## TABLE OF CONTENTS

**State of the Communication Discipline** ................................................................. 3

**Department of Communication: Our Mission, Vision and Learning Outcomes** ........... 3

**Our Mission** .................................................................................................................. 3

**Our Vision** ....................................................................................................................... 3

**Program Goals & College Strategic Plan** ................................................................. 4

**Strategies and Tactics** .................................................................................................. 5

**Learning Outcomes** ...................................................................................................... 5

**Accomplishments in Teaching** .................................................................................... 5

**Unique Curricular Offerings** ......................................................................................... 5

**Contributions to Other Units** ....................................................................................... 6

**Distance Education** ...................................................................................................... 6

**Contributions to Unique Curricular Initiatives** .......................................................... 7

**Internships** ..................................................................................................................... 7

**Martin Scholars Program** .......................................................................................... 7

**Spring Break & Maymester Trips** ................................................................................. 8

**Study Abroad** ................................................................................................................. 10

**Changes in Enrollment and Workload** ..................................................................... 12

**Enrollment Trends** ...................................................................................................... 12

**Assessment** .................................................................................................................. 12

**Faculty Teaching Awards** .......................................................................................... 13

**Diversity** ....................................................................................................................... 14

**Accomplishments in Research and Professional Development** .............................. 14

**Service Contributions** ............................................................................................... 14

**Service to the College** ................................................................................................. 14

**Service to the Community (Professional in Nature)** ............................................... 15

**Service to the Profession** ........................................................................................... 15

**Accomplishments of Students and New Alumni** ...................................................... 15

**Recent Graduate Employment** .................................................................................. 18

**Post-Graduate Study Information** ............................................................................. 19

**Curricular Development and Change and Master of Arts in Communication** .......... 19
STATE OF THE COMMUNICATION DISCIPLINE

Communication research and education experienced rapid growth and institutional consolidation as an academic discipline in the second half of the twentieth century, and again in the past two decades with the emergence of new technology used to communicate. Traditionally, the field is informed by the intellectual traditions of the humanities and social sciences, building on the ancient Greek arts of rhetoric, dialectic, aesthetics and poetics as well as psychology, anthropology, sociology and political science. Our theoretical foundation is built on the seven primary traditions of communication: rhetoric, semiotics, cybernetics, phenomenology, social psychology, sociocultural theory, and critical theory.

The discipline ranges in scope from the micro-analysis of individual behavior (e.g. information processing) to macro-analysis of communication at the institutional or societal level (e.g. organizational communication, international communication). Research in the discipline also utilizes various methods of inquiry including quantitative social science (e.g. media effects), critical and cultural studies (e.g. gender studies, media criticism), interpretive social science (e.g. social interaction), humanities (e.g. rhetorical studies), and applied (e.g. journalism).

Because of the diversity of the discipline, it is difficult to identify emerging issues and trends that cut across all areas, but most scholars agree that the discipline will continue to have a distinctly applied focus with significant opportunities for funding research in the areas internationalization and global communication, media, health communication, ethics, and mediation and conflict resolution. We also anticipate ongoing discussion about the role of communication in the public sphere. As with all disciplines, the role of technology in shaping and changing the way we communicate is likely to remain an important topic.

DEPARTMENT OF COMMUNICATION: OUR MISSION, VISION AND LEARNING OUTCOMES

Our Mission
The Department of Communication creates and shares knowledge of communication and relational processes, including ethical and critical decision-making, with the goal of encouraging the development of engaged citizens preparing for leadership in their professions, community, and world.

Our Vision
The Department of Communication at the College of Charleston is one of the nation’s premier integrated communication programs for undergraduate and master’s-level education. The department’s graduates are communication experts who write beautifully, speak eloquently, think critically, and research effectively. With the advantages of an outstanding liberal arts education and personalized instruction, the department’s graduates bring extraordinary proficiency to audience analysis, message reception, message design, and communication campaigns. These graduates are marked by their leadership in their workplaces and communities and by their ability to adapt to rapid changes in the communication practices and technologies of the twenty-first century. The department is recognized nationally and internationally for its outstanding faculty and its integration of the full range of communication
interests in an innovative, challenging curriculum, which requires study of messages and audiences in communication contexts ranging from face-to-face settings to the latest developments in emerging media. The department has special research and teaching expertise in corporate communication and public relations, health communication, and political communication.

**Program Goals & College Strategic Plan**

*Goal 1: Provide students a highly personalized education based on a liberal arts and sciences core and enhanced by opportunities for experiential learning.*

Faculty in the department felt that our innovative curriculum made us uniquely suited to provide a highly personalized educational experience for our majors. With two year-long courses and a curriculum based on core competencies rather than specific content, students have the opportunity to develop strong relationships with individual faculty and to select their coursework to meet their personal and professional objectives. Additionally, faculty cited our emphasis on problem-based and service-learning, our study abroad programs, and our robust independent study and internship programs as central to our ability to help the College achieve this goal.

