>Scholarships offered</td>
<td>25</td>
<td>17.6</td>
</tr>
<tr>
<td>Atlanta location</td>
<td>126</td>
<td>88.7</td>
</tr>
<tr>
<td>Overall cost of tuition and fees</td>
<td>82</td>
<td>57.7</td>
</tr>
</tbody>
</table>

### Table 7

*Why did you decide to enroll at Georgia State University? (Other)*

<table>
<thead>
<tr>
<th>Reason</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student medias available</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td>Only school in Georgia with major</td>
<td>2</td>
<td>11.1</td>
</tr>
<tr>
<td>HOPE scholarship</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td>Film and video degree</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td>Opportunities in the city/area</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td>Close to home</td>
<td>2</td>
<td>11.1</td>
</tr>
<tr>
<td>Did not get accepted to UGA</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td>Had my major with financial aid</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td>Prior experience with GSTV</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td>To be on radio station</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td>Program I wanted</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td>So I could be in GT's marching band</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td>It's not UGA</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td>To participate in Georgia State athletics</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>11.1</td>
</tr>
</tbody>
</table>
N = 30 (Response rate 38.0 percent)
University (41 Departments) N = 2523 (Response rate = 55.3 percent)

Table 1

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>Don't know/NA</th>
<th>Dept.</th>
<th>Univ.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Faculty members in the department are interested in the academic development of graduate majors.</td>
<td>1</td>
<td>3.3</td>
<td>2</td>
<td>6.7</td>
<td>7</td>
<td>23.3</td>
<td>7</td>
<td>23.3</td>
</tr>
<tr>
<td>The graduate program of study is academically challenging.</td>
<td>2</td>
<td>6.7</td>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>3.3</td>
<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td>Faculty in the department are appropriately prepared for their courses.</td>
<td>2</td>
<td>6.7</td>
<td>0</td>
<td>.0</td>
<td>3</td>
<td>10.0</td>
<td>11</td>
<td>36.7</td>
</tr>
<tr>
<td>I feel the graduate program is preparing me for my professional career and/or further study.</td>
<td>0</td>
<td>.0</td>
<td>4</td>
<td>13.8</td>
<td>3</td>
<td>10.3</td>
<td>14</td>
<td>48.3</td>
</tr>
<tr>
<td>There is open communication between faculty and graduate students about student concerns.</td>
<td>1</td>
<td>3.3</td>
<td>6</td>
<td>20.0</td>
<td>7</td>
<td>23.3</td>
<td>7</td>
<td>23.3</td>
</tr>
<tr>
<td>Class size is suitable for effective learning.</td>
<td>1</td>
<td>3.3</td>
<td>2</td>
<td>6.7</td>
<td>2</td>
<td>6.7</td>
<td>8</td>
<td>26.7</td>
</tr>
</tbody>
</table>

*Mean range: 1=strongly disagree to 5=strongly agree; “Don’t know/Not applicable (NA)” excluded from analysis.
**Percentile Ranking based on 42 Departments
Graph 1: Faculty members in the department are interested in the academic development of graduate majors.

Graph 2: The graduate program of study is academically challenging.

Graph 3: Faculty in the department are appropriately prepared for their courses.

Graph 4: I feel the graduate program is preparing me for my professional career and/or further study.

Graph 5: There is open communication between faculty and graduate students about student concerns.

Graph 6: Class size is suitable for effective learning.
Table 2

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Excellent</th>
<th>Don’t know/NA</th>
<th>Dept. Mean*</th>
<th>Univ. Mean*</th>
<th>Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advisement available in the department</td>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>3.3</td>
<td>9</td>
<td>30.0</td>
<td>12</td>
<td>40.0</td>
<td>7</td>
</tr>
<tr>
<td>Career advisement available in the department</td>
<td>0</td>
<td>.0</td>
<td>4</td>
<td>13.3</td>
<td>10</td>
<td>33.3</td>
<td>9</td>
<td>30.0</td>
<td>3</td>
</tr>
<tr>
<td>Availability of faculty to students outside the classroom</td>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>3.3</td>
<td>4</td>
<td>13.3</td>
<td>16</td>
<td>53.3</td>
<td>9</td>
</tr>
<tr>
<td>Effectiveness of teaching methods used by faculty</td>
<td>1</td>
<td>3.3</td>
<td>0</td>
<td>.0</td>
<td>9</td>
<td>30.0</td>
<td>14</td>
<td>46.7</td>
<td>6</td>
</tr>
<tr>
<td>Procedures used to evaluate student performance</td>
<td>1</td>
<td>3.4</td>
<td>1</td>
<td>3.4</td>
<td>6</td>
<td>20.7</td>
<td>14</td>
<td>48.3</td>
<td>7</td>
</tr>
<tr>
<td>Frequency of graduate course offerings</td>
<td>6</td>
<td>20.0</td>
<td>10</td>
<td>33.3</td>
<td>9</td>
<td>30.0</td>
<td>5</td>
<td>16.7</td>
<td>0</td>
</tr>
<tr>
<td>Variety of graduate course offerings</td>
<td>6</td>
<td>20.0</td>
<td>7</td>
<td>23.3</td>
<td>12</td>
<td>40.0</td>
<td>4</td>
<td>13.3</td>
<td>1</td>
</tr>
<tr>
<td>Clarity of degree requirements</td>
<td>0</td>
<td>.0</td>
<td>7</td>
<td>23.3</td>
<td>8</td>
<td>26.7</td>
<td>6</td>
<td>20.0</td>
<td>9</td>
</tr>
</tbody>
</table>

*Mean range: 1=poor to 5=excellent; “Don’t know/not applicable (NA)” excluded from analysis.

**Percentile Ranking based on 42 Departments

---

Graph 7: Academic advisement available in the department

Graph 8: Career advisement available in the department

Graph 9: Availability of faculty to students outside the classroom
Table 3

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>19</td>
<td>70.4</td>
</tr>
<tr>
<td>Male</td>
<td>8</td>
<td>29.6</td>
</tr>
</tbody>
</table>
Supplemental Questions provided by the Department of Communication

Table 4

*How did you hear about the program you are in?*

<table>
<thead>
<tr>
<th>Source</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word of mouth</td>
<td>2</td>
<td>7.7</td>
</tr>
<tr>
<td>Departmental website</td>
<td>13</td>
<td>50.0</td>
</tr>
<tr>
<td>Advertisement or Georgia State University publication</td>
<td>1</td>
<td>3.8</td>
</tr>
<tr>
<td>Faculty member at another university recommended</td>
<td>3</td>
<td>11.5</td>
</tr>
<tr>
<td>Georgia State University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty member at Georgia State University recommended</td>
<td>4</td>
<td>15.4</td>
</tr>
<tr>
<td>the graduate program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Familiarity with research done by Georgia State University faculty</td>
<td>2</td>
<td>7.7</td>
</tr>
<tr>
<td>Meeting a current for former Georgia State University student</td>
<td>1</td>
<td>3.8</td>
</tr>
</tbody>
</table>

Table 5

*How did you hear about the program you are in? (Other)*

<table>
<thead>
<tr>
<th>Source</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Random web page</td>
<td>1</td>
<td>25.0</td>
</tr>
<tr>
<td>Academic conference</td>
<td>1</td>
<td>25.0</td>
</tr>
<tr>
<td>Personal initiative</td>
<td>1</td>
<td>25.0</td>
</tr>
<tr>
<td>Internet</td>
<td>1</td>
<td>25.0</td>
</tr>
</tbody>
</table>
Table 6

*Why did you decide to enroll at Georgia State University? (Check all that apply)*

<table>
<thead>
<tr>
<th>Reason</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>University reputation</td>
<td>2</td>
<td>7.1</td>
</tr>
<tr>
<td>Departmental/program reputation</td>
<td>8</td>
<td>28.6</td>
</tr>
<tr>
<td>Faculty reputation</td>
<td>10</td>
<td>35.7</td>
</tr>
<tr>
<td>Scholarships offered</td>
<td>1</td>
<td>3.6</td>
</tr>
<tr>
<td>Assistantships offered</td>
<td>11</td>
<td>39.3</td>
</tr>
<tr>
<td>Atlanta location</td>
<td>19</td>
<td>67.9</td>
</tr>
<tr>
<td>Overall cost of tuition and fees</td>
<td>8</td>
<td>28.6</td>
</tr>
</tbody>
</table>

Table 7

*Why did you decide to enroll at Georgia State University? (Other)*

<table>
<thead>
<tr>
<th>Reason</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serendipity</td>
<td>1</td>
<td>20.0</td>
</tr>
<tr>
<td>Recommendation from faculty at another university</td>
<td>1</td>
<td>20.0</td>
</tr>
<tr>
<td>Academic fit for my interests</td>
<td>1</td>
<td>20.0</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>40.0</td>
</tr>
</tbody>
</table>
N = 133 (response rate = 18.3 percent)
University (34 departments) N = 1730 (response rate = 31.4 percent)

Table 1

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>Don't know/NA</th>
<th>Dept. Mean*</th>
<th>Univ. Mean*</th>
<th>Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty members in the department were interested in the academic development of undergraduate majors.</td>
<td>6 4.5 16 12.1 45 34.1 39 29.5 26 19.7</td>
<td></td>
<td></td>
<td></td>
<td>0 .0</td>
<td></td>
<td>3.48</td>
<td>4.01</td>
<td>9</td>
</tr>
<tr>
<td>The undergraduate program of study was academically challenging.</td>
<td>5 3.8 17 12.9 42 31.8 48 36.4 20 15.2</td>
<td></td>
<td></td>
<td></td>
<td>0 .0</td>
<td></td>
<td>3.46</td>
<td>4.00</td>
<td>6</td>
</tr>
<tr>
<td>Faculty in the department were appropriately prepared for their courses.</td>
<td>1 .8 12 9.2 34 26.2 52 40.0 31 23.8</td>
<td></td>
<td></td>
<td></td>
<td>0 .0</td>
<td></td>
<td>3.77</td>
<td>4.19</td>
<td>11</td>
</tr>
<tr>
<td>I feel the undergraduate program prepared me for my professional career and/or further study.</td>
<td>30 22.7 31 23.5 28 21.2 26 19.7 17 12.9</td>
<td></td>
<td></td>
<td></td>
<td>0 .0</td>
<td></td>
<td>2.77</td>
<td>3.70</td>
<td>3</td>
</tr>
<tr>
<td>There was open communication between faculty and undergraduate students about student concerns.</td>
<td>5 3.8 19 14.5 39 29.8 44 33.6 23 17.6</td>
<td></td>
<td></td>
<td></td>
<td>1 .8</td>
<td></td>
<td>3.47</td>
<td>3.82</td>
<td>20</td>
</tr>
<tr>
<td>Class size was suitable for effective learning.</td>
<td>2 1.5 10 7.5 24 18.0 56 42.1 41 30.8</td>
<td></td>
<td></td>
<td></td>
<td>0 .0</td>
<td></td>
<td>3.93</td>
<td>4.10</td>
<td>19</td>
</tr>
</tbody>
</table>

*Mean range: 1=strongly disagree to 5=strongly agree; “Don’t know/not applicable” excluded from analysis.

**Percentile Ranking based on 35 Departments
Graph 1: Faculty members in the department were interested in the academic development of undergraduate majors.

Graph 2: The undergraduate program of study was academically challenging.

Graph 3: Faculty in the department were appropriately prepared for their courses.

Graph 4: I feel the undergraduate program prepared me for my professional career and/or further study.

Graph 5: There was open communication between faculty and undergraduate students about student concerns.

Graph 6: Class size was suitable for effective learning.
Table 2

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Excellent</th>
<th>Don’t know/NA</th>
<th>Dept. Mean*</th>
<th>Univ. Mean*</th>
<th>Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attributes</strong></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Academic advisement available in the department</td>
<td>19</td>
<td>14.3</td>
<td>36</td>
<td>27.1</td>
<td>33</td>
<td>24.8</td>
<td>24</td>
<td>18.0</td>
<td>17</td>
</tr>
<tr>
<td>Career advisement available in the department</td>
<td>30</td>
<td>22.9</td>
<td>44</td>
<td>33.6</td>
<td>31</td>
<td>23.7</td>
<td>13</td>
<td>9.9</td>
<td>7</td>
</tr>
<tr>
<td>Availability of faculty to students outside the classroom</td>
<td>5</td>
<td>3.8</td>
<td>16</td>
<td>12.1</td>
<td>44</td>
<td>33.3</td>
<td>50</td>
<td>37.9</td>
<td>16</td>
</tr>
<tr>
<td>Effectiveness of teaching methods used by faculty</td>
<td>0</td>
<td>.0</td>
<td>17</td>
<td>12.8</td>
<td>42</td>
<td>31.6</td>
<td>60</td>
<td>45.1</td>
<td>14</td>
</tr>
<tr>
<td>Procedures used to evaluate student performance</td>
<td>7</td>
<td>5.3</td>
<td>9</td>
<td>6.9</td>
<td>48</td>
<td>36.6</td>
<td>50</td>
<td>38.2</td>
<td>11</td>
</tr>
<tr>
<td>Frequency of undergraduate major course offerings</td>
<td>17</td>
<td>12.8</td>
<td>24</td>
<td>18.0</td>
<td>34</td>
<td>25.6</td>
<td>45</td>
<td>33.8</td>
<td>13</td>
</tr>
<tr>
<td>Variety of undergraduate major course offerings</td>
<td>18</td>
<td>13.5</td>
<td>31</td>
<td>23.3</td>
<td>37</td>
<td>27.8</td>
<td>32</td>
<td>24.1</td>
<td>15</td>
</tr>
<tr>
<td>Clarity of degree requirements</td>
<td>5</td>
<td>3.8</td>
<td>16</td>
<td>12.1</td>
<td>33</td>
<td>25.0</td>
<td>49</td>
<td>37.1</td>
<td>29</td>
</tr>
</tbody>
</table>

*Mean range: 1=poor to 5=excellent; “Don’t know/not applicable excluded” from analysis.

**Percentile Ranking based on 35 Departments

Graph 7

Graph 8

Graph 9

Academic advisement available in the department
Career advisement available in the department
Availability of faculty to students outside the classroom
Graph 10

Graph 11

Graph 12

Graph 13

Graph 14

Table 3

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>91</td>
<td>74.0</td>
</tr>
<tr>
<td>Male</td>
<td>32</td>
<td>26.0</td>
</tr>
</tbody>
</table>
Supplemental Questions Provided by the Department of Communication

Table 4

Please describe your current work situation.

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate student</td>
<td>17</td>
<td>15.3</td>
</tr>
<tr>
<td>Teaching</td>
<td>2</td>
<td>1.8</td>
</tr>
<tr>
<td>Working in a field relating to communication</td>
<td>38</td>
<td>34.2</td>
</tr>
<tr>
<td>Working in a field unrelated to communication</td>
<td>42</td>
<td>37.8</td>
</tr>
<tr>
<td>Not working</td>
<td>12</td>
<td>10.8</td>
</tr>
</tbody>
</table>

Table 5

Which of the following would you recommend the department prioritize as a way to improve the experience of undergraduate students? (Check you top three priorities)

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expanded access to internships</td>
<td>77</td>
<td>65.8</td>
</tr>
<tr>
<td>Expanded access to faculty advisement</td>
<td>26</td>
<td>22.2</td>
</tr>
<tr>
<td>Expanded career networking resources</td>
<td>85</td>
<td>72.6</td>
</tr>
<tr>
<td>Expanded study abroad opportunities</td>
<td>17</td>
<td>14.5</td>
</tr>
<tr>
<td>Increase number of scholarships available</td>
<td>17</td>
<td>14.5</td>
</tr>
<tr>
<td>Expanded programming for honors students</td>
<td>7</td>
<td>6.0</td>
</tr>
<tr>
<td>Expanded access to production and media making experiences</td>
<td>66</td>
<td>56.4</td>
</tr>
<tr>
<td>Other (See qualitative statements)</td>
<td>20</td>
<td>17.1</td>
</tr>
</tbody>
</table>
N = 25 (Response rate = 42.4 percent)  
University (40 departments) N = 1460 (Response rate = 43.1 percent)

### Table 1

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Strongly agree</th>
<th>Don’t know/NA</th>
<th>Mean*</th>
<th>Mean*</th>
<th>Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty members in the department were interested in the academic development of graduate majors.</td>
<td>1</td>
<td>4.0</td>
<td>1</td>
<td>4.0</td>
<td>4</td>
<td>16.0</td>
<td>8</td>
<td>32.0</td>
<td>11</td>
</tr>
<tr>
<td>The graduate program of study was academically challenging.</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
<td>4</td>
<td>16.0</td>
<td>8</td>
<td>32.0</td>
<td>13</td>
</tr>
<tr>
<td>Faculty in the department were appropriately prepared for their courses.</td>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>4.0</td>
<td>0</td>
<td>.0</td>
<td>14</td>
<td>56.0</td>
<td>10</td>
</tr>
<tr>
<td>I feel the graduate program prepared me for my professional career and/or further study.</td>
<td>2</td>
<td>8.0</td>
<td>2</td>
<td>8.0</td>
<td>5</td>
<td>20.0</td>
<td>10</td>
<td>40.0</td>
<td>6</td>
</tr>
<tr>
<td>There was open communication between faculty and graduate students about student concerns.</td>
<td>1</td>
<td>4.0</td>
<td>2</td>
<td>8.0</td>
<td>6</td>
<td>24.0</td>
<td>9</td>
<td>36.0</td>
<td>7</td>
</tr>
<tr>
<td>Class size was suitable for effective learning.</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>4.0</td>
<td>4</td>
<td>16.0</td>
<td>20</td>
</tr>
</tbody>
</table>

*Mean range: 1=strongly disagree to 5=strongly agree; “Don’t know/not applicable (NA)” excluded from analysis.  
**Percentile Ranking based on 41 Departments
Table 2

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>%</th>
<th>2</th>
<th>%</th>
<th>3</th>
<th>%</th>
<th>4</th>
<th>%</th>
<th>Excellent</th>
<th>%</th>
<th>Don't know/NA</th>
<th>%</th>
<th>Dept. Mean*</th>
<th>Univ. Mean*</th>
<th>Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advisement available in the departmen</td>
<td>0</td>
<td>.0</td>
<td>2</td>
<td>8.0</td>
<td>2</td>
<td>8.0</td>
<td>15</td>
<td>60.0</td>
<td>6</td>
<td>24.0</td>
<td>0</td>
<td>.0</td>
<td>4.00</td>
<td>3.74</td>
<td>64</td>
</tr>
<tr>
<td>Career advisement available in the department</td>
<td>4</td>
<td>16.0</td>
<td>2</td>
<td>8.0</td>
<td>10</td>
<td>40.0</td>
<td>6</td>
<td>24.0</td>
<td>1</td>
<td>4.0</td>
<td>2</td>
<td>8.0</td>
<td>2.91</td>
<td>3.20</td>
<td>31</td>
</tr>
<tr>
<td>Availability of faculty to students outside the classroom</td>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>4.0</td>
<td>5</td>
<td>20.0</td>
<td>13</td>
<td>52.0</td>
<td>6</td>
<td>24.0</td>
<td>0</td>
<td>.0</td>
<td>3.96</td>
<td>4.06</td>
<td>27</td>
</tr>
<tr>
<td>Effectiveness of teaching methods used by faculty</td>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>4.0</td>
<td>5</td>
<td>20.0</td>
<td>11</td>
<td>44.0</td>
<td>8</td>
<td>32.0</td>
<td>0</td>
<td>.0</td>
<td>4.04</td>
<td>4.06</td>
<td>38</td>
</tr>
<tr>
<td>Procedures used to evaluate student performance</td>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>4.0</td>
<td>5</td>
<td>20.0</td>
<td>14</td>
<td>56.0</td>
<td>5</td>
<td>20.0</td>
<td>0</td>
<td>.0</td>
<td>3.92</td>
<td>4.09</td>
<td>37</td>
</tr>
<tr>
<td>Frequency of graduate course offerings</td>
<td>1</td>
<td>4.0</td>
<td>7</td>
<td>28.0</td>
<td>4</td>
<td>16.0</td>
<td>8</td>
<td>32.0</td>
<td>4</td>
<td>16.0</td>
<td>1</td>
<td>4.0</td>
<td>3.29</td>
<td>3.65</td>
<td>18</td>
</tr>
<tr>
<td>Variety of graduate course offerings</td>
<td>1</td>
<td>4.0</td>
<td>6</td>
<td>24.0</td>
<td>9</td>
<td>36.0</td>
<td>6</td>
<td>24.0</td>
<td>3</td>
<td>12.0</td>
<td>0</td>
<td>.0</td>
<td>3.16</td>
<td>3.65</td>
<td>18</td>
</tr>
<tr>
<td>Clarity of degree requirements</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
<td>5</td>
<td>20.0</td>
<td>15</td>
<td>60.0</td>
<td>5</td>
<td>20.0</td>
<td>0</td>
<td>.0</td>
<td>4.00</td>
<td>4.22</td>
<td>27</td>
</tr>
</tbody>
</table>

*Mean range: 1=poor to 5=excellent; “Don’t know/not applicable (NA)” excluded from analysis.

**Percentile Ranking based on 41 Departments

Graph 7

Graph 8

Graph 9

468
Graph 10

Graph 11

Graph 12

Graph 13

Graph 14

Table 3

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>13</td>
<td>61.9</td>
</tr>
<tr>
<td>Male</td>
<td>8</td>
<td>38.1</td>
</tr>
</tbody>
</table>
Supplemental Questions Provided by the Department of Communication

Table 4

*Please describe your current work situation.*

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate student</td>
<td>3</td>
<td>13.0</td>
</tr>
<tr>
<td>Teaching</td>
<td>4</td>
<td>17.4</td>
</tr>
<tr>
<td>Working in a field relating to communication</td>
<td>12</td>
<td>52.2</td>
</tr>
<tr>
<td>Working in a field unrelated to communication</td>
<td>4</td>
<td>17.4</td>
</tr>
<tr>
<td>Not working</td>
<td>0</td>
<td>.0</td>
</tr>
</tbody>
</table>

Table 5

*Which of the following would you recommend the department prioritize as a way to improve the experience of graduate students? (Check your top three priorities)*

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expanded access to internships</td>
<td>9</td>
<td>40.9</td>
</tr>
<tr>
<td>Greater regular access to faculty</td>
<td>2</td>
<td>9.1</td>
</tr>
<tr>
<td>Expanded mentorship for writing and research</td>
<td>7</td>
<td>31.8</td>
</tr>
<tr>
<td>Expanded career networking resources</td>
<td>17</td>
<td>77.3</td>
</tr>
<tr>
<td>Raising graduate assistantship stipends</td>
<td>10</td>
<td>45.5</td>
</tr>
<tr>
<td>A more intensive introductory orientation experience</td>
<td>5</td>
<td>22.7</td>
</tr>
<tr>
<td>Making available health insurance</td>
<td>3</td>
<td>13.6</td>
</tr>
<tr>
<td>Expanded access to production and media making experience</td>
<td>6</td>
<td>27.3</td>
</tr>
<tr>
<td>Other (See qualitative comments)</td>
<td>3</td>
<td>13.6</td>
</tr>
</tbody>
</table>
Table 1

<table>
<thead>
<tr>
<th>Category</th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Excellent</th>
<th>Don't know/NA</th>
<th>Dept. Mean*</th>
<th>Univ. Mean*</th>
<th>% Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship of the faculty in the department</td>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>2.9</td>
<td>2</td>
<td>5.7</td>
<td>19</td>
<td>54.3</td>
<td>13</td>
</tr>
<tr>
<td>Frequency of required course offerings</td>
<td>0</td>
<td>.0</td>
<td>1</td>
<td>2.9</td>
<td>4</td>
<td>11.8</td>
<td>19</td>
<td>55.9</td>
<td>9</td>
</tr>
<tr>
<td>Variety of advanced course offerings</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>0</td>
<td>17</td>
<td>48.6</td>
<td>11</td>
<td>31.4</td>
<td>6</td>
</tr>
<tr>
<td>Level of clerical staff support</td>
<td>2</td>
<td>5.7</td>
<td>6</td>
<td>17.1</td>
<td>13</td>
<td>37.1</td>
<td>11</td>
<td>31.4</td>
<td>3</td>
</tr>
<tr>
<td>Clarity of departmental goals for the next two years</td>
<td>1</td>
<td>2.9</td>
<td>3</td>
<td>8.6</td>
<td>13</td>
<td>37.1</td>
<td>10</td>
<td>28.6</td>
<td>8</td>
</tr>
<tr>
<td>Availability of computer/data base software relevant to your work</td>
<td>1</td>
<td>2.9</td>
<td>4</td>
<td>11.4</td>
<td>9</td>
<td>25.7</td>
<td>8</td>
<td>22.9</td>
<td>11</td>
</tr>
</tbody>
</table>

*Mean range: 1=poor to 5=excellent; “NA” (Don’t know/not applicable) excluded from analysis.

**Percentile Ranking based on 43 Departments
Table 2

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Excellent</th>
<th>Don't know/NA</th>
<th>Dept. Mean*</th>
<th>Univ. Mean*</th>
<th>% Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td>The department's program of study is</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>academically challenging.</td>
<td>0</td>
<td>.0</td>
<td>0</td>
<td>.0</td>
<td>9</td>
<td>25.7</td>
<td>15</td>
<td>42.9</td>
<td>11</td>
</tr>
<tr>
<td>Faculty in the department work together</td>
<td>0</td>
<td>.0</td>
<td>5</td>
<td>14.3</td>
<td>14</td>
<td>40.0</td>
<td>5</td>
<td>14.3</td>
<td>11</td>
</tr>
<tr>
<td>toward program goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In our department, faculty feel</td>
<td>2</td>
<td>5.7</td>
<td>3</td>
<td>8.6</td>
<td>2</td>
<td>5.7</td>
<td>9</td>
<td>25.7</td>
<td>19</td>
</tr>
<tr>
<td>comfortable expressing different views</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and opinions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have adequate opportunities to</td>
<td>0</td>
<td>.0</td>
<td>4</td>
<td>11.4</td>
<td>10</td>
<td>28.6</td>
<td>6</td>
<td>17.1</td>
<td>12</td>
</tr>
<tr>
<td>influence decisions made in the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>department about our programs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guidelines regarding job performance are</td>
<td>1</td>
<td>2.9</td>
<td>2</td>
<td>5.7</td>
<td>8</td>
<td>22.9</td>
<td>11</td>
<td>31.4</td>
<td>13</td>
</tr>
<tr>
<td>clear to faculty in the department.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Mean range: 1=strongly disagree to 5=strongly agree; “NA” (Don’t know/not applicable) excluded from analysis.

**Percentile Ranking based on 43 Departments
Graph 7: The department’s program of study is academically challenging.

Graph 8: Faculty in the department work together toward program goals.

Graph 9: In our department, faculty feel comfortable expressing different views and opinions.

Graph 10: I have adequate opportunities to influence decisions made in the department about our programs.

Graph 11: Guidelines regarding job performance are clear to faculty in the department.
Table 3
The following is a list of faculty tasks for which the department has various expectations. Please indicate the amount of emphasis you believe the department has placed on each task.

<table>
<thead>
<tr>
<th>Task</th>
<th>Significantly too little emphasis</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Significantly too much emphasis</th>
<th>Don't know/NA</th>
<th>Dept. Mean*</th>
<th>Univ. Mean*</th>
<th>% Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research tasks</td>
<td>N %.</td>
<td>3</td>
<td>8.6</td>
<td>18</td>
<td>51.4</td>
<td>13</td>
<td>37.1</td>
<td>0</td>
<td>.0</td>
</tr>
<tr>
<td>Service to Institute</td>
<td>1</td>
<td>2.9</td>
<td>3</td>
<td>8.6</td>
<td>17</td>
<td>48.6</td>
<td>11</td>
<td>31.4</td>
<td>2</td>
</tr>
<tr>
<td>Publishing in certain journals</td>
<td>0</td>
<td>.0</td>
<td>3</td>
<td>8.6</td>
<td>15</td>
<td>42.9</td>
<td>12</td>
<td>34.3</td>
<td>4</td>
</tr>
<tr>
<td>Teaching</td>
<td>2</td>
<td>5.7</td>
<td>6</td>
<td>17.1</td>
<td>16</td>
<td>45.7</td>
<td>11</td>
<td>31.4</td>
<td>0</td>
</tr>
</tbody>
</table>

*Mean range: 1 = significantly too little emphasis to 5 = significantly too much emphasis; “NA” (Don’t know/not applicable) excluded from analysis.
**Percentile Ranking based on 43 Departments

Graph 12

Graph 13

Graph 14
**Table 4**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
<th>NA</th>
<th>%</th>
<th>Univ.</th>
<th>Yes %</th>
<th>No %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you ever been the editor of any journals or served on any</td>
<td>14</td>
<td>40.0</td>
<td>18</td>
<td>51.4</td>
<td>3</td>
<td>8.6</td>
<td>47.6</td>
<td>52.4</td>
<td></td>
</tr>
<tr>
<td>editorial boards in your field?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you been awarded any grants from Georgia State University</td>
<td>14</td>
<td>40.0</td>
<td>19</td>
<td>54.3</td>
<td>2</td>
<td>5.7</td>
<td>62.0</td>
<td>38.0</td>
<td></td>
</tr>
<tr>
<td>to support research in your field?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you been awarded any grants from a source other than</td>
<td>19</td>
<td>54.3</td>
<td>14</td>
<td>40.0</td>
<td>2</td>
<td>5.7</td>
<td>69.1</td>
<td>30.9</td>
<td></td>
</tr>
<tr>
<td>Georgia State University to support research in your field?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>During the last two years, have you refereed or served as a</td>
<td>22</td>
<td>62.9</td>
<td>11</td>
<td>31.4</td>
<td>2</td>
<td>5.7</td>
<td>76.2</td>
<td>23.8</td>
<td></td>
</tr>
<tr>
<td>reviewer of one or more articles submitted to journal(s) in your</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>field?</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Graph 16
Have you ever been the editor of any journals or served on any editorial boards in your field?

Graph 17
Have you been awarded any grants from Georgia State University to support research in your field?

Graph 18
Have you been awarded any grants from a source other than Georgia State University to support research in your field?

Graph 19
During the last two years, have you refereed or served as a reviewer of one or more articles submitted to journal(s) in your field?
Table 5

<table>
<thead>
<tr>
<th></th>
<th>0 N</th>
<th>1-2 N</th>
<th>3-4 N</th>
<th>5-6 N</th>
<th>7 or more N</th>
<th>NA N</th>
<th>Dept. Mean*</th>
<th>Univ. Mean*</th>
<th>% Rank**</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many professional articles or chapters in books have you published in the last five years?</td>
<td>2</td>
<td>7</td>
<td>11</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>2.16</td>
<td>2.67</td>
<td>28</td>
</tr>
<tr>
<td>How many authored books or edited books have you published in the last five years?</td>
<td>16</td>
<td>12</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>.53</td>
<td>.42</td>
<td>66</td>
</tr>
<tr>
<td>How many monographs, manuals, or reviews have you published in the last five years?</td>
<td>19</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>5</td>
<td>.53</td>
<td>.83</td>
<td>27</td>
</tr>
<tr>
<td>How many formal presentations have you given at professional meetings over the last five years?</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>22</td>
<td>1</td>
<td>3.26</td>
<td>3.04</td>
<td>60</td>
</tr>
<tr>
<td>How many formal presentations have you given at other colleges or institutions over the last five years?</td>
<td>4</td>
<td>16</td>
<td>7</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>1.55</td>
<td>1.74</td>
<td>43</td>
</tr>
</tbody>
</table>

*Mean range: 0=0, 1=1-2, 3=3-4, 5=5-6, 4=7 or more; “NA” (Not applicable) excluded from analysis.

**Percentile Ranking based on 43 Departments

477
NOTES & CONTEXTUAL INFORMATION: This information was compiled by the Department’s directors of undergraduate and graduate studies, based on procedures currently in place, as of June 30, 2009.
Advisement Procedures: Undergraduate Students

The Undergraduate Studies Office is tasked with advising all undergraduate Film/video, Journalism and Speech majors. The office is staffed by the Undergraduate Studies Director, Dr. Doug Barthlow; two lecturers who serve as area-specific advisors, Drs. Tonia Edwards and Rasha Ramzy; a full-time administrative staffer, Carmela Pattillo; and two graduate student assistants. Students seeking to major in Theater and who are currently Theater B.I.S. majors are advised by either Dr. Frank Miller for Performance Studies or by Todd Studebaker for Design and Production.

Students are referred to the Undergraduate Studies Office by a number of university offices, including, the Student Advisement Center, College Office of Academic Assistance, etc., and also by faculty and administrative staff members. Both current and prospective students also voluntarily seek advisement after finding out about the office from the Department’s web site. All departmental majors are required to submit their graduation audits to the office.

Student advisement sessions can include help with semester-specific course schedules, progression to graduation issues, internship eligibility criteria and availabilities, career choices matched to major and minor areas of study and information about campus resources, such as, student media, counseling center, etc., among many other topics.

Three annual Provost Grants for Retention, Progression and Graduation initiative (totaling $139,000) helped fund several improvements for undergraduate advisement. Several additional graduate and undergraduate student advisors were hired to help reduce the advisor-to-student ratio. The grants paid for a publication, “Survival Guide” for communication majors that was distributed to current students. The grants also made possible three events called “Pounce on Communication,” attended by hundreds of current and prospective majors in Veterans Memorial Hall. Faculty, alumni and staff were available to answer questions about curricula, internships and career options, and representatives from university services and offices attended to inform students of the resources available to them on campus.

A specific retention initiative from the last two grants piloted an “at-risk” student advisement program. Instructors of communication courses were encouraged to identify students who were struggling in the assignments and exams prior to the semester midpoint, and faculty in the Undergraduate Studies Office contacted the at-risk students to offer specific advisement to help students before the withdrawal deadline. This effort was expanded to include the majors who earned a “D” or lower in any communication course the previous semester to help them during the first several weeks of the subsequent semester in order that they may avoid such poor grades and continue progressing to graduation. In all, 181 at-risk students were contacted and encouraged to attend an advisement session; 28 were advised in person. Although the ratio of at-risk student to advisees is low, it’s not unusual to have very poor responses from struggling students. Of the 28 who were advised in person, 18 are in good academic standing; five are on probation or suspension and one is in exclusion status. (There was no information on the remaining four.)
Advisement Procedures: M.A. Students

1. All entering students are required to attend a 4-day orientation session during the week before classes start. During this orientation, there are several structured sessions designed to acquaint the incoming students and the graduate faculty with one another. These include a late brunch in which faculty formally present themselves and their work to the students, and then mingle. This is followed by an “open house,” where graduate faculty are in their offices to meet with incoming students. This provides incoming students with an opportunity to learn which faculty members might be most closely aligned to their own research and creative interests, and learn about possible courses in which to enroll during the first year.

2. Also during orientation, all incoming students have extensive contact with their area graduate director. In group sessions, the area directors provide students with general information about graduate school culture, expectations, and department organization. In individual meetings with each incoming student, the graduate director advises on course selections, after the students have informally met with the graduate faculty.

3. All MA students must select a thesis advisor from among the graduate faculty by the end of their 18th hour of graduate instruction. Effectively, this means that by the end of the second semester of course work, the MA student must nominate someone as his/her thesis advisor.

4. In general, the thesis advisor will be the principal advisor to the student during the second (and, if applicable, subsequent) year(s) of study, and will advise students on courses to take, which courses would satisfy the foreign-language equivalence course (if the foreign language fluency is not necessary for the research the student is conducting), and potential faculty to serve on the thesis committee. Students may also consult with the Graduate Director in the area for additional advisement.

5. The thesis advisor will also mentor the student through the prospectus writing process. The department conducts an annual, optional prospectus writing workshop in the Fall semester of each year, which all students nearing the prospectus writing stage are strongly encouraged to attend.
Advisement Procedures: Ph.D. Students

1. All entering students are required to attend a 4-day orientation session during the week before classes start. During this orientation, there are several structured sessions designed to acquaint the incoming students and the graduate faculty with one another. These include a late brunch in which faculty formally present themselves and their work to the students, and then mingle. This is followed by an “open house,” where graduate faculty are in their offices to meet with incoming students. This provides incoming students with an opportunity to learn which faculty members might be most closely aligned to their own research interests, and learn about possible courses in which to enroll during the first year.

2. Also during orientation, all incoming students have extensive contact with their area graduate director. In group sessions, the area directors provide students with general information about graduate school culture, expectations, and department organization. In individual meetings with each incoming student, the graduate director advises on course selections, after the students have informally met with the graduate faculty.

3. By the end of their 18th hour of graduate instruction, or first year of doctoral study, doctoral students are expected to select a member of the graduate faculty to be the plan of study director.

4. The graduate faculty meets annually in the spring to review the progress of each doctoral student. The faculty discuss each student’s command of the field, writing and oral advocacy skills, teaching, conference and publication activity, and overall strengths and weaknesses. A written summary is prepared by the student’s plan of study director (or later, dissertation advisor); one copy is given to the student and another is placed in the student’s file. In addition, if the doctoral student is a graduate teaching assistant (which nearly all are), he or she meets annually—also in the spring—with the department Chair and the area graduate director for a review of academic and teaching performance for the year.

5. Required doctoral proseminars introduce doctoral students to the cutting-edge research questions in the field, as well as to the academic culture of the research university. In addition to three regular proseminars, doctoral students must also register for one writing proseminar, in which a faculty member guides the student in the process of turning one seminar paper into a paper to submit to a journal for publication.

6. One of the components of the assistantship package given to doctoral students is the research assistantship component. Each doctoral student is assigned a research mentor for the academic year and is expected to devote approximately five hours weekly to assisting the faculty mentor in a research project: reviewing the literature, searching archives, co-writing papers, etc.

7. By the end of the second year, or when coursework requirements are nearing completion, the student, in consultation with his/her plan of study director, nominates two other
graduate faculty to serve on the plan of study committee. The plan of study committee guides the student in preparing the four reading lists for the comprehensive examinations.

8. After coursework is completed, the student signs up for comprehensive exams (which are administered twice yearly, at designated times). The plan of study committee writes questions based on the readings in each of the four examination areas. After the student completes the written portion of the exams, the plan of study committee decides whether the written work is passing and warrants proceeding to the oral defense. If one of the four areas is deemed not passing, the student meets with the plan of study committee to discuss the problems in that area, and the committee advises either a re-administering of the examination after a period of study, or some other assignment that will show that the student has demonstrated competence in the area. If more than one of the four areas is deemed not passing, the examination as a whole is considered failing, and the student has one chance to retake the examination and pass. Students who pass the written portion of the comprehensive exams then schedule an oral defense. At the end of the defense, the plan of study committee grades the entire examination either High Pass, Pass, or Fail.

9. After the student has successfully completed the comprehensive exams, the plan of study committee is formally dissolved and the student constitutes a 5–person dissertation committee, designating one person as chair/principal advisor. (In actuality, in the large majority of cases, the plan of study committee remains the core of the dissertation committee, and the chair remains the same.) One of the five members of the committee must be outside the department of communication.

10. The dissertation advisor mentors the student in the writing of the dissertation prospectus. In addition, the department runs a prospectus writing workshop in the Fall semester, which takes the student step-by-step through the process of writing the prospectus.

11. When the prospectus is completed to the satisfaction of the dissertation advisor, the student distributes the prospectus to the entire dissertation committee for defense. The chair of the committee takes notes on the comments and suggestions of the committee, and after a successful defense, guides the student in synthesizing the recommendations of the committee into the overall structure of the dissertation plan.

12. The dissertation advisor serves as the principal advisor to the student during the dissertation writing process. When the draft of the dissertation meets the satisfaction of the advisor, the student distributes the manuscript to the committee and arranges a defense.
APPENDIX F1
Definition of Graduate Faculty & Criteria for Selection of Graduate Faculty

NOTES & CONTEXTUAL INFORMATION: Information contained in this appendix includes: the Graduate Faculty Policy of the Department of Communication, the Graduate Faculty Policy of the College of Arts & Sciences, a Roster of Doctoral Faculty (Graduate Level 2) in the Department, a Roster of Graduate Faculty (Graduate Level 1) in the Department, and Academic Backgrounds of Doctoral Faculty, as of June 30, 2009.
Graduate Faculty Policy
Department of Communication
(Approved/Adopted January 2007)

According to Arts and Sciences Graduate Faculty policy, the departmental Graduate Committee has the responsibility to assess and recommend faculty who demonstrate current scholarly competence to the Dean for appointment to Graduate Faculty status. The Department’s Graduate Faculty policy must conform to the College of Arts and Sciences Graduate Faculty policy and the University Faculty Handbook.

Categories for Graduate Faculty

The faculty in the Department of Communication can enjoy Graduate Faculty status at two levels: Graduate Faculty Level One and Graduate Faculty Level Two.

Graduate Faculty Level One indicates that the faculty member can teach graduate level courses, can direct M.A. theses, and can serve on dissertation committees. Graduate Faculty Level Two indicates that the faculty member, in addition to the privileges of Level One status, can chair dissertation committees.

Criteria for Graduate Faculty Status for Tenure-Track Faculty

New tenure-track faculty will automatically be assigned Level One Graduate Faculty status until: (a) they petition for that status at their third-year review, or (b) upon promotion to Associate Professor. Upon promotion to Level Two Graduate Faculty status, faculty members are reviewed during post-tenure review for renewal based on the criteria listed in the following paragraph. Those faculty members who do not participate in post-tenure review will have their Graduate Faculty status reviewed every five years to ensure that they meet the minimum standard for Level Two status.

To be judged as qualifying for Graduate Faculty status at Level Two at the third-year review, new tenure-track faculty members having an earned terminal degree in their relevant field should demonstrate an excellent record of professional development over the previous three years, effective teaching (at least very good) in graduate courses, and effective supervision/mentoring of graduate students. The departmental Graduate Committee will use the relevant portions of the rating criteria for the Associate Professor level as defined by the Department’s Promotion and Tenure Manual. All tenure-track faculty who achieve tenure will automatically be promoted to Level Two Graduate Faculty status.
College of Arts and Sciences
Graduate Faculty Policy
(approved in Chairs Council, November 16, 2005)

1) Each department will develop guidelines regarding the various standards and privileges that Graduate Faculty membership provides in its department, and the conditions under which specific boundaries may be placed on such privileges and under which Graduate Faculty membership may be revoked. The department guidelines will be reviewed and approved by the Dean’s Office. Faculty members who have been denied Graduate Faculty status must wait two years to apply for reconsideration.

For tenured/tenure-track faculty:

2) All new tenure-track and tenured faculty, because they are hired under the requirement to “current scholarly competence,” will be appointed to full Graduate Faculty status upon hiring. Tenure-track faculty who complete pre-tenure review will hold full Graduate Faculty status until their tenure review.

3) Tenure-track and tenured faculty members who have Graduate Faculty status will have their status reviewed by their departmental Graduate Committee, and its continuation recommended or denied as part of the tenure and post-tenure review processes. The evidence for “current scholarly competence” beyond that defined in the University policy will be based on each department’s P&T manual and departmental guidelines regarding Graduate Faculty.

4) Tenure-track and tenured faculty from one department may request Graduate Faculty status from another department via a request to the chair of the secondary department at the time of their initial appointment or at the beginning of Spring Semester. Their continuation in Graduate Faculty status in the secondary department will also be reviewed at the same time as their pre-tenure, tenure, or post-tenure reviews in their primary department. Secondary departments or institutes, such as those that work with affiliate faculty, may stipulate more frequent continuation reviews. The evidence for “current scholarly competence” beyond that defined in the University policy will be based on the secondary unit’s P&T manual and departmental guidelines regarding Graduate Faculty. Graduate Faculty status must be explicitly addressed in the documentation establishing any joint appointments.

5) Tenure-track and tenured faculty members who do not hold Graduate Faculty status may request consideration from the department Graduate Committee at the beginning of Spring Semester each year.

6) Tenured faculty who do not participate in post-tenure review will have their Graduate Faculty status reviewed every five years (or as part of their regular review cycle) by the Dean’s Office of the College of Arts and Sciences (or the Provost’s Office) based on the appropriate criteria from their home department’s guidelines for Graduate Faculty.
For non-tenure-track and adjunct faculty:

7) Departmental guidelines may allow other faculty whose position and assigned workload allows for involvement in graduate education programs to be considered for Graduate Faculty status by the departmental Graduate Committee if they hold the appropriate terminal degree in their field and meet the University and department P&T manual evidence for “current scholarly competence” and the department guidelines for Graduate Faculty. They must be nominated by a member of the department’s Graduate Faculty and the nomination may come at the time of the initial appointment or at the beginning of Spring Semester each year. Such faculty cannot chair Ph.D. committees. They will have their status reviewed at least every three years.

General:

8) All changes in a faculty member’s Graduate Faculty status must be approved by the Dean’s Office.
Department of Communication
Graduate Faculty Level Two
Doctoral Faculty
(as of June 30, 2009)

Professors
Jack Boozer
James Darsey
Greg Lisby
Mary Ann Romski
Mary Stuckey
Leonard Teel
Carol Winkler

Associate Professors
Mark Alleyne
Jaye Atkinson
Gayle Austin
Michael Bruner
David Cheshier
Ted Friedman
Yuki Fujioka
Kathryn Fuller-Seeley
Cynthia Hoffner
Shirlene Holmes
Marian Meyers
Angelo Restivo
Greg Smith

Assistant Professors
Jennifer Barker
Jeffrey Bennett
Carrie Packwood Freeman
Hongmei Li
Svetlana Kulikova
Alisa Perren
Alessandra Raengo
Sharon Shahaf
Tomasz Tabako
Holley Wilkin
Ann Williams
Department of Communication
Graduate Faculty Level One
Graduate Faculty
(as of June 30, 2009)

Professors
Jack Boozer
James Darsey
Greg Lisby
Mary Ann Romski
Mary Stuckey
Leonard Teel
Carol Winkler

Associate Professors
Mark Alleyne
Jaye Atkinson
Gayle Austin
Ly Bolia
Kay Beck
Michael Bruner
David Cheshier
Ted Friedman
Yuki Fujioka
Kathryn Fuller-Seeley
Cynthia Hoffner
Shirlene Holmes
Marian Meyers
Angelo Restivo
Sheldon Schiffer
Greg Smith
Niklas Vollmer

Assistant Professors
Jennifer Barker
Jeffrey Bennett
Carrie Packwood Freeman
Hongmei Li
Svetlana Kulikova
Alisa Perren
Alessandra Raengo
Daniel Robin
Sharon Shahaf
Tomasz Tabako
Holley Wilkin
Ann Williams
Alleyne, Mark D.* (Ph.D., Oxford University, 1992). *Associate Professor.*
Atkinson, Jaye L. (Ph.D., University of Kansas, 1996). *Associate Professor.*
Austin, Gayle M. (Ph.D., City University of New York, 1988). *Associate Professor.*
Barker, Jennifer (Ph.D., University of California, Los Angeles, 2004). *Assistant Professor.*
Bennett, Jeffrey A. (Ph.D., Indiana University, 2004). *Assistant Professor.*
Boozer, Jack S., Jr. (Ph.D., Emory University, 1972). *Professor.*
Bruner, Michael Lane (Ph.D., University of Washington, 1997). *Associate Professor.*
Cheshier, David M. (Ph.D., University of Iowa, 1996). *Associate Professor.*
Darsey, James (Ph.D., University of Wisconsin, 1985). *Professor.*
Freeman, Carrie Packwood (Ph.D., University of Oregon, 2008). *Assistant Professor.*
Friedman, Edward (Ph.D., Duke University, 1999). *Associate Professor.*
Fujioka, Yuki (Ph.D., Washington State University, 2000). *Associate Professor.*
Fuller-Seeley, Katherine (Ph.D., Johns Hopkins University, 1993). *Associate Professor.*
Hoffner, Cynthia (Ph.D., University of Wisconsin, 1988). *Associate Professor.*
Holmes, Shirlene (Ph.D., Southern Illinois University, 1991). *Associate Professor.*
Kulikovo, Svetlana (Ph.D. Louisiana State University, 2008). *Assistant Professor.*
Li, Hongmei (Ph.D., University of Southern California, 2006). *Assistant Professor.*
Lisby, Gregory C. (Ph.D., University of Tennessee, 1988; J.D., Georgia State University, 2002). *Professor.*
Meyers, Marian J. (Ph.D., University of Iowa, 1989). *Associate Professor.*
Perren, Alisa (Ph.D., University of Texas, 2004). *Assistant Professor.*
Raengo, Alessandra (Ph.D., New York University, 2006). *Assistant Professor.*
Restivo, Angelo (Ph.D., University of Southern California, 1997). *Associate Professor.*
Romski, Mary Ann (Ph.D., University of Kansas, 1981). *Regents Professor.*
Shahaf, Sharon (Ph.D., University of Texas, 2008). *Assistant Professor.*
Smith, Greg M. (Ph.D., University of Wisconsin, 1998). *Associate Professor.*
Stuckey, Mary (Ph.D., University of Notre Dame, 1987). *Professor.*
Tabako, Tomasz (Ph.D., Northwestern University, 2004). *Assistant Professor.*
Teel, Leonard R. (Ph.D., Georgia State University, 1984). *Professor.*
Wilkin, Holley (Ph.D., University of Arizona, 1987). *Professor.*
Williams, Ann (Ph.D., University of Michigan, 2008). *Assistant Professor.*
Winkler, Carol K. (Ph.D., University of Maryland, 1987). *Professor.*

*Deceased.

Department of Communication

Academic Background of Doctoral Faculty
(as of June 30, 2009)
APPENDIX F3
Current Curriculum Vitae for Full-Time Faculty Members
(as of January 1, 2009)

By Current Rank & Years in Rank at Georgia State University

Professor: Romski, Mary Ann (13 years); Teel, Leonard (8 years); Winkler, Carol (6 years); Boozer, Jack (6 years); Lisby, Greg (6 years); Stuckey, Mary (6 years); Darsey, James (5 years)

Associate Professor: Beck, Theodora (28 years); Austin, Gayle (15 years); Holmes, Shirlene (15 years); Meyers, Marian (12 years); Hoffner, Cynthia (8 years); Cheshier, David (6 years); Atkinson, Jaynette (5 years); Smith, Greg (5 years); Fuller-Seeley, Kathy (5 years); Bruner, Michael (4 years); Schiffer, Sheldon (4 years); Friedman, Edward (3 years); Fujioka, Yuki (3 years); Alleyne, Mark (3 years); Bolia, Ly (2 years); Restivo, Angelo (2 years); Vollmer, Niklas (1 year)

Senior Lecturer: Barthlow, Doug (4 years); Bellon, Joe (3 years); Miller, Frank (1 year)

Assistant Professor: Perren, Alisa (4 years); Wilkin, Holley (3 years); Bennett, Jeffrey (2 years); Li, Hongmei (2 years); Raengo, Allesandra (2 years); Tabako, Tomasz (2 years); Barker, Jennifer (1 year); Freeman, Carrie (1 year); Robin, Daniel (1 year); Kulikova, Svetlana (1 year); Williams, Ann (1 year); Shahaf, Sharon (1 year)

Lecturer: Roberts, James (5 years); Grindstaff, Davin (4 years); Johnson, Jeff (2 years); Ramzy, Rasha (2 years); Edwards, Tonia (1 year); Wilson, Misty (1 year)
MaryAnn Romski
Regents Professor, Department of Communication (with tenure)
Associate Dean for Social and Behavioral Sciences, College of Arts & Sciences
Director, Center for Research in Atypical Development and Learning

PERSONAL
295 Braxton Place, NW Phone: 770-931-1977 (Home); 404-731-6933 (Cell)
Tucker, GA 30084 404-413-5101 (Office); 5666 (Lab)
Email: mromski@gsu.edu 404-413-5117 (FAX)

EDUCATION
Ph.D., 1981 University of Kansas, Lawrence, Kansas, Speech-Language Pathology; 9/78 to 3/81
Resident State University of New York, Upstate Medical Center, Syracuse, New York; Communication Sciences/Disorders; 9/75 to 1/76
M.A., 1975 State University College, Geneseo, New York, Speech Pathology; 9/74 to 5/75
B.A., 1974 Hunter College, CUNY, New York, New York, Communication Sciences; 9/70 to 6/74

CERTIFICATION AND LICENSURE INFORMATION
Georgia License in Speech-Language Pathology (#958): awarded 12/84.

PROFESSIONAL EXPERIENCE
6/2008 to present, Regents Professor, Department of Communication, Georgia State University, Atlanta, GA [Joint appointments in Department of Psychology 1/91 to present, Department of Educational Psychology and Special Education 1/94 to present]

4/03 to present, Associate Dean for Social and Behavioral Sciences, College of Arts & Sciences, Georgia State University, Atlanta, GA

8/00 to 5/01, Acting Chair, Department of Communication, Georgia State University, Atlanta, GA

9/98 to present, Founding Director, Center for Research in Atypical Development and Learning (CRADL), Colleges of Arts and Sciences & Education, Georgia State University, Atlanta, GA

9/96 to 6/2008, Professor, Department of Communication, Georgia State University, Atlanta, GA
[Joint appointments in Department of Psychology 1/91 to present, Department of Educational Psychology and Special Education 1/94 to present]

9/88 to 8/96, Associate Professor (Tenured: 1993), Department of Communication, Georgia State University, Atlanta, GA [Joint appointments in Department of Psychology 1/91 to present, Department of Educational Psychology and Special Education 1/94 to present]

12/85 to 6/93, Collaborative Scientist, Yerkes Regional Primate Research Center, Atlanta, Georgia
8/91, Visiting Associate Professor, Dept. of Communication Disorders, University of Minnesota, Minneapolis, MN

1/82 to 8/88, Adjunct Assistant Professor, Department of Psychology, Georgia State University, Atlanta, GA

12/80 to 8/88, Research Associate, Language Research Center, Department of Psychology, Georgia State University, Atlanta, GA

6/80 to 11/80, Research Assistant to K. F. Ruder, Bureau of Child Research, University of Kansas, Lawrence, Kansas

6/2-20/80, Speech-Language Supervisor, Interdisciplinary Training Program in Autism (with J. McLean and L. Snyder-McLean), Iowa Department of Public Instruction, Des Moines, Iowa

9/79 to 5/80, Clinical Supervisor, University of Kansas, Speech and Hearing Clinic, University Affiliated Facility (preschool/primary classes), Lawrence, Kansas

8/78 to 8/79, Research Assistant to M.A. Carpenter, Hearing and Speech Department, Kansas University Medical Center, Kansas City, Kansas

4/76 to 8/78, Speech-Language Pathologist, Director, Clinical Services, Dept. of Mental Retardation, Bridgeport Regional Center, Bridgeport, CT

**RESEARCH INTERESTS AND SPECIALIZATION**

Child language and communication development and disorders, augmentative communication, intellectual and developmental disabilities

**AWARDS AND HONORS**

2004, Member Phi Beta Delta Honor Society for International Scholars

2002, Marden Foundation Visiting Faculty Fellowship in Education, University of Hong Kong

2000, Georgia State University, College of Arts and Sciences, Honors Day Speaker

1998, Georgia State University, College of Arts and Sciences, Outstanding Faculty Scholarship
Award

1996, Georgia State University, Department of Communication, Outstanding Faculty Scholarship Award

1992, Elected to Fellowship in the American Association on Mental Retardation

1992, The Smithsonian Institution's display of "Understanding Ourselves, Understanding Each Other," sponsored by the American Psychological Association's Centennial Convention, featured research of the Language Research Center, Georgia State University, to which I made major contributions. APA distributed a film on the display for educational purposes.

1992, Recipient of the 6th Annual Prentke-Romich Editor's Award for Best Article in 1991 *Augmentative and Alternative Communication* journal (with Rose A. Sevcik & Krista Wilkinson)

1991, Elected to Fellowship in the American-Speech-Language Hearing Association

1990, Recipient of the 4th Annual Prentke-Romich Editor's Award for Best Article in 1989 *Augmentative and Alternative Communication* journal (with Rose A. Sevcik)

1986, The Georgia Council on Developmental Disabilities cited The GSU Mental Retardation Project, (Romski, Principal Investigator) as the Outstanding High Technology Resource (in Communication) in the State of Georgia. The project was featured in an April 1986 report published by the Council on high technology resources for persons with developmental disabilities.

1979-1980, USOE Traineeship, Division of Speech/Pathology & Audiology, University of Kansas.

1974-1975, USOE-BEH Graduate Fellowship in Speech Pathology, State University College, Geneseo, NY

TEACHING EXPERIENCE

Georgia State University, Atlanta, GA

**Dept. Of Communication**


**Dept. Of Psychology**

University of Minnesota, Minneapolis, MN: Seminar in Augmentative Communication, Summer 1991

University of Kansas: Lawrence, KS;
Augmentative Communication Systems in Language Training (Fall 1980)
Guest Lecturer: Non-Oral Communication (Summer 1979); Language Development (Fall 1979);
Speech-Language Diagnostics (Fall 1979); Introduction to Linguistics (Fall 1979); Clinical Practicum Lecture Series (Fall 1979, Spring 1980); Children's Speech and Language Acquisition (Spring 1980); Speech-Language Acquisition for the Special Educator (Spring 1980)

Iowa Department of Public Instruction, Des Moines, IA, Autism Workshop - Training Issues (Summer 1980)

PROFESSIONAL ASSOCIATIONS
American Speech-Language-Hearing Association (ASHA) 1976 to Present
(AAIDD; formerly AAMR) 1979 to Present
Society for Research on Child Development (SRCD) 1980 to Present
International Society for Augmentative and Alternative Communication (ISAAC) 1984 to Present
United States Society for Augmentative and Alternative Communication (USSAAC) 1988 to Present
Georgia Speech and Hearing Association (GSHA) 1981 to Present
International Association for the Study of Child Language 1990 to Present
The Academy on Intellectual and Developmental Disabilities (AIDD) 1990 to Present
The Association for the Severely Handicapped (TASH) 1988 to 1991
International Action Group for Communication Enhancement 1978 to 1984
Connecticut Speech and Hearing Association 1976 to 1978
National Student Speech and Hearing Association 1973 to 1976

PROFESSIONAL SERVICE

COMMITTEES
NATIONAL
NICHID Forward Plan Committee for Mental Retardation and Developmental Disabilities (subcommittee: Communicative Processes) 1983
ASHA Clinical Certification Board 1989 - 1991
National Arc Research Committee (Chair) 1990 - 1992
National Joint Committee on the Communication Needs of Persons with Severe Disabilities (representing AAMR/AAIDD and ASHA) (Chair) 1991 - present
ASHA Publications Board (Chair) 1994 - 1998
(Chair) 2000 - 2002
ASHA Scientific and Professional Education Board 2000 - 2002
ASHA Convention Program Committee
  Diagnostic Assessment of Developmental Language Disorders Panel 1998
  Chair, Augmentative and Alternative Communication Panel 2006
SRCD Program Committee
  Atypical Development: Psychopathology, Sensory, Motor or Mental Handicaps 1999, 2000
ISAAC 2000 Program Committee Panel Chair 1999-2000
AAMR Awards and Fellowship Committee 1999-2002

STATE
Speech Pathologist Recruitment Committee, Connecticut Dept. of Mental Retardation 1977 - 1978
Connecticut Speech and Hearing Association: Planning Committee 1978
Intercampus Program in Speech Pathology/Audiology, University of Kansas:
  Curriculum Committee 1978 - 1979
  Clinical Committee 1979 - 1980
GSHA MR/DD Network Coordinator 1984 - 1986
GSHA Continuing Education Committee 1985
GSHA Ad Hoc Committee on Severely Mentally Handicapped, Chairperson 1986
DHR, Developmental Learning Center, Behavior Management Committee 1988 - 1990
State of Georgia Assistive Technology Advisory Board
  (Vice Chair) 1990 - 1992
  (Chair) 1992 - 1993

ELECTED OFFICES
AAMR President, Communicative Disorders Division 1989 - 1991
Board of Directors, American Association on Mental Retardation 1994 - 1996
Board of Directors, ISAAC 1988 - 1992

BOARD OF DIRECTORS
Lekotek of Georgia 1989 - 1994

EDITORIAL BOARDS
Journal of Speech and Hearing Disorders, Editorial Consultant 1982
Augmentative and Alternative Communication, Associate Editor 1986 - 1991; 1994
American Journal of Speech Language Pathology, Editorial Consultant 1992
American Journal on Mental Retardation, Associate Editor 1994 – 1998;
Infants and Young Children, Associate Editor 2001 - 2008

Early Childhood Services, Guest Editor, September 2010 issue on Augmentative and Alternative Communication
Member, Editorial Advisory Board for Paul H. Brookes Publisher Augmentative and Alternative Communication Book Series

PEER REVIEW
Reviewer:
ASHA New Investigator Grants Program, October 1999, October 2003
NIH, NICHD, Member, Function, Integration & Rehabilitation Sciences Subcommittee, 2003-2005
NIH, NICHD, Member, Biological and Behavioral Sciences Subcommittee, 2005-2008

Ad Hoc Grant Reviewer:
NIH, NICHD, Mental Retardation Research Committee, 1992 – 1994; 2004; 2005
NIH, CSR, Human Development III Study Section, 1994
CSR, Communication Science and Disorders Study Section, 1998
NIH, CSR, Special Emphasis Panel ZRG1 BBBP-3, October 1999
NIH, CSR, Special Emphasis Panel, ZRG1 SSS-D, March 2000, 2001 (Chair)
NIH, CSR, Special Emphasis Panel, (Chair) RFA HD-02-022, November 11, 2002
NIH, NIDCD, Special Emphasis Panel, ZDC1 SRB-O (12) January 25, 2007

Site Visit Team Member:
NIH, NICHD, Mental Retardation Research Committee, P30 MRDDRC Grants, Nov. 2000

BOOKS


PUBLICATIONS


individuals with severe developmental disabilities. *Augmentative and Alternative Communication*, 15, 38-44.


retardation. In B. Mineo (Ed.), *Proceedings of the Rehabilitation Engineering Conference on Augmentative Communication*, University of Delaware/A. I. du Pont Institute, Wilmington, Delaware.


**BOOK REVIEWS**


**PROFESSIONAL PRESENTATIONS**

Romski, M.A. (2008, November). Georgia State University Toddler Language Intervention Project. Invited presentation to the Regional Conference on Down Syndrome and Other Disabilities and Down Syndrome Association of Atlanta, Atlanta, Georgia.


Boston, MA.


Romski, M. A. (2005, September) *Exploring Communication Development in Toddlers who are not speaking*. Invited Mayor Paul Memorial Lecture, Waisman Center, University of
Wisconsin, Madison, Wisconsin.


Romski, M.A. (2004, September). *A Behavioral researcher’s perspective on scientific integrity*. Presentation as part of Introduction to Scientific Integrity, Georgia State University, Atlanta, GA.


retardation using the System for Augmenting Language (SAL). Poster presentation at the biennial meeting of the Society for Research on Child Development, Minneapolis, MN.


Miniseminar presented at the annual meeting of the American Speech-Language-Hearing Association, Boston, MA.


Romski, M. A. (1994, September). *Augmentative communication and early intervention.* Invited presentation at the Early Intervention Special Interest Group meeting, Georgia State University, Atlanta, GA.


Wilkinson, K., & Romski, M. A. (1994, June). *Effectiveness of nondisabled adolescents' speech input to male peers with mental retardation using augmented communication.* Presentation at the 118th annual meeting of the American Association of Mental Retardation, Boston, MA.


American Speech Language Hearing Association, Anaheim, CA.


Romski, M. A. (1992, June). Facilitating independence through technology. Invited keynote address at the first annual Georgia Augmentative and Alternative Communication Summer Institute, Epworth by The Sea, St. Simons, GA.


Atlanta, GA.


Romski, M. A. (1991, August). Enhancing communication: The role of technology. Invited closing address at the conference "Strategies for Professionals Serving Children and Young Adults with Vision, Hearing, and Dual Sensory Impairments", University of Minnesota, Minneapolis, MN.


Development, Seattle, WA.


instruction by non-speaking youngsters with mental retardation: Patterns of acquisition and use. In Duane M. Rumbaugh (Chair), Cognition and its Neuropsychological Underpinnings in Apes, Monkeys and Children. Symposium presented at the 2nd Annual Convention, American Psychological Society, Dallas, TX.


Romski, M. A. (1989, September). Augmentative communication system acquisition and


research: Evidence from nonspeaking persons with mental retardation. Invited presentation at the Animal Lecture Series, San Diego State University, San Diego, CA.


Romski, M. A. (1987, April). Microcomputer communication systems for children with cognitive handicaps: Acquisition and use patterns at home and schools. Invited presentation to the Child Language Proseminar, University of Kansas, Lawrence, KS.


and Hearing Association, Atlanta, GA.


Romski, M. A. (1986, April). Symbolic communication in persons with severe retardation. Invited lecture, Purdue University, Nonspeech Communication Training Grant, West Lafayette, ID.


Romski, M. A. (1985, October). *Symbolic communication in severely retarded persons: Research and clinical applications*. Invited presentation, Georgia Retardation Center, Seventh Presentation Center for Excellence, Atlanta, GA.


Romski, M. A. (1984, May). *Acquisition of symbolic communication in severely retarded persons*. In D. M. Rumbaugh (Chair), *Language: A Continuum from apes to human*. Invited symposium conducted at the Annual Meeting of the Association for Behavior Analysis, Nashville, TN.


Meeting of the American Speech-Language-Hearing Association, Cincinnati, OH.


Romski, M. A. (1979, November). *The role of gesture in communication development.* In M. C. Byrne (Chair), *The development of communicative competence: A longitudinal study.* Short course presented at the Annual Meeting of the American Speech-Language-Hearing Association, Atlanta, GA.

**INVITED WORKSHOPS**


Romski, M. A. “Assistive Technology is a tool but communication development is the goal.” Annual Meeting of the Autism Society of America. Kansas City, MO, July 6, 1999.


Romski, M. A., & Blackstone, S. W. "Developing and Using Interaction Skills to Assess


**GRANTS AND CONTRACTS**

**Current**

2007-2011 “Parent-implemented language intervention for young children with developmental disabilities” $1,998,418 (direct cost) grant funded by the U.S. Department of Education, Institute of Educational Sciences (Principal Investigator).

2007-2011 “Georgia State University interdisciplinary postdoctoral research training in language and literacy interventions with special populations”. Grant funded by the U.S. Department of Education Institute of Education Sciences. $639,430 (total cost); Core faculty; Advisory Committee Member

2005-2009 “Evaluating the effectiveness of reading interventions for students with mild...
mental retardation” $1,978,315 grant (direct cost) from the U.S. Department of Education, Office of Special Education and Rehabilitation Programs (Sevcik, Rose, Principal Investigator).

2008-2013 “The development of shared attention after infancy”. $250,000 (direct costs) bridge grant funded by the National Institute of Child Health and Human Development, (Adamson, Lauren, Principal Investigator)

Previous

2002-2008 (including 1 year no-cost extension) “The development of shared attention after infancy” $1,087,298 (direct costs) grant funded by the National Institute of Child Health and Human Development, (Adamson, Lauren, Principal Investigator).

2003-2008, “Parent tobacco use: Auditory processing and language” R01 HD041203, Subcontract from Emory University grant (Coles, Claire, Principal Investigator), $507,136 (subcontract direct costs) (Principal investigator, subcontract).

2003-2005 Minority Supplement to “Augmented language intervention for toddlers” $24,000 (direct costs) R01 DC03799 grant from the National Institute on Deafness and Other Communicative Disorders (Principal Investigator, for Djuundra Taylor).

2002-2005 Faculty, “Support of social and behavioral science collaborations in South Africa.” $41,000 Grant from the Georgia State University International Strategies Initiatives Program. (L.B. Adamson, Principal Investigator).

2003-2006 Investigator, "Research on Atypical Communication Development during Childhood." $150,000 grant from the Georgia State University Research Program Enhancement Fund (L. B. Adamson, Principal Investigator).

2000-2003 Investigator, "Research on Atypical Communication Development during Childhood." $150,000 grant from the Georgia State University Research Program Enhancement Fund (L. B. Adamson, Principal Investigator).

2002-2003 Minority Supplement to “Augmented language intervention for toddlers” $20,011 (direct costs) R01 DC03799 grant from the National Institute on Deafness and Other Communicative Disorders (Principal Investigator, for Mia Ligon).

2000-2007 (including 2 years no cost extension) “Augmented language intervention for toddlers” $1,375,694 (direct costs) R01 DC03799 grant from the National Institute on Deafness and Other Communicative Disorders (Principal Investigator).

1997-2000 Investigator, "Research on Atypical Communication Development during Childhood." $150,000 grant from the Georgia State University Research Program Enhancement Fund (L. B. Adamson, Principal Investigator).

1994-1999 "Contributors to Augmented Language Competence Project". One project of a program project grant HD06016 entitled "Biobehavioral Studies of Language and Cognition." $351,920 grant from the National Institute of Child Health and Human Development (Principal Investigator).

1994-1996 A project entitled "Research on Atypical Communication Development during Childhood." $112,000 grant from the Georgia State University Chancellor's Initiative Fund Program. (L. B. Adamson, Principal Investigator).

1993-1994 "GSU Research Initiation Grant" Communication Development of Young Children at Significant Risk for Spoken Language Development. $5000.00

1991-1994 "Georgia AAC Technical Assistance Project". $15,423 Subcontract from the Clayton County Board of Education (Project Director).

1991-1994 "GSU Mental Retardation Project" supplemental award. $276,875 grant from
the National Institute of Child Health and Human Development (Principal Investigator).


1989-1992 "GSU Mental Retardation Project." One project of a program project entitled "Biobehavioral Studies of Language and Cognition." $210,550 grant from the National Institute of Child Health and Human Development (Principal Investigator).

1988-1989 "GSU Mental Retardation Project" supplemental award. $48,605 grant from the National Institute of Child Health and Human Development (Principal Investigator).

1985-1988 "GSU Mental Retardation Project." One project of a program project entitled "Biobehavioral Studies of Language and Cognition." $319,597 grant from the National Institute of Child Health and Human Development (Principal Investigator).

1984-1985 "Augmentative Communication Systems: Implications for children and adults with developmental disabilities$1600.00 grant from the Division of Continuing Education, Georgia State University, Atlanta (Project Director).

In Review

2008 “NJC communication intervention research conference” $42,120 total direct cost grant submitted for review by the National Institute of Child Health and Human Development (Principal Investigator.); resubmitted 12/2008.

2008 “Georgia State University interdisciplinary predoctoral training program in language and literacy with special populations”. Grant resubmitted for review by the U.S. Department of Education Institute of Education Sciences. $4,200,000 (total cost.); Core faculty, Advisory Committee Member.

2009 “Speech and language delays in children with developmental disabilities in South Africa”. Grant revision to be submitted for review by the NIH Fogarty International Center May 2009. Principal Investigator.

2009 “Translation of Symbol Learning Assessment Approaches to Children with Severe Disabilities” Grant revision to be submitted to the National Institute of Deafness and Other Communicative Disorders June 2009, Principal Investigator

2007 “Prenatal tobacco exposure: Auditory processing and later language development”. Competitive Renewal Grant in revision for submission to the National Institute of Child Health and Human Development. (C. Coles, Principal Investigator) Co-investigator; PI Subcontract.

