

Report to Dean Prabu David from the Information and Media Ph.D. Advancement Committee September 2017

Members:

Journalism – Esther Thorson and Serena Carpenter
Ad+PR – Kjerstin Thorson and Nora Rifon
MI – Rick Wash and Dave Ewoldsen
College – Manuel Chavez and John Sherry
Chair – Steve Lacy

About the Report

Dean Prabu David selected the members of the committee and gave them a number of charges, which were used to structure portions of the following report. Five of the six departmental representatives agreed to the following report. Rick Wash, one of the two representatives from the Department of Media and Information has written a dissent from the report, which is posted as a separate document along with this report on the College D2L site.

Dean David's charges:

1. Optimal number of students in the program and funding considerations.
2. Plan to target and recruit the best students with a good mix of top minority students.
3. Examine IM curriculum and compare with peer institutions.
4. Develop procedures to leverage new faculty strengths through the curriculum.
5. Recommend new approaches for a stronger theoretical and methodological foundation.
6. Evaluate student experience and student success.
7. Examine enrollments in courses in Comm and CSD PhD programs and enrollment of students from these programs in the IM program.
8. Expand opportunities for synergistic research with faculty and students in other departments and PhD programs.
9. Develop student success markers for doctoral students that can be tracked for five years.
10. Other actionable recommendations.

The report will be circulated among faculty and students in the three participating units, and comments will be collected and passed along to Dean David with the report. Two meetings for faculty and students will be available for further discussion.

Report Summary

As mentioned, five of the six departmental representatives, the two College representatives and the committee chair agree with Dean David's observation that the

I&M Ph.D. Program needs to be revised in a number of ways. Suggestions for those revisions are found in the following report. This report is built on a wide-ranging collection of data, which includes two meetings with and a survey of the current I&M students, a survey of program alumni, conversations with the program faculty, the material in the 2015 review report, comparison with peer programs as identified by committee members, and various existing data bases. Data from several of these are attached as appendices to the report.

The most significant suggestions include the following:

A new curriculum with an increase in total course credits and a more extensive core of courses that will provide a thorough training and a stronger cohort while maintaining the ability of students to pursue individually design programs;

Increased participation by a doctoral faculty in the administering of the program;

The creation of recurring courses within five to six research areas that will allow for better planning and greater depth of knowledge for students;

Increased assessment of the students and the program to enhance the quality of graduates;

More aggressive recruitment of students;

Increased cooperation among doctoral programs and departmental faculties within the College.

The report will start with a suggested program mission statement and goals followed by a summary of the committee's suggestions for restructuring the current program. Then the report will provide responses to the original charges presented to the committee by Dean David.

The Information and Media Ph.D. Program Mission Statement

The I&M Ph.D. Program is an interdisciplinary research program that promotes the integration of scholarship by individuals and teams from multiple fields to solve problems and advance the understanding of how humans use mediated communication and information technology. Faculty members within the MSU Department of Advertising, School of Journalism, and the Department of Media and Information share a commitment to educating doctoral students, to push the boundaries of knowledge, and to expand scientific insight through innovative thinking and research.

Goals

Prepare scholars and teachers in media, communication, and information technology

Encourage critical thinking, independent scholarship, originality, and research

excellence

Add to the body of knowledge about humans and their relationship to media, information, and technology

Promote a respect and understanding of the range of intellectual approaches to explaining human behavior and thought

Prepare scholars for positions in universities, research institutes, government, and the media and technology industries

Restructuring the current I&M Ph.D. Curriculum

On the basis of our data and conversations with students and faculty, the committee recommends the following curriculum as a replacement for the current program. The new curriculum is designed to accomplish the following:

- * Provide a more coordinated and thorough introduction to basic methods and theories that are the foundation of media and information research;
- * Provide a easier transition for new students into the I&M Ph.D. Program;
- * Provide students with a better understanding of the process involved in completing a doctoral program;
- * Provide a deeper understanding of the resources and activities available to them within the I&M Program, the College of Communication Arts and Sciences; and the university;
- * Allow students to shape individual programs after the core is completed;
- * Increase the availability and predictability of specialized courses beyond the core;
- * Allow students to complete a quality doctoral program within four years.
- * Facilitate the development of a cohort and encourage cross-pollination among students focused on different sub-disciplines

* **Total number of credits** – The curriculum requires 48 course credits, excluding dissertation credits. This is an increase of six credits above the current requirements.

* **The required core would include 18 credits the first year and 3 credits the second for a total of 21. They would be distributed as follows.**

First year core:

First semester

Introduction to Research I – This course would include a survey of qualitative and quantitative research design. It would cover *basic statistics*, which would include at least probability, the nature of hypothesis testing and nonparametric statistics (3 credits).

Information and Media Theory I – This course would be the first of a two-course sequence that would cover the range of theories and intellectual approaches relevant to information and media students. Doctoral faculty members would determine the theories to be included (3 credits). This course would be team-taught.

Information and Media Proseminar – This course would cover a range of relevant topics for doctoral students in the program and would introduce first-year students to faculty members in the program (3 credits).

Second semester

Introduction to Research II – This course would concentrate on statistical analysis beyond the basics covered in the fall semester. In addition, it would introduce non-traditional communication methods such as bio-physiological, neuroscience, and computational communication research (3 credits).

Information and Media Theory II – This course would be the second of a two-course sequence that would cover the range of theories and intellectual approaches relevant to media and information students. Doctoral faculty members would determine the theories to be included. (3 credits) This course would be team-taught.

Research Practicum – This course would be an introduction to the practical elements of participating in a research team and developing a research plan. In addition to working with a faculty-supervised research team, the students will develop their own individual plans and organize their guidance committee by the end of the semester (3 credits).

Second-year Core:

First Semester

Theory Building – This course will go beyond Information and Media Theory I and II to teach the critical evaluation of theory and how to build and modify existing theories (3 credits).

Note: the syllabi of these courses would be carefully coordinated so that there was no unnecessary repetition, and that the theoretical, methodological, and statistical content was deemed representative of most perspectives of I&M doctoral faculty. As new faculty members teach the courses, there would not be idiosyncratic materials substituted that violated the representativeness.

*** Distribution of the remaining 27 credits**

The remaining 27 credits will be distributed among advanced methods courses (research design, research analysis) and topical specialty courses. The student's guidance committee will determine the final construction of their programs.

*** What types of advanced method (design and analysis) courses should be created and offered?**

Research design – A series of research design courses should be created and offered on a two-year rotating basis. The courses would emphasize the process of creating reliable and valid data. The doctoral faculty would determine the topics of these courses, but possibilities include experimental design, survey methods, content analysis, qualitative, big data (existing data), and bio-physiological techniques.

Analysis - Most of the students' advanced analysis courses will come from courses taught in other colleges (Department of Counseling and Educational Psychology, for example) or from the summer methods courses offered by CAS. However, the doctoral faculty could suggest one or two advanced analysis courses to be offered on a regular basis. Because the program will offer research design courses and a set of topical courses, the number of internally taught analysis courses should be limited. The specialized method courses should include at least an introduction of biophysiology, neuroscience and computational communication.

*** What types of specialty courses should be offered?**

The doctoral faculty should identify five to six topical areas that represent faculty expertise. The topical areas should be identified with sufficiently broad labels to be inclusive of as many of the program faculty as possible. For examples, health, environmental, risk and science communication and media psychology are areas with faculty expertise. The doctoral faculty will suggest permanent courses that should be created within each of the areas. These courses would be offered every other year on a predictable basis. In addition, these courses should be supplemented by a limited number of CAS 992 courses. These would address topics not covered by the regularly scheduled courses and provide depth in the topical areas identified by faculty. Faculty who research within the specialty areas will determine the content of the permanent courses and will make sure the courses are updated to reflect the changing bodies of knowledge.

*** What is the role of research teams in the curriculum?**

Students will participate in a research team during the spring semester of their first year. They should be encouraged to engage with research teams throughout their time in the program but to be careful about committing to too many teams. The doctoral faculty should consider creating a limit (e.g., two) on how many

teams a student can serve on during a semester and deciding if research assistantships should be excluded as a research team.

The doctoral faculty should develop policy for governing students' participation on research teams. The policy would include the process for students selecting teams, expectations for time, and suggestions for assigning authorship.

*** Comprehensive Examinations**

For students to qualify for writing a dissertation, they must complete a series of three exams—methods, theory and a specialty area identified by the student's guidance committee. The type of exams within these areas would be negotiated between the student and her/his guidance committee with the approval of the appropriate doctoral faculty committee (Faculty committees will be addressed below.) The exams may be taken when the guidance committee decides the student is ready, but no earlier than the completion of 80% of the program's coursework.

Dean's Charges

Dean David provided the committee with 10 specific charges that we were to investigate. Some of these ended up with overlap in our responses, which we point out in the report. The remainder of the report is organized around these 10 charges.

