Self-Study Report
for Accreditation in Journalism
and Mass Communications

Undergraduate site visit during 2013-2014

Submitted to the
Accrediting Council on Education in Journalism and Mass Communications

Name of Institution: Oklahoma State University
Name of Journalism/Mass Communications Unit: School of Media & Strategic Communications
Address: 206 Paul Miller Building, Stillwater, OK 74078

Date of Scheduled Accrediting Visit: Jan. 26-29, 2014

We hereby submit the following report as required by the Accrediting Council on Education in Journalism and Mass Communications for the purpose of an accreditation review.

Journalism/mass communications administrator:
Name: Dr. Derina Holtzhausen
Title: Director and Professor, School of Media & Strategic Communications
Signature: __________________________________________________________________

Administrator to whom journalism/mass communications administrator reports:
Name: Dr. Bret Danilowicz
Title: Dean, College of Arts & Sciences
Signature: __________________________________________________________________
PART I: General Information

This general information section will be included in its entirety in the site team’s report, and it must present the most current information available. Before the site visit, the unit should review its responses to the questions below (especially 13 – 19) and update them as necessary. The unit then should print a copy of this updated section for each team member when they arrive on campus. A digital copy in Word document format of the updated responses also must be provided to the team chair to be included in the digital team report sent to the ACEJMC office.

In addition, if any significant changes not covered in this section have occurred since the original self-study report was submitted, the unit should describe and document those changes and present this new material to the team when members arrive.

Name of Institution: Oklahoma State University

Name of Unit: School of Media & Strategic Communications

Year of Visit: 2013-14

1. Check regional association by which the institution now is accredited.

   ___ Middle States Association of Colleges and Schools
   ___ New England Association of Schools and Colleges
   ___X North Central Association of Colleges and Schools
   ___ Northwest Association of Schools and Colleges
   ___ Southern Association of Colleges and Schools
   ___ Western Association of Schools and Colleges

2. Indicate the institution’s type of control; check more than one if necessary.

   ___ Private
   ___X Public
   ___ Other (specify)

3. Provide assurance that the institution has legal authorization to provide education beyond the secondary level in your state. It is not necessary to include entire authorizing documents. Public institutions may cite legislative acts; private institutions may cite charters or other authorizing documents.

   The State board, Oklahoma Regents for Higher Education, grants Oklahoma State University the right to award degrees. Oklahoma State University also is accredited by the North Central Association of Colleges and Schools. See Appendix 1 for the accreditation letter.

4. Has the journalism/mass communications unit been evaluated previously by the Accrediting Council on Education in Journalism and Mass Communications?

   ___X Yes
   ___ No

   If yes, give the date of the last accrediting visit: Oct. 28-31, 2007
5. When was the unit or sequences within the unit first accredited by ACEJMC?
   1948

6. Attach a copy of the unit’s mission statement. Give date of adoption and/or last revision.

See Appendix 2 for a copy of the SMSC Mission, vision and strategic plan, revised from September 7, 2012 to August 2013 and adopted for implementation at a faculty meeting Sept. 20, 2013.

Vision

Our dream is for the School of Media & Strategic Communications to be a niche program that offers cutting-edge educational programs. To do this, we will focus on a select number of programs and be the best in those. We have ceased trying to be everything to everyone. Instead, we are focused on being the early adapters in strategic communications, multimedia journalism and sports media. This requires us to be fast, flexible and responsive to the ever-changing world of media and strategic communications.

Values

**Excellence** – We seek excellence in all our endeavors, and we are committed to continuous improvement and the adoption of new technologies.

**Integrity** – We are committed to the principles of truth and honesty, and we will be equitable, ethical and professional.

**Service** – We believe that serving others is a noble and worthy endeavor.

**Intellectual Freedom** – We believe in ethical and scholarly questioning in an environment that respects the rights of all to freely pursue knowledge.

**Diversity** – We respect others and value diversity of opinion, freedom of expression, and other ethnic and cultural backgrounds.

**Stewardship of Resources** – We are dedicated to the efficient and effective use of resources. We accept the responsibility of the public's trust and are accountable for our actions.

**Democracy** – We support the role communication practices play in maintaining a vibrant democracy.

To accomplish our Vision, we are creating a learning environment for our students and faculty that can be summed up in three words: **Instill, Inspire, Illuminate.**

Mission

**Instill:** We envision a program that instills our students with cutting-edge, forward-thinking, real-world knowledge in our three primary fields of focus: multimedia journalism, strategic communications and sports media. We will do the same in our graduate programs in news media and strategic communications management. We are making constant curriculum improvement, expanding our international focus, offering more online programs, incorporating social justice into all we do and providing the finest technological capabilities
so our students are learning on current platforms. We will form alliances and partnerships with external corporations, as well as with other Schools and Colleges within the University, such as the Spears School of Business.

**Inspire:** We want the program to inspire students to succeed by providing the finest professional and academic educational experience possible. Our professors provide a rare combination of academic and business expertise, and we are striving to be sure we have the right blend of talented faculty in the School. To do this, we plan to continue to recruit and retain the best and brightest faculty. We want to provide them with the training, support and mentoring they need to research, publish, teach and stay ahead of our ever-changing field. The faculty members are the heart of our program, and we want to be sure we have teachers who are passionate in the classroom not only for the subjects they are teaching, but also for the students they teach.

**Illuminate:** We want our program to provide an illuminating educational experience for our students, faculty and staff. To do this, we must have the right faculty and the right courses, but we also need something else: the right environment. As the largest School within the College of Arts & Sciences, we have outgrown the Paul Miller Building in the number of students and in its limited ability to support today’s mass communications technological needs. Our goal is to design and build a building that will provide an illuminating educational experience that will help us recruit and retain the best and brightest students, faculty and staff.

*(Strategic plan adopted in 2008-09, revisited in 2009-10 and 2010-11, and revised in 2012-13. Faculty adopted the revised plan Sept. 20, 2013.)*

**7. What are the type and length of terms?**

Semesters of 16 weeks
Summer sessions of three, four and eight weeks
Intersessions of 2-3 weeks

**8. Check the programs offered in journalism/mass communications:**

_X_ Four-year program leading to Bachelor’s degree
_X_ Graduate work leading to Master’s degree
___ Graduate work leading to Ph.D. degree

**9. Give the number of credit hours required by the university for graduation. Specify semester-hour or quarter-hour credit.**

125 semester hours for the bachelor’s degree
34 semester hours for the master’s degree
10. Give the number of credit hours students may earn for internship experience. Specify semester-hour or quarter-hour credit.

Three semester hours

11. List each professional journalism or mass communications sequence or specialty offered and give the name of the person in charge.

Although faculty members receive no extra compensation or release time, the School appoints them to serve as unofficial sequence heads. Their responsibilities include calling curriculum meetings within their degree program, organizing curriculum reviews and assisting the Director with teaching assignments. They also represent their programs during faculty discussions of changes in degree requirements.

Oklahoma State University -- Stillwater

<table>
<thead>
<tr>
<th>Name of Sequence (degree)</th>
<th>Specialty</th>
<th>Person in Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multimedia Journalism</td>
<td>Multimedia News</td>
<td>Joey Senat</td>
</tr>
<tr>
<td></td>
<td>Multimedia Production</td>
<td></td>
</tr>
<tr>
<td>Strategic Communications</td>
<td>Advertising</td>
<td>Jami Fullerton</td>
</tr>
<tr>
<td></td>
<td>Public Relations</td>
<td></td>
</tr>
<tr>
<td>Sports Media</td>
<td>News</td>
<td>Ted Kian</td>
</tr>
<tr>
<td></td>
<td>Production</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Public Relations</td>
<td></td>
</tr>
</tbody>
</table>

Oklahoma State University -- Tulsa

<table>
<thead>
<tr>
<th>Name of Sequence (degree)</th>
<th>Specialty</th>
<th>Person in Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Communications</td>
<td>Advertising</td>
<td>Jami Fullerton</td>
</tr>
<tr>
<td></td>
<td>Public Relations</td>
<td></td>
</tr>
</tbody>
</table>
12. Number of full-time students enrolled in the institution:

<table>
<thead>
<tr>
<th>College</th>
<th>Full-Time Undergraduate Students</th>
<th>Full-Time Graduate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Sciences &amp; Natural Resources</td>
<td>2,071</td>
<td>166</td>
</tr>
<tr>
<td>Arts &amp; Sciences</td>
<td>4,183</td>
<td>387</td>
</tr>
<tr>
<td>Spears School of Business</td>
<td>3,587</td>
<td>454</td>
</tr>
<tr>
<td>Education</td>
<td>1,582</td>
<td>280</td>
</tr>
<tr>
<td>Engineering, Architecture, &amp; Technology</td>
<td>3,316</td>
<td>362</td>
</tr>
<tr>
<td>Human Sciences</td>
<td>1,611</td>
<td>90</td>
</tr>
<tr>
<td>University Academic Sciences</td>
<td>1,396</td>
<td>0</td>
</tr>
<tr>
<td>Center for Veterinary Health Sciences</td>
<td>0</td>
<td>349</td>
</tr>
<tr>
<td>Graduate Special</td>
<td>0</td>
<td>27</td>
</tr>
<tr>
<td>Graduate College*</td>
<td>0</td>
<td>75</td>
</tr>
<tr>
<td>Enrollment Total</td>
<td>17,746</td>
<td>2,190</td>
</tr>
<tr>
<td>OSU-Stillwater (only)</td>
<td>16,803</td>
<td>1,926</td>
</tr>
<tr>
<td>OSU-Stillwater &amp; OSU-Tulsa</td>
<td>557</td>
<td>158</td>
</tr>
<tr>
<td>OSU-Tulsa (only)</td>
<td>386</td>
<td>106</td>
</tr>
<tr>
<td>Enrollment Total</td>
<td>17,746</td>
<td>2,190</td>
</tr>
</tbody>
</table>

*Interdisciplinary graduate programs that do not have a specific area of specialization are reported in the Graduate College.

Note: Undergraduates are classified as full-time if enrolled in a minimum of 12 credit hours. Graduates are classified as full-time if enrolled in a minimum of 9 credit hours. All professional students are full-time.

13. Number of undergraduate majors in the unit, by sequence and total (if the unit has pre-major students, list them as a single total):

<table>
<thead>
<tr>
<th>Sequence or Specialty</th>
<th># Undergraduate Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>JB - Advertising</td>
<td>2</td>
</tr>
<tr>
<td>JB – Broadcast Journalism</td>
<td>4</td>
</tr>
<tr>
<td>JB – News Editorial</td>
<td>5</td>
</tr>
<tr>
<td>JB – Public Relations</td>
<td>0</td>
</tr>
<tr>
<td>JB – Sports Media</td>
<td>10</td>
</tr>
<tr>
<td>Multimedia Journalism</td>
<td>111</td>
</tr>
<tr>
<td>Strategic Communication</td>
<td>341</td>
</tr>
<tr>
<td>Sports Media</td>
<td>152</td>
</tr>
<tr>
<td>Pre-majors</td>
<td>155</td>
</tr>
<tr>
<td>Total</td>
<td>780</td>
</tr>
</tbody>
</table>
14. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Attach separate pages if necessary.

<table>
<thead>
<tr>
<th>Course number</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>MC 2003.001</td>
<td>Media Style And Structure</td>
<td>20</td>
</tr>
<tr>
<td>MC 2003.002</td>
<td>Media Style And Structure</td>
<td>20</td>
</tr>
<tr>
<td>MC 2003.003</td>
<td>Media Style And Structure</td>
<td>18</td>
</tr>
<tr>
<td>MC 2003.004</td>
<td>Media Style And Structure</td>
<td>17</td>
</tr>
<tr>
<td>MC 2003.005</td>
<td>Media Style And Structure</td>
<td>18</td>
</tr>
<tr>
<td>MC 2003.006</td>
<td>Media Style And Structure</td>
<td>19</td>
</tr>
<tr>
<td>MC 2003.007</td>
<td>Media Style And Structure</td>
<td>20</td>
</tr>
<tr>
<td>MC 2003.008</td>
<td>Media Style And Structure</td>
<td>16</td>
</tr>
<tr>
<td>MC 2023.001</td>
<td>Electronic Communication</td>
<td>20</td>
</tr>
<tr>
<td>MC 2023.002</td>
<td>Electronic Communication</td>
<td>20</td>
</tr>
<tr>
<td>MC 2023.004</td>
<td>Electronic Communication</td>
<td>20</td>
</tr>
<tr>
<td>MC 2023.005</td>
<td>Electronic Communication</td>
<td>20</td>
</tr>
<tr>
<td>MC 2023.006</td>
<td>Electronic Communication</td>
<td>20</td>
</tr>
<tr>
<td>MC 2023.007</td>
<td>Electronic Communication</td>
<td>20</td>
</tr>
<tr>
<td>MC 2023.008</td>
<td>Electronic Communication</td>
<td>20</td>
</tr>
<tr>
<td>MMJ 3153.001</td>
<td>Fundamentals Of Audio And Video Production</td>
<td>14</td>
</tr>
<tr>
<td>MMJ 3153.002</td>
<td>Fundamentals Of Audio And Video Production</td>
<td>13</td>
</tr>
<tr>
<td>MMJ 3153.003</td>
<td>Fundamentals Of Audio And Video Production</td>
<td>12</td>
</tr>
<tr>
<td>MMJ 3153.004</td>
<td>Fundamentals Of Audio And Video Production</td>
<td>16</td>
</tr>
<tr>
<td>MMJ 3263.001</td>
<td>Reporting</td>
<td>12</td>
</tr>
<tr>
<td>MMJ 3263.002</td>
<td>Reporting</td>
<td>19</td>
</tr>
<tr>
<td>MMJ 3313.001</td>
<td>Editing In Multimedia</td>
<td>20</td>
</tr>
<tr>
<td>MMJ 3353.001</td>
<td>Electronic Reporting</td>
<td>17</td>
</tr>
<tr>
<td>MMJ 3353.002</td>
<td>Electronic Reporting</td>
<td>19</td>
</tr>
<tr>
<td>MMJ 3353.003</td>
<td>Electronic Reporting</td>
<td>20</td>
</tr>
<tr>
<td>MMJ 3823.001</td>
<td>Photography I</td>
<td>18</td>
</tr>
<tr>
<td>MMJ 3900.202</td>
<td>Multimedia Journalism Internship</td>
<td>14</td>
</tr>
<tr>
<td>MMJ 3900.352</td>
<td>Multimedia Journalism Internship</td>
<td>3</td>
</tr>
<tr>
<td>MMJ 4393.001</td>
<td>Data Journalism</td>
<td>20</td>
</tr>
<tr>
<td>MMJ 4393.002</td>
<td>Data Journalism</td>
<td>20</td>
</tr>
<tr>
<td>MMJ 4540.351</td>
<td>Specialized Multimedia Journalism Applications</td>
<td>2</td>
</tr>
<tr>
<td>MMJ 4540.352</td>
<td>Specialized Multimedia Journalism Applications</td>
<td>1</td>
</tr>
<tr>
<td>MMJ 4540.801</td>
<td>Specialized Multimedia Journalism Applications</td>
<td>7</td>
</tr>
<tr>
<td>MMJ 4540.802</td>
<td>Specialized Multimedia Journalism Applications</td>
<td>10</td>
</tr>
<tr>
<td>MMJ 4953.001</td>
<td>Advanced Production Practices</td>
<td>11</td>
</tr>
<tr>
<td>MMJ 4960.001</td>
<td>Live Field Production</td>
<td>18</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>SC 3353.001</td>
<td>Persuasive Writing For Strategic Communicators</td>
<td>20</td>
</tr>
<tr>
<td>SC 3353.002</td>
<td>Persuasive Writing For Strategic Communicators</td>
<td>19</td>
</tr>
<tr>
<td>SC 3353.003</td>
<td>Persuasive Writing For Strategic Communicators</td>
<td>20</td>
</tr>
<tr>
<td>SC 3353.004</td>
<td>Persuasive Writing For Strategic Communicators</td>
<td>15</td>
</tr>
<tr>
<td>SC 3600.201</td>
<td>Strategic Communications Internship</td>
<td>28</td>
</tr>
<tr>
<td>SC 3600.351</td>
<td>Strategic Communications Internship</td>
<td>7</td>
</tr>
<tr>
<td>SC 3603.001</td>
<td>Copywriting And Creative Strategy</td>
<td>18</td>
</tr>
<tr>
<td>SC 3753.001</td>
<td>Graphic Design For Strategic Communication</td>
<td>20</td>
</tr>
<tr>
<td>SC 3753.002</td>
<td>Graphic Design For Strategic Communication</td>
<td>20</td>
</tr>
<tr>
<td>SC 3753.003</td>
<td>Graphic Design For Strategic Communication</td>
<td>19</td>
</tr>
<tr>
<td>SC 3753.004</td>
<td>Graphic Design For Strategic Communication</td>
<td>15</td>
</tr>
<tr>
<td>SC 3953.001</td>
<td>Research Methods For Strategic Communicators</td>
<td>38</td>
</tr>
<tr>
<td>SC 3953.002</td>
<td>Research Methods For Strategic Communicators</td>
<td>41</td>
</tr>
<tr>
<td>SC 3953.801</td>
<td>Research Methods For Strategic Communicators</td>
<td>7</td>
</tr>
<tr>
<td>SC 4013.001</td>
<td>Advertising Media And Markets</td>
<td>25</td>
</tr>
<tr>
<td>SC 4013.503</td>
<td>Advertising Media And Markets</td>
<td>4</td>
</tr>
<tr>
<td>SC 4493.001</td>
<td>Advanced Public Relations Writing</td>
<td>18</td>
</tr>
<tr>
<td>SC 4493.002</td>
<td>Advanced Public Relations Writing</td>
<td>18</td>
</tr>
<tr>
<td>SC 4493.003</td>
<td>Advanced Public Relations Writing</td>
<td>15</td>
</tr>
<tr>
<td>SC 4493.801</td>
<td>Advanced Public Relations Writing</td>
<td>5</td>
</tr>
<tr>
<td>SC 4843.001</td>
<td>Strategic Communications Campaigns</td>
<td>36</td>
</tr>
<tr>
<td>SPM 3500.202</td>
<td>Sports Media Internship</td>
<td>7</td>
</tr>
<tr>
<td>SPM 3500.203</td>
<td>Sports Media Internship</td>
<td>2</td>
</tr>
<tr>
<td>SPM 3500.352</td>
<td>Sports Media Internship</td>
<td>1</td>
</tr>
<tr>
<td>SPM 3783.001</td>
<td>Sports Public Relations</td>
<td>34</td>
</tr>
<tr>
<td>SPM 3863.001</td>
<td>Electronic Sports Reporting</td>
<td>17</td>
</tr>
<tr>
<td>SPM 3863.002</td>
<td>Electronic Sports Reporting</td>
<td>14</td>
</tr>
<tr>
<td>SPM 3863.003</td>
<td>Electronic Sports Reporting</td>
<td>16</td>
</tr>
<tr>
<td>SPM 4053.001</td>
<td>Sports Announcing</td>
<td>14</td>
</tr>
<tr>
<td>SPM 4560.351</td>
<td>Specialized Sports Media Applications</td>
<td>2</td>
</tr>
<tr>
<td>SPM 4813.001</td>
<td>Sports Media Production</td>
<td>15</td>
</tr>
<tr>
<td>Course number</td>
<td>Title</td>
<td>Enrollment</td>
</tr>
<tr>
<td>---------------</td>
<td>------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>MC 2003.001</td>
<td>Media Style And Structure</td>
<td>15</td>
</tr>
<tr>
<td>MC 2003.002</td>
<td>Media Style And Structure</td>
<td>15</td>
</tr>
<tr>
<td>MC 2003.003</td>
<td>Media Style And Structure</td>
<td>15</td>
</tr>
<tr>
<td>MC 2003.004</td>
<td>Media Style And Structure</td>
<td>15</td>
</tr>
<tr>
<td>MC 2003.005</td>
<td>Media Style And Structure</td>
<td>15</td>
</tr>
<tr>
<td>MC 2003.006</td>
<td>Media Style And Structure</td>
<td>15</td>
</tr>
<tr>
<td>MC 2023.001</td>
<td>Electronic Communication</td>
<td>18</td>
</tr>
<tr>
<td>MC 2023.002</td>
<td>Electronic Communication</td>
<td>18</td>
</tr>
<tr>
<td>MC 2023.003</td>
<td>Electronic Communication</td>
<td>18</td>
</tr>
<tr>
<td>MC 2023.004</td>
<td>Electronic Communication</td>
<td>18</td>
</tr>
<tr>
<td>MC 2023.005</td>
<td>Electronic Communication</td>
<td>18</td>
</tr>
<tr>
<td>MC 2023.006</td>
<td>Electronic Communication</td>
<td>18</td>
</tr>
<tr>
<td>MC 2023.007</td>
<td>Electronic Communication</td>
<td>18</td>
</tr>
<tr>
<td>MC 4360.351</td>
<td>Special Problems In Mass Communication</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Section Title: Event Planning And Communication</td>
<td></td>
</tr>
<tr>
<td>MMJ 3153.001</td>
<td>Fundamentals Of Audio And Video Production</td>
<td>16</td>
</tr>
<tr>
<td>MMJ 3153.002</td>
<td>Fundamentals Of Audio And Video Production</td>
<td>16</td>
</tr>
<tr>
<td>MMJ 3153.003</td>
<td>Fundamentals Of Audio And Video Production</td>
<td>16</td>
</tr>
<tr>
<td>MMJ 3153.004</td>
<td>Fundamentals Of Audio And Video Production</td>
<td>16</td>
</tr>
<tr>
<td>MMJ 3153.005</td>
<td>Fundamentals Of Audio And Video Production</td>
<td>16</td>
</tr>
<tr>
<td>MMJ 3263.001</td>
<td>Reporting</td>
<td>18</td>
</tr>
<tr>
<td>MMJ 3263.002</td>
<td>Reporting</td>
<td>18</td>
</tr>
<tr>
<td>MMJ 3263.003</td>
<td>Reporting</td>
<td>18</td>
</tr>
<tr>
<td>MMJ 3313.001</td>
<td>Editing In Multimedia</td>
<td>20</td>
</tr>
<tr>
<td>MMJ 3313.002</td>
<td>Editing In Multimedia</td>
<td>20</td>
</tr>
<tr>
<td>MMJ 3313.003</td>
<td>Editing In Multimedia</td>
<td>20</td>
</tr>
<tr>
<td>MMJ 3900.001</td>
<td>Multimedia Journalism Internship</td>
<td>0</td>
</tr>
<tr>
<td>MMJ 3913.001</td>
<td>Field Production</td>
<td>16</td>
</tr>
<tr>
<td>MMJ 3913.002</td>
<td>Field Production</td>
<td>16</td>
</tr>
<tr>
<td>MMJ 3943.001</td>
<td>Photojournalism</td>
<td>18</td>
</tr>
<tr>
<td>MMJ 4313.001</td>
<td>Public Affairs Reporting</td>
<td>16</td>
</tr>
<tr>
<td>MMJ 4313.002</td>
<td>Public Affairs Reporting</td>
<td>16</td>
</tr>
<tr>
<td>MMJ 4393.001</td>
<td>Data Journalism</td>
<td>18</td>
</tr>
<tr>
<td>MMJ 4393.002</td>
<td>Data Journalism</td>
<td>18</td>
</tr>
<tr>
<td>MMJ 4553.001</td>
<td>Broadcast News Writing II</td>
<td>18</td>
</tr>
<tr>
<td>MMJ 4973.001</td>
<td>Multimedia Journalism Capstone</td>
<td>17</td>
</tr>
<tr>
<td>MMJ 4973.002</td>
<td>Multimedia Journalism Capstone</td>
<td>17</td>
</tr>
<tr>
<td>SC 3353.001</td>
<td>Persuasive Writing For Strategic Communicators</td>
<td>20</td>
</tr>
<tr>
<td>SC 3353.002</td>
<td>Persuasive Writing For Strategic Communicators</td>
<td>20</td>
</tr>
<tr>
<td>SC 3353.003</td>
<td>Persuasive Writing For Strategic Communicators</td>
<td>20</td>
</tr>
<tr>
<td>SC 3353.801</td>
<td>Persuasive Writing For Strategic Communicators</td>
<td>18</td>
</tr>
</tbody>
</table>
15. **Total expenditures planned by the unit for the 2013 – 2014 academic year:** $1,821,373  
This amount includes budget items not reflected in the budget table in Section II. Standard 7, such as income from endowments, existing scholarship funds located in the college, salaries for both campuses, etc.