DISSERTATIONS/THESES COMMITTEES

Dissertations
Darlene Meador, Psychology, 1983
Rose Anjuli, Special Education (LD), 1985
Rose A. Sevcik, Psychology, 1989
Lorna Benbenisty, Psychology, 1990
Sister Elaine Sebera, Special Education (LD), 1990
Wendi Hanevold, Psychology, 1991
Kathleen Heller, Special Education (MSMH), 1991
Theresa Plenge, Special Education (LD), 1991
Pamela Parkinson, Psychology, 1993
Krista Wilkinson, Psychology (Chair), 1993
Ghalib Shatnawi, Communication, 2004
Justin Wise, Psychology, 2005
Katrina Smith, Psychology, 2005
Felicia Darden, Communication Disorders (Florida State University), 2006
Chris Wolfe, Psychology, 2007
Cynthia Zettler, Psychology, 2007

**Theses**
Robert Mankoff, Psychology, 1985
William Hopkins, Psychology, 1986
Rebecca Reumann, Psychology (Chair), 1987
Karen Brakke, Psychology, 1989
Krista Wilkinson, Psychology (Chair), 1990
Kim Deffebach, Psychology, 1992
Marcie Hair, Communication, 1996
Valerie Morgan, Communication, 2000
Susannah Williams, Psychology (Chair), 2001
Carolyn Mayfield, Communication (Chair), 2003
Robin Sloan, Communication, 2004
Vann Morris, Communication (Chair), 2006
Rebekah Walker, Communication Disorders (Chair), 2006
Ashlyn Smith, Psychology (Chair), 2007
R. Micheal Barker, Psychology, 2007
Dana Mantella, Communication, 2007
Shelia Safyi, Psychology (Co-Chair), 2008
Dana Donohue, Psychology, 2008

**Honors Theses**
Andrea Barton, Communication, 2003
Gal Kaldes, Communication, in progress

**COLLEGE/UNIVERSITY COMMITTEE MEMBERSHIP**

**GSU Department of Communication**
- Goals and Objectives Committee, 1989-1990
- Research and Creative Processes (Chair), 1989-1993
- Departmental Chair Search Committee, 1990-1991
- Executive Committee, 1990-2003
- Promotion and Tenure Committee, 1993-2000; Chair, 1997-2003
- Graduate Committee, 1994-1997
- Evaluation of the Chair Elected Committee (Chair), 1997, 2000
- Self-Study Committee (Chair), 2002-2003

**GSU Department of Psychology**
- Developmental Psychology Program Committee, 2003-present
GSU Department of Educational Psychology & Special Education
Search Committee: Severe Disabilities Faculty, 1991-1992
Search Committee: Mental Retardation Faculty, 1993-1994

GSU College of Arts & Sciences
Chairs Council, 2000-01; 2003-present
Executive Committee, 2003-present
Professional Education Faculty, 2003-present (Executive Committee, 2003-present)

Georgia State University (GSU)
Research on Challenges in the Acquisition of Language and Literacy Area of Focus, 2008
Steering Committee, 2008-2009
University Review Committee for Area of Focus Proposals, 2004
Joint Ad Hoc Senate Committee on the Advancement of Women, 2000-2002
Continuing Education, Grant Review Committee, 1986
Strategic Planning Committee (Academic Group), 1999-2000
Elected University Senate, 1994-2010
Nominations Committee, 1996-1998
Research Committee, 1995-2009
Vice-Chair, 1996-1998
Chair, 1998-2002
Chair, Joint Research/APACE Subcommittee on Research Center Review, 1995-1998
Chair, Internal Grants Subcommittee, 2002-2006
Cultural Diversity Committee, 2002-2003

University Search Committees:
Associate VP for Research & Sponsored Programs (Chair), 1999
VP for Research and Sponsored Programs, 1999-2000
Associate VP for Research & Sponsored Programs, 2002, 2004

CONSULTANTSHIPS
Board of Scientific Advisors, Bridge School, San Francisco, CA, 2001-present
Consultant, Close Encounter through Communication Programme (CECP) Grant, Hong Kong
Quality Education Fund, Jockey Club Lok Yan School, Hong Kong, China
Consultant, Orange County Public Schools, Orlando, FL, 1996-2001
Consultant, Knox County Public Schools, Knoxville, TN, 1998-2002
Consultant, Hernando County Public Schools, Pasco, FL, 2003

UPDATED: January 2009
Leonard Ray Teel
Professor, Department of Communication (with tenure)
Director, Center for International Media Education

Email: joulrt@langate.gsu.edu
FAX: 404 413 5634
Phone: 404 413 5654
140 Mockingbird Lane
Decatur, GA 30030

POSITION
Professor of Communication, Department of Communication Director,
Center for International Media Education

EDUCATION
Ph.D., 1984 Georgia State University, Atlanta, GA, British History, 1984
M.A., 1974 University of Miami, FL, European History; 1974
B.A., 1964 University of Miami, FL, History, 1964

AWARDS AND HONORS
2008-2009, Fellow, Eminent World Scholars Programme, Beijing Foreign Studies
   University, Beijing
2008-2009 Georgia Board of Regents 7 Revolutions Faculty Fellow
2008, GSU University Undergraduate Research Award
2008, GSU University Distinguished Service Award
2007, Outstanding Faculty Achievement Award, Department of Communication
2002, Association for Education in Journalism and Mass Communication (AEJMC),
   Kappa Tau Alpha-Frank Luther Mott Award for Best Research Book on Journalism:
2002, Georgia Writers Association, Best Biography in 2001
2002, Outstanding Faculty Research Award, GSU College of Arts and Sciences
2002, Outstanding Faculty Achievement Award, Department of Communication
2002, GSU International Education Award, for founding and direction of the
1995, Broadcast Emmy, for CNN team coverage of the Oklahoma City bombing
1995, Outstanding Teaching Award, GSU Center for Teaching and Learning
1995, Outstanding Faculty Achievement Award, Department of Communication

FIELD OF INTERESTS AND SPECIALIZATION
U.S. and International Media History, International/Global Communication, Writing
for Mass Audiences

BOOKS
American Journalism series. Westport, Conn.: Praeger Publishers
Conscience. Knoxville, TN: The University of Tennessee Press


**INVITED ARTICLES IN JOURNALS**


**REFEREED ARTICLES IN JOURNALS**


**ENCYCLOPEDIA ENTRIES**


BOOK REVIEWS

BOOK REVIEWS ABOUT MY WORK
McQuigg, Jackson.(2004)“Ralph Emerson McGill.”Atlanta History,46:1,111-112.
http://findarticles.com/p/articles/mi_go2135/is_200305/ai_n7524375


**TEACHING EXPERIENCE**

**Georgia State University**, Atlanta, GA, Department of Communication

**Graduate Courses:** International Communication, International Media and Culture, International Media History, History of U.S. News Media, Communication in a Global Context, Literary Journalism

**Undergraduate Courses:** History of News Media, Approaches to Media Globalization, Basic News Reporting, Advanced News Reporting, Feature Writing, Editorial and Critical Writing, Mass Media and Society; Advisor, Journalism History Society; Founding Editor, *Atlanta Review of Journalism History*.

**Yarmouk University**, Irbid, Jordan, Department of Journalism and Mass Communication

**Guest Lecturer:** Basic News Reporting, Advanced News Reporting, Media Ethics, Feature Writing (1999-2003) **Workshops:** Computer-based Journalism (May/June 1999 to 2001) **Jordan Times, Al Ra’i and Al Ghad** daily newspapers, Amman, Jordan

**Invited Workshops:** Feature Writing and Investigative Reporting (1999 to 2005)

**CHAPTERS IN BOOKS**


**PROFESSIONAL ASSOCIATIONS:** American Journalism Historians Association (AJHA) 1984-present; President, 1990-1991 Association for Education in Journalism and Mass Communication (AEJMC) 1985-Present; Head, Mass Comm and Society Division, 1990-1991 Arab-U.S. Association for Communication Educators (AUSACE) 1995-Present; Founding President, 1995-1997
Southeast Journalism Conference (SEJC) 1987-Present; Past President, 1990-1991
Founding Member, Public Journalism Network (PJN) 2003 to present
Broadcast Education Association (BEA) 1997 to present

PROFESSIONAL SERVICE
INTERNATIONAL
AEJMC International Task Force 2003 to present AUSACE, Board of Directors, Executive Committee 1995 to present AUSACE, Conference Site Committee 1995 to present AUSACE Communications Committee, Chair 1997 to present

NATIONAL
AEJMC International Division, Research Committee, Paper Referee 1999 to present
AEJMC International Division, Markham Research Paper Competition (Chair) 1997 to 1998
AEJMC Host Schools Committee, National AEJMC Convention in Atlanta (Chair) 1994
AEJMC Mass Communication and Society Division (MC&S) Research Paper Competition for National Convention (Coordinator) 1989
AEJMC MC&S Teaching Standards (Chair) 1989
AEJMC MC&S Teaching Committee 1988
AEJMC MC&S Research Paper Coordinator, National Convention 1987
AEJMC History Division, Teaching Committee 1993 to 1994
AEJMC *Journalism Monographs*, Reviewer 1995 to present
AJHA Research Committee 1996 to 1997, 1984 to 1988
AJHA Research Paper Referee 1991 to present
AJHA Referee for American Journalism quarterly 1987 to present
AJHA Atlanta National Convention Committee (Chair) 1988 to 1989
SEJC Atlanta Convention Committee (Chair) 1990 to 1991
SEJC GSU Faculty Coordinator and Liaison 1987 to present
BEA International Division Research Caucus 1996 to present

ELECTED OFFICES
AEJMC Mass Comm and Society Division (Division Head) 1991 to 1992
AEJMC Mass Comm and Society Division (Vice Head) 1990 to 1991
AEJMC Mass Comm and Society Division (Secretary, Newsletter Editor) 1989 to 1990
AJHA President 1990 to 1991
AUSACE President 1995 to 1997
SEJC President 1990 to 1991

BOARDS OF DIRECTORS
AUSACE Board Member 1995 to present

EDITORIAL BOARDS
Transnational Broadcasting Studies (TBS), American University in Cairo 1999 to present

PEER REVIEW
External Referee, Promotion and Tenure Process, University of Georgia, 2007
External Reviewer, Promotion and Tenure Process, Zayed University, Abu Dhabi, United Arab Emirates (UAE), 2004-2007
External Reviewer, Promotion and Tenure Process, Sharjah University, Sharjah, UAE., 2003
Research Initiation Grant Review Committee, Chair, Arts & Humanities, Georgia State University, 2000.

PROFESSIONAL EXPERIENCE
Professor, Department of Communication, Georgia State University, 8/01 to present
Director, Center for International Media Education, 9/95 to present
Chair, College Promotion and Tenure Committee for the Humanities, 9/04 to 5/07
   Committee member, 9/01 to 9/07
Associate Professor, Department of Communication, 9/89 to 8/01,
Assistant Professor, Department of Communication, 9/83 to 9/89
Free-lance, computer-assisted newsroom production, CNN, Atlanta, GA, 2/95 to 12/00
Free-lance, computer-assisted newsroom production, Atlanta Constitution and Journal, Atlanta, GA, 1/93 to 1/95
Reporter, feature writer, columnist, investigative reporter and copy editor, The Atlanta Constitution and The Atlanta Journal, Atlanta, GA, 9/70 to 9/83 and 7/69 to 5/70
News reporter and feature writer, The Evening Star, Washington, D.C., 5/70 to 9/70
Political writer, education writer, columnist and state capital legislative reporter, Fort Lauderdale News, Fort Lauderdale, FL, 7/67 to 7/69
News reporter and columnist, The Miami Herald, Miami, FL, 12/64 to 7/67
News reporter and feature writer, The Lancaster New Era, Lancaster, PA, 2/64 to 12/64

WORKS REPRINTED IN BOOKS

WORKS CITED IN BOOKS

ESSAYS IN PROFESSIONAL PUBLICATIONS AND MASS MEDIA:
   “Writing the Definitive Biography,” AEJMC Kappa Tau Alpha Newsletter,


“Experiments in Teaching,” *Clio: Among the Media* [quarterly, History Division of the Association for Education in Journalism and Mass Communication], Vol. 28:3 (Spring 1996), 1,4.


"Using Archives to Teach Journalism History," *Clio: Among the Media* (Winter 1993), 1.


"Diamonds Are for Fathers," *Atlanta Constitution*, June 17, 1990, 1F (Sports section).


"When Electric Lights Came On In Atlanta," *Georgia Trend*, I (April 1986), 149

50.


"A Former Slave Who Made Millions," *Georgia Trend*, II (January 1987), 134

39.

"A Golden Age of Downtown Retailing," *Georgia Trend*, II (March 1987), 113

116.


**PROFESSIONAL PRESENTATIONS**

**INTERNATIONAL**


Teel, Leonard Ray. “The Interactive Roles of Media and Nongovernmental...
Organizations in Developing Civil Society in the Palestinian Authority,” Birzeit University, May 21, 2000.


Teel, Leonard Ray. “Grapes Are Best Eaten One at a Time: Gradualism in Media Education in the Arab World,” keynote presentation at the Workshop for Senior Arab Journalists, Cairo, Egypt, Nov. 9, 1997.


Teel, Leonard Ray. “Arab Communication Education in the Information Age,”
presented at the BEA national convention, Las Vegas, April 5, 1997.


NATIONAL


Teel, Leonard Ray. “Bridging Cultures: Teaching Media History with an International
Focus,” presented at the annual convention of the Association for Education in Journalism and Mass Communication (AEJMC), Miami Beach, Aug. 9, 2002.


REGIONAL


COMMUNITY:


INVITED WORKSHOPS


GRANTS AND CONTRACTS

EXTERNAL


2002-2004, “Citizen Exchange for the Development of Media Relations between Journalists and Nongovernmental Organizations in the Persian Gulf region,” $96,219, U.S. State Department Bureau of Educational and Cultural Affairs (Beca), Office of Citizen Exchanges; $30,000 cost-share from Zayed University, United Arab Emirates. [This post-9/11 grant was the first Citizen Exchange with the Persian Gulf Region ever funded by the U.S. State Department.] (Principal Investigator).


Department BECA, Office of Citizen Exchanges. (Principal Investigator).

INTERNAL
2006. “Workshops for Economic Journalism,” Beijing, $35,000, Office of the Provost and College of Arts and Sciences, Special Project Grant. (Principal Investigator).
1998 to present, “Journalism History Society and the Atlanta Review of Journalism History,” $2,000, Student Activity Fee. (Principal Investigator).
1993 to present, World Media Forum series, $4,000, CNN and diverse GSU units. (Principal Investigator).
1997. Instructional development grant for development of first bound issue of the Atlanta Review of Journalism History, $3,600, Center for Teaching and Learning. (Principal Investigator).
1996. Instructional Grant for development of the prototype of the Atlanta Review of Journalism History, $1,200 GSU Writing Across the Curriculum Program. (Principal Investigator).
1992. Instructional grant for developing the prototype for the Atlanta Review of Journalism History showcasing the best student research in journalism history, $2,000, Improvement in Instruction Grant, Georgia State University. (Principal Investigator).

DISSEMINATIONS/THESIS/PRACTICA COMMITTEES
Dissertations/Directed
Cynthia Mitchell, in progress
Theses/Directed
- Jim Hobgood, completed Fall 2008
- Harriet Moore, completed Fall 2008
- Sarah Marske, completed Summer 2008
- Kat Karnes, completed Spring 2008
- Michael Oby, completed 2006
- George Balbona, completed 2004
- Mary Metzger, in progress
- Lisa Daigle, completed 2002
- Boriana Milanova, completed 2000.
- Francesca Cesa Bianci, completed 2000.
- Margaret Maree, completed 1999

Creative Theses/Directed
- Mindy Duncan, 1999.

Membership on Committees for Individual Student Work
- Dissertation: Nahed Tantawi, completed Spring 2007
- Dissertation: Sumitra Srinivasan, completed 2006
- Dissertation: Woongjae Ryoo, completed 2006
- Dissertation: Ghalib Shatnawi, completed 2004
- Dissertation; Hye-keong Pae, College of Education, completed 1998
- Thesis: Ning Song, completed 2007
- Theses: Ling Lu, Sarah Halim, Chris Taylor, Tarsia Trevisian, completed 2004
- Ph.D. Comprehensives: Nahed Tantawi, Joseph Valenzano, Rasha Ramzy, Wael Kamal, Woonjae Ryoo, Megan Beall, Woongjae Ryoo

DEPARTMENT/COLLEGE/UNIVERSITY COMMITTEE MEMBERSHIP

DEPARTMENT OF COMMUNICATION
International search committee (chair), 2005-2006, 2006-2008
Journalism search committee, 2008-2009
Ph.D. development committee, 1998
Ad hoc Committee on Communication Ph.D., 1997-1998
Graduate Committee (elected), 1994-1998
Scholarship Committee, 1992-1994
Undergraduate Studies Committee, 1993-1995
Graduate Director, 1987-1989

COLLEGE OF ARTS AND SCIENCES
Chair, Promotion and Tenure Committee, 2004-2007; member, 2001-2007
Chair, Department Chair Evaluation Committee, 2004
Awards Committee, 2000-2002
Dean’s ad hoc group to develop funding opportunities in the Middle East, 2002
Ad hoc committee on English-Communication Ph.D. program, 1997
Dean’s ad hoc committee on the GSU classroom construction crisis, 1997
Executive Committee, 1989-1991
Curriculum Committee, 1987-1989
Faculty Secretary, 1985-86

GEORGIA STATE UNIVERSITY

UNIVERSITY SYSTEM
Area F Statewide Committee on Core Requirements of Communications Curricula, Semester Conversion (Chair), 1997-98

COMMUNITY
International Advisory Board, Georgia Council for International Visitors, 2001-Present Moderator, Atlanta Press Club forum on Georgia Open Records Acts


UPDATED: January 19, 2009
Carol Winkler
Professor, Department of Communication (with tenure)
Associate Dean for the Humanities, College of Arts & Sciences
1424 North Avenue, Atlanta, Georgia 30307
(404) 413-5015

I. Education

1987 Ph. D. in Public Communication
       University of Maryland, College Park, Maryland
1983 M.A. in Speech Communication
       Wake Forest University, Winston-Salem, North Carolina
1981 B.A. in English and Speech Communication
       University of North Carolina, Chapel Hill, North Carolina

II. Positions Held

2006-present Associate Dean for Humanities and Community Partnerships
       College of Arts and Sciences
2002-present Professor, Department of Communication
       Georgia State University
1994-2006 Chair, Department of Communication
       Georgia State University (professional leave 2000/2001)
1993-2002 Associate Professor, Department of Communication
       Georgia State University.
1990-1993 Graduate Director, Department of Communication
       Georgia State University.
1987-1992 Assistant Professor, Department of Communication
       Georgia State University

III. Courses Taught

Research Methods in Communication, Honors Seminar in Presidential Terrorism
Rhetoric, Business and Professional Speaking, Seminar in Public Communication:
Women's Rhetoric, Rhetorical Theory and Criticism, Seminar in Rhetorical Theory,
Political Communication, Honors Seminar in Political Conventions, Public Speaking,
Principles in Debate, Persuasion, Interviewing, Listening, Rhetoric of Social Movements,
Media and Politics, Communication Theory, Oral Techniques of Group Decision-Making,
Honors Seminar in Public Speaking, Visual Communication, Doctoral ProSeminar and Doctoral Writing Seminar.

IV. Awards

2008 Top Book Award, Political Communication Division, National Communication
       Association. Awarded for In the Name of Terrorism: Presidents on
       Political Violence in the Post-World War II Era (SUNY, 2006).
2008  Top Three Finalist, Jimmy and Rosalyn Carter Community Partnership Award
2006  Southern Speech Communication Association Community Outreach Award
2005  Atlanta Housing Authority President’s Award for outstanding service to the youth residing in Atlanta housing communities.
2004  Diversity Education Award, Georgia State University.
2002  Diva Award for Outstanding Women Leadership. Awarded by Business to Business Magazine, a publication targeting Fortune 100 and 500 companies.
1989  Mortarboard Distinguished Professor Award, Georgia State University.
1985  Outstanding Teaching Award. University of Maryland at College Park.

V. Publications

A. Published Books

Winkler, Carol. In the Name of Terrorism: Presidents on Political Violence in the Post-World War II Era (Albany: SUNY Press, 2006).


B. Edited Volumes


### B. Published Journal Articles and Book Chapters

Winkler, Carol. “Ideological Argumentation: Strategies of the National Counterterrorism Center,” *Argumentation and Advocacy* (accepted for publication 2009).


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V. Papers and Presentations


Winkler, Carol, “Behind the Scenes: Crafting the Presidential Rhetoric of Terrorism,” Georgia College and State University, October 20, 2007.


Winkler, Carol, “Rethinking the Genre of War Discourse: Implications for the War on Terror,” National Communication Association, San Antonio, TX, November 18, 2006.


Winkler, Carol. “Transitioning from the Cold War to the War on Terror” James Pence Lecture in Rhetorical Studies, University of North Carolina, Chapel Hill, NC, April 8, 2005.


Winkler, Carol. “Perceived Opposition as Argument in U.S. Terrorism Policy Formation,” Fifth International Conference on Argumentation, Amsterdam, the Netherlands, June 25, 2002.

Winkler, Carol. “Terrorism and the Presidency,” Lecture sponsored by the Middle East Center for Peace, Community, and Development, Georgia State University, Atlanta, Georgia, March 15, 2002.


Winkler, Carol and Butler, Judy. “Coupling Terrorism and Drug Trafficking: Implications of the Clinton Administrations Foreign Policy Rhetoric,” National


Winkler, Carol and Janis Edwards, “Representative Form and the Visual Ideograph,” Research Colloquium, Department of Communication, Georgia State University, April 23, 1997.


VI. Grants

(External)

Principal Investigator, Computer Assisted Debate Project,” $125,000, Atlanta Housing Authority, 2007-2011.


Principal Subcontract Investigator, Public Housing Safety Initiative Project: Operation Reclaim and Retain, Atlanta Housing Authority and Institute for Law and Justice, $60,000, June 2006-June, 2007.


Project Co-Director (with Melissa Wade and Larry Moss), Pathways to Success, Carver High School, $46,000, Arthur Blank Family Foundation, 2005.

Project Co-Director (with Melissa Wade and Larry Moss), Computer Assisted Debate Project, $9,000, Better World Fund, United Nations, 2005.

Principal Subcontract Investigator, Public Housing Safety Initiative Project: Operation Reclaim and Retain, Atlanta Housing Authority and Institute for Law and Justice, $50,000, 2005.


Project Co-Director (with Melissa Wade and Larry Moss), “Scholarships for Computer Assisted Debate Summer Institute,” $8,000, Nordson Corporation Foundation, 2001-2004


Project Director, Debate Access for Underrepresented High Schools, $25,000, Governors Discretionary Fund, 2002.

Project Director (written with Greg Lisby and Doug Barthlow), James M. Cox, Jr. Foundation Grant, "Power Mac Lab and Upgrades for Video Production," $180,000, 1994-1997.

(Internal)

Recipient, GSU Student Teach Fee Grant for Updating Communication Labs, $196,985, May 2006 (with Matt Rowles)

Recipient, GSU Student Tech Fee Grant for Digital Media Production Lab, $189,731, May 2005 (With Matt Rowles).

Recipient, GSU Student Tech Fee Grant for Digital Media Production-Digital Moving Image Acquisition, $164,460, March 2004 (With Doug Barthlow and Matt Rowles).

Recipient, GSU Student Tech Fee Grant for Digital Broadcast Production Facility, $340,000, March 2003 (With Doug Barthlow).

Recipient, GSU Quality Improvement Funds for Instruction, $22,000 for Digital Editing Equipment, June 2000. (With Doug Barthlow)

Recipient, GSU Quality Improvement Funds for Instruction, $20,000 for Film Projection and Production Equipment, January 2000. (With Evan Lieberman)

Recipient, GSU Quality Improvement Funds for Instruction, $20,000 to purchase AVID Editing System for Broadcast Production courses, January 1998 (With Doug Barthlow).


Recipient, GSU Quality Improvement Funds for Instruction, $15,000, to equip University Theatre with multimedia projection system, December, 1996. (With Todd Studebaker)

Recipient, Matching Funds, Radius Digital Editing and Compositing System, Georgia State University, $20,000, 1995.

Recipient, Quality Improvement of Instruction Grant to Purchase Video Cameras, Georgia State University, $10,943, 1996. (With Gary Moss)

Recipient, Quality Improvement of Instruction Grant to establish Pentium Digital Imaging Laboratory, Georgia State University, $40,000, 1996.


VII. Professional Service

Program Reviewer, Department of Communication and Journalism, University of Maine, 2008.
Communication Audit, UN Food and Agriculture Organization, June 2008.
Associate Editor, Contemporary Argumentation and Debate, 2007-2009.
Reviewer, Contemporary Perspectives on Argumentation: Views from the Venice Argumentation Conference, eds. Frans H. van Eemeren, Michael David Hazen, Peter Houtlosser, David Cratis Williams (Netherlands: SicSat, 2006).
Program Reviewer, Speech Department, Baruch College, NYC, April 2006.
Associate Editor, Communication Monographs, 2006-2008.
Vice President, American Forensics Association, 2004-2006
Member, Public Television Board of Trustees (GSU Presidential Designee), 2004.
Executive Co-Director, National Debate Project, 2003-present.
Member, Pelham Foundation. 2003-present.
Guest Editor (with David Cheshier) Revisioning Argumentation Education for the New Century, Argumentation and Advocacy 36 (Winter 2000).
Member, National Communication Association, 1981 to present.
Member, Committee on Committees, 2008
Chair, Local Arrangements Committee for 2001 NCA Convention.
Member, Legislative Council, 1993-1995.
Chair, Special Events and Hospitality Committee for 1991 NCA Convention.
Chair, Press and Publicity Committee for 1991 NCA Convention.
Member, Local Arrangements Committee for 1991 NCA Convention.
Member, Joint Appearances of Political Candidates Committee, 1990-present.
Member, Political Communication Division, 1992 to present.
Member, Women's Caucus, 1992 to present.
Member, Southern Speech Communication Association, 1987 to present.
Member, Outreach Award Committee, 2008.
Member, Executive Committee, 1993-1995.
Member, International Society for the Study of Argument, 2000 to present.

VII. University Service

Dean’s Representative, Librarian Search Committee, 2008.
State Charitable Giving Campaign, Chair 2007. Awarded the Commission Cup for highest participation rate for state agencies with 1000-9000 employees.
GSU/BellSouth Television Channel Planning Committee, Chair, Fall, 1999.
Search Committee, Vice President for Finance and Administration, 1999-2000.
Search Committee, University Director of Public Relations, 1999-2000.
Search Committee, Director of Institutional Research, Summer 1998.
Search Committee, University Ombudsperson, Spring 1998.
Instructional Technology Center Advisory Committee, Spring 1998.
President’s Evaluation Committee, 1998.
Search Committee, Associate Provost for Academic Services, August 1998.
Search Committee, Associate Provost for Academic Programs, Fall 1997.
SACS Accreditation Steering Committee, Fall 1997 to Spring 1998.
University Senate, member, Fall 1990 to Present
  Program Assessment and Continuing Education Committee (PACE)
    Member, Graduate Council, 1995-1996, 2001-2002
  Chair, Subcommittee for the Allocation of Quality Improvement Funds for
  Member, Subcommittee to Review the Doctorate of Nursing, 1992-1993.
  Member, Subcommittee to Review Graduate Teaching and Research
  Member, Subcommittee to Review University Graduate Board, Fall 1991.
  Member, Subcommittee to Evaluate Bachelors of Religious Studies
  Admissions and Standards, 1995-1996.
    Member, Petitions Committee (1995-1996)
  Planning and Development Committee, 1998 to present. Vice Chair, 2002-2006
    Chair, Office Subcommittee, 2003-2006
    Co-Chair, Moves and Renovation Budgeting Criteria, 2003, 2006
    Member, Capital Budget and Space Allocation Committee, 2002-2006
    Chair, Administrative Support Unit Review Committee, 2002-2003.
  Faculty Affairs Committee, 1999 to 2001.
  Statue and Bylaws, 2002-2006.

VIII. College of Arts and Sciences- Service

  Acting Director, Women’s Studies Institute, 2008.
  Director, Bachelors of Interdisciplinary Studies Council, 2007-present
  Humanities Building Committee, Chair, 2006.
  Member, Advisory Committee to Student Communications, 1994.
Committee to review the University Promotion and Tenure Manual, 1994.
Ad hoc committee to assess the College Bylaws regarding Executive Committee membership and duties, 1994
Faculty Advisor, Toastmasters, 1990 to present.

IX. Department of Communication- Service

Chair, Department of Communication, 1994-present.
Member, Ad hoc Committee on Olympic Technical Center, Fall 1993 to 1994.
Director of Graduate Studies, Spring 1990 to Fall 1993.
Chair, Adhoc Committee on Grade Complaints, Spring 1992.
Chair, Search Committee for Director of Debate, Winter 1992.
Member, Search Committee, Temporary Assistant Professor of Speech Communication, Spring 1991.
Chair, Search Committee, Debate Coach and Speech Communication Instructor, 1990.
Chair, Search Committee, Chairperson for Communication Department, 1990-1991.
Member, Executive Committee, 1990-1991.
Basic Course Director for Public Speaking, 1989-1990.
Member, Graduate Studies Committee, 1988-1990.
Chair, Personnel Committee, 1989.
Member, Committee to Evaluate the Chair, 1989.
Member, Search Committee for Public Relations Instructor, 1989.
Chair, Search Committee for Director of Debate, 1989.
Member, Curriculum Committee, 1988.
Member, Search Committee for Mass Communication Theory Instructor, 1988.
Chair, Faculty Retreat Committee to Reevaluate Departmental Goals, 1988.
X. Community Service

Featured at White House at 3rd Year Celebration of America’s Helping Youth Initiative, February 7, 2008.
Consultant, Chancellor’s Staff, Board of Regents, University System of Georgia, 2007.
Interviewed for Inside Higher Education.com on transfer of PTIs to Lecturers.
Debate Center Director, to provide free training in debate to all middle school and high schools in the Atlanta Public School System, 2006.
Consultant, Communication Staff, GA House Speaker’s Office, October 2006.
Lecture, Defining Terrorism, Pace Academy Middle School Debate Institute, June 20, 2005.
Presentation, “U.S. Presidents and Terrorism,” Faculty Network for Peace, March 2003.
Interview, American fascination with Washington, D.C. Sniper, German Television Station, October 23, 2002.
Discussion Facilitator, Atlanta History Center, June 13, 2002.
Interview, President’s State of the Union Message, WGST, January 2002.
Focus Group Moderator, Debatwatch, Commission on Presidential Debates, Covered by Nightline, November 1996.
State Coordinator, DebatWatch, Commission on Presidential Debates, 1996.
Liaison, Host Broadcast Training Program, Sponsored by Atlanta Olympic Broadcast Committee and Clark Atlanta University, 1996.
Liaison, Production Managers for Olympic Venue Placement, Atlanta Olympic Broadcast Committee, 1996.
Newspaper Interview, “Presidential Response to Downing of TWA” for Scripps Howard, July 12, 1996.
Member, Advisory Board to the Governor for the use of the Stuart Avenue Complex (PBS Television Station), 1994.
Moderator, "Media and Politics," Governors Club of Georgia. Participants included a senior advisor to the Clinton Presidential Campaign; political reporter for WSB-TV, the Southern Bureau Chief for ABC, and the political pollster for the Ann Richards Gubernatorial Campaign, May 1992.
Developed Political Debate Ballot to be used for Primary and General Election Gubernatorial Debate Evaluation, for Atlanta Journal and Constitution, Summer 1990.
Political Debate Critic, for Atlanta Journal and Constitution, 1990 Gubernatorial Debate.
Liaison with Emory University for co-hosting Peachtree Debates which brought participants from over 100 college and universities to Georgia State, Fall, 1989.
Speechwriter, Atlanta City Council Candidate, Spring/Summer 1989.
"Delivery Skills," Invited Lecture, Emory High School Individual Events Workshop, Atlanta, Ga, Annually, June 1988 to present.
Speechwriter for Randolph Scott, Supervisor for the Martin Luther King Historic Preservation Society, for Martin Luther King Holiday Celebration, November, 1988.
Assistant Press Secretary, United States House of Representative, Fall 1984.
Jack Stewart Boozer, Jr.
Professor, Department of Communication (with tenure)
Georgia State University
1 Park Pl S
Atlanta, GA 30303
Office:(404)413-5648
Home: 213-5915

EDUCATION

1985 NEH Summer Institute grant in Literature and Film, University of California, Berkeley.
1981-82 Visiting Scholar, New York University, Graduate Department of Cinema Studies. (full year)
1978 NEH Summer Seminar grant in Literature and Film, City University of New York Graduate Center.
1974 NEH Summer Seminar grant in Rhetoric and Film, University of Massachusetts, Amherst.
1972 Ph.D. in General Studies, Graduate Institute of the Liberal Arts, Emory University, Atlanta, GA.
1969 M.A. in Comparative Literature, Emory University
1967 B.A. in German, Emory University. Additional study at the University of Munich, Germany (1965-66).

AWARDS
Outstanding Teaching Award, 1997, College of Arts and Sciences.
Research Leave Grant, fall 2004, College of A & S
Writing Across the Curriculum Program funding, Summer 2003
Department Research Award, summer 2007.
Department Research Award, summer 2006.
Department Research Award, summer 2004.
Department Research Award, summer 2001.
Department Research Award, summer 2000.
Department Research Award, summer 1998.
Department Research Award, summer 1997.
University Research Initiation Award, 1995.

PUBLICATIONS

* Book Editor, Authorship in Film Adaptation
  (Austin: University of Texas Press, summer 2008).

* “From Schnitzler’s Traumnovelle (1927) to Kubrick’s Eyes Wide Shut (1999)” in Authorship in Film Adaptation (Austin: University of Texas Press, spring 2008).


* "Seduction and Betrayal in the Heartland: Thelma and Louise," Literature/Film Quarterly, 23, 3 (Fall 1995), 188-196.

* "What Is It's Nature? The Crying Game," Society for...
Philosophic Study Newsletter, v. IV, no. 1 (February 1994).


PRESENTATIONS AT PROFESSIONAL MEETINGS


* “Theories of Structuralisms & the Disappearing Author,” University Film & Video Association Conference, Anaheim, CA, July 2006.


* “Novel to Screenplay/Film: Writing Before & After the Holocaust,” accepted for presentation at the 31st Annual Film & Literature Conference on “Documenting Trauma, Documenting Terror,” Florida State University, February 2006.


* "Living Inside Television," University Film & Video Association Conference, Boston, MA, August 1999.


* "Femme Fatales at the Glass Ceiling" 21st Annual Lit./Film Conference, FSU - Tallahassee, January 1996.


Panel Chair, Film Special Session: "A Panoply of Views on Women in Western Cinema," SAMLA Conference, Savannah, GA, November 1996.


* "Displacement and Disillusion in Disclosure," 20th Annual Literature/Film Conference, FSU, Tallahassee, 1995

COMMUNITY PRESENTATIONS


NO NUKE Film Fest host, opening night, GSU Cinefest, April 24, 2004, Sponsored by WAND (Women’s Alliance for New Directions).


ADDITIONAL PROFESSIONAL WORK


Chair, Host Committee, Society for Cinema and Media Studies Atlanta Conference in March 2004.

University of Texas Press book manuscript review of Cynthia Lucia’s *Framing Female Lawyers: Women on Trial in Film*, spring 2004.


Film article reviewer for *The South Atlantic Review*, 2001-2003.


Member of the Caucus on Class, Society for Cinema Studies.

Member of the Association of Adaptation Studies

Member of University Film and Video Association.


**DIRECTION OF INDIVIDUAL STUDENT WORK**

Ph.D. Dissertation:

Caroline Gallrein, successful completion of comprehensive exams, 2005.

MA Thesis or Creative Thesis:


Practicum, Karin Heckl, "Welcome to East Atlanta," a 20 min. documentary film, completed summer 2001.

Practicum, Jeremy Wilson, Sam I AM, feature screenplay, completed summer 2001. (See Awards.)


Practicum, Laura Jabvali, Secrets of Obion, feature screenplay, completed fall 2000. (See Awards.)

Practicum, Sheryl Gripper, The First Kiss, feature screenplay, completed fall 2000.


Fourteen additional MA theses advised and completed prior to 2000.

Honors Thesis

Joryell Kimchen-Miller, Star-Crossed, feature screenplay, completed Fall 2008.


Julian Modugno, TV Pilot screenplay and two episodes, awarded fall, 2006.


Colleen Wassell, feature screenplay, degree with Honors awarded spring, 1999.

Christopher Glass, feature screenplay, degree with Honors awarded

MEMBERSHIP ON COMMITTEES FOR INDIVIDUAL STUDENT WORK

Dissertation


Jae Ryu, on committee through completion of Comprehensive Exams 2005-2006. David King, *‘Christ Haunted’: Christianity and the South in Four American Films*. (Plan II Interdisciplinary dissertation English/Comm.). Degree awarded fall 200

Thesis


On committees for nine additional thesis projects prior to 2000.

STUDENT SCREENWRITING AWARDS AND HONORS

Heather Waters’ screenplay, Fool of Grace, developed in feature screenwriting class sequence was a finalist in the Kairos Prize ($50,000) competition in fall 2008. It was also a quarterfinalist in the American Association of International Screenwriting Awards with more than 1800 entries in fall 2007.

Advisee Raj Paranjpi gave his 2008 USA premiere in commercial Atlanta theatre of his feature film, Dark Waters (Dohaa). The film is based on his M.A. creative thesis of 2007. This film has already garnered major festival invitations, rewards, and reviews. The web site is located at www.dohaathefilm.com.

Graduate advisee, Vicki McCoy, Jane’s War, feature screenplay, semi-finalist in the Page International Screenwriting Awards (over 4,000 entries), summer, 2008.


Former Honors graduate in screenwriting, Chistopher Glass, did storyboards for films The Hulk and Ratatouille in last three years.

Former Practicum screenwriter, Ginger Redmon, who did a Pilot Script for a Television Series, completed fall 1999, promoted to core writing staff on the ABC soap, One Life to Live, spring 2003.
Practicum, Jeremy Wilson, Sam I Am, feature screenplay, completed summer 2001. This screenplay won the Scindy Scribe Competition sponsored by the South Carolina Film Commission, spring 2002.


Janece Shaffer, He Looks Good in a Hat, Stage play developed from screenplay practicum and performed at Atlanta's Alliance Theater to sold out and extended run, fall 1999.

Sheri Paulson, Ladies in Waiting, Stage play developed from screenplay and performed at Neighborhood Playhouse and at Emory Theater workshop, summer 1999.


Vicki Remeneshki, semifinal round in America's Best National Screenplay competition for Deadly Greed, completed in Screenwriting sequence, winter 1997.

Sherry Paulsen wins Ruby Lloyd Aspey Award for Playwriting, 1996, for drama based on screenplay Ladies in Waiting, completed in Screenwriting sequence.

COURSES TAUGHT AND PROGRAMS DEVELOPED

Advised M.A. student Heather Waters in the initiation of a major international screenplay competition in 2008, the Creative World Awards, which gave out $5,000 and producer readership in awards in this its first year of operation (over 1200 entries). It has already been chosen as one of the top screenwriting competitions across the country. The CWA plans to offer $10,000 in awards in 2009.
Developed a new course for Film Genre in Film Noir: 1940s to the Present for spring 2008.

Wrote the 48 page proposal for the M.F.A. degree with colleague Sheldon Schiffer in the summer and fall, 2007, and presented it to various department committees for approval.

Developed a new course in the Adaptation of Literature to Film (and changed the course title accordingly in the curriculum) fall 2007.

Developed new version of PhD course for Moving Image Studies on Narrative and Style in Film, fall 2006.

Developed new course for Film Genre: Cover-ups & Whistle-blowers, spring 2006.

Developed new course for Film Genre: The TV & Televirtuality Film, spring 2005.

Developed new course for Film Genre: The Business Career Film, fall 2003.

Developed new course for Film Genre: The Suspense Thriller, fall 2002.

Developed a new course for the Ph.D. program in Moving Image Studies: Issues & Styles in Film Narrative, fall 2001.

Developed a major southern literature and film program, "Tell About the South," with Tom McHaney in English that included panels and a documentary film premiere, spring, 2000.

Developed a new cross-listed course based on current research and writing. Film Genre: The Postmodern Quest, fall 2000.


Developed a reconfigured sequence for writing courses, with Dramatic Writing for Stage and Screen as an undergraduate prerequisite for Feature Screenwriting I & II, also cross-listed at graduate level, 1999.

Developed a new cross-listed course based on current research. Film Genre: The Culture of Spin. Spring 1999.
Worked on draft of the department Ph.D. proposal in the area of Moving Image Studies, 1999.

Developed a new joint writing course with Theater entitled Dramatic Writing for Stage and Screen. First offered fall semester 1998. This was followed by the revised course, Advanced Screenwriting, first offered spring semester 1999. The current two course sequence, Feature Screenwriting I & II, begun in 2000.

Developed a new Honors course based on current research. Film Genre: Women and Work, taught spring 1998.

As a member of the Department Undergraduate Curriculum Committee, developed and revised Film and Video graduate and undergraduate curriculum for semester conversion, 1996.

COMMITTEE MEMBERSHIP

University:

Service in the organization, promotion, and presentation of Francis Ford Coppola Live at the Rialto Theatre to a full house in May, 2007.

University Subcommittee on Staff Awards, 2001

College:


Department:

Chair, Research and Creative Projects, 2008

Chair, Subcommittee to Evaluate P&T Manual on Creative Projects, 2008

P&T Committee on Contract Renewals, 2008

Promotion and Tenure Committee since 1992.

Search Committee for Documentary Film 2007
Subcommittee on the MFA proposal, summer-fall 2007.

Designing and Coordinating work on MFA program, fall 2006.

Search Committee for position in International/Postcolonial Film, spring and fall 2005-2006.

Department PhD Conference panel respondent or moderator, 2006-08. Search Committee for position in Television and TV/Film Industry, fall and spring 2003-2004.

Undergraduate Committee 2004.


Chair, Search Committee for temporary assistant/associate level position in film studies, 2003.

Chair, Search Committee for faculty position in International Cinema, 2001-2002.

Promotion and Tenure Committee chair 1996.

Undergraduate Curriculum Committee (also chair 1998-1999).

Chair, Search Committee for faculty position in TV/Media Studies, 2000-2001.

Search Committee for two faculty positions in Moving Image Studies, spring 2000.

Ad Hoc Committee for summer review and hiring of instructors (2000).

Ad Hoc Committee on planning and developing the Moving Image Studies curriculum program.

Chair, Faculty Search Committee for Digital Media Artist, 1997 and 1998.

I. Biographical Information

Gregory C. Lisby

Professor (with tenure)
Associate Chair, Department of Communication
Member, State Bar of Georgia (No. 452022)

Mail: Department of Communication, P.O. Box 4000, Georgia State University, Atlanta, GA 30302-4000
Office: 662E One Park Place South, Atlanta, Georgia
Phone: 404-413-5600 (office); 404-413-5639 (direct); 404-413-5634 (fax)
E-mail: <glisby@gsu.edu>
Web: <http://www2.gsu.edu/~jougcl/index.htm>

II. Education

Georgia State University, J.D., Law, 2002
Law clerk (through judicial externship) for Justice H.P. Thompson, Georgia Supreme Court (Spring 2002)
Participant, Intellectual Property Law in Cyberspace online course (W. Fisher, professor), Berkman Center for Internet & Society, Harvard University School of Law (Spring 2000)
Participant, Privacy in Cyberspace online course (A. Miller, professor), Berkman Center for Internet & Society, Harvard University School of Law (Spring 1998)

University of Tennessee, Ph.D., Communications, 1988

University of Mississippi, M. A., Journalism, 1977
Thesis: Someone Had To Be Hated: The Pulitzer Prize-Winning Editorial Campaigns of Julian LaRose Harris and the Columbus (Georgia) Enquirer-Sun (R.T. Farrar, major professor).

Auburn University, B. A., Pre-Law/Journalism, 1974

III. Awards and Honors

2008 Outstanding Faculty Award, Department of Communication, Georgia
State University

2003 Book of the Year Award, American Journalism Historians Association

2001 E. Merton Coulter Award, for the best article on Georgia history published the previous year, Georgia Historical Society

2001 Excellence for the Future Award, for excellent achievement in the study of Advanced Alternative Dispute Resolution, the Center for Computer-Assisted Legal Instruction

2000 Excellence for the Future Award, for excellent achievement in the study of Law & the Internet, the Center for Computer-Assisted Legal Instruction

1999 Award for Outstanding Achievement and Excellent Leadership, Association for Education in Journalism & Mass Communication

1997-2000 Editor Emeritus, Proceedings of the AEJMC Southeast Colloquium

1997-1998 A “Notable” -- a top-50 graduate of the journalism program at the University of Mississippi in its 50-year (1947-97) history (Ole Miss Alumni News, 1997-98, p. 10).

1995 Blue Key National Honor Fraternity, member

1991 Mortar Board Certificate of Appreciation for Instruction, Georgia State University

1990 Outstanding Junior Faculty Award, College of Arts & Sciences, Georgia State University

1990 Henry W. Grady Prize for Research in Journalism History

1990 Faculty Excellence Award, Alpha Xi Delta sorority, Georgia State University

1988 Golden Key National Honor Society, honorary member

1985 University of Tennessee Chancellor’s Citation for Extraordinary Academic Achievement and Professional Promise

1984 National Honor Society of Phi Kappa Phi, member

1984 Tau Kappa Alpha, national journalism/mass communications honor society, member
1983-1985  Karl A. and Madira Bickel Fellowship, University of Tennessee

1976  University of Mississippi Lambda Sigma Award for community service
      Through journalism

1976  Society of Professional Journalists regional convention, second place, best
      Student newspaper (The Daily Mississippian)

IV. Fields of Interest and Specialization

A. Interests

Communication Law & Regulation
Journalism & Mass Communication
Communication Technology & Policy
Intellectual Property (Copyright & Trademark) Law
Speech Communication Law
Communication Ethics
Legal Research Methods

B. Courses Taught

Communication Law & Regulation
Communication Ethics
Introduction to Mass Communication
Seminar in Communication Policy
Communication in a Global Context

V. Prior Positions Held

A. Since Arriving at Georgia State University

2003 to date  Professor of Journalism/Mass Communication (with tenure)
1994-2003  Associate Professor of Journalism/Mass Communication (with tenure)
1988-1994  Assistant Professor of Journalism/Mass Communication

B. Before Arriving at Georgia State University

1985-1988  University of North Carolina at Asheville: Instructor of Mass Communication,
           Student Publications Advisor (newspaper--The Blue Banner)
1984-1985  University of Tennessee, Knoxville: Instructor of Journalism (adjunct)
1981-1984  Berry College: Instructor of Journalism, Student Publications Advisor
           (newspaper -- The Campus Carrier; yearbook -- Cabin Log; literary
           magazine -- Ramifications)
1978-1980  North Arkansas Community College: Instructor of Journalism and English,
           Student Newspaper Advisor (The Pioneer Express)
1977-1978  The Macon (Ga.) News: Editorial Associate, Wire Editor
1976-1977  The Gulfport (Miss.) Star Journal: Editor; Co-founder

VI. Professional Associations: Positions/Activities

American Bar Association, 1997-2008
American Journalism Historians Association, 1987-2008
  2003-2005 Member, Research Committee (previously, 1989-1991)
  1988-1994 Member, Editorial Board, American Journalism
Arab-U.S. Association for Communication Education, 1996 to date
  1996 to date Member, Board of Directors
Association for Education in Journalism and Mass Communication, 1984 to date
  2007 to date Member, Editorial Board, Newspaper Research Journal
  2002 to date Member, Editorial Board, Communication Law & Policy
  2000-2001 Chair, Publication Advisory Committee, Law Division
  1999-2001 Member, Publication Advisory Committee, Law Division
  1999-2000 Chair, Publications Committee, Mass Communication & Society Division
  1995-1999 Member, Executive Committee
  1997-1999 Chair, Council of Divisions
  1995-1997 Vice Chair, Council of Divisions
  1994-1995 Head, Law Division
  1993-1994 Vice Head/Program Chair, Law Division
  1992-1993 Clerk, Law Division/Editor, Media Law Notes
  1992-1993 Chair, Teaching Committee, Mass Communication & Society Division
  1991-1992 Chair, Teaching Committee, Law Division
  1991-1992 Chair, Professional Freedom & Responsibility Committee, History Division
  1990-1992 Faculty Paper Coordinator, Research Committee, Mass Communication & Society Division
  1990-1991 Bibliographer, Legal Journals, Media Law Notes, Law Division
  1989-1990 Associate Editor, MC&S Newsletter, Mass Communication & Society Division
  1989-1990 Member, Professional Freedom & Responsibility Committee, Mass Communication & Society Division
Bar of the Supreme Court of the State of Georgia, 2005 to date
College Media Advisers, 1978-1989
  1987-1989 Member, Research Committee
National Communication Association, 2001-2002
National Honor Society of Phi Kappa Phi, 1984-1996
New Forums Press Mass Communication Law Series (D. Dollar, publisher), 1991 to date
2002-2004 Senior Series Editor, Media Law

New Georgia Encyclopedia (J. Inscoe, editor), a project of the Georgia Humanities
Council and the University of Georgia Press, 2000 to date
2001-2003 Section/Associate Editor for media

Society of Professional Journalists/Sigma Delta Chi, 1974 to date
1994-1995 Member, Campus Courts Task Force
1986-1987 Member, National Ethics and Credibility Committee

State Bar of Georgia, 2002 to date
Studies in Media & Information Literacy Education
2004 to date Member, Editorial Board

VII. Publications

A. Books and Monographs


• Reviewed on amazon.com (2003)


(1988, April). Julian Harris and the Columbus Enquirer-Sun: Consequences of Winning the Pulitzer Prize, Journalism Monographs, No. 105.

B. Refereed Articles/Chapters & Essays in Books/Encyclopedia Entries

1. Articles


(2004, Fall). No Place in the Law: The Ignominy of Criminal Libel in American


***

(Working paper). Race as a Rationale for Prior Restraint: The Case of the Atlanta Film Censor, for *Journalism and Mass Communication Monographs*.

***

(In progress). Regulating the Distinctive Communicative Aspects of Nude Dancing: Alternative Legal Solutions, for *Journal of Communication*.

(In progress). Fire as a Form of Symbolic Expression, for *Communication Law and Policy*.

(In progress). Testimonial Privilege and the Journalist, for *Communication Law and Policy*.

2. Chapters/Essays


* * *


3. Encyclopedia Entries


* * *


C. **Non-refereed Articles**


(2002, Fall). *Kincaid*: At What Point Along a Continuum of Control Does an Educational Institution Retain or Give Up Its Control Over Student Expressive Activities? Dow Jones Newspaper Fund’s *Adviser Update*, p. 3A.


(1991, Spring). No Excuse for Altering Quotes, Georgia Press Association
Editor’s Forum, 73:2, p. 3.


(1988, Jan. 31). Court Seeks To Balance Rights of Students, Schools, Asheville Citizen-Times, p. 3D.

D. Essays/Abstracts/Reviews


E. Bibliographies


F. Other


VIII. Professional Presentations

A. International Meetings

(1992, Aug. 5-8). The Roots of O'Brien: Commerce Regulation as a Model for the Control of Expression. A refereed paper presented to the Law Division at the annual Association for Education in Journalism and Mass Communication

B. National Meetings


C. Regional Meetings


(1997, Feb. 1). Imprinting History: “Documenting” Film Censorship in Atlanta. A
Paper presented to the annual American Journalism Historians Association Southeast Regional Meeting, Chattanooga, Tenn.

(1994, March 3-6) with G.R. Carter. Defining the Limits of the “Right To Beg:” A Spatial Communication Argument. A refereed paper presented to the 19th annual Association for Education in Journalism and Mass Communication Southeast Colloquium, University of South Carolina, Charleston, S.C.


D. **Other** (Selected speeches, lectures, workshops, interviews, contributions, etc.)

(2009, Sept. 29.) When Opinion Turns into Libel, GSU *Signal* workshop for student journalists


(2006, Feb. 28.) Supreme Court Case Raises Questions about Censorship at Universities, GSU Signal, p. 6.


(2004, Sept. 20.) CBS’ Ethical Errors in Dealing with the Bush Air Guard Memos, WXIA-TV, Atlanta.


(2004, April 27.) Searching for Truth in an Election Year, Northlake Kiwanis Club, Atlanta.


(2004, Feb. 2.) FCC Regulation of Television in the Wake of the Janet Jackson Breast-Baring Stunt, WAGA-TV, Atlanta.


(2003, April 6.) Embedding Journalists and the Resulting Problems with Objectivity, WAGA-TV, Atlanta.

(2003, March 25.) Media Coverage of the War in Iraq, WSB-AM, Atlanta.

(2002, Oct. 22.) Police Use of the Media To Communicate with the D.C. Sniper, WXIA-TV, Atlanta.


(2001, Aug. 1.) Assessing the Amounts of Sex and Violence on Television, WGCL-TV, Atlanta.
(2001, July 12.) Jewell Appeal Heard by Georgia Court of Appeals, WXIA-TV, Atlanta.


(1999, April 16.) Atlanta Mayor Bill Campbell vs. the Atlanta Journal-Constitution, Wall Street Journal (Southeastern edition), page number unknown.


(1998, May 1.) Why the Atlanta Journal-Constitution Was Ordered To Reveal Its Sources for the Jewell Libel Suit, WAGA-TV, Atlanta.


(1998, Feb. 6.) Ethical Implications of Publishing a Holocaust Revisionist Advertisement in the Georgia State University Student Newspaper, WXIA-TV, Atlanta.


(1997, Aug. 31.) Media Complicity in the Death of Princess Diana. WAGA-TV, Atlanta.


(1994, Sept. 2). The Atlanta Film Censor, Decatur Rotary Club, Decatur, Ga.


(1993, June 5). Stop the Presses: Get Ready, Atlanta, for a Newspaper War, Creative Loafing, pp. 24-30, 83.


(1992, Nov. 5 & Sept. 2). The First Amendment: Its Meaning and Application, Shiloh Middle School, Lithonia, Ga.

(1992, Nov. 2). Media Bias, WGST-AM, Atlanta.


(1991, Nov. 19). The First Amendment: It’s Still Protecting the Press, The Signal, Georgia State University, p. 3A.


(1989, Winter). Professor Identifies 10 Steps in A.M.-P.M. Consolidation,
IX. **Grant Support**


(1994). Macintosh Computer Equipment for the Department of Communication, with D. Barthlow, $25,000 in Quality Improvement Funds from Georgia State University.

for the Department of Communication, with C. Winkler, D. Barthlow & J. Haberlen, $185,000 over three years from James M. Cox, Jr., Foundation.

(1993, November-1994, June). ‘The Atlanta Film Censor’ documentary film project, with G. Moss, $10,000 from the Georgia Humanities Council (GHC-92-147).


(1992, June-August). The Georgia Literature Commission and Its Campaign Against Obscenity: 1953-73 (Phase II), $1,300 from Department of Communication, Georgia State University.


X. Selected Dissertations/Theses Directed


(2000, July). Focus on Environment: High Noon at Eagle Creek – A Showdown Looms in Mount Hood National Forest, master’s practicum project by Brian Back.

(2000, April). Communication Audit of PeopleSoft, Inc., Educational Services Field Business Units, master’s practicum project by Carolyn Parks.

(2000, April). Desktop Reality: Media Innovation and Responsibility, master’s practicum project by Bill Burton (second recipient of Woodruff Fellowship for media innovation and responsibility).


XI. Service

A. Community Service

2005-2008  Member, Special Committee on Public Outreach, Council of Superior Court Judges of Georgia, State Bar of Georgia, Atlanta

1999-2002  Member, Board of Visitors, Abilene Christian University, Abilene, Texas. (First term, 1992-1995)


1999  Judge, “Best of Atlanta,” Atlanta Magazine

1997-2001  President, Board of Directors, & CEO, Georgia AGAPE, Inc., Chamblee, Ga.

1996-1997  Vice President, Board of Directors, Georgia AGAPE, Inc. Chamblee, Ga.

1995-2001  Member, Board of Directors, Georgia AGAPE, Inc., Chamblee, Ga. (First term, 1989-1995)

1995  Judge, Arthritis Foundation’s 1994 Cecil Awards

1987  Judge, Asheville Optimist Club’s Essay Contest, Asheville, N.C.

1986  Judge, Southern Bell/North Carolina Speaker’s Bureau oratorical contest, Asheville, N.C.

1985-1986  Judge, Buncombe County High School Forensics Tournament (extemporaneous speaking, dramatic interpretation, and oratory), Asheville, N.C.

1985-1986  Judge, Asheville-Buncombe County Recreation Department Youth Council’s Quiz Bowl.

1985  Judge, the South Knoxville and Sevierville Optimist Club’s Oratorical Contest, Sevierville, Tenn.

B. Professional Service

2005 to date  Book manuscript reviewer, McGraw-Hill
2005 to date  Paper reviewer, Association for Education in Journalism and Mass Communication, Law Division, annual conference
2004 to date  Book manuscript reviewer, Oxford University Press
1995 to date  Manuscript reviewer, *Communication Law and Policy*
1992 to date  Manuscript reviewer, *Journalism & Mass Communication Quarterly*
1989 to date  Paper reviewer, Association for Education in Journalism and Mass Communication Southeast Colloquium
2008  Paper reviewer, *Southern Communications Journal*
2007  Consultant, South Carolina Press Association, in re: Legislative Attempt To Make Disparagement of Political Candidates a Felony
2005  Consultant, Student Press Law Center & Silha Center for the Study of Media Ethics & Law, in re: *Mink & The Howling Pig v. Buck*, U.S. Court of Appeals for the 10th Circuit
2005  Paper reviewer, *Alabama Review*
2005  Paper reviewer, Atlanta Journalism History Society Conference
2003-2005  Paper reviewer, Southwest Council for Education in Journalism & Mass Communication
2003-2004  Book proposal reviewer, Sage Publications
2000  Paper reviewer, Western Journalism Historians Conference
1999  Outside Promotion Reviewer, Oklahoma Christian University
1999  Book manuscript reviewer, Westview Press
1999  Book reviewer, *Newspaper Research Journal*
1998  Book reviewer, Lawrence Erlbaum Publications
1997-2002 Consultant/expert witness, Faegre & Benson, Chicago
1996 Outside tenure reviewer, University of South Alabama
1995-1999 Member, Editorial Advisory Board, *Metropolitan* magazine
1995-1997 Judge, Best of Cox competition, Cox Newspapers, Atlanta
1995 Book manuscript reviewer, Allyn & Bacon
1995 Book manuscript reviewer, Pine Forge Press
1995 Outside tenure reviewer, Texas Tech University
1995 Outside tenure reviewer, American University
1993 Manuscript reviewer, *Critical Studies in Mass Communication*
1993 Book manuscript reviewer, Wm. C. Brown & Benchmark Publishers
1992 Manuscript reviewer, *Journalism Monographs*
1992 Manuscript reviewer, *Journal of Film and Video*
1992 Book manuscript reviewer, Greenwood Publishing Co.
1991  Book manuscript reviewer, Wadsworth Publishing Co.


1990-2001  Manuscript reviewer, *Journalism & Mass Communication Educator*


1990  Paper reviewer, Law, Newspaper, and Mass Communication & Society divisions, Association for Education in Journalism and Mass Communication annual convention, Minneapolis, Minn.

1990  Paper reviewer, Moeller Student Paper Competition, Mass Communication & Society Division, Association for Education in Journalism and Mass Communication national convention, Minneapolis, Minn.

1989-1991  Paper reviewer, American Journalism Historians Association annual convention

1989  Book reviewer, *Journalism & Mass Communication Quarterly*


1988-2008  Manuscript reviewer, *American Journalism*

1988  Chair, mass communications paper session at the second annual National Conference on Undergraduate Research, Asheville, N.C.


1983  Student publications consultant for Mercer University, Macon, Ga.

1980  Professional journalist member of panel on press rights and
responsibilities at the Georgia Press Association’s high school newspaper workshop, Macon Junior College, Macon, Ga.

XII. Committee Membership (College/University)
A. Since Arriving at Georgia State University

2008 to date  Associate Chair, Department of Communication

2008 to date  Chair, Self-Study Committee, Department of Communication

2003 to date  Chair, Promotion & Tenure/Contract Renewal Committee/Lecturer Review Committee, Department of Communication

1999 to date  Senator from the Department of Communication, University Senate
2009-2010 Committee Assignments: Committee on Academic Programs, Academic Program Review Committee, Student Disciplinary Committee (first term -- 1997-99; second term -- 2001-2002)

1994 to date  Member, Promotion & Tenure Committee, Department of Communication

2006-2008  Advisor, Communication Graduate Student Association, Department of Communication


2004-2008  Member, General Education Committee for Assessment/Undergraduate Assessment Committee, Georgia State University

2004-2007  Participant/Mentor for Underrepresented Faculty, Georgia State University Minority Mentoring Program

1998-2003  Director of Graduate Studies, Department of Communication (first term -- 1994-97)

1997-1998  Coordinator, Part-Time Instructors, Department of Communication

1996-1998  Member, Graduate Council, College of Arts & Sciences (second term; first term -- 1994-96)

1995-1997  Judge, Best of Cox competition, Cox Newspapers, Atlanta

1995-1997  Member, Executive Committee, College of Arts & Sciences

1994-1995  Member, Committee on Student Communications
1993-1995  Bylaws Committee, College of Arts & Sciences  
(Chair -- 1993-1994)

1992-1994  Chair, Research & Creative Projects Committee, Department of Communication

1992-1993  Chair, Ad Hoc Committee on Journalism Proficiency Tests, Department of Communication

1992-1993  Faculty Advisor, Exposed, a student-produced magazine

1990-2008  Participant, Georgia State University Speaker’s Bureau

1990-1991  Secretary of the Faculty, College of Arts & Sciences

1990-1991  Director, Journalism Proficiency Tests, Department of Communication

1989-1993  Faculty Advisor, Georgia State University Alpha Chapter of the Golden Key National Honor Society

1989-1990  Journalism Sequence Coordinator, Department of Communication

1988-1989  Electronic Data Processing Coordinator, Department of Communication

In addition, college service has included the Grade Appeals Committee in the School of Art & Design. Departmental service includes or has included membership on the following committees: Graduate Committee, Curriculum Committee, Undergraduate Studies Committee, Committee on Instruction, Ad Hoc Committee on Departmental Goals & Objectives, the Research & Creative Projects Committee, and numerous faculty search committees.

B.  **Before arriving at Georgia State University**

University of North Carolina at Asheville
1986-1988  Mass Communication computer consultant

1985-1987  Co-chair, the Department of Literature, Language and Communications’ Gullickson Scholarship Committee

Berry College
1983-1984  Chair, the Radio sub-committee of the Student Life Council

North Arkansas Community College
1978-1979  Coordinator, the Co-operative Education program
XIII. Biographical Listings

Biographical listings include or have included *Who's Who in America, Who’s Who in the South and Southwest, Who’s Who in American Education, Who’s Who in Media and Communications, Who’s Who Among Emerging Leaders, Who’s Who Among Young American Professionals, and Outstanding Young Men of America.*

revised 1/01/2009
Mary E. Stuckey
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1022 One Park Place South
Department of Communication
Georgia State University
Atlanta, GA 30303
404-651-2519

EDUCATION
B.A. Department of Political Science, University of California-Davis, Honors, 1981.

EMPLOYMENT
Georgia State University:
Professor, Communication and Political Science, 2003-.
Associate Professor, Communication and Political Science, 2000-2003.

University of Mississippi:
Professor, Political Science, 2000.
Associate Professor, Political Science, 1993-2000.
Assistant Professor, Political Science, 1987-1993.

University of Iowa:
Visiting Associate Professor, Communication, Summer 1996.

PUBLICATIONS
Books

Refereed Articles and Book Chapters


Invited Publications


Video
Stuckey, M., Executive producer, with Tim Merritt, Joe Kerr, & Harry Dangel. in progress. Teaching Millennial Students at GSU, supported by grants from the GSU Center for Teaching and Learning, 2005-2007.

Encyclopedia Entries


PROFESSIONAL PAPERS AND PRESENTATIONS


Morris, R. & M. Stuckey. 1996. All the Presidents= Indians, presented at the annual meeting of the American Political Science Association.


Stuckey, M. 1995. Roundtable on The Future of Presidential Communication, presented at the conference on The Future of the Rhetorical Presidency, the Program in Presidential Rhetoric, Center for Presidential Studies, Texas A & M.


SELECTED GRANTS AND FELLOWSHIPS
NEH Fellow, Project on the Rhetoric of Inquiry, University of Iowa, Fall 1990.
C-SPAN in the Classroom Faculty Development Grant, 1991.
Writing-to-Learn Course Development Grant, University of Mississippi, 1991.

SERVICE TO THE DISCIPLINE
NCA, Member, Diamond Anniversary Book Award Committee, 2006-8 (Chair, 2008).
NCA, Political Communication Division, Vice Chair Elect, 2006-7; Vice Chair, 2007-8; Chair 2008-9.
NCA, Public Address Division: Chair, Nominating Committee, 2003-2004; Paper Reviewer, 2002-.
APSA Presidency Research Group: Secretary-Treasurer, 2008-9; Program Planner, 1996; Chair, Paper Award Committee, 1994, 2006 Member, Neustadt Book Award Committee, 1992, 2004; Member, Executive Board, 1991-1994, 1994-1997; Chair, Graduate Student Paper Award Committee, 2003.
APSA: Political Communication Section: Executive Committee, Member-at-Large, 1997-1999; Member, Nominating Committee, 1995-1996; Chair, Graber Book Award Committee, 2005-2006.
SSCA: Rhetoric and Public Address Division, Vice Chair-Elect, 2002; Vice Chair, 2003; Chair 2004; Paper Reviewer, 2005-7.

DEPARTMENTAL/ COLLEGE / UNIVERSITY SERVICE (since Fall, 2000)
Member, College of Arts and Sciences Promotion and Tenure Committee, 2007-9.
Internal Grants Program Faculty Peer Review Committee, 2003-2006.
Graduate Council, 2002-2004; 2008-.
Chair, Lecturer Search Committee, 2007.
Member, Departmental Research Committee, 2006-7.
Chair, Visiting Instructor Search Committee, 2006.
Teaching Mentor, Communication Department, 2005-.
Member, Departmental Executive Committee, 2005-
Member, GSU Task Force on Teaching Graduate Students to Teach, 2001-
Member, Chair Review Committee, 2004.
Member, Departmental Promotion and Tenure Committee, 2003-.
Graduate Director, Public Communication, Member of Graduate Committee, 2000-2003; 2008-

REVIEWING/EDITING
Editor-Elect, Southern Communication Journal, 2007-9; Editor, 2009-11.

SELECTED AWARDS AND HONORS
Faculty Participant, Doctoral Honors Conference, 2008.
Carl Couch Center, Bruce E. Gronbeck Political Communication Award, 2006.
Who’s Who Among America’s Teachers, 2005.
Communication Department, GSU, Outstanding Faculty Achievement Award, May 2005.
Womens’ Caucus, Excellence in Mentoring Award, American Political Science Association, 2004.
Mississippi Humanities Council Teaching Award, 1999.
Pi Sigma Alpha, Outstanding Teaching Award, American Political Science Association, 1999.
Elsie M. Hood Outstanding Teacher Award, University of Mississippi, 1999.
Mortarboard Outstanding Faculty Woman, University of Mississippi, 1993.
JAMES DARSEY
Professor, Department of Communication (with tenure)
(Revised 01/14/09)

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East Point, GA 30344
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(Office) Dept. of Communication
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Georgia State University
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jdarsey@gsu.edu

EDUCATION
University of Wisconsin, Madison, WI, 1977-85: Ph.D. 12/85
Major: Rhetorical Theory & Criticism
Minor: Political Science
Thesis: Vessels of the Word: Studies of the Prophetic Voice in American Public Address
Advisor: Edwin Black

University of Chicago, Chicago, IL, 1979-80
CIC Traveling Scholar

Purdue University, W. Lafayette, IN, 1975-77: M.A. 5/78
Major: Rhetorical Theory & Criticism
Minor: Communication Education
Thesis: Catalytic Events and Rhetorical Movements: A Methodological Inquiry
Advisor: Roderick P. Hart

Florida State University, Tallahassee, FL, 1973-75: B.A. 8/75, cum laude
Major: Speech Communication
Minor: Psychology
Honor’s Thesis: Moderation and Extremism: An Examination of Rhetorical Strategies and Cognitive Structure
Advisor: Wayne C. Minnick

EXPERIENCE
Georgia State University, Atlanta, GA, associate professor, 1999-2004; professor, 2004-

University of Nebraska, Lincoln, NE, visiting professor, May, 2006

Northern Illinois University, DeKalb, IL, assistant professor, 1995-1998; associate professor, 1998-1999

The Ohio State University, Columbus, OH, assistant professor, 1988-1995

University of Iowa, Iowa City, IA, visiting assistant professor, 1986-88
DePaul University, Chicago, IL, instructor, 1983-85; assistant professor, 1985-88

University of Wisconsin, Madison, WI, teaching assistant, 1977-79; 1981-83

Roosevelt University, Chicago, IL, lecturer, 1979-81

Northeastern Illinois University, Chicago, IL, instructor, 1979-81

Purdue University, West Lafayette, IN, teaching assistant, 1975-77

PUBLICATIONS

Books

- recipient of the Marie Hochmuth Nichols Award, for outstanding scholarship in public address, Public Address Division, National Communication Association, 1998.

Major journal articles, refereed essays, and book chapters


Conference Proceedings


Book reviews, invited, and shorter essays


Photographs

PROFESSIONAL PAPERS


James Darsey, “Rhetorical Theory as Ways of Looking at Rhetoric” 76th annual convention of the Southern Communication Association, Addison, TX, April 8, 2006 (delivered on my behalf by Michael Bruner).

James Darsey, “In Search of the Cosmopolitan Public Sphere,” invited keynote presentation, preconference seminar on “The Health of the Public Sphere,” 91st annual convention of the National Communication Association, Boston, November 16, 2005.


PANELS


Panelist, ‘Critical Responses to Queer Theory and Communication: From Disciplining Queers to Queering the Discipline(s),’ 92nd annual convention of the National Communication Association, San Antonio, November 16, 2006.


LECTURES and COLLOQUIA

“The Purposes of Rhetorical Criticism Rediviva,” University of Texas, Austin, Sept 11, 2008.

“Cosmopolitanism and the Location of Moral Argument in a Post-Prophetic World,” public lecture, part of a two-day symposium on The Prophetic Tradition and Radical Rhetoric in America sponsored by the School of Law, the Departments of English and Theology, and the Henkels Interdisciplinary Visiting Speakers Program, Notre Dame University, September 8-9, 2005.

Teleconference, Dr. Lucy Knight’s class, “Nineteenth-Century Radical Orators” Communication Studies 395-0-(21), Northwestern University, May 24, 2004.


“Advocacy and (Dis)placement in the New Millennium: Toward a Cosmopolitan Rhetoric,” Keynote Address, 8th Annual Texas Tech Student Conference on Communication Research, February 26, 1999

“Fire and Strength”: A Prophetic Model for Radical Rhetoric” presented to the Department of Communication, Northern Illinois University, October 30, 1998.

“Advocacy and Place: Toward a Cosmopolitan Rhetoric,” presented to the Communication Research Colloquium, Department of Communication Arts, University of Wisconsin, October 8, 1998.


“Queer Nation Meets Miss Manners,” presented as part of the brown-bag series sponsored by The Ohio State University Office of Gay, Lesbian, and Bisexual Student Services, May 3, 1995.

“Visibility, Knowledge, & Control: A Gay/Lesbian Paradox” presented at The Ohio State University College of Law, February 15, 1995 as part of Prof. Rhonda Rivera’s seminar in gay/lesbian/bisexual law.