1. Optimal number of students in the program and funding considerations.

Committee Suggestions

- The subcommittee suggests that the number of students enrolled each year should be limited so as to level out large swings in the numbers of new students from year to year. This will decrease the uncertainty for course enrollment and for student funding. The doctoral faculty through the proposed review committee should engage in determining the need for larger than usual classes based on research grant needs.
- All students admitted should be guaranteed four years of funding unless they bring four years of funding with them. The funding offer must be competitive with offerings from peer institutions.
- It would be useful for the director annually to ask accepted students who do not enroll why they decided not to attend the I&M Program and present that information to faculty leadership.
- The proposed doctoral faculty committee (see below) should be involved in the evaluation process for acceptance. To this end, we suggest a review committee composed of two faculty members from each of the three units. Each academic

- unit would elect its two representatives. The review committee should meet as a collective and examine the applicant pool and create a prioritized list for the selection process. After the review committee has evaluated applicants and made its recommendations, it will seek feedback from the doctoral faculty, especially those faculty whose work is relevant to the interests expressed in the students' applications. Because of the need to recruit strong applicants early, the time allowed for doctoral faculty input should be limited. The goal is to create mentors and match faculty with potential research assistants. However, excellent students who show an interest in more than one area of faculty expertise should not be excluded because they have yet to narrow their interests. Once the review committee has received doctoral faculty feedback, it will meet with the chairs and director to discuss available funding. Faculty with graduate student funding would also be involved in final decision making about offers made to students.
- The entire doctoral faculty would meet with the review and recruitment committees late in the spring semester to assess the recruitment and acceptance process, and to plan for any needed changes for the next year's recruitment.
- 2. Plan to target and recruit the best students with a good mix of top minority students. At the beginning of each year the director of the doctoral program would solicit from each department suggestions about finding and recruiting outstanding minority student candidates and be responsible for implementing suggestions.**

Committee General Recruitment Suggestions

Fundamental to more successful recruitment of doctoral students is an improved College website and a regular effort to emphasize the activities of doctoral students on the site. Our suggestions for this recruitment plan are broken down into three tiers, based on levels of resource investment and support. Tier 1 suggestions can be implemented immediately with little or no additional resources required.

Tier 1

- Activate our alumni network
 - Every fall: Email alumni who teach in places with master's programs requesting that they forward information about our program to students and identify any top candidates for recruitment.
 - Before ICA, AAA and AEJMC: Contact alumni network members and ask to invite top candidates to our parties and ask current students to reach out to networks at their master's programs
- Merge our recruitment efforts with the grant-funded program to recruit diverse candidates, and share details on efforts (such as the assigned mentor program) to faculty leadership.

- Continue (and expand) collection of data about the impact of recruitment efforts, e.g.,
 - Track impact of faculty recruitment at conferences
 - Track the number of email requests and outcomes
 - Track web analytics (when does the IM Ph.D. page receive the most visits; what is the volume, etc.)
- When faculty visitors and guest lecturers come to give talks, the director or a PhD committee representative should take advantage of this opportunity for doctoral student recruitment and the promotion of the I&M doctoral program.
- Use Graduate Office Fellowship (GOF) funds as a recruitment tool. Rather than allocating the GOF funds to units and allowing them to distribute them, each doctoral student should receive a share of the GOF funds available to doctoral students. Each student will determine how to allocate her/his funds. For examples, they could use the funds for conferences, for research or for paying summer tuition. The students must report their use of the funds, including reports written about any research conducted with the funds. The director of the doctoral program would monitor the compliance. This process can be used for recruiting applicants, and the academic unit heads might consider increasing the funds available to first year students as an added incentive.
- Improve the use of social media to promote the program and recruit students. Perhaps a portion of a doctoral student's assistantship could be developing and implementing a social media strategy for the program. The director of the doctoral program will be responsible for yearly improvements and how they are implemented.
- Develop an email response strategy
 - Revise our boilerplate response email to reflect current highlights of the program.
 - When potential students inquire about the program via email, connect them directly with faculty who might share their interests.

The Tier 1 steps will require coordination between the program director, designated communication staff in departments, and the College communication staff in the dean's office. The coordination could be maintained through regular periodic meetings.

Tier 2

- Develop an alumni social network
 - Alumni newsletter (e.g., alumni highlights, methods, publications, conference travel)
 - Create an Alumni Impact Award (e.g., top producing scholars; winners will be brought to campus to present their research and be honored)
- Review and edit website

- Update faculty list and link to full faculty biographies
- Update list of student publications (last update was 2012)
- Create more space to highlight student and faculty accomplishments

Tier 3

- Hold a master's student conference at MSU on a yearly basis. The doctoral faculty will select the topic for each year's conference.
- Master's thesis competition
- Master's thesis competition addressing diverse issues
- Create a methods (or other topic) newsletter sharing faculty and/or student expertise
- Create a faculty recruiter position (e.g., class release)

Diversification Suggestions

The College and I&M Program are committed to a diverse body of doctoral students in terms of gender, ethnicity, race, nationality, and a range of demographic and lifestyle characteristics. In addition to the general suggestions for recruiting, the committee suggests that the I&M Program work specifically with media and information master's programs that have high levels of master's degree students who are underrepresented in the program. One way of doing would be working with program alumni who teach in these programs. For example, the I&M Program could send faculty to colleges and departments with master's degree programs at historically black universities to deliver lectures and meet with potential doctoral students. This could be also done with programs that have high Latino/Latina and Asian American enrollment. Such interactions with other programs need to be systematic and continuing. The director of the doctoral program would monitor and report the efforts and outcomes to doctoral faculty each year.

3. Examine IM curriculum and compare with peer institutions.

The committee examined peer programs in advertising, public relations, journalism, and media and information that were identified by committee members and other program faculty. This was done primarily by using the information posted on the programs' websites. The process of comparison and contrast was not always feasible because the websites vary in the detail of information that is provided. In addition, not all programs are structured in the same way or fall within the same units as the I&M Program. However, these comparisons were helpful in creating the new proposed curriculum. The list of comparison programs can be found in Appendix A of this report.

Course credit requirements were investigated for several of the programs listed in Appendix A. For journalism and advertising-public relations, the following programs were examined, excluding dissertation credits: University of Texas at Austin - Advertising, 75; UT Austin - Media Studies, 42 beyond masters (more may be required); UT Austin - Journalism 57 minimum credits; University of Wisconsin - Journalism &

Dept. of Life, 65 minimum with some masters credits applying; Wisconsin - Communication Science, 51 minimum; University of Southern California - Communication, 76 credits; University of North Carolina - Mass Communication, 48; University of Pennsylvania – Communication, 60 credits with up to 15 transferred from master’s degree; Penn State - Mass Communication, minimum of 36, but depends on master’s work; University of Georgia - Mass Communication, 42 minimum; Illinois – Communication, 64 with up to 16 from master’s degree. The mean was 56 credits before master’s credits. Eight of 11 programs have more credits than the I&M Ph.D. Program.

Sixteen programs relevant to media and information were examined (See Appendix A). Of these 13 reported their required number of course credits. The average for these programs was 47.8 with a range of 24 to 75. The programs and their credits were: Northwestern - Media Technology and Society, 48; University of Washington - Human Centered Design and Engineering, 64; University of Washington - Information School, 60; University of Colorado Boulder - Information Science, 38; University of Colorado Boulder - Media Research and Practice (JRN & ADPR), 44; University of Colorado Boulder - Communication, 54; Indiana University - School of Informatics and Computing, 48; Indiana University - Media School, 75; University of Maryland --College of Information Studies, 27; Cornell University – Communications, 26; University of California, Berkeley - School of Information 24; Carnegie Mellon University - Information Systems and Management, 72; Carnegie Mellon University - Human-Computer Interaction Institute, 42.

4. Develop procedures to leverage new faculty strengths through the curriculum.

The committee recommends that a doctoral faculty be created to participate in all aspects of the I&M doctoral program. A doctoral faculty is crucial to accomplishing most of the changes suggested by the committee.

Rationale: A doctoral faculty would be responsible for all aspects of doctoral student education. Given the challenges of working interdisciplinarily across the three individual departments, meeting together regularly to make decisions about how that program will be structured and operated would provide a critical addition to the current doctoral administrative structure. Presently the three departments communicate at the Executive Committee level (that is, the chairs and a representative from each department), but the doctoral faculty as whole is more appropriately suited to attending to, nurturing and continually improving I&M doctoral education. Most of those who have communicated with the committee about the doctoral program agree that it needs serious change, and that change can best come from the doctoral faculty themselves. Thus establishment of an I&M Doctoral Faculty as the main decision-making body is crucial.

Membership: The committee proposes that all regular faculty should be members. The regular faculty is defined by the university to consist of all persons in the department who have been appointed under the rules of tenure and who hold the rank of professor, associate professor, or assistant professor. Although some peer programs

require minimum years of experience and/or minimum publications for membership, there would be no other requirements than the PHD degree.