**Percentage increase or decrease in three years:** an increase of 1.01 percent

**Amount expected to be spent this year on full-time faculty salaries:** $964,377.
16. List name and rank of all full-time faculty. (Full-time faculty refers to those defined as such by the university.) Identify those not teaching because of leaves, sabbaticals, etc.

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matt Elliott</td>
<td>Visiting Assistant Professor</td>
</tr>
<tr>
<td>Jami Fullerton</td>
<td>Professor</td>
</tr>
<tr>
<td>Jack Hodgson</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Shane Hoffman</td>
<td>Visiting Asst. Professor</td>
</tr>
<tr>
<td>Derina Holtzhausen</td>
<td>Professor and Director</td>
</tr>
<tr>
<td>Stan Ketterer</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Ted Kian</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Kenneth Kim</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Marc Krein</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Bobbi Kay Lewis</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>John McGuire</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Lori McKimmon</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Allison Mejia</td>
<td>Visiting Assistant Professor</td>
</tr>
<tr>
<td>Ray Murray</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Cynthia Nichols</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Gina Noble</td>
<td>Clinical Assistant Professor</td>
</tr>
<tr>
<td>Joey Senat</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Danny Shipka</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Mike Sowell</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Hillary Speed</td>
<td>Visiting Assistant Professor</td>
</tr>
</tbody>
</table>

17. List names of part-time/adjunct faculty teaching at least one course in fall 2013. Also list names of part-time faculty teaching spring 2013. (If your school has its accreditation visit in spring 2014, please provide the updated list of faculty at time of visit.)

<table>
<thead>
<tr>
<th>Spring 2013</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbara Allen</td>
<td>Barbara Allen</td>
<td>Barbara Allen</td>
</tr>
<tr>
<td>Billy Berkenbile</td>
<td>Amanda Clinton</td>
<td>Shane Bevel</td>
</tr>
<tr>
<td>Shane Bevel</td>
<td>Daniel Crutcher</td>
<td>Amanda Clinton</td>
</tr>
<tr>
<td>Bonnie Cain-Wood</td>
<td>Jeremy Davis</td>
<td>Jason Collington</td>
</tr>
<tr>
<td>Amanda Clinton</td>
<td>Dave Hunziker</td>
<td>Daniel Crutcher</td>
</tr>
<tr>
<td>Jason Collington</td>
<td>Nicole Nash</td>
<td>Jeremy Davis</td>
</tr>
<tr>
<td>Lisa Frein</td>
<td>Juliana Nykolaiszyn</td>
<td>Nicole Nash</td>
</tr>
<tr>
<td>Dave Hunziker</td>
<td>Andy Wallace</td>
<td>Juliana Nykolaiszyn</td>
</tr>
<tr>
<td>Juliana Nykolaiszyn</td>
<td></td>
<td>Erin Smith</td>
</tr>
<tr>
<td>Lorene Roberson</td>
<td></td>
<td>Amanda Thrash</td>
</tr>
<tr>
<td>Andy Wallace</td>
<td></td>
<td>Andy Wallace</td>
</tr>
<tr>
<td>Joe Williams</td>
<td></td>
<td>Joe Williams</td>
</tr>
<tr>
<td>Jack Willis</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
18. **Schools on the semester system:**

For each of the last two academic years, please give the number and percentage of graduates who earned 80 or more semester hours outside the major and 65 or more semester hours in liberal arts and sciences.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Graduates</th>
<th>80 or more semesters outside the major</th>
<th>65 or more hours in liberal arts/sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013 academic year</td>
<td>144</td>
<td>144</td>
<td>144</td>
</tr>
<tr>
<td>2011-2012 academic year</td>
<td>153</td>
<td>153</td>
<td>153</td>
</tr>
</tbody>
</table>
PART II: Supplementary Information

1. **Complete and attach in the main body of the self-study report the following tables:**
   - Table 1, “Students” (attached at end of this section)
   - Table 2, “Full-time Faculty” (attached at end of this section)
   - Table 3, “Part-time Faculty” (attached at end of this section)

2. **Describe the history of the unit in no more than 500 words.**

   The first full-term journalism course (Agricultural Journalism) was offered at Oklahoma State University in 1908. In 1914, the first full journalism curriculum was offered through the Department of English and Public Speaking, which evolved in 1923 to the Department of English and Journalism in the College of Arts & Sciences.

   A separate Department of Journalism within the School of Science and Literature (now the College of Arts & Sciences) was created in 1937. In 1947, the department became the Department of Technical Journalism and gained accreditation in 1948. In 1958, OSU established a School of Communications, incorporating technical journalism, photography, speech and drama, and radio and television. With a change in deans and pressure from the speech faculty, the school was disbanded within a year and a Department of Journalism again was established in 1959.

   Soon after his arrival in 1960 to head the revamped program, Dr. Charles L. Allen, formerly assistant dean of the Medill School of Journalism, again attained School status when the Oklahoma Regents for Higher Education approved the title School of Journalism and Communications. Dr. Harry Heath succeeded Allen in 1967, and in 1970 the OSU administration moved broadcasting, which had become a separate department in 1960, into the journalism unit. The journalism and broadcasting unit, after a statewide poll among media professionals, was renamed the School of Journalism and Broadcasting.

   Dr. Marlan D. Nelson was appointed Director in October 1982 after the retirement of Dr. Harry Heath, and Dr. Paul Smeyak was selected as director in 1996 after a national search when Dr. Nelson retired. Dr. Smeyak stepped down to join the faculty in July 2002, and Dean John Dobson appointed Dr. Tom Weir, a six-year member of the advertising faculty, as Director.

   In Fall 2000, the School started offering the B.A. and B.S. degrees at the OSU-Tulsa campus, with specializations in public relations and advertising. A full-time faculty position was allocated to the unit to staff Tulsa courses effective Fall 2000 and subsequently a second position was created.

   When Dr. Weir decided to step down at the end of the 2007-08 academic year, a national search was conducted and then Dean Peter Sherwood appointed Dr. Derina Holtzhausen as professor and Director.

   Her first task was to assist faculty members with a comprehensive review of the School's curricula. After a yearlong consultation process with alumni, the School's Advisory Council,
and stakeholders in OSU, six new undergraduate degree programs replaced the B.A. and B.S. degrees in journalism and broadcasting. From fall 2010, students could enroll in the B.A. or B.S. degree in Multimedia Journalism, Sports Media or Strategic Communication. Also from 2010, only the B.A. and B.S. in Strategic Communication was offered at the Tulsa campus.

The stakeholder consultation included a review of the School's name, which was changed in fall 2009 to the School of Media & Strategic Communications. The new name helped to reposition the School and provided a broader umbrella for curriculum development, which resulted in considerable growth in undergraduate enrollment since 2010.

3. Describe the environment in which the unit operates, its goals and plans, budgetary considerations, and the nature of the parent university.

Of the 24 departments in the OSU College of Arts & Sciences (A&S), the School of Media & Strategic Communications (SMSC) is one of two units that has school status. It has the largest number of majors in A&S and its enrollment each semester ranks it among the top in terms of student-credit-hours produced. Despite maintaining the highest entry-level standards in the College, the School has the highest retention and graduation rates in the College and is held forth as an example of how to ensure student success.

The School’s budget allocation is not based on student numbers but rather on a traditional financial approach at the College level where any requests for additional resources are competitive with other programs in the College. Each request for new resources has to be motivated based on the School’s performance and needs. The School’s general administration budget has not changed in the past five years. Fortunately, the College is compensating schools and departments for offering online courses and this has doubled the School’s administrative budget during the past academic year. SMSC also has discretionary funds in the foundation that is mostly used for alumni outreach.

The new Dean of A&S invites applications for infrastructure improvements and new faculty and staff requirements during fall. He implemented this process in fall 2012 and fall 2013 will be the second opportunity to request additional funds. SMSC did not receive any funds for infrastructure improvements but was awarded a new faculty line for a targeted hire for the multimedia journalism degree and two additional visiting assistant professor positions.

To fulfill the School’s vision, the School reinvented itself and its curriculum during the past five years. Since the new curriculum was implemented in 2010, enrollment grew from 491 in fall 2010 to 612 in spring 2013, which represents a 19.8 percent increase. When pre-majors are included, fall 2013 student numbers came to 750.

The high enrollment brought a great deal of pressure on offering enough courses and course sections, particularly labs. As a result, the general OSU student population is restricted in the number of courses it can take in SMSC. The most popular of these courses is Media in a Diverse Society, which is one of the few courses that holds a D-designation within the OSU general education offerings. SMSC annually offers this course to about 650 students, and it is an important recruitment tool for the School.
In addition to the increase in enrollment, SMSC's changes in its curriculum further added to the pressure on infrastructure. The new curricula require more courses with lab sections, more technology in terms of hard- and software and more specialized faculty members. The School also added *Electronic Communication* as a core requirement for all students. This course is taught only in a lab environment, which requires ingenious use of lab space. Using two laptop carts that can be rolled into any class is one of the measures used to help with access to technology. This is not used in the place of labs but rather for classes that might occasionally need computer access for students. Each cart has 20 iMacs loaded with all required software and a printer.

Finding appropriately educated and trained faculty members remained problematic. However, during the past five years the School has acquired endowed chairs in Strategic Communications and Sports Journalism, gained two tenure-track faculty lines and had the opportunity to appoint two tenure-track assistant professors after two faculty members retired. This has greatly improved the School's research output and has put it on its way to apply for a doctoral program within the next few years.

A&S also provided funding for two additional visiting assistant professors for a total of four visiting positions and consistently provides salaries for professional adjuncts. SMSC also has the services of an adjunct professor jointly appointed with OSU Communications but paid in full by that unit. This adjunct teaches two courses per semester in which students get the opportunity to develop content for OStateTV. Thus, despite the high enrollment numbers and the many changes in the curriculum, OSU and A&S have generally been supportive in terms of staffing and technology.

SMSC has aggressively pursued funding for special technology needs through the Technology Fee Grant Program. During the past five years, the School has been awarded $500,000 in grant funding through this program. Also, A&S continuously maintains and upgrades the computers and software in the existing labs in the Paul Miller Building. SMSC is responsible for providing faculty members with special software needs and laptops for visiting professors and adjuncts. This has placed a heavy financial burden on the School, but fortunately the School has been able to satisfy most needs.

The above shows SMSC is a valued member of the OSU academic and student community. One of the recent developments in the School is a greater emphasis on interdisciplinary programs, which enhances the School's reputation on campus. There is excellent collaboration with the Riata School of Entrepreneurship in the Spears School of Business and with the Gender and Women's Studies Program in A&S. Other projects being pursued are strategic communication initiatives in the engineering curriculum, cooperation with the different arts programs in terms of entrepreneurship and collaboration with the Native American Program in terms of providing Native American students with communication and journalism training.

SMSC faculty members represent the School well on a number of College and Universitywide committees, often in leadership positions. Faculty members serve with distinction in regional and national professional organizations.
At least one student, and often several from SMSC, is named to the top 10 graduates in the College of Arts & Sciences and in the university each year. In spring, four of the School's students were among the top OSU graduates of 2013.

Because of the generosity of several donors over the years, the School has been able to offer significant numbers of scholarships. In spring 2013, the School set a record in awarding more than $85,000 in scholarships.

As a land grant university, OSU has a focus of improving the state, the country and the world through its scholarship, teaching and service. This vision also benefits SMSC and though the School has always excelled at teaching and service, its focus on research was not adequate. With the expansion in numbers of tenured and tenure-track faculty members, refocusing support for tenure-earning faculty members, placing a higher emphasis on research through monthly research colloquia, encouraging more applications for grant funding and encouraging collaborative research projects, the faculty members are well on their way to catching up with their peers in research output.

The biggest challenges for the School are for its faculty members to keep up-to-date with new technological requirements and ensuring a multimedia and interdisciplinary focus in all programs. This has been bridged with hosting workshops for faculty members during summer and during the year and allowing faculty members to attend training at professional organizations such as the Poynter Institute. However, more can be done to rectify this problem. The Paul Miller Building, which, though functioning, needs to be replaced, which is the school’s biggest challenge.

4. Describe any recent major changes in the mission, goals, or programs and activities of the unit.

Since the School of Journalism and Broadcasting was reaccredited in spring 2008, several major changes were made to enhance the students’ experience and their ability to find jobs, to increase the School’s profile on campus, in Oklahoma and nationwide, and to enthuze faculty members to become more involved in research.

- **Changed the name of the School.** To better project student learning and experience, and after wide consultation with alumni, professionals, the School’s advisory council, faculty members and OSU colleagues, the School’s name was changed the School of Media & Strategic Communications.

- **Adopted new degree programs.** The adoption of a B.A. or B.S. in three new undergraduate degree programs, each with major curriculum changes, was the biggest change in the School. These changes also led the faculty members to revise the School’s vision and mission. Experience during the past three years, particularly with regards to keeping up with changes in the professions, led to a forward-thinking and focused approach to the three programs the School created. Because of budgetary constraints and because SMSC is not a college that has control over its budget and resources brought home the realization that specialization would be most appropriate and would allow for deep change in each program rather than superficial changes across many programs.
➢ **Upgraded equipment and software.** As a result the curriculum changes, a considerable investment has been made in upgrading camera and lab equipment, making equipment and facilities available to all students and stressing the multimedia nature of the School across all programs.

➢ **Implemented electronic portfolios for assessment.** The requirement for electronic portfolios for all students who graduate from SMSC is another important aspect that has been developed during the past five years. Each year’s assessment process brought new innovations and students create a WordPress site in their beginner Electronic Communication course, which they take with them throughout their career as students in the School. Presentation of this online portfolio in their capstone course is a prerequisite for graduation. During summer, 20 percent of these portfolios are randomly selected and submitted to working professionals for assessment using an assessment grid. The grid specifically evaluates the learning outcomes required in the ACEJMC’s accrediting standards. The professional feedback has greatly helped to adapt course materials and, more important, address quality issues in teaching.

➢ **Revised and strengthened the Advisory Council.** The role of the Advisory Council was revisited and the membership was revised. The Council is involved in the School and meets once or twice a year. The members also serve as external reviewers of students’ portfolios.

➢ **Provided networking opportunities for students.** Until 2008, SMSC students did not receive any special opportunities for finding job or internships and were included in the job fairs for all students in the College. This clearly did not fulfill their needs because of the specialized nature of jobs in our field. In 2009, the School made a special arrangement with the OSU Administration and was allowed to stage a networking event where students and practitioners could meet. Students organize this event through an Event Management course Dr. Bobbi Kay Lewis offered and has staged five networking events early in the spring semester. The event has grown from 10 professionals participating in the first event to about 50 in spring 2013.

➢ **Created first AWSM Collegiate Chapter.** The focus on sports media in the School led to the establishment of two new student organizations, including the nation’s first collegiate chapter of the Association for Women in Sports Media (AWSM), which was established in 2010. Many students, men and women, belong to the Sports Media Club and AWSM. In 2013, the OSU Chapter of AWSM won the first national award for best collegiate chapter.

➢ **Initiated an SMSC Donor Relations Committee.** In an effort to involve more alumni in development, the School started a Development Council in fall 2013 under the leadership of Peggy Welch. A first event with alumni was hosted in August 2013, and similar events are scheduled in spring 2014 in Oklahoma City and Dallas. Raising money for a new building for SMSC is the major focus of this Council.
➢ **Initiated a monthly faculty research colloquium.** After the previous accreditation report, which pointed to the deficiency in research in the School, a monthly faculty research colloquium was initiated in fall 2008. Since that time, 28 colloquia were held and several students and all research faculty members participated several times. This offers faculty members and graduate students to present research in progress to get feedback and advice from colleagues. Subsequently, research output in the School has increased dramatically.

➢ **Expanded a focus on gender and diversity issues.** A concerted effort to improve diversity in terms of students and faculty resulted in more female faculty members and leadership in SMSC, a more diverse student population and more diversity in the curriculum. In 2010, the course *Media and Society* was changed to *Media in a Diverse Society*, which was awarded a D-designation in the OSU general education curriculum. This is one of the few general education courses at OSU that has a diversity designation.

➢ **Changed the role of the student newspaper.** Five years ago, the *Daily O’Collegian* was a point of strife between the School and the OSU administration, which was partly because of the ownership of the paper was in a Publication Board (established 1926) over which the OSU President presided. Although *The O’Colly* (as it is popularly known) was managed as an independent entity, there was too much involvement of SMSC professors in the daily content. Furthermore, the newspaper was viewed as part of the School, and the quality of the newspaper, which essentially is a student lab, was seen as a reflection of the quality of the School’s programs. As a result of a report from the SMSC Director, President Hargis and the Publication Board members agreed to dissolve the Publication Board. The OSU Student Media Board was reconstituted with much broader representation internally and externally. Essentially, the Board decides only on the editorship each semester and receives reports from the general manager, student adviser and editor.

➢ **Participated in OStateTV.** When OSU launched its online television platform, OStateTV, SMSC was asked to involve its students. Rather than an informal participation, the School proposed to share a full-time appointment with OSU Communications that would allow students to produce content for credit while allowing them a platform to publish their work.

5. **If the unit was previously accredited, summarize each deficiency noted in the previous accreditation report, followed by a response to each, explaining actions taken to address the problems and the results. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify these standard(s), the reasons cited, and how these problems have been addressed.**

The unit was in noncompliance on research and scholarship in the past two accreditation reports and in noncompliance on diversity in the previous report. These two issues will be addressed individually.
Research:
There was a special focus on improving research output in the unit during the past five years. As mentioned, research collaboration and a monthly focus on research in the School has had a big impact. Faculty members received more travel support than ever when they had papers accepted at major academic conferences. Tenure-track faculty members receive special support for travel and also often receive Travel Grants from the College of Arts & Sciences, as well as support for summer research in the form of a month’s salary. The two endowed chairs have $10,000 each for travel and research. Research and creative activity also played an important role in annual Appraisal and Development documents, which in turn affected salary increases. The unit’s Tenure and Promotion Document was reviewed with clearer guidelines for measurement and evaluation of research and creative activity.

The retirement of two faculty members allowed the school to appoint tenure-track faculty members with a strong research focus. Although research output is addressed in detail in Section II, Standard V, it is important to note here that during the past five years SMSC faculty members have received four junior faculty awards from the College of Arts & Sciences, seven top paper awards at national conferences and four national awards recognizing their scholarly contributions. The national awards are mostly in the area of strategic communication, though several top papers were awarded in the sports media field, which is a growing area of research for faculty members.

The unit (not individual faculty members) increased publications in refereed journals from 20 during the previous accreditation cycle to 70 during the past five years, an astounding 250 percent increase. The number of refereed conference papers increased from 49 during the previous accreditation cycle to 166 for the past five years, an increase of 239 percent. It is difficult to exactly determine improvements in other research categories compared to the previous accreditation report because that data is not readily available from the previous self-study. However, the previous self-study report indicated, for instance, that the unit produced 14 books or book chapters during the previous accreditation cycle. In comparison, during the past five years the unit has produced one scholarly book, four edited books, 23 book chapters and 13 encyclopedia entries.

Grant funding is an area that needs additional focus in the School and there are special initiatives underway between the unit and the College’s Associate Dean for Research to help SMSC faculty members improve involvement in interdisciplinary research. Nonetheless, small steps were taken in this regard. In one project, two faculty members received $25,000 for research on improving the interest of school children in math and science. In the past two years, the School has won two grants from the Association for Education in Journalism and Mass Communication for $8,000 and $1,000. Although small, these grants have a high profile in the field of journalism. A Page Center grant for $2,500 was awarded to study ethics of students in advertising and public relations.

Finally, the School recently conducted a review of the impact of its faculty’s research. This showed the number of Google Scholarly Citations for current faculty members since 2008 came to 887 and of those 761 were for first or solo authorship and provides evidence the impact of SMSC scholarship is indeed meaningful.
The above data show the School took the noncompliance in research in the previous report seriously and addressed all the concerns articulated in that report. Considering the relatively small number of research faculty members in the School and because it took a full year to replace two professors, their performance was indeed remarkable.

**Diversity:**

After noncompliance in diversity in the previous report, improving gender equality in SMSC was the first order of business. To this end, a female Director with an international background was appointed in 2008, one female associate professor was promoted to full professor and appointed as an endowed chair, and when the opportunity arose, a female tenure-track appointment was made. Another Asian female tenure-track assistant professor appointment was made, but this faculty member moved to another university after one year. A male faculty member replaced her. When another tenure-track assistant professor position opened, an Asian-American male was appointed. The following table shows the seniority, sex and ethnicity of tenured, tenure-track and clinical faculty members.