“Shadowboxing with Hate Speech,” presented to a seminar in Politics, Ethics, Rhetoric, and Law led by Clifford Vaida and Bernard Rosen at The Ohio State University, May 20, 1993.


"Will the Real Wayne Booth Please Stand Up?" California State University at San Bernadino sponsored by the Department of Communication and the Committee on Intellectual Life, February, 22 1988.


PUBLIC APPEARANCES/PUBLICATIONS

Participant, Gay and Lesbian History Project, Atlanta History Center, Wesley Chenault, project director, 2004.

Guest (with Alan Gitelson, Political Science, Loyola University of Chicago and Michael Hogan, Speech Communication, Penn State University), “Odyssey,” WBEZ FM Chicago, Gretchen Helfrich, host (March 12, 2001)--discussing George W. Bush's conception of citizenship and the public sphere.
Guest (with Charles Lipson, Political Science, University of Chicago and Wayne Steger, Political Science, DePaul University), “Odyssey,” WBEZ FM Chicago, Gretchen Helfrich, host (September 13, 2000)--discussing the 2000 presidential campaign.

Guest (with John Angus Campbell, Communication, University of Memphis and Robert Richards, History, University of Chicago), “Odyssey,” WBEZ FM Chicago, Gretchen Helfrich, host (January 28, 2000)--discussing the origins and rhetorical force of arguments from nature and natural law.


Guest (with Micaela di Leonardo Anthropology, Northwestern University), “Odyssey,” WBEZ FM Chicago, Gretchen Helfrich, host (July 22, 1999)--discussing the rhetorical uses of “culture” in contemporary public discourse.

Guest (with Mark Pollock, Communication, Loyola University of Chicago), “Odyssey,” WBEZ FM Chicago, Gretchen Helfrich, host (March 9, 1999)--discussing the rhetorical “framing” of public issues.

Guest (with Dennis Hutchinson, Law, University of Chicago and John Frendreis, Political Science, Loyola University of Chicago), “Odyssey,” WBEZ FM Chicago, Gretchen Helfrich, host (February 17, 1999)--discussing the outcome of the impeachment trial of President Clinton.

Guest (with Ferald Bryan and Julia Fox, Communication, Northern Illinois University) “Northern Exchange,” for DeKalb Public Access Television, Les Dart, host (February 4, 1999)

Guest (with Mark Pollock, Communication, Loyola University of Chicago and David Zarefsky, School of Speech, Northwestern University), “Odyssey,” WBEZ FM Chicago, Gretchen Helfrich, host (January 20, 1999)--discussing the State of the Union address.

Guest (with Mark Pollock, Communication, Loyola University of Chicago and Dennis Hutchinson, Law, University of Chicago), “Odyssey,” WBEZ FM (NPR) Chicago, Gretchen Helfrich, host (January 4, 1999)--discussing the rhetoric surrounding the impeachment and trial of President Clinton.


GRANTS and FELLOWSHIPS
National Endowment for the Humanities Fellowship - 2000-2001
National Endowment for the Humanities, Summer Stipend - Summer, 1999

HONORS and AWARDS
(see also above under “Publications--Books”)

634
Included in *Who's Who in the Social Sciences*  


Randy Majors Memorial Award for outstanding contributions to gay, lesbian, bisexual, transgender issues in communication studies, Caucus for Gay and Lesbian Concerns, National Communication Association, 1998.

Chosen by two former students as their outstanding teacher, President’s Salute to Undergraduate Academic Achievement, The Ohio State University, February, 1994.

Success Stories Award, Multicultural Teaching Program, Center for Teaching Excellence, The Ohio State University, 1992

Included in *Who's Who in American Education, 1989-90*

Delta Sigma Rho-Tau Kappa Alpha (forensics honorary)

**EDITORIAL APPOINTMENTS**

Associate editor, *Information, Communication, & Society*, 2008-


Associate editor, *Southern Communication Journal*, 2007- Mary Stuckey, editor)

Associate editor, *Communication Theory*, 2007- (François Cooren, editor)

Associate editor, *Quarterly Journal of Speech*, 2004-07 (David Henry, editor)


Associate editor, *Communication Theory*, 2003-2006 (Chris Segrin, editor)

Associate editor, *Women’s Studies in Communication*, 2003-06 (Sara Hayden, editor)

Associate editor, *Controversia*, 2001- 2005 (David Cratis Williams and Marilyn J. Young, co-editors)

Associate editor, *Communication Theory*, 2002-2003 (Scott Jacobs, editor)

Associate editor, *Quarterly Journal of Speech*, 2001-2004 (Karlyn Kohrs Campbell, editor)

Associate editor, *Women’s Studies in Communication*, 2000-2003 (Suzanne Daughton, editor)

Associate editor, *Women’s Studies in Communication*, 1997-99 (Celeste Condit and Bonnie Dow, editors)


**OFFICERSHIPS**

Committee on Doctoral Education, National Communication Association, Vice Chair, 2005-06; Chair, 2006-07

Legislative Assembly, National Communication Association (2003-2005)

Immediate Past Chair, Public Address Division, National Communication Association (2003-2004)

Chair, Public Address Division, National Communication Association (2002-2003)

Chair, National Communication Association Diamond Anniversary Book Award Committee, 2002.
Vice-chair and program planner, Public Address Division, National Communication Association (2001-2002)
National Communication Association Diamond Anniversary Book Award Committee, 2000 (David Henry, chair), 2001 (Jerold Hale, chair).
Legislative Council, National Communication Association, 1997-1999

PROFESSIONAL SERVICE

Committee and Board Memberships
Director, Research Board, National Communication Association, 2008--.
Executive Committee, National Communication Association, 2008-
Interboard, National Communication Association, 2008- (Rich West, Chair, 2008).
Chair, Charles Woolbert Research Award committee, National Communication Association, 2008.
Marie Hochmuth Nichols Award Committee, Public Address Division, National Communication Association, Lisa Hogan, chair, 2008.
Chair, National Communication Association ad hoc Website Committee, 2008
Research Board, National Communication Association (Dawn Braithwaite, Director), 2004-07.
Committee on Committees, National Communication Association, 2005-07.
Advisory board, Voices of Democracy, an NEH-funded project, Shawn Parry-Giles, project leader (2003-).
Chair, Marie Hochmuth Nichols Award Committee, Public Address Division, National Communication Association, 2004.
Chair, ad hoc By-laws Committee, Public Address Division, National Communication Association, 2003-04.
Central States Communication Association Federation Prize Committee (Judith Dallinger, chair), 2000.
Chair, nominating committee, Rhetorical & Communication Theory Division, Speech Communication Association (1996)
Nominating Committee, Public Address Division, Speech Communication Association, 1992-93
Founding member, NCA Caucus on Gay and Lesbian Concerns; Steering Committee member, 1979-1983.

**Manuscript and Paper Reviews**

Revision proposal reviewer, *Readings in Rhetorical Criticism*, 4th edition, Strata Publishing
Kathleen Domenig, editor and publisher, (2007).
Proposal reviewer, Public Address Division, NCA (2004)
Proposal reviewer, Public Address Division, NCA (2003)
Manuscript reviewer, University of Alabama Press (2003)
Manuscript reviewer, University of Illinois Press (2002)
Reader, Student Journalism History Award, AEJMC (2002)
Manuscript reviewer, National Textbook (1999)
Paper reviewer, Public Address Division, National Communication Association, 1999
Reviewer/referee, Rhetorical and Communication Theory Division, Central States Communication Association, 1994 convention program
Manuscript reviewer, University of South Carolina Press, 1991.
Reviewer for Mayfield Publishing (1988)
**Promotion & Tenure Reviews**
Outside reviewer, Dept of Communication and Culture, Indiana University, 2006.
Outside reviewer, Dept of Speech, Denison University, 2006.
Outside reviewer, Dept of Communication, Vanderbilt University, 1999.

**Fellowship, Grant, and Award Panels**
Fellowship review panelist, Communication, Media, Composition, and Film, the National Endowment for the Humanities, Russ Wyland, panel leader, 2006.
Reader, Midwestern Association of Graduate Schools Distinguished Masters Thesis Award Competition, 1990.

**Miscellaneous Professional Service**
Organizer, Southern Colloquium on Rhetoric – 2008
Judge, Inaugural Claude Pepper Oratory Contest, Claude Pepper Foundation, Tallahassee, FL (October 15, 1999).
Organizer and chair "Should Colleges and Universities Prohibit 'Hate Speech' on Campus," panel at the 77th annual convention of the Speech Communication Association, Atlanta, 1991.
DEPARTMENTAL, COLLEGE, AND UNIVERSITY SERVICE

Departmental Service

Executive Committee (ex officio), Dept of Communication, 2006-2008 (David Cheshier, chair)
Chair, Rhetoric search committee, 2006-2007
Chair, Research and Creative Activities Committee, 2006-2008
Graduate Committee, 2006-2008 (Michael Bruner, chair)
Promotion and Tenure Committee, Dept of Communication, 2004-2008 (Greg Lisby, chair)
Graduate Committee, 2005-06 (Greg Smith, chair)
Undergraduate Speech Curriculum Committee, 2005-08 (Jaye Atkinson, chair)
Public Communication Search Committee, 2005-06 (David Cheshier, chair)
Speech 1000 Director Search Committee, 2004-05 (Michael Bruner, chair)
Research & Creative Activities Committee, 2005-06 (Cynthia Hoffner, chair)
Search Committee, Basic Course Director, Department of Communication, Georgia State University, 2004-2005 (Michael Bruner, chair)
Research and Creative Activities Committee, Department of Communication, Georgia State University, 2004-05, Cynthia Hoffner, chair.
Chair, Research and Creative Activities Committee, Department of Communication, Georgia State University, 2003
Search Committee, International Media, Department of Communication, Georgia State University, 2003-2004 (Michael Bruner, chair)
SPCH 1000 Committee, Department of Communication, Georgia State University, 2003-2004 (Stephen Braden, chair)
Chair, ad hoc committee on the status of the PhD program, Department of Communication, Georgia State University (2002-2003)
SPCH 1000 Committee, Department of Communication, Georgia State University, 2002-2003 (Jaye Shaner, chair)
Search Committee, International Media, Department of Communication, Georgia State University, 2002-2003 (Leonard Teel, chair)
Chair, Search Committee, Public Communication, Department of Communication, Georgia State University, 2001-2002
Research and Creative Activities Committee, Department of Communication, Georgia State University, 2001-2002 (Sheldon Schiffer, chair)
Chair, Search Committee, Public Communication, Department of Communication, Georgia State University, 1999-2000
Research Committee, Department of Communication, Georgia State University, 1999-2000 (Marian Meyers, chair)
Search Committee, Lecturer, Department of Communication, Georgia State University, 2000 (Steven Braden, chair)
Curriculum Committee, Dept. of Communication, Northern Illinois University, 1995-99; Chair, 1996-97, 1997-98, 1998-99
Personnel Committee, Dept. of Communication, Northern Illinois University, 1996-97, 1998-99
Rhetoric Area Coordinator, Dept. of Communication, Ohio State University, 1990-92
Affirmative Action Committee, Dept. of Communication, Ohio State University, 1988-92
Undergraduate Committee, Dept. of Communication, Ohio State University, 1989-93
Merit Committee, Dept. of Communication, Ohio State University, (1990, 1991, 1992)
Search Committee, Dept. of Communication, Ohio State University, 1990-91
Executive Committee, Dept. of English and Communication, DePaul University, 1985-86

College Service
Promotion & Tenure Committee, Humanities area sub-committee, 2008 (Meg Harper, chair)
Executive Committee, Center for Collaborative Scholarship in the Humanities, 2006, 2007,
2008 (David Cheshier, Director)
Internal reviewer, College of Arts and Sciences, NEH Summer Stipend Proposals. 2007,
2008, Carol Winkler, chair.
Organizer, southeastern region NEH grant writing workshop, April 20, 2007
Executive Committee, College of Arts & Sciences, Georgia State University, 2003-05 (Dean
Lauren Adamson, chair)
Internal reviewer, College of Arts and Sciences, NEH Summer Stipend Proposals. 2004,
David Blumenfeld, chair.
Chair, Improvement of Instruction Committee, College of Arts & Sciences, Georgia State
University, 2002-2004.
Subcommittee, The Role of the Humanities in an Institute for the Study of Ethics, College of
Liberal Arts and Sciences, DePaul University, 1985

University Service
Nomenclator, Summer Graduation (August 8), College of Arts and Sciences, Andrew Young
School of Policy Studies, College of Education, Georgia State University, 2004.
Faculty Senate, Northern Illinois University, 1997-98, 1998-99
President’s Advisory Committee on Sexual Orientation, Northern Illinois University, 1996-
98, 1998-99
Steering Committee, Association for Gay, Lesbian, Bisexual Faculty and Staff at OSU, 1990-
92 (founding member).

Miscellaneous
Co-Coordinator for Communication-English Rhetoric Colloquium, Ohio State University,
1988-93

DISSERTATIONS AND THESES DIRECTED or Co-DIRECTED
Kris Curry, “George W. Bush: Civil Religion and Pastoral Power in the American
Presidency,” Georgia State University, MA, 2006.
Vicki J. McCoy, “Dr. Alice Hamilton: The Making of a Feminist-Pragmatist Rhetor,”
Georgia State University, MA, 2005.
Dubriel, Joni G. V. “Television Portrayals Of African Americans And Racial Attitudes,”
Georgia State University, MA, 2005.
Illinois University, MA, 1999.
Greenwald, Marilyn S. "The life and career of journalist Charlotte Curtis: a rhetorical biography," The Ohio State University, PhD, 1991
Iseman, Stephen Dane. "Showing as a way of saying: the photograph and word combinations of Lewis Hine in Support of Child Labor Reform," The Ohio State University, PhD, 1993.

COURSES TAUGHT

MEMBERSHIPS
National Communication Association
Southern States Communication Association
American Society for the History of Rhetoric
Modern Language Association
American Studies Association
Rhetoric Society of America
| **Education** | Mellon Faculty Development Fellowship  
Semiotics and Structuralism, Vanderbilt University, 1981.  
Mellon Faculty Development Fellowship:  
Deconstruction, Vanderbilt University, 1986  
Doctor of Philosophy, Liberal Arts  
Emory University, Atlanta, Ga., June 1973  
Master of Arts in Film/Video  
American University, Washington, DC, June 1971  
Master of Education Educational Psychology,  
University of Maryland, June 1970  
Bachelor of Arts American Studies (Honors)  
University of Alabama, June, 1965. |
| **Academic Experience** | Department of Communication, Ga. State University, Atlanta, Ga. 6/81 to present  
College of Urban Life, Ga. State University, Associate Professor. 6/75-6/81  
Department of Medical Technology, Ga. State University, Assistant Professor, 6/73-75  
Department of Sociology, Ga. State University, Instructor, 1/72-6/72  
Director, National Institutes of Health, College Of Allied Health, Ga. State University, 6/72-6/75  
American University, Washington DC, Instructor, 7/71-12/71 |
<table>
<thead>
<tr>
<th>Other Experience</th>
<th>Olympic Liaison Country of Brunei, Atlanta Olympics, 1996.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Director, Urban Communication Workshop</strong> &lt;br&gt; American University, teaching film production to inner city youth. 5/71-7/71</td>
</tr>
<tr>
<td></td>
<td><strong>Production intern, WAMU-FM, Washington, DC</strong></td>
</tr>
<tr>
<td></td>
<td>Peace Corps Volunteer, Sarawak, East Malaysia, Taught 7th and 10th grades; malaria eradication; radio broadcasting to rural schools. 9/65-6/68.</td>
</tr>
<tr>
<td>University Service</td>
<td>Senate Planning and Development; College Curriculum; Departmental Executive; Dean’s Search Committee; Chair Search Committee; Departmental Promotion and Tenure</td>
</tr>
<tr>
<td>Community Service</td>
<td><strong>Advisory Board, Image</strong> (Independent Media Service, Georgia); <strong>Advisory Board, Women in Film</strong>; Executive Committee, Ga. Film Board (appointed by four governors); <strong>Judge, National Golden Key Film and Drama Competition</strong>; <strong>Atlanta Bureau of Cultural Affairs, Arts Services Advisory Panel</strong>; <strong>Independent Film/Video</strong>, Regional Advisory Panel</td>
</tr>
<tr>
<td></td>
<td>Urban Communications Group (preparation of report for White Office of Telecommunications on cable television); <strong>US Department of Health Education and Welfare</strong> (preparation of report on use of electronic technology in education); <strong>Japan Cable Vision</strong>, (assistance with labor relations); <strong>National Association of Broadcasting</strong> (consultant on minority training in the film industry); <strong>Mexican Consulate</strong> (arts/education liaison); <strong>Directors Guild of America</strong> (testing in SE region); <strong>Delphi 1.3.5</strong> (Digital Marketplace Planning Committee); <strong>PBS</strong> (WPBA Reorganization Committee); <strong>Operation Legacy</strong> (Planning Committee Post-Olympic Economy); <strong>Organizer, Digital Atlanta</strong>.</td>
</tr>
</tbody>
</table>
| Publications | “Videotaped Scenes in the Desensitization of


“Atlanta:Olympic City”, Encyclopedia Americana, 1996


**Professional Presentations**


“Semiotics and Popular Culture”, *Southern Popular Culture Association*, Atlanta, Ga. 1982


“Science as a Humanistic Concern” Technology and Humanities, *Southern College of Technology*.


Grants


**Ga. State University**, Instructional Improvement Grant to assess the possibilities for integrating video into multimedia presentations, $4000, 1994.

**Ga. State University**, Grant to produce videotaped materials to be used in the teaching of film history. $2000, 1995

**Crawford Communications**. In kind contribution of $250,000. 1989

**Georgia Research Alliance**. Initial funding of $1.2 M for creation of a digital film laboratory. Continued annual funding of approximately $200,000 per annum from 1996-2003


**National Association of Broadcasters**. Grant to study audience assessment of 35mm and HDTV Images. $4000, 2000.
VITA
Gayle Austin
Associate Professor, Department of Communication (with tenure)

Education
City University of New York Graduate Center  Ph.D.  1988  Theatre
Brooklyn College  M.F.A.  1979  Performing Arts
Hunter College  B.A.  1974  Theatre

Teaching Experience
Georgia State University.  Associate Professor, Dept. of Communication.  1995-present.
Georgia State University.  Assistant Professor, Dept. of Communication.  1989-1995.
University of South Carolina-Spartanburg. Lecturer, Div. FA, Language & Literature.  1985-87.
Hunter College, New York City.  Adjunct Lecturer, Dept. of Theatre and Film. Spring 1984.

Courses Taught
Dramatic Writing for Stage and Screen  Advanced Playwriting
20th C Am. Women Playwrights  Women and Theatre
Performance Theory and Practice  Play Analysis
Gender and Performance  History of Western Theatre
Senior Collaborative Seminar  Acting I
New Directions in Women’s Studies  Intro. to Theatre
Graduate Seminars: Performance Studies, Women and Performance
Freshmen Learning Community: Your Life in Theatre

M A Theses Chaired
a. Theatre, Department of Communication
   (2001) “‘It Wasn’t the Thing to Do:’ Alice Gerstenberg’s Autobiography Come Back With Me (1962) and Her Play Port of Chicago (1943)” by Hollie Manheimer
   (1999) “‘There Is Nothin’ Like a Dame:’ Female Archetypes in Musical Theatre” by Jill Melancon
   (1997) “Diaspora Journey: A Passover Haggadah Drama” by Corey-Jan Albert
b. Women’s Studies Institute
(1997) “The Notion of ‘Self’ in Iranian Women’s Post-Revolutionary Literature” by Fakhri Haghani

M A Committees, Member (recent)
  a. Film, Department of Communication  
    (2007-09) Susan E. Browne
  b. Women’s Studies Institute  
    (2007-08) Carmela Pattillo

PhD Committee, Member
  MIS track, Department of Communication  

Creative Activity

a. Writer
  (2006) Stand-in Sister II workshop, complete revisioning and performances by a different cast, produced by GSU University Theatre/Twinhead Theatre at Alumni Hall Theatre (directed by Laura Krueger and Kristi DeVille, September)
  (2006) Resisting the Birth Mark performed by Twinhead Theatre at (juried) Minneapolis Fringe Festival (directed by Deisha Oliver, August)
  (2006) Stand-in Sister I workshop and performances at Eyedrum Gallery (directed by Deisha Oliver, July)
  (2005) Resisting the Birth Mark produced by Twinhead Theatre at Push Push Theatre, Atlanta (directed by Deisha Oliver, July)
  (2005) Resisting the Birth Mark produced by Twinhead Theatre at Eyedrum Gallery, Atlanta (directed by Deisha Oliver)
  (1996) The Hedda Project staged reading by Theatre Emory, Brave New Works Series (directed by Deb Calabria)
  (1993) Mildred & Stella produced by GSU Players (directed by Deb Calabria)
  (1992) The Doll House Show produced by GSU Players (directed by Deb Calabria)

b. Writer and Director
  (1990) Resisting the Birth Mark produced by GSU Players

c. Writer, Director and Performer
  (2003) On the Left and On the Right produced by The Atlanta Alternative Arts Festival, Atlanta Contemporary Art Center, performed with Cecelia Kane
  (2001) Photograph Play II produced by GSU University Theatre
  (2000) Photograph Play produced by GSU University Theatre

d. Director
(2001) In the Fields of Aceldama by Naomi Wallace, staged reading as part of city-wide festival of her plays, Horizon Theatre, Atlanta (“I believe it was one of the best readings I’ve encountered of my work in the theatre,” wrote the playwright)

(1997) Leaning Towards Infinity by Sue Woolfe, produced by GSU University Theatre


e. Producing Artistic Director


(2000) “Cafe Apres” presented by GSU University Theatre


f. Dramaturg (advisor or consultant to writers of new plays)


(2005) Revival by Cindy Loehr, performed at Atlanta Contemporary Art Center

(2002) Cheat by Julie Jensen, produced off-Broadway by Women’s Project and Productions, New York City


(1997) Leaning Towards Infinity by Sue Woolfe, produced by GSU University Theatre


(1996) Leaning Towards Infinity by Sue Woolfe, produced off-Broadway by Women’s Project and Productions, New York City

(1995) Graduate Student Playwrights Festival at University of Iowa Writers Workshop (students included Lisa Schlesinger)

(1994) No Virgins in Paradise by Valetta Anderson, reading sponsored by Rockefeller Foundation grant at 7 Stages, Atlanta

(1993) Many things have happened since he died... by Elizabeth Dewberry Vaughn and Tom Key, produced by Horizon Theatre Company

(1992) Graduate Student Playwrights Festival at University of Iowa Writers Workshop (students included Naomi Wallace)

(1991-92) She'll Find Her Way Home by Valetta Anderson, produced by Jomandi Productions and at National Black Arts Festival, Atlanta
(1991) Low Country Boil by Bonnie Pike, reading at 7 Stages, Atlanta
(1990-91) The Medea Project by Rebecca Wackler, workshop by Southern Theatre Conspiracy at Theatrical Outfit, Atlanta
(1990) Splitting Off by Bonnie Pike, workshop at Theatre Emory, Emory University, Atlanta
(188-89) Numerous playwrights, Southeast Playwrights Project (SEPP), Atlanta
(1988) Shakin' the Mess Outta Misery by Shay Youngblood, Horizon Theatre Company
(1978-84) Numerous playwrights, The Women’s Project, New York City

Publications

a. Books and Monographs
(1998) “Introduction” in The Routledge Reader in Gender and Performance Translations, with new Forward by Gayle Austin:
(1996) Trans. Marilo Hori and Eriko Hara (Tokyo, Japan: Akashi Shoten)

b. Articles/Chapters in Books


(1988) "Coming to Terms: Rebecca Ranson." *TheaterWeek* (March 14).


c. Encyclopedia Entries

d. Reviews

Professional Presentations

a. International Meetings


(1994) "Staging Feminist Theory" at International Conference on Narrative Literature of The Society for the Study of Narrative Literature, Vancouver, B.C., Canada

b. National Meetings

(2001) “Austin’s How To Do Things With Words: Art Performance” installation in the Performance Studies Arcades II at National Communication Association (NCA), Atlanta

(2000) “The Pause that Refreshes; or On Becoming a Crone” at NCA, Seattle [accepted but not delivered, due to illness]

(2000) Participant on panel: “From Beginning to End: A Theatre Syllabus Swap” at NCA, Seattle [copies of Gender and Performance and Dramatic Writing for Stage and Screen syllabi copied and distributed at the panel]

(2000) “Cafe Apres: Dramaturg as Generator” at Literary Managers and Dramaturgs of the Americas (LMDA), Washington, DC

(2000) Participant on panel: “Hot Topics” at LMDA University Caucus pre-conference, Washington, DC


(1998) “Futz and What Came After: Mid-1960s Plays by Rochelle Owens” at Modern Language Association (MLA), San Francisco, CA

(1998) “The Dramaturg Becomes Co-Director” at Association for Theatre in Higher Education (ATHE), San Antonio, TX

(1996) “A Feminist Dialogue on Theatre for Young Audiences Through Suzan Zeder’s Plays” at ATHE, New York City

(1995) “Mothers and Daughters in Mildred & Stella” at ATHE, San Francisco

(1994) "The Doll House Show: Feminist Theory in the House of Ibsen" at ATHE, Chicago

(1994) "The Medea Project: Women, Collaboration and the Dramaturg" at(LMDA), Emory University, Atlanta

(1994) Participant on panel "Home and Away: Collaborations Between University and Resident Theatre Artists" at LMDA University Caucus pre-conference, Emory University, Atlanta

(1993) "The Feminist Theory Play and Me" at ATHE, Philadelphia

(1992) Participant on panel "Current Feminist Issues in Dance and Theatre: A Dialogue" at Congress on Research in Dance (CORD), Atlanta

(1992) Participant on panel "Directors and Dramaturgs: Together Again for the First Time" at ATHE, Atlanta

(1992) "The Doll House Show: A Feminist Theory Play" at Organization for the Study of Communication, Language, and Gender, Hofstra University, NY
(1991) "Notes Toward My Politics of Location" at Women and Theatre Program (WTP) ATHE, Seattle
(1991) "The Medea Project: Women Collaborate in Atlanta" at ATHE, Seattle
(1991) "Fetterley Speaks to Hawthorne on Stage: Resisting the Birth Mark" at Speech Communication Association (SCA, now NCA), Atlanta
(1990) "Feminist (Auto)Biographical Performance: Practice to Theory and Back" at ATHE, Chicago
(1988) Participant on panel "Elucidating Terms and Issues" at WTP/ATHE, San Diego
(1986) Presentation on The Women's Project, panel "A Stage of One's Own: N.Y. Women's Theatre Projects" at National Educational Theatre Conference (NETC, now ATHE), New York City
(1986) "Feminism and Theatre History: American Women Playwrights, 1890-1920" at NETC, New York

c. Regional Meetings
(1999) “Seeing and Feeling Genetics: Performing Barbara McClintock and Feminist Theory” at Southeastern Women’s Studies Association (SEWSA), Raleigh, NC
(1988) "Southern Women Playwrights: Race, Class and Gender, Yesterday and Today" at SEWSA, Chapel Hill
(1986) "Feminist Literary Criticism Meets Theatre" at SEWSA, Greensboro, NC
(1985) "Turn-of-the-Century Women Playwrights on Broadway: A Sampler" at East Central Theatre Conference (ECTC), New York City

d. Invited Lectures
(1997) “Women Playwrights’ Voices: Leaning Towards Infinity” at Georgia State University, Women’s Studies Institute
(1994) "Mildred & Stella: Deconstructing Mother" at Georgia State University, Philosophy Forum
(1993) "Feminist Theory Plays and Me" at University of Texas, Austin, TX, Center for Dramatic and Performance Studies
(1991) "Feminist Theories on the Stage" at University of South Carolina, Columbia, SC, Women's Studies Center

Grants and Awards

(2005-6) Center for Collaborative and Interdisciplinary Arts (CENCIA) grant, to produce collaborative workshop to develop script for interdisciplinary feminist theory performance piece with actors, director and consultants in visual art, sound/music and film/video, GSU (result: Stand-In Sister I and II performed at Eyedrum Gallery and GSU Alumni Hall.)
Professional Service

Board of Advisors, Working Title Playwrights, Atlanta (2007-present)
Invited reviewer of production of The Tempest, directed by David Saltz at UGA, to support his nomination for the Creative Research Medal at UGA, Athens GA (2001)
Local arrangements advisor, Literary Managers and Dramaturgs of the Americas national conference, Emory University, Atlanta (1994)
Coordinator, Local Arrangements, Women and Theatre Program pre-conference, Emory University, Atlanta (1992)
Coordinator, national Jane Chambers Playwriting Award, given by Women and Theatre Program of ATHE. Initiated the student playwriting award and reading at conference. (1990-92)

**Honors**

1994 Outstanding Junior Faculty Award, College of Arts & Sciences, Georgia State University
1988 Ph.D. awarded with departmental distinction
1983-85 University Fellowships, CUNY Graduate Center
1974 Graduated *Summa Cum Laude* from Hunter College

**Georgia State University Service**

a. University
   Graduate Faculty (1991-present)
   Research Initiation Grant (RIG) selection panelist (1999)
   Professional Education Faculty (1991-97)
   University Senate, Student Life and Development Committee (1995-97)
   Research Enhancement Program [later RIG] grant selection panelist (1992)

b. College of Arts and Sciences
   Executive Committee (1993-95)
   Promotion and Tenure Review Board (1993-95)

c. Women's Studies Institute
   Affiliate Faculty member (2007-10)
   Committee on comprehensive exam grading (2002-3)
   Search Committee for new global specialist faculty member (Chair, 1998-99)
   Graduate Studies Committee (1995-98)
   Committee on comprehensive exam grading (1995-98)
   Committee on core courses for MA program (1993-97)
   Award Committee (1993)
   Research Committee (Chair, 1991-95)
d. Department of Communication

Ongoing:
Bachelor of Interdisciplinary Studies (B.I.S.) degree in Theatre, publicity and implementation committee (2005-present)
Promotion and Tenure Committee and Contract Renewal Committee (1995-present)
Executive Committee, GSU Players (1989-present)

Completed:
Lecturer Review Committee (2005-7)
Advisor, Artists Inclined, student theatre group (Fall 2007)
Film/Video Lecturer Search Committee (Fall 2007)
Theatre faculty committee, closing out Theatre B.A. (2006-7)
Research and Creative Activities Committee (2005-6)
Moving Image Studies (MIS) Doctoral Track Faculty (2004-7)
B.I.S. degree in Theatre planning and curriculum committee (2004-5)
Speech Basic Course Director Search Committee (2004-5)
Moving Image Studies (MIS) Doctoral Track Curriculum Planning Committee (2003-4)
Research and Creative Activities Committee (2002-4)
Film History Search Committee (2002-3)
Moving Image Studies (MIS) Doctoral Track Planning Committee (2000-3)
Journalism Search Committee (2000-1)
Speech Lecturer Search Committee (Chair, Summer 2000)
Producer, three separate evenings of original short plays by students and faculty, produced by University Theatre (1999, 2000, 2001)
Moving Image Studies/New Media Search Committee (1999-2000)
Creative Activities in Dept. Handbook sub-committee of P&T Committee (1999)
Broadcast Journalism Search Committee (1998-99)
Undergraduate Studies Committee (1998-9)
Technical Theatre Search Committee (1997)
Department Executive Committee (1995-7)
Library Liaison (1993-7)
Graduate Studies Committee (1989-97)
Ad hoc Committee on Student Learning Outcomes (1992-3)
Ad hoc Goals and Objectives Committee (1989-90)
Personnel Committee [later became Executive Committee] (1989-90)

Community Service
Board of Advisors, Working Title Playwrights, Atlanta (2007-present)
Panelist on “Feminism and the Atlanta Performing Arts Scene” at SEEN+HEARD, first women’s arts festival, Atlanta (2002)
Southeast Playwrights Project, Atlanta (1989-2000)
Theatre Arts Advisory Panel, Art Station Arts Center, Stone Mountain (1996-1997)
Offshoot Productions, Peachtree City, Board of Advisors (1993-96)
Agnes Scott College, "Woman-Eyes" Women's Theatre Project, judge and advisor (1992-3)

[Revised 1/2009]
VITA
Reverend Shirlene Holmes Ph. D.
3481 Oak Run Drive, GA  30038
404/207-7454 (c) 404/413-5659 (b)

Associate Professor, Department of Communication (with tenure)

EDUCATION
Ordination/Certification  The Barbara King School of Ministry 1999
Ph. D.  Speech  Southern Illinois University
M.F.A.  Theatre  Southern Illinois University
B.A.  English  York College (CUNY)  1980

PUBLICATION
“Oh Lorde” (a drama)  This Bridge We Call Home: Radical Visions for Transformation, co-edited by Gloria E. Anzaldua & Ana Louise Keating.  (Routeledge  2002)


“Weem”  Chrysalis Magazine,  1997

“A Lady and a Woman” included in an anthology, “Amazon Allstars/Thirteen Lesbian Plays, edited by Rosemary Keefe Curb (Applause Books)  1997

LECTURES/PRESENTATIONS

GRANT SUPPORT
CENCIA Grant, Georgia State University to create and produce “Maafa 2007: A Lamentation” ($3500), October 2006

Faculty, selected for education tour of Cuba, Casa de Americas
May 15-June 2004
Faculty/Mentor, Ronald McNair Program, GSU (Summer 2006, 2008, 2009)

CREATIVE PRODUCTIONS:


Production, “Ham and Judah” Marlene Bowles Theatre, Detroit, MI, July 18 - 20

Staged Reading, “Promises to Keep” Chapel, Interdenominational Theological Center/Black Church and Society Division, June 2008


Production, “Maafa 2007: A Lamentation, Georgia State University, Alumni Hall Theatre, September 20-23 2007

Production, “Wanda” “Paid In Full” “Tale of Two Thieves” Georgia State University, Speakers Auditorium, February 20, 2007

Production, “Wanda” “Paid In Full” “Tale of Two Thieves” Dekalb School of the Arts, February 4, 2007

Production, “Pathways” Auburn Avenue Library, Atlanta, GA February 2007

Commission, wrote 10 radio plays for “The Delores Burgess Show” LOVE 860, Atlanta, GA (January-May 2006)

Commission, “JOSEPHINE” a solo drama on the life of Josephine Baker for national touring artist JoAnna Maddox (November 2006)

Commission, treatment for the children’s tv show “Goofy Grandparents” for State Senator Joe Heckstall (April 2006)

Commission, treatment for a information video, Faith Christian Center in north Atlanta, GA (Summer 2006)

Presentation, “Do Us Part” Academy Theatre, Atlanta, GA May 19, 2006
PERFORMANCES

“Twisted Braids”, VAGINA MONOLOGUES, Speaker’s Auditorium, V-DAY Celebration, (2 performances) April 4, 2009

PLAYS

Commissions:

“Someday Starts Today” Austin Senior Center, Dekalb County, Decatur, GA December 2008

“Promises To Keep” Interdenominational Theological Center/Black Church and Society, April 2009

“Jump Back Honey Jump Back” Darnell Senior Center, Fulton County, Atlanta, GA May 2008

“Griffin” solo drama for Donald Griffin, professional Atlanta actor, December 2008

OTHER:

Private coach for the following Atlanta based actors:

Leah Flowers January – April 2008

Maria Escott March 2008

PLAY DEVELOPMENT WORKSHOP

Conductor
Dramatist: Calvin Ramsey
4 weeks (February 2008)
MARIAN J. MEYERS
Associate Professor (with tenure)
Department of Communication
Women’s Studies Institute
Georgia State University
P.O. Box 4000
Atlanta, Georgia 30303-4000
mmeyers@gsu.edu

EDUCATION
1989 Ph.D., Mass Communication, University of Iowa, Iowa City
1976 M.A., Journalism/Mass Communication, University of Wisconsin-Madison
1975 B.A., double major in Journalism and Mass Communication,
University of Massachusetts, Amherst

AREAS OF RESEARCH
Gender, race, class and sexual orientation in the mediated representation of women and minorities; violence
against women in the news; feminist theory; cultural studies; popular culture; women and minorities in
academia.

PUBLICATIONS
Books


Articles
Media Communication, 21(2), pp. 95-118.


1994. "Defining Homosexuality: News Coverage of the 'Repeal the Ban' Controversy," Discourse and


March, 9(1), pp. 75-90.

Chapters


Conference Papers & Panels


**TEACHING**

**Georgia State University**

1990-present:

- Undergraduate courses -- women and media; communication and gender; mass communication theory; mass media and society; introduction to mass communication; beginning, public affairs and advanced reporting.
- Graduate courses -- communication and gender; women and media; feminist media studies; feminist research methods; communication theory; communication research; qualitative methods; media and cultural studies.

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Previous Positions

8/87-5/88  Instructor. Department of Journalism and Mass Communication, Iowa State University, Ames. Taught news reporting and writing, public relations methods.

8/85-8/87  Instructor/teaching associate. School of Journalism and Mass Communication University of Iowa, Iowa City. Taught news reporting and writing, advanced reporting.

8/84-5/85  Teaching assistant. School of Journalism and Mass Communication, University of Iowa, Iowa City. Taught introduction to journalistic writing.

1982, fall & summer  Instructor. State University of New York, Continuing Education Division, Albany. Taught writing for public relations.

GRANTS AND AWARDS

Georgia State University
2008  Communication Department, summer research grant
2002  Communication Department, summer research grant
1999, fall  Office of Research and Sponsored Programs, research initiation grant
1997  Outstanding Faculty Achievement Award, Department of Communication
1995-1999  Communication Department, summer research grants
1991-1992  Office of Research and Sponsored Programs, research initiation grant
1991  College of Arts and Sciences, summer research grant

University of Iowa
1988  John F. Murray Dissertation Grant

Associated Press
1982  New York State Associated Press Annual Awards, first place, enterprise reporting

University of Wisconsin-Madison
1976  Milwaukee Journal scholarship for excellence in journalism

PROFESSIONAL EXPERIENCE

Print Journalism


3/80-6/81  News editor: edited news copy, laid out front page, wrote headlines, selected wire copy, supervised newsroom staff, assigned stories and coordinated correspondent and staff coverage of six communities. Clinton Daily Item, Clinton, MA.


Broadcast Journalism

2/78-6/79  Reporter, announcer and journalism instructor at community radio station. WCUW, Worcester, MA.

2/77-6/78  Announcer, reporter, creator and producer of "The Women's News," a 10-minute weekly program of news and information of special interest to women. WCUW, Worcester, MA.

1975, 1976  News writer, announcer and co-host of weekly public affairs/news show at public summer radio station. WICN, Worcester, MA.

Public Relations
2/90-9/92  Media consultant: developed and implemented media strategy; editor of legislative newsletters. Southern Regional Council, Atlanta, GA.

8/89-9/92  Media consultant: edited press releases and reports; wrote 1989 annual report. Center for Democratic Renewal, Atlanta, GA.

2/90-5/90  Media consultant: developed and implemented media campaign and coordinated news coverage in four states for union-sponsored Jesse Jackson tour; media coordinator for union organizing campaign in North Carolina. Amalgamated Clothing and Textile Workers Union, Southern Regional Division, Atlanta, GA.

10/78-6/81  Articles editor for *The Lobe*, a monthly program guide and magazine. WCUW, Worcester, MA.

10/77-6/78  Writer, layout and paste-up person for *The Lobe*. WCUW, Worcester, MA.

SERVICE AND PROFESSIONAL DEVELOPMENT
Communication Field

2008  Reviewer, Journalism.
2008  Reviewer, Feminist Media Studies.
2008  Reviewer, Feminist Studies.
2008  Reviewer, Communication Review.
2007-present  Member, editorial board, Communication, Culture & Critique.
2007-present  Chair, Awards Committee, Feminist Scholarship Division, International Communication Association.
2005-2007  Chair, Feminist Scholarship Division and Board Member, International Communication Association.
2006  Member, ad hoc committee to establish a new, critical journal, Communication, Culture & Critique, International Communication Association.
2003-present  Member, editorial board, International Journal of Media and Cultural Politics.
2001-2005  Reviewer, Journalism and Mass Communication Quarterly.
2000-2004  Member, editorial board, Critical Studies in Media Communication.
1992  Paper reviewer, Mass Communication and Society Division (Spring Divisional Conference), Association for Education in Journalism and Mass Communication.
1990  Reviewer, journalism textbook, St. Martin's Press.

Georgia State University

2002-2004  Member, Student Life and Development Committee.
1998-2004  Member, University Senate (representing WSI)
1998-2004 Member, Faculty Affairs Committee (Chair, sexual harassment and appeals subcommittee, 1999-2004; Chair, childcare subcommittee, 2002-2004)
2002-2003 Member, Commencement Committee.

College of Arts and Sciences, Georgia State University
1992-1996 Member, curriculum committee.

Department of Communication, Georgia State University
2008-present Course director, Jour 2500
2008-2009 Member, PR search committee.
2007-present Member, executive committee.
2006-2007 Member, graduate committee.
2007 Member, lecturer review committee.
2003-2006 Member, executive committee.
2003-present Member, diversity committee.
1998-present Member, promotion and tenure committee.
2006-present Member, mass communication search committees
2005-2006 Chair, journalism lecturer search committee.
2004-2005 Member, TV studies search committee.
2003-2004 Member, moving image studies search committee.
2002-2003 Member, research committee.
2000-fall 2001 Chair, journalism/mass communication search committee.
1999-2002 Member, executive committee.
1999-2002 Member, graduate committee.
1997-2002 Chair, research committee.
1996-2002 Coordinator, journalism grammar tutorial program.
1999-2000 Director, Journalism 1010.
1999-2000 Member, public communication search committee.
1998-1999 Member, international communication search committee.
1997-1998 Member, Ph.D. ad hoc committee.
1997-1998 Member, digital media studies search committee.
1995-1997 Chair, undergraduate committee.
1995-1996 Member, debate search committee.
1995-1996 Member, research committee.
1995-1996 Member, undergraduate studies committee.
1994-1996 Faculty advisor, Women in Communication Inc.
1994-1995 Chair, scholarship committee.
1992-1993 Chair, undergraduate studies committee.
1991-1993 Chair, Proficiency Exams Committee, charged with developing, implementing and overseeing grammar and spelling exams for journalism students.
1990-1992 Member, scholarship committee.
1990-1991 Member, curriculum committee.

Women's Studies Institute, Georgia State University
1995-2004 Member, executive committee.
2000-2004 Member, research committee.
2000-2001 Member, ad hoc promotion and tenure manual committee.
2002, fall Chair, promotion and tenure committee.
1992-1995 Chair, curriculum committee.
1991-1992 Member, curriculum committee.
Community

2008 Presenter in panel “Finding Your Voice as a Leader,” Leadership Academy for Women, Georgia State University, Atlanta, Jan. 24.


1997-1998 Member, advisory board, Women, Policy and Media Project, NOW Legal Defense and Education Fund, New York, NY.

1999-1998 Member, media committee, Mayor Bill Campbell’s Task Force on Domestic Violence, Atlanta, GA.

1998 Presenter, meeting with Atlanta journalists, sponsored by Mayor Bill Campbell’s Task Force on Domestic Violence, Atlanta, Jan. 13.


1990-1996 Board member, Men Stopping Violence, Atlanta, GA.

1992-1995 Secretary, board of directors, Men Stopping Violence, Atlanta, GA.

1995 Panelist, news coverage of rape, Nov. 8. University of Georgia, Athens, GA.

1994 Moderator and panelist, forum on the image of women in the media, Oct. 26, Women's Policy Education Fund, Atlanta, GA.

1994 Speaker, news of violence against women, May 23, Public Domain, Atlanta, GA.

1992 Panelist, workshop on racism and the media, Northeast Georgia Conference on Racial Unity, Aug. 21-22, Gainesville, GA.

1990 Moderator, workshop on racism and the press; media coordinator. International conference on "Democracy vs. Racism and Bigotry: Strategies for the 1990s," Nov. 16-18, Atlanta, GA.


1987 Professor: 12th Annual Harry Mauck Jr. Professional Improvement Workshop for Iowa reporters, April 2-4, Des Moines, IA.


1984-1986 Volunteer, Iowa City Battered Women's Shelter, Iowa City, IA.

1978-1981 Board member, Massachusetts Coalition of Battered Women's Service Groups, Boston, MA

CURRICULUM VITAE
Cynthia A. Hoffner
Associate Professor (with tenure)
Department of Communication
January 2009

Department of Communication
P.O. Box 4000
Georgia State University
Atlanta, GA 30302-4000
(404) 413-5650

I. EDUCATION
Ph.D. 1988, Communication Arts
University of Wisconsin-Madison
Dissertation Title: "The Effects of Forewarning of a Threatening Event and Its Successful Resolution on Children's Emotional Responses to a Televised Film Sequence" [Advisor: Dr. Joanne Cantor]

M.A. 1984, Communication Arts
University of Wisconsin-Madison
Thesis Title: "Developmental Differences in Responses to a Television Character's Appearance and Behavior" [Advisor: Dr. Joanne Cantor]

B.A. 1979, Psychology and English (double major, with a minor in Biology)
University of Delaware, Newark, Delaware

II. PROFESSIONAL CREDENTIALS/ TEACHING EXPERIENCE

Georgia State University:
Associate Professor, 2000-present.

Illinois State University:
Associate Professor, 1995-2000.
Assistant Professor, University, 1988-1995.

University of Wisconsin-Madison:
Research Assistant on a grant from the National Institute of Mental Health to Dr. Joanne Cantor, 1983-1986.
Project Assistant, Summer 1982 and Summer 1983.

III. ADMINISTRATIVE EXPERIENCE [Service on Committees, etc.]

Georgia State University (2000 to present)
Selected Service to the Department of Communication:
Graduate Committee: Member, 2002, 2006-present.
Search Committees:
   Director of Audience Research: Chair, 2003-2004.
   Political Communication: Member, 2007-2008.
   Journalism: Chair, 2008-2009
University Scholars/University Honors Assistantships, Department Coordinator: 2006-present.

Service to the College of Arts & Sciences:
   Committee for Triennial Evaluation of the Dean: Member, 2004-2005

Service to the University:
   Institutional Review Board: Member, 2007-present.

**Illinois State University (1988 to 2000)**
Selected Service to the Department of Communication:
   Assessment Committee: Member, 1995-1997.
   Curriculum Committee: Member, 1989-1990.
   Facilities Committee: Member, 1992-1995.
   Graduate Committee: Member, 1995.
   Search Committee, Member
   University Research Grant Review Committee: Chair, 1994-1995.

Service to the College and University:
   Graduate Curriculum Committee/Graduate Council: Member, 1999-2000.

**IV. INSTRUCTIONAL ACTIVITIES**

**Georgia State University (2000 to present)**
Courses Taught:
   Introduction to Communication Research and Information Technology.
   Introduction to Theories of Mass Communication.
Mass Communication Research.
Communication Research Methods [masters-level course].
Quantitative Research Methods [doctoral-level course].
Audience Studies (formerly Audiences & Identities) [doctoral core course].
Graduate Seminar: Theories of Media Uses and Effects.
Graduate Seminar: Media and Emotion [special topics].
Graduate Seminar: Media and Youth [special topics].
Graduate Seminar: Intersection of Mass & Interpersonal Communication: Theory and Research [special topics]
Graduate Seminar: New Media and Youth [special topics]
Independent studies with three doctoral students

Dissertations/Doctoral Committees:
  Chaired 2 completed dissertations
  Currently chairing 4 doctoral dissertation/exam committees
      Committee member for 3 completed dissertation (2 in Psychology)
  Currently serving as a member on a dissertation committee

Masters Theses:
  Chaired 6 completed theses
  Currently chairing 2 thesis committees
  Serving/served on 6 other thesis committees

Coauthored Papers with Graduate Students:
  4 peer-reviewed journal articles; 1 book chapter; 17 conference papers

Mentored Student Research
  Mentored graduate students in the production of at least 10 student-authored conference papers and 3 student-authored journal articles
  Mentored an undergraduate on research as part of the McNair Fellowship program

Course Development
  Theories of Media Uses & Effects [graduate seminar; developed the course]
  Quantitative Research Methods [doctoral-level course; developed the course]
  Audience Studies [doctoral core course; coordinated colleagues in extensive course revision]

Illinois State University (1988 to 2000)

Courses Taught:
  Mass Communication: Cultural Criticism and Problems.
  Communication Research Methods.
  Graduate Seminar on Mass Media Effects.
  Graduate Seminar on Mass Media and Emotion.
  Graduate Seminar on Mass Media and Youth.
  Graduate Communication Research Methods.
Masters Theses: Chaired or served on 11 thesis committees.
M.A. Comprehensive Exams: Chaired/served on 21 exam committees.
Undergraduate Honors Projects: Directed 15 honors projects.
Department faculty advisor for the annual Undergraduate Research Symposium, 1993-2000.
Coauthored Papers with Graduate Students:
University of Wisconsin
Teaching Assistant for:
Introduction to Public Speaking.
Theories and Practice of Persuasion.
Radio, TV, Film and Society.

V. INTELLECTUAL CONTRIBUTIONS

A. Publications: Peer-Reviewed Journal Articles


**B. Publications: Chapters in Edited Books**


C. Publications: Encyclopedia Entries and Book Reviews


D. Professional Presentations


Hoffner, C. (1991, October). Children's emotional reactions to TV coverage of the Persian Gulf War. Invited presentation to the Department of Communication, Purdue University, West Lafayette, IN.


E. Other Research Activities
Papers Under Review at a Journal


Hoffner, C. Affective responses and exposure to frightening films: The role of empathy and different types of content.

Tian, Q., & Hoffner, C. Parasocial interaction with liked, disliked, and neutral characters on a popular television series.

Papers Under Revision for Journal Submission

Hoffner, C., Fujioka, Y., Cohen, E., & Atwell-Seate, A. Perceived media influence, mental illness stereotyping, and responses to news coverage of the Virginia Tech shootings.

Hoffner, C., & Tian, Q. Enjoyment of mediated threat as a function of outcome and liking for the character: Responses to recalled scenes from a television series.

F. Grants

2001-2002: Research Initiation Grant for $9,510, Georgia State University.
1998-99: University Research Grant for $4,000, Illinois State University.
1994-95: University Research Grant for $4,000, Illinois State University.
1989-90 and 1990-91: Small Grants, each for $1,000, Illinois State University.

VI. PROFESSIONAL ACTIVITIES

Offices Held in Professional Organizations

International Communication Association
ICA Young Scholar Award Committee, Member, 2001-2004
Instructional and Developmental Communication Division
♦ Dissertation Award Committee (elected), Member, 2001-2004
♦ Chair of the division (elected), 1997-1999
♦ Vice-Chair of the division (elected), 1995-1997
National Communication Association
Mass Communication Division
♦ Secretary of the division (elected), 1999-2000
♦ Nominating Committee, member (elected), 2005-2006

**Editorial Boards**

- Human Communication Research: 2006-present
- Media Psychology, 2006-present
- Communication Monographs: 2007-present
- Guest Editorial Board, Communication Research, October 1993.

**Ad hoc Reviewer for Journals**

- Basic and Applied Social Psychology: 2004
- Child Abuse and Neglect: 2004
- Developmental Psychology: 2006
- Discourse Processes: 2007
- Poetics: 2008
- Risk Decision and Policy: 1999
- Sex Roles: 2000, 2001
- Sexuality and Culture: 1999, 2000
- Southern Communication Journal, 2008
- Western Journal of Communication: 2003

**Selected Additional Reviewing**

- International Communication Association Conference
  - Health Communication Division: 2008
VII. HONORS AND AWARDS


1991: Research Initiative Award from Illinois State University, awarded to young faculty members for exceptional scholarly productivity.


1989: Gerald R. Miller Outstanding Doctoral Dissertation Award from the National Communication Association [then the Speech Communication Association]

1988: Robert J. Wickhem award given to a student for excellence in the area of broadcasting, Department of Communication Arts, University of Wisconsin-Madison.

1985: Elizabeth Warner Risser Fellowship awarded to an outstanding female graduate student, Department of Communication Arts, University of Wisconsin-Madison.

David Mark Cheshier

Personal

Home Address: 699 Ponce de Leon Boulevard #132
Atlanta, Georgia 30308

Date of Birth: 24 July 1961

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662 One Park Place South
Georgia State University
P.O. Box 4000
Atlanta, Georgia 30302-4000

Office: (404) 413-5649 – Direct
Fax: (404) 413-5634 – Dept.
E-mail: dcheshier@gsu.edu

Home: (404) 441-1882

Education

Doctor of Philosophy, University of Iowa, Iowa City, Iowa (1996, Communication Studies)

• Dissertation: The Rhetorical Constitution of Late Twentieth Century American Public Spheres

• Committee: Dr. Michael C. McGee (adviser, Communication Studies)
Dr. Kenneth Cmiel (History), Dr. Kathleen Farrell (Comm. Studies)
Dr. Bruce Gronbeck (Comm. Studies), Dr. John Peters (Comm. Studies)

Master of Arts, University of Iowa, Iowa City, Iowa (1994, Communication Studies)

Bachelor of Arts, Wake Forest University, Winston-Salem, N.C. (1985, Speech Communication)

Honors

Presented at its November 2000 meeting in Seattle, the Rohrer Award is given by the AFA to the author(s) of the outstanding essay written on argumentation/forensics in the preceding year. The award was awarded to Cheshier and Cori Dauber, for an essay published in Security Studies.

Presented at its February 2000 meeting in Atlanta. The Barkley Forum Key Coach Society is the principal high school debate coaches’ hall of fame. College directors are inducted honorarily for notable service to the high school forensics community. The Society, founded in the 1950’s, had only at that point inducted six honorary members in its history.

Outstanding Faculty Achievement Award, Dept. of Communication, Georgia State University, 1999.
Presented in April 1999, the award is given to the faculty member who that year “best demonstrated excellence in professional development, teaching, service, and collegiality” out of the thirty tenure track or tenured departmental professors. The prize had never before been given to an assistant professor in the department. Cash prize and course release.

Presented at its November 1998 convention in New York City, the Miller Award is given by the NCA to the outstanding doctoral dissertation produced in the year of its defense. Cash prize.

Teaching

*Associate Professor (tenured),* Dept. of Communication, Georgia State University, Atlanta, Ga., 2003–present. Assistant Professor, Dept. of Communication, Georgia State University, Atlanta, Ga., 1996 – 2002. GSU Graduate Faculty, 1997 – present. Instructor, Dept. of Communication, Georgia State University, Atlanta, Ga., 1995 – 1996.

Courses taught (includes courses on projected schedule):
- Deliberation & the American Mass Media: Spring 2008 (Honors)
- Theories of the Public: Spring 2002.
- Problems in Public Relations: Fall 2000.
- Topics in Public Communication
  - Rhetoric, Mass Media, and the Public Sphere: Spring 1996.

*Instructor*

- Free Speech, Law & Culture, Fall 1993.
- Communication & Culture, directed by Prof. McGee, Spring 1994 (directed three sections).
- Communicating in Public, Spring 1995.

*Lecturer*

College of Arts and Sciences, Georgetown University, Washington, D.C., 1986-1990.
- Debate and Public Decision Making, taught six times.

*Teaching Assistant*

Department of Speech Communication, University of North Carolina, Chapel Hill, NC, 1985-1986.
- Argumentation and Debate, under direction of Prof. Balthrop, Fall 1985.
- Rhetoric of Contemporary Social Movements, under direction of Prof. Cox, Spring 1986.

*Indicates courses including graduate enrollment.*

Research & Teaching Interests

- Rhetorical Criticism & Theory
- Political Communication
- Argumentation
- Civil Society & Globalization

- Rhetoric & Social Theory
- Democracy Transitions – Arab World
- Rhetoric and [Political] Philosophy
Memberships

Society for Cinema and Media Studies  National Communication Association
Southern Communication Association  International Communication Association
American Forensic Association  Georgia Communication Association
Atlanta Press Club (board member)  American Political Science Association
Association for Educators in Journalism & Mass Communication
Arab – U.S. Association of Communication Educators

Publications & Presentations

Books

Cheshier, D.M.  *The Rhetorical Constitution of Late Twentieth Century American Public Spheres.*  Full manuscript under review.

Cheshier, D.M.  *Globalization, Civil Society Formation, and the Contexts of Public Argument in the Middle East.*  Proposal under revision for review at Peter Lang.

Textbooks


Scholarly Essays


Book Reviews
Cheshier, D.M. “The Islamic Idiom and the Prospects for Arab World Deliberative Democracy.”

**Forensics Publications**

Cheshier, D.M. Occasional columns on policy debate for the *National Forensic League Rostrum*.

“Debating Agent Specification,” 77.7 (March 2003): 42-44.
“Politics, Politics, Politics,” 77.6 (February 2003): 53-54, 58.
“Drills to Improve Your Speaking,” 76.7 (April 2002): 53-56.
“Defending Pragmatism as an Alternative to Certain Critiques,” 76.7 (March 2002): 71-75.
“Extending Topicality Arguments,” 76.6 (February 2002): 45-47.
“How to Cut Prep Time Use,” 75.7 (March 2001): 33, 37, 40-41.
“Is it More Important to Protect Rights or Avert War?” 75.5 (January 2001): 30-33.
“Debating the Privacy Topic,” 74.7 (March 2000): 54-58.
“How to be Recruited into College Debate Programs,” 74.6 (February 2000): 24-25, 29.
“Foucault and Educational Reform,” 74.4 (December 1999): 11-13, 45.
“Developing Creative Disadvantage Arguments II,” 74.3 (November 1999): 31-34.
“Effects Topicality, All Over Again...,” 74.2 (October 1999): 33-34, 41.
“Reunifying the Forensics World,” 73.8 (April 1999): 31-33.
“Performative Contradictions,” 73.7 (March 1999): 39-40, 44.
“Is the Clinton Disadvantage Legitimate?,” 73.6 (February 1999): 16-17, 33.
“Developing Creative Disadvantage Arguments,” 72.7 (March 1998).


*Iowa Debate Handbook*. Editor, Research Associate, Production Editor. Iowa City, Ia.: Univ. of Iowa.

- *Debating America’s Policy Toward China* (1995)
- *Debating the Immigration Influx* (1994)
- *Debating the American Health Care Crisis* (1993)
- *Debating Worldwide Pollution* (1992)
- *Debating America’s Homelessness Crisis* (1991)
**Conference Papers & Presentations**


Cheshier, D.M. “Debating American Development Assistance to South Asian Nations.” Paper presented at the topic selection committee meeting of the American Forensic Association, Cincinnati, Ohio, March 1992. [This topic was selected for national use by colleges, 1992-1993.]


Work In Progress


Also at work on a range of collaboratively written essays with GSU graduate students Woongjae Ryoo, Larry Brown, Richard Herder, Rasha Ramzy, and Josh Ritter.

Grants

Georgia State University, Student Technology Fee (2007, 2008).
• 2007: $148,000 award to accomplish a total upgrade of the department of communication desktop publishing laboratory (Classroom South 307).
• 2008: $187,000 award to add a new media production center (GCB 107).

Georgia State University, Assessment of Oral Competency in the Core Curriculum (2004).
• $2,000 award, granted by the GSU Provost.
• Awarded to implement assessment of the university general education goals in core curriculum courses. With Dr. Steve Braden, I organized oral communication assessment in SPCH 1000, an introduction to communication course which enrolls approximately
3000 students annually.

- $2,000 award (each year), granted by the GSU College of Arts and Sciences.
- These grants were awarded to encourage interdisciplinary collaboration among faculty teaching in first-year learning communities.

University System of Georgia, Project Team eCore Grant (2001).
- $10,000 award, granted by the Vice Chancellor for Distance and Distributed Learning.
- One of three system-wide faculty to receive funding to develop the communication course in the statewide “eCore” project, which offers a common core curriculum in a fully on-line environment for all 33 statewide institutions of higher education offering undergraduate degrees. The communication class co-authored under the terms of this grant is an introduction to communication theory, performance, and research.

Georgia State University, Research Team Grant (1998).
- $15,000 award, granted by the GSU Office of Research and Sponsored Programs.
- Co-Principal Investigator on an interdisciplinary communication and political science team studying political communication and its role in sustaining civil society in transitional democracies (pilot study focus on Egypt). The grant was seed money so that a successful federal grant application can be made, which would have supported a complete international study of the phenomenon (South Africa, Russia, Czech Republic, Taiwan, Mexico, India, Egypt), submitted to the U.S. Institute of Peace in 1999.

Georgia State University, Curriculum Development Grant (1996).
- $3,500 award, granted by the Dean, GSU College of Arts and Sciences.
- Developed core curriculum materials for a new course added to the GSU College of Liberal Arts curriculum at conversion to a semester schedule (Fall 1998): Communication, Media and Society. Included training and lecture materials, and a draft undergraduate course packet.
Service

Georgia State University, 1995-present.

- **University service**
  - Faculty Senate (elected by departmental faculty, 2003-2008 term).
    - Committee to review GSU Strategic Plan (2005, appointed by the Provost)
    - Admissions and Standards Committee
      - Ad Hoc Committee on Petitions
      - Ad Hoc Committee on University Retention Initiatives
      - Ad Hoc Committee on Improving the University’s National Ranking
      - Ad Hoc Committee to Consider Grade Inflation in the Core Curriculum
      - Subcommittee to Consider Special Talents Admissions (chair, 2004-2006)
    - IS&T Committee
      - Subcommittee to Allocate the Student Tech Fee (2003-present)
      - Subcommittee to Review GSU ADA Compliance (2005-2006)
  - Academic Program Review Committee
    - Subcommittee to Assess Core Curriculum Competencies
    - Chair, Ad Hoc Committee to Certify that the GSU Athletic Department’s Programs to Provide Academic Mentorship to Student Athletes Complies with the Standards of the Colonial Athletic Association (2007).
    - Member, Student Art Fee Allocation Subcommittee (2005-present; chaired in 2007 and 2008).
    - Member, Advisory Committee to the University Center (2007-present).
    - Member, Search committee to select a new director for the Academic Advisement Office (2007).
    - Director, University-wide Communication-Across-the-Curriculum Initiative (produced original proposal, 1998; approved for University-wide implementation, 2004-present).
    - Writing Across the Curriculum Committee, 1996-present.

- **Department of Communication service**
  - Chair, 2006-present.
  - Associate Chair, 2004-2006.
  - Co-Director of Graduate Studies, 2003-2005.
  - Executive Committee, 1999-2002 (elected committee, term limited off in 2003), 2004-present.
  - Graduate Committee, 1999-2005 (elected committee).
  - Ad Hoc Committee to Evaluate the Department (Provost Self-Study), 2002-2004.
  - Ad Hoc Committee to Evaluate the Department Chair, 2000, 2004.
  - Liaison to the GSU Library, 1997-present.
  - Liaison to the GSU Honors Program, 1997-2000.
  - Ad Hoc Committee to Develop a Doctoral Program in Communication, 1997-1998.
  - Department of Communication search committees
    - Assistant Professor (Rhetoric), committee chair, 2005/6.
    - Instructorships (Speech/Journalism/Theater), 2005.
    - Assistant/Associate Professor (Race/Ethnicity, Mass Communication), 2004/5
    - Associate/Full Professor (Audience Research Director), 2002/3, 2003/4.
    - Assistant/Associate Professor (Public Communication), 2001.
    - Assistant/Associate Professor (Audience Research), 2000.
    - Instructorships (Speech/Journalism/Theater), committee chair, 2000.
    - Assistant/Associate Professor (Public Communication), 1999-2000.
    - Assistant/Associate Professor (Rhetoric/Public Argument), committee chair, 1998-1999.
    - Assistant Professor (Digital Media), 1998.
• Assistant Professor (Interpersonal Communication), 1996.
  - Graduate and undergraduate advising, 1995-present.
  - Supervision of numerous directed and independent studies, 1995-present.

• Founding Director, COAS Center for Collaborative Scholarship in the Humanities (2006-present).

• Doctoral dissertations directed

• Doctoral dissertations under advisement
  - Sabrina Freeney, “Conceptualizing Diasporic Communication,” prospectus defended, 2005; now being drafted for anticipated SU07 defense.

• M.A. theses/practicums directed

• M.A. theses/practicum committee service (selected titles only)

Plus extensive service on doctoral committees (including: Jared Johnson, Joshua Ritter, Rick Herder, Rondee Gaines, Steve Herro, Kim Huff), and service on completed doctoral dissertation committees (Michael Hester, Joe Valenzano, Jason Edwards, Wael Kamal, Elana Shefrin).

Editorial Board Service.
• Communication Quarterly (appt. 2005).
Manuscript Reviewer.
- Controversia, 2008.

National Communication Association.
- Local Host Committee, 2001 Atlanta Convention (prepared 50 page guide to Atlanta).

Atlanta Press Club.
- Member, Board of Directors, 2007-present.
- Member, Scholarship Committee, 2007-present.

American Forensic Association.
- Nominating Committee, 2008-2010 (elected).

National Debate Tournament Committee.
- NDT Ranking Secretary, 1996-1999.

Cross-Examination Debate Association.
- Member, SE CEDA Region Executive Committee, 1999-2001.

National Debate Coaches Association.

National Forensic League.
- Prepared host bid application for the 2003 N.F.L. National Speech & Debate Tournament, a week-long June event that brought 5000 visitors/competitors to Atlanta for a week of national competition, estimated to have brought $4-5 million into the Atlanta economy. The bid was accepted in April 1999. I expended considerable energy and time for fundraising and hotel contract negotiation, as well as planning the event on-campus. The event involved extensive planning with on- and off-campus units (including the Carter Center, the King Center, and others), and was successfully completed in June 2003.

University of Iowa, 1990-1995.
- Search committee for UI Director of Forensics, 1995.
- Served on Iowa City National Issues Forum Steering Committee, and organized annual presentations at their events (1990-1991).
• Selected to moderate question and answer period for former President Jimmy Carter’s Bernard Alchon Lecture (April 1991), and to moderate an Alchon Symposium on “Political Correctness” featuring former Secretary of Education William Bennett (October 1991).

• Selected by the Academic Vice President to moderate a legislative roundtable on the effect of state budget cuts on UI programs (September 1991) and by the Graduate Student Senate to moderate a roundtable on graduate education at the University of Iowa (February 1992).

• For two semesters, administered a portion of a $100,000 Ford Foundation grant to the University for new cultural diversity programs, including coordinative work with student programs, and direction of a series of public debates on issues of racial and cultural diversity, locally broadcast (1990-1992).

• Produced (typeset and designed) FISO Calendar, an annual University publication for statewide distribution to Iowa speech and debate teachers announcing that year’s forensic calendar of events (1992, 1993, 1994).

• Produced (typeset and designed) IFL Bulletin, an annual University publication for statewide distribution to Iowa speech and debate teachers detailing the results of the former year’s state championship tournaments (1992, 1993, 1994).

• Produced (researched, wrote, typeset, and designed) series of departmental newsletters for national distribution to the more than 5000 alumni of the communication studies department (1992-1994).

• Produced (edited, typeset, and designed) a history of Iowa intercollegiate debate commemorating its one hundredth anniversary.

Administrative Experience

CHAIR, DEPARTMENT OF COMMUNICATION

Georgia State University, 2007-present.

• Oversee the College of Arts & Sciences largest credit hour-generating unit, with 35 TTF, 5 lecturers, 16 visiting and part-time instructors, and a staff of 12. Organize and account for $4.5 million annual budget, in addition to connected granting activity and research centers. In the SU06 + FA06 + SP07 semesters, more than 13,000 seats were filled in communication classes, including a major departmental contribution to the university’s core curriculum.

• Oversee administration of four undergraduate degree programs (film, journalism, speech, theatre) that enroll a total of 1425 majors, a three-track M.A. program enrolling 200 students, and a doctoral program (tracks in Public Communication and Moving Image Studies) enrolling 50 students.

• Oversee annual preparation of departmental course schedules (with the associate chair), faculty hiring and merit review, materials for faculty moving through promotion and tenure review, reports of annual activity, and reports summarizing activity in the areas of retention and learning outcome assessment.

• Work with a full range of departmental committees to provide consensus-based faculty governance.

• With the support of the faculty, implementing initiatives to reorganize undergraduate degree program curricula, to recruit and retain minority students in the doctoral program, to implement continuing education programs for the purpose of improving revenue generation, and a range of activities to enhance the department’s national visibility (including website enhancements, redesign of major recruiting materials, raising the department’s visibility at the national and regional communication conferences, more aggressively nominating unit faculty for scholarly awards, and expanding our hosting of major scholarly colloquia).

FOUNDING DIRECTOR, CENTER FOR Collaborative Scholarship in the Humanities

Georgia State University, 2006-present.

• Produced the original proposal and helped organize its movement through the University approval process (final review occurred May 3, 2006 in a meeting of the GSU Administrative Council).

• Organized a retreat of the center executive committee at Ossabaw Island in July 2006.
• Oversaw production of a center website, newsletter, and listserv which will launch in April 2008, aiming to reach nearly 600 scholars in the humanities.

• Organized the 2007 Hellen Plummer Lecture, presented by Melissa Fay Greene, 10 April 2007.

• Organized an NEH grant writing workshop that attracted nearly 70 faculty from the region (five states represented), April 20, 2007.

ASSOCIATE CHAIR, GSU DEPARTMENT OF COMMUNICATION

Georgia State University, 2004-2006.

• Working with Dr. Carol Winkler (the department’s chair) I produced the department’s schedule of courses for each of the four annual terms, an extensive time commitment since 13,000 students move through the department’s courses each FA and SP semester. Participated in staff supervision, preparation of orientation activities. Worked with the chair and executive committee to oversee budgets and implement strategic plans, and to respond as necessary to mandates imposed by the University System of Georgia or the Georgia State University leadership.
  • Represented the department at on-campus and local events.
  • Worked with departmental faculty committees, especially the department’s Executive and Graduate Committees, in the annual merit review and admission and assistantship assignment processes. Also played an active role in working to support the efforts of departmental search committees, including summer searches to hire the department’s annual cohort of visiting instructors.
  • Drafted the department’s annual assessment and departmental activity reports.
  • Oversaw departmental website development and organize and manage the department’s informational listservs.
  • Prepared departmental publications, including graduate handbooks, application forms, orientation materials, and national advertising designed to promote the department externally.

DIRECTOR OF DEBATE

Georgia State University, 1995-2001.

• Rebuilt a defunct national-level NDT program, increased the number of actively participating students to 20 (from two), organized general administration and recruiting (at both undergraduate and graduate level). Budget experienced growth, including the dedication of departmental Presidential Assistants for debate students. Supplemented resources by establishing a growing endowment account for debate scholarships, organizing an evidence-producing consortium with fifteen other similarly situated programs nationwide, recruiting graduate student support, securing out-of-state tuition waivers for talented debaters, and by equipping the debate program with computer and copying resources.


• Coached students for participation in national level debate tournaments, including annual travel to the Univ. of Kentucky, Middle Tennessee State Univ., Vanderbilt Univ., the Univ. of North Carolina, the Univ. of South Carolina, Northwestern Univ., Mercer Univ., Baylor Univ., the Univ. of Michigan, Wake Forest Univ., and Harvard Univ. Coordinated pre-season work for returning and new debaters. In 2001 Georgia State qualified for the National Debate Tournament for the first time in more than 15 years.