Functions of the I&M Doctoral Faculty:

- Decide on admissions in terms of suggested number of acceptances, and determining, in consultation with administrators, how teaching and research positions would be made available.
- Planning and monitoring the doctoral event calendar. What visitors will be invited? When will their presentations be scheduled? How will communication about their visits be handled so that communication flows across the three departments more consistently and in a timely way?
- Ongoing review of PHD curriculum requirements; evaluation of the changes suggested in this report, to occur two academic years after being instituted
- Ongoing collection of and review of performance indicators (for example, number of students graduating, quality of student job offers, monitoring of program rankings, productivity of doctoral faculty and students).
- Planning, scheduling, and monitoring the offering of graduate courses.
- Discussion of hiring plans for each year, and how best to integrate strengths of faculty throughout I&M. Provision of timely notifications to all doctoral faculty and students of candidate visits. Provision of feedback about candidates from all faculty and students who wish to comment.
- Discussion and planning of promotion of the I&M doctoral program. Improved promotion of recruiting efforts, promotion of the interdisciplinary program itself, promotion of outstanding faculty achievements would all be included in yearly strategic communication plans. Plans would be created and/or revised each spring, as would evaluation of the effectiveness of the prior year's efforts.
- Development of an organized plan of teaching preparation for I&M students who intend to teach.
- Planning and scheduling of social events inclusive of the entire IM doctoral program to encourage stronger ties among doctoral faculty and students.
- Ongoing and extended communication with the Communication Doctoral program to achieve such ends as coordination of the doctoral student curriculum, and scheduling of teachers of the doctoral and masters seminars.
- Participation with the department chairs and school director to allocate teaching assistantships.

Establishment of an I&M Doctoral faculty will require review of budget processes and decision-making about the budget. For example, how TAships are assigned can have major impact on recruitment efficacy, and while it is important that TAships are assigned in a way that optimizes undergraduate course excellence, the integration of those decisions with ones of concern to the doctoral faculty is critical. There is also general agreement that reallocation of funds in a way that allows some freestanding fellowships to become available is important. Currently, recruiting students to the program is dependent on teaching assistantships, university-wide fellowships, and ever-changing revenues made available within departmental budgets. This chaotic approach often precludes effective doctoral student recruitment for the I&M doctoral program.

Oversight process: The doctoral faculty will oversee the I&M program using committees that will be elected from the doctoral faculty. The committees will have an equal number of representatives from each of the three I&M academic units, usually one or two. These committees will replace the existing executive committee in overseeing the program. The director of the doctoral program will continue the day-to-day operation of the program. The director of the doctoral program will be appointed by the dean in consultation with the unit chairs.

The exact number and functions of committees will be determined by the doctoral faculty, but there will be at least four committees.

The **admissions committee** will oversee the admissions process.

The **assessment committee** will oversee the assessment of students and the program itself.

The **promotion and recruitment committee** will oversee how the program is promoted to potential students and among peer institutions.

The **curriculum committee** will oversee issues related to the curriculum, which will include participating with the unit chairs and director to select instructors for the core and regularly offered courses, selecting CAS 992 courses, and working with the assessment committee to determine curriculum changes over time.

The committee members would be selected for two-year terms. The process by which department/school representatives are selected for the committees will be determined by the department/school faculties.

5. Recommend new approaches for a stronger theoretical and methodological foundation.

These recommendations are found in the new curriculum presented above.

6. Evaluate student experience and student success.

The committee examined the placement of 31 I&M graduates since 2011 as a measure of success. For these, three had faculty positions at Research One (R1) universities (one goes to industry this fall), one had a fellowship at a Research One university, four are at Research Two (R2) universities, eight had faculty positions at international universities, five had industry positions, one was at a community college, and nine had positions at U.S. universities other than R1 and R2.

To evaluate student experiences within the program, the committee held two discussion sessions with current students, conducted a survey of students and conducted a survey of recent alumni (We had 15 current email addresses from alumni who graduated since 2011.) Below are summaries of each of the forms of data collection.

Current student survey data

A questionnaire was developed by the committee based on responses to student remarks in the two discussion sections. Email messages were sent to 69 current students asking them to respond to a Qualtrics questionnaire. A link was provided in the message.

Identifies were removed from the data. Thirty-three questionnaires had some usable responses, but the responses to any given question varied from 30 to 33. The questionnaire and SPSS printout are available from the chair on request. Below are tables and summaries of some of the questions the committee members think are particularly relevant.

Student overall evaluation of the program

The PhD curriculum effectively prepares students for research careers.

Strongly disagree	3.23% (1)
Disagree	19.35% (6)
Neither agree nor disagree	29.03% (9)
Agree	38.71% (12)
Strongly agree	9.68% (3)
n = 31	

The PhD curriculum is in line with the mission of the program.

Strongly disagree	16.13% (5)
Disagree	6.45% (2)
Neither agree nor disagree	54.84% (17)
Agree	22.58% (7)
Strongly agree	0.00% (0)
n = 31	

The PhD program effectively prepares students to analyze data.

Strongly disagree	16.13% (5)
Disagree	19.35% (6)
Neither agree nor disagree	29.03% (9)
Agree	35.48% (11)
Strongly agree	0.00% (0)
n = 31	

Other results

The I&M Ph.D. curriculum is structured in a way that allows me to easily plan my program course work.

Strongly disagree	16.67% (5)
Somewhat disagree	36.67% (11)
Neither agree nor disagree	16.67% (5)
Somewhat agree	30.00% (9)
Strongly agree	0.00% (0)

n = 30

The I&M Ph.D. Program offers a sufficient number of courses in my specialty area.

Strongly disagree	64.5% (20)
Somewhat disagree	32.3% (10)
Neither agree nor disagree	3.2% (1)
Somewhat agree	0.0% (0)
Strongly agree	0.0% (0)

n = 31

Students should learn how to conduct research by doing research in courses.

Strongly disagree	0.0% (0)
Somewhat disagree	9.7% (3)
Neither agree nor disagree	9.7% (3)
Somewhat agree	38.7% (12)
Strongly agree	41.9% (13)

n = 31

Students should learn how to conduct research by working on research teams and research assistantships.

Strongly disagree	3.2% (1)
Somewhat disagree	0.0% (0)
Neither agree nor disagree	3.2% (1)
Somewhat agree	35.5% (11)
Strongly agree	58.1% (18)

n = 31

I would like to be able to publish articles from work done in my courses.

Strongly disagree	3.2% (1)
Somewhat disagree	3.2% (1)
Neither agree nor disagree	9.7% (3)
Somewhat agree	25.8% (8)
Strongly agree	58.1% (18)

n = 31

I have learned a great deal from being on research teams.

Strongly disagree	3.2% (1)
Somewhat disagree	9.7% (3)
Neither agree nor disagree	9.7% (3)
Somewhat agree	16.1% (5)

Strongly agree 61.3% (19)

n = 31

I would like to see more required courses during the first year.

Strongly disagree	13.3% (4)
Somewhat disagree	3.3% (1)
Neither agree nor disagree	20.0% (6)
Somewhat agree	33.3% (10)
Strongly agree	30.0% (9)

n = 30

Observations about some questions on the survey

The majority wants more methods courses.

(83% said they would like to see more methods courses offered on a regular basis.)

The majority wants more theory courses.

(74% agreed or strongly agreed that more theory courses should be offered on a consistent basis.)

There is concern about funding, but more in JRN and ADPR than in M&I.

(Overall, 34% disagreed or strongly disagreed that funding was sufficient.)

There is concern about the equity and fairness of how program is applied but more in JRN and ADPR than in M&I.

(Overall, 39% disagreed or strongly disagreed that guidance committees applied the program fairly and equitably.)

There is some concern about treatment by research assistantship supervisors, but it is greater in M&I (4 students) and ADPR (2 students) than in JRN (1 student). One student did not specify program.

(Overall, 26% disagreed or strongly disagreed that they had been treated fairly by their supervising RA professor.)

Students in ADPR feel more pressure to join multiple research teams.

(Overall, 32% agreed or strongly agreed that they felt pressure to join more than one team.)

M&I students have greater concern than JRN and AD+PR students about fair treatment in research teams.

(Overall, 35.5% disagreed or strongly disagreed that they had been treated fairly by professor supervising their research team. Four were from M&I.)

There is greater concern about talking with the program director and/or head of the academic unit in ADPR and JRN.

(Overall 35.5% disagreed or strongly disagreed that they felt they could talk with their department chair or the doctoral program director if they had concerns.)

ADPR and M&I students are more likely to want more first year courses than JRN students.

(50% of JRN students disagreed or strongly disagreed with the statement, compared to 17% of ADPR and zero for M&I.

ADPR and JRN students are more concerned about unequal resources than M&I students.

(Overall, 71% agreed or strongly agreed that resources are not equal in the three units.)

Comments from the student discussion groups

Fifteen students met during the two sessions. The comments covered a range of topics. In general, students asked for a more structured program with more specialty and research courses. They expressed concern about availability of assistantship, especially during the summer. There was a general concern about guidance committees, the prelim process and advising. Many students expressed concerns about their interactions with faculty. There was a desire for more student interaction across departments and across Ph.D. programs in the college. A more detailed summary of their remarks can be found in Appendix B.