*Goal 3: Provide students the global and interdisciplinary perspectives necessary to address the social, economic, environmental, ethical, scientific and political issues of the 21st century.*

Our faculty also perceived the department to be ideally placed to facilitate the attainment of this goal through our work with the Study Abroad office (we have the largest number of students to study abroad in HSS), our service learning and civic engagement activities, internship program, and interdisciplinary offerings. Additionally, one of the primary objectives of our advisory council is to bring contemporary issues in the political and economic realm to life through their student forums and class visits.
Goal 4: Establish and promote a vibrant campus-life atmosphere dedicated to education of the whole person through integration of curricular and co-curricular or extracurricular activities.

As one of the departments most committed to co-curricular activities, we are happy to support this objective through continuing to strengthen our Bully Pulpit Series on Presidential Communication, Mentor-Protégé Program, Distinguished Communicator Award, Executive Communicator Series, and spring break trips and outreach activities. We also intend to continue our work with student groups including the Public Relations Student Society of America, Lambda Pi Eta, and Cistern Yard Media.

Strategies and Tactics
While all of the strategies and tactics identified in the strategic plan are important to the long-term success of the College, we would place strengthening the academic core (1), support for a highly-qualified, diverse and stable base of faculty and staff (3), and the development of appropriate facilities and infrastructure to support academic and extra-curricular programs (7) at the top of the priority list. We expect, however, that in order to achieve these objectives we will have to develop and enhance our non-state resources (9) and create strong brand recognition both nationally and internationally (10).

Learning Outcomes
Students who graduate from the College of Charleston with a degree in Communication will be able to 1) write beautifully; 2) think critically; 3) speak eloquently; 4) research effectively; and 5) understand communication as a liberal art.

ACCOMPLISHMENTS IN TEACHING

Unique Curricular Offerings
Our curriculum is unique from beginning to end. Students take a two-semester course sequence focused on speaking and writing after completing their three introductory semester-long courses, Media in the Digital Age, Principles and Practices in Strategic Communication, and Communication, Identity, and Community. In addition to required courses in Communication Research Methods and Communication Ethics, students select from a variety of topically-based courses at the 300 and 400 levels, before finishing the major with a two-semester capstone sequence.

As an integrated communication program, we offer courses in multiple areas of the discipline. Some of the more unique offerings of 2017-2018 were:

- **Ethical Communication courses on** Freedom of Expression; Digital Media Ethics; and Civic Engagement
- **Addressing Problems in Context courses on** Social Influence; International Communication; Health Communication; Sport in the South; Communication in Online Groups; and Strategic Communication Management

**Analysis of Communication Practice courses on** Social Marketing; Media, Communication, and Technoculture; Debating Social Change; and Sustainability and Communication
This year, we taught nine sections of our two-semester capstone course with tremendous success. We continued our highly competitive capstone selection process, in which rising seniors reviewed section descriptions and applied to their desired capstone selection(s). Capstone faculty then read applications, rank ordered students for their course, and met as a group to “draft” students into their specific sections. In this process, students were evaluated based on their experience and background with the subject matter of the course, internships, related work experience, volunteer work, and academic performance. Although all eligible students were placed in a capstone course, this competitive process rewards our most accomplished students who participate in curricular and co-curricular work. Students dissatisfied with their capstone placement were encouraged to wait list their preferred classes. Capstone topics for Fall 2017 included the Leadership Labyrinth, Strategic Communication Campaigns, Gender and Communication, Narrative and Public Memory, and Podcasting in the Free World. This year for the first time, we offered a semester-long study abroad capstone option, in which students studied intercultural communication and culture in Trujillo, Spain for the fall semester and then returned to Charleston in the spring semester to complete their research projects.

Contributions to Other Units
While we have the second highest number of majors in the Humanities and Social Sciences and are one of the top five majors at the College, the Department of Communication continues to play a significant role in supporting our liberal arts mission by contributing to general education offerings for our students and in special curricular initiatives.

- **Honors**: We contributed 21 credit hours to the honors program this academic year through Bachelor’s Essays and Independent Studies.

- **First Year Experience and Learning Communities**: Communication faculty members contributed 18 credit hours in courses for the First Year Experience and Learning Community program this year, generating more than 340 student credit hours. We anticipate continued contributions in this area as several faculty are already assigned to FYE/LC courses for fall and spring of AY 2018-2019.

- **REACH**: Our department actively supports students in the REACH program every year, with four faculty members teaching REACH students in different courses this academic year.

- **Public Health**: Health Communication is a required course in the public health curriculum, and the Department of Communication offered six sections of this course during AY 2017-2018.