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• Organized an instructional program for novice debaters that now includes ten students. In 1998 novice debaters placed second at the CEDA Southeast Regional Championships.
• Produced a debate of the week for the GSU student newspaper (The Signal), featuring student pro-con essays, 1996-1998.
• Organized and hosted twice-annual one day workshops for Georgia High School debaters and coaches, one in September, the other in May. Events have regularly attracted approx. 350 debaters and their coaches. Preparation involved organizing workshop sessions, demonstration debate events, and producing instructional materials for general distribution.
• Coordinated GSU participation in public debates, including a September 2000 debate on gun control that was heavily covered in the Atlanta media, aired live on WGST Talk Radio 750, and attracted an audience of 500 GSU students.

Georgetown University, 1986-1990.
• Full time staff responsibility for administration of the Philodemic Debate Society, the nation's oldest. The program included extensive and successful intercollegiate NDT tournament travel, on-campus debates (culminating in the annual awarding of the Merrick Medal for Debating), international debates, alumni outreach, production of a high school debate handbook, hosting an intercollegiate debate tournament (which honored a Coach-of-the-Year), and administering an annual high school summer debate Institute.
• Georgetown teams routinely participated in the advanced elimination rounds of major national tournaments, and in my time there reached semi-finals or better at Wake Forest, Louisville, Kansas, Novice Nationals, Pittsburgh, and the Naval Academy. GU participated in elimination rounds of the National Debate Tournament each of the years I directed, and qualified the maximum number of teams permitted to the NDT.
• Under my direction the Society doubled its office space and operating budget, while increasing active student membership to nearly forty. The program acquired a van for travel, computer and Xerox resources. Handbook, Institute, tournament, on-campus program, and alumni outreach were begun or reinitiated (after earlier cancellation under previous direction) at my initiative.

ASSISTANT DIRECTOR OF DEBATE

University of Iowa, 1990-1995.
• Responsibilities included travel with highly successful national-level NDT program, general administration, handbook editing, and recruiting.
• Moderated Iowa Forensic Union on-campus public debate series: four per semester, trained students for participation, and moderated the debates for the local National Public Radio affiliate (1990-1992).
• Assisted in direction of the twice-annual high school tournaments run by the Forensic Union, including State Finals (1990-1994).

• Intensive coaching position involving half-time coaching, administrative, and travel responsibilities under the direction of Prof. Bill Balthrop.
• Teams under my partial direction won the Wake Forest University Debate Tournament, the University of Virginia Round Robin, and placed 2nd at the University of Kentucky and Northwestern University. UNC-CH teams participated in elimination rounds at every national tournament they attended, placed second in preliminary rounds at the National Debate Tournament, and 5th place overall.

• Intensive coaching position involving full-time research, coaching, and travel responsibilities for the Dartmouth Forensic Union under the direction of Ken Strange.
• Teams under my partial direction won the 1985 Novice National Tournament, placed third at the NDT, 1st at Vanderbilt, 2nd at West Georgia, and received the 10th bid to the NDT.

DEBATE INSTITUTE DIRECTOR

• Founding director for this program, which brings high school debate directors to the GSU campus for a ten day intensive workshop experience. Prepared extensive curricular materials, including a three volume set of readings, classroom exercises, and research materials on the national high school topic (privacy law). The 2000 program enrolled 15 teachers.

• Work involved preparation of advertisement, curricular development and staff hiring, organization of extensive program logistics (housing, credit, library, etc.) on campus.

University of Iowa Summer Institute in Forensics (Policy Division), 1991-1999.

• Administrative responsibility for the policy division of the Iowa Summer Institute, including full curricular coordination of the three week policy debate division. General administrative oversight.

• Each summer session brought approximately 130 novice students from 35 states to the campus. Work included lecture coordination, staff materials preparation, general administrative oversight of policy students, lab and seminar placements, instruction of lab groups (approx. 20 students), supervision of 1500+ article reserve collection and preliminary research packet (1000+ pgs.) preparation, lecturing.

• Created curriculum for a new program in student leadership skills (1993).

Georgetown University National Summer Debate Institute, 1988-1990.

• The first Institute held at Georgetown in five years brought 135 students to the campus for an intensive three week schedule of research, seminar classes, lectures, and debate coaching on the annual resolution. 1989 and 1990 programs brought 150 and 155 students to the campus, respectively.

• Administered the program, taught the top students, supervised the dormitory, managed budgeting and finances (planning, advertising and marketing, hiring, etc.).

• Fully supported on all parts of the Georgetown campus, the New York Times described the program (fall 1989) in a feature piece "as one of a handful [of summer workshops] that help prepare 15- to 17-year-olds for the elite national circuit of policy debate."


• Administrative responsibility for a WFU summer program that attracted approximately 125 high school students to campus for 3 weeks of intensive instruction in debate.
**DEBATE INSTITUTE FACULTY**

Thirty-eight national summer debate institutes for gifted high school students, where I taught a variety of debate related classes, lectured, and coached debaters of all experience levels in an intensive environment over an extended period, received highly favorable evaluations at each:

- Emory University Debate Workshop, 1996.
- University of Michigan "Classic" Debate Institute, 1990.
- Wake Forest University Debate Institute, 1982-1986.

**TABULATION ROOM DIRECTOR OR ASSOCIATE FOR 53 DEBATE TOURNAMENTS:**

- District VI NDT Qualifying Tournament (2001, 2002)
- University of Iowa/Iowa Forensic League Fall Conference (1990, 1991, 1993)
- University of Iowa/Iowa Forensic League State Finals (1991-1995)
- District VII NDT Qualifying Tournament (1988-1989)
- Dartmouth College Debate Tournament (1985)
- UNC Tarheel College Debate Tournament (1985)
- Wake Forest University College Debate Tournament (1979-1984)
- Wake Forest University High School Invitational (1980-1984)

**Media Appearances**

Moderated gun control debate over *Talk Radio 750 WSB* (Atlanta), September 2000.
Interviewed on the nationally syndicated *Jim Bohannon Show*, October 1984 (presidential debating).
Interviewed by various other media outlets, including the *Washington Post, New York Times,* and *New Republic.*
References
Office phone numbers listed.

Dr. Bill Balthrop  Assoc. Prof., Dept. of Communication, NCA Past President
919 / 962-5096  University of North Carolina – Chapel Hill

Dr. James Darsey  Professor of Communication
404 / 413-5678  Georgia State University

Dr. Bruce Gronbeck  A. Craig Baird Professor of Public Address, NCA Past President
319 / 335-0582  University of Iowa

Dr. David Hingstman  Director, Baird Center for Public Argument
319 / 335-0620  Assoc. Prof. of Communication, University of Iowa

Dr. Mary Stuckey  Professor of Communication
404 / 413-5642  Georgia State University

Dr. Carol Winkler  Professor and Associate Dean for the Humanities
404 / 413-5105  Georgia State University
VITAE

Jaye L. Atkinson
(formerly Shaner Bonnesen)

Associate Professor, Department of Communication (with tenure)

Office Contact Information:
Department of Communication
PO Box 4000
Georgia State University
Atlanta, GA 30302-4000
(T) 404-413-5668
(F) 404-416-5634
jla@gsu.edu

Home Contact Information:
3413 September Morn
Norcross, GA 30092
770-209-9295

EDUCATION

Ph.D., 1996 The University of Kansas, Lawrence, KS; Communication Studies. Emphases in Interpersonal Communication and Communication/Rhetorical Theory.

M.A., 1993 The University of Kansas, Lawrence, KS; Communication Studies. Emphases in Interpersonal Communication and Rhetorical Theory.


FIELD OF INTEREST AND SPECIALIZATION

Relationship between stereotypes of older adults and communication, intergenerational communication, and media messages about aging

PROFESSIONAL EXPERIENCE

2004-present, Associate Professor with Tenure, Graduate Faculty, Department of Communication, Fellow with the Gerontology Institute, Georgia State University.

1996-2003, Assistant Professor, Graduate Faculty, Department of Communication, Fellow with the Gerontology Center, Georgia State University.

1993-1996, Pre-Doctoral Fellowship in Communication and Aging, sponsored by the National Institute on Aging, The University of Kansas. Duties: Directing my own research projects, completing a gerontology concentration, working as a member of a research team, attending appropriate lectures and workshops.
1990-1993, Graduate Teaching Assistant, Department of Communication Studies, The University of Kansas. Duties: Lecturing, grading tests, speeches, and papers, preparing syllabi and assignments, leading discussions, and consulting with students.

1991-1993, Graduate Research Assistant for Mary Lee Hummert, Communication Studies and the Gerontology Center, The University of Kansas. Duties: Collecting data, preparing research protocol, training coders, analyzing data, writing and editing research papers, and consulting on research projects.

SCHOLARLY ACTIVITIES

Grants Received as Principal Investigator

Essential Equipment Enhancement for the Audience Response Theater, Principal Investigator, Research Equipment Grant, Georgia State University, funded in 2006 for $11,035.

Examining the Influence of Age and Race on Communication Competence and Patronizing Speech, Principal Investigator, Research Initiation Grant, Georgia State University, funded for $8199.20 beginning July 1, 2005.

Grants Received as Co-Investigator

Karen Gail: I Love You, Co-Investigator, Research Equipment Grant, Georgia State University, funded in 2006 for $8,378.

African American Family Relationships and Diabetes: A Multigenerational Perspective, Co-Investigator, AETNA Grant, submitted April 2005. Funded for $47,000 beginning August 2005. Responsibilities: creating research design of the intervention, including training materials, measurement of outcome variables; assisting training sessions, if needed; editing and revising original grant and supporting materials; editing and revising IRB application; managing the data (data collection, oversee data entry, data analysis); interpreting results.

Additional Grants Submitted

Solidarity and Diabetes Care in Multigenerational Black Families, Co-Investigator, (Sharon King, Gerontology Institute, PI), R01 Grant submitted to NIH, February 2007, but not awarded.

Audience Physiological Response Laboratory Equipment, Co-Investigator, Research Equipment Grant, Georgia State University, submitted in 2006 but not awarded.

Manuscripts under Review
Atkinson, J.L. Age Matters in Sport Communication. Manuscript submitted to the Electronic Journal of Communication. Received “Revise and Resubmit” and manuscript currently under second review.

Atkinson, J.L., & Sloan, R. Exploring the Impact of Age, Race, and Stereotypes on Perceptions of Language Performance and Patronizing Speech. Manuscript to be submitted to the Journal of Language and Social Psychology, Received Revise and Resubmit, currently revising.


Manuscripts in Progress


Atkinson, J.L. Blockbuster movies of the 80's and 90's: The dark ages for aging characters? Manuscript to be submitted to Communication Reports.

Atkinson, J.L., & Mohs, L. Social acknowledgements of service dogs in public places: A field experiment.

Atkinson, J.L., & Morris, M. Studying portrayals of older adults in top children’s television programs.


Publications


**Book Reviews**


**Professional Papers**


Shaner, J.L. (2004, March). FLC’s Across the Disciplines. Presentation at the Southern Regional Learning Communities Conference, Atlanta, GA.


Bonnesen, J.L. (2003, October). *Communicating with the older adult client.* Presentation given at the annual meeting of Rebuilding Together, Washington, DC.


presented at the annual meeting of the National Communication Association, Chicago, IL.


STUDENT COMMITTEES

Doctoral Committees

Melissa S. Plew, Doctoral Advisor.
Carla Daniels, Doctoral Committee Member.
Caroline Gallein, Doctoral Committee Member.
Cathleen Wheatley, Doctoral Committee Member, Nursing Program.

Doctoral Level Completed Projects

Raiza Rehkoff, Doctoral Dissertation Committee Member, Completed 2007.

Jiali Ye, Doctoral Dissertation Advisor, “Maintaining Friendships Formed Online: Analyzing the Role of Relational Experiences, the Medium, and Culture,” Completed Fall 2006.
Amal Ibrahim, Doctoral Dissertation Committee Member, Completed July 2005.

Errol Hamarat, Doctoral Dissertation Committee Member, “Perceived Stress and Coping Resource Availability as Predictors of Life Satisfaction in Young, Middle Aged, and Older Adults,” Completed December 1999.

Master’s Level Completed Projects

Thesis Advisor


Committee Member
Jennifer Peterka, Master’s Project Committee Member (Nutrition), Completed November 2008.
Melissa Bazhaw, Master’s Thesis Committee Member, Completed April 2008.
Karen Saghini Cole, Master’s Thesis Committee Member, Completed April 2008.
April Ross, Master’s Thesis Committee Member (Gerontology), Completed April 2008.
Stacey Nicely, Master’s Thesis Committee Member, Completed October 2007.
Dana Mantella, Master’s Thesis Committee Member, Completed April 2007.
Neela Lakatoo, Master’s Thesis Committee Member (Gerontology), Completed November 2006.
Staci Bolton, Master’s Paper Committee Member (Gerontology), Completed November 2006.
Mark Agle, Master’s Thesis Committee Member, Completed July 2006.
Karen Gray, Master’s Thesis Committee Member, Completed April 2006.
Vann Morris, Master’s Thesis Committee Member, Completed April 2006.
Styletta Carter, Master’s Thesis Committee Member, Completed November 2005.
Joni Dubriel, Master’s Thesis Committee Member, Completed July 2005.
Erin Ryan, Master’s Thesis Committee Member, Completed July 2005.
Stephen Smith, Master’s Thesis Committee Member, Completed April 2005.
Rebecca Williams, Master’s Thesis Committee Member, Completed May 2004.
Julie Cook, Master’s Thesis Committee Member, Completed December 2003.
Carolyn Mayfield, Master’s Thesis Committee Member, Completed June 2003.
Raiza Rehkoff, Master’s Thesis Committee Member, Completed July 2003.
Carolyn Fontenot, Master’s Creative Thesis Committee Member, Completed July 2003.
Amber Bradley Virgillo, Master’s Thesis Committee Member, Completed May 2003.
Kim Resnik, Master’s Practicum Committee Member, Completed December 2002.
Chad Donaghue, Master’s Thesis Committee Member, Completed May 2002.
Vince Stunteback, Master’s Thesis Committee Member, Completed May 2002.
Dana Pergrem, Master’s Thesis Committee Member, Completed May 2001.
Angela Turk, Master’s Practicum Committee Member, Completed April 2001.
Sharlette Yates, Master’s Thesis Committee Member, Completed December 2001.
Adriene Z. Flaherty, Master’s Thesis Committee Member, Completed December 2000.
Robert Singleton, Master’s Thesis Committee Member, Completed December 2000.
Francesca Bianchi, Master’s Thesis Committee Member, Completed December 2000.
Meg Jones, Master’s Thesis Committee Member, Completed May 1999.
Karen McGuffey, Master’s Practicum Committee Member, Completed December 1999.

Ongoing Master’s Theses

James Bratton, Master’s Thesis Advisor.
Catherine Neiner, Master’s Thesis Advisor.

Laura Bundy, Master’s Thesis Committee Member.
Cordell Clealand, Master’s Thesis Committee Member.
Heather Glover, Master’s Thesis Committee Member.
Kay Kirkman, Master’s Thesis Committee Member.
Andrea Paterson, Master’s Thesis Committee Member.
Kyle Pulner, Master’s Thesis Committee Member (Gerontology).
Joshua Smith, Master’s Thesis Committee Member.
Kimberly Stringer, Master’s Thesis Committee Member.

TEACHING EXPERIENCE

Georgia State University
Graduate Courses

Communication and Aging (Comm 6470) A broad overview of the ways in which communication affects, and is affected by, the aging process. Lifespan development and the theory and research in the area of communication and aging.

Verbal Communication Styles (Comm 6470) an advanced interpersonal communication course focusing on contemporary theory and research; topics may change. Frequently, this course examines Communication and Aging, emphasizing how communication affects and is affected by the aging process. This class has also focused on Verbal Communication Styles, introducing students to research on verbal aggressiveness, verbal immediacy, argumentativeness, and code-switching.

The Dark Side of Interpersonal Relationships (Comm 6470) This advanced interpersonal communication course will focus on the difficulties encountered in relationships. These difficulties may include fatal attractions, gossip, unrequited love, mental health issues, misunderstanding, codependency, stalking, sexual coercion, etc. By introducing the research regarding these concepts, students may understand the complexities involved and potentially learn productive means to work through these difficulties in relationships.

Research Methods in Communication (Comm 8020, now Comm 6030), an introductory graduate course providing an overview of qualitative and quantitative research methods in the field of communication.

Content Analysis (Comm 8710), an advanced doctoral methods course detailing procedures for qualitative, quantitative, and computer-assisted content analysis.

Principles of Persuasion (Comm 8050), an advanced doctoral seminar examining theoretical approaches and research methodologies found in the field of persuasion.

Audiences and Identities (Comm 8980), an advanced graduate seminar examining how mediated communication and interpersonal communication intersect in the creation/re-creation of audiences and identities. Begins with diverse conceptualizations of audiences and assorted theories related to identity. Focuses on four broad approaches: the audience as market approach, the media effects approach, the critical/cultural studies approach, and the motivated audience approach.
**Undergraduate Courses**

**New Student Orientation** (GSU 1010), designed for new students with the goal of making a smooth transition from high school to college. This course provides students with important information concerning the academic demands of Georgia State University, including the procedures, rules, policies, services, and resources. Taught as part of the Freshman Learning Community, “Communication, Culture, and Stereotypes.”

**Public Speaking** (Spch 1500), a basic course focusing on the preparation and delivery of speeches to inform and to persuade; special emphasis is placed on the fundamentals of organization, structure, and content of speeches.

**Interpersonal Communication** (Spch 2650, formerly Spch 365), an introductory course examining principles and types of communication in informal face-to-face situations, particularly involving relationships within families and among coworkers and friends.

**Advanced Public Speaking** (Spch 3010), an advanced course offering further training in public speaking skills. This course focuses on various types of ceremonial addresses and methods of delivery (impromptu, extemporaneous, and manuscript). Students present their own speeches and critique those of others.

**Speech Communication Research Methods** (Spch 3050), introduction to speech communication research methods, including data collection, analysis and interpretation, focus groups, interviews, experiments, surveys, and content analysis. An introduction to statistics and statistical tests is included as well.

**Nonverbal Communication** (Spch 3450), an advanced undergraduate course detailing the principles, theories, and applications of nonverbal communication with respect to: intrapersonal communication, interpersonal communication, small group decision-making, intercultural communication, verbal communication, listening behavior, perception, and conflict management.

**Introduction to Mass Communication Research** (Jour 3950), an advanced course examining issues and methods of quantitative and qualitative research used and reported by mass communication.

**Verbal Communication Styles** (Spch 4470), an advanced interpersonal communication course focusing on contemporary theory and research; topics may change. Frequently, this course examines Communication and Aging, emphasizing how communication affects and is affected by the aging process. This class has also focused on Verbal Communication Styles, introducing students to research on verbal aggressiveness, verbal immediacy, argumentativeness, and code-switching.
The Dark Side of Interpersonal Relationships (Spch 4470), This advanced interpersonal communication course will focus on the difficulties encountered in relationships. These difficulties may include fatal attractions, gossip, unrequited love, mental health issues, misunderstanding, codependency, stalking, sexual coercion, etc. By introducing the research regarding these concepts, students may understand the complexities involved and potentially learn productive means to work through these difficulties in relationships.

Communication and Aging (Spch 4475), A broad overview of the ways in which communication affects, and is affected by, the aging process. Lifespan development and the theory and research in the area of communication and aging.

University of Kansas

Personal Communication (COMS 150), a basic course in communication studies. It is the hybrid of public speaking and interpersonal communication.

Introduction to Interpersonal Communication Theory (COMS 244), an introductory overview of the field of interpersonal communication.

The Rhetorical Tradition (COMS 332), an advanced course for communication studies majors detailing the rhetorical tradition from ancient to modern times.

Quantitative Research Methods (COMS 456), an advanced course for communication studies majors examining research design and statistical methods of analysis.

Lifespan Communication (COMS 560), an advanced course for communication studies majors providing a broad overview of communication across the entire lifespan.

SERVICE

Professional

Editorial Board Member, Communication Research Reports, 2004-present.

Editorial Board Member, Communication Studies, 2003-present.


Reviewer, SAGE Publications, 2006
Communication and Aging Book, Chapters 6-12


Reviewer, Gerontological Society of America, 2006.

Member, Dissertation Award Committee, Communication and Aging Division, National Communication Association, 2005-present.

Reviewer, Gerontological Society of America, 2005.

Reviewer, Division of Communication and Aging, National Communication Association, 2005.

Reviewer, SAGE Publications, 2005
Communication and Aging Book Proposal
Communication and Aging Book, Chapters 1-5


Secretary to the Executive Committee, Rebuilding Together-Atlanta, 2003.

Member of the Editorial Board, *Communication Studies*, 2002-present.

Member of the Board of Directors, Rebuilding Together-Atlanta, 2002-present.

Chair, Commission on Communication and Aging, a division of the National Communication Association 2002-2003.
Vice Chair, Commission on Communication and Aging, a division of the National Communication Association 2001-2002.

Guest Editorial Board Member, Special Issue of Communication Studies, 2001.


Vice Chair-Elect, Commission on Communication and Aging, a division of the National Communication Association 2000-2001.

Secretary, Commission on Communication and Aging, a division of the National Communication Association, 1997-2000.


Guest Editorial Board Member, Special Issue of the Journal of Applied Communication Research, 1997.


Departmental - Communication

Undergraduate Committee Member, 2000-present.


Search Committee Chair, Health Communication, 2004-2006.

Search Committee Member, Director of Audience Research – DAEL, 2003-2004.

Search Committee Member, Audience Response tenure-track position, 2001-2003.

Audiences and Identities, Chair of the course development committee, 2001-2002.

Search Committee Chair, Public Communication tenure-track position, 2000-2001.

Graduate Director for Ph.D. in Public Communication and M.A. in Human Communication and Social Influence or Public Relations, 1999-2000.

Graduate Committee Member, 1998-2000.

Search Committee Member, Audience Response tenure-track position, 1999-2000.
Search Committee Chair, Visiting Instructors and Visiting Lecturers, Summer 1999.

Search Committee Member, Public Communication tenure-track position, 1998-1999.

Research Committee Member, 1997-1998.

Search Committee Member, Lecturer position, Summer 1997.

Scholarship Committee Member, 1997.

Undergraduate Committee Member, 1996-1997.

Founding Member, Friday Seminars Committee, 1993-1995, University of Kansas.

Student Member, Search Committee for Assistant Professor in Communication and Aging, 1993-1994, University of Kansas.

College - Gerontology Institute

Search Committee Member, Psychology and Aging (Urban Health Initiative Position), 2005-2006.
The GrandPanther Program, Director, 1996-present.
Graduate Admissions Committee, 2004-present.
Curriculum Committee Member, 1999-2006.

Awards Committee Chair, 2003 – 2005.
Master’s Degree PR Committee Chair, 2003-2005.

Executive Committee Member, 1997-2004.

INVITED PRESENTATIONS, COLLOQUIA, AND MEDIA INTERVIEWS


Research Colloquium, “Communicating Stereotypes in Interpersonal and Mass Media Contexts,” March 6, 2000, University of Kansas, Lawrence, KS.

Television Interview on the popularity and finale of “Seinfeld,” May 14, 1998, 11 Alive, WXIA-TV, Atlanta, GA.

Research colloquium, “Finding the Perfect Age - Only in the Movies,” April 24, 1998, Gerontology Center, Georgia State University, Atlanta, GA.
Invited speaker, “Public Speaking as a POEM,” April 9, 1998, North Fulton County Rotaract, Roswell, GA.

Research colloquium, “Communication and Stereotyping of Older Adults,” February 10, 1998, Department of Communication, University of Georgia, Athens, GA.

Radio Interview with Jeff Hullinger on WGST-AM’s morning program, “Stereotypic Portrayals of Older Adults in Film,” August 4, 1998.
Television Interview on President Clinton’s State of the Union Address, January 27, 1998, Fox-5 News, Atlanta, GA.

Keynote Speaker, “Ageism in the Media,” May 9, 1997, The Northside Shepherd’s Center, Atlanta, GA.

GUEST LECTURES

Content Analysis, Dr. Yuki Fujioka’s Communication Research, Spring 2006.

Gerontological Research Methods, Dr. Frank Whittington’s Gerontology Proseminar, Fall 2006.

Experimental Research of Painful Self-Disclosures, Dr. Cindy Hoffner’s Communication Research, Fall, 2003.
Communication and Aging, Dr. Frank Whittington’s Gerontology Proseminar, Fall 2003.

Quantitative and Qualitative Methods Discussion, Graduate Student section of Communication Research and Technology course, Fall, 2003

Quantitative and Qualitative Methods Discussion with Dr. David Cheshier, Dr. Yuki Fujioka’s Communication Research and Technology course, Maymester, 2003.

Quantitative and Qualitative Methods Discussion with Dr. David Cheshier, Dr. Cindy Hoffner’s Communication Research and Technology course, Spring, 2003.

Communication and Aging, Dr. Frank Whittington’s Gerontology Proseminar, Spring, 2002.

Quantitative and Qualitative Methods Discussion with Dr. Marian Meyers, Dr. Cindy Hoffner’s Communication Research and Technology course, Spring, 2002.

Quantitative and Qualitative Methods Discussion with Dr. Marian Meyers, Dr. Yuki Fujioka’s Communication Research and Technology course, Fall 2001.

Stereotypes of Older Adults in Blockbuster Hits, Perspectives Course on Stereotypes in Film, October, 2000.

Communication Stereotypes: Examining Media and Interpersonal Messages, Dr. Chris Rosenbloom’s Health and the Older Adult course, Spring 1999.

The Role of Interpersonal Communication in Perpetuating Negative Stereotypes of Aging, Dr. Elisabeth Burgess’ Sociology of Aging course, Fall 1999.

Communication and Aging Research, Dr. Chris Rosenbloom’s Health and the Older Adult class, September, 1998.

Communication and Aging, Fall, 1997, Dr. Chris Rosenbloom’s and Dr. Carolyn Kee’s Aging and Society class, Sociology, Georgia State University, Atlanta, GA.

Painful Self-Disclosures of Older Adults in Relation to Aging Stereotypes and Perceived Motivations, April 9, 1997, Dr. Marian Meyer’s graduate research methods class, Communication, Georgia State University.

PROFESSIONAL ORGANIZATIONS

National Communication Association
International Communication Association
Gerontological Society of America
Association for Gerontology in Higher Education
Southern Gerontological Society

RESEARCH INTERESTS

Intergenerational Communication

Relationship between Stereotyping and Communication
   Painful Self-Disclosures in Intergenerational Communication
   Patronizing Speech to Older Adults

Mass Media and Aging
   Media Messages about Aging
   Media Portrayals of Older Adults

TEACHING INTERESTS

Undergraduate Level

Basic and Advanced Courses in Interpersonal Communication
Advanced Courses in Public Speaking
Research Methods: Design and Analysis
Communication and Aging
Verbal Communication Styles
Dark Side of Interpersonal Relationships

Graduate Level

Research Methods: Design and Analysis
Content Analysis
Communication and Aging
Persuasion
GREG M. SMITH
Associate Professor, Department of Communication (with tenure)
352 Cloverbrook Drive
Locust Grove, GA 30248
(770) 490-6758
gsmith @ gsu.edu
http://www.gsu.edu/~jougms

EDUCATION

University of Wisconsin-Madison, Ph.D., Communication Arts, 1998
University of North Carolina- Chapel Hill. M.A., Radio-Television-Film, 1990
Duke University, Durham, North Carolina. B.S., Computer Science, 1984

PUBLICATIONS

Books


Articles/chapters


“Critical Reception of Rashomon in the West,” Asian Cinema 13.2 (Fall/Winter 2002).


“Silencing the New Woman: Ethnic and Social Mobility in the Melodramas of Norma Talmadge,” Journal of Film and Video 48.3 (Fall 1996).

“Plotting a Show about Nothing: Patterns of Narration in Seinfeld,” Creative Screenwriting 2.1 (Fall 1995).

In progress

“Teaching Social Science Methodologies,” in MLA Volume on Teaching Film, edited by Lucy Fischer and Patrice Petro (forthcoming)

“Arnheim and Comics,” in Arnheim’s Legacy: Observation, Invention, and Contemporary Film Studies (Routledge), edited by Scott Higgins (forthcoming)

“Will Eisner: Vaudevillian of the Cityscape,” in Comics and the City (Continuum), edited by Jorn Ahrens and Arno Meteling (forthcoming)

"Red Skelton, The Crack-up, and the Quick Change" (under consideration, Journal of Popular Film and Television)

What Media Classes Really Want To Discuss (under contract to Routledge, manuscript in preparation)

Book reviews

Book review of Haunted Media: Electronic Presence from Telegraphy to Television (by Jeffrey Sconce), Rhetoric and Public Affairs 5.1 (Spring 2002).

TEACHING EXPERIENCE
**Associate Professor**  
*Georgia State University, Atlanta, GA, 2003-present*  
Style and Narrative Analysis, Advanced Film Theory, Issues and Perspectives in Communication Theory, Comics Studies, Star Studies, Radio Studies, History of Motion Pictures, World Film History, American Film History I, The Auteur vs. the Audience, Interactive Video Workshop, The Horror Film, History of New Technology, Film Theory and Criticism

**Assistant Professor**  
*Georgia State University, Atlanta, GA, 1999-2003*  
Media Criticism, American Film History, World Film History, Concepts of Beauty: Tradition and Transgression, Basic Video Production, Screenwriting, Advertising, Public Relations, Public Speaking

**Instructor**  
*Hollins College, Roanoke, VA 1994-1995*  
American Film History, World Film History, Introduction to Video Production, The South in Film and Television

**Lecturer**  
*University of Wisconsin-Madison, 1993-1994*  
Introduction to Video Production

**Instructor**  
*University of Wisconsin-Madison, 1991-1994*  
Video Production Institute, a University Extension program for industrial videomakers. Classes include: Basic Video Production, Advanced Video Production, Preproduction and Scriptwriting, and Video Editing.

**Teaching Assistant**  
*University of Wisconsin-Madison, 1990-1993*  
Introduction to Video and Film Production

**Lecturer**  
*University of North Carolina-Chapel Hill, 1990*  
Introduction to Film and Television Criticism

**Teaching Assistant**  
*University of North Carolina-Chapel Hill, 1988-1989*  
Introduction to Film and Television Criticism, Broadcast Writing

**PRESENTATIONS**


“John Sayles and *City of Hope*,” invited participant, Assessing John Sayles Symposium, University of Massachusetts-Amherst, 2008

“The Presidency and Popular Culture” (with Mary Stuckey), American Political Science Conference, Chicago, IL, 2007.


“The Left Takes Back the Flag: The Steadicam, the Snippet, and the Song in The West Wing’s ‘In Excelsis Deo.’” Film and History League Conference, Los Angeles, CA, 2000.


Invited participant in panel discussion on interactivity and narrative, Computer Games Come of Age Conference, Massachusetts Institute of Technology, 2000.

“I Was Misinformed:’ Narration, Uncertainty, and Emotion in Casablanca.” Film, Mind, and Viewer Symposium, Institute for Cognitive Studies, Copenhagen, Denmark, 1999.


“Shaping a Comic Book into a Cartoon: A Lesson for Multimedia.” Invited lecture, Film and Media Studies Colloquium, Massachusetts Institute of Technology, 1997.

“Streisand Shops the Museum Store: Consuming Art on Television.” Console-ing Passions Feminism and Television Conference, Madison, WI, 1996.


“Prototype and Mood in Film Structure.” University of Wisconsin Colloquium in Communication Arts, 1994.


SERVICE AND AWARDS

National

Peer Review Panelist, Film/Media/Communication Division, National Endowment for the Humanities, 2008.

National Association of Television Program Executives Faculty Fellow, Las Vegas, NV, 2008.

Chair, Katherine Singer Kovács Book Award Committee, Society for Cinema and Media Studies, 2006-7.

Editorial Board, Projections: Movies and Mind, 2006-.

Member, Katherine Singer Kovács Book Award Committee, Society for Cinema and Media Studies, 2005-6.


Juror, National Scholastic Art Awards, Video-Film-Animation division, 1999.


University/College

Member, University Research Internal Grant Peer Review Committee, Georgia State University, 2007-.

Member, Graduate Petitions Committee, College of Arts and Sciences, Georgia State University, 2004-6.

Member, Graduate Council, College of Arts and Sciences, Georgia State University, 2004-6.

Member, Honors Committee, Carlow College, 1998-1999.


Member, Ad-hoc Committee on Intellectual Property, Carlow College, 1998.

Resident advisor for Robert Morris College students studying at the University of Southern Europe, Monaco, 1997.

Member, Faculty Development Committee, Carlow College, 1996-1999.

Member, Ad-hoc Committee on Tenure Policy, Carlow College, 1995-1996.

Department

Chair, Ad-Hoc Committee to Develop a Capstone Course in Film, 2008.

Member, Promotion and Tenure Ad Hoc Subcommittee on Creative Faculty Professional Development, 2008-9.
Critical Thinking through Writing Ambassador, Communication Department, Georgia State University, 2007-.

Member, Moving Image Studies Search Committee, Communication Department, Georgia State University, 2007-8.

Member, Undergraduate Committee, Communication Department, Georgia State University, 2007-.

Chair, Race/Ethnicity/Nation in Film/TV Search Committee, Communication Department, Georgia State University, 2006-7.

Co-chair, Chair Search Committee, Communication Department, Georgia State University, 2006.

Member, International Journalism Search Committee, Communication Department, Georgia State University, 2005-6.

Chair, International Film Search Committee, Communication Department, Georgia State University, 2003-4.

Graduate Director, Moving Image Studies Program, Communication Department, Georgia State University, 2000-6.

Chair, Film History Search Committee, Communication Department, Georgia State University, 2002-3.

Member, Committee to Improve Department Visibility, Communication Department, Georgia State University, 2002-3.

Member, Committee Exploring an Interdisciplinary MFA in Film, Georgia State University, 2001-2002.

Member, International Film Search Committee, Georgia State University, 2001-2002.

Member, Film Production Search Committee, Georgia State University, 2000-2001.

Chair, Moving Image Studies Search Committee, Georgia State University, 1999-2000.

Elected member, Graduate Studies Committee, Communication Department, Georgia State University, 2000.

Member, Research Committee, Communication Department, Georgia State University, 1999-2000.
Chair, Media Projects Management Committee, Carlow College, 1996-1999.

Member, Search Committee for Art Department Chair, Carlow College, 1998-1999.

Awards

Research Initiation Grant award, College of Arts and Sciences, 2007-2008 ($6200).

Outstanding Faculty Achievement Award, Communication Department, Georgia State University, 2000, 2004.

Distinguished Teaching Award, University of Wisconsin-Madison, 1994.

Phi Beta Kappa, Duke University, 1984.

RELATED WORK EXPERIENCE

Freelance Consultant 1992-1994
Advised local video production firms in preproduction and conceptualization.


Programmer/Analyst IBM, Gaithersburg, MD, 1984-1986
January 2009  

Name: Dr. Kathryn H. Fuller-Seeley  
Rank: Associate Professor (with tenure)  
Department: Communication, Georgia State University

I. EDUCATION
Ph.D.  
Johns Hopkins University  
American history  
May 1993  
Dissertation: “Shadowland: American Audiences and the Movie-Going Experience in the Silent Film Era”

M.A.  
Johns Hopkins University  
American history  
May 1990

B.A.  
Agnes Scott College  
History (with high honor)  
June 1982

II. TEACHING EXPERIENCE
Associate Professor, Communication  
Georgia State University  
Aug 2003-present

Associate Professor, History  
Virginia Commonwealth University  
May 2000- May 2003

Assistant Professor, History  
Virginia Commonwealth University  
Aug 1994 – May 2000

Vstg Asst Prof. Media & Am. Studies  
Hampshire College  

Instructor, Women's Studies Program  
Johns Hopkins University  
Spring 1992

Teaching Asst, History Department  
Johns Hopkins University  
1988-1991

III. INTELLECTUAL CONTRIBUTIONS
A. Publications – Books/Monographs/Chapters

A1. BOOKS


A3. CHAPTERS in Books


**B. Publications – Journal Articles**

Guest Editor, and “Introduction to Special Issue on Spectatorship in Popular Film and Television,” *Journal of Popular Film and Television* 29:3 (Fall, 2001), pp. 98-99.


"You Can Have the Strand in Your Own Town:’ The Marginalization of Small Town Exhibition in the Silent Film Era” *Film History: An International Journal* 6 (1994) p. 166-177.


"Boundaries of Participation: The Problem of Spectatorship and American Film Audiences, 1905-1930," *Film and History* 20:3 (Fall, 1991), p.75-86.

**B2. ENCYCLOPEDIA ARTICLES/ ENTRIES**


**B3. BOOK REVIEWS**


**Works in Progress:**

*The Movies Come to Cooperstown: Adventures of the pioneers who brought new media and cultural change to rural New York at the turn of the century.* Monograph-length project on cultural change brought by film to rural New York state. In response to book proposal sent out in November, 2007, five publishers so far have asked to see chapters – Oxford, Cornell, SUNY, Wesleyan, and Syracuse. I presented three chapters at conferences in Fall 2007-Summer 2008. I plan to have 3-4 chapters to publish by the Fall 2008.

*Jack Benny, Radio and American Culture.* Monograph-length historical project which I am currently researching. Received GSU Research Initiation Grant. University of California Press has given me a verbal commitment to a book contract when I submit 3 chapters. One chapter published as anthology article in Fall 2007; my plan is to have two more chapters drafted and a book proposal by first half of 2009.

**C. Professional Presentations**
Conference Presentations
Southwest Texas Popular Culture Association, Albuquerque, NM to be presented February 2009, “New Directions and New Source Materials for Silent Film Research.”


Future of Media History Conference, Austin TX, October 2007, “Modernity through the Back Door: Films at the Jamestown Ter-Centennial Exposition and Cooperstown Centennial, 1907.”

Society for Cinema and Media Studies, Chicago IL, March 2007 “Censorship and the Atlanta Better Films Committee.”

Popular Culture Association, Atlanta, GA, April 2006, “The Better Films Committee and Children’s shows in Atlanta in the 1920s”; also chair and organizer of panel “History of film censorship in Atlanta”


American Studies Association, Atlanta GA November 2004: Chair and comments on panel “Web-based research on Moviegoing History”

Organization of American Historians, Boston, MA March 2004: chair and comments on panel, “Electronic Resources for Cultural and Entertainment history.”


Commonwealth Fund Conference in American History, “American Cinema and Everyday Life” University College London, June 2003, paper: “‘What the Picture Did for Me’: Exhibition, Reception and Everyday Life in Small Town Mid-America during the Depression.”


Society for Cinema Studies, Washington DC, May 2001. presentation “Beyond the Bowery: Writing the History of Rural Film Exhibition” for workshop on “American Cinema and Everyday Life”


Society for Cinema Studies, Dallas, March 1996. paper: "Are Flappers Funny? The Female Comics of Silent Film."

Popular Culture Association in the South, Richmond, Virginia, October 1995. paper: “Marketing the Movie Fan: Photoplay Magazine’s Shaping of Gender in 1920s Consumer Culture.”

Five College Social History Seminar, Amherst, Mass., November 1993. paper: "The Cook and Harris High Class Moving Picture Company: Itinerant Exhibition and the Construction of the Small Town Movie Audience."

American Studies Association, Boston, November 1993. paper: "What is a Man's Game?: The Gendered Knowledge of 'Jeopardy.'"


**Invited Lectures**


Fenimore Art Museum, New York State Historical Association, Cooperstown, NY, September 2007, “Show Tonight! The Cook and Harris High Class Moving Picture Company at the Cooperstown Centennial, 1907.”


Virginia Historical Society, Lead Faculty Member, Summer Teachers Institute, July 2003. As lead faculty, presented lectures “Introduction to Lewis and Clark and US Western History,” and “White Women and Western Migration.”


Virginia Historical Society, Lead Faculty Member, Summer Teachers Institute, July 2002. As lead faculty, presented lectures “Introduction to Women’s History;” “Native, European and African women in early Colonial Virginia;” and “The Feminist Movement and Popular Culture.”

James River Film Festival, in conjunction with University of Richmond, English Department, April 2002, presentation: “Richmond’s Movie-going Legacy.”


Library of Virginia, Center for the Book, December 2001: presentation: “Researching the History of Richmond’s Theaters”

University College London, History Department, June 2001: paper: “Dish Night, Film Exhibitors and Female Audiences in the Depression,”

St. Mary’s College, History Department, November 2000: presentation: “Researching the History of Early Movie Audiences and Fan Culture.”

Northeast Historic Film Symposium, July 2000: paper: “Dish Night and Maine’s Small Town Theaters during the Depression.”

Wellesley College, Sociology Department, December 1998: presentation: “At the Picture Show: Historical research on film audiences.”

Old Dominion University, School of Communication, April 1998: paper: “Wit and ‘It’: Comedy and Gender in Silent Film.”


**D. Editorial/Reviewer Projects**


**Outside Reviewer for Tenure research dossiers:**
University of Oregon, English Department, July 2008.
Cornell University, Department of Theatre and Film, and American Studies, December 2007.
Johns Hopkins University, History Department, January 2007

**Manuscript reviewer:**
Southern Communication Journal, January 2008, article on communication pedagogy
University of California Press, October 2007, Nachman, proposal for Ed Sullivan TV program
University of California Press, September 2007, proposal for history of San Francisco theaters
Journal of the Gilded Age and Progressive Era, June 2007, article on Thomas Ince and Reformers
University of Pittsburgh Press, December 2006, Aronson, *Nickels and Steel* manuscript
Routledge Press, Fall 2006, revision proposal for Gomery, *Movie History*
University of Pittsburgh Press, Spring 2006, History of Film Exhibition in Pittsburgh proposal
New York University Press, Spring 2006, anthology proposal on Religion and film
Journal of Gilded Age and Progressive Era, actresses and consumer culture article Summer 2004
PBS.org, review of “Mary Pickford” materials for “American Experience” website, June 2004.
Cinema Journal, Rural Exhibition article Spring 2004
Cinema Journal, History of fan magazines article, Fall 2003
University of Illinois Press, Rabinowitz “Yesteryear’s Wonderlands” CD-ROM July 2003
British Film Institute Press, Spring 2003, Jancovich History of moviegoing mss
University of Exeter Press, Summer 2001, Chicago nickelodeon history mss
University of California Press, Summer 1999, Disney and American Cultural history mss


Project Scholar, “Mary Pickford,” TV documentary by Ambrica Films, Needham, MA, (including my interview), was broadcast on “American Experience” PBS series, aired April 4, 2005. The project received NEH production grant, June 2002; NEH consultation/research grant for Media programs, Spring 2001.

Advisor, Northeast Historic Film, Board of Advisors, 1999-present.

Assistant Editor, Film and History, publication sponsored by the American Historical Association Film Historians’ Committee 1990-1994.

E. Grants and External Funding

Research Initiation Grant for the project “Jack Benny and American Culture”
GSU, College of Humanities Summer 2005

Summer research grants For the project “The Movies Come to Cooperstown”
GSU, Communication Department 2004, 2005, 2006

NEH Summer Seminar fellowship National Endowment for the Humanities June-Aug 1997

Faculty Grant-in-Aid Awards Virginia Commonwealth University 1995, 2001


VI. HONORS, AWARDS AND RECOGNITION

Outstanding Young Alumna Award Agnes Scott College 2000
Phi Beta Kappa Agnes Scott College 1982

III. ADMINISTRATIVE EXPERIENCE

At Georgia State University
College of Humanities, Executive Committee member, Secretary, Fall 2005- present
Communication Department, Associate Chair, Fall 2006-Summer 2008
Communication Department, Graduate Committee member, Spring 2003 – Spring 2006
Communication Department, Chair, TV Studies Search Committee Fall 2004- Spring 2005
Communication Department, member, International Film Search Comm. Fall 2003- Spr 2004
Communication Department, member, International Film Search Comm. Fall 2005- Spr 2006
Communication Department, member, Moving Image Studies Search Comm Fall 2007-Spr 2008

At Virginia Commonwealth University
Faculty Senate member, Fall 2002-Spring 2003
Institutional Review Board member, Medical College of Virginia, Spring 2002-Spring 2003
Faculty Council member, Fall 1999-Spring 2000
College of A&S, Outstanding Student Comm. Service Award selection committee 1999-2003
Women’s Studies program Advisory Committee 1997-2003
History Department, Alexandrian Society (student organization) Advisor 1995-2003
History Department Undergraduate Curriculum Committee member, chair 1995-1996, 2000-2003

IV. COURSES TAUGHT

At Georgia State University:
- COMM 8980 Media Historiography, Fall 2003, Fall 2006. Spring 2008
- COMM 8980 Media Reception Studies, Spring 2005, Spring 2007, Spring 2009
- COMM 8980 Star Studies, Fall 2005 (co-taught w/ Dr. Greg Smith as Lead faculty)
- COMM 8980 Radio History, Spring 2006 (co-taught w/ Dr Smith; I was lead faculty)
- COMM 8111 Professional Seminar, Fall 2005-Spring 2006 also Writing Seminar
- COMM 8035 Communication Pedagogy, Fall 2007
- COMM 6920 Media History, Fall 2006, Fall 2008
- COMM 6170/Film 4170 American Film History I, Fall 2004
- Film 2700 large 120 student lecture, Spring 2009
- Film 4780/Hist 4490 Film & History, ATL in Depression, Fall 2003, Fall 2004, Spr 2006
- Film 4780 Film Genres: Silent Film Comedy, Spring 2004
- Film 4780/WST 4910 Gender and Film, Spring 2004, Spring 2005

At Virginia Commonwealth University: (Fall 1994-Spring 2003)
- HIS 104: US History survey, 1865-present (20 times)
- HIS 341: US Women’s History, 1600-present, Spring 2002
- HIS 347: US History 1900-1945 (4 times)
- HIS 348: US History 1945-present (3times)
- HIS 357: us Social History 1600-1865 (4 times)
- HIS 358: US Social History 1865-present (4 times)
- HIS 391: Special Topics: History of Advertising and consumer culture, Fall 2002
- HIS 490: Social History of Radio and Television, Fall 2002
- HIS 490: Gender and the Mass Media (5 times)
- HIS 490: Richmond in the Great Depression: A Living Newspaper”, Spring 1996
- HIS 490: Richmond in the Great Depression: Social History, Fall 1997
- HIS 519 Readings in 19\textsuperscript{th} and 20\textsuperscript{th} century US Social History, Fall 2001
- HIS 629: Readings in US Social History: Social Class in US History (3times)
- HIS 639: Research in US Social History: Mass Media and Popular Culture, Fall 1997
- HIS 639: Research in US Social History: Race, Class and Gender in Virginia, Fall 1999
Vita

Michael Lane Bruner, Associate Professor (with tenure)
(January 2009)

1025 One Park Place 2493 Midvale Court
Department of Communication Tucker, Georgia 30084
Georgia State University 770-939-6849
Atlanta, Georgia 30303-4000 mbruner@gsu.edu
404-413-5665 www2.gsu.edu/~wwwmlb

EDUCATION

Ph.D. University of Washington, Seattle, WA (June 1997)
Rhetorical Studies and Critical Theory: Advisor: Barbara Warnick

M.A. Louisiana State University, Baton Rouge, LA (May 1993)
Rhetorical and Performance Studies: Advisor: Andrew King

B.A. California State University, Northridge (May 1991), with honors

POSITIONS HELD

Associate Professor of Rhetoric and Politics, Georgia State University, 2008 – present
Associate Professor and Graduate Director, Georgia State University, 2005 – 2008
Assistant Professor, Communication, Georgia State University, 2002 – 2004
Assistant Professor, Communication, Babson College, 1997 – 2002
Lecturer, Harvard University, 1998

PUBLICATIONS

BOOKS


EDITOR, SPECIAL JOURNAL ISSUE

REFEREED JOURNAL ARTICLES


“Rhetorics of the State: The Public Negotiation of Political Character in Germany, Russia, and Quebec.” National Identities 2 (June 2000): 159-174.


BOOK CHAPTERS


MISCELLANEOUS PUBLICATIONS


AWARDS AND HONORS

Lillia A. Heston Award for Outstanding Scholarship in Interpretation and Performance Studies, National Communication Association (2006)
New Investigator Award, Rhetorical and Communication Studies Division, National...
Communication Association (2003)
McFarlane Scholarship, Outstanding Humanities Graduate (1996)
Center for Advanced Research in the Humanities Award (1996)
Wilma Grimes Memorial Teaching Award in Performance Studies (1996)

PROJECTS IN DEVELOPMENT 2008-2010

Book: Globalization and the Arts of Resistance: Political Transformation in the Twenty-First Century, co-author Tomasz Tabako (under contract, Peter Lang Publishers, due September 2010);


GRANTS AND FELLOWSHIPS

2007  Georgia State University Course Development Grant ($500.00)
2006  Heston Grant, NCA ($300.00)
2005  Georgia State University Summer Research Grant ($5,900.00)
2004  Georgia State University Summer Research Grant ($6,000.00)
2003  New Investigator Grant, RCT/NCA ($400.00)
2003  Georgia State University Summer Research Grant ($5,000.00)
2002  Georgia State University Summer Research Grant ($5,000.00)
2002  Babson College Board of Research Grant ($6,500.00)
2001  Babson College Board of Research Grant ($6,000.00)
       Babson College Board of Research Course Release
2000  Glavin Center Research Fellowship ($3,000.00)
       Babson College Board of Research Grant ($5,000.00)
1999  Glavin Center Research Fellowship ($3,000.00)
1998  Babson College Board of Research Grant ($5,000.00)

CONFERENCE PAPERS & PROFESSIONAL PRESENTATIONS


Free Trade and the 2008 U.S Presidential Election. Georgia State University Public Forum, in
Conjunction with the Andrew Young School of Policy Studies. Atlanta, Georgia. Invited guest

Irresponsible Statecraft and Responsible Rhetoric. Rhetoric Society of America. Seattle,

Making Rhetoric Relevant In and Out of the Classroom and the University. Rhetoric Society of

Global Constitutionalism in Transition. Visiting Scholars Program, Department of Speech

Commerce, Virtue and Governance in the Italian Renaissance. National Communication
Competitive paper.

Competitive paper.

November 2006. Competitively selected panel.

Ideological Criticism as Public Memory Critique. Rhetoric Society of America. Memphis,

Competitively selected panel.

The Irrational and the Unreasonable. International Society for the Study of Argumentation,
Biennial Wake Argumentation Conference. Florida Atlantic University, Boca Raton, Florida.
February 2006. Invited Plenary Speaker.

The Strange Powers of Spectacular Publics. National Communication Association. Boston,
Massachusetts, November 2005. Rhetorical and Communication Studies Division. Competitively
selected panel.

Boston, Massachusetts, November 2005. Public Address Division. Competitively selected panel.

Public Memory and Critical Theories of Discourse. Rhetoric Society of America Summer


National Identity and the Construction of Political Character in Germany, Russia, and Quebec. Association for the Study of Nationalities Conference. Harriman Institute, Columbia University, April 1999. Competitively selected paper.


Identity Entrepreneurship in Post-Soviet Russia. Society, Language and Culture in Post-Communist Russia, the Other Former Republics of the Soviet Union, and Eastern Europe Convention. Texas Tech University, April 1998. Competitively selected paper.


SERVICE TO THE DISCIPLINE (2003-2008)

Reviewer, SSCA, American Society for the History of Rhetoric, 2005-2007
Reviewer, SSCA Rhetoric and Public Address Division, 2006-2008
External Tenure Review for Florida Atlantic University, 2006
Reviewer, Political Communication Division, NCA 2006
Co-organizer of a Seminar on Democracies in Transition with Professor Noemi Marin for the Wake Argumentation Conference – 2006
Reviewer and invited respondent, Political Communication Division, SSCA 2005, 2008
Reviewer, Rhetoric and Public Address Division, SSCA 2005 – 2008
Invited Respondent, National Communication Association 2003-2006
Panel Chair, National Communication Association – 2001-2005
Invited respondent: Western Communication Conference, February 2004
Panel Chair, Southern Communication Association - 2004
Reviewer, NCA’s Rhetorical and Communication Theory Division (2003-2008)
Resolutions Committee, Rhetorical & Communication Theory Division, National Communication Association - 2004
Nominating Committee, Rhetorical & Communication Theory Division, National Communication Association – 2003
REVIEWING/EDITING

Current Associate Editor:
- Controversia, 2005 – present
- National Identities, 2008 – present
- Rhetoric & Public Affairs, 2008- present.
- Southern Communication Journal, 2007 – present
- Text and Performance Quarterly, 2002 – present

Former Associate Editor:

Editorial Assistant, Quarterly Journal of Speech – 1996

DEPARTMENTAL/UNIVERSITY/COMMUNITY SERVICE (2003-2009)

Seven-year Departmental Review Committee (2009)
University Graduate Council (2006-2008)
Supervised University Scholar (2008)
Media Interview with the Discovery Channel for “How Stuff Works” (2008)
Guest Lecture, COMM 6030 Research Methods (Meyers) (2008)
Guest Lecture, JOUR/SPCH 2500 Introduction to Research Methods (Fujioka) (2008)
Organized CNN luncheon series (2008)
Respondent, Department’s Graduate Seminar (2006-2008)
Guest Lecture, COMM 6030 Research Methods (Professor Bennett) (2008)
Guest Lecture, COMM 8980 Public Diplomacy (Professor Li) (2008)
Chair, P&T Lecturer Subcommittee (2008)
Member, Political Communication Search Committee (2007-2008)
Teaching and Academic Mentor: Hongmei Li and Tomasz Tabako (2007-2008)
Promotion and Tenure Committee (2006-2008)
Guest Lecturer, COMM 6030 Research Methods (Professor Fujioka) (2006-7)
Guest Lecturer, JOUR/SPCH 2500 Introduction to Research Methods (Tian) (2006-7)
Graduate Director (2005 - 2008)
Member, Executive Committee, elected position (2007-2008)
Member, Rhetoric Search Committee (2006-2007)
Guest Lecturer on Productive Rebellion for Department Professional Seminar (2006)
Guest Lecturer for Career Services on the Importance of Communication (2006)
Member, ex-officio, Departmental Executive Committee (2006)
Member, International Communication Search Committee (2006-2007)
New Chair Review Committee, elected position (2006)
Member, Rhetoric Search Committee (2005-2006)
Guest Lecturer, COMM 6030 Research Methods (Professor Darsey) (2005-6)
Developed Ph.D. Curriculum for Public Communication (2005)
Executive Producer, DAEL documentary: “Criminalizing Dissent” (2005)
Competitively selected for the Atlanta Film Festival (2006)
Competitively selected for the Global Peace Film Festival (2006)
Assisted in Development of the New Website for the Communication Dept. (2005-2006)
Co-developed Public Relations Brochure for the Ph.D. in Public Communication (2005)
Guest Lecturer on new Edited Book for the Department Professional Seminar (2005)
Graduate Committee (2002 - 2008)
University International Scholarship Review Committee, Member (2003-2007)

PROFESSIONAL MEMBERSHIPS


SELECTED COURSES TAUGHT & EVIDENCE OF TEACHING EFFECTIVENESS

Rhetorical Theory and Criticism, Argumentation, Contemporary Theories of Discourse, Persuasion & Propaganda, Theories of the Public, Globalization and the Critical Public, Issues and Perspectives in Communication Theory, Communication and Identity, Advanced Public Speaking, Identities in the Twentieth Century, Global Political Activism, Communication in a Global Context, Political Discourse, Media and Society, and Nationalism and Globalization. On a scale from 1 to 5 (with 5 being the highest possible score) students have ranked my classes an average of 4.6 over the course of my career.

THESES AND DISSERTATIONS

Completed Dissertations

Completed Theses
Rebecca Burns, “The Martin Luther King Funeral as Image Event” (2008)
Grace Ye, “American Television in China (Chengdu) as Mediated Text” (2004)

Dissertation Chair
Rondee Gaines, Rick Herder
Thesis Chair
    Justine Holcomb

Comprehensive Doctoral Exam Chair

Comprehensive Doctoral Exam Member

Dissertation Committee Member
    Michael Hester (2005); Woong Jae Roo (2006), Chara Van Horn.

Thesis Committee Member
SHELDON SCHIFFER
Associate Professor (with tenure)
Department of Communication
Georgia State University

I. EDUCATION

1992  MFA, Film and Television Production,
UCLA School of Theater, Film and Television, Los Angeles, California
Special Interests: Fiction and Documentary filmmaking, Directing the actor and the non-fiction subject, Latin American cinema, European cinema

1987  B.A., Theater Arts, Emphasis in Film and Video Production,
UC Santa Cruz, Santa Cruz, California - High College Honors
Special Interests: Performance direction and theory, Classical drama, Film theory and criticism, Popular Culture theory, Architectural and Art history

II. PROFESSIONAL CREDENTIALS

Filmmaker, Screenwriter, Interactive Media Author, Essayist

III. TEACHING EXPERIENCE

2004-2007  Associate Professor, Department of Communication, Georgia State University

1998-2004  Assistant Professor, Department of Communication, Georgia State University

1997-1998  Lecturer, School of Fine Art, Department of Studio Art, University of California, Irvine

1997-1998  Lecturer, UCLA School of Theater, Film & Television, Department of Film & Television

1989-1992  Video and Film Post-Production Teaching Assistant and Workshop Instructor, UCLA School of Theater, Film and Television

IV. ADMINISTRATIVE EXPERIENCE (ACADEMIC)

Co-Developer of M.F.A. Program

2001-7 Georgia State University, Department of Communication, Proposal for MFA in Moving Image Production and Screenwriting, Co-Authored proposal, and organized faculty and administration to propose the new program to the Regents of the University system of Georgia. Application for approval pending.
Chair, Search Committee for Assistant Professor, Tenure-Track Position

2007 Georgia State University, Department of Communication, Position in Documentary Film Production and Studies. Co-wrote advertising language, produced and placed ads, designed web banner, organized search committee, interviews, and presentations.

Chair, Professional Advancement and Institutional Grant Committee

2007 Georgia State University, Center for Latin American and Latino Studies, Organized and evaluated internal applications for research support and funding from faculty whose work relates to Latin American and Latino studies.

Co-Chair, Annual Symposium

2007 Georgia State University, Center for Latin American and Latino Studies, Latin American Depictions of Colonization through History, Literature and Cinema. Organized and programmed two-day event of lectures and screenings with visiting scholars and artists.

Chair, Research and Creative Activities Committee

2002 Georgia State University, Department of Communication, Organized and evaluated internal applications for summer research support and funding, and sponsorship of visiting artists and scholars.

Artistic Director and Performance Coach

2004-5 Georgia State University, Department of Communication, Actors Showcase, Spring 2005, Fourteen scenes from contemporary films were performed live on stage by student actors for four nights.

Interactive Author, Designer and Programmer

2007 http://www2.gsu.edu/~wwwcla/symposium: Designed, programmed and produced a complete interactive program for the 2007 annual symposium of the Center for Latin American and Latino Studies: Latin American Depictions of Colonization through Literature, History and Cinema.

2003 http://www.schiffer.gsu.edu: a personal website for the promotion of creative work and teaching website for the easy access to teaching materials for students.

2000 http://www.clals.gsu.edu: a database-driven academic research center website with dynamic information design and form-driven updates developed to provide easily managed and visually sophisticated information to all members of the Center for Latin American and Latino Studies (CLALS) at Georgia State University (GSU).
2000  http://www.gsu.edu/~wwwfx (formerly http://dael.gsu.edu): a visually attractive website designed to attract prospective students and showcase research facilities and the Digital Arts and Entertainment Laboratory (DAEL) at Georgia State University (GSU).

1999  http://www.communication.gsu.edu: a database-driven academic departmental website with dynamic information design and form-driven updates developed to provide easily managed and visually sophisticated information to all members of the Department of Communication and prospective students at Georgia State University (GSU).

1998  A Vision in the Midst of Change: An interactive CD ROM presentation developed to persuade the Regents of the University System of Georgia to grant the Department of Communication at Georgia State University a Ph.D. program in Communication Studies.

Graphic Designer and Print Production


2000  Digital Arts and Entertainment Laboratory (DAEL) Lobby Signs: Designed two large and two small 4-color architectural graphics to direct visitors to all of the facilities of DAEL at One Park Place South building at Georgia State University (GSU).

2000  Digital Arts and Entertainment Laboratory (DAEL) Motion Graphics Bumper: A thirty second animated and composited video segment. Conceptualized, storyographed, managed and Art Directed graduate students toward its final creation.

2000  Center for Latin American and Latino Studies (CLALS): Presenting Eliseo Subiela: A single-sided black and white poster to promote the event and attract attendance. Appeared at the Atlanta Latin American Film Festival Screenings.

1999  The Communication Studies Ph.D.: An eight-minute digital video presentation with voice-over narration and complex motion graphics developed to bring awareness of the Ph.D. program in the Communication Studies discipline at Georgia State University, and to encourage prospective students to apply to the new program at Georgia State University (GSU). Developed graphic design of document and supervised printing services.

1999  The Communication Studies Ph.D.: A six-panel 4-color brochure developed to bring awareness of the Ph.D. program in the Communication Studies discipline at Georgia State University, and to encourage prospective students to apply to the new program at Georgia State University (GSU). Developed all graphic design of document and supervised and arranged printing services.

1999  Invitation to Introduce the Communication Studies Ph.D.: A one-sided 4-color invitation to participants at the NCA conference to celebrate the initialization of the Ph.D. program in the Communication Studies discipline at Georgia State University, and to encourage
prospective students to apply to the new program at Georgia State University (GSU). Developed all graphic design of document and supervised and arranged printing services

V. BUSINESS AND PROFESSIONAL EXPERIENCE

FREELANCE MEDIA PRODUCTION PROJECTS (FOR HIRE OR SPECULATION)

Writer, Producer, Director and Editor of Film and Video

2001  S.P.L.O.S.T. for DeKalb County, (short informational, video, 10 mins.)
Informational video promoting the creation of Special Purpose Local Option Sales Tax for DeKalb County Public School.

Screenwriting films and videos

1994  Voices and Choices, (short) a science-fiction anti-tobacco educational short, this film follows the curious misadventures of teenagers in a future where tobacco was forgotten decades ago.

1994  Rain for the Living, (feature) an exploration into the uses of sex for power, identity and therapy - this detective story is more poetry than perversion.

1992  A Crazy Little Mitzvah, (feature) a Jewish boy finds the meaning of manhood when he meets his father for the first time and passes from childhood to adolescence.

Graphic Design, Motion Graphics Animation and Media Production

2007  Sunshine Entertainment: Motion graphic company branding for televisual products. Conceived original logo brand and animation design.

2003  3 Girls I Know: Designed and animated title graphics for this feature documentary about the contemporary problems in teen girl sexuality. (PBS air date to be announced)

Voice Performance Director for Animation

2000  Britney, CibaVision and MacQuarium Inc., Web-based Flash-animated commercial directed at the teen market of contact lenses. Comic presentation of teenage video testimonial produced as animation through an illustrated and motion graphic camera lens.

Director and Director of Photography

2000  Girls Inc., Kirschenbaum, Bond and Partners West., Digital Video, Public Service Announcement promoting the international non-profit community support organization for the empowerment of girls and young women.
Director of Photography

1994  *The Dent*, 16 mm, 18 mins. gritty suburban comedy

1993  *When I hear the sound...*, 16 mm, 14 mins. experimental

1990  *Mist*, 16 mm, 22 mins. experimental narrative

1988  *Pictures Lie*, 16 mm, 17 mins. experimental

Production Manager and Line Producer / Assistant Director

2003  *Once Upon a Jedi*, Hi-Def, 28 mins.

1994  *Voices and Choices*, 16 mm, 20 mins.

1991  *In Search of Juan Colorado*, 16 mm, 35 mins.

1991  *Blues Before Sunrise*, 16 mm, 45 mins.

*Interactive Media Design and Technical Consulting*


2005  [http://www.3girlsknow.com](http://www.3girlsknow.com): a site for the promotion and sale of documentary on the sexual mishaps and survival of three teenage girls across the United States.

2004  [http://www.kesslercitylofts.com](http://www.kesslercitylofts.com): a community-based site that supports the informational needs of a downtown condominium and its homeowners association

1997  *...dos, tres, muchos Guevaras*, an interpretive digital installation at the Fowler Museum's exhibition, Che Guevara: Icon, Myth and Message. This project represents the global political influence of this 20th Century thinker guerrilla through the art his life and ideas inspired.

**NEW MEDIA POSITIONS & BUSINESS VENTURES**

1996-1997  *Technical Director*
Lab For New Media, UCLA School of Theater, Film and Television, Los Angeles, California. Administer and coordinate digital activities, equipment and software. Design courseware and interface technology with curriculum for expressive and experimental web and disk based creations.

1996-1997  *Interactive Multi-Media Producer & Senior Partner*
TimeDesign Media Company, Los Angeles.
Developed, wrote and produced interactive commercial online promotional media.
Clients included:
Clicquot Inc. (beverage) clicquot.com
One Thirty-Three Inc. (TV commercial production) one33.com

1996

*Interactive Designer & Programmer*

i33 Communications, New York City.
Developed interactive commercial and non-profit promotional and informational systems for the world wide web. Clients included:
The Cinema Guild (non-theatrical film distributor) cinemaguild.com
Leukemia Society of America (non-profit public service) leukemia.org
Reuters Health Information Services (medical news service) reutershealth.com
American Heart Association (non-profit public service) aha.org

1995 - 1996

*Interactive Multi-Media Producer & Senior Partner*

RedRover Media Company, New York City.
Developed, wrote and produced interactive commercial entertainment and online corporate promotional media. Projects and clients included:
NYNEX: this premiere internet presence for the East Coast telecommunications giant was part static, and part database dynamic. This enormous site was the envy of the marketing department. nynex.com
One-Thirty-Three: this commercial production company was a pioneer in showcasing its television commercial directors online. one33.com:
Cinema Guild: a tasteful interpretation of the catalog of programs offered by this long-standing distributor of non-theatrical films and videos. cinemaguild.com
Core Magazine: a thoughtful digital publication on the global culture of sex and desire, this cyber-magazine turned linear content into spiraling databases that demonstrated unique characteristics of web media. Invited appearance at Best of New York Design awards show. coremag.com

1995

*Interactive Multi-Media Producer*

ContentWare, New York City.
Coordinated the production of retail catalogs on CD ROM and the Internet with a groundbreaking company that gained the largest variety of products and the widest distribution of discs. Guided the production process from beginning to end so that all elements were produced on schedule to the clients' specifications.

TRADITIONAL MEDIA POSITIONS

1994

*Story Editor & Researcher,*

CBS and Blakeney Films, Los Angeles
Developed scripts for new television series. Generated and commented on story ideas, and researched details related to new episodes, their settings and characters.

1992-93

*Post-Production Coordinator & Video Editor*
1/33 Productions, Los Angeles & New York City
Supervised the post-production of commercials. Edited on a 3/4" SP off-line system. After completion of off-line editorial, supervised the on-line process to 1" and digital media.

VI. COURSES TAUGHT

2001-2008  
*Digital Moving Image Production*, Georgia State University, 4 credits, semester system, Department of Communication.

2005-2008  
*Screenwriting for the Short Film*, Georgia State University, 3 Credits, semester system, Department of Communication.

1998-2008  
*Acting for the Camera*, Georgia State University, 3 and 4 credits, semester system, Department of Communication.

2001-2008  
*Digital Postproduction*, Georgia State University, 4 credits, semester system, Department of Communication.

2006  
*Documentary Film (History and Theory)*, Georgia State University, 3 Credits, semester system, Department of Communication.

2005  
*Audio-Post Production*, Georgia State University, 3 Credits, semester system, Department of Communication.

2004  
*Cuba Today: The Media and Popular Arts of Contemporary Cuba*, Georgia State University, Study Abroad Program, 3 Credits, semester system, Department of Communication

2000  
*Digital Filmmaking*, Georgia State University, 4 credits, semester system, Department of Communication.

1998-2000  
*Digital Motion Imaging*, Georgia State University, 3 and 4 credits, semester system, Department of Communication.

1999  
*Contemporary Hollywood Cinema*, Georgia State University, 3 and 4 credits, semester system, Department of Communication.

1998  
*Digital Video Workshop*, UC Irvine School of the Arts, 4 units, quarter system, Department of Studio Art.

1997  
*Interactive Narrative Workshop*, UCLA School of Theater Film and Television, 4 units, quarter system, Department of Film and Television.

1997  
*Creative Authoring for the World Wide Web*, UCLA School of Theater Film and Television, 4 units, quarter system, Department of Film and Television.
VII. INTELLECTUAL CONTRIBUTIONS

CREATIVE PROJECTS

Writer, Producer, Director and Editor of Film and Video

2007  *Disclosures*, (short fiction, Hi-Def, 22 mins.) The date before sex is the last chance for full disclosure of sexual histories for two singles looking for a serious relationship. Past, present and future collapse in the minutes before the stories spill out of their mouths. Sheldon Schiffer developed the concept and contributed to the writing with screenwriter Christian Lockerman. [WORK-IN-PROGRESS]

2007  *Portraits of the Malecón*, (documentary, DV, ~50 mins.) The musings of three Cubans from Havana, share their views quite literally, of the seawall that separates the city from the sea, and is the public refuge and living room (sometimes bedroom) of this great Latin American city. [WORK-IN-PROGRESS]

2006  *Nailed*, (short fiction, Hi-Def video, 40 mins.) A Brazilian immigrant in search of a husband before her visa expires becomes ensnared in the scam of a pair counterfeit green card producing con artists. Produced, co-written and directed by Sheldon Schiffer, Atlanta.

2003  *Comeuppance*, (short fiction, Hi-Def video, 28 mins.) a woman spoken-word poet, intervenes in a racial conflict and uses the magical power of cinema to show how we might make peace.

2003  *O-Negative* (short fiction, Hi-Def video, 7 1/2 mins.) a white French patient in a hospital run by black African-Americans overcomes her fear of blood transfusions from racially different donors through her admiration of Gospel music

2003  *The Rise and Fall of Black Velvet Flag*, (feature documentary, video, 58 mins. TV version) Three 30-something men evolve from the punk culture of their youth, into adulthood, through the creation of a lounge-punk band.

1999  *The Freddie Hendricks Youth Ensemble*, (television magazine segment for public broadcasting, video, 6 mins.) Documentary video segment on the artistic work and social accomplishments of the Atlanta-based musical-theater performance group.

1993  *Memories of Tata*, (feature documentary, 16 mm, 52 mins.) Documentary film about manhood, memory and machismo.

1992  *Dad's Last Flight*, (feature fiction, 16 mm, 52 mins.) – MFA Thesis Stuck in a depressive malaise, a son must find wisdom in the delusory dreams of his wayward father so that he might regain his desire to return to his family.

1989  *One Night*, (short fiction, 16 mm, 3 mins.) – MFA Project
Sex remakes memory in time, a film about a one night stand.

1987 *Frank and Dora*, (short fiction, 16 mm, 3 mins.) – BA Thesis
A fictional letter gives meaning to the visual documents of two people.

1987 *Narcissus*, (short fiction, 16 mm, 3 mins.) – BA Project
The film itself becomes the reflective pool for the filmmaker.

1987 *Ajax*, video, (multi-camera TV, 87 mins.) - BA Project
A televisual interpretation of a politically subversive theatrical performance of the ancient Greek play by Sophocles.

1986 *Echo Me Quietly*, (short poetry, Super 8, 13 mins.) - BA Project
A poetic waxing on one man's reasons to live.

Moving Image Composer and Editor for Moving Image Media

2003 *Comeuppance*, four cues for piano and strings were written and performed electronically by Sheldon Schiffer for this short fiction film about a woman spoken-word poet who intervenes in a racial and religious conflict and uses the magical power of cinema to show how we might make peace. Electronic music was composed and performed by collaborator Mike Koenig. Scores were mixed, edited and layered by Schiffer.