Alumni survey

Of the 15 alumni who received invitations to participate in the survey, 9 completed the questionnaire. On average, the alumni have been out of the program for an average of 4.33 years with a range of 1 to 7. The number of semesters in program averaged 8.89. They averaged assistantship support in 6 of these semesters. They reported the following means for research output during their years in the I&M Program: 4.8 refereed journal articles, of which .67 were singled authored; 11 refereed conference papers of which 3.11 were single authored; 2.78 of the refereed articles and papers were published from work done in class; 6.25 of the refereed articles and papers resulted from work done in research teams.

In general, the graduates were satisfied with the education they received. However, some suggested some changes. See the following table and respondents' comments in Appendix C.

Statements	Responses		
	Agree	Neither Agree Nor Disagree	Disagree
Courses I took in the I&M Program provided me with a deep understanding of my specialty area	55.6%	22.2%	22.2%
I was provided sufficient financial support during my time in the I&M Program	66.6%	10.0%	22.2%
Taking additional research methods courses during my time in the program would have improved my research skills	66.7%	33.3%	0.0%

7. Examine enrollments in courses in Communication and Communicative Sciences and Disorders PhD programs and enrollment of students from these programs in the IM program.

During the past six years there was very little enrollment overlap among courses offered in the three College Ph.D. programs. I&M students were more likely to enroll in COM Ph.D. courses than vice versa. CSD students were not likely to enroll in course within either program, which reflected the limited number of CSD doctoral students and a lack of appropriate courses. Eric Hunter from CSD expressed a desire for CSD doctoral students to take courses in either or both COM and the I&M program. In particular, CSD students would like to be able to take research methods in the other doctoral programs.

Several I&M students said they would like to interact more with students from COM, and some had positive comments about taking COM doctoral courses, but others said they had negative experiences. See Appendix B.

A summary of enrollment in all the 900-level courses offered by the I&M and COM doctoral programs during the past six years can be found in Appendix D. The 800-level course enrollments for classes offered in the three I&M units are in Appendix E.

Here is a summary of the regularly offered and CAS 992 courses offered during this period. In addition, the faculty commitment needed to offer these courses is explained.

Regularly Scheduled 900-Level Courses

During the period, I&M offered six different regularly scheduled courses with 28 classes. Mean enrollment for all regularly scheduled 900-level courses equaled 10. The range equaled 1 to 18. Five of 28 classes (17.9%) were below 5 enrollment. This does not include classes that were dropped for zero enrollment. COM offered five different

regularly scheduled courses with 18 classes. Mean for all of COM regularly scheduled classes equaled 7. The range equaled 2 to 11. Three of 18 (17%) classes were below 5.

CAS 992 Courses

Twenty-eight different course titles were offered by I&M and COM during the six-year period. Two were offered three times (mean enrollment = 9 with a range of 5-16), and four were offered two times (mean enrollment = 7.5 with range of 2 to 13). Thirty-six total classes were offered in six years (mean enrollment = 6). Six had enrollment of 4 or fewer.

Of the different CAS 992 course titles, I&M units offered 15 and COM offered 13. Of the 36 classes, 21 were offered by I&M and 15 were offered by COM. The mean enrollment for the I&M classes equaled 7.8. The mean enrollment for the COM classes equaled 7.

Three of the CAS 992 courses were data generation courses (content analysis, experimental design and audience response to screen exposure) and two were statistical analysis (SEM and large-scale data analysis). The mean for seven classes in data generation equaled 9.4 (range 3-16; only one was below 5 enrollment). The mean for five courses in statistical analysis equaled 7.4 (range 5-11, none was below 5 enrollment). The mean enrollment for the 24 other types of classes (theory) equaled 4.7 (range 2-17, 8 of 24 classes had fewer than 5 students enrolled).

Summary of faculty resource commitment to 900-level courses (This does not include summer one-credit courses.)

During the six years, the I&M units offered 28 classes of 6 regularly scheduled courses and 15 CAS 992 classes. The total of 43 900-level classes offered by I&M units had a mean of 7.2 classes per year, of which a mean of 4.7 were regularly scheduled classes and 2.5 were CAS 992 classes. 900-level classes accounted for the teaching commitment of 1.8 faculty positions (7.2 courses/four course commitment per faculty) per year from all three units. This equals a mean of .6 faculty positions per unit devoted to staffing I&M classes.

During the six years, COM offered 18 classes of 5 regularly scheduled courses 13 CAS 992 classes. The total of 31 900-level classes yields a mean of 5.2 classes a year, of which a mean of 3 were regularly scheduled classes and 2.2 were CAS 992 classes. 900-level classes accounted for the teaching commitment of slightly more than 1.3 faculty positions per year (5.2 courses/four course commitment per faculty).

For the combined programs, the six years included 46 regularly scheduled classes for 11 regularly scheduled courses (mean = 7.7) and 28 CAS 992 classes (mean = 4.7). The mean of 12.4 900-level classes per year required a commitment of 3.1 faculty positions per year.

8. Expand opportunities for synergistic research with faculty and students in

other departments and PhD programs.

The process of creating synergistic research with faculty and students across departments and Ph.D. programs starts with increasing knowledge of research opportunities throughout the college. This knowledge can be created through a strong core that introduces students to the wide range of methods and projects will help promote this process. The core methods courses should introduce students to all methods practiced within the entire college. The required Information and Media Proseminar is an opportunity to introduce the range of research topics available in the College.

As mentioned above, we suggest that faculty who research within the specialty areas should determine the content of the permanent courses and will assure that the courses are updated to reflect the changing bodies of knowledge and changes in the research foci of the faculty itself. This will require interaction among faculty, and such interaction across the three departments will increase the chances of research partnerships among the faculty. In addition, the development of research emphasis within the college will increase possible synergy across the three Ph.D. programs. Such synergy can be seen in the history of the Health, Environment, Risk and Science initiative within the college. Currently, all five units within the College have faculty who work on research teams with faculty from other units. Creating faculty research area groups might help to replicate the same success in additional areas.

As an important component in greater cross-doctoral program relationship, we suggest that the directors of the three College Ph.D. programs meet at least once a semester to share information about upcoming CAS 992 courses and discuss the potential for students taking courses across programs.

9. Develop student success markers for doctoral students that can be tracked for five years after their graduation.

The committee suggests the following methods for internal and external assessment of I&M Ph.D. Students.

Internal Assessment of Students

Currently, the I&M students are evaluated at the end of their first year. This would be made easier by first-year core that would create a common experience, as was the case in previous incarnations of the program.

We recommend that the students be evaluated at the end of the first and second semester of the first year. The first semester evaluation could identify weaknesses early and help recommend remediation in the second semester for struggling students. After the first year, students would be monitored annually for adequate progress. The annual evaluation process would yield feedback for the students and their guidance committees, and thus could be used to adjust the students' program if necessary. All doctoral faculty members

would participate in the evaluations. The current annual evaluation process should be evaluated and useful procedures retained.

The assessment committee would assist the program director in evaluating each student's program of study after the student's guidance committee approves it. The goal is to make sure program standards are being applied consistently.

Internal Assessment of Program

The director of the doctoral program and the assessment committee will develop a survey questionnaire to be used in assessing the program itself. The questionnaire would be administered to all students in the program on a regular basis. The assessment committee would determine the frequency. This would provide a consistent evaluation of the program across time and produce important data for the chairs and dean, as well as for the doctoral program members themselves. In addition, a qualitative exit interview would be conducted with graduates, either in person or through email, soon after the completion of the dissertation.

Periodically, the director and assessment committee will survey members of the doctoral faculty to determine their perceptions of the program and need for adjustments.

External Assessment of Alumni

The aim of this process is to evaluate the success of students after they graduate. The director and assessment committee will conduct an email survey of each alumni cohort every year for seven years after they graduate. The survey will ask where they work, if they are on tenure track, if they were reappointed and promoted, how many conference papers they presented since graduation, and how many refereed journal articles, book chapters and books they published since graduation. The survey also will ask if they have any good master's students the I&M program can recruit. As a validity check, we will monitor Google Scholar reports on the alumni for publications. These data will be used to create an ongoing database for a longitudinal study of alumni productivity.

External Assessment of Program

In addition to asking the alumni about their performance, questions about the program would be included in the alumni survey.

The doctoral faculty should consider establishing a regular (every 5 to 10 years) evaluation of the media and information doctoral program reputation. This could be accomplished by lobbying the appropriate professional associations to conduct reputational surveys or by enlisting the top 20 programs in both media and information to pursue the appraisal together. In addition, the publication record of program faculty will be collected through Academic Analytics and compared with the output of faculty at peer programs.

In addition to administering the assessment procedures, the doctoral faculty assessment committee would regularly evaluate and adjust the assessment process.

Use of assessment data

The data generated for the regular evaluation of I&M students and the program itself will be the foundation for a full doctoral faculty evaluation of the overall program every five years. This overall evaluation will aim to keep the program current with academic, as well as societal, needs and trends. The goal is to assure that the program remains competitive with peer institutions. It could be conducted and overseen by the assessment committee or an ad hoc committee. The resulting report will be shared with the doctoral faculty and possible adjustments given consideration by the faculty.