Distance Education
Departmental faculty taught 48 credit hours of Communication courses online during the 2017-2018 academic year, including three courses in the fall semester, five in the spring semester, and eight courses during the summer 2018 terms. Our internship course is now an online class,
encouraging discussion regarding their internship experiences between students at different internship sites. Additionally, our graduate program is shifting to a primarily online format, and our first step toward this goal was a hybrid course on communication and leadership that met both online and in person. Please see the MCOM annual report for details about our graduate program transition. Communication faculty also taught 15 hours of online coursework in the Applied Communication concentration for the Bachelor of Professional Studies program.

**Contributions to Unique Curricular Initiatives**
The Department of Communication offers a wide variety of options for students to participate in interdisciplinarity, internationalization/globalization, personalized education, and high impact student experiences. Examples include internships, study abroad, departmental spring break and Maymester trips, and our involvement in the Public Health curriculum.

**Internships**
Students are not required to complete internships to graduate with a Communication major, however they are strongly encouraged by advisors and faculty members to have at least one internship experience, if not more, before they graduate. A total of 42 students completed internships for COMM credit located both in and outside the state of South Carolina. Companies represented in our internship list this year include, but are not limited to, The Becket Agency, Lulie Wallace Art, College of Charleston, Charleston Wine + Food, Charleston Collegiate, The Medical University of South Carolina, The Modern Connection, Byrdhouse PR, Anheuser Busch, Fox 24, Live5 News, Pinckney Palm, Push Digital, US Defense Security Service, Susan G. Komen, Pet Helpers, Wagstaff Worldwide, WBMF News, Indigo & Cotton, Rawle Murdy, Dig South, Charleston Music Hall, Lowcountry Local First, Phase 3 Marketing, Touchpoint Communications, Mercedes Benz Vans, ArtMag, and Blue Ion.

In addition to for-credit internships, many students completed not-for-credit internships with companies in South Carolina and across the nation. A departmental poll sent to all students in senior-level courses yielded responses reporting many varied internship experiences. Most indicated they had completed just one internship, but several had done two or three prior to their senior year.

**Martin Scholars**
Tom Martin, executive-in-Residence in the Department, and his wife, Wanda, created the Martin Scholars Program in spring 2016. The program develops a select group of 10 senior communication majors through a combination of exposure to effective communication leaders who serve as mentors and teachers, networking opportunities with Communication alumni and the Department of Communication Advisory Council members, and experiential learning.

Tom Martin’s top priorities are improving students’ writing skills and decision-making skills so that they are ready to navigate the real world strategically, ethically and credibly. He also encourages students to focus on giving back. In addition to creating the Martin Scholars program, Martin also leads a spring break networking trip for students to Washington, D.C. and
New York City (see below). He and Wanda, who serves as a literacy tutor with the Reading Partners at James Simons Elementary, are leading by example. The Martins believe that one of the most important forces shaping a progressive society is the mentoring of future generations by parents, teachers, coaches, employers and others who encourage and inspire great things.

This year, the second class of Martin Scholars got to know each other in September 2017 during a weekend retreat, developed relationships with their local mentors, and visited many companies and firms employing communication professionals, including Byrdhouse PR, Boeing, Blackbaud, and Rawle Murdy, among others. The third class of Martin Scholars was selected during the spring 2018 semester and have many activities planned for the upcoming year.

**Spring Break & Maymester Trips**

*2018 Spring Break in DC & NYC*

The Department hosts an annual Spring Break Trip for students to visit and connect with industry leaders in New York and DC. This weeklong experience, led by Tom Martin, is designed to enhance student understanding of the communication profession by offering a series of tours, presentations and networking events in the Washington, DC and New York markets.

Thanks to members of our Advisory Council and our alumni, this year’s trip included a visit to Capitol Hill television media center, The Washington Post, FleishmanHillard, CNN Washington Bureau, Purple Strategies, a meeting with Senator Tim Scott (R-SC), Ketchum, a visit with Mike McCurry and Greg Schneider (former Press Secretary to President Bill Clinton and President Jimmy Carter, respectively), Thomson Reuters, Odyssey, Google, Peppercomm, Heyman Associates, Fox Business News, and Bloomberg, Inc.

Students’ takeaways from the trip showcase the appreciation they have for the Department putting together this trip. Following the trip, we ask students to rate each of the business visits. Here is a selection of the feedback we received about this year’s spring break trip from the students who participated in it:

“The trip gave me wonderful perspective on what I need to do to succeed and what I do not want to do. I am less stressed and feel I am more clear on what I want to do post-graduation,” wrote a Martin Scholar.
A senior shared: “Getting to see parts of the Capitol that most people don’t get the chance to see was cool. Also being able to network with great CofC alumni all week was a high point.”

“I loved being able to talk with such diverse people of varying positions. Being able to talk to a head of photography at Thomson Reuters was an amazing experience,” wrote a Martin Scholar.