Interactive Author, Designer and Programmer

2008 *The Black Velvet Flag Forum* (www.schiffer.gsu.edu/blackvelvetflag/bvfforum). A fan commentary website completely programmed in PHP to provide community response to the music of the band, and to provide an experimental means to study an web-based audience response.

2008 *The Black Velvet Flag Game Forum* (www.schiffer.gsu.edu/blackvelvetflag/game). A flash based “board” game that translates the musical and cultural concept of the band into a playable dice rolling game. All media produced in Flash and Actionscript programming and playable on the Internet.

2006 *http://www.schiffer.gsu.edu/malecón*, promotional website for the upcoming documentary film, Portraits of the Malecón, an experimental documentary in the social uses of the historic architectural monument, the 7 kilometer-long sea wall that protects the city of Havana from the waves of the Florida straits.

http://www.schiffer.gsu.edu/onegative, promotional website and press kit for the short film, *O-Negative*. Interviews, stills from the film, related links, reviews, screening history, credits, synopsis and web animation serve the interested festival programmer or reviewer.

http://www.schiffer.gsu.edu/comeuppance, promotional website and press kit for the short film *Comeuppance*. Extensive interviews, trailer of the film in two digital formats, credits and bios, screening history and awards are exhibited online and serve the interested festival programmer or reviewer.

http://www.schiffer.gsu.edu, teaching, research and creative production material are presented online to assist students, grant reviewers and others interested in my intellectual and creative accomplishments.

http://www.schiffer.gsu.edu/blackvelvetflag, promotional website and press kit. Extensive interviews, samples of the film, music and documentary assets are exhibited online and in print. Subject biographies and film credits give opportunity for media journalists and film enthusiasts to find out more about the film.

*The Rise and Fall of Black Velvet Flag, an Interactive Documentary*, an experimental exploration of the documentary material collected for the film compiled and programmed for CD-ROM. The viewer has the ability to interact and create aleatory experiences that both consider the interests of the viewer and the intentions of the author. We follow three men's rise and fall of fame and misfortune as they ride the crest of popularity between retro-lounge and punk music and culture. Theirs is a universal story of the co-option of political impetus by the commercial forces of the cultural marketplace.

*The Old Road, an Interactive Documentary*, an early form of interactive documentary that examines the commercial architecture and road design of US Route 66, a winding and now defunct highway that travels from Chicago to Los Angeles.

Screenwriting for films and videos

*Eboy*, (feature, seeking competition recognition, co-writer) A Hungarian family makes a harrowing escape from post-Holocaust Hungary with the help of a secret agent from the Haganah – a group of Zionist commandos who aided the passage of Eastern European Holocaust survivors to the budding nation of Israel.

*Kismet*, (feature, seeking funding and competition recognition, co-writer) Two doctors, partners in a clinic, hold the vaccine for hepatitis-C. One wants to save the infected, the other wants fame and wealth. The two duel to the death in ways that only doctors know how to kill, for control of the future of their research. Ultimately, the film asks the question, can any extraordinary human achievement ever go uncorrupted by the ego-centric passions of their creators?

*Nailed!*, (short fiction) A Brazilian immigrant in search of a husband before her visa expires becomes ensnared in the scam of a pair counterfeit green card producing con
artists. Sheldon Schiffer develop concept and co-wrote with screenwriter Loretta Paraguassu.

2005  *Disclosures*, (short fiction) The date before sex is the last chance for full disclosure of sexual histories for two singles looking for a serious relationship. Past, present and future collapse in the minutes before the stories spill out of their mouths. Sheldon Schiffer developed the concept and co-wrote with screenwriter Christian Lockerman.

2003  *Fugue*, (feature, seeking funding and competition recognition) a woman spoken-word poet, suffers an acute case of psychogenic amnesia. As she discovers her own identity, she realizes that the trauma of her illness was caused by her own crime of passion – the murder of her lover.

2001  *Comeuppance*, (short, shot in May 2001, completed in 2003) a woman spoken-word poet, intervenes in a racial conflict and uses the magical power of cinema to show how we might make peace.


**BROADCAST & DISTRIBUTION**

2005  *Comeuppance*, (National Cable Broadcast) a woman spoken-word poet, intervenes in a racial conflict and uses the magical power of cinema to show how we might make peace. Appeared on Black Family Channel (BFC, November 2005)

2003  Cinema Guild, (Non-Theatrical Distributor) *The Rise and Fall of Black Velvet Flag* was acquired by the non-theatrical (academic and professional organization screenings) distribution company.

1999  A Celebration of the Arts (Local Public Television Arts Magazine Broadcast), *The Freddie Hendricks Youth Ensemble*, documentary segment of the program, aired twice on Georgia Public Television, PBS affiliate, December 1999

1996  Cinema Guild, (Non-Theatrical Distributor) *Dad's Last Flight* was acquired by the non-theatrical (academic and professional organization screenings) distribution company.

1994  Point of View a.k.a. POV, (National Public Television Program) *Memories of Tata* was acquired by the program for its 1994 series. It was broadcast on June 28, 1994 on a North American satellite PBS feed.

1994  Cinema Guild, (Non-Theatrical Distributor) *Memories of Tata* was acquired by the non-theatrical (academic and professional organization screenings) distribution company.

**JURIED SCREENINGS AND SCREENPLAY READINGS**
2008  University Film and Video Association, Juried Screening, Disclosures
2008  Decatur Film and Arts Festival, Georgia, Juried Screening, Nailed!
2007  Curitiba International Film Festival, Curitiba, Brazil, Juried Screening, Nailed!
2007  Boston Latino Film Festival, Boston, Massachusetts, Juried Screening, Nailed!
2007  New England Film and Video Festival, Brookline/Boston, Massachusetts, Juried Screening, Nailed!
2006  Santa Barbara African Heritage Film Series, Invited Screening (3rd screening), Comeuppance
2007  Atlanta Underground Film Festival, Atlanta, Georgia, Juried Screening, Nailed!
2007  Sweet Auburn International Film Festival, Atlanta, Georgia, Juried Screening, Nailed!
2006  CineSol Film Festival 2006, Brownsville, Texas, Juried Screening, Nailed!
2006  University Film and Video Association, Juried Screening, Nailed!
2006  Santa Barbara African Heritage Film Series, Invited Screening (2nd screening), Comeuppance
2005  San Francisco Black Film Festival, Juried Screening, O-Negative
2005  Spaghetti Junction Urban Film Festival, Juried Screening, Comeuppance
2005  Spaghetti Junction Urban Film Festival, Juried Screening, O-Negative
2005  Santa Barbara African Heritage Film Series, Juried Screening, Comeuppance
2004  University Film and Video Association Conference, Juried Screening, O-Negative
2004  University Film and Video Association Conference, Juried Screenplay Reading, Fugue
2004  Dallas International Video Festival, Juried Screening, O-Negative
2004  Dallas International Video Festival, Juried Screening, Comeuppance
2004  San Francisco Black Film Festival, Juried Screening, Comeuppance
2004  Independent Black Film Festival, Atlanta, GA, Juried Screening O-Negative
2004  Independent Black Film Festival, Atlanta, GA, Juried Screening *Comeuppance*

2003  IMAGE Film and Video Locals-Only Festival, Atlanta, Georgia, Juried Screening *O-Negative*

2003  Decatur Film Festival, Decatur, Georgia, Juried Screening *Comeuppance*

2003  DeKalb County Film Forum, Decatur, Georgia, *Comeuppance*

2003  University Film and Video Association, Juried Screening, *The Rise and Fall of Black Velvet Flag*

2003  Atlanta Film Festival, Juried Screenplay Reading, *Nailed*

2003  University Film and Video Association, Juried Screening, *Comeuppance*

2003  San Francisco Indie Film Festival, Micro-cinema, *The Rise and Fall of Black Velvet Flag*

1995  San Antonio Latino Film Festival, Juried Screening, *Memories of Tata*

1994  Chicago Latino Film Festival, Juried Screening, *Memories of Tata*

1994  Margaret Mead Documentary Film Festival, Juried Screening, *Memories of Tata*

1993  San Francisco Latino Film Festival, Juried Screening, *Memories of Tata*

1993  South Beach Film Festival, Juried Screening, *Memories of Tata*

1993  Philadelphia International Film Festival, Juried Screening, *Dad’s Last Flight*

1993  Big Muddy Film Festival, Juried Screening, *Dad’s Last Flight*

1988  San Francisco Poetry Film Festival, Juried Screening, *Echo Me Quietly*

INVITED SCREENINGS, PAPERS AND PROFESSIONAL PRESENTATIONS


2007  Harvard University, Department of Romance Languages, *Nailed!* Guest lecturer and presenting filmmaker at the annual *Brazil Week 2007* festival and conference for the study of Brazilian culture and the David Rockefeller Center for Latin American Studies

2007  Georgia State University, Center for Latin American and Latino/a Studies, *Nailed!* Guest lecturer and presenting filmmaker, Annual Symposium on Colonization
2007 University of Georgia, Department of Romance Languages, *Nailed!* Guest lecturer and presenting filmmaker

2007 Atlanta-Rio Sister Cities, Community Outreach Film Screening Celebrating Brazilian-American Immigration *Nailed!* Guest lecturer and presenting filmmaker

2007 School for Excellence High School, The Bronx, New York, 11th and 12th Grade Outreach Film Screening Celebrating Civil Rights *Comeuppance*, Guest lecturer and filmmaker

2006 University Film and Video Association, “Clarissa: Mental Embraces,” chapter from forthcoming *Portraits of the Malecón*

2006 Cine Coixpones (Year of the Woman Film Series), Invited Screening, Universidade Federal do Mato Groso, Brazil, *Nailed!*


2004 University of Arizona, Tucson, Department of Media Arts, Guest Lecturer and Screening, “Creating Trans-Ethnic Characters” and *Comeuppance*


2004 American Culture Association / Popular Culture Association, National Conference, San Antonio, Texas, *The Rise and Fall of Black Velvet Flag*

2003 Towson University, Maryland, Department of Electronic Media and Film, Guest Lecturer and Screening, *Memories of Tata* and *O-Negative*


2003 Stanford University, California, Producción y Expresión: Course in film directing offered by the Center for Latin American Studies by the renown film director, Eliseo Subiela. Screened *Comeuppance* and facilitated discussion.

1999  American Association of Artificial Intelligence: Narrative Intelligence Panel, Presented paper and interactive CD-ROM, "The Rise and Fall of Black Velvet Flag: An 'Intelligent' System for Youth Culture Documentary" and *The Rise and Fall of Black Velvet Flag, an Interactive Documentary*

1999  Interactive Frictions Conference: Database Culture Panel, University of Southern California, Department of Cinema Studies, Presented paper and interactive CD-ROM, "The Rise and Fall of Black Velvet Flag: An 'Intelligent' System for Youth Culture Documentary" and *The Rise and Fall of Black Velvet Flag, an Interactive Documentary*

1999  Center for Latin American and Latino Studies, Symposium Presentation and Screening: *100 Years of Latin American Cinema*, Georgia State University, "How Men Learn to Be Men: Reflections on the Making of *Memories of Tata,*" Presented paper and video clip.

PUBLICATIONS – JOURNAL ARTICLES

2006  “Preparing to Perform the Other: Developing Roles ‘Different’ than One’s Self” to appear in *Filming Difference*, Forthcoming 2008


1986  "At the Center of Johns' Target", *Voyeur*, vol. 3, num. 1, an analysis of Jasper Johns' recognition of the power of the graphic signifier over the eye and the body.

1985  "A Classical Referent of Photography and Fashion", *Voyeur*, vol. 1 no. 3

PUBLISHED CITATIONS & REVIEWS OF CREATIVE WORK

2005 Campos, Eric, Review of The Rise and Fall of Black Velvet Flag, appearing in Film Threat, April 6, 2005 online at: www.filmthreat.com/Reviews.asp?id=7334

2004 Hendrix, Dean, Review of The Rise and Fall of Black Velvet Flag, appearing in Educational Media Reviews Online, June 18, 2004, online at: www.libweb.lib.buffalo.edu/emro/emroDetail.asp?Number=1638


EDITORIAL/REVIEWER OF FILM/VIDEO PROJECTS


2008 Grandma Has a Video Camera, by Tânia Cypriano, Respondent. Wrote review about her documentary film. Lead public discussion after screening at the “Brazilian-Americans in Georgia and Beyond: a Multi-Disciplinary Symposium,” University of Georgia.

2006 There Goes the View, by Carolyn McCartney, Respondent. Wrote review about her experimental documentary on the commercial appropriation of public space. Lead public discussion after screening the film to audience at University Film Video Association Conference.

2006 Sita, A Girl from Jambu, by Kathleen Mann, Respondent, Wrote review and lead public discussion after screening her ethnographic documentary film to audience at University Film Video Association Conference.


2004 In the Bathroom, by Jaqueline Frost, Respondent, Wrote review and lead public discussion after screening the film to audience at University Film Video Association Conference.

2004 Out with a Bang, by Rob Sabal, Respondent, Wrote review and lead public discussion after live reading of the script to audience at University Film Video Association Conference.

2004 Liver on the Run, by Evan Smith, Respondent, Wrote review and lead public discussion after live reading of the script to audience at University Film Video Association Conference.
2003 *Armond and Jon*, by Ed Feil. Respondent, Wrote review and lead public discussion after screening the film to audience at University Film Video Association Conference.

2000 *Journal of Film and Video*, Anonymous Reader, Reviewed for publication one article under consideration for editor Dr. Frank Tomasulo.

**GRANTS AND EXTERNAL FUNDING**

2007 Georgia State University, Research Initiation Grant for Creative Project, for completion of post-production for the documentary *Portraits of the Malecón*

2007 Center for Latin American and Latino Studies, Georgia State University Professional Advancement Grant, *Portraits of the Malecón* for post-production

2005 City of Atlanta Bureau of Cultural Affairs, Contract of Individual Artist Project, for the production of *Nailed*

2004 Center for Latin American and Latino Studies, Georgia State University Professional Advancement Grant

2004 Department of Communication, Georgia State University, Summer Research and Creative Projects Fund

2003 Department of Communication, Georgia State University, Summer Research and Creative Projects Fund

2001 Department of Communication, Georgia State University, Summer Research and Creative Projects Fund

1999 Department of Communication, Georgia State University, Summer Research and Creative Projects Fund

1994 National Latino Communications Consortium - Minority Investment Fund Grant

1993 Western States Regional Media Arts Fellow, National Endowment for the Arts Grant

1993 Andy Warhol Fund for the Visual Arts Grant

1993 MacArthur Foundation Grant

1987-91 Jacob K. Javits National Fellow

1985-87 University of California Regents Scholar
VIII. PROFESSIONAL AND HONOR ORGANIZATION ACTIVITIES

MEMBERSHIP

Independent Media Artists of Georgia (IMAGE), Atlanta, GA

University Film Video Association (UFVA), Los Angeles, CA

International Documentary Association (IDA), Los Angeles, CA

IX. AWARDS, HONORS AND RECOGNITION

2007 Curitiba International Film Festival 2007 (Curitiba, Brazil), Honorable Mention for Fiction, *Nailed!*

2006 First Runner-Up Best Narrative Film, University Film Video Association, *Nailed!*

2004 Screenplay Competition Finalist, San Francisco Black Film Festival, *Fugue*

2003 Jury Selection Committee Prize, Decatur Film Festival, *Comeuppance*

2003 Finalist, IMAGE, Southeastern Mediamaker’s Award, *Nailed*

2003 Honorable Mention, University Film and Video Association, Juried Screening, *The Rise and Fall of Black Velvet Flag*

2003 Honorable Mention, University Film and Video Association, Juried Screening, *Comeuppance*

1993 Second Place, Best Documentary, South Beach Film Festival, *Memories of Tata*

1988 Honorable Mention, San Francisco Poetry Film Festival, *Echo Me Quietly*

X. SPECIAL SKILLS

Software Mastery

Final Cut Pro 6
Avid Xpress and Media Composer
Soundtrack Pro 2
ProTools 7
After Effects 7
Illustrator CS3
Photoshop CS3
Dreamweaver 8
Fireworks 8
Flash 8
Authorware 7
Maya 8

**Computer Language Fluency**

HTML
CSS
XML
ActionScript
Javascript
Lingo

**Human Language Fluency**

Spanish
Portuguese
English
Ted Friedman  
Associate Professor (with tenure)  
Department of Communication  
Georgia State University  
University Plaza  
Atlanta, GA 30303-3083  
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tedf@gsu.edu  
http://www.tedfriedman.com

Employment

Associate Professor, Communication, Georgia State University, Atlanta, GA, 2006-.  
Affiliate Faculty, Jewish Studies.  
Assistant Professor, Communication, Georgia State University, 2000-2006.  
Instructor and Teaching Assistant, Duke University, 1994-99.

Education


Publications

Books


Book Chapters


Journal Articles


Other Academic Publications


Journalism


Presentations

Invited Talks

Conference Presentations


**Professional Service**


Editorial Reviewer, *Southern Spaces*, 2006–.


**Grants**

Summer Research Funding, Communication, Georgia State University, 2005.

Summer Research Funding, Communication, Georgia State University, 2004.

Summer Research Funding, Communication, Georgia State University, 2003.

Summer Research Funding, Communication, Georgia State University, 2002.

Summer Research Funding, Communication, Georgia State University, 2001.

**Instructional Activities**

Courses Taught

*Myth and Ideology in American Popular Culture*, Communication 6160, Georgia State University.
Game Culture and Design, Communication 6910/8790, Georgia State University.
Comparative Studies in Emerging Media, Communication 8770, Georgia State University.
Media History, Communication 6160, Georgia State University.
The Politics of Classical Hollywood, Communication 6080, Georgia State University.
Narrative, Myth and Ideology, Communication 8750, Georgia State University.
The Politics of Contemporary Hollywood, Communication 6080/Communication 8750/Women’s Studies 8920, Georgia State University.
Science Fiction and Fantasy Media, Film 4280/Communication 6280, Georgia State University.
Current Debates in Cultural Studies, Communication 8750/Women’s Studies 8920, Georgia State University.
Media and Cultural Studies, Communication 8750/Women’s Studies 8920, Georgia State University.
Interactive Video Workshop, Communication 6380, Georgia State University.
Media and Popular Culture, Film 4810/Journalism 4810, Georgia State University.
American Film History II, Film 4960, Georgia State University.
Satire in American Culture, Literature 20b, Duke University.
Imagining the Future: An Introduction to New Media Technologies, Literature 20c, Duke University.
Autobiography and Identity, University Writing Program 5, Duke University.

Dissertations Directed
Bryce McNeil, Articulating the Local Through the Global: The CBLocals Website and Music Scene. Ongoing.

Theses Directed

Other Instructional Activities
Member, 14 additional dissertation committees.
Member, 20 additional thesis committees.
Director, 11 independent study courses.

Recognition for Instruction
Writing Across the Curriculum Summer Course Development Grant, Georgia State University, 2005.

**Administrative Experience**

Member, Moving Image Studies Search Committee, Communication, Georgia State University, 2007-8.
Member, Undergraduate Committee, Communication, Georgia State University, 2002-3, 2006-. Member, Moving Image Studies Search Committee, Communication, Georgia State University, 2007-.
Member, Rhetoric Search Committee, Communication, Georgia State University, 2006-. Member, Graduate Committee, Communication, Georgia State University, 2003-2006.
Director, Workshop for Ph.D. Students on the Job Market, Communication, Georgia State University, 2005-2006.
Chair, Film Studies Search Committee, Communication, Georgia State University, 2005-6.
Member, Television Studies Search Committee, Communication, Georgia State University, 2004-5.
Member, Executive Committee, Jewish Studies, Georgia State University, 2002-3.
Member, Film History Search Committee, Communication, Georgia State University, 2002-3.
Director, Presidential Assistant Program, Communication, Georgia State University, 2000-3.
Member, Research Committee, Communication, Georgia State University, 2001-2.
Member, Journalism Search Committee, Communication, Georgia State University, 2000-1.
Graduate Liaison between the Duke University Literature Program and the University of North Carolina at Chapel Hill Cultural Studies Program, 1997-9.
Member, Working Group on Ethics and Genetics, Kenan Ethics Program, Duke University, 1998–99.

**Professional Organization Memberships**

Association of Internet Researchers
Cultural Studies Association
National Communication Association
Society for Cinema and Media Studies

**Awards and Recognition**


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CURRICULUM VITA

Yuki Fujioka
Associate Professor (with tenure)
(Updated January 09 2009)

Office Address:
Department of Communication
Georgia State University
P. O. Box 4000 Atlanta, GA 30302-4000
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E-mail: jouykg@langate.gsu.edu

Home Address:
449 Clairemont Avenue F-4
Decatur, GA 30030
Phone:(404)377-7138

Current Position
08/2006-Present: Associate Professor, Department of Communication, Georgia State University
2000-07/2006: Assistant Professor, Department of Communication, Georgia State University.

Education
2000 Ph.D., Interdisciplinary Doctoral Program in Mass Communication Theory and Research emphasis, Washington State University, Pullman, WA.

Dissertation: Affective and cognitive responses to minority TV portrayals: Effects of television news on Mexican American perceptions of peer group members.

Committee: Drs. Alex Tan (Chair), Erica Austin (Communication), Viktor Gecas, Louis Gray (Social Psychology), Dennis Warner(Counseling Psychology).

1990 M.A., Mass Communication, Washington State University, WA.

1985 B.A., Broadcasting, Nihon University, Tokyo, Japan.

Program Affiliation
2007-present Partnership for Urban Health Research
2006-present Cognitive Sciences (formerly Social/Cognitive) program, Department of Psychology
2006-present Brains & Behavior Program, Center for Brain & Behavior

Research Interests
Media & Psychology Cognitive/Emotional Responses to Mediated Messages
Race/Ethnicity & Media Role of Group Identity in Message Responses
Health Comm & Health Decision Making Factors Modifying Message Responses

Teaching Interests
Communication Theory & Research Health Communication & Health Disparities
Communication & Stereotypes Social/Psychological Effects of Media Messages
Communication & Persuasion Quantitative Research Methods

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Refereed Publications


Fujioka, Y. (1999). Television portrayals and African American stereotypes: Examination of
television effects when direct contact is lacking. *Journalism and Mass Communication Quarterly, 76*, 52-75.


**Manuscripts Under Review**


**Manuscripts in Preparation/Research in Progress**

**Manuscripts in Preparation:**


Robinson, E. & Fujioka, Y. E-health mediation

Fujioka, Y. Health News Exemplar and Helping Behavior. To be submitted to *Howard Journal of Communications.*

Fujioka, Y., & Tan, A. S. Minority TV portrayals, regional factors, & opinions on affirmative action: An affective model of policy reasoning. To be submitted to *Howard Journal of Communications.*

**Projects in progress:**

- e-Health Uses and Response among Underserved Populations (collaborated with a CDC’s NCHM e-Health team)
  - Preparing workshops for health practitioners (March 2-3, 2009) and audience response research (Summer, 2009)

- Content Analysis of AIDS/HIV News Coverage in 2007 Ethnic Magazines (with Holley Wilkin)
• Analyzing and comparing how AIDS/HIV stores were covered in both mainstream and ethnically targeted popular magazines.

• Visual Image Study (H07211 with graduate students)
  o Examining people’s attentional responses to various types of health-related visual images, including different types of food/activities/people. Looking at a relationship between attention, emotion, and message recognition in a health context. Use eye-tracking data.

• Virginia Tech News Study (H07445 with Cindy Hoffner and graduate students)
  o Investigating people’s responses to news coverage of Virginia Tech shooting incident. Examining the role of racial identity and perceived media effects on others in people’s Health-related decisions. Papers: Mental Health (Fall 07); Immigrant Attitudes (Sp 08) & Gun Regulation Policy (Spring 09).

• Contact and Immigrant Incorporation (with Sean Richey)
  o Examining the impact of personal and mediated contact with native US citizens on immigrants’ attitudes toward political/cultural incorporation.

*Refereed Conference Papers*


Fujioka, Y. (1997, August). Television portrayals and African American stereotypes: Examination of television effects when direct contact is lacking. Paper presented to the Communication Theory & Methodology Division of the Association for Education in Journalism & Mass Communication, Chicago, IL.


Tan, A. S., Fujioka, Y., & Lucht, N. (1996, May). Native American stereotypes, TV portrayals,
and personal contact. Paper presented to the Mass Communication Division of the
International Communication Association, Chicago, IL.

personal contact. Paper Presented to the Minorities and Communication Division of the
Association for Education in Journalism and Mass Communication, Washington D.C.

presented to the Speech Communication Association, Miami Beach.

communication patterns. Paper presented at the conference on Communication in Japan
and the United States. California State University, Fullerton.

Invited Publication

CT&M News letter, Association for Education in Journalism & Mass Communication.

Invited Presentations & Panels

International:
International Studies, Meiji Gakuin University, Tokyo, Japan.

Media Effects on Japanese society. (Guest Speaker, June, 2005). Seminar in Media Effects.
Department of Journalism, Sophia University, Tokyo, Japan.

Domestic:
Center
  • Discussed cognitive, emotional, and behavioral impacts of racial images presented in the
media on dominant and minority group members. Presentation made for community
organizers and practitioners.

Symposium of Race and Media (Key Speaker, November 13, 2008). Santa Clara University
  • Presentation made for Santa Clara Faculty members from Communication, Sociology,
Psychology, and Multicultural Learning.

Survival Tips for the Tenure Processes (Panel) (March, 2008). AEJMC Midwinter Conference,
February 28-March 1, Pittsburgh, NJ.

Publishing Research Reports (Panel) (October, 2008) Presented to the Fall 2008 Ph.D.
Proseminar, Communication Department, Georgia State University.
Survey Methods (Guest Speaker). Communication Research Methods (Comm6030), GSU, April 2008 (Bennet)

Scientific Research (Guest Speaker). Graduate Communication Research Methods (Comm6030), Georgia State University, October, 2007.

Collaborating research project (panel) (October, 2007) Presented to the Fall 2007, Ph.D. Proseminar, Communication Department, Georgia State University.


You can finish a Ph. D. and find a job. (Panel) (September, 2003). Presented to the Fall 2003, Ph. D. Proseminar, Communication Department, Georgia State University.

Emotional TV news viewing and minority audience: How Mexican-American viewers process and respond to TV news stories about peer group members. (November, 2002). Presented to the Fall 2002, Ph. D. Proseminar, Communication Department, Georgia State University.


Media use, personal contact & stereotyping. Presented with Alex Tan. Research activity presentation, Edward R. Murrow School of Communication, Washington State University, April, 1996.


Professional Development


Conference Participation. The National Conference for Media, Health & Marketing, the CDC, Atlanta, GA, August 12-14, 2008

Teaching Experience

Courses taught in 2001-2009. Department of Communication, Georgia State U.

Graduate: Audience Studies (formerly Audiences & Identities; Required for all Ph. D. students)
Media, Stereotyping, Intergroup Behavior (Graduate seminar)
Communication Research Methods (Required for all MA students)
Quantitative Research Methods
Persuasion & Communication Campaigns (Graduate seminar)
Theories of uses and effects of media (Graduate seminar)

Undergraduate: Introduction to Mass Communication Theory (Required for all majors)
Communication Research & Information Technology (Required for all majors)
Introduction to Mass Communication Research (Required for all PR majors)
Persuasion
Teaching Assistant/Instructor, School of Communication, Washington State University, 1995-2000.

Introduction to Communication Theory (Instructor)
Mass Communication & Society (Instructor)
Quantitative Research Methods (Graduate course – Lab Instructor)
Intercultural Communication (Graduate seminar- occasional lecturer)
Japanese Language (Instructor)

Research Experience (Academic)

Research Assistant, School of Communication, Washington State University, Dr. Erica W. Austin. Spring 1998-Summer 2000.

Assisted the following grant projects:
- National Institute on Alcohol Abuse and Alcoholism (Content analysis of alcohol ads)
- Alcoholic Beverage Medical Research Foundation (Alcohol ads and drinking behavior).


Assisted the following projects/grants (selected):
- President’s Commission on the Status of Minorities, Washington State University (1990)
- Asian American Journalist Association (1990)


Data management, writing SAS programs, and preparing a final report.


Professional Experience

Designing, executing, analyzing, and presenting audience response research testing various consumer goods (e.g., automobiles, liquors, & sports). In addition, moderated approximately 50 focus group interviews.

Instructor of English Language, GEOS English Language Institute, Tokyo, Japan. 1986-1988.

Assistant Director/Producer, NHK (Japan Broadcasting Corporation) Service Center; Fuji Television Networks, Tokyo, Japan: 1985-1986.
Other Work Experience

Interpreter/Escort: Mr. Moriyoshi Saito, Chair/CEO, Mainichi Broadcasting, Japan (1998, April)


Visited KEX-AM, KXL, and WEIDEN & KENNEDY in Portland, OR. with 18 Japanese Broadcasting Executives.


Escorted US Government officials and scholars, participants in the International Symposium held in Japan.


Grants (Awarded):

2007 Attentional Responses to Health Messages (PI). Faculty mentored grant, Georgia State University. $10,000 (Awarded).

2006 Essential Equipment enhancement for the audience response theater (Co-PI with Jaye Atkinson). Research Equipment Grant, Georgia State University.

2001-2002 Emotional and cognitive responses to minority TV news. Research Initiation Grant, Georgia State University. $10,000.


Grants (Submitted):

2008 The Attitudes of Immigrants towards Incorporation: An Experimental Study Of Intergroup Contact (co-PI with Sean Richie). Russel Sage Foundation, $ 57,072.20 (not awarded)
2007 International Strategic Initiative in Potsdam, Germany (with Rihana Will-Smith). Georgia State University. $15,000 (not awarded).

2006 Audience Physiological Response Laboratory Equipment (PI). Research. Equipment Grant, Georgia State University. $22,616. (Not Awarded)

Honors, Awards and Scholarships

2002 Top 3 Faculty refereed paper, Mass Communication Division of the National Communication Association.

2000 Finalist (Top 4), Harriett B. Rigas Award (Outstanding Doctoral Woman Award), the Association for Faculty Women, Washington State University.

1999 & 1998 Outstanding Research Assistant Award (Katie Whitworth Estate Scholarship), School of Communication, Washington State University.

1998 Graduate Student Travel Award, Graduate School, Washington State University.


1996 Research Exposition Award, Graduate Professional Student Association, Washington State University.


1984 Ota Travel Grant Award, Yasuda Insurance Co., Tokyo, Japan.

1984 Exchange Program Scholarship, Nihon University, Tokyo, Japan.

1982-1984 Full scholarship recipient (Top 16 highest academic performance). Nihon University, Tokyo, Japan.

Service

External Service

2008- Co-Coordinator. Workshops on e-Health & Underserved Populations. e-Health Division of the National Center for Health Marketing (NCHM), The Center for Disease Control and Prevention, Atlanta, GA, March 2-3.
Workshops discuss various e-Health related issues among underserved populations, including utility, challenges, and applications of e-health. Workshops made for health practitioners, researchers, and communities.

2008-  Division Officer, Minority and Communication Division of the Association for the Educators of Journalism & Mass Communication. Student Research Chair.


2008  Reviewer, AEJMC, Communication Theory & Methodology Division; Minority & Communication Division.

2007  External Intramural Program Reviewer, the National Center for Health Marketing (NCHM), Centers for Disease Control and Prevention, Atlanta, GA. September 19, 2007.

- Reviewed all of the 7 individual Divisions’ visions and activities within the Center. Provided constructive comments and suggestions for future improvement.

2007-  Division Officer, Minority and Communication Division of the Association for the Educators for Journalism & Mass Communication. Co-Coordinator for the Midwinter Conference held in Pittsburgh, February 28-March 1.

- Programmed sessions for the Division. Major responsibilities include announcing paper/panel competitions, recruiting reviewers, session chairs and discussants, planning sessions, and attending the conference.


2007  Reviewer, AEJMC, Communication Theory & Methodology Division; Minority & Communication Division.

2006-  Editorial Board Membership, *Howard Journal of Communications* present

2006  Ad-hoc Journal Reviewer, *Communication Research*

2006  Reviewer, AEJMC, Communication Theory & Methodology Division.

2005  Ad-hoc Journal Reviewer, *Communication Research*
2005  **Ad-hoc Journal Reviewer**,  *Howard Journal of Communications*

2005  **Reviewer**,  ICA, Information System Division, & AEJMC, Communication Theory & Methodology Division.

2004  **Barrow Minority Doctoral Scholarship Committee**, Member, Communication Theory & Methodology Division, Association for Education in Journalism & Mass Communication

2004  **Reviewer**,  NCA, Mass Communication Division, ICA, Political Communication Division, & AEJMC, Minority & Communication Division.


2003  **Chair/Moderator**,  ICA, Mass Com Division, Motives & Media Effects.

2003  **Reviewer**,  NCA, Mass Communication Division, ICA, Mass Communication Division, & AEJMC, Communication Theory & Methodology Division.


2002  **Ad-hoc Journal Reviewer**,  *Howard Journal of Communications*

2002  **Discussant**,  Communication Theory & Methodology Division of the Association for Education in Journalism & Mass Communication.


2001-3  **Reviewer**,  Communication Theory & Methodology Division of the Association for Education in Journalism & Mass Communication.


**Internal Service & Mentorship**

**Training sessions**

2007, June  Coordinating a 2-day Perception Analyzer training session for 7 audience area faculty and students

**Dissertation Chair**

2008-  Chair, Tonia East, Department of Communication

2006-  Chair, Carla Daniel, Department of Communication (leave our program in May 08 due to work relocation to Washington DC.)
**Dissertation Committee**

2008-    Member, Matt Sones, Department of Communication
2007-    Member, Patti Carlson, Department of Psychology (on leave)
2006-    Member, Sangmi Lee, Department of Communication
2004-    Member, Qing Tien, Department of Communication
2003-    Member, Raiza Rehlenkoff, Department of Communication (completed 06/2007)
2002-    Member, Jiali Ye, Department of Communication (completed 07/2006)
2003-    Member, Amal Ibrahim, Department of Communication (completed 07/2005).

**Thesis Chair**

2007    Chair, Amber Cooper, Communication (in progress)
2007    Chair, Diana Maboroke, Communication (in progress)
2006    Chair, Anita Atwell, Communication (completed Fall 2008)
2006    Chair, Erin Robinson, Communication (Completed Fall 2008)
2006    Chair, Julia Simons, Communication (in progress)
2006    Chair, Heather Graver, Communication (in progress)

2004-2006 Chair, Melissa Legaipi, Communication (completed 04/2006)
2004    Chair, Erin Ryan, Communication (completed 07/2005)
2003    Chair, Yue Sung, Communication

**Thesis Committee**

2008    Member, Lok Raj Pokhrel, Communication
2008    Member, Tina, Communication
2007    Member, Lijuan Yin, Department of Communication (Switched from Ph. D)
2006    Member, Kari Schenks, Communication
2006    Member, Caiyan Lau, Communication
2006    Member, Patricia Mayorga, Communication (Completed 05/2007)
2005    Member, Vann Morris, Communication (Completed 03/2006)
2005  Member, Kay Kark, Communication
2004  Member, Dorris Burbank, Communication
2003  Member, Ling Lu, communication (completed in 07/2004)
2003  Member, Noreen Lewis Cochran, Communication
2003  Member, Karen Saghini Cole, Communication (completed in 04/08)
2003  Member, Joni Gabrueri, Communication (completed in 08/2005)
2003  Member, Sarah, Halim, Communication (completed in 06/2004).
2003  Member, Rachel Sockloff Beck, Communication (Completed in 01/2004).
2003  Member, Raiza Rehlenkof, Communication (Completed in 08/2003).
2002  Member, Robin Sloan, Communication (Completed 05/2004).
2001  Member, Karen Slay, Communication (completed in 05/2002)
2001  Co-mentor, Cherie Rooks, MacNair Scholar Summer program (completed in 07/2001)

Other Internal Responsibility

2009  Executive Committee, Member
2008-present  Journalism Faculty Search, Member.
2008  Speech and Journalism Lecture Search, Member (hired in 2008)
2007  Journalism Lecture Search, Member (hired in 2008)
2006-present  Journalism Curriculum Change, Member
2006-Present  Promotion & Tenure Committee, Member
2005-Present  Research/Creativity Committee, Member
2003-Present  Diversity Committee, member. Communication, Georgia State University.
2003-May 2007  Course Director, Jour/Spch2500. Communication, Georgia State University.
2005-2006  Health Communication Search, member, Communication, Georgia State Univ.
2004-2005  Health Communication Search, member, Communication, Georgia State Univ.
2003-2004  International Media Search, member. Communication, Georgia State University
2000-03  Public Opinion/Audience Responses Search Committee, member.
Communication, Georgia State University.

2003-2001  **Chair, Jour/Spcch2500 Course Standardization Committee.**
Communication, Georgia State University.

2003-2000  **Undergraduate Committee, Member. Department of Communication,**
Georgia State University.

2001  **Public Communication Ph. D. program committee, Member,**
Communication, Georgia State University.

2002-2000  **Faculty Guide, Arts and Sciences, Georgia State University.**

1999  **Chair, Intercultural Awareness Seminar Series: International Teaching**

  Coordinated and moderated two panel discussions that were integrated
  into a University Graduate Course (Preparation for College Teaching).
  Sponsored by the Graduate School and International Programs.

1999  **Treasurer United Council of International Organizations, Washington State University.**

1998  **Vice President & Program Chair, The Asian Pacific American Graduate Professional Student Association, Washington State University.**

1998  **Graduate Student Orientation Committee, member, School of Communication, Washington State University.**

1997  **Advertising Search Committee, Graduate Student Representative, School of Communication, Washington State University.**

1995-99  **Statistical Consultant, School of Communication, Washington State University.**

  Research/methodological consultant for 9 Master Theses and Ph.D. Dissertations.

**Recognition of professional activities and service**

2003  Citation for excellent instruction, Emily Libman, Georgia State Univ.

1999  Citation for Excellent service to the international students at Washington State University, United Council of International Organizations.

1998  Citation for excellent instruction, Washington Beta Chapter of Pi Beta Phi, Washington State University.
Professional Affiliations

Association for Education in Journalism and Mass Communication, member.
International Communication Association, member.
National Communication Association, member.
Society for Psychophysiological Research, member.
EDUCATION:

Oxford University (St. Antony's College)
D.Phil. (Ph.D.) in International Relations, 1992

Oxford University (St. Antony's College)
M.Phil. in International Relations, 1988
Thesis: "The Significance of the Big Five News Agencies in the New World Information and Communication Order Debate"

Howard University, School of Communications
B.A. in Journalism/Minor in History, 1984
• Graduated Phi Alpha Theta
• Magna cum laude honors

MAIN RESEARCH AREAS:

International Communication Policy; Critical theory and International Relations; Press Freedom; United Nations Public Information Policy; Public Diplomacy; Political Communication and New Social Movements; Pan-Africanism; Indigenous and Afro-Hispanic transnational activism

AWARDS and HONORS:


• Selected as Visiting Fellow, Life Cycle Institute, The Catholic University of America, Washington, D.C., for 2004. (Declined this award.)


• Faculty Research Grant, College of Arts & Sciences, Loyola University Chicago, Spring Semester, 1996.


• Wall of Fame, Howard University, School of Communications, October 1993

• Research Award (for study of regimes in international communication), The American University, School of International Service, April-December 1992

• Grant from the Freedom Forum Foundation to attend the "Technologies Studies Seminar," Freedom Forum Media Studies Center, Columbia University, New York, New York, March 1992

• Distinguished Alumni Award, Howard University, School of Communications, October 1991

• Summer Research Grant (for fieldwork in Ghana and Nigeria to study epistemology of international communications research), The American University, School of International Service, 1991

• Summer Research Grant (for doctoral research), The American University, School of International Service, 1990

• Travel Grant (for Doctoral Study in England), Hampshire College, School of Communications and Cognitive Science, January 1990

• Research Grant (for doctoral research in the United States), Raymond Carr Fund, St. Antony's College, Oxford University, Hilary & Trinity Terms 1988

• Research Grant, The Rhodes Trust, Oxford University, Hilary & Trinity Terms 1989

• Research Grant, Cyril Foster Fund, Oxford University, Hilary & Trinity Terms 1989

• Research Grant, Norman Chester Fund, Oxford University, Hilary & Trinity Terms 1989

• Research Grant, George Webb Medley Fund for Research in Political Economy, Oxford University, Hilary & Trinity Terms 1989

• *Rhodes Scholar* to Oxford University 1986 (First Rhodes Scholar ever from Howard University)

• Travel Grant (to attend the Twenty-Fourth General Conference of UNESCO), The Rhodes Trust, Oxford, November 1987

• Graduate Fellowship 1984-1985, Howard University, Department of Political Science [I declined this award]


• Barbados Lions Club Scholarship to Howard University, Spring 1981

PROFESSIONAL EXPERIENCE
Teaching & Research

**Associate Professor (untenured)**
Department of Communication,  
Georgia State University  
From 2005

**Associate Professor**
Department of Political Science,  
University of Melbourne, Australia  
2005

**Associate Director, Research**  
[UCLA rank equivalent to Associate Professor]  
Ralph J. Bunche Center for African American Studies,  
University of California at Los Angeles (UCLA)  
2003-2005

**Research Assistant Professor**
Institute of Communications Research,  
College of Communications,  
University of Illinois (Urbana-Champaign),  
1999-2003

**Visiting Assistant Professor**
Institute of Communications Research,  
College of Communications,  
University of Illinois (Urbana-Champaign),  
August 1998 - 1999

**Assistant Professor of Communication**
Department of Communication  
Loyola University of Chicago  
1993-1998

**Director**
National Center for Freedom of Information Studies  
Department of Communication  
Loyola University of Chicago  
1993-1998

**Research Fellow**
Freedom Forum Media Studies Center  
Columbia University  
New York, New York  
September 1993 - May 1994

**Assistant Professor of International Service**
Program in International Communication  
School of International Service  
The American University, Washington DC  
September 1990 - August 1993

**Assistant Professor of International Service**
School of Communication and Cognitive Science
Hampshire College, Amherst MA
July 1989 - June 1990

**Visiting Scholar, Program in International Communication**
The American University, Washington, DC.
January 1989 to August 1989,
Researched and lectured in the Political Economy of International Communication.

**Night Support Staffer,**
Oxford Analytical Data Base, Oxford UK
(affiliate in England of Dunn & Bradstreet)
1986-1988
- Prepared the daily agenda of significant news events for the office
- Liaised with specialist contributors.

**Journalism**

**Freelance Writer**

**Freelance Correspondent, Caribbean Magazine,** Topical Tapes, BBC External Services 1986-1988
- Researched and presented interviews and features for this weekly half-hour radio program.

**Sunday Columnist** - "Letter From Britain", *Barbados Advocate* 1986-1988

**Travel Writer**

**Features Editor, The Bajan** magazine 1984-1986
- Assisted in the editorial relaunch of the magazine
- Researched and wrote features on a variety of subjects
- Liaised with freelancers.

**Guest Commentator, CBC Radio (Barbados). 1984-1986**
- Wrote 5-minute social commentaries for Sunday broadcasts
- Appeared on panels analyzing political events
- Contributed as discussant on the "Foreign File" program analyzing current happenings in international relations.

**Correspondent, The Bajan** magazine 1981-1982
- Wrote a monthly column from Washington dealing with topical issues affecting the Caribbean.

- Assisted in the compilation of the Sunday program for the local Caribbean community.

**Freelance Writer, The Nation** newspaper, Barbados. 1979-1980
- Reviewed films for weekly "Pelican Magazine".
- Wrote variety of short features on aspects of Caribbean affairs.

News Reporter, Barbados Rediffusion. 1979-1980
- Wrote news stories and reported current affairs for radio broadcasts

Freelance Writer The Bajan Magazine 1975-1979
- Contributed features on a variety of subjects.

COURSES TAUGHT

Graduate:

At Georgia State University
International Media & Culture
International Communication
International Cause Marketing
Racial Discourse in Latin America

At The University of Melbourne (Australia)
The United Nations: Stagnation and Reform

At The University of Illinois (Urbana-Champaign)
International Communication
International Propaganda

At The American University -
International & Comparative Communication Policies
International Communication
Communication and Political Development

At the Department of the Navy, Washington DC.
Introduction to Telecommunications

Undergraduate:

At Georgia State University
Media & Popular Culture
Racial Discourse in Latin America
Seminar on Race and Media
International Communication
Introduction to Mass Communication Research

At The University of Illinois (Urbana-Champaign)
Race and Mass Media
International Communications
Social Aspects of Mass Communications

At Loyola University Chicago
Contemporary Culture and Communication
Political Communication
African-Americans and Mass Media
International Mass Communication
Mass Communication
Investigative & Public Affairs Reporting
Reporting & Writing
Feature & Opinion Writing

At The American University
Policy Crises in World Communication
International Political Communication
Foundations of International Communication
Information & Culture in Foreign Policy

At Hampshire College
Introduction to International Communication
Policy Crises in World Communication
Global News Flows
Critical Journalism

ACADEMIC PUBLICATIONS:

Books:

Antiracism As International Communication (In-press)

This is the volume of scholarly studies on antiracist discourses around the world edited by Mark Alleyne. The research was funded by a grant from the Toda Institute for Global Peace (Hawaii). The chapters look at various dimensions of the cultural politics of antiracist communication campaigns using a variety of methodological approaches, including textual analysis, content analysis, ethnography, and face-to-face interviews. The case studies come from a variety of geographic locations, including Scotland, Holland, Guatemala, Namibia, Brazil, Finland and England.


From the book’s blurb …
"This is the first comprehensive history and critical assessment of the international propaganda program of the United Nations. Alleyne uses methods and concepts from a variety of fields to explain how the UN ran a propaganda project for all of its history in the twentieth century but repeatedly denied that it had one. The book shows how the UN’s work to win world public opinion originated in a number of places, including the evolution in the practice of war, advances in social psychology, and the attempt to outlaw the hateful propaganda that marked World War II. This is a work in the constructivist and critical theory traditions of International Relations research, and as such Alleyne is able to make connections in one work between quite an impressive array of seemingly unrelated phenomena, such as World AIDS Day, Hollywood movies about the UN, and the campaign to free Nelson Mandela."


Articles & Chapters


"Stability and Change at the 'Big Five' News Agencies" (with Janet Wagner), Journalism Quarterly, vol. 70, no. 1, Spring, 1993, pp. 40-50.


EXTERNAL EDITORIAL & REVIEW SERVICE

- Communication, Culture & Critique
- Social Sciences & Humanities Research Council of Canada
• Social Science Research Council (SSRC): International Dissertation Field Research Fellowship Program
• Wadsworth
• Palgrave-Macmillan (formerly Macmillan and St. Martin’s Press)
• Communication Review
• Journalism & Mass Communication Quarterly
• Association for Education in Journalism and Mass Communication (AEJMC):
  * Commission on the Status of Women
  * International Communication Division
• William Rainey Harper College Journalism Program

WORK UNDER REVIEW OR IN-PROGRESS

Chapters:


Books:

Explaining War in Guatemala – UN Public Information in a Post-Conflict Scene

A single-authored book on the history of the UN’s Verification Mission in Guatemala, MINUGUA (1994-2004). The book situates the mission’s public information campaigns within the entire history of the UN’s antiracist post-World War II project and explores how the UN came to decide that antiracism would be the theme of the public information mandate of the 1996 peace accords. This study in international political communication uses discourse theory to dissect the relationship between the UN’s version of antiracism and discourses about identity, race, neo-liberalism and nationalism “on the ground” in Guatemala.

Articles:

"Victim Particularity Since Durban,” Under preparation for external journal peer review.

ACADEMIC PRESENTATIONS


“El Racismo y Conflicto” (Racism and Conflict), Lecture in Spanish, Joint Graduate Seminar in International Relations and Strategic Studies, Universidad Rafael Landívar, Guatemala City, November 13, 2006.


“La Obra Comunicativa en Guatemala: Contexto y Preguntas,” Lecture in Spanish, School of European Languages & Literaturas, University of Auckland, New Zealand, April 13th, 2005.


“Virtual International Communities of Love and Hate,” Annual Conference, International Association for Media and Communication Research (IAMCR), Communications Technology Policy section, Porto Alegre, Brazil, July 25-30, 2004.


“Reading the War on Terror,” Mellon Workshop on *The Abuse of Ideals*, University of California Riverside, March 1, 2004.

“‘Good Propaganda’ and the ‘War on Terrorism’”, Hawaii International Conference on Arts and Humanities, January 8-11, 2004.

“Internationalism in Times of Hate: Anti-Racist Campaigns in European Football and in the USA After ‘September 11’”, Annual Conference of the Media, Communications & Cultural Studies Association (MeCCSA), University of Sussex, Brighton, UK, December 21, 2003.


“International Communication: The Dimension of International Organization,” Ph.D. Proseminar, Institute of Communications Research, College of Communications, University of Illinois (Urbana-Champaign), February 27, 2002.

"Public Information Policy and War," Ph.D. Proseminar, Institute of Communications Research, College of Communications, University of Illinois (Urbana-Champaign), April 18, 2001.


"United Nations Public Information Policy and Peacekeeping," Presentation to the Journalism Master's Proseminar, College of Communications, University of Illinois (Urbana-Champaign), March 19, 2001.

"UN Propaganda and the Construction of a Non-Racist World Order", Afro-American Studies and Research Program, University of Illinois at Urbana-Champaign, September 11, 2000.


“Critical Pedagogy and International Communication,” Annual Convention, Association for Education in Journalism and Mass Communication (AEJMC), Chicago, August 1, 1997.


“Politics and International Communication,” University of Wisconsin-Parkside, Center from International Studies, April 17, 1997.


“Black People in International Politics: A Radical View of Ralph Bunche and Andrew Young,” Center for Faith and Culture, Loyola University Chicago, January 15, 1996.


"Thinking About the International System in the 'Information Age': Theoretical Assumptions and Contradictions," The American University, School of International Service, Ph.D. Research Seminar, October 27, 1992


Panel Member (with Rev. Jesse Jackson) "Politics and the Media", sponsored by the Howard University Dept. of Political Science. April 17, 1991


"The Political Economy of International Communication," The American University, School of International Service, Ph.D. Research Seminar, October 10, 1990


Discussant on a three-member panel of Hampshire academics who appraised the film "Do The Right Thing", Hampshire College, Amherst, Massachusetts, February 13, 1990.

Colloquium in International Communication, "The Political Economy of International Communication", The American University, Washington DC, February 1, 1989

CONSULTING

• Member, Reuters Insight (formerly Anián)

COMMITTEE SERVICE

Georgia State University

• Center for Latin American and Latino Studies
• Honors
• International Media Search Committee (Chair)
• Research & Creative Projects
University of California Los Angeles

- Ralph Bunche Chair Search Committee, 2005
- Institute of American Cultures Fellowships and Grants committees, 2003-2005
- Ralph J. Bunche Center Fellowships and Grants committees, 2003-2005

University of Oxford

- College Liaison Representative, Mid-West United States, St. Antony's College (Fall 2000-Summer 2003)

University of Illinois, Urbana-Champaign

- Chair, College of Communications Brown Bag Committee (2001-2002 academic year)
- Institute of Communications Research Admissions Committee (1999-2002)
- College of Communications Admissions Committee (2000-2001)
- Planning Committee, UN Oral History Project (Since 2000)

Association for Education in Journalism and Mass Communication (AEJMC) –


Loyola University Chicago -

- Mentors Program (LEAP), 1994-1998
- Journalism Minor, 1997
- Graduate Program, 1996-1997
- Recruitment, 1996-1997
- Advising and Recruitment, 1995
- International Studies, 1995-1998
- Curriculum Committee, 1994-1995
- Grievance, 1997

The American University -

- University-wide Co-operative Education Advisory Committee, 1991-Fall, 1992
- University-wide Task Force on Race Relations, Summer 1992-Summer 1993
- American University Steering Committee, American Association of University Professors (AAUP), Spring 1992-1993
- Faculty Coach, The American University, NCAA Div.1 Men's Soccer Team, Fall, 1991-Spring 1993
- Search Committee, Department of Comparative & Regional Studies, School of International Service, Fall 1992-Spring, 1993

Howard University-

- Adviser, Honors Program, School of Liberal Arts, 1991
OTHER PURSUITS

• Director of Tennis, Jacksonville Country Club, Jacksonville, North Carolina, 2000
• Captain, Avalon Park Men's "B" Team, Chicago Park District Tennis Association Summer League, 1999.
• Member, Scholarship Committee, Chicago Housing Authority (1998-1999)
• Past member, Advisory Council, Citizen Advocacy Center, Elmhurst, IL (1996-1998)
• Fully certified tennis teacher through the Professional Tennis Registry (PTR) at the level of Instructor (Since 1997)
• Head Tennis Coach, Gordon Tech High School, Chicago, 1998
• Tennis Pro, Chicago Park District, 1998
• President, Barbados Association Of Journalists, 1985-1986
• Secretary, Metropolitan Cricket Club, Washington DC, 1984
• Prize Winner, British Broadcasting Corporation Caribbean Short Story of the Year Competition, 1977

LANGUAGES

• Spanish - fluent (written & spoken)
• French - moderate comprehension and conversation skills
• Portuguese – moderate reading and comprehension skills

MEMBERSHIPS

• Academic Council on the United Nations System (ACUNS)
• International Studies Association (ISA)
• International Communication Association (ICA)
• Media, Communications & Cultural Studies Association (MeCCSA), UK
• International Association of Media and Communication Research (IAMCR)
• The Oxford Society
• American Political Science Association
• Professional Tennis Registry (PTR)
• United States Tennis Association (USTA)

Listing in Contemporary Authors:

ALLEYNE, Mark D. -
(Mark Dacosta Alleyne)


ADDRESSES: Home--6555 Sugarloaf Parkway, Ste. 307, No. 266, Duluth, GA 30098. Office--Department of Communication, Georgia State University, 1 Park Pl., Atlanta, GA 30303; fax: 770-935-7969. Email--markalleyne@prodigy.net.

CAREER: Freelance writer, 1975-79; Barbados Rediffusion, Barbados, news reporter, 1979-80; WHUR-Radio, Washington, DC, broadcaster, 1981-82; Bajan, Barbados, features editor, 1984-86; freelance writer, 1986-89; Hampshire College, Hampshire, MA, assistant professor of communication, 1989-90; American University, Washington, DC, assistant professor of
international service, 1990-93; Loyola University of Chicago, Chicago, IL, assistant professor of communication and director of National Center for Freedom of Information Studies, 1993-98; University of Illinois at Urbana-Champaign, Urbana, visiting assistant professor, 1998-99, research assistant professor at Institute of Communications Research, 1999-2003; University of California, Los Angeles, associate director, Ralph J. Bunche Center for African American Studies, 2003-05; University of Melbourne, Melbourne, Australia, associate professor of political science, 2005; Georgia State University, Atlanta, associate professor of communication, 2005--. American University, visiting scholar, 1989; Columbia University, research fellow at Freedom Forum Media Studies Center, 1993-94; speaker at other institutions; conference and workshop presenter. CBC Radio (Barbados), guest commentator, 1984-86; guest broadcaster for other media outlets. Certified tennis instructor; head tennis coach at a high school in Chicago, 1998; active in Chicago-area civic organizations, between 1996 and 1999.


WRITINGS:


ADAPTATIONS:

WORK IN PROGRESS:
"An individually authored book on anti-racism; editing a book on international anti-racist discourse."

SIDELIGHTS:

Mark D. Alleyne told CA: "All my books are building blocks, so the books I am working on now originated with my last book on the United Nations. When I was writing that book I got fascinated by how much time and resources the UN devoted to fighting racism and I felt that anti-racism deserved a book of its own. In 2005 I was fortunate to get a grant from the Toda Institute for Global Peace that has allowed me to launch two book projects. One is an edited volume on international anti-racist discourse that includes chapters by scholars from different parts of the world. The other is a book written by me on anti-racism as a form of cause marketing."

Mark Alleyne is also listed in Who’s Who
LY BOLIA                        Curriculum Vitae
Associate Professor, Department of Communication (with tenure)

57 Forsyth St. #12C, Atlanta, GA 30303 (917) 363-3344

I. EDUCATION
Masters of Fine Arts in Film and Television.
New York University, New York, NY May 1994

Bachelors of Science in Architecture
Georgia Institute of Technology, Atlanta, GA May 1988
Graduated Suma Cum Laude.

Associates of Science in Pre-Engineering
Clayton State College, Morrow, GA May 1984

II. PROFESSIONAL CREDENTIALS
Department of Communication. Georgia State University, Atlanta, GA,
Assistant Professor
Department of Television and Film. Desales University, Center Valley, PA,
Assistant Professor
New York Film Academy. New York, NY.
Lecturer

III. TEACHING EXPERIENCE
Georgia State University, Department of Communication., Atlanta, GA,
Aug. 2001 to present

Desales University, Department of Television and Film , Center Valley, PA,
Aug.1999 to 2001


IV. ADMINISTRATIVE EXPERIENCE (academic)
Desales University: Budget and Curriculum Committee.
Georgia State University:
Exposure Film Screenings, Organizer, 2008
Faculty Search Committee 2007-2008
MFA development Committee 2007
Film/video equipment committee 2001-2008
Undergraduate Committee. Developed, employed and analyzed questionnaire for
assessment for undergrad film program.2005-2006
Faculty search Committee 2004-2005
Research & Creative Activities Committee 2003-2004
Served as representative of Georgia State Department of communication at the
2002 Atlanta Film and Video Festival. Served on a panel discussing offerings at Film and Video opportunities at Georgia State University. Represented Department of Communication at Panther Day. A open house to recruit students. 2004
Served on Committee in a faculty search for a candidate to serve as director of research center for the study of digital media. 2002.
National Forensic League- Shot the following events during the NFL National Convention in Atlanta in June of 2003
Visiting Instructors search committee 2004-2005

V. BUSINESS AND PROFESSIONAL EXPERIENCE

Architect  Southern Engineering (now Clough Harbour & Associates.)
Atlanta, 1988-1989
1800 Peachtree street, Atlanta, 30309

Filmmaker  MasterPiece: A full service media production company.
Montclaire, NJ. 1994-1996
Shot various Corporate videos for such Companies as Merck Pharmaceuticals.
Shot corporate videos for the Ford Foundation and Lucent Communications.

Merck & Co., Inc. Rahway, NJ. – Media department – serviced all corporate media for Merck Co.
Rahway, NJ 1997-1998

VI. INSTRUCTIONAL ACTIVITIES

1. Courses taught: Georgia State University:
   Thea, Film, and Jou 3000, Lighting Design for Theater/ Film/TV
   Comm 6370, Digital Effects for Film and TV
   Comm 6350, Digital Motion Imaging
   Comm 6145, Digital Editing
   Comm 6135, Digital Cinematography
   Comm 6910, Special Project: High Definition Seminar
   Film 4130, Production II

Desales University
   TV/Film 370 Editing, Sound, and Lighting Workshop
   TV/Film 380 Direction I
   TV/Film 450 Cinematography
   TV/Film 252 Writing for TV and Fil.
   TV/Film 201 Public speaking.
   TV/Film 260 Introduction to producing.
   TV/Film 380 Directing
2. Direction of Individual Student Work

Theses

Fall 04
- a. Danavall, Ndieye G. 1.0  (Collective Voices: Women of Color March for women’s lives.)

2004

Spring 05
- a. Christian Lockerman 6.0  (Creative Thesis Script: Iron City)
- b. Danavall, Ndieye G. 6.0  (continue work on: Women of Color March for women’s lives.)

Spring 05
- a. Christian Lockerman 6.0  (continue work on: Iron City)
- b. Qun Huang 6.0  (Creative Thesis Script: Saving Yaba)

Fall 05
- a. Roberto Arevelo 9.0  (Creative Thesis: Documentary: Rubbins Cube)

Su 05
- a. Christian Lockerman 6.0  (continue work on: Iron City)
- b. Qun Huang 6.0  (Creative Thesis Script: Saving Yaba)

Spring 06
- a. Roberto Arevelo 9.0  (continue work on, Rubbins Cube) Graduated.
- b. Kevin Diggleman 6.0  (Drawn In, Short Film)
- c. Junia Joseph 6.0

Fall 06
- a. Christian Lockerman 1.0  (Thesis film: Iron City)
- b. Junia Joseph 2.0  (Thesis film: Untitled)
- c. Azizi Richardson 3.0  (Thesis film: Untitled)

Su 06
- b. Junia Joseph 3.0  (Thesis film: Untitled)
- c. Azizi Richardson 2.0  (Thesis film: Untitled)
- d. Kevin Diggleman 1.0  (Thesis film: Britva)

Spring 07
- b. Kevin Diggleman 1.0  (Thesis film: Britva)
- c. Azizi Richardson 5.0  (Thesis film: Untitled)

Su 07
- a. Yvonne Mcdowell 3.0  (Thesis film: Henchmen)
- b. Edwina Mcmullen 3.0  (Thesis film: Untitled)
- c. Azizi Richardson 3.0  (Thesis film: Untitled)
- d. Kevin Diggleman 1.0  (Thesis film: Britva)

Fall 07
- a. Darmina Hodges 1.0  (Thesis film: Black on Black Edu.)
- b. Azizi Richardson 3.0  (Thesis film: Untitled)
- c. Yvonne McDowell 2.0  (Thesis film: Henchmen)
- d. Edwina Mcmullen 3.0  (Thesis film: Untitled)

Spring 08
- a. Darmina Hodges 6.0  (Thesis film: Black on Black graduated.)

816
b. Yvonne Mcdowell 1.0 (Thesis film: Henchmen)
c. Azizi Richardson 3.0 (Thesis film: Untitled)
d. Kevin Diggleman 1.0 (Thesis film: Britva)

Summer 08
a. Darnina Hodges 4.5 (Thesis film: Black on Black)
b. Yvonne Mcdowell 1.0 (Thesis film: Henchmen)
a. Brandon Jolley 2.0

Fall 08
a. Torey Haas 9.0 (Thesis film: Jake and Julie vs Boogeyman)
b. Yvonne Mcdowell 18.0 (Thesis film: Henchmen) graduated.
c. Edwina McMullen 1.0 (Thesis film: Untitled)
d. Jeffery Morrow 12.0 (Thesis film: Untitled)
e. Azizi Richardson 1.0 (Thesis film: Untitled)
f. Jason Smith 3.0 (Thesis film: Wayward) graduated.
g. Angela Zaballa 3.0 (Thesis Film: Mnemosyne's Contempt)

Independent Study
Spring 03
a. Matt Hutchinson 3.0 (Digital Effects for Short : Ghost Runner on First)

Fall 03
a. Danavall, Ndieye G. 3.0 (Documentary: Children of the Most High)

Spring 04
a. Valorie Wood 3.0 (Documentary: Springs of Lithia).

Summit 04:
Katherine Skinner 3.0 (Medea family reunion documentary)
c. Valorie Wood 3.0 (Documentary: Springs of Lithia)
d. Roberto Arevalo 3.0 (Editing Documentary: Weaving Life)
e. Jennifer Leifheit 3.0 (Editing a short film)

Fall 04
a. Katherine Skinner 3.0 (Script)
b. Caroline Gallrein 3.0 (Short Film: The Book of Janealle)

Spring 05
a. Ginny Edwards 1.0 (Digital Effects for Film using After Effects)

Spring 06
a. Kevin Diggleman 3.0 (Digital Effects for Film using After Effects)
b. Larry Little John 1.0 (Reading on late night television wars)
c. Sarah Dvorak 1.0 (Develop reel for professional presentation)
e. Junia Joseph 3.0 (Digital Effects for short film: Digi Prod)
f. Azizi Richardson 3.0 (Digital Effects for film: Sum of Her Parts)
<table>
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<tr>
<th></th>
<th>Name</th>
<th>Credits</th>
<th>Project Description</th>
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<tbody>
<tr>
<td>g. Frank Fuller</td>
<td>3.0</td>
<td>(Research Paper: <em>The making of Indie film</em>)</td>
<td></td>
</tr>
<tr>
<td>h. Doug Urquhart</td>
<td>3.0</td>
<td>(After Effects Opening for <em>Blackmarket</em>)</td>
<td></td>
</tr>
<tr>
<td>Summer 06</td>
<td>a. Julietta Bartolini</td>
<td>3.0</td>
<td>(Experimental film: <em>Pictures of Life</em>)</td>
</tr>
<tr>
<td></td>
<td>b. Micah Stansell</td>
<td>3.0</td>
<td>(Experimental film: <em>Transient Forms</em>)</td>
</tr>
<tr>
<td></td>
<td>c. Shayne Khajehnoori</td>
<td>3.0</td>
<td>(Documentary: <em>Impaqued 3</em>)</td>
</tr>
<tr>
<td>Fall 06</td>
<td>A. Doug Urquhart</td>
<td>3.0</td>
<td>(Documentary: <em>Blackmarket</em>)</td>
</tr>
<tr>
<td>Summer 07</td>
<td>a. Angela Patrice Jones</td>
<td>1.0</td>
<td>(Paper: <em>Hattie McDaniel</em>)</td>
</tr>
<tr>
<td></td>
<td>b. Ben Champion</td>
<td>3.0</td>
<td>(film scoring)</td>
</tr>
</tbody>
</table>

3. Membership on Committees for Individual Student Work

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Credits</th>
<th>Project Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 03</td>
<td>a. Henni Espinosa</td>
<td>1.0</td>
<td>(Documentary: <em>Six Decades of Battle</em>)</td>
</tr>
<tr>
<td>Spring 04</td>
<td>a. Jacob Rhodes</td>
<td>6.0</td>
<td>(Thesis Film: <em>Transparent</em>)</td>
</tr>
<tr>
<td>Fall 04</td>
<td>a. Jennifer Leifheit</td>
<td>1.0</td>
<td>(Kennesaw State University's 40th Anniversary: Historical Retrospective)</td>
</tr>
<tr>
<td></td>
<td>b. Steven Hames</td>
<td>1.0</td>
<td>(Screenplay: <em>Overlord</em>)</td>
</tr>
<tr>
<td>Fall 05</td>
<td>a. Daniel D. Adjokatcher</td>
<td>6.0</td>
<td>(Screenplay: <em>Papa's African Souvenir</em>)</td>
</tr>
<tr>
<td></td>
<td>b. Nathan Seay</td>
<td>6.0</td>
<td>(Screenplay: <em>Running Crow</em>)</td>
</tr>
<tr>
<td>Spring 06</td>
<td>a. Loretta Paraguassu</td>
<td>6.0</td>
<td>(Screenplay: <em>Give Me a Break</em>)</td>
</tr>
<tr>
<td></td>
<td>b. Ann Hamilton</td>
<td>6.0</td>
<td>(Thesis film: <em>Decompression</em>)</td>
</tr>
<tr>
<td></td>
<td>c. Darwin Berman</td>
<td>6.0</td>
<td>(Thesis film: <em>Class Wars</em>)</td>
</tr>
<tr>
<td>Fall 06</td>
<td>a. Ann Hamilton</td>
<td>1.0</td>
<td>(Thesis film: <em>Decompression</em>)</td>
</tr>
<tr>
<td></td>
<td>b. Brad Hurst</td>
<td>3.0</td>
<td>(Thesis film: <em>Low Browey '97</em>)</td>
</tr>
<tr>
<td></td>
<td>c. Raj Paranjpe</td>
<td>3.0</td>
<td>(Screenplay: <em>Dark Waters</em>)</td>
</tr>
<tr>
<td>Fall 07</td>
<td>a. Nicole Files Thompson</td>
<td>6.0</td>
<td>(Screenplay: <em>Weekend with the Girls</em>)</td>
</tr>
<tr>
<td></td>
<td>b. Jeff Engleson</td>
<td>6.0</td>
<td>(Thesis Film: <em>Coming Soon</em>)</td>
</tr>
<tr>
<td>Spring 07</td>
<td>a. Raj Paranjpe</td>
<td>6.0</td>
<td>(Screenplay: <em>Dark Waters</em>)</td>
</tr>
<tr>
<td>Spring 08</td>
<td>a. Nicole Files Thompson</td>
<td>1.0</td>
<td>(Screenplay: <em>Getaway</em>)</td>
</tr>
<tr>
<td></td>
<td>b. Jeff Engleson</td>
<td>3.0</td>
<td>(Thesis Film: <em>Coming Soon</em>)</td>
</tr>
<tr>
<td></td>
<td>c. Kristina De Jesus</td>
<td>3.0</td>
<td>(Thesis film: <em>Minerva</em>)</td>
</tr>
</tbody>
</table>

4. Courses and Program Development

While at Desales University, actively re-structured a fledgling undergraduate film program by developing a curriculum and facilitating the purchasing of film/video equipment.
VII. INTELLECTUAL CONTRIBUTIONS

A. Publications: 
   Contributed artwork. 

B. Proceedings: 
   2005 Atlanta Film and Video Festival - Invited to moderate panel of filmmakers on the topic of the importance of film festivals.

C. Professional Presentations and invited Screenings.

   2007 
   Cannes Short Film Corner, Cannes, France, *American Identity*, Cinematographer
   Saugatuck Children’s Film Festival, Saugatuck, MI, *Once Upon a Jedi*

   2006 
   University of Central Arkansas, Invitation for presentation of work and to deliver a lecture on “Lighting for High Definition Video” on Feb. 23, 2006.

   2005 
   The Atlanta Chapter of Media Communications Association International (MCAI) For Professional Media Communicators, Invited to present work at the August meeting of the “This was followed by a discussion on the topic of High Definition Video.

PROFESSIONAL PROJECTS (Academic)

To The Heavens Screenplay (119 pages)

   Elliot Takamura a diabetic American 9 year old. His innocent life shatters on an empty roadside as he loses his parents to a drunk driver. Refusing to accept their death, he turns to Asian lore and superstition to contact them. His imagination turns on him as sightings, dreams, and disillusions convince him that he can bring them back from Heaven. Compelled by this obsession he loses touch with reality. The only person that can bring him back is his estranged Japanese grandfather, a bitter drunk who is a prisoner of his own past.

Janitor Too Short Film (TRT 10 min), Nov. 2005

   A night janitor plays out his fantasy of being a corporate suite after hours. 
   *Writer/Cinematographer/co-director*

Nailed Short Film (TRT: 30 min) 2005

   A Brazilian immigrant in search of a husband before her visa expires becomes ensnared in the scam of a pair counterfeit green card producing con artists. 
   *Cinematographer*

Book of Jaenlle Short film (TRT: 10 min) 2005

   A woman is faced with the daunting task of choosing a bathing suit for her office pool party. She realizes she has a severe problem with her body image.
**Cinematographer**

**Blame Falls**  
Short film (TRT 25 min), July 2005  
Grieving the loss of his wife and son, Ira Goldstein desperately searches for why his life has gone so terribly wrong. With malice and anger he finds a scapegoat in Wille McGuff, a collection agent who while trying to collect on debts past due crosses Ira.  
*Writer/Director*

**Success Is Mine**  
Short film (TRT 8 min), Oct. 2003  
A door to door salesman struggles to overcome Turrets syndrome.  
*Co-Writer/Director*

**Once Upon a Jedi**  
Short film (TRT 25 min), Aug. 2003  
A boy dreams of a girl and learns that dreams can come true.  
*Writer/Director/Editor*

**Still Life**  
Short film (TRT 8 min.) 2004  
A professor’s murderous past comes back to haunt him.  
*Co-Writer/Director/Editor*

**Skin Deep**  
Short film, (TRT: 12 min) 2002  
A private detective must poses as a cosmetologists to investigate serial killings.  
*Co-Writer/Director/Editor*

**Fantastic:**  
**Nightmare**  
Short film (TRT: 10 min) 2001  
A man discovers that being engaged makes him more attractive to women. He soon discovers that the trists are hardly worth the heart ache.  
*Writer/Director /Editor*

**Carpool**  
A hen pecked man learns to escape his over bearing mother as they are carjacked.  
*Director/Cinematographer*

**Emerald Dragons**  
Short Film (TRT: 25 min) 1994  
Two Chinese gang kids choose the U.S. Army over reform school and soon discover the true meaning of loyalty.  
*Writer/Director*

**Bloods on the Moon**  
Short film, (TRT: 10 min) 1993  
A man creates a fictitious film called Blood on the Moons to dupe investors.  
*Cinematographer*

**Lit'l Boy Grown**  
Short film, (TRT: 12 min) 1992
A young boy learns the dangers of wielding a gun. Currently used by the Newark Police Department in discussing kids and guns.