10. Other issues

An increasing number of students are interested in pursuing research careers outside of the academy. This interest was expressed in both discussion sessions with current students, but it is not new. Examining jobs taken by alumni revealed that six of 31 (one just recently moved to industry) I&M Program graduates since 2011 currently have research positions outside of the academy. Current students asked that the program include more discussion about opportunities outside of universities. Some said they see university positions as being too stressful. Students mentioned that some I&M faculty members seem not to enjoy their work.

The committee did not discuss this in great detail, but the role of the I&M Ph.D. Program in educating researchers for media companies deserves discussion by faculty in the future with possible integration into the program, even if the integration is only creating an awareness of such opportunities.

Appendices

Appendix A

Peer Institutions for the M&I Ph.D. Program

Advertising/PR

University of Southern California - Annenberg
University of Wisconsin, Madison
University of Texas at Austin
University of Georgia, Athens
University of Illinois, Urbana

Journalism

University of Wisconsin, Madison
University of Texas at Austin
University of Missouri-Columbia
Penn State University
Ohio University
University of North Carolina

Media & Information

Northwestern University -- Technology and Social Behavior
Northwestern University – Media, Technology, and Society
University of Washington Human Centered Design and Engineering
University of Washington Information School
University of Colorado Boulder Information Science
Indiana University School of informatics and Computing
University of Maryland College of Information Studies
The School of Communication at Ohio State
Department of Communication at UCSB
Annenberg School for Communication & Journalism, USC
Cornell University – Information Science
Cornell University -- Communications
Cornell University -- Science and Technology Studies.

Appendix B

I&M Students' Comments about the I&M Ph.D. Program

Students met on March 16 and 24.

Fifteen students from all three units and all levels of the program (first year to seventh) meet with me on these two days.

Here are their comments.

Curriculum and General course work

They would like a more structured curriculum for the first year.

They asked for help with learning to teach and said a class on teaching would be great. They said no one promotes university teaching certificate, and it is extra work and non-credit.

Most agreed that finding third year courses is very difficult.

They said some committees and advisers discourage students from taking courses outside of the college.

There are not enough classes for students' specializations, and the 992 courses' timings are unpredictable.

They said faculty members do not know what classes will be taught, and this makes it difficult for students to plan their program of study.

Some students said they learn more from being research assistants than from course work, which was not considered to be a good thing by most students.

It is difficult to get some courses in other departments on campus. The decision is left up to faculty, and they may or may not be interested in letting CAS students into the classes.

Teaching more about scholarly writing and lit reviews would be helpful.

Research and Stat Courses

The current ADV 975 and 985 do not cover all the statistical methods students said they need.

Students who had taken both said COM 901 and ADV 985 are somewhat redundant.

ADV 975 overlaps too much with courses taken in master's programs.

The one-credit courses are helpful, but the content can vary from summer to summer under the same title depending on who is teaching the courses (An example is scale construction).

If more stats classes are added, the content should be coordinated better than current ones.

More research methods (data generation) courses would be useful. Adding an experimental design course and a survey course, in addition to the content analysis, would help some students better prepare for dissertations.

Statistical courses are not adequate because there are not enough, they do not cover all the stats they need, and they are not coordinated. Some are satisfied with courses taken in CEP, but others were not.

Assistantships and Resources

There is a lack of assistantships, especially in the summer. Assistantships can be erratic for students in the program.

Students asked why departments vary in resources available to them.

Prelims and Guidance Committees

There was a general discussion about the guidance committees. One asked why they had to have someone outside their unit. Others said their chairs discouraged them from asking faculty from outside the college.

They said the requirement for both prelim papers and exams are not consistent across students. There needs to be more rules for prelim papers and exams.

The curriculum needs more rules. Some committees require more 900-level courses than other committees.

Most seemed more interested in taking exams than writing papers, which reflects advice they have received, but one international student said exams could disadvantage non-native speakers.

Interaction with Faculty Members

There were many concerns about faculty. Some felt abused as researchers by faculty. Several said they were afraid to raise issues with faculty and administrators because they felt there would be retaliation. Some used the word “helpless,” and the terms “fear” and “afraid” were used more than once. One said: “No one listens.”

The research teams can be too time consuming, but there is a perception that a student needs to be on as many as possible to publish. However, students don’t always get authorship credit. Some students didn’t see any other way of publishing.

The socialization and program advice process is haphazard. Students said they receive variable and inconsistent information from faculty members, and sometimes it can be misleading.

Some said they are sometimes treated like junior scholars and sometimes treated like students. It would be nice to have consistency. This inconsistency exists across faculty members and even across time with the same faculty members.

Some students said some faculty members are not responsive to their needs. One gave an example of a chair who went on sabbatical and said she/he would be unavailable to help the student work on her/his dissertation that semester.

Many said they felt over-worked and that their lives are out of balance. They said that is the message they got from faculty members as well.

Several said they feel there is tension among faculty and that some faculty members “hate” others. This makes them afraid to work with someone their guidance committee chair might not like, even if adding that faculty member to the committee would benefit the student.

Many said they did not feel informed or advised well about the program and their options. They said some of the faculty members know little or nothing about the program. They felt they were not being told about opportunities. First year advising is weak.

Some said faculty members expect them to know things that they did not learn in a master’s degree program. Some took professional master’s degree and are not as prepared for the program as others.

One student said she/he would like to have team building exercises with students and faculty.

Interaction with other students

They would like more academic and social interaction with students across units, including COM.

They noted that COM Ph.D. students have two lounges, and they would like one where they can congregate.

They wondered why the two Ph.D. programs don’t work together more. They said an attraction to the College is two strong Ph.D. programs, but there is little cooperation or interaction.

Some commented on what they perceive as arrogance on the part of COM. I&M students said other I&M students have suggested they not take COM courses because they will be treated like second-class students and criticized by the professor. A couple of students said they have seen this treatment in a COM class. However, this experience varied from student to student. One student said he/she has not had any problem with taking COM classes.

Other Comments

Students put a great deal of emphasis on conference papers versus journal articles and on attending conference, but they said this is what they are told to do by other students and sometimes faculty.

They commented that students in some departments receive more information about education opportunities than others. An example is the M&I students were told about the University of Michigan summer courses, but students in the other two units were not.

Many commented that they have not consistently received annual evaluations.

They said in general the degree process is ambiguous and vague, which makes it difficult for them to navigate the program.

Many said the program handbook needed to be revised to be more understandable.

A few said they feel they had been misled during recruiting. One wants to do more qualitative work, but the college does not offer much in that area. Others said they were told they could have a cross-disciplinary program but are discouraged from taking classes outside the college and from other units.

Some said they were interested in working in industry and some are interested in teaching, but the faculty all expect them to become R1 researchers. They would like more information about the options that are available with a doctorate.

Appendix C

Alumni open-ended survey responses

Please list the strengths of the program.

Strong research focus

The faculty with expertise in CMC, the ability to jump into research immediately, lots of teaching opportunities

Some excellent and caring faculty especially in journalism (the 4th floor was full of some very close minded people, who only awarded their favorites) interdisciplinary, strong students

The faculty was tremendous. They were willing to work with me to help me achieve my goals.

Quantitative research methods (specifically, survey or experiment data analysis) - solid training on empirical reasoning and micro-level theory building

Quality faculty, ability to commute (i.e. not be full-time RA or TA)

highly qualified faculty in CAS (if you seek them out) - Lacy, Atkins, Levine. 2. reputation of MSU and CAS. 3. My dept. head was very good to me (reasonable teaching load allowed time for research and coursework; additional summer earning opportunities)

Very knowledgeable, supporting, senior scholars.

Please list the weaknesses of the program.

I had to take most of my methods courses (besides 916 and the quant methods course) in other departments. Although the summer 1-credit courses were great (forgot to list that as a strength)

Need to have more cultural sensitivity training.

besides the interdisciplinary cohort, I didn't feel the faculty were connected; more methods courses

Since I wasn't a grad assistant, I missed out on many opportunities. It was hard to stay visible.

lack of diversity in research methods (e.g. limited training or acceptance of different approaches such as qualitative methods, big data, text analysis, cultural analytics, etc.) - limited training on different theories or approaches such as critical studies, gender studies, grand social theories, etc. - Lack of creativity and imagination (or the environment to encourage young scholars to become creative or stay original)

Not enough courses specific to Ad and PR

turnover of faculty in my area (PR), 2. excessive focus on grants and health comm seemed to keep CAS from attracting top PR faculty, 3. had some courses taught by faculty near retirement or around for short time that weren't great

Because the college is so large, it's sometimes hard to know which professors and graduate students do what kind of research. Turned out that my time was overlapping with another student with similar study interests, yet I only found out a few years later after the student published a study after leaving MSU.

How would you improve the program?

Provide all students with teaching opportunities.

Have more rigorous methods courses, treat all grad students fairly and equally, faculty members need to get along better.

Maybe an online/distance offering for a course or two?