“This was a wonderful, productive week which put life after graduation into perspective for me. I made great connections and plan on applying to a few of the companies we visited. Thank you for organizing this trip for us, we’re very lucky,” said a graduating senior.

“My favorite part of the trip was New York because all of the companies were so different from one another. From Google to Fox to Odyssey, etc., it truly showed how broad Communication can be and how many different ways there are to use the major. For example, Aaron Hite worked in advertising and Brian Jones worked in business news, yet they both had the same major. I thought this trip was extremely beneficial in many ways. It provided new insights and connections into the field of Comm that I would not have gotten otherwise. I absolutely loved this trip and plan on returning next year, I think it is a great opportunity for all Comm majors,” wrote an underclassman.

2017 Maymester in Chicago
Dr. Amanda Ruth-McSwain taught a 2017 Maymester course titled, COMM 336: Addressing Problems in Context, Media Relations. The course provided a unique experience taking students outside the classroom and into the exciting world of public relations and media organizations in Chicago, IL. Students in this course learned how to: navigate the ever-evolving media landscape; research reporters and outlets; develop strong media relationships; build a media relations plan and messaging platform; identify and prepare spokespeople; manage crisis communications; and employ social media to drive their messages.

Thanks to members of our Advisory Council and our alumni, the Chicago trip included a visits to the following public relations/advertising organizations: Mosaic North America, BBDO Worldwide, Chicago Cubs PR, Conagra Brands, Beam Suntory, and Edelman Chicago.

(Top) Students listened to the advice from the media at AdAge, Bloomberg Business and Chicago Magazine as part of Conagra Brands presentation. (Bottom) A great view of Wrigley Field from the top of the Chicago Cubs Organization. The Cubs PR team gave insights on the messaging they focus on for their fans.
Study Abroad

The department offered three different study abroad trips this year. Drs. Celeste Lacroix and Robert Westerfelhaus were busy traveling and teaching this year. They accompanied students to Trujillo, Spain for the fall 2017 semester and took another group of students to Austria, Poland, and Italy in summer 2018. Dr. Merissa Ferrara and her spring COMM 480 students traveled to Peru to complete their COMM 481 capstone projects. Highlights from these trips included:

The Trujillo trip

During the Fall 2017 semester, Drs. Lacroix and Westerfelhaus took 9 undergraduate students to Trujillo, Spain. Four communication classes were offered, incorporating communication, cultural, historical, linguistic, philosophical, and sociological material specifically related to the town of Trujillo, the region of Extremadura, and the nation of Spain.

In addition to the communication classes offered, students had the option of taking an English literature class regarding Ernest Hemingway’s life in and writings about Spain taught by CofC’s Dr. Susan Farrell. Also offered were Spanish language classes taught at intermediate and advanced levels by native speakers from the faculty of the Universidad de Extremadura in nearby Cáceres.

Learning also was promoted outside the classroom through excursions, including day trips to:
- Cáceres, which included a walking tour of the old city center;
- Madrid, where students visited the Prado and the Reina Sofia museums, among other sites;
- a vineyard and winery, where they were treated to a private tour by a member of the owner-family;
- the pilgrimage church at Guadalupe;
- the Portuguese town of Evora, which included visits to Celtic and Roman era sites;
- Medina, where students toured the extensive Roman ruins as well as Moorish sites;
- the town of Toledo, which included a visit to the El Greco Museum; and,
- Monfragüe National Park.

Students also took a week-long trip to Andalusia (southern Spain). Highlights of that trip include:
- the Mezquita (cathedral/mosque complex), Sephardic Museum, and Jewish Quarter at Córdoba;
- the Alhambra, Sacromonte, Royal Chapel, and Albayzin neighborhood in Granada;
- the gorge at Ronda and that town’s famous bull fighting arena; and,
- the Giralda (cathedral tower), Alcazar palace complex, and a flamenco theater in Seville.

These and numerous other activities enriched students’ understanding of material covered in course textbooks, in-class discussions, and lectures. In addition, they helped expand students’ site-specific knowledge in other ways as well. Whenever possible, the professors invited locals
to share their indigenous experience and knowledge with the students. This was complemented by the housing of students with local families, from which experience students gained much cultural and language learning.

In addition to group activities, the instructors alone or in tandem accompanied individuals and small groups to places of particular interest to the students themselves. Reflecting the deliberate design of the study abroad program, students also had multiple opportunities for informal discussions with professors at meals, over coffee, and while traveling via plane, tram, or bus. These conversations covered a wide range of topics.

The Austria, Poland, and Italy trip
During the 2018 extended summer session, Drs. Lacroix and Westerfelhaus took 15 undergraduate students to Salzburg, Austria; Krakow, Poland; and Florence, Italy. The students took COMM 336 Addressing Problems in Context with Dr. Lacroix and COMM 315 Ethical Communication with Dr. Westerfelhaus. The classes incorporated communication, culinary, cultural, historical, linguistic, philosophical, and psychological material specifically related to the three cities where the students lived and studied. This program had a Slow Food focus, which resulted in several food-related excursions, as well as a visit to a brewery that is a Slow Brewer and a Winery that is a completely sustainable, organic producer.