Cinematographer

**Half Full**  
Short film, (TRT: 12 min) 1992

Cinematographer

**Half Empty**  
A pessimistic man encounters an angle one day that changes his views on life.  
Co-Writer/Director/Editor

PROFESSIONAL PROJECTS (Commercial)

**Thorn of Ages**  
Short Film (TRT: 20 min) 2008  
Three sisters come to grips with the abuses they endured as children.  
Cinematographer

**The Ticket**  
Short Film (TRT: 15 min) 2008  
A missed placed lottery ticket becomes a life changing event for three small town characters.  
Cinematographer

**B.A.M.**  
Short Film (TRT: 20 min) 2007  
A suspected murderer faces trial stirring up he demons of his past.  
Cinematographer

**American Identity**  
Short Film (TRT: 40 min) 2006  
After the attacks of 911, Major Arlington Simpson is sent to Afghanistan where he discovers the brutality of war.  
Cinematographer

**Insanity**  
Short film (TRT: 10 min) June 2003  
A disillusioned housewife suspects her husband of infidelity and kills him, only to discover he was protecting her from her past.  
Cinematographer

**Faking It**  
One in a series of short skits (TRT 3 min) 2005  
A man and woman rush to elope before his ex-wife finds him  
Writer

**Unseen**  
Feature Film, (TRT 84 min) 2004  
When Roy Clemens returns to his rural hometown of Haralson, Georgia, for his father’s funeral, he inherits the family store and a mess of skeletons in the closet.  
Camera Operator

**Belleclair Times**  
Feature film, (TRT 90 min) 2004  
The story follows the editor of the town paper, The Bellclair Times, as he finds a link between the killing of multi race Baby, name Rose in 1967 and a dead woman.  
Cinematographer
Mail Order Bride (AKA) Red Squares" Feature film (TRT: 2 hrs). 2003
A young Italian mobster goes to Moscow and joins to Russian mob to find a mail order bride who has left her mob American husband.

Minimal Knowledge Digital Feature (TRT: 1 hr 55 min) May 2002.
A New York police detective discovers he has clairvoyant abilities which leads him to a serial killer of elderly women.

Los Vientos Soplan Short Documentary (TRT: 23 min), 2002
En El Alto Orinoco, Documentary on the Yanomami indians of Venazuela. Editor

Director, Cinematographer, editor

Director, Cinematographer, editor

Lansdown Feature film, (TRT: 1hr 45 min.) 2001.
An attorney desperate to save his marriage hires hit men to kill his wife’s lover.

The Rules for Men, Feature film (TRT: 1hr and 45 min) 1999.
(Also acted as co-producer responsible for scheduling and budgeting.)
A young man teaches his nerdy friend about the rules to follow to woo women.

Times Square Transfer, Short film (TRT: 15 min.) 1999
A friendly competition between two street performers turns into a enormous jam as other street performers join them.

The Stall Short film (TRT: 17 min.) 1999
A avid gambler desperate to win a bet on a major league baseball game sets out to injure the key player of the favored team.

Comedy Central, "Interstitials or bumpers for 4th July marathon broadcast of Upright Citizen’s Brigade." a weekly serial on the Comedy Central Network, 1999.
Cinematographer

Asbury Park  Feature film, (TRT: 2 hrs) 1997
A boy learns the true dangers of gang life.
Cinematographer

BROADCAST AND DISTRIBUTION


2005  http://www.nycmidnight.net/HR-03.htm  Currently being hosted by nycmidnight.net website., Retrieved 2/14/200 Janitor Too, Short Film, writer/cinematographer/co-director

2004  DVD distribution, National Film Challenge, 2003

2003  Digital Media Strategies, Seattle, WA, Fantastic Nightmare, Short film Director
2003  Digital Media Strategies, Seattle, WA, Emerald Dragons Short Film, Director
2003  Small Planet Pictures, video release Nov. 21, 2003, Mail Order Bride (AKA) Red Squares Feature film, cinematographer
2003  Vanguard Quality Independent Cinema, Buena Park, CA, Lansdown (DVD video), Feature Film, cinematographer.

2002  NBC, CBS, ABC and local Cable Network, Richard McGee Campaign, Commercial spot for Richard McGee Campaign for Labor for Labor Commissioner,

Director/Cinematographer/Editor.

Outrider Pictures, Los Angeles, CA. Lansdown (Theatrical release), Feature film, cinematographer.

Comedy Central Network, Comedy Central. "Interstitials or bumpers for 4th July marathon for broadcast of Upright Citizen’s Brigade." a weekly serial on the Comedy Central Network, cinematographer.

PBS broadcast network, Times Square Transfer, Short film, “B” Camera operator

NYTV, New York Cable, Half Full/Half Empty, Short film, Co-Writer/Director/Editor

JURIED SCREENINGS

Mid Atlantic Black Film Festival, B.A.M, Cinematographer
2008 Hollywood Black Film Festival, B.A.M, Cinematographer
2008 Urban Media Filmmakers Film Festival, B.A.M, Cinematographer
2008 San Diego Black Film Festival, B.A.M, Cinematographer
2008 Texas Black Film Festival, B.A.M, Cinematographer
2008 New Orleans International Film Festival, Once Upon a Jedi, Director/Writer
2007 MA Brazil Festival and Colloquium, Harvard University, Department of Romance Languages. Cambridge, MA, Nailed, Cinematographer
2007 The Atlanta Underground Film Festival. Atlanta, GA, Nailed, Cinematographer
2007 Boston Latino International Film Festival (Boston, MA, USA @ Harvard Film Archive), Nailed, Cinematographer
2007 New England Film and Video Film Festival (Boston, MA, USA), Nailed, Cinematographer
2007 Curitiba International Film Festival (Curitiba, Parana, Brazil), Nailed, Cinematographer
2007 Los Angeles Shorts Fest, Los Angeles CA, American Identity, Cinematographer
2006 Newark Black Film Festival, Newark, NJ, Belleclaire Times, cinematographer
2006 Da Vinci Film Festival, Portland, Or, Blame Falls
2006 Cinequest Online Film Festival, San Jose, CA., Blame Falls
2006 Sarasota Film Festival, Sarasota, FL, Blame Falls
2006 Oxford Festival of Films, Oxford England, Blame Falls
2006 Dam Short Film Festival, Boulder, Nevada, Blame Falls
2006 Monteclaire International Film Festival, Belleclaire Times, cinematographer
2006 Nashville Film Festival, Nashville, TN, Once Upon a Jedi
2006 Atlanta Film Festival, GA, Unseen, camera operator
2006 Miami Short Film Festival, Blame Falls
2006 Dixie Film Festival, Blame Falls
2005 Hosted by http://www.nycmidnight.net/HR-03.htm, Janitor Too, Short Film
2005 Eye Drum Art Center, Dec. 16. 2005 Nailed (Cinematographer)
2005 NATAS (National Academy for Television Arts and Sciences), Atlanta, Georgia, July 11, Book of Jaenlle, Cinematographer
2005 Zoifest, Marietta, GA, Success is Mine
2005 Sidewalk Moving Image Festival, Birmingham, AL, Unseen, camera operator
2005 The 41st Chicago International Film Festival, Chicago, IL, Unseen, camera operator
2005 28th Starz Denver International Film Festival, Denver, CO, Unseen, camera operator
2005 Deep Ellum Film Festival, Dallas, TX, *Unseen*, camera operator
2005 Garden State Film Festival, Asbury Park, NJ, *Belleclaire Times*, cinematographer
2005 Hayden Film Festival, Kutztown, PA, *Success is Mine*
2005 Moviefone Short Film Festival, New York, NY, *Success is Mine*
2005 Dixie Film Fest, Atlanta, GA, *Success is Mine*
2005 Urban Media Maker film festival, Atlanta, GA, *Success is Mine*
2005 Moviefone Film Festival, New York, NY, *Success is Mine*
2005 NATAS (National Academy for Television Arts and Sciences), Atlanta, GA, *Success is Mine*
2005 The British International Amateur Film Festival, Chesterfield, England, *Success is Mine*
2005 Spindletop film festival, Beaumont, TX, *Once Upon a Jedi*
2005 Viewfinders International Film Festival for Youth, Halifax, Nova Scotia, *Once Upon a Jedi*
2005 Texas Film Festival, College Station, Texas, *Once Upon a Jedi*
2005 UberCon Independent Film Festival, Bordentown, NJ, *Once Upon a Jedi*
2005 San Diego International Children’s Film Festival, San Diego, CA, *Once Upon a Jedi*
2005 Danville International Children’s Film Festival, Danville, CA, *Once Upon a Jedi*
2005 Kidsfilmfest, Brooklyn, New York, *Once Upon a Jedi*
2005 Decatur Arts festival, Atlanta, GA, *Once Upon a Jedi*
2005 Atlanta Film Festival, Atlanta, GA, *Once Upon a Jedi*
2005 San Francisco Short Film Festival, San Francisco, CA, *Once Upon a Jedi*
2005 West Chester Film Festival, West Chester, PA, *Once Upon a Jedi*
2005 Bermuda Children’s Film Festival, Bermuda, *Once Upon a Jedi*
2005 Urban MediaMaker’s Film Festival, Atlanta, GA, *Once Upon a Jedi*
2005 Ohio Independent film Festival, Cleveland, OH, *Once Upon a Jedi*
2005 Los Angeles Children’s Film Festival, Los Angeles, CA, *Once Upon a Jedi*
2004 The Santa Fe Film Festival, Sante Fe, NM, *Success is Mine*
2004 Ohio Independent Film Festival, Cleveland, OH, *Success is Mine*
2004 Bronx Independent Film Festival, Bronx, New York, *Once Upon a Jedi*
2004 Sidewalk Moving Festival, Birmingham, Alabama, *Once Upon a Jedi*
2004 Darklight Digital Festival, Dublin, Ireland, *Once Upon a Jedi*
2004 Comicon Film Festival, Atlanta, Georgia, *Once Upon a Jedi*
2004 NATAS (National Academy for Television Arts and Sciences), Atlanta, Georgia, *Once Upon a Jedi*
2004 Atlanta Film festival, Atlanta, GA, *Still Life*
2003 National Film Challenge, Atlanta, GA, *Success is Mine*
2003 Atlanta Film Festival, Atlanta, GA, *Insanity*, cinematographer
2003 Dehlonega International film festival, Dehlonega, GA, *Carpool*
2003 Sedona International Film Festival, Sedona, AZ. *Minimal Knowledge aka. Murder Reincarnated*, cinematographer
2003 Miami Latin Film Festival, Miami, FL, *Minimal Knowledge aka. Murder Reincarnated* cinematographer

825
2003  Wellfair screenings, Atlanta, GA, *Carpool*.
2003  Russian Film Week, New York, NY, *Mail Order Bride*, cinematographer

2002  48 hour film festival Lafonte Plaza theater, Atlanta, GA, *Skin Deep*
2002  Ajijic International Film Festival, Guadalajara Mexico, *Minimal Knowledge aka Murder Reincarnated*, cinematographer

2001  Atlantic City Film Festival, Atlantic City, NJ, *Mail Order Bride*, cinematographer
2001  Atlanta Film Festival, Atlanta, GA, *Lansdown*, cinematographer
2001  Savannah Film Festival, Savannah, GA, *Lansdown*, cinematographer
2001  Method Fest, Calabasas, CA, *Lansdown*, cinematographer
2001  Cinequest Film Festival, San Jose, CA, *Lansdown*, cinematographer
2001  Berlin Film Festival, Berlin, Germany, *Lansdown*, cinematographer
1998  Atlantic City Film Festival, Atlantic City, NJ, *The Stall*, cinematographer
1998  Lincoln Center "Independent Night" series, *Asbury Park*, cinematographer
1993  NYU First Run Film Festival, New York, NY, *Bloods on the Moon*, cinematographer
1992  NYU First Run Film Festival, New York, NY, *Lit'l Boy Grown*, cinematographer

THEATRICAL RELEASES

2003  Loews cineplex on 84 st. New York, NY, Nov. 21, *Mail Order Bride*, cinematographer

PROFESSIONAL EXPERIENCE

Electrician  *The Photographer*, feature film (TRT: 2 hrs) Feature film
Current on DVD

*Other Voices*, Feature film (TRT: 210min) staring Ally Sheedy.
Current on DVD

*Black and White*, feature film (TRT: 115 min), Black and White Prod. Theatrical release 1998 and currently on DVD.

*The Opportunist*, feature film (TRT: 110 min), Vic's Van Inc. 1998 Theatrical release and can currently be found on DVD.

*I'll Take You There*, feature film (TRT: 120 min) Film 49 Inc. 1998.
Current on DVD.

*Oxygen*, Feature film (TRT: 110 min) 1999, Paddy Wagon Prod. Currently on DVD.
Gaffer

Superpower, Documentary (TRT: 2 hrs) 2008
Love Letters to N.Y., Documentary (TRT: 23 min) 1998

While She Was Out, Short film (TRT: 20 min) Luma Pictures.

You are Here, feature film (TRT: 90 min) Johnny Boy Pictures.

Cinematographer

Shadows of Death, Feature film, (TRT: 1hr 45 min) 1998
The Last Duel, Short film, (TRT: 20min.) 1997

Nipply Ray, Short film, (TRT: 10min.) 1998

Electing Jack Powell, Feature film. (TRT: 1hr 50 min)

Public Service Announcements:


Griffin Spalding/Pike County. Fund raising video to heighten awareness for the Special Needs Preschool Program. Griffin Co. Schools (TRT: 24 min) 2002. Director/Cinematographer/Editor

Storyboards: Zoo, (Feature Film, Dramatic, preliminary storyboards, 1998)
Randy and the Mob, (feature film, Comedy, preliminary storyboards, 2004)
Great Garage Giveaway, (Commercial, DIY network, 2003)

Illustrations: Various Music Videos - conceptual storyboards for talents such as Janet Jackson, LL Cool J., Harry Conick Jr., Luther Van Dross, Salt N’ Pepa, and Kid N’ Play.

Storyboarded many videos with Bret Ratner, director of "Money talks", "Rush Hour", and “Red Dragon”, Millicent Shelton (Ride), and Paris Barclay (Director/producer ER and NYPD Blue)

D. Grants and External Funding:

Summer Research Grant 2003.
Summer Research Grant 2006-2007
Research Initiation Grant 2006-2007
Research Equipment Grant 2006-2007
Summer Research Grant 2007

VIII. PROFESSIONAL AND HONOR ORGANIZATION ACTIVITIES

Membership: Society of Children’s Books Writer’s and Illustrators.
IX. HONORS, AWARDS, AND RECOGNITION

2008 Southern Breeze 3rd Annual Illustration Contest. 3rd Place. Illustrator.
2008 Audience Award, Urban Media Filmmakers Film Festival, B.A.M., Cinematographer
2008 Honorable Mention, Texas Black Film Festival, B.A.M., Cinematographer
2006 Mason Dixon Award, Dixie Film Festival, Atlanta, GA, Blame Falls.
2006 Paul Robeson Award, Newark Black Film Festival, Newark, NJ, Belleclaire Times,
2006 Viewers Choice Award, Montclair International Film Festival, Montclair, N.J. Belleclaire Times
2006 “1st runner up to best film,” “Best Cinematography,” “Best Writing,” “Best Special Effects.”
2005 “Silver Award,” The IAC British International Amateur Film Competition, New Castle Upon the Tyne, England. Success is Mine
2005 “Finalist,” Zoifest, Marietta, GA, Success is Mine
2005 3rd place recipient, Spindletop film festival, Once Upon a Jedi
2005 Homegrown Award, Garden State Film Festival, Asbury Park, N.J. Belleclaire Times
2004 Winner 1st Place. Atlanta Film Festival’s Perfect Pitch Contest, To the Heavens (screenplay)
2004 “Finalist” University Film and Video conference, Once Upon a Jedi
2004 Best Acting, 48 Hour Film Challenge. Still Life
2004 Nominee for Best Comedic Short, Ohio Independent Film Festival, Success is Mine.
2002 Top ten films; Best of Character Award. 48 Hour Film Challenge, Skin Deep
2002 Audience award for Best Film, Sarasota film festival, Minimal Knowledge(aka) Murder Incarnate
2002 Best Director: Gregory Corrado, Best Actor: Christian de la Fuente, Minimal Knowledge(aka) Murder Incarnate
2002 People's Choice Award, top honor Las Charales, Best Picture Award. Ajijic International Film Festival. Minimal Knowledge(aka) Murder Incarnate
2001 Best Director, Cinequest Film Festival, Lansdown
1998 Silver Award, Marco Island Festival, The Stall (cinematographer)
1997 Winner of the Gordon Parks Award at the IFP New York, NY, Asbury Park
1993 Time Warner/Warner Excellence in Filmmaking Fellowship. Bloods on the Moon
1993 Dean's Choice Award and Cinematography award at the NYU First Run Film festival, Bloods on the Moon

Reviews:

2005 Filmmaking.com, 2005. (Online magazine), Unseen (camera operator)
2005  Queer Planet .us, 2005, Interview with Director Lisa France: by Adrienne Williams, *Unseen*

retrieved 2/14/2006


2004  Chandler Pohl. Review for the UFVA conference. *Once Upon Jedi*

2004  Broadcast Education Association(BEA), a series of reviews by BEA members, *Once Upon Jedi.*

2004  The Hudson Reporter, by Dave Hoffman 8/18/04, *Mail Order Bride*

2003  Variety Magazine, Ronnie Scheib, 8/30/03, *Minimal Knowledge aka Murder Incarnate*


2003  Variety Magazine, by Ronnie Scheib 12/11/03, *Mail Order Bride*

2003  Hollywood Reporter, by Frank Scheck 12/1/03, *Mail Order Bride*

2003  New York Post, by Megan Lehmann 11/21/03, *Mail Order Bride*

2003  Village Voice, by Nat Johnson, 11/21/03, *Mail Order Bride*

2003  T.V. guide.com, by Maitland McDonagh, 11/03, *Mail Order Bride*


2002  Daily Variety, by Dennis Harvey, July 2002, *Lansdown*


2002  Box office Magazine, *Lansdown*

2002  Entertainment Today, by Brett Simon, *Lansdown*

2002  Los Angeles Times, by Kevin Crust, *Lansdown*

1996  Filmmaker Magazine, fall, *Asbury Park*
Name: Angelo Restivo
Rank: Associate Professor (with tenure)
Department: Communication (Moving Image Studies)
Graduate Director, Moving Image Studies

I. EDUCATION (Academic degrees earned)


II. PROFESSIONAL CREDENTIALS (All your titles/ranks: i.e., Assistant Professor, Associate Professor, etc.)

Associate Professor
Graduate Director, MIS

III. TEACHING EXPERIENCE (ACADEMIC) (Places and dates)

Georgia State University. Associate Professor. Dept. of Communication. 2007 – present.
Georgia State University. Assistant Professor. Dept. of Communication. 2004 – 2007.
University of Illinois at Chicago. Adjunct Asst. Professor. School of Art & Design. 1996.

IV. ADMINISTRATIVE EXPERIENCE (ACADEMIC) (Service on committees, etc.)

GSU Dept of Communication – Director of Graduate Studies (MIS and Film-video). Began 8/2006
GSU Dept of Communication – Graduate Committee. 8/2006 – present
GSU Dept of Communication – Promotion and Tenure Committee. 8/2007 - present
GSU Dept of Communication – Chair. Search Committee. 2 MIS positions. 8/07 – 4/08.
GSU Dept of Communication – Program Director. Study Abroad. Bologna Italy. Ongoing.
GSU Dept of Communication – Research and Creative Activities Committee. 2004 – 06
GSU Dept of Communication – Search Committee: Postcolonial. 2005 – 06
GSU Dept of Communication – Presidential Scholars Coordinator. 2005 – 06
GSU Dept of Communication – Search Committee: Television studies. 2004 –05

ECU Dept of English – Search Committee: Cultural Studies. 2002-03.
ECU Dept of English - Ad hoc committee to revise the undergraduate English major requirements. 2003-04
ECU Dept of English - Co-organizer of faculty Theory Reading Group 2003-04

University of Iowa Dept of Communication – Graduate Admissions Committee 1998-99
University of Iowa Dept of Communication – Member, Sound Research Seminar 1997-99

V. BUSINESS AND PROFESSIONAL EXPERIENCE (Experience as possibly a lawyer, doctor, dentist, CPA, engineer, musician, etc.)


VI. INSTRUCTIONAL ACTIVITIES (Courses taught, direction of individual student work, membership on committees for individual student work, teaching recognition, course and program development).

GSU – Courses taught:

Fall 08: Film 4180 /Comm 6180: International Cinemas: Italian Cinema

Sum 08: Comm 6910: Analysis of One Text: Taxi Driver [new course]

Spr 08: Comm 6020/ Comm 8780: Advanced Film Theory [revised syllabus]

Fall 07: Comm 8160 – Style and Narrative Analysis [new topic]

Summer 07: (various course numbers) Film Study at the Cineteca di Bologna, Italy

Spr 07: n/a

Fall 06: Comm 8780 /6910 – Special topics: Queer Theory
Film 4180 – International Cinemas: Italian cinema

Spr 06: Comm 6020 – Advanced Film Theory
Film 4180/Comm 6180 – International Cinemas: Transcendental Style

Fall 05: Comm 8160 – Style and Narrative Analysis
Film 4180 – International Cinemas: Hong Kong and Taiwan New Waves
Comm 8780, Film 4780 – Independent studies

May 05: Film 4790 – Independent study

Spr 05: Comm 6020 – Advanced Film Theory
Film 4180 – International Cinemas: Godard, Bertolucci, Fassbinder
Comm 6910 – Independent study
Fall 04: Film 4750 – Film Theory
Film 4180 – International Cinemas: Neorealism to New Wave

**GSU – Direction of Ph.D. work – dissertation director:**

Stacy Schmitt, (proposal writing completed; defense scheduled)
Kim Huff, (proposal writing stage)

**GSU – Direction of Ph.D. work – program of study director:**

Stacy Schmitt (Comprehensive Exams: high pass, 4/07.); Joe Kerr (Fall 05 – pres.); Young-joon Cho (Spr 06 – pres)

Larrie Dudenhofer (English Dept: I am director only of film studies component of comprehensive exams) (Fall 06 – pres.) (Comps in Film Theory: high pass, 11/08)

**GSU – Direction of M.A. work:**

Ravi Ghandi, (proposal writing stage)
Charleen Wilcox

**GSU – PhD, MFA, and MA committees:**

**Doctoral: Dissertation committee member:**

Larrie Dudenhofer, (English Department), prospectus writing stage
Susan MacFarlane-Alvarez, “Imaging and the National Imagining: Theorizing Visual Sovereignty in Trinidad-Tobago Moving Image Culture” (defended Spr 06),
Laszlo Strausz, “Travelling Through Space: Stylistic Progression and Camera Movement” (defended Spr 07)
Harper Cossar, “Snakes and Funerals: Aesthetics of Wide Screen” (defended Fall 06)
Jae Ryu, “Reality and Effect: A Cultural History of Special Effects” (defended Spr 07)
Keith Tims, "Masks and Sartre's Imaginary: Masked Performance and the Imaging Consciousness."
(defended Spr 07)
Radhika Seth (Spr 05 – pres)

**Doctoral: Program of Study committee member:**

Kris Cannon
Drew Ayers
Steven Pustay
Eric Dewberry (Comprehensive exams: pass, 11/07)
Kim Huff (Comprehensive exams: high pass, 11/07)

**Doctoral Dissertation: Outside member, other universities:**

**MFA:**
Elizabeth Strickler, “Going to the Beach” (defended Fall 07)

**MA:**
Shane Toepfer, “A Community of Snarks” (defended Sum 06)
Lindsey Hagan, (defended Spr 07)
Amy Tillman, “The Language Instinct” (Spr 05 – Fall 06)

**MA (outside Communication):**

**GSU – Course development:**

2008: Taught a pilot version of the new summer course we are putting into the catalog, the intensive study of one text selected by the instructor (in this case *Taxi Driver*).

2008: As an offshoot of the 6000-level Advanced Film Theory, organized and conducted an outside reading group for doctoral and advanced MA students enrolled in the course to study the material in more depth.

2007: Developed a Summer Abroad program for film studies, production, and communication students, in conjunction with the Bologna Film Festival in Italy. Expect to continue annually.

2007 – pres: On committee headed by Richard Keatley to begin an Italian Studies undergraduate major at GSU and to increase collaborations with Ca’Foscar (Venice).

2007: Developed a new syllabus for the required MA Advanced Film Theory, to reflect the varying needs of MA production, MA studies, and doctoral students who regularly take the course.

All of my undergraduate International Cinema courses, and doctoral Style and Narrative Analysis seminars, are new syllabi based on current research interests.

**ECU – Summary of courses taught:**
Introduction to Film Studies; Survey of Film Styles and Movements; Contemporary International Filmmaking; Film Theory: Issues of Race, Class, Gender, Sexuality; Hitchcock and Psychoanalysis; Postmodernism in Film and Visual Culture

**ECU – Study Abroad:**
Co-taught study-abroad in France, Summer 2004.

**ECU - Direction of student work:**
M.A. thesis director: 1 student
M.A. thesis committee member: 2 students
Film studies teaching assistants trained: 2

**ECU – Other:**
Revamped the undergraduate film studies curriculum and added two new courses to the rotation.
Worked with department chair to obtain university funding for a $10,000 renovation of the video screening room, and worked with the contractors to ensure proper design

**Northwestern summary:**
- Large lecture courses: Mass Media and Society; Analyzing Media Texts
- Advanced undergrad: Hitchcock and Theory; European Cinema 1960-1980
- Grad seminar: Sound/Image Relations

**University of Michigan summary:**
- Large lecture courses: Television History; History of American Film
- Advanced undergrad: Italian Cinema, 1943-present
- Grad seminar: Film Historiography

**University of Iowa summary:**
- Graduate seminars: Advanced Theory: Postmodernism; Image/Sound Relations in Film, Video, New Media; Queer Theory in Film and Literature
- Mixed grad/undergrad: History of Italian Cinema; European Cinema 1960-present; Hitchcock and Psychoanalysis
- Ph.D. comprehensive exam committees: 2 students

**VII. INTELLECTUAL CONTRIBUTIONS**

A. Publications – Journal Articles


“Recent Approaches to Psychoanalytic Sound Theory.” *iris* 27 (Spring 1999).


“The Economic Miracle and its Discontents: Bandit Films in Spain and Italy.” *Film Quarterly* 49.2. (1995)


B. Publications – Books/Monographs/Chapters

**Book:**


**Chapters:**


C. Proceedings (Refereed)

D. Professional Presentations (Do not double list items included in A., B., or C.)*

**Invited Lectures:**

Center for the Humanities. University of Illinois at Chicago. (April 2006)
Conference on Globalism and Film History

“The Historical Image in Recent Italian Cinema.”
Barker Humanities Center. Harvard University. (April 2004)
“Italian Cinema: Image and Mirage.”

Institute for Advanced Studies. University of Western Australian, Perth. 2003
Keynote Speaker for the ACIS (Australasian Center for Italian Studies) conference on

Cinemateque of Adelaide: talk on the erotic in Bertolucci’s *The Conformist*, after a
screening of a 35mm print of the film. 2003

University of Iowa. Conference on Deleuze and the Cinema. 1998
“Movement, Degree Zero: Deleuze’s Molecular Sublime.” Also, host of conference.

Conference papers and panels:

Paper: “Third Cinema: Fabulation, Free Indirect Discourse, the People”


*World Picture* conference: Media and Ethics. Oklahoma State Univ. 2007
Paper: “Giorgio Agamben’s Cellphone”

Society for Cinema and Media Studies. Chicago. 2007
Panel Organizer: “Zizek: the Panel”
Paper: “Zizek for Queers”

Paper: “The Vabanque-spiel of Cinema: Reading Benjamin with Deleuze”

Society for Cinema and Media Studies. Vancouver. 2006
Joint organizer (with Greg Flaxman and Rich Cante) of three interlinked panels on the
topic, *Media Studies and Recent Critical Theory*: (Panel 1) The Untimely. (Panel 2) On
the Way to Technē. (Panel 3) Thinking After the Subject

Paper: “Wong Karwai: the Optics of Virtuality” (on panel 1 above)
Chair: Panel 2 above.

University of Amsterdam. Conference: Acinema Europe: Networks in Progress.” 2005
Paper: “From Index to Figure: the Italian Art Film ca. 1971”

American Association of Italian Studies. Chapel Hill. 2005
Society for Cinema and Media Studies. London. 2005  
Paper: “Goodbye South, Goodbye.”

Society for Cinema and Media Studies. Atlanta. 2004  
Organizer and chair of the panel, “The Aesthetic.”

Society for Cinema and Media Studies. Minneapolis. 2003  
Paper: “Gesturing toward the Unspokeable: Visconti=s Death in Venice.”  
Co-organizer of the panel, “Cinematic Cosmopolitanisms.”

Univ. of S. Carolina Comparative Literature Conference: “The Desires of the Analysts.”  
2003  


Paper: “History and Vertigo.”

Hitchcock Centennial Conference. NYU. 1999  

Society for Cinema Studies. Palm Beach. 1999  
Paper: “The Lost Cause of Theory.”  
Also organizer and chair of panel, “The Production of Theory.”


Paper: “Kiss Me Deadly: Voice, Trauma, History.”  
Also organizer and chair of panel, “Sound: Theorizing the 'Quiet Revolution.'”

Society for Cinema Studies. Dallas. 1996  
Paper: “Antonioni: the Gaze as Object a.”  
Also organizer and chair of panel, “The New Psychoanalysis.”
Console-ing Passions. Seattle. 1995

Society for Cinema Studies. New York City. 1995
Paper: “International Youth Films and the Pedagogy of the Oppressed.”

Visible Evidence. Los Angeles. 1994
Also co-organizer and co-chair of the panel, “Queer Subjects/ Unsightly Objects.”

Society for Cinema Studies. Syracuse. 1994
Paper: “The Nation, the Body, and Pasolini.”
Ohio Conference (Wide-Angle). Athens, Ohio. 1993
Also co-chair of the panel, “Italy: From the Cinema of Poverty to the Poverty of Cinema?”

E. Editorial/Reviewer Projects

Member. Editorial Board. World Picture (new online journal of theory and visuality)

Review of No Future: Queer Theory and the Death Drive. (L. Edelman) Scope: an online journal (under review)


F. Grants and External Funding
2006 Summer Research Grant – GSU Dept of Communication
2003 Summer Research Grant – ECU Arts and Sciences (college-wide competition)

VIII. PROFESSIONAL AND HONOR ORGANIZATION ACTIVITIES (Organizational affiliations, disciplinary and/or professional, law, medical, CPA, engineering)
A. Membership

Society for Cinema and Media Studies (SCMS; formerly SCS) 1991 – present

B. Offices/Committees/Presentations

Member SCS Teaching Committee, 1994-1996

Panel chair and organizer, SCMS conferences:

2007 Chicago: “Zizek: the Panel”
2006 Vancouver: Joint organizer (with Greg Flaxman and Rich Cante) of three interlinked panels on the topic, Media Studies and Recent Critical Theory: (Panel 1) The Untimely. (Panel 2) On the Way to Technē. (Panel 3) Thinking After the Subject
2003 Minneapolis: “Cinematic Cosmopolitanisms.” (w/ Bhaskar Sarkar)
1999 Palm Beach: “The Production of Theory.”
1997 Ottawa: “Sound: Theorizing the 'Quiet Revolution.'”

Panel chair and organizer, other conferences:


Currently beginning work on organizing a Critical Theory Caucus for SCMS.

IX. HONORS, AWARDS AND RECOGNITION

1996 Dissertation Fellowship. Graduate School. USC.
1989 Fulbright Fellowship. Rome, Italy.
1986 NEA/AFI Regional Fellowship in Film Production
1986 Illinois Arts Council Fellowship in Film Production
1985 Illinois Arts Council Fellowship in Film/Video Production

Awards and recognition for films directed:

Acceptance at Festivals: Montreal, Melbourne, Chicago, San Antonio Cine-Fest, Chicago Latino Film Festival. (1984-88)
Certificates of Excellence: Chicago and Melbourne. (1985, for The Blue Bouquet)
Niklas Vollmer

Associate Professor (with tenure) Department of Communication Georgia State University

I. EDUCATION
1996  Masters of Fine Arts in Visual Arts
      University of California, San Diego
      Regents Scholarship / 4.0 GPA
1991  Secondary Education Teaching Certificate in Art
      University of Arizona
1990  Bachelor of Fine Arts in Photography/Video
      University of Arizona

II. PROFESSIONAL CREDENTIALS
Assistant Professor, Instructor, Adjunct Professor, Public Television Editor, Media Curator,
National Professional Association Board of Directors Member
Secondary Education Teaching Credentials in Art in Arizona and California

III. TEACHING EXPERIENCE
Higher Education
   2001 to present Assistant to Associate Professor, Department of Communication. Georgia
   State University
   1999 to 2001  Assistant Professor, Telecommunication and Film Department University of
                  Alabama
   1998 to 1999  Instructor, Telecommunication and Film Department University of
                  Alabama
   1997           Adjunct Professor, School of Communication San Diego State University
   1996           Teaching Assistant, Department of Communication University of
                  California, San Diego
   1992 to 1995  Teaching Assistant Department of Visual Arts University of California, San
                  Diego

K – 12 Education
1994 to 1995  Photography Teacher Southwestern College: College for Kids Program

1991  English and Video Production Teacher Amphitheater High School

IV. ADMINISTRATIVE EXPERIENCE (ACADEMIC)
Georgia State University Faculty Search Committee – Documentary Production Hire Faculty Mentor – Daniel Robin, Assistant Professor Faculty Search Committee – Film Historian Hire Faculty Search Committee – Ceramics Hire Faculty Search Committee – Sculpture Hire Research and Creative Activities Committee Undergraduate Committee – Film Representative Film/Video Equipment Committee – includes GSU Technology Fee Grants and acting as the Graduate Production Facilities Faculty Subcommittee Representative Center for Urban and Metropolitan Studies MFA Exploratory Committee (internal to the Department of Communication) MFA Digital Film and Arts Committee (cross-disciplinary with Department of Art & Design) MFA Digital Film and Arts Student Selection/Portfolio Review Committee Chair: Undergraduate Film Portfolio Selection Committee Digital Arts and Entertainment Lab (DAEL) Advisory Committee Cox Foundation Grant Committee University Scholar Mentor Graduate Teaching Assistant Mentor GSU Camera and Community Collective

University of Alabama Streaming Web Site Design Coordinator: Telecommunication and Film Department Art Student League Juror Forerunners Program Media Instructor: University of Alabama University Arts Salon Member University of Alabama Media Council Representative University Programs Cinema Free/Film Series Faculty Advisor University of Alabama Liaison to the Sidewalk Moving Pictures Festival Faculty Hiring Committee: Telecommunication and Film Department Non-linear Editing Suites System Manager Facilitated the purchase of Digital production Equipment

V. BUSINESS AND PROFESSIONAL EXPERIENCE
MEDIA ADVOCACY AND CURATION
1992 to 1995 Executive Director and Media Coordinator, San Diego Media Access Center *Directed a non-profit media access center. Curated a monthly screening series of experimental film/video and social issue documentary works at the main San Diego Public Library.*

1994 to 1996 Association of Independent Video and Filmmakers (AIVF) *Original Steering Committee Member of the San Diego Chapter of AIVF*

PRODUCTION CREDITS
2008 to present *Showtime* (Working Title / TRT: 85 minutes) Camera. The Mighty Hannibal is making a comeback. And he’s got help. After 40 years fighting addiction and poverty, the Soul singer & songwriter is back on the stage and aiming for the charts. Blind and living in the Bronx, he has enlisted the help of his friend Matthew (Soul music expert, collector, radio host and DJ) who as he puts it, “resurrected
me.” Perhaps an ‘odd couple’, their friendship is deeply genuine- whether they’re backstage at a gig, updating Hannibal's Myspace page or shopping for hats - they were brought together by Soul. A feature length concert film and character driven documentary. In production and directed and produced by Ezra Bookstein of Telling Images Films.

2008  
*Portrait of Turner* (58 minutes) Sound Recording. Based on Shirley Clarke's film Portrait of Jason (1967), Portrait of Turner restages Clarke's experiment -- one performer narrates his life story for the camera over a 12 hour period, allowing time, intimacy, fatigue, and conflict to shape the quality of the performance and its documentation. Portrait of Turner is not a remake rather a set of question asked for a new historical moment: what signifies "authenticity"? What is an aesthetics of "realism"? Who or what can be "real"? In postproduction and directed by Irene Gustafson with Scott Turner Scofield.

2008  
*Shotgun Jesus* (68 minutes) Project and Editing Consultant. Shotgun Jesus is an intimate examination of truckstop ministers who serve as foot soldiers for an angry God. These born again Christians preach in converted trailers along America's interstate highways. Driven by isolation, suicidal thoughts and a compulsion to battle the temptations of life on the road they beckon lonely truckers into their roadside churches. In distribution and directed by Kent Wall.

2004 to 2005  

2005  
*On Detour with Manny Farber* (TRT: 28 minutes) Editing consultant. A high definition documentary that examines the life and cultural production of film critic/painter, Manny Farber. Produced by Alexander Juutilainen and aired American Public Television in 2006. (Received two Emmy Awards and a Telly).

2004  
*Cabin Field* (TRT: 40 minutes) Project Consultant. This experimental, non-fiction film explores the site of Cabin Field, a mile-long stretch of agricultural land in Crisp County, Georgia. Directed by University of South Carolina Associate Professor, Laura Kissel (Receive a Jury Citation Award at the Black Maria Film Festival).

2001  
*Coat of Many Colors* (TRT: 87 minutes) Editing Consultant. A high definition documentary that explores Alabama’s rich and varied tradition of artistic expression. Interwoven portraits of visual and performing artists, writers, and their works create a complex and beautiful quilt. The documentary features interviews
with Mark Childress, Mary Ward Brown, Frances de la Rosa, Charlie Loudermilk, Albert Murray, Yvonne Wells, Michael Gagliardo, the Louvin Brothers, Willie King, Charlie Lucas, and Pinky Bass. The film concentrates on artists whose work reflects their close connection with their community and environment, revealing the integral role a sense of place plays in the creative process. Produced by Carolyn Hales and Michele Forman and the Center for Public Television. Aired on Alabama Public Television. Funded by the Alabama State Council on the Arts.


1996  *Friendly Fire* (TRT: 5 minutes) Non-linear editor and camera. A new fashion line of socially conscious vests collides with the 1996 Republican and Democratic Conventions raising questions about whom these potential and elected government officials forget along the way. The “Friendly Fire” vests and documentation were later exhibited as an installation at the Museum of Contemporary Art, Los Angeles. Realized by San Diego Public Artists Louis Hock, Elizabeth Sisco, Deborah Small, Scott Kessler and Cheryl Lindley.

1996  *Herbert's Hippopotamus* (TRT: 56 minutes) Camera, graphics and technical consultant. A documentary funded by the California Council for the Humanities that explores the turbulent life, philosophy and activism of German Philosopher, Herbert Marcuse, during the Sixties in Southern California. Directed and produced by Finnish-born video and filmmaker, Paul Alexander Juutilainen. Awards: *Golden Plaque*—Chicago International Film Festival, *Juror's Citation Award*—Black Maria Film and Video Festival, *Bronze Apple*—National Educational Media Network, *Regional Award*—National Academy of Television Arts and Sciences, and *Documentary Award of Excellence*—Missouri Video Festival.

1996  *Rock The Vote Public Service Announcement* (TRT: 28 minutes) Camera.. Shot interviews and b-roll for a PSA asking young people to become active in their local, state and national elections. Aired on XETV Los Angeles/Fox Channel 6.

1994  *ARK ART Alleyways Project* (TRT: 30 minutes). On-line editor. Documents the artful, community-based reclamation of an alley in City Heights—a richly diverse San Diego Neighborhood. The project was facilitated by a group of local artists and children. Produced by the City Heights Community Development Corporation and Directed by participating artist, C'Love.

1994  *Barbie Liberation Organization* (TRT: 28 minutes) Group operative and editing consultant. An experimental documentary that focuses on the infamous gender-bending activities of the B.L.O., which culminates in a media heist of the Mattel Company and numerous international journalistic co-conspirators. Produced and directed by Igor Vamos. Screened in numerous venues internationally.
1993  *Brains On Toast* (TRT: 28 minutes) Sound Recording. An experimental video that combines documentary strategies with staged and appropriated footage to address gender bias in pop culture and reproductive science. Co-directed by Joyan Saunders and Liss Platt.

**COMMERCIAL VIDEO EDITING CREDITS**


1998  *ITC Global Training Network* (TRT: 10 minutes) Non-linear editor. Edited both the English and Cantonese versions of a video that promotes San Diego State University’s Instructional Training Center—a distance education resource that fosters global communication and partnerships between educators, students, technologists and business specialists. Produced by KPBS and Gary Bulkin.

1997  *Domestic Violence* (three-part series/TRT: 60 to 90 minutes each) Non-linear editor. *Domestic Violence: Court Orders* is the first of a three-part educational series that explores the issue of domestic violence in terms of community, cultural difference, the legal system, law enforcement and social services. The program examines workplace and domestic violence, social service referral options, various restraining orders and their enforcement, and the high incidence of domestic violence in the police community.

*Domestic Violence: A Matter of Culture* investigates how domestic violence is played-out in different cultural contexts that cross lines of color, class and sexual orientation. Concluding that domestic violence is multifaceted and culturally complex, the tape offers suggestions as to how first-response and rookie officers could bridge, negotiate and be sensitive to a diversity of beliefs and behaviors.

*Domestic Violence: Community-Oriented Policing*, explores how police officers and communities can work together to reduce and stop domestic violence through education and community-oriented policing. Series Produced at KPBS by the Arizona and California Peace Officers Standards and Training (P.O.S.T.) and Inez Odom.

1997  *Arson and Bombs* (TRT: 90 minutes) Non-linear editor. An educational videotape that discusses and illustrates proper protocol for first-response police officers when encountering situations involving arson or bombs. Produced at KPBS by the Arizona and California Peace Officers Standards and Training (P.O.S.T.) and Leslie Peters.

1997  *Victims of Violence* (TRT: 8 minute Promo Cut) Non-linear editor. A 90-minute educational videotape that illustrates and discusses the use of proper protocol and sensitivity in the handling of victims of violence for first-response and rookie police officers. Produced at KPBS by the Arizona and California Peace Officers...
Standards and Training (P.O.S.T.) and Inez Odom.

1997  
**IPS Nutritional Training and Personal Development** (TRT: 15 minutes) On-line editor. An industrial videotape that highlights the IPS Nutritional Program and boot camp retreats for health professionals. Produced at Vide-Post by Outlook International Productions and Directed by Marilyn DeLise.

1997  
**So, You’re Having An Angiogram** (TRT: 28 minutes) Non-linear editor. An educational videotape that documents a woman’s experience with an angiogram procedure in a cardiac clinic. Produced at Vide-Post by Heart to Heart Volunteers and Directed by Marilyn DeLise.

VI. INSTRUCTIONAL ACTIVITIES

COURSES TAUGHT

Georgia State University
- Film 4110 - Postproduction
- Film 4120 - Production I
- Film 4130 - Production II
- Film 4240 - Documentary
- Film Jour 4700 - Telecommunication Production I
- Jour 4710 - Telecommunication Production II
- Comm 6125/Film 4125 - Community-Based Media Production
- Comm 6155 - Media Expression
- Comm 6160 – MFA Directed Study

University of Alabama
- TCF 140 - Beginning Narrative Production
- TCF 150 - Television Fundamentals
- TCF 240 - Advanced Narrative Production
- TCF 289 - Personal Narrative and Camera Consciousness
- TCF 289 - Film and Video Editing
- TCF 341 - Hybrid Forms
- TCF 389 - Nonfiction Video Production
- TCF 389 - Community-Based Media Production
- TCF 389 - Advanced Digital Editing

San Diego State University
- TFM 327 - Film and Video Editing
- TFM 702 – Graduate Thesis Seminar in Media Message Design

University of California, San Diego
- VIS 1 - Introduction to Art-Making: Two-Dimensional Art-Making
- VIS 2 - Introduction to Art-Making: Motion and Time-Based Art
- VIS 3 - Introduction to Art-Making: Two-Dimensional Practices
- VIS 21 - Introduction to Non-Western Art
- VIS 60 - Introduction to Photography
- VIS 70 - Introduction to Media

Communication Department
- COMGEN 21 - Methods of Media Production

THESIS DIRECTION AND COMMITTEE MEMBERSHIP

MA THESIS DIRECTION
- Ethan Stokes – *Criminalizing Dissent* (social issue documentary)
- Sherri Larsen – *FOUND* (experimental found footage videotape)
- Steven Smith – *The Concept of Home* (social issue documentary)
- Darwin Berwin – *Class Wars* (experimental animation)
- Shanna Gildersleeve – *Only When it Snows* (experimental narrative)
- Brigette Flood – *Merging Media: Many Voices* (community-based website)
- Kristina De Jesus – *Minerva*: (fiction videotape)
- Susan Browne – *Flourish* (in progress documentary)
- Garrett DeHart – (in-progress community-based video and web project)
- Britt Dunn (yet to be titled in-progress documentary)

MA THESIS COMMITTEE MEMBERSHIP
- Michele Beverly – *Muddied Waters* (narrative feature screenplay)
- Melissa Poss – *Paper Flowers and Ashes* (experimental narrative)
- Nathan Seay – *Running Crow* (narrative feature screenplay)
- Sam Hill –

MAJOR STUDENT ACCOLADES Faculty Project Advisor – 2008 Student Academy Award Finalist, Micah Stansell for A Convolution of Imagined Histories
Faculty Project Advisor – Circle of Hope (Community-Based Documentary), part of a symposium at the 115th American Psychology Association National Conference in 2007

TEACHING RECOGNITION 2007 President’s Awards for Community Service and Social Action Nomination

COURSE AND PROGRAM DEVELOPMENT
Georgia State University Designed and proposed Language of Film through Production Course Co-designed and proposed Modes of Film and Digital Production Course Co-designed and proposed Senior Seminar in Film Capstone Course Department of Communication MFA in Film/Video Degree Development Undergraduate Curriculum Committee - Film Degree Representative Facilitated the Re-design of the Undergraduate Film Production Curriculum; co-facilitated the Re-design of the overall undergraduate Film Degree Curriculum. MFA Digital Film and Arts Committee Cross-disciplinary committee that facilitates the on-going design of the nascent Digital Filmmaking MFA degree between the Communication and Art & Design Departments.
University of Alabama Program Director – Film and Television Production Program Curriculum Committee: Telecommunication and Film Department Re-designed the Film and Television Production curriculum with departmental chair and undergraduate advisor.

VII. INTELLECTUAL CONTRIBUTIONS
2008 Andy / Not Andy (8 minutes) Director, edit, sound, and primary camera. A playful and poetic portrait of Andy Ditzler—a Zen-inspired, Atlanta-based musician and filmmaker. One of a handful of directors invited to compete with waived entry fee against 120 documentary crews from around the globe.

2008 Coca-Cola Environmental Heroes Documentary (42 minutes) Overall Project Supervisor and Faculty Director. The personal stories and achievements of seven "environmental champion" torchbearers selected by Coca-Cola for the Beijing 2008 Olympic Torch Relay are the subject of a new documentary film that was produced by Universities from seven different countries: Australia, China, Pakistan, Tanzania, Turkey, Russia and the US. The documentary project was coordinated by Georgia State University and premiered on the
Olympic Green during the 2008 Beijing Games. Produced for Coca-Cola by Georgia State University and KEF Media Associates.

2007 *Reading the Water: Lectures in Home Video Ecology from the Gulf of ME* (40 minutes) Producer/director, camera, sound, and editor. A high-definition (HDCAM) experimental ‘home video’ and personal-poetic essay that mobilizes the coast of Maine—the sandbox of the my youth and my marine biologist and naturalist professor-photographer father's area of expertise—as a metaphor for exploring the depths of masculine relationships and family ecosystem sustainability across three generations. **Distribution:** V Tape - Toronto, Ontario Canada.

2007 *Unfettering the Falcons* (8 minutes) Director, edit, sound, musical score, and primary camera. Part road movie, part nature documentary, *Unfettering the Falcons* questions the false gender identity of the Atlanta Falcons football team via identical twin bird of prey experts who spark a quirky courtship between an American Kestrel (falcon) and a has-been 1991 Toyota Tercel (the “falcon” is a female bird a third stronger and larger than its male counterpart, the “tercel”). **Produced for and Distributed** by the 2007 International Documentary Challenge.

2007 *The Other Side of the Tracks Project* (http://atl365tracks.org) (65 minutes) Co-producer/director, web design, camera, edit, musical score and sound. Community-based video “docu-play” outreach that harnessed the “stage” of downtown Atlanta as a means to bridge the participatory performance and dialoging desires of diverse communities across the everyday capacity to act side of the “theatrical” tracks. This “radically inclusive” art ‘from the streets’ to the web project is a component of Pulitzer Prize-winning playwright, Suzan-Lori Park’s 365 Days / 365 Plays Project, which is being concurrently produced in 16 plus global community networks by NYC’s The Public Theater, and regionally hosted in Atlanta by Emory University and the Alliance Theater—Atlanta’s 2007 Tony-Award winning regional theater.

2005 *HAPPY CRYING NURSING HOME* (TRT: 30 minutes): Producer/director, camera, sound and editor. An experimental documentary that captures the enveloping void of fatherhood. **Distribution:** V Tape - Toronto, Ontario Canada. The tape has also assumed streaming video web and installation forms: http://communication.gsu.edu/happycrying.

2001 *Fit to be Tide* (TRT: 27 and 40 minutes): Producer/director, camera, sound and editor. Steers sports documentary from the sidelines and locker rooms to the overlooked ‘extended game’ of Crimson Tide ‘superfans’. **Distribution:** V Tape - Toronto, Ontario Canada.

1996 *Daddy Said So* (TRT: 45 minutes): Producer/director, camera and editor. video vérité strategies in combination with camcorder aesthetics to examine the evangelical masculinities, reactionary politics and mass male hysteria of Promise Keepers, a Christian men's movement. **Distribution:** V Tape - Toronto, Ontario Canada.


1994 *InSITE94: A Kid's Preview* (TRT: 19 minutes) Directed, shot and edited.. A documentary
exploration of InSITE94, a bi-national cultural exchange targeting second graders and features interviews with, and the work of, David Mach, Silvia Gruner, Jean Lowe and Michael Schnorr on both sides of the U.S.-Mexico border. Produced by the Museum of Contemporary Art, San Diego.

1994  

1993  

1993  

1991  
**Three Untitled Video Sketches:** Each videotape is approximately 2 minutes in length.  
*Untitled Video Sketch #1:* Director, camera, sound and editor. A tabletop production that functions as a eulogy to a friend who committed suicide while infected with the AIDS virus.  
*Untitled Video Sketch #2:* Director, camera, sound and editor. This videotape examines patriarchal socialization, as well as male desire and projection—and his father's claim that he played pro football for the New York Giants.  
*Untitled Video Sketch #3:* Director, camera, sound and editor. After discovering that a physical abnormality is likely to be the root of an ex-lover's unhappiness and dysfunctional behavior, the maker finds himself re-examining and interpreting this failed relationship on videotape.

**VIII. PROFESSIONAL AND HONOR ORGANIZATION ACTIVITIES**

NATIONAL SERVICE  
University Film and Video Association: *Board of Directors*, 2007-2009  
University Film and Video Association (UFVA) Chair, *Faculty Juried Screenings*: 2008 UFVA Conference at Colorado College Chair, *Faculty Juried Screenings*: 2007 UFVA Conference at University of North Texas Chair, *Faculty Juried Screenings*: 2006 UFVA Conference at Chapman College Conference Planning Committee Member: 2009 UFVA Conference at University of New Orleans Conference Planning Committee Member: 2008 UFVA Conference at Colorado College Conference Planning Committee Member: 2007 UFVA Conference at University of North Texas Conference Planning Committee Member: 2006 UFVA Conference at Chapman College Co-coordinator (with UFVA President, Karla Berry) –2006 *Mediamaker Showcase and High-Definition Workshop* co-presented by UFVA and Georgia State University. Attended by faculty from 15 different universities as far flung as the University of New Orleans, American University and Temple University in attendance. 2008 External Tenure Reviewer – Sheila Schroeder, University of Denver 1999 Dallas Press Club Katie Awards Juror 1999 Broadcast Education Association Production Awards Juror

REGIONAL SERVICE  
2008-09 City of Atlanta Office of Cultural Affairs Media Arts and Arts Grants Advisor 2007-08 City of Atlanta Office of Cultural Affairs Media Arts Grants Advisor 2007 Atlanta Film Colloquium Juror
MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS
University Film and Video Association (UFVA) Association of Independent Video and Filmmakers (AIVF) Member
Film Arts Foundation

PROFESSIONAL PRESENTATIONS AND SYMPOSIUMS

2008 Big Sky Documentary Film Festival – Making of the Short Documentary panel; co-sponsored by the International Documentary Challenge

2007 Big Sky Documentary Film Festival – The Art of Documentary panel at the Missoula Museum of Art with Steve James (Hoop Dreams, Stevie), Les Blank and Ariana Gerstein (Invited Panel).

2007 Artist Talk and Screening of Reading the Water; University of South Carolina, Department of Art

2007 Artist Talk and Screening of Reading the Water; Emory University, Department of Environmental Studies Speaker Series

2007 Trinh T. Minh-ha’s Reassemblage from the Perspective of a Documentarian; Agnes Scott College, Department of Art

2007 University Film and Video Conference, University of North Texas
Respondent for Norman Magden’s experimental film, Anima Animus

2007 University Film and Video Conference, University of North Texas Respondent for Randall Packer’s multimedia performance, Eulogy for the Nation

2006 University Film and Video Conference, Chapman University Respondent for Katrina Fullman’s experimental documentary, Unraveled

2005 University Film and Video Conference, University of Toledo Respondent for David Gatten’s experimental films, Secret History of the Dividing Line and Fragrant Portals, Bright Particulars and the Edge of Space

2004 University Film and Video Conference, Columbia College (Chicago)
Respondent for Christopher Harris’s experimental film, Reckless Eyeballing
Respondent for Ariana Gerstein’s experimental film, Layette


2005 Southeast ECO Conference at the University of South Carolina. “Camera and Community at GSU”; Co-chaired collective presentation with GSU Associate Professor of Community Psychology, Gabe Kuperminc and our graduate research assistants.


IX. AWARDS, HONORS AND RECOGNITION

Coca-Cola Environmental Heroes Documentary
SCREENINGS/EXHIBITIONS 2008 Olympic Green/Shuang Experience Center during 2008 Beijing Olympics 2008 to present - Streaming on Coca-Cola Corporate Website 2008 to present - Streaming on KEF Media Associates Website 2008 to present - Streaming on Veoh Video Network Website 2008 to present – Streaming on Asterpixs Website

**Reading the Water**


**Unfettering the Falcons**

AWARDS 2008 Katherine Knight Award - Earth Vision Environmental Film Festival 2008 Southern Lens Broadcast Award - Indie Grits Film Festival 2007 IDC Original Vision Award (International Documentary Challenge) 2007 IDC Best Sports Genre Award (International Documentary Challenge)

SCREENINGS/EXHIBITIONS 2009 Ozark Foothills Film Festival 2008 Big Sky Documentary Film Festival 2008 International Documentary Challenge Showcase (select award winners) at the Northwest Film Forum 2008 University Film and Video Conference: Formal Screening at University of North Texas 2008 Atlanta Film Festival 2008 Nashville Film Festival 2008 Canadian Sports Film Festival 2008 Piccolo Spoleto Festival: 5th Southeast Film Association (SEFA) Felder Film Festival 2007 HOTDOCS (Toronto) 2007 Dokufest (Kosovo) 2007 International Documentary Challenge Showcase - sponsored by SILVERDOCS at the AFI Silver Theater 2007 Natural Curiosities Exhibit at the McKissick Museum

RECOGNITION 2009 Best of International Documentary Challenge DVD (Typecast Releasing; one of 17 award-winning films from the last 3 years of the competition; includes interviews with directors) 2007 ACE / SILVERDOCS Documentary Grant – Semi-Finalist (Top 10 out of 100 grant)

*The Other Side of the Tracks Project (http://atl365tracks.com)*

PERFORMANCE AND EXHIBITIONS 2007 World Premiere release to over 700 global
theatrical groups by International Project
Producer, Bonnie Metzgar. Produced by The Public Theater (NYC). 2007 New Media Exhibition - University Film and Video Association National Conference 2007 A.M.P.’s Echo Chamber: Art Inspired by Art Exhibition at Art Share in Los Angeles

HAPPY CRYING NURSING HOME
AWARDS AND SCREENINGS Experimental Faculty Juror Award (top annual conference award) – 2005 University Film and Video Association (UFVA) National Conference Best Short – 2006 United States Super 8 Film and Digital Video Festival Experimental Runner Up – 2004 Great Lakes Independent Film Festival 2nd Place Documentary – 2005 Southern Fried Film Festival Experimental Cinematography Award – 2006 Trenton Film Festival

FIT TO BE TIDE
AWARDS AND SCREENINGS Finalist (2nd Place Documentary) – 2001 Savannah Film and Video Festival Best Editing – 2002 Dahlonega International Film Festival Best Documentary – 2002 Decatur Film Festival Honorable Mention – 2004 Twin Rivers Film Festival
SCREENINGS 2004 Sociometry Fair 2001 VISCOM Film and Video Festival 2002 Revolutionary Images Festival 2002 Dahlonega International Film Festival 2002 Decatur Film Festival 2002 Texas Film Festival

Daddy Said So

Roughly Cut
AWARDS AND SCREENINGS Best Experimental - San Diego Film and Video Makers Showcase
'94 Directors Choice - Atlanta Film and Video Festival 2nd Place: Experimental Category - AFI's Visions of U.S. Competition Finalist - 25th Annual USA Film Festival.

SELECTED SCREENINGS AND EXHIBITIONS
Sociometry Fair 2004 1996 LA Freewaves: Los Angeles Museum of Contemporary Art Reeling: The 15th Chicago Lesbian and Gay International Film Festival Louisville Film and Video Festival 1995 Society for Photographic Education Western Regional Conference Central Florida Film and Video Festival Outfest '95: The Los Angeles Gay and Lesbian Film Festival (Director's Guild of Los Angeles) Athens International Film and Video Festival Carolina Film and Video Festival Metropolitan Film Festival Other America Film Festival


Three Untitled Video Sketches

InSITE94: A Kid's Preview
SCREENINGS AND BROADCASTS San Diego Museum of Contemporary Art in 1994 Aired on UCSD-TV/Channel 35 in 1994

Fully Furnished: An Installation by David Mach
SCREENING San Diego Museum of Contemporary Art in 1994

Robert Cumming: Cone of Vision

MCA Downtown
SCREENING Museum of Contemporary Art, San Diego in 1993

Rock The Vote Public Service Announcement
BROADCAST Aired multiple times on XETV Los Angeles/Fox Channel 6 in 1996

PUBLIC PERFORMANCE AND INSTALLATION HISTORY
Free Beer! Video installation and public performance. Tucson, Arizona. December 1990. A performance designed to subvert common, jock-worshipping rituals. The ploy was to seduce the spectator with an invitation of free beer and a "live" football game. Both of these promises were fulfilled—but the unfamiliar environment and presentation caused most to “takers” to lose their appetites.

Hooked, Lined, & Sunk: Video installation/performance. Installation Gallery. San Diego, CA. December 1991. This performative installation addressed the phenomenon of social conditioning and its relationship to consumptive desire. The ritual of fishing was employed to illustrate the
relationship between institution and individual, fisherman and fish—offering lures that stimulate feeding frenzies, and entice entire schools to take the bait...hook, line, and sinker.

**Do You Share My Hypocrisy?** Installation. Maine Photographic Workshops. Rockport, Maine. 1989. A photo/text installation which challenged photographers and the Workshop’s administration to clean up their act regarding the use and disposal of photo chemistry and materials.

**OTHER CREATIVE COLLABORATIONS** *Boomtown: Random Acts of Public Art* - Collaborative mapping project with 21 other artists. 1995. Installed a sight-specific bus bench that questioned the practice of neonatal circumcision. This particular bench was located outside Sharp Memorial Hospital—the so-called “baby” hospital in San Diego, California.

**Vital Signs: Apparitions**: For *InSITE94*, an international showcase of art on both sides of the US-Mexico border. Mandeville Gallery. La Jolla, California. 1994. An interactive computer, video, sound and sculptural installation that harnessed the technology of virtual reality to explore and expose its military origins, seductive possibilities and short-comings.

**CITATIONS AND REVIEWS OF RESEARCH**

Review of *Reading the Water* by Michael Mulcahy (University of Arizona), *Journal of Film and Video*, Volume 64, Fall 2009.


At the equinox of the Suzan-Lori Parks project ’365 Days,’ where are we?: *The Other Side of the Tracks Project (www.atl365tracks.org)* reviewed by Tony Adler, Chicago Tribune, June 15th, 2007.


Written and Oral Response to *Reading the Water: Lectures in Home Video Ecology from*...
the Gulf of ME by Michael Mulcahy (University of Arizona), 2007 University Film and Video Association Conference at the University of North Texas.

Written Response to The Other Side of the Tracks Project (http://atl365tracks.org) by Randall Packer (American University), 2007 University Film and Video Association Conference at the University of North Texas.

Written and Oral Response to Reading the Water: Lectures in Home Video Ecology from the Gulf of ME by Adrianne Carageorge (Rochester Institute of Technology), 2006 University Film and Video Association Conference at Chapman College (California).

Documentary Reframed: Process, Politics, and Aesthetics. HAPPY CRYING NURSING HOME invited to be part of a Canadian curatorial program with seminal pioneering works by Harun Farocki, Trin T. Minh-Ha, and Oscar Award winning Chris Landreth at PAVED Arts in Saskatchewan, Funded by The Canada Council for the Arts, Saskatchewan Arts Board, and Dissemination Project Grant from the Media Arts Section of the Canada Council for the Arts. Curated by Maureen Latta 2007.

Written and Oral Response to HAPPY CRYING NURSING HOME by Mary Slaughter (California State University, Bakersfield), 2005 University Film and Video Association Conference at Columbia College (Chicago).


Art Docs: HAPPY CRYING NURSING HOME reviewed by film and art critic Felicia Feaster in the “See & Do” section of Creative Loafing, p. 13, April 12th, 2006.


Video Vigilantes. Creative Loafing article highlighting the video production work of GSU’s Community-Based Media Production Initiative. July 17th 2003 Issue.

GRANTS, SCHOLARSHIPS AND NOMINATIONS 2008 Coca-Cola Environmental Champions Documentary received $60,000 of project support 2007-08 CENCIA (Center for Interdisciplinary Arts) Grant. Georgia State University (proposed and received with Art Department Assistant Professor, Ruth Stanford) 2007 Semi-Finalist (top 10 out of 100 submissions) Unfettering the Falcons Grant –ACE / SILVERDOCS Documentary Grant Competition 2007 University Film and Video Association (UFVA) 2007 – 2009 Board of Directors Nomination (successfully elected as
one of three National Board of Directors; currently serving a 2-year term) 2007 Presidential Community Award Nomination (Georgia State University) 2006-07 CENCIA (Center for Interdisciplinary Arts) Grant. Georgia State University

CURRICULUM VITA
DOUGLAS A. BARTHLOW
Senior Lecturer, Department of Communication

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Atlanta, GA 30303
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EDUCATION
Ph.D., University of Georgia, 1993. Dissertation topic:
Communication Channels of Political Elites in the United States.

M.A., University of Georgia, 1989. Thesis: The Geographic Focus of
the Coverage of the 1988 Presidential Nominating Campaign by Five Television Networks.


ACADEMIC & PROFESSIONAL EXPERIENCE
1991-present
Senior Lecturer (2005), Undergraduate Studies Director (2005), Faculty Internship Coordinator (1997), Dept. of Communication, Georgia State University. Oversee the advisement of more than 1600 undergraduate students; manage graduate student assistant advisors and full-time staff member; coordinate the curricular assessment for all major areas of study. Oversee the internship program with more than 100 interns annually; liaison with prospective internship sites and site supervisors of current interns. Teach radio and TV news writing and reporting, TV production, telecommunications introductory and mass communication theory classes.

1996
Producer, Tennis Venue for the Centennial Olympic Games. Responsible for the audio at Tennis Stadium, including the technicians, the announcers, the music and the message board.

1982-1987
News Producer, WOWK-TV, Huntington, WV. Duties included writing, formatting 11 o'clock newscast and managing night staff.

1978-1982
News/Public Affairs Director, WAMX-FM/WCMI-AM, Ashland, KY. Duties included managing three-reporter staff, drive-time newscast anchor, producer/anchor daily public affairs program and general assignment reporter.
1978
**Sports Producer**, WCIX-TV, Miami, FL. Duties included reporting, filming, editing and writing the sports segments during two weekend newscasts.

**PUBLICATIONS**

2004  
“Success on the Air Waves: Two different students find a fit in Ga. State’s broadcasting program,” *Edge Everyone Deserves Great Education*, May, pp.4-5, Macon, GA: Imedia.


1996  

1995  

**ACADEMIC PRESENTATIONS**

2002  
“Covering Politics: How Journalists Decide Whom and What to Cover in Campaigns and the Legislature,” Y Clubs of Georgia Mock Legislature, Atlanta, GA.

1998  
“Student Television Productions: Seeking Distribution Off Campus,” Arab-US Association for Communication Educators, Cairo, Egypt.

1997  

“Local Television and Radio News Congruence: Ownership Effects vs. Medium Effects,” Association for Education in Journalism and Mass Communication, Chicago, IL.

1996  
"Teaching Digital Video Production: A Case Study of Training Students for Broadcasting the 1996 Olympics,"
Arab-US Association for Communication Educators, Tangier, Morocco.


1993  "Communication Channels of American Political Elites." Association for Education in Journalism and Mass Communication Annual Convention, Kansas City, MO.

"The Effects of Prior TV Programming on the Recall of Subsequent Advertising and News Stories." Western Social Science Association Convention, Corpus Christi, TX.

1992  "The Geographic Focus of the Coverage of the 1988 Presidential Nominating Campaign by Four Television Networks." Association for Education in Journalism and Mass Communication Annual Convention, Montreal, Canada.


**ACADEMIC AWARDS & ACHIEVEMENTS**

2008  Ambassador, Critical Thinking Through Writing curriculum development for revised Journalism major

2007  Chair, GSTV Review Committee, Recommendations and Plans for a successful student TV operation.


2004  Arab Student Internship Selection Committee, March, Beirut, Lebanon, Rabat, Morocco, May, Irbid, Jordan.
Conferee, International Radio & Television Society’s Faculty/Industry Seminar, November, NYC, NY.

2002-present Trustee, Atlanta Press Club Foundation, Atlanta, GA

Co-Chair, Scholarship Committee, Atlanta Press Club, Atlanta, GA

2002 Faculty Senator, representing Dept. of Communication, Committee member: Instructional Services and Technology, Library, Student Life and Development.

2001-2003 Member, Media Advisory Committee for the Clean Water Campaign, Atlanta Regional Commission, Atlanta, GA.

1999 Moderator, World Media Forum XLI, a panel discussion with eight journalists from Bahrain, Egypt, Lebanon, Gaza and the West Bank, Georgia State University, Atlanta.

Director, Reporting Workshop for Journalists from Angola and Mozambique, Georgia State University, Atlanta.

1998 Co-director, Economic Reporting Workshop for Senior Arab Journalists, Casablanca, Morocco.

1996 Faculty adviser, Society of Professional Journalists Region 3 Best Student Chapter Award to Georgia State University.

1994-1996 Co-administrator, Host Broadcast Training Program, Georgia State: completion of student recruitment Fall Quarter into Program designed to train over 80 undergraduates for positions with the 1996 Olympic Games; liaison with the Program's Host Institution, Clark-Atlanta University; completion of curriculum requirements and faculty recruitment.

1995 Member, Student Activity Fee Review Committee, Georgia State University: helped design a better system to distribute $2.4 million Student Activity Fee.

1994 Co-authored $180,000 James M. Cox, Jr., Foundation Grant for new Georgia State Computer Lab and broadcast equipment.
Co-coordinator, "Sports and Journalism Conference," January 29, Georgia State: Super Bowl XXVIII reporters and others discussed issues with students and public.

Sponsor, MLK/Black History Month event: "TV Coverage of the Civil Rights Movement in the 1950s and 1960s," Peabody Awards Dir. Dr. Barry Sherman, February 4, Georgia State.

1994 Member, National Convention Host Schools Committee, Association for Education in Journalism and Mass Communication Annual Convention, Atlanta, GA.

1992 Invited panelist to the American Electoral System Workshop at the "Symposium of Public and Private Cooperation for Development" sponsored by the Consulate General of Argentina and the University System of Georgia, Atlanta, GA.

1992 Moderator of the Women and Minorities Research Paper Panel. Divisional Conference of the Association for Education in Journalism and Mass Communication's International Communication Division, Atlanta, GA.
Vita for Dr. Joe Bellon
Senior Lecturer, Department of Communication

EDUCATION

1996 to 1999 University of Georgia Ph.D Program in Speech Communication, Athens, Georgia
• Received a Ph.D. in Speech Communication with a 4.0 GPA.
• Received University-wide research assistantship first and third years; Teaching assistantship for 1997-1998 academic year.
• Served as Assistant Debate Coach.

1991 to 1993 Wake Forest University M.A. Program in Communication, Winston-Salem, North Carolina
• Received M.A. in Communication with a 4.0 GPA.
• Received teaching assistantship. Served as Assistant Debate Coach.

1985 to 1989 Emory University, Atlanta, Georgia
• Received B.A. in Political Science. Graduated in top 25% of class.

RESEARCH INTERESTS

I consider myself a critic of public rhetoric. The general focus of my research is on the rhetoric of extremism in its various forms. While this topic is inherently political, and while much of my research involves rhetors one would easily recognize as political actors, I interpret this topic as covering a broad variety of rhetoric.

My research interests also include public argument, social movements, media artifacts, the intersection of popular culture and politics, postmodern philosophy, and the writings and methods of Kenneth Burke.

Some of my work involves issues that are more pedagogical than theoretical. Specifically, I continue to pursue interests in competitive forensics and classroom technology in an attempt to improve my own teaching and share the product of my efforts. My work with the Urban Debate movement has given me the opportunity to participate in research and grant-writing designed to generate resources for traditionally underserved communities.