The program can be improved if it acknowledges that there exists a huge spectrum of different approaches to media communications research (including in US, Europe and Asia) and provides students some rooms for diversity and creativity at least during their first two years of study. An introductory coursework covering different approaches to media studies (theories/methods from different schools/regions) would be good. Workshops on qualitative methods, critical and cultural studies can help students develop

critical reasoning and refined perspectives to socio-cultural issues. More exchange with other students/scholars from different universities would be nice. More social events and some special care/support on international students during the first year would also help them perform better.

More faculty and courses with Ad and PR emphasis

Faculty in PR that teach and research in PR (not taken from unrelated areas and dropped into it) / this could also be done with IMC faculty or close ties/mentorship with ADV faculty.

Little bit more emphasis on research methods and theory building.

Do you have any other suggestions or thoughts about the program?

Overall I am very pleased - and proud - to be an alumnus of this program. The degree carries weight. I am thankful for the support I received throughout my time at MSU and happily recommend it to my students thinking about graduate education.

See previous answer.

None

(I made a mistake when entering my conf paper number estimated first, then looked it up ... think I entered 4 and it was 8 conf papers.) Overall I had a great experience in the program and was provided with effective opportunities to develop. The research methods courses could have been better. When I left ABD, I had attention from R1s and multiple offers from R2s (my first job out was R2 before eventually moving to a teaching university because of an option for spousal hire there). There's a great opportunity in PR if the college decides to pursue it. The market is strong and job options are good (due to many schools adding or expanding PR programs this is probably a 10+ year trend). My biggest challenge while there was revolving PR faculty, I had 3 different diss. chairs before Steve Lacy stepped in to help me finish at the end. It was too bad that I didn't have many other PR-focused colleagues (as Ph.D. students). This meant most of the conference papers had co-authors from ADV or TC.

The strength of the program was guidance by senior scholars who were far from selfish and gave students credits where credits were due. Talking to current graduate students during conferences reveals that this culture has disappeared to some degree. (Hiring a senior scholar who openly tells students that he is not interested in working with them is not helping.) I think it's very alarming that a bunch of the current students report issues with authorship being taken away by advisers or having been threatened for that reason. It probably would also help if the faculty stop their petty fight about which doctoral program is the best within the college. This was already going on when I arrived more than a decade ago. It makes no sense to treat students from the "other program" as inferior. Similarly, the infighting between the departments forming the MIS (or whatever

the new name is) program should stop as well. Efforts need to be made to create a true interdisciplinary program where students can take advantage of the strengths of each department, rather than the silos that are noticeable at times.

Appendix D

Data for CAS 900-Level and summer one-credit courses

I&M Regularly Scheduled Courses from Fall 2011 to spring 2017

Course	Semester/Year	Enrollment
I&M 900 – Theory Building		
	F2011	10
	F2012	3
	F2013	11
	F2014	15
	F2015	5
	<u>F2016</u>	<u>14</u>
	Mean	9.67
I&M 916 – Qualitative Methods		
	S2013	9
	S2014	6
	S2016	15
	<u>S2017</u>	<u>9</u>
	Mean	9.75
I&M 921 – Media Theory		
	F2012	7
	F2014	11

F2015	15
<u>F2016</u>	<u>10</u>
Mean	10.75

I&M 960 – Media and Technology

S2013	13
S2014	9
S2015	9
S2016	13
<u>S2017</u>	<u>6</u>
Mean	10

I&M 975 – Quantitative Methods

F2011	9
F2012	9
F2013	15
F2014	18
F2015	10
<u>F2016</u>	<u>15</u>
Mean	12.67

I&M 985 – Analysis for media

S2012	1
S2016	1
<u>S2017</u>	<u>13</u>
Mean	5

COM Regularly Scheduled Courses for Fall 2011 to Spring 2017

COM 901 – Communication Research Design I

F2011	8
F2012	11
F2013	11
F2014	7
F2015	10
<u>F2016</u>	<u>8</u>
Mean	9.2

COM 902 – Communication Research Design II

S2012	5
S2013	10
S2014	7
S2015	6
S2016	8
<u>S2017</u>	<u>8</u>
Mean	7.3

COM 921 – Micro/Macro Media

S2011	3
<u>S2017</u>	<u>4</u>
Mean	3.5

COM 915 – Org. Communication

F2013	2
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COM 922 – Interpersonal

F2012	6
F2014	5
<u>F2016</u>	<u>7</u>
Mean	6

CASS Special Topics – CAS 992 from Fall 2011 to Spring 2017

The statistical analysis and data generation courses have been identified as such. The other courses are topical or theory courses.

Courses Offered three times

Content analysis (I&M) – Data generation

S2012	12
S2014	6
<u>S2016</u>	<u>16</u>
Mean	11.3

Structural Equation Modeling (I&M) – statistical analysis

F2014	10
F2015	5
<u>F2016</u>	<u>5</u>
Mean	6.67

Courses offered two times

Large-scale data and exploratory data analysis (I&M) (*Assuming the 2011 and 2013 were the same*) – Statistical analysis

F2011	11
<u>F2013 (big data)</u>	<u>6</u>
Mean	8.5

Measuring psychophysical response to screen media (COM) – Data generation

	F2014	6
	<u>F2016</u>	<u>11</u>
Social attitudes (COM)	Mean	8.5

	F2014	13
	<u>F2016</u>	<u>4</u>
	Mean	8.5

Advanced scholarly writing (I&M)

	S2015	7
	<u>S2017</u>	<u>2</u>
	Mean	4.5

Courses offered one time

Virtual Experience (I&M)

	F2011	6
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Classics of Social Science Research (COM)

	F2011	10
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Media and the Moral Mind (COM)

	F2011	3
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Models of Media Choice (COM)

	S2012	7
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Research productivity and scholarly life (I&M)

	S2012	5
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Diffusion of Information (COM)

S2012	9
Infusion of Political Communication (I&M)	
F2012	5
Technology for Behavioral Changes (COM)	
F2012	5
Self Disclosure (COM)	
F2012	8
Entertainment (COM)	
S2013	7
Consumer Psychology (I&M)	
F2013	12
Analyzing audience response to screen in real time (COM) – Data generation	
F2013	3
Communication and Criminal Justice (COM)	
S2014	6
Theory: Video Games (I&M)	
S2014	6
Effective interdisciplinary research (I&M)	
S2014	2
Human Computer Interaction (I&M)	
S2015	4
Political communication (COM)	

F2015	5
Media culture and environmental behaviors (I&M)	
F2015	4
Social support (COM)	
S2016	8
Social media (I&M)	
S2016	2
Experimental Design (I&M) – Data generation	
F2016	12
Media psychology (I&M)	
S2017	17

CASS summer One-credit courses

Summer 2012

Type of course	Number	Total Enrollment	Mean
Data Generation	6	52	8.7
Statistical analysis	1	5	
Other	2	24	12
Total	9	81	9

Summer 2013

Data Generation	1	8	
Statistical analysis	3	25	8.3
Other	6	43	7.2
Total	10	76	7.6

Summer 2014

Data Generation	4	31	7.8
Statistical analysis	2	24	12
Other	2	12	6
<hr/>			
Total	8	67	8.4

Summer 2015

Data Generation	2	18	9.0
Statistical analysis	2	12	6
Other	3	20	6.7
<hr/>			
Total	7	50	7.1

Summer 2016

Data Generation	0	0	
Statistical analysis	5	36	7.2
Other	1	9	9
<hr/>			
Total	6	45	7.5

Summer 2017

Data Generation	4	35	8.75
Statistical analysis	2	17	8.5
(cancelled)	1	12	0
<hr/>			
Total	6	45	7.5

Totals for Summer Courses

Data Generation	17	144	8.5
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Statistical analysis	15	119	7.9
Other	14	108	7.7
Total	46	371	8.0

Summary – The courses were about equally distributed among the three types. Examples of the other courses were grant writing and career advice. The highest mean was for the data generation courses. The numbers of courses and the enrollment has declined steadily from 10 courses with 81 enrollees in summer 2011 to six courses and 45 enrollees in summer 2016.