<table>
<thead>
<tr>
<th>Tenured Professors</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fullerton, J.</td>
<td>Endowed Chair</td>
<td>Female</td>
</tr>
<tr>
<td>Holtzhausen, D.</td>
<td>Director</td>
<td>Female</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tenured Associate Professors</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hodgson, J.</td>
<td>Male</td>
<td>White</td>
</tr>
<tr>
<td>Ketterer, S.</td>
<td>Male</td>
<td>White</td>
</tr>
<tr>
<td>Kian, E.</td>
<td>Endowed Chair</td>
<td>Male</td>
</tr>
<tr>
<td>Krein, M.</td>
<td>Male</td>
<td>White</td>
</tr>
<tr>
<td>Lewis, B.K.</td>
<td>Female</td>
<td>White</td>
</tr>
<tr>
<td>McGuire, J.</td>
<td>Graduate Director</td>
<td>Male</td>
</tr>
<tr>
<td>McKinnon, L.</td>
<td>Female</td>
<td>Native American</td>
</tr>
<tr>
<td>Murray, R.</td>
<td>Male</td>
<td>White</td>
</tr>
<tr>
<td>Senat, J.</td>
<td>Male</td>
<td>White</td>
</tr>
<tr>
<td>Sowell, M.</td>
<td>Male</td>
<td>White</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tenure-track Assistant Professors</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kim, K.</td>
<td>Male</td>
<td>Asian/International</td>
</tr>
<tr>
<td>Nichols, C.</td>
<td>Female</td>
<td>White</td>
</tr>
<tr>
<td>Shipka, D.</td>
<td>Male</td>
<td>White</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clinical Assistant Professor</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Noble, G.</td>
<td>Female</td>
<td>White</td>
</tr>
</tbody>
</table>

In terms of visiting assistant professors, two female and two male appointments were made. The ratio between male and female adjunct faculty appointments is about even and depends on the teaching needs of a particular semester. The biggest problem in terms of diversity is the lack of diversity within specific degree programs. For instance, only one female adjunct teaches in the Multimedia Journalism program, and women teach only two courses in the Sports Media program. To start rectifying this situation, the School applied for and was granted a new line for a targeted hire to address this deficiency, and that search is underway. Another search opportunity became available when a professor in Multimedia Journalism
indicated he would retire at the end of the 2013-14 academic year. That search also is underway.

Although voters passed State Question 759 in November 2012, SMSC’s commitment to diversity remains unshakable. State Question 759 eliminated affirmative action programs in the state. The measure deals with three areas of government action: employment, education and contracting. This does not prohibit the School from including diversity perspectives in the School’s curriculum and it is from this perspective that these searches are conducted.

It also is important to note SMSC takes a broader view of diversity than merely ethnicity, though that too is important. The School has an active agenda of facilitating the presence of the LGBT community and the disabled community and in both of these faculty members are active and vocal participants. Faculty members were encouraged to undergo Safe Zone Training to create safe spaces for the LGBT community in the School. A special privacy area was created for the School’s disabled faculty member, who plays an important role in the School’s affairs and serves as President of the A&S Faculty Council. Thus, since 2008 the gender and ethnic diversity among the School’s faculty members have greatly improved with serious steps underfoot to build on that momentum. It can be expected that in fall 2014 SMSC will start off with a greatly improved diversity profile of its tenured and tenure-track faculty members.

The increase in diversity in the student body also is quite remarkable considering the demographic composition of the university’s environment. At the time of the previous accreditation process, ethnic diversity in SMSC was 14.6 percent. That increased to 17.1 percent in spring 2011, 19.4 percent in spring 2012 and 20.9 percent in spring 2013. Students from different backgrounds play important leadership roles in student organizations and school initiatives. As discussed in Part II, Standard 3, the School has adopted a Strategic Plan for Diversity and the aim is to grow diversity in the student body to 30 percent during the next five years. The Dallas/Fort Worth and North Texas areas offer valuable recruitment opportunities for SMSC and as students from diverse backgrounds return to their homes as SMSC ambassadors they encourage others to apply.

In terms of programmatic diversity, the School offers one of the few D (Diversity)-designated courses in the OSU general education curriculum and projects focusing on diversity issues and social justice receive preference in capstone courses and other class projects. There also is a focus on inviting a diverse population of professionals as speakers and to offer workshops to faculty members, one of which had a specific diversity focus.

SMSC has taken the noncompliance in diversity in the previous report seriously and has used every opportunity for appointing new faculty members to improve diversity in the curriculum. The School’s student body diversity also is rapidly increasing, showing the School has earned itself a reputation as an institution that welcomes all people, including those with diverse backgrounds and viewpoints.
6. Describe the process used to conduct the self-study, including the roles of faculty members, students and others. Describe the strengths and weaknesses of the program discovered during the process, and describe any changes undertaken or planned as a result.

The self-study process started with the SMSC annual faculty retreat, which in 2012 took place on September 7. Here the faculty members reviewed the strategic plan and also reviewed the strengths and weaknesses in research, teaching and service. Subsequently the Director invited all faculty members to participate in the self-study by breaking up the review process into different categories. Participation was totally voluntary and faculty members could decide on which work team they wanted to be. The following table explains the division of labor and shows the enthusiasm with which faculty members participated. One full-time visiting assistant professor and three adjuncts professors also volunteered to participate.

<table>
<thead>
<tr>
<th>Team</th>
<th>Category</th>
<th>Team members</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Standard 1 Mission, Vision, and Strategy</td>
<td>Nichols, Williams</td>
</tr>
<tr>
<td>2</td>
<td>Standard 1 Faculty Governance</td>
<td>Personnel Committee</td>
</tr>
<tr>
<td>3</td>
<td>Standard 1 Administration</td>
<td>Shipka</td>
</tr>
<tr>
<td>4</td>
<td>Standard 2 Curriculum and Instruction (including internships)</td>
<td>Ketterer, Noble, Speed</td>
</tr>
<tr>
<td>5</td>
<td>Standard 3 Diversity and inclusiveness</td>
<td>Allen, Shipka, Kim</td>
</tr>
<tr>
<td>6</td>
<td>Standard 4 Full-Time and Part-Time Faculty (hiring and evaluation procedures)</td>
<td>Collington, McGuire</td>
</tr>
<tr>
<td>7</td>
<td>Standard 5 Scholarship: Research, Creative and Professional Activity</td>
<td>Fullerton, Murray, Kim</td>
</tr>
<tr>
<td>8</td>
<td>Standard 6 Student Services</td>
<td>Christian, Daniels, Sowell</td>
</tr>
<tr>
<td>9</td>
<td>Standard 7 Resources, facilities and equipment</td>
<td>Hodges, Hodgson</td>
</tr>
<tr>
<td>10</td>
<td>Standard 8 Professional and Public Service</td>
<td>Nichols, Kian</td>
</tr>
<tr>
<td>11</td>
<td>Standard 9 Assessment of learning outcomes</td>
<td>Fullerton, McKinnon, Kian, Senat</td>
</tr>
</tbody>
</table>

To begin the self-study, each Work Team met with the Director for about 30 minutes during the first week of December 2012 to discuss each requirement and divide the work among team members. A next round of meetings was held during the week of April 22, 2013, to determine progress. Teams were instructed to complete their work at the end of May 2013 and submit it to the Director’s office. Individual liaison with team members continued until the submission of the final document.

As mentioned in the SMSC Strategic Plan (Appendix 2), the self-study pointed to the following strengths and weaknesses:
Strengths

- Strong, innovative programs with involved, experienced faculty.
- Niche programs offered.
- Visibility and recognition associated with SMSC and one of the best four-year programs in the nation for sports media.
- Great campus location next to the Student Union.
- Largest school in the College of Arts & Sciences with increasing enrollment.
- SMSC has maintained accreditation continuously since 1948.
- Location at OSU-Tulsa offers convenience for working professionals in the area as well as a “big city” appeal some international students value.
- Faculty is well-trained with Ph.D. requirements and is known for experience in the field, which increases program prestige in the mind of students and potential employers.

Weaknesses

- Lack of brand awareness about the program outside SMCS. Program has little to no public image within OSU and outside the OSU community.
- Weak alumni relations.
- Lack of consistent social media presence on sites such as Twitter, Facebook and LinkedIn.
- Physical appearance of the building does not represent the atmosphere and resources that are available to students.
- Increased enrollment is making the building crowded. As the largest school within the College of Arts & Sciences, we have outgrown the Paul Miller Building in the number of students and in the building’s limited ability to support today’s mass communications technological needs.
- Facilities and technology in the building need updating.
- Some students are concerned in lack of assistance in finding jobs upon graduation.
- Limited online courses offered.

From an administrative perspective three additional issues needed addressing:

- The School’s tenure and promotion document was vague and did not clearly express the requirements for tenure and promotion;
- The School did not have a clearly stated diversity policy, particularly in the light of State Question 759, which prevents affirmative action appointments;
- Because of the increase in enrollment, the School needed an Associate Director for Undergraduate Studies to assist the Director with the additional workload.

The following steps were taken to address these issues:

- The College agreed to provide support for alumni outreach;
- A comprehensive long-range review of technology needs for the next three years was conducted and grant proposal was submitted to the College;
- A comprehensive review of faculty needs to support current enrollment and to stabilize teaching in the school was conducted and submitted to the College;
- A Donor Relations Committee was initiated to actively drive fundraising for the school, particularly with the goal to have a new building;
An Associate Director for Undergraduate Studies position was approved by A&S and will be appointed in 2014.

7. Provide copies of pages of the undergraduate catalogs and other publications that describe the mission and scope of the unit, its curriculum, administrative and graduation requirements. (These items may be presented in the appendices binder.)

See Appendix 3 that provides the following:
- The educational mission and scope of the School of Media & Strategic Communications
- Degree sheets
- Courses and course descriptions
- College fact sheet

The information also is available on the SMSC website at http://media.okstate.edu
### Table 1. Students

List below each of the separate programs of study in the unit. These may be called emphases, concentrations, sequences, or majors; please identify each program with a separate set of requirements. Give the number of students by class (year in school) in each of these programs at the end of the 2012 – 2013 academic year. If all of your students technically come under one major but you subdivide those majors into sequences or tracks, please list students by those sequences or tracks. Please be sure to list separately all subsidiary programs of study even if not formally identified by computer or register codes. Show the number of undergraduate degrees conferred during academic year 2012 – 2013. Please include all semesters or quarters. If the unit has a formal pre-major status, list the number of such students.*

Add additional lines as needed.

<table>
<thead>
<tr>
<th>Undergraduate program of study</th>
<th>Freshmen</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
<th>Total Students</th>
<th>Degrees Conferred</th>
<th>Bachelor’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-majors, if any*</td>
<td>141</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>155</td>
<td>9</td>
<td>144</td>
</tr>
<tr>
<td>1. Multimedia Journalism</td>
<td>0</td>
<td>31</td>
<td>49</td>
<td>31</td>
<td>111</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>2. Sports Media</td>
<td>0</td>
<td>65</td>
<td>52</td>
<td>35</td>
<td>152</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>3. Strategic Communication</td>
<td>0</td>
<td>91</td>
<td>128</td>
<td>122</td>
<td>341</td>
<td>71</td>
<td></td>
</tr>
<tr>
<td>4. **JB – Advertising</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>8</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>5. **JB – Broadcast Journalism</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>6. **JB – News Editorial</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>7. **JB – Public Relations</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>8. **JB – Sports Media</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>10</td>
<td>11</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td><strong>Total students</strong></td>
<td>141</td>
<td>201</td>
<td>231</td>
<td>207</td>
<td>780</td>
<td>144</td>
<td></td>
</tr>
</tbody>
</table>

* Students who have declared their intention but have not completed the requirements for admission to the major.
** These programs were replaced in Fall 2010 and are being phased out.
Table 2. Full-Time Faculty

List names of full-time journalism and mass communications faculty members assigned to the unit and provide requested information for the quarter or semester immediately preceding the accreditation visit. Add additional lines as needed. (As part of the updated General Information Section, faculty lists will be updated to reflect the academic term when the visiting team is on campus. For more information see the General Information section of the self-study report form.

<table>
<thead>
<tr>
<th>Semester: Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Unit Administrator</td>
</tr>
<tr>
<td>Derina Holtzhausen</td>
</tr>
<tr>
<td>Professors</td>
</tr>
<tr>
<td>Jami Fullerton</td>
</tr>
<tr>
<td>Associate Professors</td>
</tr>
<tr>
<td>Jack Hodgson</td>
</tr>
<tr>
<td>Stan Ketterer</td>
</tr>
<tr>
<td>Ted Kian</td>
</tr>
<tr>
<td>Bobbi Kay Lewis</td>
</tr>
<tr>
<td>John McGuire</td>
</tr>
<tr>
<td>Lori McKinnon</td>
</tr>
<tr>
<td>Ray Murray</td>
</tr>
<tr>
<td>Joey Senat</td>
</tr>
<tr>
<td>Mike Sowell</td>
</tr>
<tr>
<td>Assistant Professors</td>
</tr>
<tr>
<td>Kenneth Kim</td>
</tr>
<tr>
<td>Cynthia Nichols</td>
</tr>
<tr>
<td>Gina Noble (clinical)</td>
</tr>
<tr>
<td>Danny Shipka</td>
</tr>
<tr>
<td>Visiting Assistant Professors</td>
</tr>
<tr>
<td>Shane Hoffman</td>
</tr>
<tr>
<td>Allison Meija</td>
</tr>
<tr>
<td>Nichole Nash</td>
</tr>
<tr>
<td>Hillary Speed</td>
</tr>
<tr>
<td>Lecturers</td>
</tr>
<tr>
<td>Matt Elliot</td>
</tr>
</tbody>
</table>
Table 3. Part-Time Faculty

List names of part-time faculty from journalism and mass communications funds and provide requested information. List should include personnel, including laboratory instructors and teaching assistants, who taught any regular course during the year preceding the accreditation visit. Present the names in groups by semester or quarter. Put an X under the appropriate teaching responsibility. Add additional lines as needed.

<table>
<thead>
<tr>
<th>Name and Rank</th>
<th>Years full-time professional experience</th>
<th>Years teaching experience</th>
<th>Highest earned degree</th>
<th>Now working full-time as professional (y/n)</th>
<th>Working toward degree (y/n)</th>
<th>Credit hrs. teaching this semester</th>
<th>In charge of course</th>
<th>Lectures</th>
<th>Assists in lab</th>
<th>Assists teacher in charge</th>
<th>Teaching responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen, Barbara Lecturer</td>
<td>16</td>
<td>2.5</td>
<td>MS</td>
<td>Y</td>
<td>N</td>
<td>3</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>In charge of course, Lectures, Assists in lab, Assists teacher in charge</td>
</tr>
<tr>
<td>Bevel, Shane Lecturer</td>
<td>15</td>
<td>5</td>
<td>BA</td>
<td>Y</td>
<td>N</td>
<td>3</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>In charge of course, Lectures, Assists in lab, Assists teacher in charge</td>
</tr>
<tr>
<td>Cain-Wood, Bonnie Lecturer</td>
<td>14</td>
<td>2</td>
<td>MS</td>
<td>Y</td>
<td>N</td>
<td>0</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>In charge of course, Lectures, Assists in lab, Assists teacher in charge</td>
</tr>
<tr>
<td>Clinton, Amanda Lecturer</td>
<td>12</td>
<td>3</td>
<td>MS</td>
<td>Y</td>
<td>N</td>
<td>3</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>In charge of course, Lectures, Assists in lab, Assists teacher in charge</td>
</tr>
<tr>
<td>Hunziker, Dave Lecturer</td>
<td>25</td>
<td>7</td>
<td>BJ</td>
<td>Y</td>
<td>N</td>
<td>3</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>In charge of course, Lectures, Assists in lab, Assists teacher in charge</td>
</tr>
<tr>
<td>Nykolaiszyn, Juliana Assistant Prof (LIB)</td>
<td>12</td>
<td>2</td>
<td>MS</td>
<td>Y</td>
<td>Y</td>
<td>3</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>In charge of course, Lectures, Assists in lab, Assists teacher in charge</td>
</tr>
<tr>
<td>Wallace, Andy Lecturer</td>
<td>20</td>
<td>3</td>
<td>BA</td>
<td>Y</td>
<td>Y</td>
<td>6</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>In charge of course, Lectures, Assists in lab, Assists teacher in charge</td>
</tr>
<tr>
<td>Williams, Joe Lecturer</td>
<td>40</td>
<td>3</td>
<td>MS</td>
<td>Y</td>
<td>N</td>
<td>0</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>In charge of course, Lectures, Assists in lab, Assists teacher in charge</td>
</tr>
<tr>
<td>Hoffman, Shane Graduate TA</td>
<td>0</td>
<td>1</td>
<td>MS</td>
<td>Y</td>
<td>N</td>
<td>6</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>In charge of course, Lectures, Assists in lab, Assists teacher in charge</td>
</tr>
<tr>
<td>Kim, ChangJung Graduate TA</td>
<td>9</td>
<td>.5</td>
<td>MS</td>
<td>N</td>
<td>Y</td>
<td>3</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>In charge of course, Lectures, Assists in lab, Assists teacher in charge</td>
</tr>
<tr>
<td>Kim, Yung Graduate TA</td>
<td>3</td>
<td>1</td>
<td>MS</td>
<td>N</td>
<td>N</td>
<td>3</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>In charge of course, Lectures, Assists in lab, Assists teacher in charge</td>
</tr>
<tr>
<td>Snapp, Brittany Graduate TA</td>
<td>0</td>
<td>0</td>
<td>BA</td>
<td>N</td>
<td>Y</td>
<td>6</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>In charge of course, Lectures, Assists in lab, Assists teacher in charge</td>
</tr>
<tr>
<td>Zhang, Xeuying Graduate TA</td>
<td>5</td>
<td>.5</td>
<td>MS</td>
<td>N</td>
<td>Y</td>
<td>3</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>In charge of course, Lectures, Assists in lab, Assists teacher in charge</td>
</tr>
<tr>
<td>Fevurly, Sara Undergrad TA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>y</td>
<td>3</td>
<td></td>
<td></td>
<td>In charge of course, Lectures, Assists in lab, Assists teacher in charge</td>
</tr>
<tr>
<td>Name</td>
<td>Grade</td>
<td>Years</td>
<td>Status</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>-------</td>
<td>-------</td>
<td>--------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geary, Anna</td>
<td>Undergrad TA</td>
<td>Y</td>
<td>3</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kafer, Hannah</td>
<td>Undergrad TA</td>
<td>Y</td>
<td>3</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>McKown, Kyla</td>
<td>Undergrad TA</td>
<td>Y</td>
<td>3</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nielsen, Emily</td>
<td>Undergrad TA</td>
<td>Y</td>
<td>3</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rohwer, Conner</td>
<td>Undergrad TA</td>
<td>Y</td>
<td>3</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Woodruff, Nick</td>
<td>Undergrad TA</td>
<td>Y</td>
<td>3</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name and Rank</td>
<td>Years full-time professional experience</td>
<td>Years teaching experience</td>
<td>Highest earned degree</td>
<td>Now working full-time as professional (y/n)</td>
<td>Working toward degree (y/n)</td>
<td>Credit hrs. teaching this semester</td>
<td>In charge of course</td>
<td>Lectures</td>
<td>Assists in lab</td>
<td>Assists teacher in charge</td>
<td>Teaching responsibilities</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-----------------------------------------</td>
<td>----------------------------</td>
<td>------------------------</td>
<td>---------------------------------------------</td>
<td>-----------------------------</td>
<td>-----------------------------------</td>
<td>------------------</td>
<td>----------</td>
<td>---------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Allen, Barbara Lecturer</td>
<td>16</td>
<td>2.5</td>
<td>MS</td>
<td>Y</td>
<td>N</td>
<td>3</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>In charge of course</td>
</tr>
<tr>
<td>Berkenbile, Billy Lecturer</td>
<td>18</td>
<td>2</td>
<td>BS</td>
<td>Y</td>
<td>N</td>
<td>0</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>In charge of course</td>
</tr>
<tr>
<td>Bevel, Shane Lecturer</td>
<td>15</td>
<td>5</td>
<td>BA</td>
<td>Y</td>
<td>N</td>
<td>3</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>In charge of course</td>
</tr>
<tr>
<td>Nykolaiszyn, Juliana Assistant Prof Lecturer</td>
<td>12</td>
<td>2</td>
<td>MS</td>
<td>Y</td>
<td>Y</td>
<td>3</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>In charge of course</td>
</tr>
<tr>
<td>Smith, Erin Lecturer</td>
<td>13</td>
<td>2</td>
<td>MS</td>
<td>Y</td>
<td>N</td>
<td>0</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>In charge of course</td>
</tr>
<tr>
<td>Thrash, Amanda Lecturer</td>
<td>7</td>
<td>5</td>
<td>J.D.</td>
<td>Y</td>
<td>N</td>
<td>0</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>In charge of course</td>
</tr>
<tr>
<td>Wallace, Andy Lecturer</td>
<td>20</td>
<td>3</td>
<td>BA</td>
<td>Y</td>
<td>Y</td>
<td>6</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>In charge of course</td>
</tr>
<tr>
<td>Williams, Joe Lecturer</td>
<td>40</td>
<td>3</td>
<td>MS</td>
<td>Y</td>
<td>N</td>
<td>0</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>In charge of course</td>
</tr>
<tr>
<td>Willis, Jack Lecturer</td>
<td>20</td>
<td>24</td>
<td>MA</td>
<td>N</td>
<td>N</td>
<td>3</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>In charge of course</td>
</tr>
<tr>
<td>Hoffman, Shane Graduate TA</td>
<td>0</td>
<td>1.5</td>
<td>MS</td>
<td>Y</td>
<td>N</td>
<td>6</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>In charge of course</td>
</tr>
<tr>
<td>Kim, ChangJung Graduate TA</td>
<td>9</td>
<td>1</td>
<td>MS</td>
<td>N</td>
<td>Y</td>
<td>3</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>In charge of course</td>
</tr>
<tr>
<td>Lawson, Heather Graduate TA</td>
<td>7</td>
<td>0</td>
<td>BA</td>
<td>N</td>
<td>Y</td>
<td>3</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>In charge of course</td>
</tr>
<tr>
<td>Snapp, Brittany Graduate TA</td>
<td>0</td>
<td>.5</td>
<td>BA</td>
<td>N</td>
<td>Y</td>
<td>6</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>In charge of course</td>
</tr>
<tr>
<td>Woodruff, Nick Graduate TA</td>
<td>0</td>
<td>0</td>
<td>BA</td>
<td>N</td>
<td>Y</td>
<td>6</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>In charge of course</td>
</tr>
<tr>
<td>Zhang, Xeuying Graduate TA</td>
<td>5</td>
<td>1.5</td>
<td>MS</td>
<td>N</td>
<td>Y</td>
<td>3</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>In charge of course</td>
</tr>
<tr>
<td>Fevurly, Sara Undergrad TA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>In charge of course</td>
</tr>
<tr>
<td>Name</td>
<td>Undergrad TA</td>
<td>Y</td>
<td>3</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geary, Anna</td>
<td>Undergrad TA</td>
<td>Y</td>
<td>3</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kafer, Hannah</td>
<td>Undergrad TA</td>
<td>Y</td>
<td>3</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>McKown, Kyla</td>
<td>Undergrad TA</td>
<td>Y</td>
<td>3</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nielsen, Emily</td>
<td>Undergrad TA</td>
<td>Y</td>
<td>3</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rohwer, Conner</td>
<td>Undergrad TA</td>
<td>Y</td>
<td>3</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part II, Standard 1. Mission, Governance and Administration

Dr. Bobbi Kay Lewis is the 2013-2014 Chair of the Arts & Sciences Faculty Council.