EMPLOYMENT

2001 to Present Director of Debate & Lecturer, Georgia State University, Atlanta, Georgia
2000 to 2001 Lecturer, Georgia State University, Atlanta, Georgia
1999 to 2000 Instructor, Georgia State University, Atlanta, Georgia
Summers 1998-2002 Director of Operations, Emory National Debate Institute, Atlanta, Georgia
Summer 1997 Instructor, Dekalb Community College, Lawrenceville, Georgia
1995 to 1996 Desktop Publisher, Top Cat Graphics, Brisbane, California
1993 to 1995 Free-lance Writer, Foster City, California
Summer 1992  Assistant to the Southern Political Director, DNC, Washington, D.C.
1989 to 1991  Admission Counselor, Emory University, Atlanta, Georgia

PUBLICATIONS

First Author:


Editor and Assembler of Original Manuscript:


REVISE-RESUBMIT


CONFERENCE PRESENTATIONS

Social movements and constitutive rhetoric: Which public does the militia address? Presented at the 1999 National Communication Association Convention. Chicago, IL.


The myth is out there: Third-order signification and shadow myth in The X-Files. Presented at the 1997 National Communication Association Convention. Chicago, IL.


COURSES TAUGHT

Media, Culture & Society  
Principles of Debate  
Communication Research & Information Technology  
Mass Media Research  
Desktop Publishing (cross-listed at M.A. level)  
Rhetorical Criticism (also as "Rhetorical Theory and Criticism," cross-listed at M.A. level)  
Introduction to Human Communication  
Public Speaking  
Business and Professional Communication  
Directed Study: Advanced Rhetorical Criticism

ACADEMIC SERVICE

- As Director of Debate, guided GSU team to its first qualification for and participation in the National Debate Tournament in 16 years. Coached two GSU teams to the first tournament championships in the modern history of the program.  
- Guest reviewer, Critical Studies in Mass Communication  
- Developed vision statement and organizational structure for the National Debate Project grant, aimed at providing debate skills and opportunities for students in underserved schools and communities throughout Georgia and the United States.  
- Served as educational technology consultant for distance learning grant at North Georgia College and State University  
- Read and evaluated panel proposals for 2000 National Educational Computing Conference.  
- Compiled, edited, and designed the novice-oriented Policy Debate Manual, which is distributed to students and debate programs throughout the country by the Urban Debate movement.

During Ph.D. and M.A. Programs

- Served as Research Assistant to Dr. Cal Logue. Located and contextualized texts for the publication of Representative American Speeches.  
- Assisted in developing the Business and Professional Communication Course at UGA.  
- Mass lecture for 200 students in Business and Professional Communication at UGA.  
- Acted as graduate student representative at faculty meetings at both UGA and Wake Forest.  
- Assisted in restructuring the Public Speaking curriculum at Wake Forest.  
- Designed, edited, and produced the UGA Speech Communication Department newsletter.  
- Designed and produced marketing materials for Women's Studies In Communication.
CURRICULUM VITA

FRANK M. MILLER
Senior Lecturer
Department of Communication
Georgia State University
PO Box 4000
Atlanta, GA 30302-4000

Ph.D. Ohio State University (1980) Theatre
M.F.A. Ohio State University (1975) Directing
B.S. Temple University (1971) Theatre

TEACHING EXPERIENCE

Georgia State University. Senior Lecturer. Dept. of Communication. 2007-Present.
Georgia State University. Adjunct Instructor, Dept. of Communication. 1999-2000.
Alliance Theatre School/Alliance Intern Program. Performance Faculty. 1984-1990.
Callanwolde Fine Arts Center. Performance Faculty. 1985-87.
University of South Alabama. Visiting Assistant Professor, Dept. of Theatre. 1982-1983.
The University of the South. Visiting Assistant Professor and Chair. Dept. of Dramatic Arts. 1980-1982.

COURSES TAUGHT
Acting I
Acting II
Acting Styles (Canadian Theatre)
Acting Styles (Period Comedy)
Acting Styles (Shakespeare)
Acting for the Camera
Advanced Acting (Characterization)
Advanced Acting (Scene Study)
American Theatre History
Contemporary Drama
Directing
Film History
Hollywood Cinema to 1967
Improvisation
Introduction to Theatre
Master Class in Acting: Chekhov
Master Class in Acting: Pinter
Modern American Drama
Performance Theory and Dramatic Criticism
Perspectives in International Drama: Theatre of the Oppressed
Play Analysis
Senior Collaborative Seminar
Stage Makeup
Stage Speech (Dialects and Scansion)
Voice and Diction
Western Theatre History

GRADUATE COMMITTEES

K. Outside reader, Amy Zipperer, Life With Oscar, MFA thesis project in creative
writing, Georgia College and State University, Milledgeville, Georgia

OTHER POSITIONS HELD

2004 Managing Director, Theatre Gael, Atlanta, Georgia
Atlanta
1986-1987 Executive Director, Atlanta New Play Project (currently doing business as
Southeast Playwrights Project)

CREATIVE ACTIVITY

2004 Directing

(2008) How I Learned to Drive by Paula Vogel, produced by GSU University Theatre
(2008) "Slut" by Brenda MacFarlane, independent production for Eyedrum Gallery
(2008) As You Like It by William Shakespeare, produced by GSU University Theatre
(2006) Antigone adapted by Lewis Gallantiere from the play by Jean Anouilh, produced by
GSU University Theatre
Theatre
(2005) "In Which Pier Paolo Pasolini Sees His Own Death in the Face of Boy: A Defacement
in the Form of a Play" by Sky Gilbert, produced by GSU University Theatre
(2005) The Laramie Project by Moises Kaufman and members of the Tectonic Theatre
Project, produced by GSU University Theatre
(2004) "Humans" and "This Is a Play" by Daniel MacIvor, produced by GSU University
Theatre
(2002) Daughters by Shirlene Holmes, produced by GSU University Theatre
(2001) Marion Bridge by Daniel MacIvor, produced by GSU University Theatre

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(2001) *See Bob Run* by Daniel MacIvor, produced by GSU University Theatre
(2000) *Collision Course*, compiled by Edward Parone, produced by GSU University Theatre
(1998) *Moon Over Buffalo* by Ken Ludwig, produced by Theatre in the Square, Marietta, Georgia
(1997) *Noises Off* by Michael Frayn, produced by GSU Players
(1996) *I Hate Hamlet* by Paul Rudnick, produced by GSU Players
(1995) *Arms and the Man* by George Bernard Shaw, produced by Theatre Gael, Atlanta
(1995) *An Enemy of the People* by Henrik Ibsen, produced by Theatre in the Square
(1995) *Agnes of God* by John Pielmeier, produced by Agnes Scott College, Decatur, Georgia
(1991) *Blithe Spirit* by Noel Coward, produced by On-Stage Atlanta
(1991) *Lend Me a Tenor* by Ken Ludwig, produced by Theatre in the Square
(1990) *The Merchant of Venice* by William Shakespeare, produced by Equity Members Project, Atlanta
(1990) *Fallen Angels* by Noel Coward, produced by Theatre in the Square
(1986) *As You Like It* by William Shakespeare, produced by T.H.E. Theatre, Ltd., Atlanta
(1986) *The Misanthrope* by Moliere, produced by Seven Stages, Atlanta
(1985) *The Courtship of Carrie Davis* (World Premiere) by Robert Manson Lewis, produced by Southern Poets Theatre and Children of Pride Festival, Savannah, Georgia
(1983) *Beyond Therapy* by Christopher Durang, produced by University of South Alabama, Department of Theatre, Mobile, Alabama
(1983) *Our Town* by Thornton Wilder, produced by University of South Alabama, Department of Theatre
(1982) *The Elephant Man* by Bernard Pomerantz, produced by University of South Alabama, Department of Theatre
(1981) *Much Ado About Nothing* by William Shakespeare, produced by The University of the South, Department of Dramatic Arts
(1981) *Rosencrantz and Guildenstern Are Dead* by Tom Stoppard, produced by The University of the South, Department of Dramatic Arts
(1980) *Brecht on Brecht* by George Tabori, produced by The University of the South, Department of Dramatic Art

b. Acting

(2002) Victor in *House* by Daniel MacIvor, produced by GSU University Theatre
(1994) Canon O’Byrne in *Philadelphia, Here I Come* by Brian Friel, produced by Theatre Gael, Atlanta, Georgia
(1990) Agitator in *The Measures Taken* by Bertolt Brecht, produced by Puppetry Arts Center, Atlanta
(1989) Ferdiere in *Artaud at Rodez* by Charles Marowitz, produced by Great American Mime Experiment, Atlanta
(1988) Storyteller in *The Uktena* by Gary Carden, produced by Great American Mime Experiment
(1984) Manus in *Translations* by Brian Friel, produced by Theatre Gael

c. Dramaturgy

(2004) *Life With Oscar*, MFA thesis project in creative writing, Georgia College and State University, Milledgeville, Georgia.
(1993-2001) Arts and Letters One-Act Competition (formerly the Dogwood One-Act Competition), Georgia College and State University
(1989-1990) Numerous screenwriters, Image Film and Video, Atlanta, Georgia

HONORS

2005 Outstanding Part Time Instructor, Dept. of Communications, Georgia State University
1990-91 Best Production (*Lend Me a Tenor*), Theatre in the Square
1972-73 University Fellowship, Ohio State University
1971 Undergraduate: graduated Magna Cum Laude

PUBLICATIONS


PRESENTATIONS

(2008) "Making It Up as We Go Along: Advising Student Theatre," Discussion Panel Participant, ATHE Conference

868
(1994) “Researching Casablanca,” Los Angeles Times Authors Luncheons

ABSTRACTS


GRANTS AND AWARDS

(2008) Freshman Learning Community Development Grant
(2008) Media Grant, ATHE Conference
(2006) Writing Across the Curriculum Grant to turn THEA 4070 Western Theatre History into a writing-intensive course
(1987) Individual Artists Grant, DeKalb Council for the Arts
(1981) Faculty Research Grant, The University of the South
GEORGIA STATE UNIVERSITY SERVICE
College of Arts and Sciences

(2008) B.I.S. Committee

Department of Communication

(2008) Revision of B.I.S. Program in Theatre
(2008) Member, Committee to Develop Freshman Learning Community in Theatre
(2008) Sponsored independent study project on directing actors.
(2008) Coached Sean Parris for URTA graduate school auditions
(2007-Present) Critical Thinking Through Writing Ambassador for Theatre Major
(2007) Sponsored independent study project on the influence of vaudeville entertainer Julian Eltinge
(2007) Chair, Search Committee for Lecturer Position in Film
(2007-Present) Member, Undergraduate Committee
(2007) Sponsored independent study project to prepare word-for-word paraphrase of *As You Like It* by William Shakespeare
(2007) Visiting Instructor Search Committee, Theatre, Film, Journalism and Speech
(2006) Created Perspectives 2001 course in International Drama: Theatre of the Oppressed
(2006) Sponsored independent study project in the direction and production of Gayle Austin's "Resisting the Birthmark" at PushPush Theatre and the Michigan Fringe Festival
(2006) Visiting Instructor Search Committee, Theatre, Film, Journalism and Speech
(2005) Sponsored independent study project in the direction and production of Christopher Durang's *Laughing Wild* at Eyedrum Gallery
(2005-Present) Academic Advisor for B.I.S. Theatre majors in performance concentration
(2005-Present) Head of Theatre Major
(2005) Visiting Instructor Search Committee, Theatre, Film, Journalism and Speech
(2005) Wrote BIS program in theatre
(2004) Proctored group studies project in applied performance theory
(2002) Respondent to GSU Players production of *Bent* by Martin Sherman
(2001-Present) Produce annual student one-act play festival for GSU University Theatre
(2001-Present) Governing committee for GSU University Theatre
(2001-Present) Faculty committee on theatre major
(2001) Proctored independent study in techniques for directing actors
(2000) Proctored independent study in contemporary non-realistic theatre styles
(1999) Proctored two independent studies in theatre history
(1998) Proctored independent study in audition techniques
(1998) Wrote and directed Players of Georgia State Univeersity high school tour of scenes from Shakespeare
(1998) Conducted three-week workshop for Players of Georgia State University in acting for Shakespeare
(1996-Present) Advisor to Players of Georgia State University on play selection, hiring and workshops
(1996-Present) Coached students for Southeastern Theatre Conference, Atlanta Coalition for the Performing Arts, Irene Ryan Awards and other professional auditions
(1996) Conducted workshop for GSU Players in voice production and stage speech

PROFESSIONAL SERVICE

(2008) Conference Planner for LGBT Focus Group of ATHE
(2007) Conference Planner Elect for LGBT Focus Group of ATHE
(2004-2005) Judge for Blackfriars Acting Award, Agnes Scott College, Decatur, Georgia
(2001) LGBT Theatre Project (currently doing business as Theatre Outlanta), Founding Committee and Play Selection Committee, Atlanta
(1990-1991) Peer panel, Screenplay Writing Grants, National Endowment for the Arts
(1987) Wrote and Directed *American Literature on Trial* for Young Audiences of Atlanta and T.H.E. Theatre, Ltd.
(1986) Performance Gallery, Founding Committee
(1985-87) T.H.E. Theatre, Ltd., Board of Directors

COMMUNITY SERVICE

(2005) Mentored production of Gayle Austin's *Resisting the Birthmark* by Twin-Head Theatre at Eyedrum Gallery
(1986-Present), Actors in Renaissance Theatre Lab, Artistic Director
(1988-1989) Actors in Renaissance, President
(1984-1990) Actors in Renaissance, Board of Directors
(1984-85) Actors in Renaissance, Professionalism and Ethics Committee

Revised 1/09
Education

1998-2004  Ph.D., Radio-TV-Film, University of Texas at Austin

  *Dissertation director*: Professor Thomas Schatz
  *Committee*: Professors Horace Newcomb, Richard Lewis, Craig Watkins, Sharon Strover and Neil Nehring

  *Areas of specialization*: U.S. film and television history, media industry studies, television studies, cultural studies

1996-1998  M.A., Radio-TV-Film, University of Texas at Austin

  *Thesis supervisors*: Professors Thomas Schatz and Janet Staiger

1991-1995  B.A., English, University of California, Los Angeles

  Dean’s Honors List, Summa Cum Laude, Phi Beta Kappa, Sigma Tau Delta, Phi Kappa Phi

Teaching Experience

2005-2008  Assistant Professor, Department of Communication, Georgia State University

Undergraduate Courses:

- Critical History of Radio and Television
- Television Analysis
- Film and Media Industries
- History of Independent Film in the U.S.

Graduate-level Seminars:

- Television Studies
- Film and Media Industries

2004-2005  Visiting Assistant Professor, Department of Communication Studies, Northeastern University
Undergraduate Courses:
- Methods and Research in Communication Studies
- Media, Culture and Society
- Foundations of Electronic Media

2000-2003 Lecturer, Department of Radio-TV-Film, University of Texas at Austin

Undergraduate Courses:
- Development of the Motion Picture
- Producing Film and Television

1997-2000 Teaching Assistant, Department of Radio-TV-Film, University of Texas at Austin
- Development of the Motion Picture
- Producing Film and Television
- Senior Fellows Program: Theories of Race, Class and Gender in Media
- History of Radio and Television
- New Wave Cinemas

Publications: Books


___: Articles


___: Book Chapters


: Encyclopedia Entries

: Online Publications (Non-refereed)
Regular columnist for two cycles of *Flow: A Critical Forum on Television and Media Culture*. URL: [www.flowtv.org](http://www.flowtv.org). Essays include:


Conference Presentations
Invited panelist, “When Comics Converge,” MIT Comparative Media Studies: Futures of

Invited panelist, “Future Directions: Electronic Publishing, Association of Moving Image

Convener and roundtable member, “Media Industries and Media Studies,” Flow Conference.
Austin, TX. October 9-11, 2008.

“Whatever Happened to the Movie-of-the-Week? The Decline of the Made-for-Television
Movie in the Post-Network Era,” Media History Conference. Austin, TX. October 11-13,
2007.

Moderator, “Re-imagining History in the Cause for Social Change,” Symposium on Latin
American Depictions of Colonization through History, Literature and Cinema. Atlanta,

Chair and workshop panelist, “The Art of Teaching the Business: Media Industries and the
Critical Studies Curriculum,” Society for Cinema and Media Studies Conference. Chicago,
IL. March 8-11, 2007.

Austin, TX. October 26-29, 2006.

“How the Broadcast Networks Reinvented Themselves: The Rise of the Television Franchise
March 2-5, 2006.

“But What about the Genre Film? Press and Industry Constructions of American Independent

“Fox, Football and Franchise Television: Redefining the Media Industries in the 1990s,”

“A Big Fat Indie Success Story? Press Discourses Surrounding the Making and Marketing of

“Redefining the Media Industries in the ‘90s: The Fox Network and the Case of The

“The Phantom Menace? George Lucas in Love and Short Film Distribution on the Internet,”

“The Buying Game: Miramax’s Transformation from Independent to Studio Subsidiary,”


Professional Experience

2003  Associate producer, Glowsticks and Drumsticks (4 min., DV music video)  
Featured at the Chicago Asian American Showcase, April 2-11, 2004, the VC Filmfest, April 29-May 6, 2004, the Coachella Independent Film Festival, May 1-2, 2004, and the San Diego Asian Film Festival, October 21-24, 2004

2000  Producer, The Route (18 min., 35mm short film)  
Featured at Big Bear Lake Film Festival, September 13-16, 2001 and Temecula Valley International Film Festival, September 14-16, 2001

1998  Acquisitions Intern, Sony Pictures Entertainment

1997  Co-producer and Co-director, Jack the Gripper (8 min., 16mm short film)

1995-1996  Editorial and Media Assistant, UCLA School of Law

1994-1995  Director, Speakers Program, UCLA Campus Events Commission

1994  Development Intern, Beacon Pictures

1993-1994  Associate, Speakers Program, UCLA Campus Events Commission

1992  Marketing Intern, Metro-Goldwyn-Mayer

Fellowships and Assistantships

2007  Faculty Fellow, Conference for National Association of Television Program Executives (NATPE)

2004  University of Texas Professional Development Award

2002-2003  Research Assistant, University of Texas Film Institute

2002-2003  Homer Lindsey Bruce Fellowship, University of Texas at Austin

(Professor Thomas Schatz, University of Texas at Austin and Thom Mount, former president of production at Universal Pictures)

(Professor Thomas Schatz, University of Texas at Austin)

1998  University of Texas Professional Development Award

1997-1998  Administrative Assistant, Senior Fellows Program  
(Professor Janet Staiger, University of Texas at Austin)
**Service**

2008- Member, Editorial Board, *In Short: The Journal of Small Screen Studies*
2008 Script reviewer, Women’s Angle/Image Short Film Competition
2008 Lecture presentation on “Producing Short Films” for Women’s Angle organization, Atlanta, GA
2007- Graduate Committee member, Department of Communication, Georgia State University
2007-2008 Search Committee Member, Documentary Production hire, Department of Communication, Georgia State University
2006-2007 Research and Creative Activities Committee member, Department of Communication, Georgia State University
2005-2006 Faculty Advisor, Communication Graduate Student Association (CGSA), Georgia State University
2005-2006 Undergraduate Committee member, Department of Communication, Georgia State University
2005-2006 Search Committee Member, Postcolonial Cinema/Race and Ethnicity hire, Department of Communication, Georgia State University
2001-2002 Graduate Student Representative for Television Studies faculty hire, University of Texas at Austin
1999; 2001 Volunteer, South by Southwest Film Festival

**Manuscript/Proposal Reviewer**
Routledge (fall 2008)
Blackwell Publishing (fall 2006; spring 2007; summer 2007; fall 2008)

**Scholarly Affiliations**
Society for Cinema and Media Studies (SCMS)
International Communication Association (ICA)

**Committee Memberships, Department of Communication, Georgia State University**
2009- Eric Dewberry (Ph.D. committee member)
2008- Karen Petruska (Ph.D. chair; comprehensive exam member)
2008- Shane Toepfer (Ph.D. committee member; comprehensive exam member)
2008 Fangjie Xu (MA committee member)
2007- Stacy Schmitt (Ph.D. committee member)
2006- Curt Hersey (Ph.D. committee member; comprehensive exam member)
2006- Danielle Williams (Ph.D. co-chair; comprehensive exam member)
2006- Cindy Milligan (Ph.D. committee member)
2006- Alexis Stevens (MA committee member)
2005-2007 Jae Ryu (Ph.D committee member)
2005-2006 Josh Locklair (MA in screenwriting, committee member)
2005-2006 Ann Hamilton (MA in production, committee member)
HOLLEY A. WILKIN

Assistant Professor

225-C Winding River Dr. • Atlanta, GA 30350
(404) 413-5657
hwilkin@gsu.edu

EDUCATION
2005  Ph.D. in Communication, Annenberg School for Communication, University of Southern California
2004  M.A. in Communication, Annenberg School for Communication, University of Southern California
1999  M.A. in Communication, University of Cincinnati
1997  B.A. in Music/ B.A. in Public Relations, Marketing minor, University of Dayton

TEACHING POSITIONS

<table>
<thead>
<tr>
<th>Dates</th>
<th>Title</th>
<th>Institution</th>
<th>Courses Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-17</td>
<td>Assistant Professor</td>
<td>Georgia State University</td>
<td>Health Communication (M.A./Ph.D.)</td>
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<td></td>
<td>Entertainment-Education (M.A./Ph.D.)</td>
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<td>Mass Communication Research Methods</td>
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<td>Qualitative Research Methods (Ph.D.)</td>
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<td>Research Methods in Communication (M.A.)</td>
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<tr>
<td>2001-02</td>
<td>Course Instructor</td>
<td>University of California</td>
<td>Communication as a Social Science</td>
</tr>
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<td></td>
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<td>Human Communication Principles and Practices</td>
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<tr>
<td>1999-01</td>
<td>Visiting Instructor</td>
<td>Miami University, Oxford, OH</td>
<td>Introduction to Contemporary Communication Theory</td>
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<td>Introduction to Interpersonal Communication Theory</td>
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<td></td>
<td>Persuasion Theory and Research</td>
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<td>Public Expression and Critical Inquiry</td>
</tr>
<tr>
<td>1997-99</td>
<td>Course Instructor</td>
<td>University of Cincinnati</td>
<td>Fundamentals of Effective Public Speaking</td>
</tr>
</tbody>
</table>

Research Grants
A Community-Based Strategy to Reduce the Use of 911 (EMS and ED Services) for Non-emergency Reasons: An Extension of Georgia State University’s Effort to Reduce Health Disparities in Urban Atlanta, Healthcare Georgia Foundation, 2007-2009.
Role: Year 2: Principle Investigator; Year 1: Co-Investigator


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Role: Co-Investigator

Exploring the role of religious affiliation on civic engagement amongst newer immigrant Latinos in Los Angeles, Center for Religion and Civic Culture at USC, 2005-2006.
Role: Co-Investigator.

Role: Co-Principal Investigator.

USC Metamorphosis Project proposal for continued research partnership with First 5 LA, 2004-2006.
Role: Research assistant, worked on grant proposal development.

Role: Principal Investigator.

**Research Positions**

<table>
<thead>
<tr>
<th>USC Metamorphosis Project:</th>
<th>PI: Sandra Ball-Rokeach, Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong></td>
<td>Communication, health, family, civic engagement, and diverse communities.</td>
</tr>
<tr>
<td><strong>Positions:</strong></td>
<td>Post-Doctoral Research Associate</td>
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<td>June 2005-June 2006</td>
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<td>First 5 LA Liaison</td>
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<td>August 2003-June 2006</td>
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<td>Senior Research Assistant</td>
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<td>August 2003-May 2005</td>
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<td></td>
<td>Junior Research Assistant</td>
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<td>June 2002-July 2003</td>
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</tbody>
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<table>
<thead>
<tr>
<th>TV Monitoring Project:</th>
<th>PI: Sheila Murphy, Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong></td>
<td>Content analysis of health storylines in popular primetime dramas and comedies.</td>
</tr>
<tr>
<td><strong>Positions:</strong></td>
<td>Project Manager</td>
</tr>
<tr>
<td></td>
<td>December 2003-November 2004</td>
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<td>Coder</td>
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<td>June 2003-August 2003</td>
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<tr>
<th>Hollywood, Health and Society Entertainment-Education Evaluation Projects</th>
</tr>
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<tbody>
<tr>
<td>PI’s: Michael Cody, Ph.D., Sheila Murphy, Ph.D., Tom Valente, Ph.D., and Vicki Beck, M.S.</td>
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<tr>
<td><strong>Description:</strong></td>
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<td><strong>Description:</strong></td>
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<tr>
<th>AMEND Program Evaluation:</th>
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<td><strong>Description:</strong></td>
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</table>

879
Positions: Coder September 1998-June 1999

The Fish Project:
PI: Kurt Neuwirth, Ph.D.
Description: An evaluation of a risk communication campaign in the Great Lake Region.
Positions: Coder September 1998-June 1999

PUBLICATIONS & PRESENTATIONS
Publications


Erlbaum Associates.

Research in Progress

Manuscripts being prepared for submission


Wilkin, H. A. Diagnosing communication connections to more effectively reach Latinos with health access difficulties. Being prepared for submission to Journal of Health Communication.


Conference Papers/Presentations


Cody, M. J., Murphy, S. T., & Wilkin, H. A. (2006, Jan.). Using drama to educate the public: Two examples of collaboration among TV writers and health researchers. Paper presented to the 2006 International Conference on Arts and Humanities, Honolulu, HI.


Association Conference, Chicago, Ill.


Chair/Respondent
2008: Chair, ICA Political Communication Division

2008: Georgia State University Doctoral Student Conference

2007: Georgia State University Doctoral Student Conference

2007 NCA: Mediating the Lives and Experiences of Latino Immigrants: Ethnic Media as a Meaning System

Community Outreach & Research Applications


Memberships
- American Public Health Association
- Golden Key National Honors Society
- International Communication Association
- International Society for Urban Health
- National Communication Association

Reviewer
- 2008-present: Journal of Communication
- 2008-present: Southern Journal of Communication
- 2007-present: Journal of Health Communication
- 2006-present: Health Education Research
- 2005: International Communication Association Mass Communication Division

Committees and University Service

Departmental and University Committees
- 2009-2010: Graduate Committee, Department of Communication, Georgia State University
- 2008-2009: Audience Studies Ph.D. Course Curriculum Evaluation, Chair, Department of Communication, Georgia State University
- 2008-2009: Journalism Search Committee, Department of Communication, Georgia State University
- 2006-2009: Research and Creative Activities Committee, Department of Communication, Georgia State University
- 2007-2008: Political Communication Search Committee, Department of Communication, Georgia State University
- 2007: Journalism Lecturer Search Committee, Department of Communication, Georgia State University
- 2005-2006: Human Subjects Steering Committee, University of Southern California
- 2004-2005: Race/ethnicity Position Search Committee, Annenberg School for Communication, University of Southern California
- 2003-2004: TA Training, Fall 2003, Annenberg School for Communication, University of Southern California
- 2002-2003: Annenberg Communication Graduate Student Association, President, University of Southern California
- 2002-2003: Ph.D. Student Orientation, Fall 2002, Annenberg School for Communication,
University of Southern California

2001-2002  Annenberg Communication Graduate Student Association, Co-First Year Representative, University of Southern California

Awards & Distinctions
2005-2006  Annenberg Foundation Post-Doctoral Fellowship, University of Southern California
2004-2005  Communication Critical Pathways Ph.D. Fellowship, University of Southern California
2003      Top Ph.D. Student Paper in Social Science Research, Annenberg School of Communication, University of Southern California.
2001-2005  Annenberg School for Communication Scholarship, University of Southern California
1997-1999  University Graduate Scholarship, University of Cincinnati
1997       Magna cum laude, University of Dayton
           National Collegiate Communication Arts Award
           USSA All-American Scholar
           Stander Symposium, University of Dayton
1993-1997  Presidential Scholarship, University of Dayton
1994-1997  Scholars Program, University of Dayton
JEFFREY A. BENNETT

Assistant Professor

January 2009

2000 Monroe Place, Apt. 6406
Atlanta, GA  30324
(404) 593-3919
bennett@gsu.edu

Department of Communication
P.O. Box 4000
Georgia State University
Atlanta, GA  30302-4000

EDUCATION

Ph.D.  Indiana University, 2004
Major Area: Communication and Culture
Minor Area: Cultural Studies
Major Professor: Robert Ivie

M.A.  Northern Illinois University, 1998
Major Area: Communication
Major Professor: Martha Cooper

B.A.  Wayne State University, 1996
Major Area: Speech Communication
Minor Area: Journalism

BOOK

Bennett, J.A. Banning Queer Blood: Rhetorics of Citizenship, Contagion, and Resistance.
Under contract with the University of Alabama Press in the “Rhetoric, Culture, and Social
Critique” series (expected publication date summer 2009).

PEER REVIEWED PUBLICATIONS

Bennett, J.A. “Passing, Protesting, and the Arts of Resistance: Infiltrating the Ritual

Also invited as a “translation essay” entitled “Banning Queer Blood” for Communication

To be reprinted in Readings on Rhetoric and Performance, Stephen Olbrys Gencarlla and


**INVITED ESSAY**


**BOOK CHAPTERS**


**ESSAY UNDER REVISION**


**BOOK AND ARTICLE REVIEWS**


Bennett, J.A. Review of *Media/Queered: Visibility and its Discontents*, edited by Kevin


**INVITED LECTURE**

Bennett, J.A. *Resisting Identity: Queer Teenagers and the Politics of Utopian Catastrophe*. Delivered to the Department of Communication at Vanderbilt University, February 18, 2008.

**ACADEMIC HONORS**


*Paul Crawford Outstanding Graduate Student Award*. Department of Communication, Northern Illinois University, 1998.

*Outstanding Associate Instructor Award*. Department of Communication and Culture, Indiana University, 2002.


*Recipient*, top student papers in Gay and Lesbian Studies at the National Communication Association’s annual convention, 2002.


CONVENTION PAPERS AND PARTICIPATION


Delegate (2001 June). Chosen by faculty to represent Indiana University and the National Communication Association at the National Preparing Future Faculty Conference. Held in Boston, MA.

Travel Grant (2002 March). Site Visit. Representative for Indiana University as part of the Preparing Future Faculty Initiative. Sponsored by the Communication Studies Department at Arizona State West University. Phoenix, AZ.


PROFESSIONAL EXPERIENCE

Georgia State University. Assistant Professor.
Department of Communication Studies (2006-)

COMM 8980: Discourse Theory
COMM 8980: Rhetoric of Resistance and the Body
COMM 8980: Discourse and Identity
Crosslisted with COMM 6160

COMM 6910: Discourse Theory and Sexual Difference
Crosslisted with SPCH 4890
COMM 6510: Media and Politics
Crosslisted with SPCH 4510 and JOUR 4510
COMM 6030: Research Methods in Communication
COMM 6010: Issues and Perspectives
SPCH 4890: Communication and Diversity
SPCH 4450: Rhetorical Theory and Criticism

Georgia State University, Exam, Thesis, and Dissertation Committees
Department of Communication Studies (2006-)

Selena Lawson (thesis chair, in progress)
Melissa Bazhaw (thesis chair, completed April 2008)

Kimberly Huff (doctoral exam committee, dissertation committee)
Josh Ritter (doctoral exam committee)
Steve Herro (doctoral exam committee)
Larry Dudenhoeffer (reader for doctoral exams, English Department)

Sarah Marske (thesis committee member, completed July 2008)
Harriet Moore (thesis committee member, completed October 2008)
Cecilia Mitchell (thesis committee member)
Allison Taffel (thesis committee member)
Jin Zhao (thesis committee member)
University of North Texas. Assistant Professor.
Department of Communication Studies (2005-2006)

COMM 5840: The Rhetoric of Resistance
COMM 4040: Rhetorical Theory
COMM 4340: Rhetoric and Politics
COMM 4240: Rhetoric, Culture, Ideology
COMM 3340: Rhetorical Criticism

Denison University. Visiting Assistant Professor.
Department of Communication (2004-2005)

COMM 315: Resistance and the Rhetoric of Science
COMM 223: Persuasion
COMM 222: Argumentation and Debate

Department of Communication and Culture (2002-2004)

Indiana University. Interim Course Director

C223: Business and Professional Communication. Responsibilities for this position included overseeing a staff of graduate students, scheduling, and numerous other administrative details. Working with the 223 staff, I also helped revamp the course to more closely reflect the philosophy of the department. An emphasis on the relationship between community business affairs and communication was adopted. Assignments included a corporate culture presentation, a boycott speech, and a group policy project.

Indiana University. Associate Instructor.
Department of Communication and Culture (1999-2004).

C445: Media, Culture, and Politics (The Cultural Politics of AIDS)
LLC 320: Mediating Queerness
C228: Argumentation and Advocacy
C223: Business and Professional Communication
C121: Public Speaking

Northern Illinois University. Course Instructor.
Department of Communication (1998-99).

COMS 100P: Fundamentals of Communication.

Managed records, transcripts, and journal submissions for the acting editor. Tasks included sending articles to scholars for blind review, fielding letters of acceptance and rejection, and maintaining journal records.


*Individual Events Coach.* Facilitated the development of student skills in public speaking and argumentation by coaching individuals in the construction and delivery of speeches for collegiate competition.

*Assistant Director, Summer Speech Institute.* Coordinated secondary education speech camp designed for approximately 60 students. This required developing curriculum, planning group activities, resolving interpersonal conflicts, and constructing speeches for interscholastic competition.

**PROFESSIONAL SERVICE**

Vice Chair Elect, LGBTQ Division, National Communication Association (2007).


Reviewer, LGBT Division, National Communication Association (2005-Present)

Graduate Student Representative, *Department of Communication and Culture.* Indiana University (2002-03).


Participated on panels that addressed the importance of sexual diversity to a number of undergraduate courses. Classes ranged from human sexuality and social work courses to elementary education diversity seminars.
Representative, Graduate Student Affairs Committee, Department of Communication and Culture. Indiana University (2001-2002).

Chair, Unity in Diversity Speech Contest. Northern Illinois University (1998).

President, Graduate Student Advisory Committee. Northern Illinois University (1997-98).

Representative, Graduate Student Colloquia Selection Committee. Northern Illinois University (1997-98).

DEPARTMENTAL SERVICE (GSU)

Critical Thinking Through Writing Ambassador (2007-)
Honors Program Director (2007-)
Graduate Affairs Committee (2008-2009)
Chair, Critical/Cultural Studies Search Committee (2008-2009)
Committee Member, International/Journalism Search Committee (2007-2008)
Committee Member, Speech Lecturer Search Committee (2007)
Committee Member, Rhetoric Search Committee (2006)
Committee Member, Diversity Committee (2006-present)
Committee Member, Scholarship Committee (2006-present)

OTHER NOTEWORTHY POSITIONS

Weekly radio program on WFHB, Bloomington, IN.

Helped to launch the first public radio program dedicated to LGBT issues in Indiana. Producing duties included developing significant topics for broadcast, writing scripts for the hosts, and ensuring that the show runs without disruption.

Assistant Information Services Coordinator (2001-02).

Aided officials in the Kinsey Institute research library by cataloging information, processing materials, and assisting a variety of clientele. This position allowed for complete access to Kinsey’s correspondence, as well as all books, magazines, and archives.

Southfield, MI 48208 (1995-96).

Responsible for the construction of broadcast manuscripts, interviews, editing and collecting local tape for local and national news segments. Interviews included Civil Rights icon Rosa Parks, Michigan Senators Carl Levin and Spencer Abraham, hockey legend Gordie Howe, and former Detroit Mayor Dennis Archer.
Hongmei Li, Ph.D.
Assistant Professor
Department of Communication
Georgia State University
Atlanta, GA 30303
Email: hli@gsu.edu

George Gerbner Postdoctoral Fellow
Annenberg School for Communication
University of Pennsylvania
Email: hli@asc.upenn.edu
Tel: 626-689-8028 (cell); 404-492-7696 (Home)

Education

2006 Ph.D., Annenberg School for Communication, University of Southern California
2003 M.A. Annenberg School for Communication, University of Southern California
1997 B.A in English Language and Literature, Peking University, China
Minor in law, Peking University, China

Work experience

08/2007-- present Tenure-track Assistant Professor, Department of Communication, Georgia State University
09/2008--present George Gerbner Postdoctoral Research Fellow, Annenberg School for Communication, University of Pennsylvania
06/2008-09/2008 Reporter and Editor, the Beijing Olympic Organizing Committee
2005-07 Lecturer, Annenberg School for Communication, USC
2001-02 Research assistant, Metamorphosis Project, USC
2000-04 Teaching assistant, Annenberg School for Communication, USC
1997-2000 Editor and copyright manager, Central Compilation and Translation Press, Beijing

Research Interests
• Advertising and consumer culture
• Nationalism and transnationalism
• Globalization
• Public diplomacy
• Chinese culture, politics and society
• Public opinion and public policy
• Culture of new technology

Dissertation
Advertising and Consumption in Post-Mao China: Between the Local and the Global Committee: Marita Sturken (chair), Larry Gross, Stanley Rosen, Richard Baum
Teaching Experience

- Instructor, Public Diplomacy, doctoral seminar, Georgia State University, spring 2008
- Instructor, Communication Research Methods, Georgia State University, fall 2007
- Instructor, Survey of Organizational Communication, spring 2007, USC
- Instructor, Honors Internship, spring 2006
- Co-teaching with Jim Beniger, Entertainment, Marketing and Culture in spring 2004
- TA for courses including Communication Theories, Communication and Society, Mass Communication and Arts, Entertainment, Marketing and Culture, Advertising and Society, Foundations for Entertainment Education, Interpersonal Communication, Home Entertainment, and Gender, Media and Communication. My responsibilities include leading discussions, clarifying concepts and instructing students how to do research, organize and write their papers. I maintained a close relationship with students.

Publications


Articles under Review


**Translated Works**
Translation of Casino Capitalism by Susan Strange, published by Social Science and Documentation Publishing House (SheKe WenXian ChuBanShe), 2000

Co-translated work (with Qiong Ao) of the Amazing Results of Positive Thinking by Norman Vincent Peale, published by Central Compilation and Translation Press (ZhongYang BianYi ChuBanShe), 1998.

**Manuscripts in Preparation**
Li, Hongmei, Advertising and Consumer Culture in Post-Mao China: Between the Local and the Global. A book manuscript.


Li, Hongmei, “The Concept of Shen Jia in China's Promotional Communication”


Li, Hongmei, “The Chinese Internet: A Paradoxical Space.”

Li, Hongmei, “The Development of Asian American Advertising”


**Conference presentations and invited talks**


Li, Hongmei, “Advertising and Consumption in Post-Mao China.” Presented at the 15th annual conference of Asia Media Information and Communication Center, Beijing, July 18-20, 2005


Li, Hongmei, “Students’ Experience on Distance Learning.” Presented at the Instructional and Developmental Division, the 52nd Annual International Communication Association Conference, Seoul, South Korea, July 15-19, 2002.

Li, Hongmei, “Distance Education: Past, Present and Future.” Presented at the Instructional Division, the 73rd Annual Convention of Western States Communication Association in Long Beach, California, March 2-5, 2002


Research awards

**Academic year 2008-2009:** George Gerbner Postdoctoral Fellowship

Annenberg School for Communication

University of Pennsylvania

Fall 2006: **Dissertation Completion Award,** USC Graduate School

Spring 2004: **Dissertation grant,** Annenberg School for Communication, USC

2002: **Top-three student paper award**, Instructional and Developmental Division, the 52nd Conference of the International Communication Association. My paper is entitled “Students’ experience on distance learning”

**Voluntary journal review experience**

2007-present

Invited reviewer, *Asian Journal of Communication*
Invited reviewer, *Journal of International & Intercultural Communication*
Invited reviewer, *New Media and Society*

Public writing:


“Pledging as a way to motivate paid staff and volunteers at the Beach Volleyball ground,” *The Huffington Post*, Aug. 7, 2008.


**Membership**

International Communication Association
National Communication Association
Chinese Communication Association
Association for Asian Studies
International Studies Association

**Professional service**

Fall 2007-present

On the MA thesis committee of Jin Zhao, GSU
On the MA thesis committee of Sarah Marske, who obtained her degree in the summer of 2008 at GSU
On the MA thesis committee of Lexi Sowers, GSU
On the diversity committee, Department of communication, GSU

2007-2008

On the search committees of two tenure-track positions in journalism and international communication, Department of Communication, GSU

2001–2005: Vice-president of Peking University Alumni Association of Southern California
2003-2007: Board Director, Peking University Alumni Association of Southern California
2004—2006: Student representative, Chinese Communication Association, an affiliate association of ICA
2001-2001: Treasurer, Annenberg Graduate Student Association
Alessandra Raengo
Assistant Professor, Moving Image Studies Department of Communications Georgia State University One Park Place, Suite 1046 Atlanta, GA 30303 404/413-5691 araengo@gsu.edu

Education

• New York University, Department of Cinema Studies PhD in Cinema Studies, September 2006 – with Distinction

• New York University, 1995-1997
  M.A. in Cinema Studies

• Catholic University of the Sacred Heart, Milan, Italy, 1990-1994
  B.A. in Philosophy and Communications, Summa Cum Laude

Awards and Fellowships

• Recipient of the 2009 Research Initiation Grant ($10,000), Georgia State University
• Recipient of the Departmental Dissertation Fellowship Award ($10,000) for academic year 2003-2004, Cinema Studies Department, Tisch School of the Arts, New York University

Previous Teaching Appointments

• 2006-2007, Visiting Assistant Professor, Ohio University. Joint appointment in the School of Interdisciplinary Arts, School of Film, and Department of African-American Studies.


Publications: Edited Anthologies


Publications: Peer Reviewed Essays


Publications: Peer Reviewed Conference Proceedings


Conference Presentations

• October 2008, The 2008 World Picture Conference on “The Popular”, Oklahoma State University, Stillwater, Oklahoma: “The Popular as Vernacular ‘We’: Looking at Katrina from the Frog’s Perspective.”
• April 2008, Theorizing Blackness, CUNY Graduate Center, New York: “Counterfeit Currency: Race at Face Value.”
• September 2007, Literature on Screen Studies Conference, Ogelthorpe University, Atlanta, GA, “A Necessary Signifier: The Body as Author and Text in The Jackie Robinson Story”
• March 2007, Society for Cinema and Media Studies Conference, Chicago: “‘I Don’t Eat Colored People:’ Dick Gregory’s Vernacular Marxism.”

* March 2003, X International Film Studies Conference, Udine, Italy, Limina/le soglie del film. Film’s Thresholds, “Race and Indexicality: Images of the of the Civil Rights Struggle in Night of the Living Dead”

Publications: Scholarly Translations


Solicited Manuscript


Other Academic Experience – Organization/Proposal Review of International Film Studies Conference

- March 21-25, 2000, VI DOMITOR Conference, Cinema and the Other Arts, Udine University, Italy
- March 17-20, 1999, VI International Film Studies Conference, *The Bounds of Representation*, Udine University, Italy
- March 26-28, 1998, V International Film Studies Conference, *The Birth of Film Genres*, Udine University, Italy
TOMASZ TABAKO

Assistant Professor
Department of Communication
Georgia State University
P.O. Box 4000
Atlanta, GA 30302-4000
Tel. (404) 413-5606; E-mail: ttabako@gsu.edu

Educational and Professional History

Higher Education
2005 Ph.D. in Rhetorical Studies, Northwestern University.

Professional and Academic Positions
2007-present Assistant Professor of Rhetoric and Communication, Georgia State University
2005-2007 Assistant Professor of Rhetoric and Communication, The University of Iowa.
2004-2005 Visiting Assistant Professor of Rhetoric, Eastern Illinois University.
2003-2004 Visiting Lecturer/Assistant Professor, The University of Puget Sound.
2002 Adjunct Lecturer, DePaul University.
1998-2003 Adjunct Lecturer and Teacher Assistant, Northwestern University.

Honor and Awards

Teaching
Rhetorical Criticism; Rhetorical Theory; Persuasion; Rhetoric of Protest: How to “Read” Social Movements; Theory and Practice of Argument

Publications

Books


● Ludzie Nowej (Warsaw: Nowa, 2007, co-edited, a biographical dictionary of the people who founded and worked for Poland’s pro-democracy Independent Publishing Workshop NOWA, the oldest and largest underground publishing house in Eastern Europe under communist rule).

- Rozmowy z rzadem PRL (Warsaw: Nowa, 1998; co-edited with Andrzej Paczkowski, in Polish with an English summary), a documentary account of negotiations between Poland’s Solidarity movement and the communist regime).


- Strajk ’88 (Warsaw: Nowa, 1993, in Polish with an English summary), a historical analysis of protest rhetoric embedded in the wave of political and labor strikes in Poland on the eve of the collapse of communism.

**Book Chapters and Articles**


**Service**

**Profession**

Reviewer for the National Communication Association’s Rhetorical and Communication Theory Division.

Editor of 2B: A Journal of Ideas (an interdisciplinary, multilingual magazine published with the aim of encouraging intercultural debate and facilitating the exchange of ideas among literature, philosophy, rhetoric, and cultural studies).
Department

The Research & Creative Activities Committee.
The Speech Area Committee.
The Search Committee(s).

Teaching Interests

Both introductory and advanced courses from Communication Studies/Rhetoric curriculum, including Rhetorical Criticism; Contemporary Rhetorical Theory; Critical Theory, Political Communication; Rhetoric of Protest; Globalization and Social Movements; Rhetoric and Propaganda; Seminar in Metaphor and Irony; Contingency and Rhetorical Agency: From Kenneth Burke to Ernesto Laclau

Research Interests

- The relation between rhetoric, politics, and social change
- Rhetorical violence (the language of authoritarianism, war, propaganda, and newspeak, among others)
- The construction of identities through popular protest
- The arts of resistance (dissent; poetry as a site of resistance; counter publics; the rhetoric of social, political, religious, and art movements)
- Politics at the margin and the alternative/independent media
- The role and function of tropes in public discourse in general and in social movements in particular, especially in a time of accelerated globalization
- “Mainstream” public address and comparative studies in “political extremism”

Historical Research Experience

Research and editorial collaboration with Poland’s Solidarity Archives, a “globalized” research institution whose aim is collecting, elaborating, making available, and analyzing (historically, politically, sociologically, and rhetorically) the documents and accounts related to independent social movements in general, and to the Solidarity movement in particular.

Research activities: collecting and analyzing resistance- and protest-oriented rhetorical artifacts (public speeches, debates, manifestos, iconography, media discourse, etc.); conducting interviews using qualitative methodology; writing documentary and academic narratives exploring the artifacts; editing, footnoting, and publishing a series of monographs featuring the Solidarity movement.

Related Academic Experience

Description: 2B is an interdisciplinary, international, multilingual magazine, published in a book-like format, with the aim of encouraging intercultural debate and facilitating the exchange of ideas among various academic branches (especially between rhetoric, philosophy, literature, cultural studies, sociology, and political science).
JENNIFER M. BARKER
Assistant Professor, Department of Communication

3305 Grayson Place ♦ Decatur, Georgia 30030 ♦ (404) 496-4319 ♦ jmbarker@gsu.edu

EDUCATION

University of California at Los Angeles
School of Theater, Film, and Television: Critical Studies Program: Ph.D. received December 2004
Dissertation title: “The Tactile Eye” (supervisor Vivian Sobchack) Honorable Mention, 2006
Dissertation Award Competition, Society for Cinema and Media Studies

University of California at Los Angeles
School of theater, Film and Television: Critical Studies Program: MA received June 1994

University of Iowa
Department of Communication Studies: BA received June 1992
Major: Film Studies; minor: Women’s Studies

AWARDS AND FELLOWSHIPS
Honorable Mention, Dissertation Award Competition, 2006
Society for Cinema and Media Studies
Dissertation Year Fellowship, 1998
UCLA
Georgia Frontiere Scholarship, for body of work produced during Ph.D. program, 1998
UCLA
Otis Ferguson Award for Critical Writing, for “Fascinating Rhythms”, 1997
UCLA
First prize, Student Essay Competition, for “Bodily Irruptions”, 1994
Society for Cinema Studies

RESEARCH INTERESTS
Cinema and the senses, synaesthesia, visuality, theories of spectatorship and embodiment, film
and the other arts, American and international film, documentary and ethnographic film, feminist
theory, new modes of visual/critical writing, integration of theory and practice

TEACHING POSITIONS
Assistant Professor Fall 2008-current Georgia State University, Moving Image Studies
Department of Communication
Visiting Assistant Professor Spring 2005-2009 University of Wisconsin-Milwaukee, Peck
School of the Arts Conceptual Studies Program (established 2005), Department of Film
Lecturer 2000-2002 Northwestern University, Department of Radio/TV/Film
Lecturer 2000-2001 University of Chicago, Graham School of General Studies
PUBLICATIONS


“Neither Here Nor There: Synaesthesia and the Cosmic Zoom.” *New Review of Film and Television Studies* (Spring 2009).


PRESENTATIONS


SELECTED COURSES TAUGHT

**Georgia State University, Department of Communication, Moving Image Studies**

- Cinema and the Senses (graduate seminar)
- Documentary Film (upper-division undergraduate seminar)
- Body Genres (upper-division undergraduate seminar) University of Wisconsin-Milwaukee, Department of Film, Conceptual Studies Program

- Film and Experience (theory/practice introduction to film history & theory)
- Concepts in Media Arts Production (theory/practice introduction to film form)
- Structures of Film (close analysis, film theory, and new modes of visual/critical writing)
- Topics in Conceptual Studies: Cinema and the Senses
• Filmmaker as Theorist/Practitioner: Hitchcock/Hitchcockian
• Film Genres: Final Cut (Sense and Style in the Horror Film)

Northwestern University, Department of Radio/TV/Film

• Introduction to Film
• Close Analysis
• Authorship, Genre and Film History through the Films of Howard Hawks
UNIVERSITY SERVICE AND OCCUPATIONAL EXPERIENCE

Member, Research Committee, 2008-2009 Georgia State University Department of Communication
Co-organizer and moderator, “SENSATIONAL! Sensing Media Art and Theory” 2007-2008
Colloquium in Conceptual Studies, UW-Milwaukee Department of Film Member,
Conceptual Studies Committee, UW-Milwaukee Department of Film 2006-2009 Member,
Film/Video Archive Committee, UW-Milwaukee Department of Film 2006-2007 Member,
Technology Committee, UW-Milwaukee Department of Film 2006-2007 Freshman
Mentor, UW-Milwaukee Peck School of the Arts 2006-2008 Assistant to the Associate
Dean, College of Letters and Sciences Spring 2005
University of Illinois, Chicago Member, Main Jury, Zlín International Children’s Film
Festival (Czech Republic) June 2004 Program Director, Chicago International Children’s
Film Festival 2002-2004 Undergraduate Advisor, Northwestern University Department of
Radio/TV/Film 2000-2002 Program Assistant, Northwestern University Center for the
Humanities 1998-2000 Research Assistant, UCLA Department of Film and Television
1994-1996
(supervisors: Professor Vivian Sobchack and Professor Janet Bergstrom)
Freelance Researcher Fall 1996 (commissioned by Jeffrey Selznick to provide an historical
account of the relationship between independent producers and major studios)
Programming Assistant, UCLA Film and Television Archive 1993-1994 Elected
Graduate
CARRIE PACKWOOD FREEMAN, Ph.D.

Assistant Professor, Communication Department
1023 One Park Pl., Georgia State University, Atlanta, GA 30302. 404.413.5736.
cpfreeman@gsu.edu

Education

DOCTORAL DEGREE: University of Oregon School of Journalism & Communication
Advisor: Dr. Debra Merskin. Dissertation: Struggling for Ideological Integrity in the Social Movement
Framing Process: How U.S. Animal Rights Organizations Frame Values and Ethical Ideology in Food
Advocacy Communication.

MASTER’S DEGREE: University of Georgia Grady College of Journalism & Mass
Communication
M.A. Completed Summer 2004. Concentration: Mass Media Studies. Advisor: Dr. Carolina Acosta-
Alzuru.
Enrolled and active in UGA’s interdisciplinary Environmental Ethics Certification Program.

BACHELOR’S DEGREE: University of Florida College of Journalism & Communications

Teaching Experience

SOLE INSTRUCTOR: Georgia State University

Introduction to Theories of Mass Communication (J3070) Two Sections. Fall 2008
 Taught two sections students over the fall semester: one section had 37 students and the other had 11
students. Course designed to be participant-centered, with three tests, and evaluation based on
participation, several paper assignments and a longer final paper applying theory to a media issue.
Evaluations are forthcoming.

SOLE INSTRUCTOR: University of Oregon

 Taught 25 students over the course of 8 weeks. Course designed to be participant-centered, with no
tests, and evaluation based on participation, homework, and a final paper on an ethical decision-making
case study of the student’s choice.
 I received much positive feedback in evaluations, as well as incorporating constructive ideas from 2005
evaluations to improve the class for 2006. Quantitative evaluations were given in 2005 and my students
scored me at an average of 9.5 to 10 (out of 10) in all seven categories on instructor teaching. Each of
my scores in all 18 categories always exceeded the department average.

Taught 16 students over the course of 10 weeks. This writing skills class involved daily in-class, timed writing assignments, homework, technical skills quizzes (on grammar and AP style), and weekly news content quizzes.

It is designed to develop public relations writing skills aimed specifically at the news media, including learning to write a basic news story, feature story, pieces in a news kit, and news releases.

My course evaluations were highly positive. On the quantitative evaluation, my students rated me at an average score of 9.6 (out of 10) in all seven categories on instructor teaching (which was above the department average of 9.0).

GRADUATE TEACHING FELLOW (GTF): University of Oregon


- Served as one of two GTFs assisting Professor Tom Bivins. Class size between 80 – 100. GTFs were in charge of grading all weekly homework assignments and two short-answer exams, keeping records on Blackboard class management software, communicating with students, lecturing occasionally, and leading exam review sessions.


- Served as the sole GTF assisting Professor Gabriela Martinez. Class size 40. I was in charge of grading papers, keeping records in Blackboard class management software, assisting and communicating with students, and leading occasional lectures.


- Served as one of two GTFs assisting Professor Gabriela Martinez. Class size 150. GTFs were in charge of grading papers, keeping records in Blackboard class management software, and assisting and communicating with students.

Media Theory & Criticism (J388) Two terms. Fall 2006 and 2007.

- Served as one of two GTFs assisting Professor Carl Bybee. Class size 90. GTFs were in charge of grading papers, keeping records in Blackboard class management software, assisting and communicating with students, and leading some lectures.

GRADUATE TEACHING ASSISTANT: University of Georgia

Introduction to Public Relations (ADPR 3850). Two terms. August 2003- May 2004

- Assisted Professor Ruth Ann Lariscy. Sole assistant for lecture class of 300 students.
- Managed all administrative issues related to class: attendance, extra credit, tests/quizzes, and A/V.
- Maintained online course management software, WebCT. Communicated with students in over 400 emails and 100 discussion postings. Maintained records for 300 students regarding attendance, grades, and extra credit.
- Managed 13 project groups of 120 students working on papers, press kits, and presentations.
- Accommodated special needs of students with disabilities.

JOURNALISM INTERNSHIP ETHICS FACILITATOR: University of Oregon


- I served as the sole Ethics Facilitator for the third and fourth implementation of the nationally-recognized ethics initiative in the Snowden journalism internship program. The Snowden program
works with eleven select students from Oregon universities who intern for the summer in small-town Oregon newspapers.

- I facilitated weekly ethical case studies over the course of the summer. Students discussed them with editors and then responded to me according to an ethical decision-making worksheet. I provided individual feedback and well as synthesized all their responses on a blog for the interns.
- Innovations: I worked on creating ethical case studies and editing dozens of real cases; I initiated and designed an ethics award for the top two interns; and I incorporated journalism ethics training and ethical case study discussions into the pre-internship workshop.

PEDAGOGICAL TRAINING:

- I attended training workshops in teaching Environmental Communication (NCA, 2006), Media Ethics (AEJMC, 2005), and Classroom Diversity (Univ. of Oregon’s Teaching Effectiveness Program, 2005).
- I took the Teaching and Professional Life graduate course at University of Oregon’s School of Journalism (Fall 2004).
- I participated in ongoing development and evaluation of my training skills during my seven years working in the Training Department at corporations.

Professional Experience

PUBLIC RELATIONS PROJECT COORDINATOR: University of Georgia, Nov. 02 – Nov. 03
Graduate Assistant for UGA’s Economic Development Coordinating Council, Athens, GA,

- Wrote 35-page manuscript for UGA’s BioBusiness Center to promote UGA’s transfer of technology to the private sector through involvement in start-up companies over the last quarter century.
- Designed reports and communication pieces promoting UGA’s economic impact in key regions.
- Researched and collected quantitative and qualitative data for reports.

SENIOR TRAINING FACILITATOR: LYNX Services from PPG, May 98 - July 02
Customer Service Call Center, HQ, Fort Myers, FL (Insurance Claims Co.: 800 employees)

- Developed and ran company's first Leadership Development Training program.
- Produced company's first quarterly employee e-newsletter, the "LYNX onLINE," since 1998 (Editor).
- Facilitated dozens of Customer Service Rep (CSR) new hire training classes (four-week class in insurance claims handling). Typical class size is 20. Served as their supervisor until graduation.
- Taught other computer-based job-skills training for existing insurance accounts and updated curriculum.
- Developed and implemented training program for six new businesses (insurance companies).
- Chaired the company’s first Wellness Committee in 2000.
- Created and edited first monthly wellness e-newsletter "Living Well @ LYNX." (won an award)

LEADERSHIP TRAINING COORDINATOR: Palmer Wireless, Inc. Aug 95 - Dec 97
HQ, Fort Myers, FL (“Cellular One” Company: 700 employees over Southeast)

- Designed, wrote, developed, and helped deliver management training courses in leadership, H.R., sales, and customer service. Average class length: 2 days. Off-site. Created and ran first training library.
- Designed and facilitated New Employee Orientations for headquarters staff (8 hours. quarterly).
- Planned and coordinated Annual Managers' Conferences for two years (off-site, 4-days long)
- Designed and helped implement company's first Employee Recognition Program, “Circle of Excellence,” for two years, including planning the awards banquet.
- Produced both training and general employee newsletters in PageMaker.
COMMUNICATIONS SPECIALIST:  *Gwinnett Chamber of Commerce, Aug 93 - Aug 95*
*Lawrenceville, GA* (a Metro-Atlanta Chamber of Commerce, non-profit: staff of 10)
- Wrote and produced monthly chamber newsletter, “Agenda,” (plus served as staff photographer).
- Wrote and produced monthly column in the *Atlanta Journal & Constitution*’s “Gwinnett Extra.”
- Coordinated public relations efforts to publicize chamber events and economic development to area.
- Produced communications materials such as ads, brochures, annual reports, and newcomer guides.
- Implemented a new Chamber logo and image makeover with a local graphic design firm.

### Publications

**BOOK CHAPTERS:**


**SOLE AUTHOR IN PEER-REVIEWED ACADEMIC JOURNALS:**


Freeman, C. P. (in press). *Who’s Harming Whom? A Public Relations Ethical Case Study on PETA’s Holocaust on Your Plate Vegetarian Campaign.* *The Journal of Mass Media Ethics.* It is in a “revise and resubmit” process to change from a case study format to a broad, theoretical format that examines how public relations ethical theory can begin to address special communication challenges faced by social movement organizations.


### NEWS MEDIA:

- I served as Media Ethics columnist for Univ. of Oregon’s *Daily Emerald* student newspaper. Summer 2006.
- Dozens of my editorials on animal rights, environmentalism, and other social issues have been published in daily, weekly, and student newspapers across the nation over the last decade.
- I have spoken on behalf of nonhuman animals on TV news and radio in Florida, Georgia, and Oregon.

### Conference Papers


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**Academic Service**

- Guest class lecturer: Introduction to Women & Gender Studies (Univ. of Oregon, Spring 2008); Communicating Nature (Univ. of Oregon, two lectures, Winter 2008); Persuasion Ethics (Univ. of Oregon, Winter 2007 & 2008); Mass Communication & Society (Univ. of Oregon, Summer 2007); Women, Minorities & the Media (Univ. of Oregon, Fall 2004); and Society & Animals (Univ. of Georgia, 2003).

COMMUNITY SERVICE

Guest speaker on WRFG 89.3 FM’s Community Radio programs:
Second Opinion Radio (three times) and Labor Issues (one time)  Fall 2008

Campaign Leader and Co-Director: University of Oregon’s Students for the Ethical Treatment of Animals group (SETA).
- Helped re-activate the student group, serving as an active leader and eventually the co-director for 2006 – 2008.
- Served as the campaign director for almost two years promoting a switch to cage-free eggs at UO dining halls (part of the Humane Society of U.S. campaign).
- Organized the following public events and corresponding media coverage:
  - Earthday speaker Dr. Dan Brook on “Eating as if the Earth Matters,”
  - mother’s day feminist campaign against dairy and eggs,
  - a documentary viewing of Peaceable Kingdom,  Fall 2005 – Present

Volunteer: Cascadia Wildlands Project, Eugene, Oregon  Spring 2006 – Present


Founder & Public Relations Chair: UGA’s animal rights group (Speak Out for Species)  Spring 2004

Founder & President: The Vegetarian Society of Southwest Florida  Planned and ran semi-monthly meetings, organized all events & media coverage  Jan. 97 – Jan. 2001

Lee County Coordinator for Volunteers: Floridians for Humane Farms  Political Action Committee organizer for State Referendum Petition Drive.  Passed first state referendum for farmed animal welfare in the U.S.  Fall 00 – Spring 01

Literacy Tutor: Gwinnett Technical Institute's Adult Reading Program  July 94 - July 95


Alpha Omicron Pi Sorority (120 members. Univ. of FL)  Vice President-Pledge Education ('91), Public Relations Chairperson ('92), Historian/Photographer ('89,'90), Delegate to International Convention, Dallas ('91)  1989 - 93

Volunteer DJ: Reading Radio for the Blind, Gainesville, FL  1992 - 93
- Director of Environmental Affairs: Order of Omega Greek Honor Society 1993
- Member: Univ. of FL Student Government Environmental Affairs Cabinet 1990
- Member: Students for the Ethical Treatment of Animals (Univ. of FL) 1990

**Honors**

**PROFESSIONAL HONORS:**
- LYNX Services Premier Contributor Award (for first quarter 2001- only one other winner)
  Selected by management for my development of company’s first Wellness Newsletter.

**GRADUATE HONORS (UNIVERSITY OF OREGON):**
- Dissertation research grant from The Animal Welfare Trust, NY Spring 2008
- Single recipient selected for the annual Val Chambers Graduate Scholarship for Environment and Public Health at University of Oregon’s School of Journalism & Communication. Fall 2006
- Member of Kappa Tau Alpha, national honors society for journalism and mass communication scholars. Spring 2007

**UNDERGRADUATE HONORS (UNIVERSITY OF FLORIDA):**
- Presidential Recognition for Outstanding University Students 1993
- Panhellenic Recognition for Outstanding Women Leaders 1993
- Order of Omega Greek Leadership Honorary & Golden Key National Honor Society 1991-1993
- Alpha Omicron Pi Sorority Founders' Award for Most Outstanding Senior 1993
- Alpha Omicron Pi Sorority Chapter Award for Undergraduate Service 1992
- Photos chosen for Penn State Exhibition and UF Undergraduate Journal 1992
- Campaigns Team member for Univ. of Florida’s American Advertising Federation "College World Series of Advertising" Competition – Speaker for Creative Team. 1992 – 93

**Professional Affiliations**

- Member: ICA (Mass Communication & Public Relations Divisions) since Winter 2007
- Member: AEJMC (Media Ethics, Cultural & Critical Studies, & Public Relations Divisions) since Fall 2003
- Member: NCA (Environmental Communication, Critical/Cultural, & Mass Communication Divisions) since Fall 2003
- Member: Univ. of Oregon’s Journalism Grad Student Association. Active from Fall 2004 to Spring 2008
- Member: SWFL Chapter of the American Society for Training & Development from 1998 - 2002

**Teaching & Research Interests**

**TEACHING**

PROFESSIONAL SKILLS: Introduction to Public Relations; Public Relations Writing; Newsletter Publication; and Strategic Communication for Non-Profits and Social Movements.

MEDIA STUDIES AND THEORY: Mass Media Ethics; Race, Gender, Class & the Media; Media Theory & Criticism; Mass Communication & Society; and Environmental Communication.
METHODS: Cultural Approaches to Communications Research, and Qualitative Research Methods.

**RESEARCH**
Critical and Cultural Studies of Communication; Strategic Communication for Social Movement Organizations; Social Justice and the Media; Nonhuman Animals and Nature in the Media; Media Ethics; Animal and Environmental Ethics; and Media Representation and Discourse related to Oppressed Groups.
EDUCATION

2007 – MFA San Francisco State University Cinema Production Program
1992 San Francisco State University
Bachelor of Arts 16mm Film Production,
Cum Laude

EMPLOYMENT

Teaching experience

2008 Assistant Professor: Film Production Georgia State University Dept. of Communications Film Program
2007 Instructor San Francisco State University Dept. of Cinema
Course: 310 Beginning 16mm Film Production/Digital Post Prod.
2007 Instructor San Francisco State University Dept. of Cinema
Course: 202 Intro to Film/video Production
2008-07 Instructor Monterey Bay State University, Dept. of Teledramatic Arts and Technology
Course: 225 Web Video Production and Distribution
2006 – 05 Instructor (grad student) San Francisco State University
Course: 316 Beginning 16mm Production
2006-05 MFA Selection Committee SFSU Cinema Department
2006 English Teacher/American Lit: Burton High School San Francisco Unified School District, Summer Term
2006 - 05 Substitute -Teacher in San Francisco Unified School District
2005 Teaching Associate SFSU: Course: Web Video Production
2002-2003 Instructor, San Francisco State University
College of Extended Learning
Course: Web video: production and aesthetics

Additional Work Experience

2007 Producer/Videographer/Editor for Web Video Documentary Series: ‘Island’
2006 DP on Commercial for the client “The Margarita King”: 16mm
2004 - 05 Idiom: Editor and web video compression
2004 Assistant Web Video Creator for Lords of Dogtown Feature Film
Columbia/Sony: Assisted in Producing Short Web Video Episodes for Lords of Dogtown Website, and shooting behind the scenes footage

Skill Set
Equipment: Digital Cameras: Sony EX-1, Sony HVR-Z7U, Panasonic AG-HVX200 and DVX 100a, sony pd100a, Sony PD 170, Canon xl-1, gl-2
16 cameras: Eclair NPR/acl, Arriflex sr1-3, Bolex, CP-16, Arri S
Lighting gear: kinoflo, open face and fresnel lights, chimera, most lighting/grip gear. Sony decks: dv cam dsr-20, dsr-40, dsr-45, Apple computer and operating systems
Software: fcp 6.0, compressor, cleaner 6 web video compression, various compression codecs, ftp tools. Familiar with: Photoshop, Avid, DVD Studio Pro
Additional skills: hand processing 16mm film and editing on Steenbeck/Movieola flatbeds

Special Recognition
Selected by Filmmaker Magazine as One of 25 New Faces of Independent Film

Grants Awarded
2007 Princess Grace Award Honorarium: $2000.00
2003 San Francisco Arts Commission Grant for neighborhoodfilms.com: $10,000.00
2002 Awarded Powerbook G4 by Apple Computers
2002 Fleishbacker Foundation Grant for Filmmaking: $3000.00
1993 Film Arts Foundation Grant for filmmaking: $3000.00

Neighborhoodfilms.com Presentations/Awards
2006 SFSU Best Documentary for Web Video Series: Kinoland
2007-05 City College of San Francisco Film Department
2005 SFSU Film Department
2004 San Francisco Art Institute
2003 SFSU Film Department Film Department
2002 Apple Store NYC
2002 SIGGRAPH
2001 Amsterdam World Wide Video Festival

FILMOGRAPHY
My Olympic Summer 2007
   Director, editor
   12 minutes color/B&W Super-8
   my olympic summer chronicles the the subterranean currents of the filmmaker’s parents’ young marriage, set against the historical backdrop of the taking of hostages at the Munich Olympic games of 1972.
   Awards: Jury Prize Sundance Film Festival 08, Grand Jury Award Best Documentary Short Florida Film Festival, Best Short Documentary Nashville Film Festival.
   *Please see Attached Page for Additional Awards/Screenings

Neighborhoodfilms.com, 2000-Current
producer, director, photographer, editor
A community-based web video portal for film storytellers to share a personal perspective of their neighborhood through a series of 3-4 minute digital video episodes.

Kinoland, 9 Episodes, 2006-07
Fourth series about the desires, failures, creative aspirations, and emotional oscillations of my classmates and I, as we move towards mfa candidacy in film school.
Binh Thanh District, 10 Episodes, 2003
Third series from neighborhoodfilms.com. This series conveys impressions of a neighborhood I lived in with my wife at her family’s home in Saigon.

Aquarius Records, 19 Episodes, 2002
Second series from neighborhoodfilms.com. These short web films offer a slice of life about the workers and their customers from a small independent record store in the Mission District of San Francisco.

The Valet Chronicles, 37 Episodes, 2000-2001
First neighborhood series that tells stores from a valet’s perspective in North Beach, San Francisco, which depicts how peoples lives, within this micro-community intersect.