Appendix E

800-level Courses Offered Since 2012

Semester	Course Number	Section	Course Name	Enrollment
SPRING SEMESTER 2012				
SS12	ADV 823	1	Consumer Behavior	27
SS12	ADV 823	701	Consumer Behavior	6
SS12	ADV 826	1	Advertising and Promotion MGT	29
SS12	ADV 830	1	Seminar in Social Marketing	22
SS12	ADV 846	1	Management of Media Programs	28
SS12	ADV 860	701	Media Relations	16
SS12	ADV 865	1	Advertising and Society	29
SS12	ADV 870	1	International Advertising	21
SS12	ADV 892	1	Special Topics: Public Relations Theory	17
SS12	ADV 892	2	Advertising Topics: Celebrities, Sponsors and Causes	3
SS12	ADV 892	701	Special Topics: Marketing Social Media	14
SS12	CAS 826	1	Health Communication	19
SS12	CAS 892	1	Special Topics: Computer-Mediated Communication	12
SS12	CAS 892	2	Special Topics: Health Communication and Technology	3
SS12	CAS 892	3	Special Topics: Theories of Children's Cognitive Development and Implications for Marketing and Public Policy	5
SS12	JRN 816	1	Sem Document Res in Journalism	12

SS12	JRN 824	1	Health and Science Writing	12
SS12	JRN 825	1	History of Journalism	8
SS12	TC 832	1	Serious Game Design	5
SS12	TC 841	1	Design Research	13
SS12	TC 850	1	Telecom Policy Analysis	8
SS12	TC 862	1	Info Networks & E-Commerce	11
SS12	TC 891	1	Spec Topics in Telecom	1
SS12	TC 891	2	Spec Topics in Telecom	15

FALL SEMESTER 2012				
FS12	ADV 826	1	Advertising & Promotion Mgt	19
FS12	ADV 836	1	Innov in Strategic Comm	5
FS12	ADV 843	1	Strategic Brand Communication	17
FS12	ADV 850	1	Public Relations Management	26
FS12	ADV 850	2	Public Relations Management	4
FS12	ADV 860	1	Media Relations	25
FS12	ADV 865	701	Advertising and Society	10
FS12	ADV 892	1	Special Topics: Public Relations Concepts and Distinctions	14
FS12	ADV 892	2	Special Topics: Public Broadcasting as a Brand Strategy	8
FS12	ADV 892	701	Special Topics: New Media Drivers License	18
FS12	CAS 825	1	Mass Comm & Public Health	14
FS12	JRN	1	Multiple Media Reporting I	7

	800			
FS12	JRN 815	1	Media, Society and Theory	6
FS12	JRN 818	1	Media Markets and Managers	16
FS12	JRN 872	1	Environ Sci & Hlth Reporting	1
FS12	JRN 872	730	Environ Sci & Hlth Reporting	1
FS12	JRN 873	1	Enviro Sci & Hlth JRN Seminar	4
FS12	TC 820	1	Theories Media and Information	5
FS12	TC 831	1	Theories Interaction Design	13
FS12	TC 831	730	Theories Interaction Design	11
FS12	TC 839	1	Implementing Interactivity	8
FS12	TC 841	1	Understanding Users	9
FS12	TC 842	1	Design & Devel Media Projects	14
FS12	TC 852	1	Econ Struct Telecom Industries	4
FS12	TC 861	1	Information Networks & Tech	10
FS12	TC 891	1	Special Topics: Psychological Theories and Methods for Media and Information Studies	11

SPRING SEMESTER 2013				
SS13	ADV 823	1	Consumer Behavior	22
SS13	ADV 826	1	Advertising & Promotion Mgt	14
SS13	ADV 826	701	Advertising & Promotion Mgt	5
SS13	ADV 830	1	Seminar in Social Marketing	10
SS13	ADV 846	1	Management of Media Programs	11
SS13	ADV 855	1	Public Relations Theories	21
SS13	ADV 855	701	Public Relations Theories	3
SS13	ADV	1	Media Relations	13

	860			
SS13	ADV 865	1	Advertising and Society	16
SS13	ADV 870	1	International Advertising	4
SS13	ADV 892	1	Special Topics: Social Media Marketing	14
SS13	ADV 892	2	Special Topics: Theories of Children's Cognitive Development: Implications for Marketing and Public Policy	3
SS13	ADV 892	701	Special Topics: Social Media Marketing	13
SS13	ADV 892	702	Special Topics: Fundraising	5
SS13	CAS 826	1	Health Comm Diverse Publics	10
SS13	CAS 892	1	Special Topics: Risk Communication	15
SS13	CAS 892	2	Special Topics: Health Communication and Technology	8
SS13	JRN 821	1	Soc Media News & Information	8
SS13	JRN 872	1	Environ Sci & Hlth Reporting	1
SS13	JRN 873	1	Enviro Sci & Hlth JRN Seminar	3
SS13	JRN 892	1	Special Topics: Applied Research Methods in Journalism	6
SS13	JRN 892	730	Special Topics: Applied Research Methods in Journalism	3
SS13	TC 830	1	Foundations of Serious Games	13
SS13	TC 830	730	Foundations of Serious Games	10
SS13	TC 840	1	Interaction Design	10
SS13	TC 845	1	Human Computer Interaction	5
SS13	TC 862	1	Info Networks Orgs Commerce	9

FALL SEMESTER 2013				
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FS13	ADV 823	1	Consumer Behavior	29
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FS13	ADV 836	1	Media Innovations	11
FS13	ADV 843	1	Strategic Brand Communication	21
FS13	ADV 850	1	Public Relations Management	31
FS13	ADV 850	701	Public Relations Management	6
FS13	ADV 870	1	International Advertising	12
FS13	ADV 892	1	Special Topics: Public Relations Concepts and Distinctions	27
FS13	ADV 892	2	Special Topics: The Language of Advertising and Marketing Communication	10
FS13	ADV 892	701	Special Topics: New Media Drivers License	11
FS13	CAS 825	1	Mass Comm & Public Health	14
FS13	CAS 892	2	Special Topics: Dynamic Communication Processes	3
FS13	CAS 892	301	Special Topics: Implications for the Study of Communication	2
FS13	JRN 800	1	Multiple Media Reporting I	5
FS13	JRN 815	1	Media, Society and Theory	12
FS13	JRN 818	1	Media Markets and Managers	10
FS13	JRN 872	1	Environ Sci & Hlth Reporting	3
FS13	JRN 873	1	Enviro Sci & Hlth JRN Seminars	5
FS13	JRN 892	1	Special Topics: Writing the Non-fiction Book	2
FS13	TC 820	1	Theories Media and Information	7
FS13	TC 831	1	Theories Interaction Design	7
FS13	TC 831	730	Theories Interaction Design	7
FS13	TC 839	1	Implementing Interactivity	6
FS13	TC 841	1	Understanding Users	12
FS13	TC 841	730	Understanding Users	10
FS13	TC 842	1	Design & Devel Media Projects	10
FS13	TC 852	1	Econ Struct Telecom Industries	3
FS13	TC 861	1	Information Networks & Tech	4

SPRING SEMESTER 2014				
SS14	ADV 823	1	Consumer Behavior	28
SS14	ADV 826	1	Advertising & Promotion Mgt	11
SS14	ADV 830	1	Seminar in Social Marketing	21
SS14	ADV 846	1	Media Strategy	12
SS14	ADV 860	1	Media Relations	31
SS14	ADV 865	1	Advertising and Society	29
SS14	ADV 892	2	Special Topics: Not for Profit and Fund Raising and Philanthropy	12
SS14	ADV 892	701	Special Topics: Social Media Marketing	6
SS14	CAS 826	1	Health Comm Diverse Publics	10
SS14	CAS 850	730	Health Informatics	7
SS14	CAS 892	1	Special Topics: Computer-mediated Communication	6
SS14	CAS 892	2	Special Topics: Health Communication and Technology	7
SS14	CAS 892	3	Special Topics: Group Communication	8
SS14	JRN 801	1	Multiple Media Reporting II	6
SS14	JRN 816	1	Applied Res Meth in Journalism	10
SS14	JRN 821	1	Soc Media News & Information	7
SS14	JRN 825	1	Jrn History and Qual Methods	6
SS14	JRN 872	1	Environ Sci & Hlth Reporting	1
SS14	JRN 872	2	Environ Sci & Hlth Reporting	7
SS14	JRN 873	1	Enviro Sci & Hlth JRN Seminars	2
SS14	TC 830	1	Foundations of Serious Games	7
SS14	TC 830	730	Foundations of Serious Games	10
SS14	TC 840	1	Interaction Design	9
SS14	TC 845	1	Human Computer Interaction	7
SS14	TC 850	1	Telecom Policy Analysis	5
SS14	TC 851	1	Understanding Social Media	7
SS14	TC 862	1	Info Networks Orgs Commerce	6
SS14	TC 875	1	ICT Development	7
SS14	TC 891	1	Special Topics: IT, Coordination and Organization	3

FALL SEMESTER 2014				
FS14	ADV 823	1	Consumer Behavior	23
FS14	ADV 826	1	Advertising & Promotion Mgt	10
FS14	ADV 836	1	Media Innovations	18
FS14	ADV 843	1	Strategic Brand Communication	29
FS14	ADV 850	1	Public Relations Management	31
FS14	ADV 892	3	Special Topics: The Language of Advertising and Marketing Communication	13
FS14	ADV 892	740	Special Topics: New Media Driver's License	3
FS14	ADV 892	741	Special Topics: New Media Driver's License	8
FS14	CAS 825	1	Mass Comm & Public Health	11
FS14	CAS 892	1	Special Topics: Communication Networks	5
FS14	JRN 800	1	Multiple Media Reporting I	5
FS14	JRN 815	1	Media, Society and Theory	10
FS14	JRN 872	1	Environ Sci & Hlth Reporting	2
FS14	JRN 873	1	Enviro Sci & Hlth JRN Seminars	5
FS14	JRN 875	1	Global Affairs Reporting	9
FS14	TC 820	1	Theories Media and Information	3
FS14	TC 831	1	Theories Interaction Design	4
FS14	TC 831	730	Theories Interaction Design	11
FS14	TC 839	1	Implementing Interactivity	5
FS14	TC 841	1	Understanding Users	6
FS14	TC 841	730	Understanding Users	5
FS14	TC 842	1	Design & Devel Media Projects	17
FS14	TC 861	1	Information Networks & Tech	9
FS14	TC 877	1	Comparative & Interntl Telecom	7