Extra-curricular highlights of the program included:

Salzburg (Austria/Germany)
- private guided tour of the Mauthausen Concentration Camp (in Austria);
- visit to the Dokmentation Obersalzberg Center (archives/museum on Holocaust and Nazi history);
- visit to the Kehlsteinhaus (more commonly known as Hitler’s Eagle’s Nest retreat);
- spa excursion (Watzmann Therme, Berchtesgaden, Germany);
- beer tasting/dinner at the Stiegl Brewery;
- tour of Stiegl-Gut Wildshut (a sustainable agriculture farm reserve);
- visit to top of Untersberg (an Alpine Mountain) via a funicular.

Krakow (Poland)
- private guided tour of Auschwitz/Birkenau concentration camp complex;
- private guided tour of the Wieliczka Salt Mine.
- walking tour of the Kazimierz (old Jewish Quarter), Stare Miasto (town center), and Jagiellonian University;
- visits to various castles, churches, museums, synagogues, and places of cultural and/or historical significance.

Florence (Italy)
- private walking tour of the historic district;
- a private gelato-making lesson by a world-renowned artisanal gelato master;
• cheese tasting and a visit to small family-owned chocolate factory in Scandicci (a town near Florence);
• Chianti Day Trip, which included wine tasting/lunch at a vineyard/winery;
• three days/nights at the Villa Guarnaschelli in the Tuscan foothills outside of Florence;
• visits to various churches, museums, palaces, and other culturally significant sites.

These and other activities enriched students’ understanding of material covered in course textbooks, in-class discussions, and lectures. In addition, they helped expand students’ site-specific intercultural knowledge in other ways as well. Whenever possible, the professors invited locals to share their indigenous experience and knowledge with the students.

The Peru trip
The Wired and Inspired capstone concluded with a Maymester abroad in Peru. Ten students and Dr. Ferrara traveled to several cities including: Lima, Paracas, Cusco, and Puerto Maldonado. Highlights included a series of days at an Eco Lodge in The Amazon (Tambopata National Reserve), seeing the sea lions of Ballestas Islands, observing a transportation strike, and a sunrise hike to Machu Picchu. The itinerary led to discussions about tourism communication (i.e., ecotourism, volunteer tourism, advertising) as well as perceptions of American tourists. The class also covered course concepts consistent with the typical Wired and Inspired capstone which focuses on interpersonal theory application: uncertainty theories, identity, facework, vulnerability, community building, the transition to post-college life, and efficacy.

Changes in Enrollment and Workload
The number of students majoring in Communication was 543 at the end of the Spring 2018 semester. This number is comparable to recent years, as Spring 2016 had 522 Communication majors and Spring 2017 had 555 majors. Additionally, we had 70 students minoring in Communication (compared to 73 in 2017, 78 in 2016, 71 in 2015, and 45 in 2014). This year, we graduated 114 undergraduate students and 4 graduate students during the May commencement ceremonies. The average class size is 22.2 with 67.8% of student credit hours offered by roster faculty, 26% offered by highly qualified adjuncts and 6.2% offered by teaching assistants supervised by roster faculty. The only courses in the department taught by graduate teaching assistants are one-hour discussion sections for COMM 214. These labs are highly structured with a pre-designed curriculum and significant supervision by roster faculty teaching the course.

The department again experienced a slight increase in number of majors during 2017-2018, and signs point toward this number increasing again in 2018-2019. We continue to fill sections of our introductory writing and speaking course and our capstone course to their seating capacities, and additional sections have been added as space and faculty availability allows.

Assessment
In September 2017, the Assessment Committee completed a report examining data from the previous year. Assessment materials from COMM 214: Media in the Digital Age indicated that
students completing this course felt confident that they comprehended the core theoretical perspectives guiding their understanding of mediated communication, understood the impact of mediated communication on their daily lives, and understood the complex relationship between media and culture. Students demonstrated this comprehension by accurately answering common exam questions. Areas for improvement were identified. The faculty teaching COMM 214 will continue to modify course lectures and discussions to emphasize areas most in need of improvement.

During 2017-2018, the Assessment Committee collected assessment materials from COMM 281-Introduction to Communication Messages and COMM 481-Capstone in Communication. These courses represent the conclusion of the two course sequences that begin and end the major. The assessment data for these courses focused on the department’s four learning objectives: that students will be able to speak eloquently, write beautifully, research effectively, and think critically. The data collected included common test questions and rubrics evaluating how the students demonstrated mastery for each of these learning objectives.