Executive summary

- The School of Media & Strategic Communications is one of two schools in the OSU College of Arts & Sciences.

- The school’s strategic plan drives every aspect of the school’s administration, including curriculum, infrastructure, new faculty and staff appointments, and budget allocations.

- The school started on a revised strategic plan in 2008 and revisited it every year at a faculty retreat. After successfully executing the first three-year plan the school revised its strategic plan again in 2012 and 2013 to drive its mission of offering students a cutting-edge education.

- SMSC faculty members are very involved in many aspects of faculty governance in the college and the university. Dr. Bobbi Kay Lewis is the 2013-2014 Chair of the A&S Faculty Council.

- The school takes faculty governance seriously. In addition to the Personnel Committee, the school has a Student Services/Extension Committee, a Curriculum Committee, and an Assessment Committee. Faculty approved to establish a Technology Committee from fall 2014.

- In spring 2013 SMSC faculty members voted unanimously for the reappointment of the Director for another five year term.
During the visit, the unit should provide the following documents in the workroom:

- internal reports on curriculum, educational policy, etc.
- files related to searches and hiring decisions regarding administrators
- files related to concerns and complaints expressed by faculty, staff or students

Please respond to each of the following instructions:

1. Describe the administrative structure of the unit, including to whom the unit administrator reports to within the university. Include names and titles. The information should extend from the lowest level of administrative responsibility within the unit to the institution's chief executive officer.

   President Burns Hargis is the chief executive officer for four campuses within the Oklahoma State University system in Stillwater, Tulsa, Okmulgee and Oklahoma City.

   Dr. Pamela Fry is the Oklahoma State University Interim Provost and Senior Vice President for Academic Affairs. She is officiating in this position after the resignation of Dr. Robert Sternberg, who became President of University of Wyoming. Vice presidents, deans of colleges and the graduate college, and assistant vice presidents answer directly to Dr. Fry.

   Dr. Bret Danilowicz is Dean of the College of Arts & Sciences. Dr. Bruce Crauder is the Associate Dean for Instruction and Personnel; Dr. Tom Wikle is the Associate Dean for Academic Programs; and Dr. Ron Van Den Bussche is the Associate Dean for Research. The College also offers services to its two schools and 22 departments through its Outreach, Student Services and Fiscal Affairs units; each has a director leading it. The School of Media & Strategic Communications is the largest academic unit in the College.

   Dr. Derina Holtzhausen is the Director of the School of Media & Strategic Communications. The School’s faculty and staff report to the Director.

   The SMSC Director is responsible for budgeting, planning, academic leadership, including oversight of advising, curriculum and instruction, and personnel administration of the School. The director also is responsible for the Paul Miller Building, in which the School is housed.

   In September 2013, the College agreed the Director could appoint an Assistant Director for Undergraduate Studies. The role of the Assistant Director is to take responsibility for course scheduling and teaching assignments and assist with curriculum development. In 2014 the first Associate Director for Undergraduate Studies will be appointed.

   Dr. John McGuire is the Coordinator of Graduate Studies for Mass Communications programs on the Stillwater and Tulsa campuses. He coordinates admissions and does initial advising of graduate students but does not supervise personnel.

   Each of the three degree programs has a program coordinator who reviews course schedules and teaching assignments and provides the Director and Assistant Director with feedback on these and other curriculum matters. The program coordinators meet with faculty members in the respective degree programs at least once per semester to review the curriculum and
maintain standards and rigor. These positions, however, do not have any official administrative responsibilities. The School also has an Outreach Coordinator, Dr. Joey Senat, whose main role is supervising two of the School’s biggest outreach events: Journalism High School Day and the Oklahoma College Media Association.

The School’s student advisers, Karen Christian and Mary Daniels, report directly to the Director. In addition to student advising, Christian also is responsible for assisting the Assistant Director with course scheduling and teaching assignments. Daniels also is responsible for outreach activities, the SMSC Student Ambassadors and scholarships.

Melissa Powers, senior administrative assistant, also reports directly to the Director, as does the in-house engineer, Bill Hodges. The financial assistant and office assistant report to Powers.

The Daily O'Collegian (The O'Colly) and its management are only administratively and loosely connected to the School, with the Director being responsible for any staff-related issues relating to The O’Colly’s general manager, Ray Catalino. He is responsible for the business aspects of the newspaper and its daily operation. He supervises four staff members. The Director of the School is an ex-officio member of the OSU Student Media Board and one of 15 members of the Board, which governs of The Daily O'Collegian.

2. Describe the unit’s process for strategic or long-range planning. Attach a copy of the unit’s written strategic or long-range plan. This plan should give the date of adoption/revision and any timeline for achieving stated goals.

The School revised and approved a new strategic plan at a faculty retreat Sept. 22, 2008. It was a three-year plan, which subsequently reviewed every year for the next two years to measure progress toward completion. The strategic plan was reviewed (see Appendix 4 for the working documents):

Aug. 14, 2009
Oct. 15, 2010
Sept. 7, 2012

At the faculty retreat and strategic planning session Sept. 7, 2012, it was clear most of the objectives were accomplished and those that were not could easily be rolled into a new strategic plan. At this retreat, faculty and staff members reviewed the status of the School. With all the changes that were accomplished in a relatively short time, the consensus was the School needed to be taken to a higher level of excellence and accomplishments. Based on this review, a new strategic plan was submitted to the faculty members for review Aug. 16, 2013. Minor changes were proposed and the new strategic plan was formally adopted at a faculty meeting Sept. 20, 2013 (see Appendix 2).

Based on this strategic plan, the following priorities were selected for the 2013-14 academic year:

➢ **Reaccreditation.** To successfully earn reaccreditation of the School and achieve compliance with all standards.
Recruitment of faculty. To recruit at least two outstanding candidates for the School’s multimedia journalism program, with an emphasis on bringing diversity to the curriculum.

Request additional tenure-track faculty members. To stabilize the School’s ability to offer courses in the new curriculum and to offer more writing courses, a request for new faculty members will be put forward to the College.

Strengthening the teaching of all faculty members, particularly those on tenure-track. Create opportunities for peer visits to classrooms, promote attendance of sessions the OSU Institute for Teaching and Learning Excellence offers, and offer one Teaching Colloquium in spring 2014. Institute an annual Best Professor: Teaching award.

Appoint Associate Director for Undergraduate Studies.

Find solution for outreach management. Request assistance for particularly alumni outreach from the College.

Upgrade the studio, camera equipment and computer labs to a high-definition environment.

Streamline fundraising. Create an SMSC Donor Relations Committee to generate contacts and assist with generating interest among alumni to become involved in giving to the School.

Faculty research. Continue focus on research through Research Colloquium and publication in high-impact journals and an annual Best Professor: Research award.

Faculty development. Focus on opportunities to assist faculty members to keep updated with industry developments through summer workshops and industry sabbaticals.

3. Describe the unit’s policies and procedures for faculty governance. Provide copies of faculty policy manuals, handbooks or other documents specifying policies, procedures and the roles of faculty and students in governance and in development of educational policy and curriculum. (These may be included in the appendices binder or in a digital file.)

The Oklahoma State University policies and procedures as set out in the OSU Faculty Handbook govern the School. (A copy of the OSU Faculty Handbook will be available in the workroom during the site visit.)

Although the School has freedom in terms of setting educational policy and content for its students, OSU policies guide the School in terms of its mission as set out in the OSU Faculty Handbook:

The basic functions of a university are to advance, evaluate, preserve, and transmit knowledge and to foster creative capabilities. A community of faculty, students and administrators who are free to exercise independent judgment in
fulfilling their educational responsibilities performs these functions. The
government of a university should be designed to allow this community to select
and carry out its responsibilities with maximum effectiveness and integrity. The
Faculty, the Administration, and the Board of Regents for Oklahoma State
University and the A & M Colleges have come to play the most important roles in
the government of Oklahoma State University. The Faculty, which is entrusted
with the primary tasks for which educational institutions are organized, defined at
Oklahoma State University as teaching, research and extension, is recognized as
an essential participant in formulating and recommending university policies. (p. 3)

This Charter of Organization of the General Faculty is therefore adopted in order to promote
the effectiveness of the University in the discharge of its responsibilities, and particularly to
provide the most effective means for utilizing the competencies of the members of the Faculty
for formulating, recommending, and executing the educational policies, procedures and long-
range plans of the University.

In addition to participating in educational policy issues at the School level, SMSC faculty
members also are involved in several committees at the University and College level charged
with these activities. For instance, for this academic year Dr. Bobbi Kay Lewis is the chair of
the A&S Faculty Council, Dr. Cynthia Nichols represents the School on the A&S Technology
Fee Committee and Dr. John McGuire is serving on an Ad Hoc A&S committee to review
summer school and online course remuneration.

Various mechanisms for faculty participation in determining educational policy exist at the
School level. They are:

- Faculty members are elected to serve on SMSC committees that govern educational
  policy, namely, the Curriculum Committee, the Assessment Committee and the
  Student Services Extension Committee.
- The School Director may initiate discussion on educational policy items by requesting
  the applicable committee to routinely review existing policies and develop
  recommendations.
- The School Director may, as in the case of the curriculum redesign, create ad hoc
  work groups to make proposals on new courses and requirements.
- Faculty members all participate in the review of policy, procedures and curriculum at
  the School's annual faculty retreat. When suggestions made at these sessions are
  acted on, these actions are brought to the full faculty meeting by either the Director or
  the relevant committee for a faculty vote.
- Individual faculty members may request an item be placed on the agenda for a faculty
  meeting or may submit the item to the School Director to be directed to the committee
  that has jurisdiction over the issue or may submit the item directly to the chair of the
  applicable committee.
- The applicable committee chair or members or both may initiate discussion on
  educational policy items as a routine evaluation or in response to changes in the
  profession or university that justify a review.
4. How often did the faculty meet during the most recent academic year?

Faculty members normally meet monthly during the academic year. During the 2012-13 academic year, the general faculty met nine times, which included a faculty retreat/strategic planning session Sept. 7, 2012. In addition to the faculty retreat Aug. 16, 2013, and faculty meetings in September and October, two additional faculty meetings were scheduled for fall 2013 and four for spring 2014.

5. List faculty membership on and responsibilities of the unit’s standing and ad hoc committees. (The list should include the names of faculty serving on each committee.)

Each faculty member is directly involved in determining the educational policies of the unit. There are three standing faculty committees in the School of Media & Strategic Communications. Tenured, tenure-track and clinical faculty members elect committee members by secret ballot at the beginning of the school year. (See Appendix 5 for ballots.) The Personnel Committee is charged with the responsibility for overseeing the reappointment and tenure/promotion process, faculty mentoring, nominating a member to serve on search committees and overseeing the implementation of the School’s Diversity Plan. Five members of the committee are elected from the list of tenured faculty members.

The Curriculum Committee consists of five members serving three-year, staggered terms. A senior academic adviser assigned to curricular matters sits as an ad hoc member. This committee is the first to consider any changes to the unit’s curriculum and also is charged with responsibility for reviewing any student petition to deviate from the established curriculum.

The Student Services/Extension Committee consists of five members serving three-year, staggered terms. The Student Services/Extension Committee approves the development of extension courses and supervises the scholarship competition within the School. The committee encourages and assists faculty members with outreach and some recruitment from area high schools, especially for outstanding minority students. The main thrust of our recruitment activities fall to the SMSC Ambassadors group (see more in Section 8—Student Services).

Committee recommendations are brought before the faculty in a general faculty meeting for discussion and resolution.

Ad hoc committees are formed at the discretion of the unit administrator for specific purposes, such as the work group for reaccreditation. The Ad Hoc committee on Assessment has been changed to a standing committee. A standing committee on technology was approved in the new strategic plan and members will be elected in fall 2014. The four leaders of the workgroup responsible for reviewing the School’s curriculum have become program coordinators, serving at the request of the Director and assisting with the review and implementation of assessment procedures and curriculum changes.
Committee members of the School of Media & Strategic Communications Fall 2013

<table>
<thead>
<tr>
<th>Committee Name</th>
<th>Faculty Members</th>
<th>Term Expiration Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel Committee (Five full-time tenured faculty serving a one-year term.)</td>
<td>Jami Fullerton, Stan Ketterer, Bobbi Kay Lewis, John McGuire, Lori McKinnon</td>
<td>8/31/14</td>
</tr>
<tr>
<td>Curriculum Committee (Five members serving three-year term—staggered)</td>
<td>Ken Kim, John McGuire, Lori McKinnon, Ray Murray, Gina Noble, Karen Christian</td>
<td>08/31/14, 08/31/15, 08/31/16, 08/31/16, 08/31/14</td>
</tr>
<tr>
<td>Student Services/Extension Committee (Five members serving three-year terms—staggered)</td>
<td>Jami Fullerton, Cynthia Nichols, Gina Noble, Danny Shipka, Mike Sowell, Mary Daniels</td>
<td>08/31/14, 08/31/16, 08/31/14, 08/31/16, 08/31/16, 08/31/16</td>
</tr>
<tr>
<td>Faculty Assessment Committee (ad hoc standing committee)</td>
<td>Karen Christian, Gina Noble, Mike Sowell, Ted Kian</td>
<td></td>
</tr>
<tr>
<td>Academic Integrity Facilitator</td>
<td>Jack Hodgson</td>
<td>08/31/14</td>
</tr>
</tbody>
</table>

6. Describe the procedures for selecting and appointing unit administrators.

The process of selecting and appointing unit administrators is based on a policy by the College of Arts & Sciences initiated in 2004 (see Appendix 6). The policy requires formal meetings of the faculty and the Dean, the development of the job description, development of a search committee a chairperson (normally a department head from another department) leads, review of candidates and recommendations made to the Dean. The Dean makes the ultimate selection of the Director, normally but not necessarily from the ranked list the selection committee supplied. The documents specifically note in the event another selection is made, the Dean will meet with the departmental faculty members to inform them of the rationale for the choice.

Reappointment of the Director, as specified in the College policy, is driven by the Dean, who meets with individual faculty members, staff and students seeking information on the performance of the Director. The Dean appoints a “returning officer,” in consultation with the faculty, who is to be present at a meeting of the faculty. All tenured and tenure-track faculty vote by secret ballot whether to reappoint the Director for an additional term. The Dean receives the results of the vote, considers information from other sources and makes a reappointment decision.
7. Describe the process for evaluating unit administrators and summarize the results of the most recent evaluation.

Each spring, the Dean of the College of Arts & Sciences, via a standard form (see Appendix 7), solicits from the faculty members their evaluation of the unit administrator. The unit administrator is judged in three broad areas: leadership, administration and communication. Before meeting for a formal evaluation, the Director is asked to submit a summary of major accomplishments in the School to the Dean. A copy of the most recent summary is included in Appendix 8, along with the most recent letter of evaluation. The Dean then meets with the unit administrator to discuss the faculty’s evaluation and provide the administrator with the Dean’s evaluation.

During the 2012-13 academic year, the Dean of the College of Arts & Sciences conducted a review for reappointment of the Director of the School of Media & Strategic Communications. In this process, as outlined in the college document concerning reappointment of unit administrators (See Appendix 6), the Dean met individually with all members of the faculty and staff in the School. He conducted a meeting of the faculty and staff to garner feedback. All members of the meeting, including staff and visiting professors, were given a chance to view their opinions. The meeting culminated with the Dean facilitated a vote, which occurred by paper ballot by tenure and tenure-track faculty. Subsequently, the Dean met with the Director during the annual Appraisal and Development Conference and extended the Director’s term for an additional five years.

The Dean’s evaluation of the Director of the School of Media & Strategic Communications in April 2013 was uniformly positive. The Dean commented in the evaluation the Director had “managed and led the school well over this last period, and you were able to perform to an excellent standard in your research, teaching and service roles.” Overall, the Director was given a perfect evaluation of 5 on a 5-point scale (“outstanding”). The Dean encouraged the Director to challenge herself to an ever-higher profile in service. A copy of the evaluation letter is included in Appendix 9.

8. Describe the unit's process for timely and equitable resolution of complaints and concerns expressed by faculty, staff or students.

Oklahoma State University has a standing university committee in Academic Affairs to resolve grade complaints. If a complaint is presented to the School Director, he or she tries to get the student and faculty member to meet and discuss the issue. At the request of either party, the Director will sit in on this meeting. Usually the complaint is resolved quickly through this process. If the complaint cannot be resolved, students are referred to Academic Affairs, where they are provided with an opportunity to present their side of an issue to a committee composed of faculty and students.

Student complaints regarding SMSC faculty or other School matters are presented to the Director. These discussions are always confidential and the utmost discretion is used to protect the student. The discussion invariably concludes with an agreement between the student and Director on how best to resolve the issue. The matter always is raised with the faculty member to create awareness of the scope of the problem and often the identity of the
student is protected. This discussion may take place immediately or some students prefer that the administrator intercede after the term is completed and grades are submitted. Fortunately, at this time no situation has been unresolved and normally is of a minor nature.

When complaints concern grades received in classes, students are offered the chance to present any evidence they have that the grade received was unwarranted or unfair. When appropriate, a subsequent discussion is held with the faculty member either before or after the submission of final grades. It is often the case that these discussions can bring about an equitable resolution, but not always. In those cases, the student is referred to academic affairs for review through the normal appeals process. It is the policy of the School not to have the Director intervene directly in grading issues unless extraordinary circumstances make it necessary.

The Director directly receives faculty complaints or concerns. Discussions are held and attempts to resolve the problem may involve anything from regularly scheduled meetings to commitments to rescheduling courses.

Staff complaints or concerns are handled much the same way. The Director attempts to resolve all issues immediately, but occasionally it takes some additional time. Staff complaints are rare in the School but usually are focused on salary and promotion issues.
Part II, Standard 2. Curriculum and Instruction

EXECUTIVE SUMMARY

- In 2010 the School of Media & Strategic Communications implemented a new curriculum. Instead of a catch-all B.A./B.S. single degree in Journalism and Broadcasting the school now offers three B.A./B.S. degrees: Multimedia Journalism, Sports Media and Strategic Communication.

- The new core curriculum requires all students to take a course in Ethics and Issues in Mass Communication and in Electronic Communication.

- The new curriculum came about as a team effort between faculty members, professionals and SMSC Advisory Council members.

- SMSC sees itself as a comprehensive media school, which means that all students in the school have access to technology and gain multimedia skills.

- The school produces some of the top students in the college and university. Since fall 2008 SMSC had 13 A&S Top 10 Senior, 13 OSU Seniors of Significance, and nine OSU Outstanding Seniors.

- In fall 2008 Evan Black was the gonfalon carrier at the A&S graduation ceremony, which means she was the best students in the College of Arts & Sciences.
The following syllabi are available in the workroom:

Spring 2014
Fall 2013 syllabi
Summer 2013 syllabi

1. **Discuss any testing of language competence required of students entering or graduating from the program:**

In addition to incoming students meeting the requirements of admission to Oklahoma State University, the School of Media & Strategic Communications requires those who have completed at least 28 hours of college credit, have at least a 2.5 grade-point average and have successfully completed the Language Proficiency Examination (LPE) to enroll in upper-division courses. To enroll in most upper-division courses the School offers, students first must score at least 70 percent on the LPE. Students may retake the exam only once at least six weeks after the first attempt. An overall GPA of 2.5 is required to take the exam. Students on the Stillwater campus prepare for the exam by taking MC 2003 Media Style and Structure. Transfer students take similar courses at other schools to master the basic issues covered. Workshops are also available on the OSU Tulsa campus to further help students prepare for the exam.

The Language Proficiency Exam covers the essentials of language students must master to do well in upper-division coursework in the School, including spelling, grammar, punctuation and Associated Press style. The exam is given twice each semester in Tulsa and Stillwater. Students must preregister to take the exam unless they are an enrolled student in MC 2003 Media Style and Structure. Academic adviser Mary Daniels schedules the exam for transfer students during the first day of each new semester.

Students have two chances to pass the Language Proficiency Exam. If a student takes the exam twice and fails to earn 70 percent or better, that student will not be able to advance in the SMSC program and must declare another major.

University admission requirements (transfer students):

*English Proficiency Requirements:*

- All new applicants for undergraduate study for whom English is a second language are required to demonstrate English proficiency through one of the following testing procedures:
- Test of English as Foreign Language (TOEFL) score greater than 500 (paper-based exam) or greater than 173 (computer-based exam)
- International English Language Testing System (IELTS) score of 6.0.
2. Describe the unit’s curricular efforts to develop in its majors the professional values and competencies established by ACEJMC.

The School has three degrees: Multimedia Journalism, Sports Media and Strategic Communication. Multimedia Journalism students can specialize in News or Production. Sports Media students can specialize in Multimedia Journalism, Production or Strategic Communications/Promotions. Students in Strategic Communication can specialize in Public Relations or Advertising. In addition to the School’s core curriculum (to be discussed under point 3), which all students have to take, students must take required courses in each degree program and can also take electives.

To create awareness among students and faculty of the ACEJMC’s professional values and competencies, the School adopted the O-State 8 in 2004 to develop an assessment of how the core values and competencies of the ACEJMC fit into the School’s curriculum. The O-State 8 have since became institutionalized in the School’s assessment process in terms of external evaluation of student portfolios, internships and alumni satisfaction surveys. These values and competencies also are displayed throughout the School. The O-State 8 represents all the professional values and competencies as follows:

- Demonstrate an appreciation of the relevant constitutional freedoms, legal issues and ethical principles involved in mass communication.
- Demonstrate an understanding of the relevance of human diversity in mass communications.
- Demonstrate an understanding of the history and social role of mass communications.
- Demonstrate critical, creative and individual thinking.
- Demonstrate an understanding of the relevant theories and concepts of mass communications.
- Demonstrate an understanding of the methods and techniques of research and information gathering.
- Demonstrate appropriate writing, editing and production techniques in mass communication.
- Demonstrate an understanding of relevant planning and management methods in mass communication.

Nonetheless, the following tables assess the degree to which the professional values and competencies as set out in the accreditation standards are developed in the required courses and electives in each sequence. The basic categories are: Does not apply (white), Awareness, Knowledge and Application. A key is included at the bottom of each table.
<table>
<thead>
<tr>
<th>Course</th>
<th>1 Truth, accuracy and fairness</th>
<th>2 Freedom of expression</th>
<th>3 Ethical ways of thinking</th>
<th>4 History and roles of media</th>
<th>5 Diversity in a global age</th>
<th>6 Write clearly and accurately</th>
<th>7 Use the tools of technology</th>
<th>8 Apply theories to images, info</th>
<th>9 Engage in research and evaluation</th>
<th>10 Understand data and statistics</th>
<th>11 Think creatively, analytically</th>
</tr>
</thead>
<tbody>
<tr>
<td>MC 1143 Media in a Diverse Society</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MC 2003 Media Style and Structure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MC 2023 Electronic Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMJ 3153 Fundamentals of Audio &amp; Video Production</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMJ 3263 Reporting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMJ 3313 Editing in a Multimedia Environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMJ 3553 Electronic Reporting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MC 4143 Ethics &amp; Issues in Mass Communications</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MC 4163 Mass Communication Law</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMJ 4313 Public Affairs Reporting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMJ 4393 Data Journalism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMJ 4973 Multimedia Journalism Capstone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Does not apply:** White cells indicate that this course does not lend itself to this learning outcome.