SPRING SEMESTER 2015

SS15	ADV 823	1	Consumer Behavior	10
SS15	ADV 826	1	Advertising & Promotion Mgt	10
SS15	ADV 830	1	Seminar in Social Marketing	7
SS15	ADV 846	1	Media Strategy	13
SS15	ADV 850	1	Public Relations Management	17
SS15	ADV 855	1	Public Relations Theories	15
SS15	ADV 860	1	Media Relations	15
SS15	ADV 865	1	Advertising and Society	17
SS15	ADV 870	1	International Advertising	19
SS15	CAS 826	1	Health Comm Diverse Publics	12
SS15	CAS 850	1	Health Informatics	8
SS15	CAS 892	1	Special Topics: Risk Communication	9
SS15	CAS 892	3	Special Topics: Cognition and Emotion	8
SS15	JRN 801	1	Multiple Media Reporting II	4
SS15	JRN 816	1	Applied Res Meth in Journalism	7
SS15	JRN 821	1	Soc Media News & Information	7
SS15	JRN 825	1	Jrn History and Qual Methods	5
SS15	JRN 873	1	Enviro Sci & Hlth JRN Seminars	2
SS15	TC 830	1	Foundations of Serious Games	7
SS15	TC 830	730	Foundations of Serious Games	3
SS15	TC 844	1	Interaction Design	7
SS15	TC 845	1	Human Computer Interaction	3
SS15	TC 850	1	Media and Information Policy	5
SS15	TC 851	1	Understanding Social Media	10
SS15	TC 854	1	Econ of Media Market & Strat	3
SS15	TC 862	1	Info Networks Orgs Commerce	12
SS15	TC 875	1	ICT Development	10

FALL SEMESTER 2015

FS15	ADV 823	1	Consumer Behavior	13
FS15	ADV 843	1	Strategic Brand Communication	15
FS15	ADV 850	1	Public Relations Management	11
FS15	ADV 892	741	Special Topics: Social Media Marketing	19
FS15	CAS 825	1	Mass Comm & Public Health	15
FS15	CAS 892	1	Special Topics: Social Network Analysis	14
FS15	CAS 892	2	Special Topics: Stigma Theory & Measurement	3
FS15	CAS 892	301	Special Topics: Neuroscience & Mass Comm	4
FS15	JRN 800	1	Multiple Media Reporting I	11
FS15	JRN 810	1	Visual Journalism	4
FS15	JRN 815	1	Media, Society and Theory	13
FS15	JRN 872	1	Environ Sci & Hlth Reporting	2
FS15	JRN 875	2	Global Affairs Reporting	2
FS15	MI 820	730	Theories Media and Information	6
FS15	MI 831	730	Theories Interaction Design	15
FS15	MI 839	1	Implementing Interactivity	4
FS15	MI 841	1	Understanding Users	5
FS15	MI 841	730	Understanding Users	11
FS15	MI 842	1	Design & Devel Media Projects	9
FS15	MI 861	1	Information Networks & Tech	14

SPRING SEMESTER 2016				
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SS16	ADV 816	1	Fundraising Philan Nonprof Org	14
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SS16	ADV 823	1	Consumer Behavior	14
SS16	ADV 826	1	Advertising & Promotion Mgt	17
SS16	ADV 830	1	Seminar in Social Marketing	9
SS16	ADV 855	1	Public Relations Theories	11
SS16	ADV 860	1	Media Relations	12
SS16	ADV 865	1	Advertising and Society	19
SS16	ADV 870	1	International Advertising	2
SS16	ADV 892	1	Special Topics: Media Psychology and Physiology	3
SS16	ADV 892	740	Special Topics: New Media Drivers License	5
SS16	CAS 826	1	Health Comm Diverse Publics	5
SS16	CAS 850	730	Health Informatics	9
SS16	CAS 892	1	Special Topics: Health and Technology	2
SS16	JRN 801	1	Multiple Media Reporting II	9
SS16	JRN 816	1	Applied Res Meth in Journalism	10
SS16	JRN 821	1	Soc Media News & Information	7
SS16	JRN 825	1	Jrn History and Qual Methods	6
SS16	JRN 872	1	Environ Sci & Hlth Reporting	1
SS16	JRN 873	1	Enviro Sci & Hlth JRN Seminars	4
SS16	JRN 892	730	Special Topics: News Media Management	2
SS16	MI 830	1	Foundations of Serious Games	4
SS16	MI 830	730	Foundations of Serious Games	12
SS16	MI 844	1	Interaction Design	13
SS16	MI 845	1	Human Computer Interaction	13
SS16	MI 850	1	Media and Information Policy	4
SS16	MI 851	1	Understanding Social Media	12
SS16	MI 852	1	Econ Struct Telecom Industries	4
SS16	MI 862	1	Info Networks Orgs Commerce	6
SS16	MI 875	1	ICT Development	11

FALL SEMESTER 2016				
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FS16	ADV	1	Consumer Behavior	4
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	823			
FS16	ADV 836	1	Media Innovations	16
FS16	ADV 843	1	Strategic Brand Communication	11
FS16	ADV 850	1	Public Relations Management	12
FS16	ADV 892	740	Special Topics: New Media Driver's License	6
FS16	ADV 892	741	Special Topics: New Media Driver's License	3
FS16	CAS 825	1	Mass Comm & Public Health	11
FS16	CAS 892	1	Special Topics: Social Network Analysis	7
FS16	CAS 892	2	Special Topics: Diffusion	13
FS16	CAS 892	301	Special Topics: Motion Capture and Digital Animation to Research Nonverbal Behavior, Communication and Virtual Environments	8
FS16	JRN 800	1	Multiple Media Reporting I	11
FS16	JRN 810	1	Visual Journalism	8
FS16	JRN 815	1	Media, Society and Theory	21
FS16	JRN 872	1	Environ Sci & Hlth Reporting	2
FS16	JRN 873	1	Enviro Sci & Hlth JRN Seminars	2
FS16	JRN 875	1	Global Affairs Reporting	7
FS16	MI 820	1	Theories Media and Information	5
FS16	MI 831	730	Theories Interaction Design	23
FS16	MI 839	1	Implementing Interactivity	4
FS16	MI 841	730	Understanding Users	8
FS16	MI 841	740	Understanding Users	23
FS16	MI 842	1	Design & Devel Media Projects	21
FS16	MI 861	1	Information Networks & Tech	14

FS16	MI 877	1	Comparative & Interntl Telecom	9
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SPRING SEMESTER 2017				
SS17	ADV 816	1	Fundraising Philan Nonprof Org	16
SS17	ADV 830	1	Seminar in Social Marketing	11
SS17	ADV 855	1	Public Relations Theories	4
SS17	ADV 860	1	Media Relations	16
SS17	ADV 865	1	Advertising and Society	7
SS17	ADV 892	730	Special Topics: Monitoring and Measuring Social Media	17
SS17	ADV 892	741	Special Topics: New Media Driver's License	5
SS17	CAS 826	1	Health Comm Diverse Publics	10
SS17	CAS 829	730	Eval Tech for Working Profes	11
SS17	CAS 835	730	Branding & Image Communication	12
SS17	CAS 842	730	Prof Communication Ethics	12
SS17	CAS 850	730	Health Informatics	6
SS17	CAS 892	1	Special Topics: Group Communication	7
SS17	CAS 892	3	Special Topics: Health Communication and Technology	7
SS17	CAS 892	4	Special Topics: Content Analysis	5
SS17	JRN 801	1	Multiple Media Reporting II	9
SS17	JRN 816	1	Applied Res Meth in Journalism	10
SS17	JRN 821	1	Soc Media News & Information	11
SS17	JRN 825	1	Jrn History and Qual Methods	8
SS17	JRN 873	1	Enviro Sci & Hlth JRN Seminars	4
SS17	JRN 892	1	Special Topics: News and Information Processing in the DigitalEra	5
SS17	JRN 892	730	News Media Management	1
SS17	MI 830	730	Foundations of Serious Games	19
SS17	MI 844	1	Interaction Design	17
SS17	MI 850	1	Media and Information Policy	2
SS17	MI 851	1	Understanding Social Media	12
SS17	MI 862	1	Info Networks Orgs Commerce	14

SS17	MI 875	1	ICT Development	6
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Number of 800 level courses offered per year by department

Department	S 12	F12/S13	F13/S14	F14/S15	F15/S16	F16/S17	AVG.
ADPR	11	24	17	17	14	13	16
CAS	4	4	8	6	7	12	6.83
JOURN	3	11	13	9	12	13	10.17
MI	6	15	18	18	16	14	14.5
Total	24	54	56	50	49	52	47.5