These data will be analyzed and entered into Compliance Assist by the September 15, 2018 deadline for Assessment Reports relating to the 2017-2018 academic year.

**Faculty Teaching Awards**
We are fortunate to have many gifted teachers in our department. The Department followed up last year’s College-wide award-win with two more this year. This year Dr. Laurie Lattimore-Volkmann received the College’s *Distinguished Adjunct Faculty Teaching Award* and Dr. Beth Sundstrom received the College’s *William V. Moore Distinguished Teacher-Scholar Award*.

Within the department, undergraduate communication students awarded Dr. Amanda Ruth-McSwain with the Distinguished Faculty Member of the Year for 2017-2018. Some of the seniors who voted for her said things like:

- “She makes sure we are ready for life’s challenges as much as we are able to write an academic research paper,”
- “She has mastered the ability to demand a student’s best effort, while simultaneously offering gentle encouragement and genuine belief in a student’s abilities”
Dr. Tom Heeney was recognized by the graduate students as the Outstanding Faculty Member of the Year for 2017-2018. Additionally, Dr. Lattimore-Volkmann was recognized by the Department as the Outstanding Adjunct of the Year for her accomplishments in teaching and service to the department.

Diversity
The Department of Communication currently has 21 tenured or tenure track faculty: eleven white females, eight white males and two non-resident males. We continue to make every effort to increase diversity in our applicant pools for our searches to create a stronger, more diverse department including but not limited to advertising in The Chronicle and with graduate programs with typically more diverse populations.

ACCOMPLISHMENTS IN RESEARCH AND PROFESSIONAL DEVELOPMENT
Departmental faculty published one scholarly book, nine new articles in peer reviewed journals, and thirteen additional popular articles, book chapters, invited publications, or reviews. A selection of this activity includes:

- Dr. Jenna Abetz published an article in Journal of GLBT Family Studies.
- Dr. Michael Lee’s article was the lead essay in Communication and Critical/Cultural Studies.
- Dr. Namjin Lee published a chapter in The Oxford Handbook of Political Communication.
- Dr. David Parisi published a book, Archaeologies of Touch: Interfacing with Haptics from Electricity to Computing, and an article in New Media & Society.
- Dr. Robert Westerfelhaus published an article in Islam and Popular Culture, and two chapters in Straight Talk about Communication Research Methods.

Eighteen presentations were made by Communication faculty members at regional, national, and international conferences. Additionally, multiple faculty members serve as reviewers for peer reviewed journal publications and conferences and are active in the discipline (see FAS report and appendix for summary data).

SERVICE CONTRIBUTIONS
Communication faculty are involved in service at all levels at the College, as well as within our discipline. A selection of our activity follows:

Service to the College
- Dr. Vince Benigni: Appointed by the President as Faculty Athletics Representative, member of the Athletics Compliance Oversight Committee, and liaison with the Colonial Athletic Association
- Dr. Julie Davis: First Year Experience Committee member
Dr. Doug Ferguson: Faculty Coordinator for eLearning and Distance Education
Dr. Bethany Goodier: Member of the IT Advisory Group and member of the BPS Steering Committee
Dr. Tom Heeney: search committee for Collegiate Recovery Program
Dr. Celeste Lacroix: Member of the Scholarship Committee for the Office of International Education
Dr. Michael Lee: Member of the FAM By-laws Committee
Dr. Deb McGee: Speaking Lab Director and member of the Assessment and Institutional Effectiveness Committee
Dr. Ryan Milner: Faculty Senator
Dr. Amanda Ruth-McSwain: Director of the Bully Pulpit Series
Dr. Beth Sundstrom: Member of the College of Charleston Institutional Review Board
Dr. Robert Westerfelhaus: Faculty Senator

Service to the Community (Professional in Nature)
- Dr. Deb McGee: St. Benedict’s Catholic Church, Lector
- Dr. Elena Strauman: Speak Up For Horses, Communication Consultant
- Dr. Beth Sundstrom: South Carolina Cervical Cancer Awareness Initiative, Advisory Board Member

Service to the Profession
- Dr. Vince L. Benigni: Association for Education in Journalism and Mass Communication, Conference Reviewer
- Dr. Beth Goodier: Member of the Publications Committee for Southern States Communication Association
- Dr. Jenifer Kopfman: Manuscript reviewer for the Southern States Communication Association Undergraduate Honors Conference
- Dr. Celeste C. Lacroix: Voices of Diversity Division, Eastern Communication Association, Conference Reviewer
- Dr. David Parisi: Critical Studies in Mediated Communication Advisory Board Member
- Beth L. Sundstrom: South Carolina Coalition for Healthy Families, Board Member, and Charleston Birth Place, Foundation Board Member
- Dr. Robert G. Westerfelhaus: Past President of the Carolinas Communication Association

ACCOMPLISHMENTS OF STUDENTS AND NEW ALUMNI
The communication major was the second largest major for the Class of 2018. A total of 114 students graduated with a communication major in May 2018.