**Awareness:** Lighter cells indicate exposure to the concept but not developed in sufficient detail to warrant a deeper understanding.

**Knowledge:** The slightly darker cells indicate exposure to the concept goes into significantly more detail to give students a broader understanding.

**Application:** The darkest cells indicate exposure to the concept is applied through hands-on work. It involves interpretation and evaluation.
TABLE 2: Required Courses for **Multimedia Journalism (Production)**

<table>
<thead>
<tr>
<th></th>
<th>1 Truth, accuracy and fairness</th>
<th>2 Freedom of expression</th>
<th>3 Ethical ways of thinking</th>
<th>4 History and roles of media</th>
<th>5 Diversity in a global age</th>
<th>6 Write clearly and accurately</th>
<th>7 Use the tools of technology</th>
<th>8 Apply theories to images, info</th>
<th>9 Engage in research and evaluation</th>
<th>10 Understand data and statistics</th>
<th>11 Think creatively, analytically</th>
</tr>
</thead>
<tbody>
<tr>
<td>MC 1143 Media in a Diverse Society</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MC 2003 Media Style and Structure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MC 2023 Electronic Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMJ 3153 Fundamentals of Audio &amp; Video Production</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MC 3173 History of Mass Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMJ 3263 Reporting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMJ 3913 Field Production</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMJ 3553 Electronic Reporting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MC 4143 Ethics &amp; Issues in Mass Communications</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MC 4163 Mass Communication Law</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMJ 4953 Advanced Production Practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMJ 4973 Multimedia Journalism Capstone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Does not apply:* White cells indicate that this course does not lend itself to this learning outcome.

**Awareness:** Lighter cells indicate exposure to the concept but not developed in sufficient detail to warrant a deeper understanding.

**Knowledge:** The slightly darker cells indicate exposure to the concept goes into significantly more detail to give students a broader understanding.

**Application:** The darkest cells indicate exposure to the concept is applied through hands-on work. It involves interpretation and evaluation.
TABLE 3: Elective Courses for Multimedia Journalism

<table>
<thead>
<tr>
<th>Course</th>
<th>1 Truth, accuracy and fairness</th>
<th>2 Freedom of expression</th>
<th>3 Ethical ways of thinking</th>
<th>4 History and roles of media</th>
<th>5 Diversity in a global age</th>
<th>6 Write clearly and accurately</th>
<th>7 Use the tools of technology</th>
<th>8 Apply theories to images, info</th>
<th>9 Engage in research and evaluation</th>
<th>10 Understand data and statistics</th>
<th>11 Think creatively, analytically</th>
</tr>
</thead>
<tbody>
<tr>
<td>MMJ 3623 Internet Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMJ 3823 Photography I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMJ 3943 Photojournalism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMJ 3900 Multimedia Journalism Internship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMJ 4433 Feature Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMJ 4553 Broadcast News Writing II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MC 4360 Advanced Multimedia Projects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMJ 4243 Programs &amp; Audiences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMJ 4423 Graphic Design in Multimedia</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMJ 4960 Live Field Production</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Does not apply:** White cells indicate that this course does not lend itself to this learning outcome.

**Awareness:** Lighter cells indicate exposure to the concept but not developed in sufficient detail to warrant a deeper understanding.

**Knowledge:** The slightly darker cells indicate exposure to the concept goes into significantly more detail to give students a broader understanding.

**Application:** The darkest cells indicate exposure to the concept is applied through hands-on work. It involves interpretation and evaluation.
<table>
<thead>
<tr>
<th>Required Courses for Sports Media (Multimedia Journalism)</th>
</tr>
</thead>
</table>
| **TABLE 4:** Required Courses for Sports Media (Multimedia Journalism)**

<table>
<thead>
<tr>
<th>Course</th>
<th>1 Truth, accuracy and fairness</th>
<th>2 Freedom of expression</th>
<th>3 Ethical ways of thinking</th>
<th>4 History and roles of media</th>
<th>5 Diversity in a global age</th>
<th>6 Write clearly and accurately</th>
<th>7 Use the tools of technology</th>
<th>8 Apply theories to images, info</th>
<th>9 Engage in research and evaluation</th>
<th>10 Understand data and statistics</th>
<th>11 Think creatively, analytically</th>
</tr>
</thead>
<tbody>
<tr>
<td>MC 1143 Media in a Diverse Society</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MC 2003 Media Style and Structure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MC 2023 Electronic Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC 2843 Sports &amp; the Media</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMJ 3153 Fundamentals of Audio &amp; Video Production</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMJ 3263 Reporting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMJ 3313 Editing in a Multimedia Environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPM 3843 Contemporary Sports Media</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPM 3853 Sports Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPM 3863 Electronic Sports Reporting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MC 4143 Ethics &amp; Issues in Mass Communications</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MC 4163 Mass Communication Law</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMJ 4393 Data Journalism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPM 4883 Sports in the Newsroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Does not apply: White cells indicate that this course does not lend itself to this learning outcome.

Awareness: Lighter cells indicate exposure to the concept but not developed in sufficient detail to warrant a deeper understanding.

Knowledge: The slightly darker cells indicate exposure to the concept goes into significantly more detail to give students a broader understanding.

Application: The darkest cells indicate exposure to the concept is applied through hands-on work. It involves interpretation and evaluation.
## TABLE 5: Required Courses for Sports Media (Production)

<table>
<thead>
<tr>
<th>Course Code, Course Title</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>MC 1143 Media in a Diverse Society</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MC 2003 Media Style and Structure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MC 2023 Electronic Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC 2843 Sports &amp; the Media</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPM 3843 Contemporary Sports Media</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMJ 3153 Fundamentals of Audio &amp; Video Production</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMJ 3263 Reporting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPM 3863 Electronic Sports Reporting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MMJ 3913 Field Production</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MC 4143 Ethics &amp; Issues in Mass Communications</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MC 4163 Mass Communication Law</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPM 4813 Sports Media Production</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPM 4883 Sports in the Newsroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Does not apply:** White cells indicate that this course does not lend itself to this learning outcome.

**Awareness:** Lighter cells indicate exposure to the concept but not developed in sufficient detail to warrant a deeper understanding.

**Knowledge:** The slightly darker cells indicate exposure to the concept goes into significantly more detail to give students a broader understanding.

**Application:** The darkest cells indicate exposure to the concept is applied through hands-on work. It involves interpretation and evaluation.
TABLE 6: Required Courses for Sports Media (Strategic Communications/Promotion)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>1 Truth, accuracy and fairness</th>
<th>2 Freedom of expression</th>
<th>3 Ethical ways of thinking</th>
<th>4 History and roles of media</th>
<th>5 Diversity in a global age</th>
<th>6 Write clearly and accurately</th>
<th>7 Use the tools of technology</th>
<th>8 Apply theories to images, info</th>
<th>9 Engage in research and evaluation</th>
<th>10 Understand data and statistics</th>
<th>11 Think creatively, analytically</th>
</tr>
</thead>
<tbody>
<tr>
<td>MC 1143</td>
<td>Media in a Diverse Society</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>MC 2003</td>
<td>Media Style and Structure</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>MC 2023</td>
<td>Electronic Communication</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>SC 2183</td>
<td>Intro to Strategic Communications</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>SC 2843</td>
<td>Sports &amp; the Media</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>SC 3353</td>
<td>Persuasive Writing for Strategic Comm.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>SC 3753</td>
<td>Graphic Design</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>SPM 3783</td>
<td>Sports Public Relations</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>SPM 3843</td>
<td>Contemporary Sports Media</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>SPM 3953</td>
<td>Research Methods in Strategic Comm.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>MC 4143</td>
<td>Ethics &amp; Issues in Mass Communications</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>MC 4163</td>
<td>Mass Communication Law</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>SC 4933</td>
<td>Advanced Sports Public Relations</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Does not apply:** White cells indicate that this course does not lend itself to this learning outcome.

**Awareness:** Lighter cells indicate exposure to the concept but not developed in sufficient detail to warrant a deeper understanding.

**Knowledge:** The slightly darker cells indicate exposure to the concept goes into significantly more detail to give students a broader understanding.

**Application:** The darkest cells indicate exposure to the concept is applied through hands-on work. It involves interpretation and evaluation.
TABLE 7: Elective Courses for Sports Media

<table>
<thead>
<tr>
<th></th>
<th>1 Truth, accuracy and fairness</th>
<th>2 Freedom of expression</th>
<th>3 Ethical ways of thinking</th>
<th>4 History and roles of media</th>
<th>5 Diversity in a global age</th>
<th>6 Write clearly and accurately</th>
<th>7 Use the tools of technology</th>
<th>8 Apply theories to images, info</th>
<th>9 Engage in research and evaluation</th>
<th>10 Understand data and statistics</th>
<th>11 Think creatively, analytically</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPM 3500 Sports Media Internship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SPM 4053 Sports Announcing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Does not apply: White cells indicate that this course does not lend itself to this learning outcome.

*Awareness*: Lighter cells indicate exposure to the concept but not developed in sufficient detail to warrant a deeper understanding.

*Knowledge*: The slightly darker cells indicate exposure to the concept goes into significantly more detail to give students a broader understanding.

*Application*: The darkest cells indicate exposure to the concept is applied through hands-on work. It involves interpretation and evaluation.
<table>
<thead>
<tr>
<th>Course</th>
<th>1 Truth, accuracy and fairness</th>
<th>2 Freedom of expression</th>
<th>3 Ethical ways of thinking</th>
<th>4 History and roles of media</th>
<th>5 Diversity in a global age</th>
<th>6 Write clearly and accurately</th>
<th>7 Use the tools of technology</th>
<th>8 Apply theories to images, info</th>
<th>9 Engage in research and evaluation</th>
<th>10 Understand data and statistics</th>
<th>11 Think creatively, analytically</th>
</tr>
</thead>
<tbody>
<tr>
<td>MC 1143 Media in a Diverse Society</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MC 2003 Media Style and Structure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MC 2023 Electronic Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC 2183 Intro to Strategic Communications</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC 3353 Persuasive Writing for Strategic Comm.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC 3383 Strategic Comm. Management &amp; Strategies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC 3753 Graphic Design</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC 3953 Research Methods in Strategic Comm.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC 4013 Media &amp; Markets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC 3606 Copywriting &amp; Creative Strategy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC 4493 Advanced PR Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MC 4143 Ethics &amp; Issues in Mass Communications</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MC 4163 Mass Communication Law</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC 4843 Strategic Comm. Campaigns or SC 4980 Ad. Competitions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Does not apply:** White cells indicate that this course does not lend itself to this learning outcome.

**Awareness:** Lighter cells indicate exposure to the concept but not developed in sufficient detail to warrant a deeper understanding.

**Knowledge:** The slightly darker cells indicate exposure to the concept goes into significantly more detail to give students a broader understanding.

**Application:** The darkest cells indicate exposure to the concept is applied through hands-on work. It involves interpretation and evaluation.
<table>
<thead>
<tr>
<th>TABLE 9: Elective Courses for Strategic Communications</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>SC 3443 Social Media</td>
</tr>
<tr>
<td>SC 3600 Strategic Communications Internship</td>
</tr>
<tr>
<td>SC 3603 Copywriting and Creative Strategy</td>
</tr>
<tr>
<td>MC 4360 Event Planning &amp; Communication</td>
</tr>
<tr>
<td>SC 4223 Media Sales and Marketing</td>
</tr>
<tr>
<td>SC 4493 Advanced Public Relations Writing</td>
</tr>
<tr>
<td>SC 4520 International Public Relations &amp; Advertising</td>
</tr>
<tr>
<td>SC 4530 Managing Social Media Channels</td>
</tr>
<tr>
<td>SC 4603 Integrated Marketing Communication</td>
</tr>
</tbody>
</table>

**Does not apply:** White cells indicate that this course does not lend itself to this learning outcome.

**Awareness:** Lighter cells indicate exposure to the concept but not developed in sufficient detail to warrant a deeper understanding.

**Knowledge:** The slightly darker cells indicate exposure to the concept goes into significantly more detail to give students a broader understanding.

**Application:** The darkest cells indicate exposure to the concept is applied through hands-on work. It involves interpretation and evaluation.
3. If the unit has a core curriculum, briefly list and describe the courses required.

When the curriculum was revised in 2008, the core curriculum was expanded from three to five courses with additional courses in ethics and electronic literacy. (See Appendix 10 for the school’s curriculum grid.) Each degree program also has core courses all students in the particular program have to take.

All students have to complete these core courses:
- MC 1143 Media in a Diverse Society
- MC 2003 Media Style and Structure
- MC 2023 Electronic Communication
- MC 4143 Ethics and Issues in Mass Communication
- MC 4163 Mass Communication Law

Course Descriptions:

MC 1143 (D, S) Media in a Diverse Society. A study of the media and their effect on our culture, with an emphasis on the media’s role in racial, gender and sexual orientation issues in the United States. By analyzing the mass media, we learn to interpret the consequences of the stories they tell. An introductory survey course for majors and nonmajors.

MC 2003 Mass Media Style and Structure. Lab 2. Prerequisite(s): ENGL 1213 or 1223 or 1413 with grade of “C” or better and departmental majors only. Teaches basic writing skills vital to any career in mass communication. Begins by emphasizing language skills with a focus on the rules of grammar and the meaning of words. Also teaches the basic strategies of information gathering, including how to glean accurate and useful background information from traditional and online sources. Introduces students to the fundamental writing styles and objectives required to convey information in media.

MC 2023 Electronic Communication. Prerequisite(s): ENGL 1213 or 1223 or 1413 with a grade of “C” or better and departmental majors only. Introduces students to electronic communication with a series of hands-on projects to develop their skills with basic photography, videography, podcasting and Web page development. Compares media platforms and teaches students visual grammar. Students create slide shows and podcasts, learn to edit video and develop Web pages using content created in class.

MC 4143 Ethics and Issues in Mass Communications. Prerequisite(s): 2003 and 2023 with a grade of “C” or better in both and a minimum grade of 70 on the Language Exam. Students examine classical theories of ethical behavior and their relevancy to professional communicators. Students learn to analyze various moral viewpoints so they can discern a justifiable system of ethical decision-making. Students apply ethical reasoning and professional codes of conduct to scenarios to determine the most ethical action to take.

MC 4163 Mass Communication Law. Prerequisite(s): 2003 and 2023 with a grade of “C” or better in both and a minimum grade of 70 on the Language Exam. Major principles of media law are stressed by examining the important court decisions, statutory and regulatory enactments in each area of communication law. Relevant constitutional freedoms and legal issues affecting professional communicators and all participants in a self-governing society. Practice applying the
law and precedents to specific situations to determine if potential legal problems exist.

Next the core curriculum for each degree will be reviewed.

3A. CORE CURRICULUM IN B.A. AND B.S. IN MULTIMEDIA JOURNALISM

**MMJ 3153 Fundamentals of Audio and Video Production.** Lab 2. Prerequisite(s): MC 2003 and MC 2023 with a grade of “C” or better in both and a minimum grade of 70 on Language Exam. Theory and practice of basic audio and video production techniques leading to later applications in radio, television and multimedia production.

**MMJ 3263 Multimedia Reporting.** Lab 2. Prerequisite(s): MC 2003 and MC 2023 with a grade of “C” or better in both and a minimum grade of 70 on Language Exam. Introduces the basic sources, documents and reporting techniques needed to cover typical government beats. Real-world assignments provide practical experience reporting and writing on deadline across media platforms such as print, broadcast and Web. News judgment as well as interviewing, time-management and writing skills will be addressed. Gathering news in an ethical manner and telling substantive, multimedia stories that encompass the community’s diversity are emphasized.

**MMJ 3313 Editing in a Multimedia Environment.** Lab 2. Prerequisite(s): 3263 with a grade of “C” or better and a minimum grade of 70 on the Language Proficiency Exam. Principles and practice in editing copy for print, broadcast and Web, selecting pictures and video, and writing headlines, cutlines, blurbs, teases and promos. Strong emphasis placed on language usage and ethical decision-making.

**MMJ 3553 Advanced Multimedia Reporting.** Lab 2. Prerequisite(s): 3263 with “C” or better, MC 2023 with "C" or better, and minimum grade of 70 on the Language Proficiency Exam. Broadcast news writing and reporting techniques with an emphasis on producing multimedia stories. Provides practical experience reportings breaking news for webcasts and radio.

**MMJ 4863 Managing Multimedia News Outlets.** Prerequisite(s): 3263 with a grade of “C” or better and a minimum grade of 70 on the Language Exam. Basic issues, concepts, operational procedures and strategies associated with effectively managing media corporations. Examines management operations related to media convergence. Emphasis is placed on making ethical decisions and administrative choices in staffing and content that reflect a community’s diversity. No credit for students with credit in MC 5863. (Same course as MC 5863)

**MMJ 4973 Multimedia Journalism Capstone.** Prerequisite(s): 4313 or 4423 or 4953 with a grade of “C” or better in each and a minimum grade of 70 on the Language Exam. Separate, concurrent lectures teach advanced principles and techniques to students specializing in reporting, design or broadcast production. Students from each lecture section come together as teams to create multimedia news products.

3B. CORE CURRICULUM IN B.A. AND B.S. IN SPORTS MEDIA (MULTIMEDIA FOCUS):

**SPM 2843 Sports and the Media.** Prerequisite(s): Departmental majors only. The introductory
course for sports media majors. Sports is a major industry in the United States, and this course is designed to study that industry and the opportunities for and responsibilities of the journalists who cover it. Topics covered include the evolution of the sports media, sports media relations, ethics and the sports media, racial and gender issues in sports and the media, and multimedia sports journalism in the 21st century.

**SPM 3843 Contemporary Sports Media.** Prerequisite(s): MC 2003 and 2023 with grade of "C" or better in both and a minimum grade of 70 on Language Proficiency Exam. Contemporary Sports Media will examine ethical and cultural considerations of the sports media as they pertain to sports gambling, drugs in sports, athletes and crime, privacy of athletes, gender and race in sports, international sports, labor issues in sports and how the Internet is changing sports coverage.

**SPM 3853 Sports Writing.** Lab 2. Prerequisite(s): MMJ 3263 and SPM 2843 with grade of “C” or better in both and a minimum grade of 70 on the Language Exam. Basics of sports writing and reporting including a wide range of writing assignments, including game coverage, advances, sidebars, features and off-field issues. Students are expected to produce copy that is far beyond the basic Associated Press advance, game stories and features that are littered with statistics and have little life. Lectures focus on discussions stressing the basics; labs provide time to put theory into practice.

**SPM 3863 Electronic Sports Reporting.** Lab 2. Prerequisite(s): MMJ 3263 with a grade of “C” or better, MMJ 3153 or concurrent enrollment and a minimum grade of 70 on the Language Proficiency Exam. Introduces students to various types of radio and television sports stories in the media. Students will learn to write in the aural style for broadcast/Web cast format. The course will emphasize other performance situations, such as producing and anchoring radio and television sportscasts. Students will be graded based on a combination of projects and testing.

**SPM 4883 Sports in the Newsroom.** Lab 2. Prerequisite(s): 4813 and MMJ 4863, or 3853 and 3863 and MMJ 3313 and MMJ 4393 with a grade of “C” or better in each and a minimum grade of 70 on the Language Exam. Capstone course for multimedia sports majors, giving them the opportunity to apply the skills they have learned to a final project that will be coordinated with a media outlet with the goal of publication. In addition, students will work on writing for print and electronic media, multimedia sports programming, management skills, and ethics and cultural issues in sports media.

**3C. CORE CURRICULUM IN B.A. AND B.S. IN SPORTS MEDIA (PUBLIC RELATIONS FOCUS):**

**SPM 2843 Sports and the Media.** Prerequisite(s): Departmental majors only. The introductory course for sports media majors. Sports is a major industry in the United States, and this course is designed to study that industry and the opportunities for and responsibilities of the journalists who cover it. Topics covered include the evolution of the sports media, sports media relations, ethics and the sports media, racial and gender issues in sports and the media, and multimedia sports journalism in the 21st century.

**SPM 3843 Contemporary Sports Media.** Prerequisite(s): MC 2003 and 2023 with grade of "C"
or better in both and a minimum grade of 70 on Language Proficiency Exam. Contemporary Sports Media will examine ethical and cultural considerations of the sports media as they pertain to sports gambling, drugs in sports, athletes and crime, privacy of athletes, gender and race in sports, international sports, labor issues in sports and how the Internet is changing sports coverage.

**SC 3353 Persuasive Writing for Strategic Communicators.** Lab 2. Prerequisite(s): MC 2003 and MC 2023 and SC 2013 or 2183 with a grade of "C" or better in each and a minimum grade of 70 on the Language Exam. An examination of the language of persuasive communication, how persuasion works and the techniques of persuasive message strategy. Application of persuasive writing for traditional media and emerging digital media.

**SC 3753 Graphic Design for Strategic Communication.** Lab 2. Prerequisite(s): MC 2003 and MC 2023, and SC 2013 or SC 2183 with a grade of "C" or better in each and a minimum grade of 70 on the Language Exam. An analysis and application course focused on designing elements used in strategic communication to include traditional media and new media. Creative and practical aspects of typography, layout and design. Lab component offers hands-on instruction and skills development.

**SC 3953 Research Methods for Strategic Communicators.** Prerequisite(s): MC 2003 and MC 2023 and SC 2013 or SC 2183 with a grade of "C" or better in each; and STAT 2013 or 2053 and a minimum grade of 70 on the Language Exam. Provides an overview of strategic communication research, with an emphasis on its application to the development and evaluation of the strategic communication message. Audience and media research are studied, and primary and secondary information sources are employed. Procedures for conducting a research project are outlined, and students participate in the research planning process, the gathering of primary data, and the analysis and presentation of results.

**SPM 3783 Sports Public Relations.** Prerequisite(s): 2843 and MC 2003 and MC 2023 and SC 2183 with a grade of “C” or better in each and a minimum grade of 70 on the Language Exam. Provides an overview and introduction to the practice of public relations within the sport industry. The role of public relations in all aspects of sport, fundamentals of sport publicity and promotional campaigns is the primary focus.

**SPM 4933 Advanced Sports Public Relations.** Prerequisite(s): SPM 3783 and SC 3953 and 3353 with “C” or better in each and a minimum grade of 70 on the Language Proficiency Exam. Capstone course providing a study of relevant issues practitioners face in today’s sports industry. Covers the scope and effect of sports on society and culture.