The Big Charade, 1997
Co-Director, photographer, Co-editor, Co-writer
75 minutes, b/w, 16mm
Max and Sarah, a young American couple playing out their gangster fantasy in Colombia, South America, cannot confront their dying love.
Screenings: SXSW Feature Competition, Big Muddy Film Festival, Bogota Int. Film Festival, Cartagena Int. Film Festival, First Glance, Philadelphia

Matzo Balls and Black-eyed Peas, 1994
Director, photographer, editor
25 minutes, color, 16mm
An intimate view of the interracial relationship between the Jewish filmmaker and his African American girlfriend is revealed through self-reflection and a series of interviews with close friends.
Screenings: Sundance Film festival; San Francisco Jewish Film Festival; London Jewish Film Festival; Sweden Jewish Film Festival; Fresno Jewish Film Festival; Black International Cinema (Berlin); Living Room festival on KQED; Stanford University National Jewish Film Symposium; Film Arts Festival; aired on KTEH Free Speech Television
Awards: Judah Magnes Jewish Video Competition award winner

Chasing The Grail, 1992
Director, photographer, editor
22 minutes, color and b/w, 16mm
the filmmaker’s childhood in rural Bakersfield, California, where he was the son of a Rabbi in a virtually non-existent Jewish community, moves into an introspective, yet ambiguous search to define his relationship, as an American Jew, with the State of Israel.
Screenings: Cork International Film Festival (Ireland); Atlanta Image Film Festival; Ann Arbor Film Festival; San Francisco Jewish Festival; WYBE Philadelphia Public Television’s “Through the Lens” series; Stanford University National Jewish Film Symposium; Film Arts Festival; Fresno Jewish Film Festival; Utah Film Front; Baltimore Film Forum
Awards: Dorey Schary Award (Anti-Defamation League) finalist; Honorable Mention, Atlanta Image
122 Webster, 1990
Director, photographer, editor
12 minutes, b/w, 16mm
A stark and unsettling portrait of the filmmaker’s heroin-addicted roommate and friend.
Screenings: Sundance Film Festival; national tour with 1995 Lalapalooza Music Festival; Cork International Film Festival (Ireland); Ann Arbor Film Festival; Humboldt International Film Festival; Big Muddy Film Festival; Film Arts Festival; San Francisco State University Film Finals

Awards
Ann Arbor Film Festival  Honorable Mention
Black Maria Film Festival Director’s Choice
Brooklyn Arts Council Film Festival  Best Documentary Short
Cabbagetown Film Festival  Grand Jury Prize
Florida Film Festival  Best Documentary Short
IDFA  Nominated IDFA Academy Award
Indielisboa Film Festival  Onda Curta Award
Nashville Film Festival  Best Documentary Short
Sundance Film Festival  Jury Prize Short Film

Festivals
Ann Arbor Film Festival
Ashland Film Festival
Aspen Film Festival
Atlanta Film Festival
Atlanta Jewish Film Festival
BAM/Sundance Series
Black Maria Film Festival
Bellaria International Film Festival
Brooklyn Arts Council Film Festival
Cabbagetown Film Festival
Calgary International Film Festival
Cucalorus Film Festival
Expression en Corto
Florida Film Festival
Full Frame Film Festival
International Documentary Film Festival Amsterdam
Indielisboa Film Festival
London Film Festival
Maryland Film Festival
Medina del Campo Film Festival (Spain)
Mendocino Film Festival
Middle East International Film Festival
Nashville Film Festival
New Directors/New Films
San Diego Jewish Film Festival

924
San Francisco Jewish Film Festival
Savannah Film Festival
Seattle Film Festival
Sundance Film Festival
True/False Film Festival
Vancouver International Festival
Washington D.C. Jewish Film Festival
Svetlana V. Kulikova
Assistant Professor, Department of Communication
Office: 630C One Park Pl. Atlanta, GA 30303 Tel: (404) 413-5794 (o)
(404) 213-5100 (cell) E-mail: skulikova@gsu.edu

Aug. 2008  **Ph.D., Mass Communication and Public Affairs**  Manship School of Mass Communication, Louisiana State University, Baton Rouge, LA
June 1997  **M.S., Journalism and Mass Communication**, emphasis in public relations  A.Q.Miller School of Journalism and Mass Com., Kansas State University, Manhattan, KS
June 1995  **M.A., Political Science**, emphasis on democratic transitions  Central European University, Budapest, Hungary
June 1993  **Five-year degree in English and Literature**, diploma with honors  Kyrgyz State University, Bishkek, Kyrgyzstan

**EDUCATION**

**PROFESSIONAL EXPERIENCE**

Aug.11, 2008 –  **Assistant Professor of International Communication**  Department of Communication/CIME, Georgia State University, Atlanta, GA  Teaching Public Relations Research, International Public Relations, currently designing Internet and Democracy and International Political Economy of Media courses

Summer 2008 **Survey Researcher/Interviewer**  LSU Public Policy Research Lab, Baton Rouge, LA  Conducted telephone interviews with Louisiana residents and businesses

Aug.16, 2004 –  **Graduate Research/Teaching Assistant**  May 16, 2008 Manship School of Mass Communication, LSU, Baton Rouge, LA

Jan. 20, 2003 –  **Public Relations Office Director**  
July 1, 2004  American University – Central Asia, Bishkek, Kyrgyzstan  Supervised staff of four responsible for internal and external university communications, student recruitment campaign, information support (website maintenance), media relations, and teaching evaluation campaign

Aug. 4, 2001 –  **Journalism Department Chair**  
Feb. 1, 2004  American University – Central Asia, Bishkek, Kyrgyzstan  Managed a department with 60 students, four full-time and six part-time teachers, redesigned the curriculum, raised development funds and built partnerships with Kyrgyzstan’s journalism educational programs and international professional organizations such as ICFJ and CIMERA

Sept.1, 1997 –  **Journalism Department Instructor, Assistant Professor**
July 1, 2004  
American University – Central Asia, Bishkek, Kyrgyzstan Started out as a part-time (3 credits/term) junior faculty member teaching public relations, gradually became involved in curriculum design and strategic development of the department through the OSI International Fellowship, began teaching full-time in 1999 (12-15 credits/term)

June-July, 2003, 2004  
OSI/NSP Academic Writing Summer School Director  
“Akun” Resort, Issyk-Kul Lake, Kyrgyzstan  
Managed two 4-week summer schools for Open Society Institute’s Network Scholarships Program preparing more than 70 OSI fellows from Central Asia, the Caucasus, and Mongolia for graduate studies in Western universities

Aug.10, 1997 – Training and Publications Specialist/Editor
Oct. 30, 1998  
Counterpart Consortium, Bishkek, Kyrgyzstan  
Developed all publications for Counterpart Consortium’s Central Asian regional training program aimed at supporting NGOs in Kyrgyzstan and Central Asia. Designed and published training manuals for thirteen 2-3-day training workshops and developed two training modules, NGO-Media Relations and Newsletter Production

May 1, 1994 – Assistant to Project Director
Aug. 20, 1994  
Public Education and Information Program for Privatization in Kyrgyzstan  
Provided translation and interpretation services, scheduled meetings and other engagements for the American team leader of this USAID-supported project; assisted in recruiting participants and conducting focus groups on privatization commercials.

May 1, 1993 – Chief Interpreter/Office Manager
May 31, 1994  
World Bank technical assistance project for the Employment Service of Kyrgyzstan  
Provided translation and interpretation services for the project team leader, managed the staff of four interpreters, was responsible for the project logistics and coordination of the team members’ work with their local counterparts.

RESEARCH & POLICY DEVELOPMENT

Oct.1, 2002 – Research Project Director  
Feb.1, 2003  
Historical Development and Current Status of Mass Media in Kyrgyzstan research project, 4-month follow-up to update the earlier results and publish the findings in Kyrgyz

Sept.1, 2000 – Research Project Director
July 1, 2001  
Director and one of the two lead researchers of Historical Development and Current Status of Mass Media in Kyrgyzstan, research project funded by the Swiss government and conducted jointly by American University – Central Asia and Bishkek Humanities University. The project used content analysis, a survey, in-depth interviews and focus groups with media decision makers and practitioners, analysis of secondary and archive data and other modes of data collection. The
resulting manuscript was published in Russian, English and Kyrgyz

Jan.1, – OSI International Policy Fellow Nov.1, 1999 Designed curriculum and strategic development plans for AUCA Journalism Program, developed recommendations on improving journalism education in Kyrgyzstan

RESEARCH INTERESTS
- Media systems and controls in various political contexts -New media in new democracies -Post-Soviet and post-socialist media -Media coverage of election campaigns -Public opinion and voting behavior -Internet communities and online forums in emerging democracies -International public relations.

PUBLICATIONS (refereed)


CONFERENCE PAPERS (refereed)


Kulikova, S. (June 2007). With hopes and fears: Coverage of the Kyrgyz Revolution by British, Russian and American press. Accepted for presentation at the meeting of the International Association for Media and Communication Research in Paris, France (failed
to present due to trip logistics).

Kulikova, S. (Feb. 2007). *From a democratic reformer to a weak autocrat: Transformation of Kyrgyz Republic’s first President Askar Akayev.* Presented at International Studies Association annual convention in Chicago, IL.


Kulikova, S. (May 2006). *Power of television or power with television: Case study of Russian NTV channel.* Presented at the Union for Democratic Communication conference in Boca Raton, FL.


**CONFERENCE PAPERS (non-refereed)**


929
PRIOR TEACHING EXPERIENCE: INSTRUCTOR OF RECORD

American University of Central Asia (Fall 2007, while on dissertation field research):

Previously taught courses at Louisiana State University, Manship School: -Fundamentals of Media Research (MC 3018): Spring 2007, Summer 2006
Previously designed and taught courses at American University – Central Asia: -Mass Media and Society (5 years) -Mass Communication Theory (3 years) -Fundamentals of Public Relations (7 years) -Public Relations Case Studies (3 years) -Public Relations Techniques (4 years) -Magazine Writing (1 year) -Propaganda and Censorship (2 years) -Honors Thesis Seminar (4 years).

Served on 12 AUCA student graduation theses as a major professor.

PROFESSIONAL ASSOCIATIONS MEMBERSHIP


GRANTS, FELLOWSHIPS AND AWARDS

2008 Travel grant to International Studies Association Convention in San Francisco, CA
2007 Travel grant to International Association of Media and Communication Research Conference in Paris, France
2003 Muskie Alumni Leadership Award winner for Kyrgyzstan
2002 Certificate for long-term service to the university, AUCA
2001-03 Two-term full-time CEP/SCOUT Local Faculty Fellow at AUCA
2002 An 8,000 USD grant from Swiss government for a follow-up media research project
2001 Certificate for outstanding teaching achievements at AUCA
1999 A 20,000 USD grant from Swiss Government to research mass media in Kyrgyzstan
1998 International Fellowship grant for course development at AUCA
1996-97 U.S. National Dean’s List
1995 Grant under the USIA-funded Freedom Support Act Program to study at KSU
1995 Life-time member of the Golden Key National Honor Society
1994 Grant from the Open Society Institute and Soros Foundation to study at CEU

UNIVERSITY & ALUMNI/FELLOWSHIP NETWORKS SERVICE

2008 Member of Undergraduate Committee and Journalism Faculty Search Committee Fall 2007
Member of two AUCA committees: staff evaluation and teaching evaluations Fall 2006 Member
of Manship School ad-hoc committee to improve teaching research methods 2005-06 Coordinator of Manship School graduate research seminars, LSU 2005-present Co-chair of the CEU (Budapest) Alumni Scholarship fundraising campaign 2000-04 Conducted various training workshops on public relations, public speaking, grant proposal writing and other skills for alumni of Muskie and other US-government-sponsored programs, organized meetings of Muskie and CEU alumni in Kyrgyzstan 2003-04 Faculty advisor of the AUCA initiative to create the Alumni Scholarship Fund 2002-03 Initial evaluator of Junior Faculty Development Program applications, Kyrgyzstan 2002, March Delivered four training workshops on Grant Proposal Writing and Best Teaching Practices for junior faculty at the National University of Mongolia, Ulan Bator 2001-03 Lead training workshops on Grant Proposal Writing for junior faculty of the Osh State University and its Mailu-Suu branch, Kyrgyzstan, as well as for Muskie graduates interested in teaching in Almaty, Kazakhstan 2002-04 Member of the AUCA teaching evaluations committee 2001-02 Elected member of the AUCA Academic Senate

OTHER QUALIFICATIONS AND EXPERIENCES

-Trainer of adult learning and training methodology (Counterpart Consortium certificate) -Extensive experience of interpretation and translation for various international organizations, including USAID, Urban Institute, World Bank, IMF, UNICEF, TACIS, Save the Children UK, ILO, WHO and others - Experienced simultaneous English-Russian interpreter

LANGUAGES
Russian (native), English (fluent) basic knowledge of French and Spanish
ANN E. WILLIAMS

Assistant Professor
Georgia State University
Department of Communication
P.O. Box 4000
Atlanta, GA 30302

E-mail: annwilliams@gsu.edu
Phone: (404) 413-5792
Fax: (404) 413-5634

RESEARCH & TEACHING AREAS

• Political Communication
• Media Effects
• Public Opinion & Election Behavior
• Information Campaigns & Strategic Communications
• New Information Technologies
• Interpersonal & Social Networks
• Research Methods

PROFESSIONAL ACHIEVEMENTS

PUBLICATIONS


ARTICLES UNDER REVIEW
“Framing Blame in News Reports: Exploring the Effect of Anthropomorphizing Metaphors on Responsibility Attribution”
"Re-conceptualizing the Theoretical Underpinnings of Social Capital Research: An Explication of the Social Norms that Bond and Bridge Communities"

"Looking for the Local?: Audience Communication Patterns in the New Media Environment"

DOCTORAL DISSERTATION
“Engaging the Electorate in an Electronic Age”

Abstract:
In an ever evolving and expanding information environment, the choices that people make about news consumption grow significantly more complicated. This project works to systematically evaluate the changes that digitization ushers in, by examining the decisions that audiences make about where and how to gather news. The project documents several major trends in news gathering and charts the shape of audiences’ preferences and practices: the sources people turn to most, the types of information most often encountered, and the conditions under which individuals engage most actively with mediated information.

The work draws from and integrates theories of uses and gratifications, selective exposure and attention, and elaboration likelihood, while similarly drawing from and integrating conceptual designs and survey-based measurement tools.

In toll, the outcomes observed through careful multivariate analyses of three national datasets suggest that individuals’ information consumption patterns differ significantly when news texts are accessed through web-based sources rather than through traditional, offline channels. When audiences gather news online, the type and intensity of audiences’ cognitive and behavioral involvement differs from the type and intensity of involvement that occurs when readers engage with non-web-based texts. Ultimately, these differences in information consumption influence the strength of the relationships that exist between news exposure and political decision-making.

AWARDS & FELLOWSHIPS
Howard Marsh Research Fellowship, Fall 2006 & Fall 2008
Jack Field Research Fellowship, Winter 2005
Jay H. Payne Research Fellowship, Spring/Summer 2003 & 2004
Teaching Award from the Instructional and Developmental Division of the International Communication Association, Summer 2006

WORK EXPERIENCE

TEACHING
Assistant Professor, Georgia State University. 2008 – Present.
Media & Politics (Jour 4510, Spch 4610, Comm6510)
Mass Communication Research Methods (Jour 3950)
Political Communication (Jour 4480, Comm4480)
Public Opinion & Political Culture (Comm 6160, Comm 8980)


Media, Culture, and Society
Communication Studies 371 - Advanced undergraduate writing course in culture and communication - critical studies of media institutions, texts, and audiences. Spring 2006.

Processes of Mediated Communication
The Mass Media

Structure and Function of Media Systems.
Communication Studies 351 - Advanced undergraduate writing course on media institutions, organizational communications, and media economics. Fall 2004.

Managing The Information Environment.

Principles of Strategic Communication and Research.
Communication Studies 488 - Advanced undergraduate writing course on media industries, quantitative and qualitative research methods; survey design and implementation; evaluation of markets and audiences. Fall 2002, Winter 2003, & Fall 2003.

RESEARCH
Primary Research Investigator, Fall 2004 - Present.
Media Use, Communication, and Political Engagement Project.
This collection of survey-based audience data is being used to investigate how the interplay of information consumption practices and mode preferences (offline and online) impacts political involvement and civic engagement. This research also looks at how the transmission of mediated information is influenced by social networks, community ties, and individuals’ motivational and affective states.

Primary Research Investigator, Fall 2004 - Present.
Media, Metaphors, and Meaning Project.
This series of experiments is being used to examine how metaphors introduced in news media
texts influence processes of political learning and memory.

**Research Assistant, Fall 2004 – Fall 2007.**
*Seven Sins Study.*
Conducted a content analysis, and critique, of the peer review and publication processes, within
the field of communication research, with Russ Neuman.

**Research Assistant, Summer 2004.**
*Voting Technologies Study.*
Administered tests of voting machine usability, NSF sponsored study on election administration and voting behavior, with Mike Traugott & Fred Conrad.

**Research Coordinator, Fall 2002, Winter 2003, & Fall 2003.**
*Communication and Society Survey Research Group.*
Worked as a developer, designer, organizer, administrator, and evaluator of survey research projects, with Nojin Kwak.

**CONFERENCE PRESENTATIONS**


EDUCATIONAL PREPERATION

PhD, Communication Studies
University of Michigan, Ann Arbor, MI
Cognate Studies: Political Science & Sociology

Dissertation Chair: W. Russell Neuman
Committee: Michael Traugott, Ted Brader, Michael Yan

Oxford University Programme
in Comparative Media Law and Policy
Summer 2003

B.A., Speech Communication,
Political Science & Business Administration
Bradley University, Peoria, IL
Summa Cum Laude

Fall 2001 to Fall 2007

SERVICE & PROFESSIONAL DEVELOPMENT

Serving on GSU Communication Department Graduate Committee. Spring 2009 – Present.

Serving on GSU Communication Department Hiring Committee (public relations searches). Spring 2009 – Present.


Facilitated presentation and training evaluation seminars at the Ford School for Public Policy, University of Michigan. Fall 2005.

Involved with the “Preparing Future Faculty Conference” at the UofM. Fall 2005.

Participated in a collaborative faculty-graduate student workshop on the “Digital Revolution.” Fall 2005.


Served on the Planning Committee for the Merging Methodologies 2 graduate student conference at Northwestern University. Winter 2005.
Served as the Graduate Student Mentor (GSM) for the UofM Department of Communication Studies. Fall 2004 – Winter 2006.

Worked as a practice teaching facilitator at Rackham Graduate School’s GSI orientation. Fall 2004.

Attended The Dynamics of Affective Intelligence Workshop hosted by the John D. Evans Chair in Media Technology. Fall 2004.

Participated in the University of Maryland’s Summer WebShop for Internet Research. Summer 2004.

Invited to the Forum on Social Change at George Mason University’s Institute for Humane Studies. Summer 2004.


Represented the UofM Communication Studies Department as a member of the Rackham Graduate Student Forum. Fall 2003 - Winter 2004.


Participated in teaching, training and development seminars at the UofM Center for Research on Learning and Teaching (CRLT). Fall 2001 - Winter 2002.

**Recent Volunteerism (Summer 2008 – Present)**
• Working with small groups of community members in and around the metro Atlanta area to discuss political affairs and enhance political awareness

• Disseminating voter information and registering first time voters

• Teaching basic computer skills to groups of senior citizens

• Assisting in the direction of theatrical performances at a community-based youth organization

• Providing assistance at the Fulton County animal shelter

• Helping with the reclamation of a community space in a small town (Canton, Illinois) by working to landscape a public park

• Currently assisting in the organization of a community art show

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**ORGANIZATIONAL AFFILIATIONS**

- National Communication Association (NCA)
- International Communication Association (ICA)
- Association for Education in Journalism and Mass Communication (AEJMC)
- Association of Internet Researchers (AOIR)
- Midwest Association for Public Opinion Research (MAPOR)
- American Association for Public Opinion Research (AAPOR)
- World Association for Public Opinion Research (WAPOR)
- American Political Science Association (APSA)
- American Association of University Women (AAUW)
- Phi Chi Theta
- Phi Kappa Phi
Curriculum Vitae
Sharon Shahaf
Assistant Professor
Communication Department
Georgia State University
Contact address: 2894 Blackwood rd, Decature GA 30033
Home: 404-929-9911
sharonsha@gsu.edu

EDUCATION

PhD University of Texas at Austin, Radio-Television-Film Department. Doctoral candidate, (ABD)

M.A 2004 Comparative Literature, Tel Aviv University, Israel
Suma Cum Laude

B.A 2000 Communication and Comparative Literature, Tel Aviv University, Israel.
Magna Cum Laude

TEACHING AND RESEARCH INTERESTS
Television Studies, Global Television/Media, Cultural Studies, Race, Ethnicity, Class, and Gender in the Media, Post Colonial Studies, Israeli Television and Popular Culture.

PUBLICATIONS
Book Project (under contract)

Journal Articles and Book Chapters

Work in Progress

"’A Star is Born’ - Israeli Idol, Global Formats, and Post-Zionist/National Identity on
Israeli commercial Television" (in progress).
“The First Israeli Sitcom – Professional-Autobiographical Narratives and a Transnational Study in Television History” (In progress).

**Electronic Publications**


**Book Reviews**


**PROFESSIONAL EXPERIENCE**

**Teaching**

**Department of Communication Georgia State University**

*August 2009*

Assistant Professor (Tenure track), Global Television Studies

**Department of Radio-Television-Film – Austin, Texas**

*Fall 2006, spring 2007*

Assistant Instructor, “RTF 316M: Communication and Ethnic Groups”

• Teach and mentor large-lecture introductory class on race, ethnicity and media representation (120-150 students)

• Develop course curriculum, lectures, and assignments

• Supervise and mentor teaching team of four Teaching Assistants

*Fall 2004 – Spring 2006; Fall 2007-Spring2007*


**Department of Communication – Tel Aviv University, Israel**

*Fall 2000 – Spring 2004*

Teaching Assistant, “Introduction to Mass Communication”, “Introduction to Visual Communication”.

Research Assistant, Professor Dafna Lemish, Professor Nurit Gutman

Administrative Assistant, *Herzog Institutes for Communication, Society, and Politics.*

**Department of Poetics and Comparative Literature – Tel Aviv University, Israel**
Fall 2001 – Spring 2004
Assistant Instructor, “Introduction to Elements of Narrative”.

College of Management School of Media – Tel Aviv, Israel
Fall 2002 – Spring 2004
Teaching Assistant, “Gender in Media Organizations”, “Media Ethics”, “Culture and Multiculturalism in Popular Media”.

Guest Lectures
- Fall 2007, UT- Austin, “RTF342 Global Media Cultures” – “Media Imperialism” (two lectures)
- Spring 2004, Tel Aviv University, Israel, Communication Department, “Introduction to Media Studies” – “Cultural studies Analysis of Israeli Television”
- Spring 2004, College of Management School of Media – Tel Aviv, Israel, “Media, Culture and Multiculturalism” – “The Construction of Whiteness as Hegemonic Identity in Israeli Television”
- Fall 2003, Tel Aviv University, Israel, Communication Department, “Introduction to Media Studies” – “the Structural-Functional Paradigm in Communication Studies”
- Spring 2003, Tel Aviv University, Communication Department, “Introduction to Media Studies” – “Cultivation Hypothesis in Communication Studies”

Other Professional Experience
“Haaretz Daily” Newspaper, Tel Aviv - Israel
September 1999-September 2001
Production Assistant to the Editor of “Gallery” - The Arts and Leisure Section.
July 2000 – September 2001
Translator in International News Desk (English to Hebrew).

SCHOLARLY PRESENTATIONS
Conferences Presentations
- “‘So You Think You Can (re)Format’?: Production Analysis of Israeli Nolad Lirkod (SoYou Think You Can Dance).” Accepted. ”Console-ing Passions. Santa Barbara, April 2008.
- “‘Globalized’ or ‘Globalizing’? Notes From the Field of Israeli A Star Is Born (Kohav Nolad)”. Accepted. Society for Cinema and Media Studies, March 2008, Philadelphia.


• “The Narrative of Mizrahi Mothers in Israeli Literature” Women and Gender Studies and Feminist Theories, Tel-Aviv University, April 1-3, 2001

Conference Panels


• “Theorizing the Global Television Format”, Panel Accepted for the Global Fusion Conference, St Louis, September 7-9, 2007

• Panel Co-Organizer and Co-Chair, “Watching Zionism - Chapters in the History of Israeli Television”. Association for Israeli Studies, Israel, June 11-13, 2007


Invited Presentations


ACADEMIC AWARDS

<table>
<thead>
<tr>
<th>Year</th>
<th>Institution</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>University of Texas at Austin Graduate School</td>
<td>The Ralph Nelson Endowment Fellowship</td>
</tr>
<tr>
<td>2007-2009</td>
<td>Second Authority for Radio and Television (Jerusalem, Israel)</td>
<td>Zvulun Hammer Memorial Award</td>
</tr>
<tr>
<td>2004</td>
<td>Tel Aviv University</td>
<td>Shaked Scholarship for Excellence in the</td>
</tr>
</tbody>
</table>
### Service

#### Professional Organizations

Steering Committee Member, Television Studies Scholarly Interest Group, Society for Cinema and Media Studies (SCMSTV)

2006/7

Co-Chair, SCMSTV “Global TV Studies Action Committee”

2006-

- Create a network of global media and television scholars
- Work to bring attention to non-US television studies within SCMS
- Encourage greater sensitivity in SCMS panel composition in regard to non-US TV studies
- Encourage more international television scholars attendance at SCMS
- Co-Organized workshops and panels on Non US/UK Television studies for SCMS 2007 and 2008 Conference

Conference Coordinating Committee Member, *The First International Flow Conference*, University of Texas, Austin, 2005/6

#### Departmental Service

Member of South Asian Faculty Hiring Committee, Department of Radio-Television-Film, University of Austin, Texas. 2005/6

#### Professional Activities

**Manuscript Reviewer - Books**


**Manuscript Reviewer – Journals**


**Graduate Reviewer**

Intersections: Women's and Gender Studies in Review across Disciplines (2005)

**Graduate Editor**


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<th>Year</th>
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<th>Scholarship/Award</th>
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<td>Tel Aviv University</td>
<td>Posis Scholarship for Outstanding Achievements in MA Studies</td>
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<td>2002</td>
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<td>1999</td>
<td>Tel Aviv University</td>
<td>Ha’efrati Memorial Scholarship</td>
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MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS
Society for Cinema And Media Studies, Since 2006.
Consoling Passions, Since 2006.
Association for Israeli Studies, Since 2005.
EDUCATION

Ph.D. Communications; Pennsylvania State University, December 1999
International cinema specialization; dissertation surveyed the historical development of realism through European cinema. Committee: Thomas W. Benson (Chair), Richard Doyle (Advisor), Kevin Deluca, Chris Jordan.

M.A. English; Georgia State University, 1994
Thesis examined the birth of the modern (urban) body in modernist literature of W.H. Auden, Philip Larkin, and early French and American cinema.

B.A. English; Florida Southern College, High Honors, 1992

Current Research: How has/does theory address the problems cinema gives rise to, and how has/does it manage to both shed and receive light from these issues? Valorizing theory’s immanent, phenomenal dimension, the aim is to map questions that involve cinema and to notice some characteristics of its articulations as they have been perceived through theory.

PUBLICATIONS AND WORK IN PROGRESS

“Becoming Cat, Becoming Irena: Deleuze, Guattari, and Cat People” Enculturation 1:1 (Spring 1997): on line: www.uta.edu/huma/enculturation. Texas UP.

“Editor’s Introduction,” Enculturation, Special Issue on Film. 2:1 (Fall 1998): on-line: www.uta.edu/huma/enculturation. Texas UP.


Shadow Zones: Cinema, Image, Affect. 236 ms. pages. (Under academic press review)

“Vertigo Affect: Of Cinema and Instability” under review at Velvet Light Trap. 44 ms. pages
RECENT TEACHING EXPERIENCE

2001-2008, Georgia State University, Lecturer, Visiting Instructor

- **Media and Resistance** (Fall 2008) — This course provided a historical survey of the production of culture (particularly the media) and the effects of the culture of production on publics. We considered an in-depth case study of Disney Corp., exploring how, as a wide-ranging media company, it develops, exhibits, markets its products—and the effects of the related decisions. Finally, students toured some historical and contemporary responses (offered as “resistance”) to the ubiquity of media and power in our society.

- **Film and Literature** (Fall 2007 and Fall 2006) – Reading primary and secondary texts in addition to viewing films from various countries and eras, students in this course worked to “read into” the texts to discover ideas and theories through which they could make focused arguments. The course focused primarily on narrative strategies and structures of these texts, which included *Beowulf* and *The Odyssey* in addition to selections from Virginia Wolfe and Marcel Proust.

- **French New Wave** (Fall 2007) – Examining precursors (Bresson, Clouzot), primary players (Godard, Chabrol), and progeny (Arcand, Carax) of this cinema, students study its political, aesthetic, cultural, and philosophical influences. Through these travels students investigate the personal expression each gives to the films; understand the general styles of the new wave, including its theoretical underpinnings; and, come to know how these generalities were converted into personal form.

- **International Crime Film** (Spring 2007) – Exposing the tension between realism and melodrama, students in this class discovered how crime is an important genre for investigating specific issues such as race, class, and gender. Discussing films from Europe, Asia, and North America, the class gained crucial insights into shifting social conditions and structures following World War II.

- **Film Aesthetics and Analysis** (numerous semesters) – Directing all sections of this course, in addition to teaching two sections, I focused this course more concretely on developing student abilities at recognizing the ways that films create meaning (from a technical perspective) and developing their critical acumen at constructing effective arguments around such. That is, this course spent much time on employing effective writing skills directed at cinematic investigation.

- **Women’s International Cinema and Film Tradition** (Spring 2003 and Fall 2006) – Analyzing testimonials, documentaries, biographies, and narrative films, this class will map the role of representation in the circuit of social communication brought by filmmakers—Agnès Varda, Chantal Ackerman, and Nam June Pak, for example—and writers—Constance Penley, Claire Johnston, and Mary Ann Doane, among others.
• **British Crime Film** (Summer 2002 and Fall 2005)– Surveying films from 1950-1980, charting styles, characters, and thematics, students are also drawing comparative analyses with Hollywood crime films, evaluating both stylistic and thematic tendencies, as well as gaining an overall introduction to the thriller genre.

• **Hong Kong and Japanese Cinema** (Spring 2002)– Students are studying these national cinemas not only to gain a firm survey of their figures, genres, and styles but to understand the increasing multinationality of cinema more generally, even as cinemas such as that of Hong Kong seek to maintain national difference.

• **French and Italian Film** (Fall 2001)– Surveying early Italian and recent French film, this course examined the national and auteuristic ideas set forth through filmmakers as diverse as Notari, DeSica, Fellini and Godard, Rohmer, and Beineix.

• **Introduction to Motion Pictures** (Almost every semester) – Each of the four sections of this course has introduced students to a broad range of American and international film. Covering much of Hollywood’s development from the 1920’s through the 1960’s and international evolvement from countries as diverse as Russia, India, and Britain, this class is taught to the widest range of students as possible.

• **Film and Television Industries** (Fall 2001)– Working from a cultural-industrial critical standpoint, this course investigated the structure, operation, and influence of the television and film industries in the US. Students examined topics such as network news organizational patterns and independent film operations; and, they constructed an in-depth analysis of the Disney Corporation (as a quintessential American media industry) through a culturally critical perspective.

1995-2001, **Pennsylvania State University**, Fulltime Instructor / Graduate Assistant

• **French New Wave Cinema** – Examining precursors, primary players, and progeny of this cinema, graduate and undergraduate students studied its political, aesthetic, cultural, and philosophical influences.

• **Visuality, Cinema, Modernity** – Graduates and undergraduates investigated the relationships between human vision and technologies of vision—such as the cinema and medical and military apparatuses—in this advanced course. Students additionally examined nascent questions of vision that are related to the rise of digital media.

• **The Art of the Cinema** – First year course in which students were introduced to the language and aesthetics particular to film study. Surveying a broad range of cinemas, students’ developed a working vocabulary and understanding of cinema’s cultural, social, and artistic practices. This course serves as both a general arts elective and as the first in a required series for media studies majors.
RECENT PRESENTATIONS

2007. “Narrative in Film and Literature: The Ice Storm” Eighth Annual English Graduate Conference, Atlanta, GA.
2002. “Godard’s Ethics and Cinematography” Society for Cinema Studies, Minneapolis, MN.
2000. “Special Effects and Cinematic Affect” Panel Chair, Society for Cinema Studies, Chicago, IL.

1999. “Hoop Dreams and Becoming Rhetorical” College Composition and Communication Conference, Atlanta GA.
1996. “Gilles Deleuze and Culture” Uploading Deleuze and Guattari Conference, University Park, PA.

ACADEMIC AWARDS AND ACTIVITIES

Summer 2008 Visiting Instructor Search Committee, Member
Fall 2007 Invited Speaker, Eighth Annual GSU English Graduate Conference
Fall 2007 Film Lecturer Search Committee, Member
Present Course Director, Film 2700
Present Course Director, Film 1010
Spring 2006 Writing Across the Curriculum Grant
Summer 2006 Visiting Instructor Search Committee, Member
Present Film Screening Supervisor
Present Equipment Committee, Department of Communication, GSU
Present Board of Trustees, Cliff Valley School, Atlanta, GA
Present Board of Trustees, Woodward Academy, College Park, GA
Present Editorial Board, Enculturation: A Journal of Rhetoric and Culture
Present Contributing Editor, Kino: A Journal of European Horror Film
1999-2001 Elderhostel USA – Invited Film Scholar Lecturer, Penn State
Dr. Davin Allen Grindstaff
Lecturer, Department of Communication

115 Peachtree Memorial Drive N.W., Unit E4  404-964-2373  DavinGrind@msn.com
Atlanta, GA 30309

Education

Doctor of Philosophy, Speech Communication  December 2000
The Pennsylvania State University, State College, PA
Dissertation Title: “Rhetorical Secrets:
A Genealogy of Gay Male Identity in Twentieth Century America.”

Secondary Teaching License in Speech and Theater (MN)  May 1996
St. Olaf College, Northfield, MN

Master of Arts, Communication  May 1995
Northern Illinois University, DeKalb, IL

Bachelor of Arts, Speech and Theater  May 1992
St. Olaf College, Northfield, MN

Publications

Book

Articles


Book Reviews

**Courses Taught**

- Human Communication
- Public Speaking
- Media, Culture, and Society
- Business & Professional Communication
- Intercultural Communication
- Rhetorical Theory and Criticism

**Departmental Service**

- Basic Course Director, Georgia State University
  - fall 2004-present
- Basic Course Curriculum Development, Web Component
  - fall 2004-present
- Basic Course Assessment Report
  - fall 2004-present
- Committee for Revising the Speech Major
  - fall 2004-present
- Alumni & Scholarship Committee
  - fall 2004-present

**Editorial Service**

- Reviewer, Communication and Critical/Cultural Studies
- Reviewer, Critical Studies in Media Communication
- Reviewer, Journal of International/Intercultural Communication

**Awards**

- **Top Four Papers in Lesbian/Gay Communication Studies**
  - 1999
  - The Rhetoric of Identity: A Queer Aesthetic
  - NCA Annual Convention, Chicago, IL

- **Kenneth Burke Prize in Rhetoric, Runner Up**
  - 1999
  - The Rhetoric of Identity: A Queer Aesthetic
  - Department of English, Pennsylvania State University

- **Paul Crawford Award for Excellence in Graduate Study**
  - 1995
  - Department of Communication, Northern Illinois University

**Conference Presentations**

  - National Communication Association Annual Convention, San Diego, CA, 2008

- Taming the Queer Sublime in *Brokeback Mountain*.
  - National Communication Association Annual Convention, San Antonio, TX, 2006


Society of America, Memphis, TN, 2006

The State of Queer Citizenship: Same-Sex Marriage and Judicial Opinion. Alta Conference on Argumentation, Alta, Utah, 2005

Moving Forward to Legal Protection for Same-Sex Couples – Looking Back to the Continuing Debate on Same-Sex Marriage. National Communication Association Annual Convention, Chicago, IL, 2004

The Hate That Dares Not Speak Its Name: Normalizing Homophobia. National Communication Association Annual Convention, Miami Beach, FL 2003

Coming Out as Contagious Discourse. National Communication Association Annual Convention, Miami Beach, FL 2003


Experiencing the Erotic: A Rhetorical Phenomenology of Gay Male Counterpublics. 5th GLBT/Q Studies Conference at UNCA, Asheville, NC, 2003


Resistive Citations: The Performative Rhetoric of Judith Butler's Bodies that Matter. NCA Annual Convention, Seattle, WA, 2000

Queering Marriage: An Ideographic Interrogation of Heteronormative Subjectivity. NCA Annual Convention, Seattle, WA, 2000

Rhetoric of the Gay Male Body. NCA Annual Convention, Chicago, IL, 1999


Escaping the Closet: A Shift in Gay and Lesbian Identity Discourse. NCA Annual Convention, Chicago, IL, 1997
Jeffery K. Johnson
Lecturer, Department of Communication

4745 Rabbit Farm Road
Loganville, GA  30052
404.428.9693
jeff@lunaluna.com

PROFESSIONAL OVERVIEW
• Versatile, experienced educator, trainer and manager with diverse background in higher education, printing and publishing, healthcare information technology and manufacturing
• Proven instructional design and course development experience in online learning and traditional classroom formats
• Effective teacher and facilitator with excellent presentation and communication skills
• Seasoned operations manager with extensive manufacturing, service industry and technology experience; skills in staff management, strategic planning, and budgeting

EDUCATION
MBA  (organizational development) The Citadel, Charleston, SC
BA (English) Francis Marion University, Florence SC

SKILLS AND EXPERIENCE
Teaching, Training and development
• Created lectures, projects, experiential exercises and assessment tools in teaching college management and communications courses; responsible for an average of 120 students per semester in the following courses: interpersonal communication; business communications; business management media writing; editing; media history; public speaking
• Developed training strategies and delivered corporate information systems and operations training programs for Fortune 100 company’s information systems;
• Designed and wrote online training and development courses for healthcare professionals on change management, conflict management and negotiation
• Applied adult learning theory and instructional design principles in assessing training needs, determining learning objectives, preparing curriculum, constructing support materials and delivering content
• Conducted career development classes, workshops and counseling sessions

Project Management
• Managed technology component of $3 million project to build a high-speed print-on-demand system; evaluated equipment vendors, computer platforms and made recommendations; developed and executed testing standards to ensure equipment was installed correctly and performed to contract specifications
• Conceived and executed a software development project to automate production of a company product line; end-to-end system included interactive online ordering system, custom software, job tracking and digital printing; product turnaround time for customer reduced from two weeks to four days
• Developed an innovative method for automating production of key company documents; reusing and repurposing components from other projects, team was able to develop a complete online-to-print system that saved the company $50,000 in outside development costs and $25,000 annually in production costs
• Detailed experience with project management concepts and practices; collaboration with project team members and stakeholders; proven ability to execute short- and long-term projects on time and on budget.

Technology Operations
• Designed, built and managed extensive state-of-the-art digital publishing system that included Windows, Macintosh and Unix platforms on an ethernet network; maintained system integrity and security; performed all hardware and software upgrades.
• Managed staff, workflow and technology for fast-paced, high-volume printing operation producing 24 million impressions a year and $7 million in annual revenue.
• Completely redesigned company’s workflow to take advantage of Adobe PDF technology; across all product lines, job turnaround time was reduced as much as 80% with proportionate cost savings to both the company and its customers.

Writing and Editing
• Managed reporting and editing staffs, newsroom budget, content selection, deadline production and newsroom technology issues
• Researched, developed and wrote variety of news, sports and feature stories, both deadline and enterprise, for daily newspapers, weekly business publications, travel guides and radio broadcasts
• Won awards for spot news reporting, in-depth reporting, feature writing, column writing and section design/editing
• Edited variety of written work, including fiction, with emphasis on preserving author’s voice while resolving issues of readability, grammar, style and usage; maintained ethical and legal standards of professional conduct in all written and edited work

EMPLOYMENT HISTORY
Instructor/Lecturer – Georgia State University
  Atlanta, GA (2006-present)
Editor – Rockdale Citizen
  Conyers, GA  (2004-2006)
Communications Instructor – College of Charleston
  Charleston, SC  (2002-2004)
Publishing Systems Manager – CIGNA Healthcare
  Charleston, SC  1994-2003
Deputy Managing Editor – Florence Morning News
Florence, SC (1990-1994)
RASHA I. RAMZY
Lecturer, Department of Communication
500 West Magnolia Circle
Alpharetta, GA 30005
678-867-2512
rramzy1@gsu.edu
rasharamzy2@yahoo.com

AREAS OF SPECIALIZATION
Intercultural Communication (both how cultures communicate and are perceived as well as individuals and how relationships of cultures and individuals from different cultures can be strengthened and enhanced)
Globalization (esp. the responsibilities and effects of an interconnected world)
Rhetoric (esp. how groups and individuals can use language to better communicate cross-culturally in a more effective, inclusive way)
Health Communication (Masters Thesis produced a Public Health Campaign for a developing nation)

AREAS OF COMPETENCE
Public Communication
Cosmopolitanism
Research
Public Speaking

EDUCATION
Georgia State University, Atlanta, Georgia
Ph.D. Communication, August 2006
M.A. Communication, December 1998

American University in Cairo, Cairo, Egypt
B.A. Mass Communication, June 1989

DISSERTATION
Title
Abstract
This project explores how cosmopolitan personas rhetorically negotiate the space between local and global, discursively tying people to the national as well as to the global or transnational. It examines the possible co-existence of cosmopolitanism and nationalism while identifying how each is articulated in response to the other. As global networks become increasingly complex, rethinking borders and how they are articulated is essential. Can a quintessential cosmopolitan also be a public nationalist? Are cosmopolitan discourses compromised by their presumed lack of attachment to the local? To what extent and with what success are cosmopolitanism and nationalism simultaneously articulated? In order to study these and other questions, I analyze the
public personas crafted by the cosmopolitan figures Vaclav Havel, Jimmy Carter, and Edward Said. By illuminating how they negotiate that ambiguous space between locale and its absence, a project attentive to the rhetorical possibilities of discursive connection in a world increasingly devoid of shared loyalties and histories enables a fuller understanding of the possibilities of intercultural contact in a globalizing world.

THESIS
Title
Increasing Effectiveness of International Health Communication Messages through Case Analysis: Egypt and Smoking Cessation
Abstract
This project explored the benefits of specifically targeted, culturally embedded health messages and how they may increase the effectiveness of public health campaigns through case analysis. By adapting Kim Witte’s Persuasive Health Message and Edward W. Maiback’s concept on self-efficacy, it creates a platform to explore common threads between previously conducted campaigns as well as for possible future campaigns. It concentrated on a particular country, Egypt, and provided a means of establishing a case model applicable to other nations.

PUBLICATIONS

BOOK REVIEWS

EMPLOYMENT HISTORY
Lecturer, Dept. of Communications, Georgia State University, August 2007- present.

Visiting Instructor (full time), Dept. of Communications, Georgia State University, August 2006- May 2007.

Graduate Teaching Assistant (stand alone only), Dept. of Communications, Georgia State University, January 2002-May 2006

Graduate Research Assistant, Dept. of Communications, Georgia State University, January 2002, May 2006
Spring 2002, Dr. Mary Stuckey (area: Political Communication)
Fall 2002-Spring 2003, Dr. Arla Bernstein (area: Public Relations)
Fall 2003-Spring 2006, Dr. David Cheshier (also Ph.D. advisor) (areas: rhetoric, globalization, media literacy and culture)

Communications Instructor, Humanities Department, Georgia Perimeter College (North Campus), Atlanta, GA., August 2000-August 2002
Graduate Research Assistant, Dept. of Communications, Georgia State University, Atlanta, GA, Jan. 1997- Dec. 1998.
   Dr. Jane Bick (area Public Relations, esp. Health)


CONFERENCE PRESENTATIONS

Public Health, Smoking Cessation, Case Study: Egypt
   AUSACE (Arab-US Association for Communication Educators), Amman

The Misrepresentation of Women and their Issues in the Malaysian Press, 2000 to Present
   AUSACE, Beirut, Lebanon, Nov. 2002

The Importance of Understanding Cultures to Maximize Globalization Benefits for World Citizens
   NCA (National Communication Association), Miami, FL, Nov. 2003

Mediated Construction of what is an ‘official’ American Girl: How the bimonthly magazine addresses diversity, multiculturalism and ethnicity
   CSAC (Cultural Studies Association Conference), Boston, MA, May 2004

The American Girl Magazine and its Exclusive Guest List
   NCA, Chicago, II, Nov. 2004

Historiography as a Means for Power, Otherization and Imperialism through the Writings of Edward Said
   NCA, Chicago, II, Nov. 2004

The Paradox of Toleration: Theoretical Observations & Practical Applications
   NCA, Boston, MA, Nov. 2005

“Indecision 2004” and How They Stole The Show
   PCA/ACA (Popular Culture Association/American Culture Association), Atlanta, GA, April 2006

Updated version of “Indecision 2004” and How They Stole The Show
   NCA, San Antonio, TX, Nov. 2006

Communicating Cosmopolitanism: An Analysis of Jimmy Carter’s Rhetoric, Supporting Tokens with Action
PCA/ACA, Boston, MA, April 2007

**Punditry and the Assault on Reason**
PCA/ACA, San Francisco, CA, March 2008

Reviewer for NCA Critical and Cultural Studies division, Spring 2005.

Chair for session **Political Identity and the Health of the Public Sphere**, Nov. 2006.

**CAREER ACCOMPLISHMENTS AND SPECIALIZATIONS**
Fluent in Arabic and can speak some French.

Outstanding Achievement as a Graduate Teaching Assistant, Georgia State University, 2006. Award given by the University’s Center for Teaching and Learning.

**COURSES TAUGHT**

**Introduction to Communication Theories**, Georgia State University
Course description: the development and application of theoretical perspectives on mediated communication, including critical and social scientific approaches.

**Intercultural Communication**, Georgia State University
Course description: principles and theories of communication across cultures, including intercultural communication competence, cultural patterns of communication, and obstacles to intercultural communication.

**Business and Organizational Communication**, Georgia State University
Course description: theory and practice of oral communication appropriate to business and professional environments, including public and interpersonal communication within organizations.

**Interpersonal Communication**, Georgia State University
Course description: principles and types of communication in informal face-to-face situations, particularly involving relationships within families and among coworkers and friends.

**Communication Research and Information Technology**, Georgia State University
Course description: introduction to qualitative and quantitative research methods; introduction to the use of information technology to support the development of research proposals and the analysis and presentations of research results, emphasizing the use of library and on-line resources for communication research.

**Public Speaking**, Georgia State University
Course description: preparation and delivery of speeches to inform and to persuade. Special emphasis is placed on the fundamentals of organization, structure, and content of speeches.

**Human Communication**, Georgia State University
Course description: introduction to human communication including language development, verbal, nonverbal, interpersonal, small group, organizational, public, and multicultural communication.

Public Speaking, Georgia Perimeter College
Course description: introductory course in oral communication, stressing the fundamental principles. Special attention is given to critical thinking, global issues, the selection and organization of materials and the presentation of individual speeches and group deliberations.

SERVICE
Search committee, Film Lecturer position, Comm. Dept, Georgia State, member Fall 2007.

Undergraduate Advisement, Comm. Dept, Georgia State, Fall 2007 to present.

Tonia M. Edwards  
Lecturer

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Atlanta, Georgia 30317  
(404) 488-8092  
tedwards@gsu.edu

Department of Communication  
Georgia State University  
PO Box 4000  
Atlanta, GA 30302

EDUCATION

Ph.D.  Indiana University  
2008
Major Area: Communication and Culture  
Minor Area: African American and African Diaspora Studies  
Pedagogy Certificate: Critical Pedagogy

Dissertation - From Boyz to the Banlieue:  
Race, Nation, and Mediated Resistance

Dissertation Committee
Associate Professor Joan Hawkins (Chair), Department of Communication and Culture  
Professor Barbara Klinger, Department of Communication and Culture  
Associate Professor Robert Terrill, Department of Communication and Culture  
Associate Professor Frederick McElroy, Dept of African-American & African Diaspora Studies

M.A.  Indiana University  
2001
Major Area: Communication and Culture  
Major Professor: Barbara Klinger

B.A.  University of Georgia  
1999
Major Areas: Film Studies  
French
Major Professors: Richard Neupert—Film Studies  
Catherine Jones—French

RESEARCH AREAS

Film History, Theory, and Criticism; Media Studies, Critical Cultural Studies and Theory, African American Studies and Critical Race Theory, Body Theory, Everyday Life Theory, Third Cinema, Documentary

TEACHING INTERESTS

African American Studies, Body Genres and Theory, Film History, Theory, and Criticism; Contemporary French Cinema, Third Cinema, U.S. Black Independent Cinema, Documentary, Gender Studies, Cultural Studies, Media Studies
HONORS AND AWARDS


Travel Grant (2002 March). Department of Communication and Culture Preparing Future Faculty Initiative. To present competitive paper on research and pedagogy to the Rhetoric and Public Address Division of the Western States Communication Association. Long Beach, CA.

Travel Grant (2002 March). Site Visit. Department of Communication Studies, Arizona State University, West Preparing Future Faculty Initiative. Phoenix, AZ.

Delegate (2001 June). Chosen by the faculty to represent Indiana University and the National Communication Association at the national Preparing Future Faculty conference. Boston, MA.


PUBLICATIONS


CONVENTION PAPERS AND PARTICIPATION


PROFESSIONAL EXPERIENCE
Teaching Positions and Courses Taught

Georgia State University. Lecturer.
Department of Communication (2004-present)
Course Director (2008-present)
• FILM 2700 History of Motion Pictures

Courses Taught
• FILM 1010 Film Aesthetics and Analysis (Summer 2005, Summer 2006, Spring 2007)
• FILM 2700 History of Motion Pictures (Fall 2004-Spring 2009)
• FILM 4170/6170 History of American Cinema to 1967 (Fall 2006, Fall 2007)
• FILM 4240 Documentary Film: History, Criticism, and Production (Fall 2005, 2006, 2007)
• FILM 4280/6280 Film Genres: Film Noir (Fall 2004)
• FILM 4280 Film Genres: New Waves in Contemporary French Cinema (Spring 2004, Fall 2005)
• FILM 4280 Film Genres: Body Genres (Spring 2006, Fall 2007)
• FILM 4800 Media Industries (Fall 2004)
• FILM 4960 History of American Cinema 1967-Present (Spring 2005)

Université de Paris, X (Nanterre). Lecturer.

**Department of Anglo-American Studies (2003-2004)**

Courses Taught

• Compréhension Lecture and Laboratory (Fall 2003, Spring 2004)
  Responsible for teaching eight sections of the department’s English comprehension course
  for pre-Law and pre-Economics students
• Langue Étranger Appliqué – Applied Foreign Language (Spring 2004)
• Phonetics (Spring 2004)
• Compréhension Distance Learning Course – Télédex (Spring 2004)
  Designed a distance learning course for students of English as a Foreign Language

Indiana University. Associate Instructor.

**Department of English (2003)**

Courses Taught

• J101 Introduction to Composition, GROUPS Program (Summer 2003)
  The GROUPS program provides newly graduated high school seniors with the opportunity
  to experience college level work in a format featuring small classes, collaborative learning,
  and individual attention. Students invited to participate in this program must meet two of
  the following three criteria: first generation college student, lower than average test scores,
  and/or from a lower than average income school district.

**Department of Communication and Culture (1999-2003)**

Courses Taught

• C122 Interpersonal Communication (2001-2002).
• C121 Public Speaking (1999-2001).

**Honor’s Theses Directed**

**Georgia State University. Lecturer.**

**Department of Communication (2008)**

• Ben Cohen, “Disney’s Magic Wand: Pornography, Horror, Melodrama and Bodily
  Representation in Disney’s Feature Animation” (Summer – Fall 2008)

**Independent Studies Directed**

**Georgia State University. Lecturer.**

**Department of Communication (2004-2008)**

  Two independent studies courses conducted with three students. Part I of the course
  examined the history of black moviegoing in Atlanta from 1935-1975. Part II of the
  course expanded the study to examine black moviegoing in the Southeast during the same
period. The first part of this course resulted in a short to be used for festival submission and sponsor support. The second part of the course will result in a feature length documentary combining archival and interview footage.

• Pornography, Female Pleasure, and the Orgasm (Summer 2007)
  This independent study considered the ways in which female pleasure and the orgasm have been represented in a range of pornographic films and examined the socio-cultural implications of these representations.

• Production as Art Therapy (Spring 2007)
  This project draws comparisons between individual and collaborative art processes examining the ways in which art – whether studio art or independent film production – might function as a therapeutic tool. This course led to the production of a half hour documentary that illustrates key theoretical differences between collaborative and individual artistic endeavors.

• Third Cinema and the African Diaspora (Summer 2006)
  This independent study examined Third Cinema as it relates to the African Diaspora. This course paid particular attention to the ways in which cinema might function as part of both social movements and nation building.

• Documenting Memory and Trauma: Rape and the Rwandan Genocide (Spring 2006). This independent study addressed the intersection between memory and trauma as it relates specifically to the Rwandan genocide. This course led to the production of a half hour documentary featuring rape narratives.

ACADEMIC SERVICE AND RELATED WORK

Course Director (2008-present)  Course Director for FILM 2700: History of Motion Pictures. Responsibilities include restructuring the course to include additional research and writing components, direct supervision of eight graduate students responsible for teaching breakout sessions, and mentoring of three additional graduate students teaching stand alone sections of the course.

Undergraduate Advisor (2008-present)  Advisor for Undergraduate Film Majors. Georgia State University. Atlanta, Georgia.

Committee Member (2008-present)  Scholarship and Alumni Outreach Committee. Georgia State University. Atlanta, Georgia

Committee Member (Fall 2008)  Film Studies Capstone Course Steering Committee. Resulted in the creation of a standardized syllabus for use in the Communication Department’s Film Studies Capstone Course. Georgia State University. Atlanta, Georgia.


Research Assistant (2003 January) to Paula Amad (Indiana University). Responsibilities included research for her graduate seminar “Cinema and the Everyday.”

Director (2002-2003) City Lights 16 mm Film Series. Indiana University, Bloomington. Responsibilities include coordinating and facilitating screenings from various campus archives, public relations with both campus and community organizations, budget, and scheduling.

Committee Member (2002-2003) Two year appointment to the Preparing Future Faculty Steering Committee. Department of Communication and Culture. Bloomington, IN.

Research Assistant (2002-2003) to Jennifer Meta Robinson and the Carnegie Scholarship of Teaching and Learning Initiative (Indiana University). Responsibilities included research and organization to facilitate a monthly seminar series as well as inquiry into potential areas for scholarly work on teaching and learning.

Committee Member (2001-2003) City Lights 16mm Film Series. Indiana University, Bloomington. Responsibilities included selecting and screening film prints for twelve screenings each semester and creating a bi-annual promotional program for the series.


Discussion Facilitator (2002 September) as part of an ongoing campus discussion of art, race, and representation. Indiana University. Bloomington, Indiana.

Interviewee (2002 August) Thomas Hart Benton Mural documentary. Perspectives on art, race, and representation in university settings. Indiana University. Bloomington, IN.


Research Assistant (2001 June) to Professor Roopali Mukherjee, (Indiana University). Responsibilities included research for her book *The Racial Order of Things*.

PROFESSIONAL MEMBERSHIPS

- Society for Cinema and Media Studies
- National Communication Association

LANGUAGES

- French (Advanced Reading and Conversation, Intermediate Writing)
- Italian (Basic)
Dr. Misty M. Wilson  
Lecturer, Department of Communication  

1107 Lenox Park Circle NE  
Atlanta, GA  30319  
813.766.2967 (Cell)  
mistymwilson@aol.com  

Education:  

Ph.D., Communication, Texas A & M University, May 2008  
  *Dissertation:* Love Isn’t Always Black and White: Understanding Black-White Intermarried Couples, Their Challenges, and Their Dyadic Communication  
  *Advisor:* Dr. Antonio LaPastina  
  *Committee:* Dr. Barbara Sharf, Dr. Rick Street, & Dr. Carolyn Clark  

M.A., Communication, Western Kentucky University, 2002  

B.A., Speech Communication (Summa Cum Laude) Olivet Nazarene University, 2000  

Academic Experience:  

Lecturer of Speech Communication, Georgia State University, Atlanta, GA  2008-Present  

Assistant Professor of Speech Communication, University of Arkansas at Little Rock, Little Rock, AR, 2007-2008  

Graduate Teaching Assistant, Texas A & M University, College Station, TX, 2004-2006  

Graduate Research Assistant, Texas A & M University, College Station, TX, 2004  

Graduate Teaching Assistant, University of South Florida, Tampa, FL, 2003  

Adjunct Faculty of Communication Western Kentucky University, Bowling Green, KY, 2003  

Graduate Teaching Assistant, Western Kentucky University, Bowling Green, KY, 2002  

Graduate Research Assistant, Western Kentucky University, Bowling Green, KY, 2001-2002
Courses Taught:

Fundamentals of Public Speaking  (Mass lecture recitation and self-contained courses: 25 students)
- Taught students how to research, critically analyze, and organize information in an audience-centered way
- Had students conduct interviews with someone from different culture, research that culture, and give a speech combining the two methods of information gathering
- Had students create a speech scrapbook that analyzes speeches in the media

Speech Communication (Small Discussion Format: 35 students)
- Gave students an introduction to Group Communication, Interpersonal Communication, and Public Speaking
- Had students interview non-profit organizations in the community and give group presentations on available services
- Helped institute service learning project

Interviewing Principles and Practices (Small Discussion Format: 20 students)
- Taught students about employment interviewing
- Taught students about survey and in-depth research interviewing

Argumentation and Debate (Small Discussion Format: 24 students)
- Taught students the importance of being an informed citizen and emphasized the importance of good argumentation in public dialogue
- Used newspapers and political speeches to analyze argumentation in the public sphere
- Had students choose an issue and give two speeches, one pro and one con, so that they could learn the importance of understanding multiple sides of an issue

Interpersonal Communication (Mass lecture: 120 students; 250 students)
- Taught students to examine facets of interpersonal relationships using communication theories
- Invited Black fraternity for step show during Black History Month
- Moderated a panel on issues of race and their effects on interpersonal relationships and understanding

Intercultural Communication (Mass lecture: 250 students)
- Discussed role of communication in cultural identity, international cultures, and co-cultures within the United States
- Paired various students with international students to be conversation partners for the semester
- Moderated panel of Chinese students and panel of Indian students
- Invited National Champion Indian Dancer for Indian dance presentation

Interracial Communication (Small Discussion Format: 30 students)
• Had students conduct whiteness scavenger hunt to gain critical understanding of the invisibility of whiteness in US culture
• Invited Civil Rights activists to speak to students about forming strong interracial friendships

Media, Culture, & Society (Mass Lecture: 125 students)
• Discussed role the media play in shaping cultural values and socialization rules
• Assigned students media criticism papers to analyze effects of news media on presidential election

Professional Experience:

• Researched community service organizations
• Worked with a team of researchers to conduct a needs assessment of one county for clients determining long-term budget allocations
• Conducted and analyzed focus group research
• Presented research findings with team to clients and received funding to continue project for 5 additional counties

Marketing Representative for Adult Education Programs in Business and Nursing, Institute for Professional Development, Bourbonnais, IL 2000-2001
• Formed relationships with hospitals and nursing homes in order to market our programs to nurses on staff
• Formed relationships with local community colleges in order to market our bachelors programs to recent graduates
• Participated in several education fairs
• Responsible for Northern & Central Illinois Regions

Public Relations Representative, Olivet Nazarene University, Bourbonnais, IL, 1996-2000
• Traveled a four-state region (Illinois, Indiana, Michigan, Wisconsin) recruiting students for admissions
• Hosted over 100 on-campus functions as representative for the Office of Admissions, the Office of Alumni Relations, and the Office of Institutional Advancement
• Served as student representative to Donor Relations Events hosted by the President of the university

Scholarship:

Wilson, M.M. “Mom, Keith is Black:” A examination of the revelation-concealment dialectic in interracial relationships. In preparation for submission to Journal of Applied Communication Research.

Wilson, M.M. Embracing race and rejecting race: Understanding the race dialectic in interracial relationships. In preparation for submission to Communication Monographs.


Wilson, M.M. (2002, November). Boy meets girl: A narrative analysis of first dates. Paper presented at Spotlight on Graduate Student Research, Communication Week, Western Kentucky University, Bowling Green, KY.


Grant-Related Research:

Grant for Series on Work-Balance Issues for Working Women, Western Kentucky University, 2002
• Researched issues for women who worked outside the home
• Research led to grant from outside funder that established a colloquium series for women’s issues at Western Kentucky University

Awards & Honors:

Top 10 Paper Award in G.I.F.T.S. (Great Ideas for Teaching Speech) at National Communication Association Conference for International News Framing Activity, November 2008

Tiffany Hunnicutt Graduate Teacher of the Year Award, Texas A & M University, Department of Communication, College Station, TX, May 2007

Guest Coach for Women’s Basketball, Texas A & M University, College Station, TX January 2007

Conversation Partner with Class Councils, Texas A&M University, College
Station, TX, 2006
• Selected by the student body as an instructor who encourages learning both inside and outside the classroom to lead informal discussions over dinner in order to engage students in current issues

Departmental Award for Outstanding Graduate Student in Communication, Western Kentucky University, Bowling Green, KY, 2002

Departmental Award for Outstanding Undergraduate Student in Communication. Based on Solid Personal Character and Scholarship, Olivet Nazarene University, Bourbonnais, IL, 2000

Service:

University and Department:

Communication Department Speech Area Committee, Georgia State University, Atlanta, GA 2008-2009

Communication Department Service Committee, University of Arkansas at Little Rock, 2008

Chancellor’s Committee for Racial Awareness, University of Arkansas at Little Rock, 2007-Present

Diversity Committee, Department of Communication, Texas A & M University, 2005-2007

Graduate Student-Faculty Liaison, Texas A & M University, Department of Communication, 2006-2007

Student Undergraduate Research Program Mentor, College of Arts & Sciences, Texas A & M University, 2006
• Mentored two undergraduates students doing original research on the portrayals of African-Americans in the media
• Coached students on presentation skills

Nuevo Dia (Southwestern Organizational Communication Conference) Publicity Committee, Texas A & M University, 2005-2006

Communication Week Graduate Student Planning Committee, Western Kentucky University, 2001, 2002

Community:

Lincoln Center Boys and Girls Club, College Station, TX, 2006-2007
• Help with after-school tutoring, athletics, and special events

Caldwell Speech Contest, Caldwell, TX, July 2006
• Judged public speaking contest for local community group

Professional Affiliations
National Communication Association
International Communication Association
Southern Communication Association
APPENDIX F4
Faculty Participation in Development of Self-Study

NOTES & CONTEXTUAL INFORMATION: Department faculty have participated extensively in discussions and planning sessions in preparation for the self-study during the past six months.
Faculty Participation in Development of the Self-Study

All faculty, every major committee and subcommittee, every area of study, and both centers housed in the Department of Communication participated extensively in the development of the self-study. A full-day faculty retreat, including all tenure-track faculty and lecturers, was held in March, which resulted in the collection of survey data on faculty priorities for macro-proposals, facilities, staffing, research initiatives, and miscellaneous and well-known pressing issues.

An unusually large self-study committee was then constructed, composed of nine members -- including Greg Lisby, Doug Barthlow, Michael Bruner, Ly Bolia, James Darsey, Cindy Hoffner, Shirlene Holmes, Angelo Restivo, and Greg Smith -- to ensure adequate representation for the multiple areas covered by the Department. The early work on the committee commenced in May with the identification of aspirational peer institutions and continued with an intensive series of open hearings which began in late August.

The committee first met with the Graduate Committee, the Moving Image Studies faculty, the Public Communication faculty, the Undergraduate Committee, the Journalism faculty, and the Speech faculty. The following week, it met with faculty from the Film/Video and Theater faculty. After these discussions, the committee next met with representatives from the various student organizations in the Department and followed this with talks with the Production/Equipment Committee, graduate students, and departmental staff. Finally, the committee met with the center directors for the Digital Arts & Entertainment Laboratory and the Center for International Media Education, along with follow-up reports on facilities.

Each of these open hearings lasted at least one hour, while a two-hour meeting was designed for dialogue with staff, given their unique perspective on the needs of administration. Weekly meetings were subsequently scheduled for the self-study committee to analyze data.

In addition to the above, the Department’s Executive Committee was fully involved in all discussions occurring in the wake of these hearings -- meeting at times with the self-study committee to discuss issues of importance -- and its input on goals and priorities was requested before actions on the part of the self-study committee were taken.

After the self-study report was completed and after six additional meetings where the self-study committee discussed and debated its conclusions, the report was distributed to Department faculty for a vote in November 2009.
NOTES & CONTEXTUAL INFORMATION: All data on student-faculty ratios and credit-hour generation was provided the Department of Communication by the Office of Institutional Research.
### APPENDIX TABLE G-1 (SUMMARY)
STUDENT/FACULTY RATIOS, FY 07-09
COMMUNICATION

<table>
<thead>
<tr>
<th></th>
<th>FY 2007</th>
<th>FY 2008</th>
<th>FY 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td># TT Faculty</td>
<td>28</td>
<td>30</td>
<td>33</td>
</tr>
<tr>
<td># Undergrad Majors</td>
<td>1,834</td>
<td>1,917</td>
<td>2,000</td>
</tr>
<tr>
<td># Graduate Majors (All)</td>
<td>182</td>
<td>167</td>
<td>160</td>
</tr>
<tr>
<td>UG/TT Ratio</td>
<td>1 to 66</td>
<td>1 to 64</td>
<td>1 to 61</td>
</tr>
<tr>
<td>Grad/TT Ratio</td>
<td>1 to 7</td>
<td>1 to 6</td>
<td>1 to 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>FY 2007</th>
<th>FY 2008</th>
<th>FY 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td># Graduate Faculty</td>
<td>27</td>
<td>27</td>
<td>25</td>
</tr>
<tr>
<td># Ph.D. Students</td>
<td>58</td>
<td>55</td>
<td>59</td>
</tr>
<tr>
<td>Ph.D./Grad Faculty Ratio</td>
<td>1 to 2</td>
<td>1 to 2</td>
<td>1 to 2</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Research
Department of Communication
Credit Hours by Faculty Type & Level

FY07 Credit Hours Taught by Faculty by Level & Faculty Type

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Undergrad Core</th>
<th>Undergrad Lower</th>
<th>Undergrad Upper</th>
<th>Graduate</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-Track</td>
<td>478</td>
<td>375</td>
<td>4,422</td>
<td>3,811</td>
<td>9,086</td>
</tr>
<tr>
<td>NonTenure-Track</td>
<td>7,364</td>
<td>1,950</td>
<td>5,145</td>
<td>228</td>
<td>14,687</td>
</tr>
<tr>
<td>PTI</td>
<td>0</td>
<td>48</td>
<td>698</td>
<td>107</td>
<td>853</td>
</tr>
<tr>
<td>GTA</td>
<td>7,144</td>
<td>2,265</td>
<td>3,749</td>
<td>0</td>
<td>13,158</td>
</tr>
<tr>
<td>Other</td>
<td>1,983</td>
<td>48</td>
<td>1,341</td>
<td>294</td>
<td>3,666</td>
</tr>
<tr>
<td>TOTAL</td>
<td>16,969</td>
<td>4,686</td>
<td>15,355</td>
<td>4,440</td>
<td>41,450</td>
</tr>
</tbody>
</table>

FY08 Credit Hours Taught by Faculty by Level & Faculty Type

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Undergrad Core</th>
<th>Undergrad Lower</th>
<th>Undergrad Upper</th>
<th>Graduate</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-Track</td>
<td>323</td>
<td>165</td>
<td>4,636</td>
<td>3,872</td>
<td>8,996</td>
</tr>
<tr>
<td>NonTenure-Track</td>
<td>9,273</td>
<td>1,965</td>
<td>5,394</td>
<td>301</td>
<td>16,933</td>
</tr>
<tr>
<td>PTI</td>
<td>0</td>
<td>62</td>
<td>452</td>
<td>3</td>
<td>517</td>
</tr>
<tr>
<td>GTA</td>
<td>5,201</td>
<td>2,148</td>
<td>2,901</td>
<td>0</td>
<td>10,250</td>
</tr>
<tr>
<td>Other</td>
<td>3,300</td>
<td>959</td>
<td>1,794</td>
<td>234</td>
<td>6,287</td>
</tr>
<tr>
<td>TOTAL</td>
<td>18,097</td>
<td>5,299</td>
<td>15,177</td>
<td>4,410</td>
<td>42,983</td>
</tr>
</tbody>
</table>

FY09 Credit Hours Taught by Faculty by Level & Faculty Type

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Undergrad Core</th>
<th>Undergrad Lower</th>
<th>Undergrad Upper</th>
<th>Graduate</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-Track</td>
<td>995</td>
<td>108</td>
<td>5,380</td>
<td>4,092</td>
<td>10,575</td>
</tr>
<tr>
<td>NonTenure-Track</td>
<td>10,353</td>
<td>2,688</td>
<td>4,682</td>
<td>106</td>
<td>17,829</td>
</tr>
<tr>
<td>PTI</td>
<td>150</td>
<td>244</td>
<td>687</td>
<td>18</td>
<td>1,099</td>
</tr>
<tr>
<td>GTA</td>
<td>7,943</td>
<td>2,403</td>
<td>3,177</td>
<td>0</td>
<td>13,463</td>
</tr>
<tr>
<td>Other</td>
<td>426</td>
<td>198</td>
<td>1,638</td>
<td>412</td>
<td>2,674</td>
</tr>
<tr>
<td>TOTAL</td>
<td>19,866</td>
<td>5,641</td>
<td>15,504</td>
<td>4,626</td>
<td>45,639</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Research
NOTES & CONTEXTUAL INFORMATION: This information was compiled for the Department of Communication by the Department’s library liaisons, Nedda H. Ahmed, Arts liaison librarian, and Jason Puckett, Communication liaison librarian.
Summary: Strengths and Weaknesses of the University Library Collection and Services

Overall, the Library’s collections for communication, journalism, speech, theatre, and film/TV support the department’s curricula. Strengths of the collection include books on film and television studies, international media studies, and interdisciplinary materials related to topics in mass communication. Two subject librarians collaborate with faculty to build collections and engage with students to ensure the use of the collections. Focused collection building for the next reporting period should include the areas of New Media, Public Relations, International Media/Globalization, and the DVD collection (films and TV).

Relevant Library Statistics

<table>
<thead>
<tr>
<th>MEASUREMENT</th>
<th>STATISTIC</th>
<th>COMMENTS/NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of video recordings (TOTAL)</td>
<td>12972</td>
<td></td>
</tr>
<tr>
<td>Number of video recordings in key call number ranges</td>
<td>3436</td>
<td></td>
</tr>
<tr>
<td>Number of video recordings in key call number ranges added in last three fiscal years</td>
<td>859</td>
<td></td>
</tr>
<tr>
<td>Number of journal titles supporting program</td>
<td>123</td>
<td></td>
</tr>
<tr>
<td>Number of related journal titles added in last three fiscal years</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Number of related journal titles cancelled in last three fiscal years</td>
<td>7</td>
<td>4 of the 7 canceled titles were related to Theatre, which ceased being a major area of study; several titles also ceased publication.</td>
</tr>
<tr>
<td>Number of related databases added in last three years</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Number of related databases cancelled in last three years</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Number of monograph titles supporting program</td>
<td>27,779</td>
<td></td>
</tr>
<tr>
<td>Number of monograph titles in key call number ranges added in last two years (01/2007-01/2009)</td>
<td>2434</td>
<td></td>
</tr>
<tr>
<td>Percentage of available universe of related monograph titles purchased through approval plan</td>
<td>29%</td>
<td></td>
</tr>
</tbody>
</table>
during previous fiscal year.

<table>
<thead>
<tr>
<th>Services</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of library instruction courses taught for department during previous fiscal year.</td>
<td>59</td>
</tr>
<tr>
<td>Number of library consultations held with students from department during previous fiscal year.</td>
<td>101</td>
</tr>
</tbody>
</table>

**Electronic Resources**

Students and faculty in the Department of Communication rely heavily on journals, major reference works and databases to conduct research and complete assignments. The following section provides an overview of some of the major electronic resources available for Communication research.

### GSU Library Subscription Databases

<table>
<thead>
<tr>
<th>Database</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>19th Century Newspapers</td>
<td>Provides access to approximately 1.5 million pages of primary source newspaper content from the 19th century.</td>
</tr>
<tr>
<td>Black Thought and Culture</td>
<td>A collection of approximately 100,000 pages of non-fiction writings by major American black leaders, including speeches.</td>
</tr>
<tr>
<td>CIOS Open Journals Index</td>
<td>A small bibliographic database which covers a few core Communication journals.</td>
</tr>
<tr>
<td>ComAbstracts</td>
<td>A bibliographic database which covers core Communication journals, current and historical.</td>
</tr>
<tr>
<td>Communication &amp; Mass Media Complete</td>
<td>CMMC provides indexing and abstracts for more than 460 journals in the field of communication.</td>
</tr>
<tr>
<td>CQ Global Researcher</td>
<td>Single-issue reports providing in-depth coverage of global affairs</td>
</tr>
<tr>
<td>CQ Researcher</td>
<td>Comprehensive reporting and analysis on issues in the news.</td>
</tr>
<tr>
<td>Ebsco Archives</td>
<td><em>The Nation, National Review, &amp; New Republic</em></td>
</tr>
<tr>
<td>Film &amp; TV Literature Index</td>
<td>A bibliographic database that provides cover-to-cover indexing and abstracts for 300+ film periodicals.</td>
</tr>
</tbody>
</table>

### GALILEO Databases

<table>
<thead>
<tr>
<th>Database</th>
<th>Description</th>
</tr>
</thead>
</table>

Compiled for the Department of Communication by Nedda H. Ahmed, Arts Liaison Librarian, & Jason Puckett, Communication Liaison Librarian