Some of our recent student and graduate accomplishments include:
- Camila Bailey (2018) is a Fulbright award recipient. Camila graduated with degrees in communication and Spanish. She “will travel to rural Malaysia to teach English at the middle school level. Aside from teaching, she plans to start a writing class and a gardening club for students,” according to a recent article in The College Today.
Jennifer Asouzu (2018), a double major in communication and theatre with a concentration in performance, is one of the 10 students in the 2017-2018 Martin Scholars program. She plans on attending graduate school to study higher education and student affairs, with the intention of working with new students on the administrative level.

Jaquan Leonard (2018), a double major in communication and studio art, is a member of the inaugural class of the 2016-2017 Martin Scholars program. He has landed a position as the Digital Content Producer for WCSC Live 5 News.

Emma Berry (2018) plans to travel through India, Nepal, and Southeast Asia with plans to volunteer, complete work exchanges on farms and teach English.

Corinne Durocher (2018) is one of the 10 students in the 2017-2018 Martin Scholars program, a student-athlete, and in her senior year became the first-ever woman Offshore Sailing team captain.

Congratulations to the members of the CisternYard Media news team for winning multiple awards at the South Carolina Press Association awards. CYM’s website received second-place honors and first place in the general excellence category. Additionally, 4 students received individual honors. Among them is Hannah Broder, a junior majoring in communication. Hannah received third place in page design and first place for her photo story.

8 communication students received honors at the end of the spring semester’s Student Activism and Leadership Achievement (SALA) Awards from the Higdon Student Leadership Center at the College of Charleston. SALA recognizes and honors outstanding CoC students, faculty and staff that have contributed time and energy to improve our campus and community. Through their leadership and accomplishments, they have brought distinction to the College of Charleston.

- 2018 Cistern Award recipients:
  - Jennifer Asouzu, senior double-majoring in communication and arts management
  - Bradley Odac, a sophomore majoring computer information systems and minoring in communication

The Cistern Award recognizes senior students who have been motivated and engaged workers or members of an organization. These individuals are not necessarily the ones who hold executive roles (president, executive member or other officer), but they are leaders because of what they do for the organization and the College community.
2018 Hall of Leaders Award recipients:
- Alternative Break - **Louisa Brunson**, a junior majoring in communication and minoring in political science
- CisternYard Media - **Kallie Golicher**, a senior majoring in marketing and minoring in communication
- CisternYard Video - **Jaquan Leonard**, a senior majoring in communication and minoring in studio art
- Cougar Activities Board - **Chris Bailey**, a senior majoring in communication and minoring in history
- National Pan-Hellenic Council - **Jennifer Asouzu**, a senior double-majoring in communication and theatre, with a concentration in performance

The Hall of Leaders Award recognizes leaders of student organizations that have specific governing responsibilities at the College. Through this award, a member of each organization is recognized for his or her continuous contribution to the campus community. The award-winners have all:

- Gave selflessly of time and leadership to the organization
- Made a significant contribution to the campus community
- Encouraged and motivates others in the organization
- Recipients receive a plaque and their names are added to the Hall of Leaders wall in the Higdon Student Leadership Center.

2018 New Student Leader recipients:
- **Michelle Brazeau**, a freshman majoring in communication
- **Landon Bridges**, a freshman double-majoring in communication and political science

The New Student Leader Award recognizes first-year students who have been actively involved in contributing time and energy to learning leadership and contributing to the College community.

- **Courtney Hicks**, a communication junior, received the Lucille S. Whipper Award at the Excellence in Collegiate Education and Leadership (ExCEL) Awards ceremony this spring. The ExCEL awards honors more than 30 students, staff, faculty and community members for their commitment to creating a campus environment that promotes diversity and excellence.
Additionally, Courtney was awarded the Hibernian Society Award. The scholarship is awarded to students exhibiting academic achievement, character, and the potential to stay in the Charleston area and give back to the community.

- Six CofC communication students presented their work at the Theodore Clevenger Undergraduate Honors Conference at the Southern States Communication Association conference in Nashville, TN in April. They are, as follows:
  - Junior **Kiersten Helmey** completed her project in COMM 301 with Dr. Jenifer Kopfman and,
  - Seniors **Haleigh Donovan, Bonnie Hansley, Christopher Reese, Emma Berry, and Cat Caplan** completed their projects in their Communication Capstone class with Dr. Beth Goodier

- **Sarah Caro**, a communication senior, presented her paper “Building Food Bridges Together: An Ethnographic Study of Identities Within the Slow Food Movement (SFM)” at the Undergraduate Scholars Conference at Eastern Communication Association (ECA) in Pittsburgh in April.