**3D. CORE CURRICULUM IN B.A. AND B.S. IN STRATEGIC COMMUNICATIONS**

**SC 2183 Introduction to Strategic Communications.** Prerequisite(s): Departmental majors only. This course provides students with information and insights about strategic communications: how messages are created and framed, why we respond to messages the way we do and how to employ communications strategies to advance organizational goals. The course will address the media, methods, functions and ethics of institutions' communication and interactions with a variety of audiences with an emphasis on public relations and advertising.
SC 3353 Persuasive Writing for Strategic Communicators. Lab 2. Prerequisite(s): MC 2003 and MC 2023 and SC 2013 or 2183 with a grade of "C" or better in each and a minimum grade of 70 on the Language Exam. An examination of the language of persuasive communication, how persuasion works and the techniques of persuasive message strategy. Application of persuasive writing for traditional media and emerging digital media.

SC 3383 Strategic Communications Management and Strategies. Prerequisite(s): MC 2003 AND MC 2023 with a grade of "C" or better, SC 2183 with "C" or better and a minimum grade of 70 on the Language Exam. The practice and techniques of public relations as a management function in business, industry, agriculture, government, education and other fields.

SC 3753 Graphic Design for Strategic Communication. Lab 2. Prerequisite(s): MC 2003 and MC 2023, and SC 2013 or SC 2183 with a grade of "C" or better in each and a minimum grade of 70 on the Language Exam. An analysis and application course focused on designing elements used in strategic communication to include traditional media and new media. Creative and practical aspects of typography, layout and design are taught. Lab component offers hands-on instruction and skills development.

SC 3953 Research Methods for Strategic Communicators. Prerequisite(s): MC 2003 and MC 2023 and SC 2013 or SC 2183 with a grade of "C" or better in each, STAT 2013 or 2053 and a minimum grade of 70 on the Language Exam. Provides an overview of strategic communication research, with an emphasis on its application to the development and evaluation of the strategic communication message. Audience and media research are studied, and primary and secondary information sources are employed. Procedures for conducting a research project are outlined, and students participate in the research planning process, the gathering of primary data, and the analysis and presentation of results.

SC 4013 Advertising Media and Markets. Prerequisite(s): 2013 and MC 2003 with a grade of "C" or better in both and a minimum grade of 70 on Language Exam. Introduction to the strategic use of media. Major principles of media planning and buying, audience measurement, media research, new media technology and market segmentation.

SC 4843 Strategic Communication Campaigns. Prerequisite(s): 3383, 3953, 4013; and 3603 or 4493 each with "C" or better and minimum grade of 70 on Language Proficiency Exam. Planning, preparation and presentation of comprehensive integrated strategic communication campaigns for national or local clients. Student teams produce all aspects of the campaign, from conception to presentation. Satisfies capstone requirement for strategic communication majors.

OR

SC 4980 Advertising Competitions. Three credits, maximum six. Prerequisite(s): Consent of instructor. Research and construction of a comprehensive communications marketing campaign for the America Advertising Federation National Student Advertising Competition. Student team members must make application for admission.
4. Describe the ability of students to plan individualized programs of study to meet their special interests and special needs

SMSC students are able to customize their academic plans to meet their needs in many ways. The degrees offered allow for four to 14 hours of general electives and require students take 51 to 61 semester credit hours outside of the major. This makes it easy for students to study a variety of subjects that interest them, or they may concentrate in another area enough to earn a minor or a double major in a field of study other than media and strategic communication.

Many SMSC students pursue minors or double majors in many areas. Some of these are Sociology, History, Geography, one of the Foreign Languages, Philosophy, Economics, Political Science, Theater, Psychology, Marketing, Management, General Business, Art, Design, Housing and Merchandising, and English. Some SMSC students prepare for health professions and law.

With the change in ACEJMC’s accreditation requirements from 80 to 72 credit hours required in courses outside of journalism and mass communication, students will have an even greater opportunity to customize their programs. The School of Media & Strategic Communications allows students to have nine to 15 hours of electives (depending on their degree program) to customize their degrees to match their interests and career objectives. Students use this opportunity to take courses to further enrich their studies in their particular major, or they elect to take courses from one of the other SMSC degrees.

5. Describe the unit’s involvement in service courses to non-majors

The School of Media & Strategic Communications offers MC 1143 Media in a Diverse Society to all university students. The course qualifies as a (D) Diversity and (S) Social and Behavioral Science, which is a General Education requirement. All students are required to complete six hours of S-designated courses and three hours of D-designated courses. This is a popular option for OSU students because it satisfies both of these requirements. Because of the class’ popularity, A&S requested an additional section be offered each semester. As a result, more than 300 students take this course each fall and spring. The course also is offered online during winter break and summer. A course also is offered as a special Honors section.

MC 3173 History of Mass Communication is another course the unit offers to all university students. It meets the (H) Humanities General Education requirement, of which all students are required to complete six hours.

The School has started offering several online courses, particularly during winter break and summer to all OSU students on the Stillwater and Tulsa campuses. They are:

MC 4360 Media Effects
SC 4603 Integrated Marketing Communications
SC 4520 Managing Social Media Channels
SC 4520 International Public Relations and Advertising (Study Abroad)
6. Describe the teaching of ethics, law, history and theory of journalism and mass communications. If these subjects are taught as separate courses, describe instructors’ qualifications. If these subjects are included in skills or other courses, tell how the faculty regularly evaluates the effectiveness of the teaching of these subjects.

SMSC offers separate mass communication law, ethics and history courses in the undergraduate curriculum. The law course has been required of all majors for many years and with the curriculum review ethics was added to the School’s core curriculum as a required course of all students. The history course is an elective, as is the theory course, Process and Effects. In addition to these courses, faculty members discuss law, ethics, history and mass communication theory in most classes, even skill-oriented professional classes. SMSC faculty members believe the decision-making process of professional communicators should be grounded in an understanding of legal and ethical principles, of mass communication theories and of the historical context in which contemporary events occur. (Please see Tables 1-9 in this section for a full review of classes where these topics are discussed and taught.)

The faculty members who teach law, ethics and history have advanced degrees and have published in professional and academic publications on these specific topics. Joey Senat has a Ph.D. from the University of North Carolina-Chapel Hill with an emphasis in media law and is the author of “Mass Communication Law in Oklahoma,” a book widely used in newsrooms and on other college campuses in the state. Amanda Thrash, who teaches Media Law on the Tulsa campus, has a J.D. degree from Washington and Lee University School of Law and Nichole Nash has a J.D. degree from New York University.

Joey Senat also teaches Ethics & Issues in Mass Communication, as does Lori McKinnon, who has a Ph.D. in Communication from the University of Oklahoma. Danny Shipka, who will teach the ethics course in spring 2014, has a Ph.D. in Mass Communication from the University of Florida.

John McGuire teaches History of Mass Communication. He has a Ph.D. in Communication from the University of Missouri-Columbia.

Other courses that devote specific modules to history, theory, ethics and law are:

- **MC 1143 Media in a Diverse Society:** Students are exposed to the basic laws, ethics, history and theories of mass communication. Classroom discussions regularly focus on contemporary ethics situations. Student learning is assessed through classroom discussions, quizzes and examinations and an online discussion group. Students respond to ethical questions the instructor posed during the online courses taught in the winter break and summer.

- **SC 2183 Introduction to Strategic Communication:** Students explore the ethical and legal controls over advertising and public relations, including the social and regulatory aspects of commercial speech and speech in the public sphere. They also specifically address the historical evolution of strategic communication professions and their professional, ethical and legal responsibilities. Assessment of this learning outcome is accomplished through participation in discussions, quizzes and examinations in which students are required to apply the legal and ethical principles to hypothetical situations.
MMJ 3263 Multimedia Reporting: Students are expected to meet the professional standards of a journalist, including avoiding conflicts of interests, having an adequate number of sources for stories and ensuring the accuracy of the information in their stories. Specific readings and class discussions focus on ethical decision-making and the laws affecting reporting. Classroom discussions frequently focus on ethics situations in the news. Student learning in these areas is assessed through quizzes, examinations and live reporting assignments.

MMJ 3313 Multimedia Editing: In addition to learning to correct language-usage errors, students learn to recognize and eliminate passages and statements that are potentially libelous or in poor taste. Weekly quizzes include questions on media law and ethics. Classroom discussions regularly focus on contemporary ethics situations. Students are presented with such scenarios on exams and write one-page essays explaining what they would do to solve the problem as an editor.

MC 3383 Management and Strategies: Segments of the course focus on ethical decision-making and on the mass communication theories used in identifying interests groups and creating targeted messages. Student learning is assessed through examinations and a paper.

MMJ 3553 Electronic Reporting: Three class lectures cover ethical decision making in this course. Ethics issues in the news are discussed in class. This learning outcome is assessed through an in-class exercise and examination.

MC 2023 Electronic Communications: Students study the history of the Internet and its role in society, including the evolution of social networks such as MySpace.com and YouTube.com. They also cover First Amendment, copyright and privacy issues related to the Internet. Content created for each student’s semester website project is expected to comply with copyright laws.

SPM 3783 Sports Public Relations: Students develop a perspective on the historical evolution of sports public relations and the relationship between mass media and sports. Students also are expected to develop a basic understanding of mass communication concepts so they can be successful in preparing communications products to support an organization’s goals in the sports field. Assessment of student learning in these areas is accomplished through class discussions, class paper/project assignments and regular examinations.

MMJ 4313 Public Affairs Reporting: A requirement for multimedia students with an emphasis on news, the course emphasizes cultivating government and nongovernment sources in an ethical manner, understanding the laws affecting public affairs reporting, such as FERPA, HIPAA and making use of the state’s open meeting and open records laws. Specific readings and class discussions are devoted to striving for accuracy and avoiding media hype. The ASNE, RTNDA and SPJ codes of ethics are discussed throughout the semester. Ethical issues in the news are discussed in class. Expectations for ethical behavior are specified in the syllabus and in assignment instructions. Assessment of student learning of these outcomes occurs through quizzes, examinations and beat reporting.

MMJ 4393 Data Journalism: Students learn about the relevant aspects of the law. In particular, students are expected to understand and apply the state’s open records laws to obtain data. The course also emphasizes the importance of accuracy and the journalist’s responsibility not to mislead the audience because reporting often involves original data analysis. Student learning is assessed through examinations and a project involving a main story, sidebar and graphic for possible publication or broadcast.
SC 4603 Integrated Marketing Communications: Students examine the history of U.S. propaganda and public diplomacy. Theories of persuasion and propaganda are discussed in the context of anti-Americanism and public diplomacy. Students are tested on the history and theories during examinations. They also demonstrate their understanding of the basic principles of marketing communications in the creation of their communication campaign.

SC 4843 Strategic Communication Campaigns: This course satisfies the capstone requirement for strategic communication majors. Students are expected to follow commonly accepted professional ethical and legal standards and apply relevant mass communication theories as they plan, prepare and present a comprehensive advertising and marketing campaign for national or local clients.

SPM 2843 Sports and the Media. This course studies the sports industry and the role and responsibility of the journalists who cover it. It specifically focuses on issues of ethics, gender and race in the sport media. Assessment of students takes place through group discussions, quizzes and exams.

SPM 3843 Contemporary Sports Media. This course specifically focuses on the ethical and legal issues sports journalists face. Students discuss and study issues pertaining to the coverage of gambling, crime, drug use, gender and race, among others. Assessment of students takes place through group discussions, quizzes and exams.

If an ethical problem occurs, the School of Media & Strategic Communications is required to follow the university’s policies and procedures. Syllabi in the school contain the OSU Policy Statement:

Oklahoma State University is committed to the maintenance of the highest standards of integrity and ethical conduct of its members. This level of ethical behavior and integrity will be maintained in this course. Participating in a behavior that violates academic integrity (e.g., unauthorized collaboration, plagiarism, multiple submissions, cheating on examinations, fabricating information, helping another person cheat, unauthorized advance access to examinations, altering or destroying the work of others, and fraudulently altering academic records) will result in an official academic sanction. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment, examination or course, receiving a notation of a violation of academic integrity on your transcript, and being suspended from the University. You have the right to appeal the charge. Contact the Office of Academic Affairs, 101 Whitehurst, 405-744-5627. Go to http://academicintegrity.okstate.edu/ for a video on OSU’s academic integrity policy and additional information.

7. Tell how the unit ensures that the objectives of courses with multiple sections are achieved in all sections.

The School recognizes the importance of consistency in instruction, especially in courses that may offer several instructors. To ensure such courses are essentially the same, these processes are regularly in place:

- When multiple sections of the same course are taught in the same semester, the Director ensures faculty members assigned to the course develop a common syllabus and course
objectives and use the same textbook. Typically, a course leader takes responsibility for the coordination. Faculty members meet to ensure the course’s content, tests and projects are similar.

- Ensuring uniformity of course materials, particularly when the same course is taught on the Stillwater and Tulsa campuses is the role of the program coordinators. The course assignments also are first submitted to the program coordinators for their final review to ensure faculty members have the necessary background and knowledge to teach the courses offered.
- In the case of multiple lab sessions several teaching assistants conduct, it is the instructor of record’s responsibility to ensure and monitor the quality of instruction and grading in those labs.

8. List achievements in teaching in the past six years, awards or citations for high-quality teaching grants or other support for development of curriculum of courses, publications and papers on teaching, etc.

Jami Fullerton:

Editorship:

Co-editor of Journal of Advertising Education (2010-present). A publication of the Advertising Division of the Association of Education for Journalism and Mass Communication, which publishes research and commentary on instruction, curriculum and leadership in advertising education.

Awards:
2009 Billy I. Ross Advertising Education Award (national award presented by the American Academy of Advertising)

Publications:


Conference Papers and Presentations


Research paper “in press”


Grants Secured

Co-PI, “Public Relations Students' Ethics: An Examination of Attitude and Intended Behaviors” named Page Legacy Scholars for the 2012/2013 academic year. The Arthur W. Page Center awarded $2,000.

American Advertising Federation research grant. Awarded $1500 to augment faculty travel and research on advertising education, January 2006.

American Advertising Federation research grant. Awarded $2000 to augment faculty travel and research on advertising education, January 2005.
Consulting

Partner in Education with Tulsa Webster High School. Consulted on development of Journalism and Media program. October 2008-10.


2000-09 Sponsored undergraduate students for the American Advertising Federation’s "Most Promising Minority Student Award." Students were named in the top 25 in the nationwide competition and participated in a three-day, all-expense paid workshop with top agency executives in New York, NY.

National Committees:

2004 – present Association for Education in Journalism and Mass Communication Advertising Division Executive Committee.
Division Head 2009-10

1999-2012 American Advertising Federation National Academic Committee
Chair 2006-07

Jack Hodgson:

Presentations:


Workshops:

Organizer for the annual OETA/OBEA Student Day program at OETA, October 2012.

Organized a faculty workshop on including diversity in the curriculum, conducted by Dr. Lillian Dunlap, February 2009.

Derina Holtzhausen:

Named one of Oklahoma's Top 20 Woman Professors for 2013 by Online Oklahoma Schools.

PI, 2012 AEJMC Council of Affiliates $1,000 research grant for research titled “Emerging Models of Journalism Entrepreneurship Curricula.”
Fellow of the Scripps Howard Journalism Entrepreneurship Institute, 2012 for the development of an Entrepreneurial Journalism curriculum for SMSC. Developed and offered first course in Media Entrepreneurship in SMSC.

Organized a 2010 summer workshop for SMSC faculty members on multimedia journalism conducted by Amy Zerba, a CNN online journalist at that time

**Stan Ketterer:**

**Grants:**

Co-PI with Ray Murray on the $8,000 grant from the Association for Education in Journalism and Mass Communication to use new technology in the classroom. Used Document Cloud and student projects focused on the methamphetamine problem in Oklahoma. Taught the first two courses in which the grant was used and co-taught the third and last course.

**Publications connected to teaching:**


**Conference papers about education:**

“Contrasting Desired Sports Journalism Skills in a Convergent Media Environment” with Ray Murray, John McGuire, and Mike Sowell was presented in March 2012, at the Midwinter Conference of the Association for Education in Journalism and Mass Communication at the University of Oklahoma in Norman.

“Contrasting Desired Sports Journalism Skills in a Convergent Media Environment” with Ray Murray, John McGuire, and Mike Sowell was presented in August 2012, at the Association for Education in Journalism and Mass Communication Convention in Chicago.

“Training Sports Journalists in a Converged Newsroom: What Educators Need to Know to Train Future Sports Journalists” with Ray Murray, John McGuire, and Mike Sowell was presented August 2009, at the annual convention of the Association for Education in Journalism and Mass Communication in Denver.

“Training Sports Journalists in a Converged Newsroom: What Educators Need to Know to Train Future Sports Journalists” with Ray Murray, John McGuire, and Mike Sowell was presented March 5, 2009, at the Midwinter Conference of the Association for Education in Journalism and Mass Communication at the University of Oklahoma in Norman.
“Journalism Educators in Kazakhstan: Teaching, Curriculum and Practice” with Maureen Nemecek, Galiya Ibrayeva and Stanislav Loos was presented Sept. 18, 2008, at the Central Eurasian Studies Conference in Washington, D.C.

“Extending the Elaboration Model To Common Inferential Tests in Mass Communication” was presented in October 2007 at the Southwest Symposium of the Southwestern Mass Communication Association in Norman, Okla.

Inducted into the Fort Zumwalt/Fort Zumwalt North High School Hall of Fame in 2009.

Consulting:

Served as the writing and editing coach for the Oklahoman, the state’s largest newspaper, since February 2005. In summer 2012, worked with a record 20 interns, including several who did multimedia projects and four from SMSC. Several students were also graduate students. Work with reporters and editors on a variety of skills, including time management, organizing and writing stories, beat reporting, editing and page design. Generally, work with eight journalists from throughout the newsroom in eight-week sessions. Journalists are from the City Desk, Metro Desk, Business Desk, State Desk, Features Desk, Copy Desk and sometimes Sports Desk. Also work with student interns. This year conducted special eight-week sessions about computer-assisted reporting and tight writing. Recently, reviewed the paper’s use of multimedia storytelling.

Ted Kian:


Bobbi Kay Lewis:

Awards:

2010-2011 Oklahoma State University Advertising Club Educator of the Year

2009 Outstanding Faculty Adviser, Association for Women in Communications National Organization

Publications:


Presentations:


Lewis, B.K. (March 2011), Learning at Your Fingertips: The Impact of Technology on Student Learning,” Association for Education in Journalism and Mass Communication Midwinter Conference, Norman, Okla.

Lewis, B.K. (February 2011), Learning at Your Fingertips: The Impact of the Apple iPad and Technology on Student Learning,” Oklahoma State University Research Week, Stillwater, Okla.

John McGuire:

Nominated for the College of Arts & Sciences Student Council Teaching Award in 2008.

Workshops:

Participated in a 2010 OSU workshop on online teaching and subsequently developed an online course History of Mass Communication.

Participated in the Amy Zerba summer workshop on multimedia journalism.

Publication:


Lori McKinnon:

Publications:


Presentations:


Grants:

Page Legacy Scholar Grant (2012). Principle Investigator with Co-PI, Dr. Jami Fullerton. Awarded $2000 grant for survey research on public relations students’ attitudes toward ethics and intended ethical behaviors. Honored as a Arthur W. Page Legacy Scholar by the Page Center for Integrity in Public Communication at Penn State University.

Social Sciences Speakers Series Grant, (2011). Awarded $1500 honorarium plus travel for Dr. Glenn Griffin, Associate Professor at University of Alabama to speak on creativity.

Ray Murray:

Awards:

One of 15 professors awarded a fellowship to attend the Business Journalism Professors Seminar at the Donald W. Reynolds National Center for Business Journalism at Arizona State University. The seminar was Jan. 4-7, 2011. The highly competitive fellowship was worth $2,000 for four days of intensive study how to teach business journalism at the university level.
Won Teacher of the Year Award from the Oklahoma Society of Professional Journalists.

**Publications:**


**Presentations:**

Participated on a panel regarding the School’s use of an AEJMC Bridge Grant for the project In-Depth Reporting of Meth Production and Abuse in Oklahoma at the Association for Education in Journalism and Mass Communication conference in Chicago on Aug. 11, 2012.


Presented Building the Curriculum of a Sports Media Degree Program at the Broadcast Education Association’s national convention in Las Vegas on April 15, 2010.

Presented Training Sports Journalists in a Converged Newsroom: What Educators Need to Know to Train Future Sports Journalists at the Association for Education in Journalism and Mass Communication Midwinter Conference at the University of Oklahoma on March 5, 2010.

**Grants:**

Awarded a Knight News Challenge grant for $8,000 from the Association for Education in Journalism and Mass Communication in September. One of 10 recipients. The grant was used for a project titled, “In-depth Reporting of Methamphetamine Production and Abuse in Oklahoma.”

**Workshops:**

Attended a Poynter Institute Backpack Journalism Workshop on June 11-15, 2012, in St. Petersburg, Fla., to learn the basics of shooting and editing video.

Attended a workshop Amy Zerba of CNN.com conducted to learn basics of HTML, WordPress, Audacity, Soundslides, Photoshop and Final Cut Pro at Oklahoma State University on June 21-23, 2010.
Juliana Nykolaiszyn:

**Workshops:**

“Getting started with Twitter: Tips and tricks for exploration,” Workshop presentation, Oklahoma 4-H State Roundup (Stillwater, Okla., July 2012).

“Documenting extension work through oral history,” Workshop presentation, Oklahoma Home and Community Education (OHCE) State Meeting (Oklahoma City, Okla., July 2011). [invited]

“Getting started with Twitter: Tips and tricks for exploration,” Workshop presentation, Oklahoma 4-H State Roundup (Stillwater, Okla., July 2011).

“Photo sharing online,” Presentation with Nicole Sump-Crethar, Oklahoma 4-H State Roundup (Stillwater, OK, July 2011).

Gina Noble:

**Awards:**

Outstanding Teaching Award - OSU Non-Traditional Student Association November 2012

Outstanding Educator of the Year April 2012 – presented by OSU AdClub

Outstanding Faculty Member, School of Media & Strategic Communications, April 2011 – presented by OSU AdClub

Nominated for Arts and Sciences Student Council Outstanding Professor Award, 2011

Outstanding Faculty Award for OSU’s College of Arts & Sciences, March 2009 – presented by OSU Panhellenic Council

Finalist, Outstanding Faculty Member For OSU’s College of Arts & Sciences. March 2008 – presented by College of Arts & Sciences

**Workshops:**

Fall 2011, Spring 2012, Fall 2012 – Conducted Student Workshops titled "How To Get An Internship" and "How To Develop Your Portfolio"

**Professional Development Programs:**

Attended "Preparing Online Instructors" six-week program at Oklahoma State University

Attended video and audio editing workshop conducted by Amy ZerbA

Poynter’s Institute News Webinars For Educators:
- Soundslides for Journalists: Producing Stories with Photographs and Audio Webinar
- The Craft of Multimedia Journalism Webinar
- Photojournalism for Non-Photojournalists Webinar
- Key Elements to Compelling Video Storytelling Webinar
- Developing Your Social Media Voice

**Joey Senat:**

_Awards:_

2008-09 outstanding professor, School of Journalism & Broadcasting, selected by OSU Ad Club, April 30, 2009.

_Presentations:_


“Legal/Ethical Issues in Journalism.” Oklahoma Scholastic Media Initiative, University of Oklahoma: July 29, 2012. (Three-hour session for workshop for 11 high school journalism advisers.)

“Open meetings and open records issues.” College Publication Editors & Advisers Meeting, sponsored by the Oklahoma Newspaper Foundation and Oklahoma Collegiate Media Association, Oklahoma City: July 26, 2012.


“Reporting on the Courts.” Education Summit, Justice & Journalism Series, First Amendment Center & Judicial Branch Of The Judicial Conference Of The United States, Washington, D.C., Oct. 26, 2011. (Federal judges and invited journalism educators discussed creating a national program helping j-schools train students to cover courts. This was the first time the series focused solely on journalism education.)


Mike Sowell:

Arts and Sciences Student Council Outstanding Professor Award, 2010-11. The A&S Student Council gave the award.

9. Describe professional development programs, workshops in teaching, or other methods used to stimulate and encourage effective teaching.

Faculty development opportunities at SMSC come in different formats, namely those ITLE offered, those the School offered and those professional organizations offered. During the past six years faculty, members participated in many of these opportunities.

9a. OSU Institute for Teaching and Learning Excellence:
Faculty members in particular make use of ITLE for improving the adoption of technology in the classroom and particularly for the development of online courses. Participation is voluntary; nonetheless, faculty members participated in the following opportunities, to mention but a few:
- OSU Difficult Dialogue Series (September 2013). Difficult Conversations in the Classroom: Strategies to facilitate controversial topics in the classroom.
- Flipping Your Classroom: Discovering Why Flipping is Important and How to Do It Effectively (August 2013) OSU Institute for Teaching and Learning Excellence
- Writing Workshop series (2009-10) OSU Provost’s Faculty Development Initiative
- Diversity General Education Workshop series (2008-09) OSU Provost’s Faculty Development Initiative
- Teaching Courses Online

9b. The School of Media & Strategic Communications offered the following teaching workshops for its faculty members:
- Including Diversity in the Curriculum, by Dr. Lillian Dunlap
- Teaching Multimedia Journalism, by Amy Zerba
- Using Data for Investigate Journalism, by Dr. Stan Ketterer, in cooperation with Investigative Reporters and Editors (IRE)

9c. Workshops by Professional Organizations:
- Teaching Pre-Conference Workshops at AEJMC.
- Attending in-person and online workshops at Poynter Institute.

Individual faculty members attended the following development workshops since 2008:
Jami Fullerton
- Two Teaching Workshops sponsored by the Ad Division of AEJMC since 2008.

Derina Holtzhausen
- Attended the Scripps Howard Journalism Entrepreneurship Institute, 2012
- Journalism and Mass Communication Leadership Institute for first-time deans and directors of journalism, mass communication or communication programs, 2010-2011
- A daylong workshop in 2012 by the American Society of Business Writers and Editors for business writers about how to cover the energy industry.

Stan Ketterer
As the writing, editing and database coach of The Oklahoman since 2005, the state’s largest newspaper, attended the following workshops there:
- A daylong writing workshop sponsored by Southern Newspaper Publishers Association in 2007 that included Paula LaRocque, the former writing coach of the Dallas Morning News.
- A daylong writing workshop in 2008 by George Getschow, the writing coach at the Dallas Morning News.
- A daylong Society of Professional Journalists traveling workshop in 2010 about doing deadline news stories and writing for the Web.
- A daylong session in 2011 by The Oklahoman reporters regarding how to more effectively use social media.
- A daylong workshop in 2012 by the American Society of Business Writers and Editors for business writers about how to cover the energy industry.
- Attended sessions at numerous IRE Better Watchdog Workshops.

Ken Kim
- ITLE workshops on Difficult Dialogues: Workshop 1. Controversial topics; Workshop 2: Race
- ITLE Written Communication and Evaluations.

Bobbi Kay Lewis
- OSU Difficult Dialogue Series (September 2013). Difficult Conversations in the Classroom: Strategies to facilitate controversial topics in the classroom.
- Flipping Your Classroom: Discovering Why Flipping is Important and How to Do It Effectively (August 2013) OSU Institute for Teaching and Learning Excellence.
- Writing Workshop series (2009-10) OSU Provost’s Faculty Development Initiative.
- Diversity General Education Workshop series (2008-09) OSU Provost’s Faculty Development Initiative.
Lori McKinnon
➢ ITLE: Preparing Online Instructors, (2012), a six-week, noncredit course, summer course.

Allison Meija
➢ ITLE: Teaching online courses.

Ray Murray
➢ Backpack video storytelling seminar at The Poynter Institute in June 2012.

Cynthia Nichols
➢ ITLE Training: D2L, SafeZone for GLBT and Creative Writing.
➢ Plank Center For Public Relations, Edelman Fellowship, 2012: A week in Chicago receiving professional development from Edelman PR.

Juliana Nykolaiszyn
➢ ITLE Diversity Workshop (2013-14 In progress).
➢ High Performance Sound Technologies for Access and Scholarship (through UT Austin–2013).

Mike Sowell
➢ Diversity Workshop, ITLE, Oklahoma State University, September and October 2013 (to be completed April 2014).

10. Describe the importance of teaching in promotion and tenure decisions

See Section 5, page 13, School of Media and Strategic Communications Policy on Tenure and Promotion (Appendix 11).

Promotion and tenure requirements in the School of Media & Strategic Communications specify, “Untenured faculty, to meet minimum requirements for tenure, should demonstrate ‘excellent’ achievement in either (a) teaching or (b) research or scholarly/creative activity. They will have attained a minimum level of ‘good’ in the other area and in service.” A favorable recommendation for the granting of tenure by tenured faculty is basically a prediction that the faculty member under consideration will continue to perform at a high level, post-tenure.

Earlier in the document, we spell out excellent: “Performance creates original and/or significant contributions beyond expectations associated with the faculty position. The faculty member’s work enhances the School’s reputation at the state, regional, national or international level.” Because the School is a professional program with a curriculum designed to provide skills training in concert with an understanding of the theoretical models of communication and a fundamental liberal arts education, excellence in teaching is considered to be of vital importance.
It is therefore expected that demonstrated effectiveness in the classroom is a mandatory requirement for promotion and tenure.

This effectiveness can be demonstrated in a number of ways, some of which are itemized in the Policy on Tenure and Promotion (pg. 13). These include a required narrative on teaching effectiveness for each annual Appraisal and Development report, review of instructional materials such as syllabi, bibliographies, grading policies and procedures, student evaluations, teaching awards and student learning.

Personnel Procedures for the College of Arts & Sciences also dictate teaching effectiveness be a major factor in promotion and tenure deliberations, though latitude is given to individual departments to define the criteria to be satisfied. The College policy notes that “To promote professionalism, every candidate for promotion and/or tenure must demonstrate meritorious achievement in two of the three mission areas of the university: teaching, scholarship and extension/service/outreach.” (See the College of Arts & Sciences Personnel Procedures, p. 5, Appendix 12.) The policy further notes that “The college expects that every candidate for tenure and promotion be an effective teacher. Each academic unit shall establish criteria and methods by which to evaluate teaching effectiveness.” (p. 7).

During the annual Appraisal and Development process, all faculty members include a statement on and review of their teaching. The Director of the School of Media & Strategic Communications reviews student evaluations of each course a particular faculty member has taught, as well as the remarks students made. The Director often cites students’ remarks that are representative of a faculty member’s teaching performance. The Director comments on the teaching strengths and weaknesses of each faculty member, which are considered when faculty members go up for tenure and promotion to associate professor and also for promotion to full professor.

11. Describe any special recognition that the unit gives to outstanding students. Exclude scholarships, which are summarized in Table 9, “Student Aid.”

Each year 15 to 20 students are selected to serve as Ambassadors. This program was implemented in 2007 and has been a sought-after appointment for students. These students represent the School of Media & Strategic Communications at official OSU recruitment events, make recruitment appearance at high schools and give tours to prospective students. This is a highly selective process, with a selection committee consisting of faculty members to interview applicants and examine their credentials. Each of the student organizations in the School makes an effort to award the accomplishments of outstanding members and recognize outstanding students.

In addition to scholarships, each degree program and the different options within those programs select an outstanding senior and all are recognized with a plaque and formal introduction at the Annual Awards Banquet. The School of Media & Strategic Communications also nominates a student as the outstanding senior from the program for the College of Arts & Sciences. These students are also recognized at the college banquet and the school’s annual award banquet.
The Alumni Association annual accepts applications for a group of “Seniors of Significance.” From this group a smaller number of Outstanding Seniors representing the whole university is selected. SMSC students regularly achieve these honors:

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>Sara Fevurly</td>
</tr>
<tr>
<td></td>
<td>Anna Geary</td>
</tr>
<tr>
<td></td>
<td>Bridget Harkin</td>
</tr>
<tr>
<td></td>
<td>Mackenzie McDaniel</td>
</tr>
<tr>
<td>2012</td>
<td>Elizabeth Goodfellow</td>
</tr>
<tr>
<td>2010</td>
<td>Stacey Brandhorst</td>
</tr>
<tr>
<td>2009</td>
<td>Germaine Paul</td>
</tr>
<tr>
<td></td>
<td>Meagan Wheeler</td>
</tr>
<tr>
<td>2008</td>
<td>Evan Black*</td>
</tr>
<tr>
<td></td>
<td>Kassidy Conway</td>
</tr>
<tr>
<td></td>
<td>Jessica Ward</td>
</tr>
<tr>
<td></td>
<td>Megan McGuire</td>
</tr>
<tr>
<td></td>
<td>Tanner Tebow</td>
</tr>
</tbody>
</table>

*Top A&S senior and gonfalon carrier fall 2008 Fulbright Scholar

**Phi Kappa Phi and Kappa Tau Alpha are honor societies for top students in the school.**
12. Attach a copy of the unit’s internship policy.

A copy of the School Internship Guidelines is in Appendix 13. The statement is supported by degree sheets for all majors, and notes that no student may count more than six hours of internship credit toward graduation. Internships are not required, but are highly encouraged, in all SMSC degrees. Students are counseled about internships by their academic adviser, faculty members in their program and by the School Director. They also are directed to the SMSC Facebook page. In all cases, our emphasis is to encourage students to take internship credit that will help them in their academic and professional careers.

Before enrolling for internship credit, students must complete an application form for the internship. (See Appendix 14.) Internship policies, requirements and assessment are consistent for all programs.

The policies and requirements are detailed in the individualized internship packets that are provided to students when they submit an application and contract to the academic adviser. These packets contain directions for application, enrollment, submission of weekly and final reports and a copy of the evaluation form used by supervisors at the end of the internship.

13. Describe the methods used to supervise internship and work experience programs; to evaluate and grade students’ performance in these programs; and to award credit for internships or work experiences. Provide copies of questionnaires and other instruments used to monitor and evaluate internships.

To help students find internship opportunities, students are encouraged to join a closed Facebook group a strategic communications professor created and manages. The Facebook page lists open internship opportunities for all majors. Students are required to find and secure their internships.

13a. Credit:
Students are not required to complete an internship for credit hours but are encouraged to do so. Students may complete up to six hours of credit for an internship. Students must complete 60 hours of approved internship work for one hour of credit; 120 hours of approved internship work for two hours of credit; and 180 hours of approved internship work for three hours of credit. Students may choose to earn three credit hours at one time (one internship) or divide the credit hours among several internships.

13b. Supervision:
When an internship is secured, the student and the supervisor must complete the internship application. The internship professor then approves or denies the internship for credit hours based on the criteria and internship responsibilities the supervisor described. These are:

- Responsibilities must include professional experience for the student.
- Student must be able to produce portfolio items during the internship.
- Supervisor must possess a college degree in a similar major and at least five years work experience in a communications-related field.
13c. Student responsibilities:

- **Weekly Reports**
  Once approved, the student begins sending weekly reports via email to the internship professor and continues sending the reports until the internship ends. The reports must include:
  - Total hours worked for the week; total hours worked for the internship.
  - Tasks assigned for the week; tasks accomplished during the week.
  - Discussion about the one most interesting part of the student’s week.
  - Discussion about the most challenging part of the student’s week, if any.

- **Final Paper**
  At the end of the internship, students must submit a final paper to the internship professor. The paper must summarize the internship. It is due one week after the internship is completed. The paper must include:
  - Summary of activities during the internship.
  - Summary of what student learned.
  - Summary of what skills student learned during the internship.
  - Summary of skills student needed but didn’t have before the internship.
  - Summary of students’ strengths and weaknesses during the internship.
  - Summary of what student enjoyed most about the internship and what student enjoyed least about the internship.
  - Summary of how student was supervised by the internship supervisor.
  - Any other information student feels is important for the internship professor to know.

- **Portfolio items**
  At the end of the internship, students must send the internship professor a digital link to the student’s portfolio. Students are required to add items created during the internship to their portfolio.

13d. Evaluation:
(See Appendix 15 for the standard Internship Evaluation Form.)

- **Written Evaluation from internship supervisor**
  At the end of the internship, internship supervisors are required to provide a written evaluation and discuss the evaluation with the student. The internship professor provides an evaluation form. The evaluation must be sent via email from the supervisor to the internship professor. The written evaluation must include:
  - Describing the student’s responsibilities as an intern.
  - Evaluating the student’s performance in terms of her/his interpersonal relations with supervisors, colleagues and public contacts.
  - Providing written comments regarding the intern’s performance.

- **Grade assessment of student’s skill and knowledge**
  Supervisors must provide a grade of A-F or NA for the following items:
  - Student understands the fundamental communications challenges in specific assignments.
  - Student recognizes target audiences and can direct communication to them effectively.
• Thinks creatively with assignments.
• Writes with appropriate style.
• Writing skills.
• Attention to details.
• Ability to deal with ideas.
• Overall ability to visualize situations.
• Computer skills.
• Video or photography or both skills.
• Design and layout skills.
• Interpersonal skills.

➢ Assessment of overall learning outcomes expected of all graduates from the School of Media & Strategic Communications

Supervisors are asked to numerically rate the intern’s/student’s ability for the following core values and competencies The Accrediting Council for Journalism and Mass Communication specifies. This part of the evaluation is intended to assist the School of Media & Strategic Communications in improving its program to better facilitate these outcomes. Supervisors are asked to use a scale from one to seven and indicate to what extent they believe the student demonstrates the following characteristics.

• An understanding of the relevance of human diversity in mass communications.
• An understanding of the history and social role of mass communications.
• Critical, creative and individual thinking.
• An understanding of the relevant theories and concepts of mass communications.
• An understanding of the methods and techniques of research and information gathering.
• Appropriate writing, editing and production techniques in mass communications.
• An understanding of relevant planning and management methods in mass communications.

The internship professor determines the final grade for the internship based on:

• Timeliness and thoroughness of weekly reports 25 percent
• Final paper 25 percent
• Portfolio items added to student’s portfolio 25 percent
• Supervisor’s evaluation 25 percent
The School of Media & Strategic Communications has increased its undergraduate diversity by 7.3 percent from 15.4 percent six years ago to 22.7 percent in fall 2013. Among African-Americans representation in the School is higher than the area population, and for Native Americans and Asians it nearly equal.

Gender diversity in full-time faculty members has increased from a ratio of 75 percent male and 25 percent female six years ago to nearly equal with 47 percent female and 53 percent male. Part-time faculty members are similarly distributed, with 44 percent female and 56 percent male.

Two of the new appointees are international.

SMSC has a broad definition of diversity that in addition to ethnicity includes disabilities and sexual orientation.

SMSC faculty members take an active role on protecting the rights of students and faculty members through participation in training courses or acting as speakers on these issues.

Some of the most prominent women in media were speakers at student events.
Please respond to each of the following instructions:

1. Complete and attach the following tables:

   Table 4, “Area Population”
   Table 5, “Student Populations”
   Table 6, “Faculty Populations”
   Table 7, “Full-time Faculty Recruitment”
   Table 8, “Part-time/Adjunct Faculty Recruitment”

OSU has during the past three years increasingly focused on its land grant mission and its mission to cultivate leaders for Oklahoma, its neighboring states, the nation and the world. As Robert Sternberg, previous Provost of OSU, wrote in *Inside Higher Education*,

> Land-grant institutions…are not merely about agricultural development, but rather, about changing the world in a positive, meaningful, and enduring way. Land-grant institutions perhaps best represent the very core of what greatness means in American society -- namely, equal opportunity for all and, through it, the chance to make our society and the world a better place in which to live…[L]and-grant institutions typically are particularly focused on ‘value added’ -- producing the future leaders who make the world a better place. Typically, land-grant institutions willingly and even gladly will take students with a wider range of grades and test scores because their mission is to provide access, not to restrict entry. A necessary qualification, of course, is that the students admitted are able to do the work, either upon admission or with remediation and enrichment. Land-grant institutions generally have honors programs, but often the focus is not just on how academically smart you are, but on how much of your smartness you can give back to the world. What is important in a land-grant institution is developing future ethical leaders who will enrich their communities and their societies, in whatever way.

( http://www.insidehighered.com/views/2010/11/29/sternberg#ixzz2h9QM81rQ)

Although Dr. Sternberg has since left, his perspectives have greatly influenced OSU’s enrollment and admittance policies and procedures, with much more emphasis placed on mentoring and helping students gain their utmost potential. He also has revived the ideals of the land-grant university, which is focused on accessibility, equitability and adding value to our community. These values have always been infused in the School of Media & Strategic Communications and more so during the past five years. OSU’s recruiting efforts, particularly in the North Texas and Dallas-Fort Worth areas, also have helped a great deal in attracting a more diverse student body. As a result, our ethnic diversity has increased from 15.5 percent to 20.9 percent, which in certain categories slightly higher than the population average.
Table 4. Area Population

**Service Area:** Describe here the unit’s geographic service area as far as student enrollment is concerned (region, states, counties, etc.).

The majority of the school’s students (61.2%) are from Oklahoma. The next largest group comes from Texas (26.7%) and then Kansas (2.12%). The rest comes from 29 states and less than 1% is international. As a result of the above statistics and Oklahoma State University’s focus on its land-grant status, Oklahoma is used as the unit’s geographic area.

Based on the most recent Census figures, what percentages do the following groups represent of the population of the unit’s geographic service area as described above?

<table>
<thead>
<tr>
<th>Group</th>
<th>Percent of Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African-American</td>
<td>7.3</td>
</tr>
<tr>
<td>White</td>
<td>68.7</td>
</tr>
<tr>
<td>American Indian/Alaskan native</td>
<td>8.2</td>
</tr>
<tr>
<td>Asian</td>
<td>1.7</td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
<td>8.9</td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
<td>0.1</td>
</tr>
<tr>
<td>Two or more races</td>
<td>5.1</td>
</tr>
<tr>
<td>Other race</td>
<td>0.1</td>
</tr>
<tr>
<td>Female</td>
<td>50.5</td>
</tr>
</tbody>
</table>
Table 5. Undergraduate Student Populations

Show numbers of male, female, minority, white and international students enrolled in the unit, the percentages they represent of total journalism and mass communications enrollment, and the percentages these racial/ethnic groups represent of the total institutional enrollment. Use figures from the most recent academic year for which complete data are available.

The data below is based on the School’s record to ensure there is no overinflation. Unfortunately, this does not include data for students who describe themselves being from two or more races.

Table 5b provides information from the OSU Academic Ledger for the 2012 calendar year. This table does include data on students who report being from two or more races but does not include gender distribution according to race.

Table 5b is therefore merely provided as additional data. According to Table 5b the percentage of students who did not identify themselves as white represented 25.05 percent of the SMSC student population.

**Academic year: 2012-13**

<table>
<thead>
<tr>
<th>Group</th>
<th>Male</th>
<th>Female</th>
<th>% of total in unit</th>
<th>% of total in institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African-American</td>
<td>15</td>
<td>36</td>
<td>8.3</td>
<td>0.2</td>
</tr>
<tr>
<td>White</td>
<td>170</td>
<td>314</td>
<td>79.1</td>
<td>1.89</td>
</tr>
<tr>
<td>American Indian/Alaskan native</td>
<td>15</td>
<td>30</td>
<td>7.35</td>
<td>0.18</td>
</tr>
<tr>
<td>Asian</td>
<td>6</td>
<td>6</td>
<td>1.2</td>
<td>0.05</td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
<td>4</td>
<td>13</td>
<td>2.8</td>
<td>0.07</td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or more races*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other race</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International students (any race)</td>
<td>1</td>
<td>2</td>
<td>0.49</td>
<td>0.02</td>
</tr>
</tbody>
</table>
Table 6. Faculty populations, Full-time and Part-time
Show numbers of female, male, minority, white and international faculty members and the percentages they represent of the unit’s total faculty. (Report international faculty the same way the university reports them.)

**Academic year: 2012-13 Full-time faculty**

<table>
<thead>
<tr>
<th>Group</th>
<th>Female</th>
<th>% of total faculty</th>
<th>Male</th>
<th>% of total faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African-American</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>6</td>
<td>.40</td>
<td>7</td>
<td>.47</td>
</tr>
<tr>
<td>American Indian/Alaskan native</td>
<td>1</td>
<td>6.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td>1</td>
<td>6.5</td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or more races</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other race</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International students (any race)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Academic year: 2012-13 Part-time/adjunct Faculty**

<table>
<thead>
<tr>
<th>Group</th>
<th>Female</th>
<th>% of total faculty</th>
<th>Male</th>
<th>% of total faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African-American</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>4</td>
<td>.44</td>
<td>5</td>
<td>.56</td>
</tr>
<tr>
<td>American Indian/Alaskan native</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino (any race)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or more races</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other race</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International students (any race)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 7. Full-time Faculty Recruitment

Provide the following information for any searches for full-time faculty members conducted by the unit within the past three years.

<table>
<thead>
<tr>
<th>Academic years:</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Openings</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Total applicants in hiring pool</td>
<td>80</td>
<td>N/A</td>
<td>6</td>
</tr>
<tr>
<td>Females in hiring pool</td>
<td>36</td>
<td>N/A</td>
<td>2</td>
</tr>
<tr>
<td>Female finalists considered</td>
<td>5</td>
<td>N/A</td>
<td>1</td>
</tr>
<tr>
<td>Offers made to females</td>
<td>1</td>
<td>N/A</td>
<td>1</td>
</tr>
<tr>
<td>Offers accepted by females</td>
<td>1</td>
<td>N/A</td>
<td>1</td>
</tr>
<tr>
<td>Minorities in hiring pool</td>
<td>2</td>
<td>N/A</td>
<td>0</td>
</tr>
<tr>
<td>Minority finalists considered</td>
<td>0</td>
<td>N/A</td>
<td>0</td>
</tr>
<tr>
<td>Offers made to minorities</td>
<td>0</td>
<td>N/A</td>
<td>0</td>
</tr>
<tr>
<td>Offers accepted by minorities</td>
<td>0</td>
<td>N/A</td>
<td>0</td>
</tr>
<tr>
<td>International faculty in hiring pool</td>
<td>19</td>
<td>N/A</td>
<td>0</td>
</tr>
<tr>
<td>International faculty considered</td>
<td>2</td>
<td>N/A</td>
<td>0</td>
</tr>
<tr>
<td>Offers made to international faculty</td>
<td>1</td>
<td>N/A</td>
<td>0</td>
</tr>
<tr>
<td>Offers accepted by international faculty</td>
<td>1</td>
<td>N/A</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 8. Part-time/adjunct Faculty Recruitment

Provide the following information for any searches for part-time or adjunct faculty members conducted by the unit within the past three years.