- Earlier this spring communication senior **Grace Benigni** stars as “Medium Alison” in the production of *Fun Home* at PURE Theatre. The musical is based on the graphic novel by Alison Bechdel. See a review of the performance in the Charleston City Paper. Grace was also a member of the 2017-2018 Martin Scholars.

- Dr. Beth Sundstrom’s students, **Christina Mahaffie** and **Morgan Foley**, were superlative winners for creativity in the weekly Ketchum Mindfire Challenges (November 2017), and **Grace Benigni and Shelby Carson**, were superlative winners for creativity in the weekly Ketchum Mindfire Challenges (October 2017). Ketchum’s Mindfire: The award-winning creative crowdsourcing community of hundreds of top students at over 40 leading universities worldwide – who test their communication and ideation skills. Students are given the opportunity to gain “real world” experience by offering their ideas and solutions to client challenges of top brands in real time.

- Congratulations to CofC’s Center for International Education’s 2016-2017 Photo & Video Contest Winners! **Kathleen Hall**, a junior majoring in communication, came away with top honors as her photo, “Shades of Blue and White” best overall photo. The photo was taken in summer 2017 in Santorini, Greece. **Bonnie Hansley**, a senior majoring in communication, made a video, “Semester in Sussex”, and it won best video. Visit here to see all the award winners and their photos/videos.

- Congratulations to **Jennifer Asouzu**, a senior double majoring in communication and theatre, on her leadership role in organizing this year’s very successful Pep Supper! Pep Supper, is an annual event hosted by CofC fraternities and sororities that helps community members in need while also celebrating CofC Athletics. The event included a banner competition, a dance competition and a food drive for the Lowcountry Food Bank. The total weight for the food donation to the Lowcountry Food Bank was 29,844 pounds. The dance competition took place at the volleyball game in TD Arena on Oct. 23, 2017.

- Congratulations to **Erik Goldbach**, COMM alumnus class of 2017! Erik, a former guard for the CofC men’s basketball team, received a scholarship from Durham University in England to play basketball and pursue his master’s degree in marketing at the institution. Recently Erik was
named to the 2016-17 National Association of Basketball Coaches (NABC) Honors Court which recognizes men’s collegiate basketball student-athletes who excelled in academics during the past season.

- **Will Henry Lawrence** (2018) and his mentor, **Topper Ray**, Bravo Group’s President of Communications, kicked-off of the CoFC COMM mentor-protégé program in fall 2017 with their shared LinkedIn post on leadership. Check out the article [here](#). This is the first in a series of posts that will be published each month on LinkedIn. The posts will always be co-authored by a CoFC communication student (protégé) and a mentor (COMM Advisory Council member).

- **Wesli Jones** (2016) is the face (and voice) of The “We Are The Coca-Cola Company”. She’s been working on a commercial with Coca-Cola over the past few months and she’s done voice-overs (see the commercial [here](#)) for a series of commercials for the company. See image at right for print advertisement featuring Wesli. This is all on the side of her day job as a producer at CNN in Atlanta. Read more about Wesli’s post-grad journey.

- You can do anything with a CoFC communication degree. Take for instance, **Katie Thompson** who graduated in 2009 with a B.A. in Communication from the College of Charleston. She started her own business in Eutawville, S.C. where she handcrafts jewelry made from natural materials. The idea for her company resulted as a way to recycle wood scraps and shavings from her and her husband’s shared workshop, Joseph Thomson Woodworks. The idea grew and became a line of gorgeous accessories made from hardwoods and other high quality materials. She crafted a line of wooden accessories for the College of Charleston Alumni Association. After the large oak tree fell in 2016 in the Cistern Yard, Katie got her hands on a few of the logs and turned them into pieces for the College of Charleston. The accessory line includes cuff-links, bottle openers, oysters knives, pendants, and earrings. Proceeds from the [Black Swamp](#) Cistern Oak line go toward CoFC scholarships and programs.

**Post-Graduate Study Information**

- **Kelly Kambourelis** (2014) is heading into her second year as a student at UCLA School of Law. This summer she clerked in the office of the Honorable Robert N. Kwan, United States Bankruptcy Court, Central District of California.

- **Ellie Smith** (2018) graduated from the master's in communication program and this fall is pursuing her PhD at the Oregon State University.

**CURRICULAR DEVELOPMENT AND CHANGE**

No significant changes have been made to our undergraduate major. Most of our curricular change efforts have been directed toward redesigning the curriculum in our graduate program. With the recently-approved curriculum revisions, the Master of Arts in Communication program is better positioned to serve a regional audience of new and mid-career professionals looking for advanced education and training in communication. Not only does this program provide a
unique online option for graduate education in communication in the state of South Carolina, it will be the first communication program in the region to offer a 12-month degree completion option. We began offering some coursework online in the 7-week class format during AY2017-2018, and all graduate courses will be offered in this format by the end of this next year. (Please see the 2017-2018 MCOM annual report for more details.)