<table>
<thead>
<tr>
<th>Academic years:</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Openings</td>
<td>7</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Total applicants in hiring pool</td>
<td>Waived Recruitment</td>
<td>Waived Recruitment</td>
<td>Waived Recruitment</td>
</tr>
<tr>
<td>Females in hiring pool</td>
<td>6</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Female finalists considered</td>
<td>6</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Offers made to females</td>
<td>6</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Offers accepted by females</td>
<td>6</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Minorities in hiring pool</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Minority finalists considered</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Offers made to minorities</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Offers accepted by minorities</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>International faculty in hiring pool</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>International faculty considered</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Offers made to international faculty</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Offers accepted by international faculty</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
2. Attach a copy of the unit’s written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning.

A copy of the School of Media & Strategic Communications’ Diversity Plan is attached at the end of this section and also provided in Appendix 16.

3. Describe how the unit assesses its progress toward achieving the plan’s objectives.

The Personnel Committee, which supervises all faculty searches, regularly reviews the applicant pools for each search and evaluates the extent to which the school is attracting applications from qualified minorities and underrepresented populations.

The School’s diversity issues are also handled within the Personnel Committee, which is made up of tenured faculty. Their job is to regularly review the School’s progress on diversity as well as to discuss and come up with effective solutions to any problems or needs with regards to diversity. The committee will report its findings at least once a year to the School’s Director.

The School’s diversity plan calls for several action plans that can be regularly assessed. Action Plans 1 and 2 set goals for recruitment of faculty and students as well as mentorship and will be assessed by standard quantitative measures. Action Plan 3, which deals with diversity issues across the curriculum, will be assessed by yearly reviews of the curriculum as well as any special event, speakers or project that covers multicultural topics.

4. Describe the unit’s curricular efforts to foster understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation.

The School’s faculty in its assessment procedures identifies the courses in which each of the original “core values and competencies” are addressed at each level of knowledge, a process that produces a picture of how we deal with diversity issues across the curriculum. How diversity is assessed will be reviewed in Part II, Standard 9.

The following is a representative listing of how diversity is handled across the curriculum. It is not intended to be comprehensive, but is reflective of the instructional methods and breadth of exposure for students.

**Diversity in Core Courses:**

**Media in a Diverse Society (MC 1143):** In 2010, the course was revised from Media and Society to make it a diversity course titled Media in a Diverse Society. It received a Diversity designation by the College of Arts & Sciences, qualifying it to count as the diversity requirement each student in the College must complete. At least half of the course covers topics on diversity in the media in coverage and members of media organizations. These topics include the portrayal of women in advertising, how Hollywood treats Muslims and other religious cultures in film, attempts to ban books exploring gay and lesbian lifestyles, the treatment of blacks in television (for example, the use of the "Black Best Friend" in prime-time network shows), the effect teen glamour magazines have on young girls, minorities in TV news and other issues related to
diversity in the different mass media.

**Media Style and Structure (MC 2003):** The introductory writing class spends a week studying sexism, racism and other stereotypes in language. This includes how to avoid subtle forms of racism and sexism that appear in stories and news coverage, and rules on when to use race in stories. The class introduces the concept of “People-First Language,” which deals with people with disabilities.

**Mass Communication Law (MC 4163):** Legal principles related to equal protection under the law are an inherent part of our Mass Communications Law class. The focus is on the First Amendment and issues associated with freedom of expression and freedom of the press. Many of the cases and factual scenarios deal with the applicable legal principles in the context of women, gender and sexual preference, as well as racial, ethnic and religious differences.

**Mass Communication Ethics (MC 4143):** Diversity is also a major element in the content of our required ethics course. The focus of this course is on ethics in advertising, public relations and journalism, and students use real-world examples that involve questionable ethical behavior in each of those contexts and practice ethical decision-making using ethical philosophies and frameworks that they learn throughout the semester. The case studies and real-world discussions typically deal with situations involving portrayals and/or reporting of and about women, racial and ethnic minorities. Students regularly receive supplemental readings that deal with “hot topics” in media ethics and responsibility. These hot topics frequently involve questionable media ethics in the context of media depictions of women and/or racial or ethnic minorities.

**Diversity in Strategic Communications**

**Introduction to Strategic Communications (SC 2183):** The introduction course for all Strategic Communications majors, as well as a popular elective for all communication majors, relies heavily on understanding a multitude of issues involving diversity. The class each semester will spend more than two weeks on diversity, with topics including Reaching a Diverse and Multicultural Audience as well as International Strategic Communications. Students in the class are taught to look beyond stereotypes and develop an understanding of diverse audiences as well as begin the process of developing strategies to foster long-term relationships with minority groups.

**Strategic Communication Management and Strategies (SC 3383):** Management and Strategies continues the precedent set up in the Introduction to Strategic Communications class about understanding diverse audiences and working on specific management and strategies that will aid students in working in a diverse world. Specific attention is paid to understanding diverse (ie. gender, race, ethnicity, sexual orientation, etc.) workplace environments, internal and external. This is accomplished through guest lectures, analysis of current issues and calling on the experience of the diverse members in class to participate in class discussions.

**Advertising Media and Markets (SC 4013):** The study of diversity is expected from students taking Advertising Media and Markets. Students learn diverse global approaches to media and marketing strategies and apply them to their own campaign projects. The key topics are:
Global media systems
Media strategies in the U.S. and Asian countries
Global marketing strategies
Research on diverse audience segments
Social media in different countries

Advanced PR Writing (SC 4493): This advanced course also closely investigates diversity issues. At least one discussion takes place in each class examines how communications professionals must consider, understand and broaden their perspectives regarding gender, racial, ethnic, cultural, sexual and disability diversity when writing for the media.

Strategic Communications Campaigns (SC 4843): The capstone strategic communication course gives students a learning practicum with actual business and nonprofit organizations. Many times, these organizations are centered on diverse audiences. Recent clients have included Newview Oklahoma, which helped disabled individuals with finding and obtaining jobs; Prevent Blindness Oklahoma, which is a blindness education organization; and Sally’s List, a nonpartisan organization that works to recruit women into political offices.

Diversity in Multimedia Journalism

Multimedia Reporting (MMJ 3263): Diversity in reporting is covered in these ways:
- The class is routinely reminded that interviewing a variety of diverse people, especially those of different backgrounds than the reporter, is one key to truly understanding an issue. Homogenous sourcing leads to unbalanced reporting.
- Students are challenged to write about topics outside of their comfort zones and especially to focus their efforts on groups that may be disenfranchised in large or small ways, or who have barriers to traditional methods communications (minorities, non-English speakers, socioeconomically challenged groups, etc.).
- Students are constantly reminded that minority populations often deserve additional, special coverage, among others, how a free press helped bring to light the injustices inherent in issues such as slavery, the Civil Rights Movement and gay rights, and that historically, journalists are among the banner carriers for change in America, a sacred creed that is not to be taken lightly.

Electronic Reporting (MC 3553): This class spends time looking at how television networks have traditionally covered race by examining produced content packages that have been aired on these networks.

Multimedia Editing (MMJ 3313): This course emphasizes the importance of not making assumptions regarding race, gender, sexual orientation and other sensitive issues and to make sure a story is told in such a way that the website/paper's readership isn't offended or left out.

Diversity in Sports Media

Sports and the Media (SPM 3843): The study of diversity as it applies to sports and the sports media in America is a key part of SPM 2843 Sports and the Media. The focus is on racial, gender
and sexual orientation issues in sports including such topics as:

- The Black Athlete on College Campuses in America: includes sociologist Harry Edwards’ writings.
- The History of Racism in Sports: starts with the establishment of the color line in Major League Baseball in the 1880s, stereotypes of Irish-Americans in the 19th century, the rise of blacks in professional boxing (with an emphasis on Jack Johnson, the first black heavyweight champion), Jackie Robinson and the integration of Major League Baseball and other sports and racism that exists in sports today.
- Racial stereotypes as reflected in media coverage.
- The use of Native American nicknames and mascots in sports.
- Title IX and its effect on women’s participation in sports.
- Women in the sports media, including obstacles they had to overcome to enter the profession and issues they face today.
- Sexual orientation among athletes and its coverage by the media.

**Sports Writing (SPM 3853):** Diversity is a consistent theme in sports writing, particularly in terms of avoiding stereotypes, such as blacks are athletic, whites are more cerebral, women aren't athletes, etc. and also to make sure all sides of issues are covered and a segment of society isn't left out.

**Faculty members’ involvement in diversity:**

Many of the members of the faculty of the School of Media & Strategic Communications actively work and do research in diversity topics. This body of research invariably finds its way into class discussions and research presentations.

**Dr. Derina Holtzhausen**, the Director of SMSC, has a strong research focus on global issues pertaining to strategic communication and public relations. She has been published numerous times in journals and books with articles having a strong background in diversity issues. She also collaborates with faculty on research focused on diversity such as her work with Dr. Jami Fullerton on sports fandom and country reputation in South Africa. She serves as president of Phi Beta Delta Epsilon Upsilon Chapter at OSU and is a Safe Zone Ally.

**Dr. Jami Fullerton**, the Welch Chair in our strategic communication sequence, maintains diversity as a focus of part of her overall research agenda. Most of her work in collaboration with Dr. Alice Kendrick from Southern Methodist University looks closely from an advertising at the U.S.’s reputation and relationship with those outside our borders. She has been a frequent presenter and guest of many international conferences.

**Professor Mike Sowell**, a professor of sports media, published a research study about minority issues including the first woman to cover major league sports in a national sports publication. He is also responsible for starting the Association for Women in Sports Media and has advised students with Professor Ray Murray.

**Dr. Joey Senat** is an active member of Edward R. Murrow Program for Journalists, International Visitor Leadership Program.
Dr. Edward (Ted) Kian had become a leading authority on GLBT issues in the sports community with a number of articles, book chapters and grants. In addition to this work, he has also published a wide array of articles on gender and race/ethnicity. He is regularly asked to participate in national and international conferences promoting this work.

Dr. Lori McKinnon is an active member of Cherokee National Roll and OSU Native American Faculty and Staff Association.

Dr. Cynthia Nichols and Dr. Bobbi Kay Lewis have recently completed their Adventure to Space program. This grant project sought to give urban kids a hands-on learning experience in math and science. Ninety percent of the participants in this program were minority students. Dr. Nichols is a Safe Zone Ally.

Dr. Kenneth Kim has been an active member of the International Communication Association since 2011 and actively presenting research studies. Dr. Kim was a chair of Oklahoma State University Korean Faculty Association in 2011. Dr. Kim has advised Oklahoma State University’s Korean Student Association since 2011.

Dr. Danny Shipka’s research focus is international popular culture and he has written two books that focus on cultural themes in the entertainment field. Dr. Shipka is a Safe Zone Ally on campus, an organization that seeks to provide council for gay, lesbian, bisexual and transgendered students on the OSU campus.

5. Describe efforts to establish and maintain a climate that is free of harassment and discrimination, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

A copy of the Oklahoma State University policy on gender discrimination/sexual harassment policy and Title IX Grievance Procedure is provided in Appendix 17. The policy clearly states the university policy of being “committed to providing an environment of study and work free from gender discrimination and sexual harassment as prohibited by Title VII and Title IX, and to insuring the accessibility of appropriate grievance procedures for addressing all complaints regarding gender discrimination and sexual harassment, including sexual assault.” A copy of the university brochure on sexual harassment, provided to all new employees through the Affirmative Action office, also is included in Appendix 17.

ADA Compliance Officer Michael Shuttic oversees compliance with the requirements of the Americans with Disabilities Act, along with general accommodation for people with disabilities. His office is dedicated to fulfilling university policy and implementing programs to assist students with disabilities. Faculty and staff may request reasonable accommodation for their supervisor, chair, dean or the Office of Equal Opportunity.

The School of Media & Strategic Communications continues to take the responsibility for providing equal access seriously. Bobbi Kay Lewis, an associate professor in our strategic communication sequence, regularly is asked to facilitate information sessions concerning ADA compliance and she brings personal expertise to the topic for other classes occasionally. She uses a wheelchair.
Three faculty members and a staff member became Safe Zone Allies after completing a training course on understanding LGBT issues and how to discuss these issues with individuals who need counseling. A notice on an office door indicates whether it is a Safe Zone to discuss LGBT issues.

6. Describe the unit’s efforts to recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.

Members of the faculty regularly work to recruit outstanding high school students with special efforts to recruit and retain students of diverse backgrounds. The school makes use of special programs, such as the Oklahoma Collegiate Press Association college program and Journalism Day, to seek out students from diverse backgrounds and encourage them to pursue a mass communications degree from OSU.

The School of Media & Strategic Communications strives to seek out and recruit qualified minority students through its recruitment efforts. Because of the recent changes in Oklahoma law, the university cannot legally offer scholarships under the designation of minority. However, students of diverse backgrounds may apply for and receive financial aid. The OSU Foundation, as a privately run company, is the supplier of many scholarships that are targeted to minorities. This program has allowed the school to actively recruit and provide a substantial financial incentive to select students and has been a successful recruitment tool. The School offers a number of minority scholarships, including two KWTV-Channel 9 in Oklahoma City sponsors. The scholarship coordinators in our advising office go out of their way to inform eligible minority students of scholarships offered earmarked specifically for minority students. Other scholarship programs, including one for students in the Sports Media degree option, are financed by national organizations such as the Ethics and Excellence in Journalism Foundation.

Emphasis is placed on the development of personal relationships with high school journalism advisers and students and an effort to increase the number of visitations to campus. Dr. Joey Senat, coordinator of High School Journalism Day, makes a particular effort to reach out to schools from predominantly minority areas, such as those from Native American Tribes and inner city schools in Tulsa.

The School offers a Welcome Week program that works as a recruitment tool to get students interested in SMSC. Before the start of class, the School is opened for an afternoon with various members of the School’s clubs and organizations that focus on diversity there to greet prospective students. Programs such as OSU Scholar’s Day bring outstanding high school seniors to campus for a general orientation, campus and individual program tours for students who declare a specific interest. The students are brought to the Paul Miller Building, given a complete tour of the building and a welcome from the advising staff and the Director. A similar program, OSU Experience, is a day designed for high school juniors just starting their college search. Students and their families are invited to tour OSU and visit with academic departments, as well as attend sessions on campus life, admission options, scholarships, financing a college education and more, all with a festive game-day atmosphere and outstanding OSU school spirit. In both of these events, our advising staff and a Student Ambassadors, outstanding
undergraduate students who join the team to help us give tours, answer questions and generate interest in our program, lead the process with an eye to identifying members of minority and underrepresented groups for special attention and meetings with faculty.

It is important for new students to be involved from their first day of freshman year. The Media House is a living unit designed to bring incoming freshmen who intend to declare a major in the school together early in their academic careers and partner them with more advanced students. Like many residence colleges across the nation, Media House is showing promise as a retention tool. The residence hall floor is home to about 40 students; 25 are freshmen taking two to three courses together during the fall semester. These students also take a class together in the spring and many of the students plan to live on the floor again in the next year. The Media House is home to students from a variety of backgrounds giving new them a diverse living environment.

The School also sponsors its annual Sports Media Summer Camp, which for seven years has attracted high school students from throughout the country for three days of intensive training and work to learn what it might be like to work in the industry. The program offers minority scholarships to those interested in attending and has become an important recruiting tool for the Sports Media program.

Lecturer Barbara Allen is the adviser for the newly formed OSU chapter of the National Association of Black Journalists and has actively worked to recruit African-American students and any interested student to the group.

7. Units in which admission is selective or varies from general university admission requirements should describe considerations given to the effects of selective requirements on minority enrollment.

The School of Media & Strategic Communications has a higher grade-point average (2.5) than required for declaration of major in most academic programs in the College of Arts & Sciences, as well as the requirement for passage of the Language Proficiency Exam.

It is the belief of the faculty the two chances to pass the exam enable all qualified students to enter the program but prevent unqualified students from merely taking the exam over and over until passing. Although transfer students with the necessary qualifications from other schools may take the Language Proficiency Examination (LPE) without taking MC 2003, they are strongly encouraged to take the class to ensure they know the material.

For the past five years, Professor Mike Sowell has offered a mentorship program twice a year on the Tulsa campus to help students prepare for the Language Proficiency Exam. This was done with a specific focus on assisting students from Tulsa Community College and other regional universities to transfer into the School’s program. Here, too, the focus is on assisting minority students to catch up with their language skills. Students pay $25 to participate but get the money back after they had completed the course. Here students get two opportunities to write the LPE exam. If they failed the first time, Professor Sowell tutors them again before they try a second time. This program has a high success rate.
8. Assess the unit’s effectiveness in retaining minority students from first enrollment through graduation. Describe any special program developed by and/or used by the unit in the retention of minority students. Note the role of advising in this process.

Our advising office plays a critical and central role in retention for members of underrepresented groups and for the student population as a whole. Although retention of minority students has not been a major problem in the School, academic counselors pay close attention to students who are experiencing trouble and seek to intervene as appropriate. It is our belief the advising office is our first line of defense for students experiencing problems, whether they are academic, personal or emotional. Faculty may see the students more often, but not in an environment that can quickly reveal a developing problem. A good adviser is trained to see the signs and to act in an appropriate way. We are proud of our record in this area. The Director meets weekly with the advising staff to discuss pending problems and opportunities, always addressing special problems with students.

Minority retention and representation continues to grow at the school. From 86 minority students reported in fall of 2010 to 123 in spring 2013, the School has experienced positive growth in number of minority students almost every semester. The current rate of 21 percent minority students is in line with the average minority student population in Oklahoma. The overall School’s retention rate has averaged about 86.5 percent based on the University’s calculation. These percentages do not reflect students who chose to change majors and continued at Oklahoma State University. The School’s retention and four-year graduation rates are held up as best practice in the College of Arts & Sciences.

Again, our advising office takes special care, along with the general faculty, to monitor the performance of minority students and to provide assistance when necessary.

The School strongly encourages membership and participation in organizations that cater specifically to minority mass communication students. Each year, we encourage minority students to attend the African-American Student Association national conference and frequently underwrite at least part of the expense through a student emergency fund the Oklahoma Press Association established. The Office of Institutional Diversity supports the Multicultural Student Center (MSC) in the Student Union. This organization has as one if its goals to “foster personal growth of minority students by promoting extracurricular and leadership involvement.” This innovative program sponsors a number of initiatives to improve retention and foster success among members of minority populations. The RISE Program (Retention Initiative for Student Excellence) pairs volunteer mentors with incoming students and is specifically designed for first-year minority students. The MSC endorses student organizations — African-American, Asian American, Hispanic, Native American and Vietnamese American Student Associations —and works closely with 29 others whose purpose is to advance the interests and success of minority students. SMSC also relies on support from the Black Alumni Association, the Black Faculty and Staff Association, and Hispanic Faculty and Staff Association, the Native American Faculty and Staff Association and the Asian American Faculty and Staff Association, and sponsors major events during the year to publicize important people and occasions.
9. Describe the unit’s efforts to recruit women and minority faculty and professional staff (as enumerated in Table 8, “Full-time Faculty Recruitment”).

In November 2012, voters of the state passed State Question 759, a measure that eliminated affirmative action programs in the state. The measure deals with three areas of government action, employment, education and contracting.

In these areas, the measure does not allow affirmative action programs. Affirmative action programs give preferred treatment based on race, color or gender. They also give preferred treatment based on ethnicity or national origin. Discrimination on these bases is also not permitted.

The measure permits affirmative action in three instances: (1) When gender is a *bona fide* qualification, it is allowed; (2) Existing court orders and consent decrees that require preferred treatment will continue and can be followed; and (3) Affirmative action is allowed when needed to keep or obtain federal money. Although these changes may affect how we obtain a diverse population, they in no way inhibit the School’s commitment to diversity.

Even though state law forbids outright targeting for positions, the School is committed to increasing the numbers of women and ethnic minorities who apply for vacant positions, particularly to ensure requisite variety in its curriculum. Members of the faculty recognize personal contacts are extremely important when vacancies occur and the unit tries to attract women and ethnic minorities by identifying potential candidates and urging them to apply. Faculty members realize the School must be proactive in its efforts to seek out women and minorities rather than await responses from advertisements. Faculty are urged to “prospect” at all professional and academic meetings and to go out of their way to meet and develop professional relationships with women and minorities. When vacancies occur, these relationships are used to recruit these individuals. If they are not interested in applying for the position, they may assist us in reaching others who may be interested.

Ads are frequently placed in newsletters of professional organizations in metropolitan areas in the state with the hope of attracting applications from women and minorities with academic credentials required for the position. Faculty members who are also members of these organizations actively recruit at meetings.

For each open position, the school tries to identify specific members of minority groups who are qualified and put them on a list for special attention. These individuals are contacted, either by mail or phone, by the faculty or the Director and urged to make an application.

10. Describe the unit’s efforts to provide an environment that supports the retention, progress and success of women and minority faculty and professional staff.

The School of Media & Strategic Communications strives to provide an environment of success for all of its faculty. Several programs are available to all faculty in the school as part of the unit’s desire to assist all faculty members in their pursuit of reappointment, tenure and promotion.
Oklahoma State University conducts formal orientation sessions for all new faculty to assist them in understanding what is necessary for a successful academic career. This involves providing information about fringe benefits, employee/family assistance programs and university regulations relating to travel, reappointment and grant opportunities.

The Director and members of the SMSC Personnel Committee also have a program to assist new faculty understand the school and college reappointment, tenure and promotion policy and how to work toward reappointment. The goal is to provide faculty with information and make them familiar with the reappointment process several years prior to reappointment. This allows faculty members to better understand what they need to do to be successful at the university.

The School also sponsors a formal mentoring program in which new faculty are paired with two senior faculty members to assist them with questions, training and to provide a personal source for any other help required. From the beginning, mentors are expected to counsel their new charges with specific information on reappointment requirements. Should a problem be detected early in the career of a new faculty member, a discussion is held with the assigned mentors and plans are put in place to help. In some cases, this has resulted in classroom observations of teaching style, assistance with research projects or just general encouragement. These efforts are expected to be helpful in the retention of minority, and all new faculty, in the School.

In the fall semester, the Director meets with all new faculty and those coming up for some employment action to talk about the process and requirements. The purpose of the meeting is to familiarize faculty with the schedule, forms and policies relating to reappointment, promotion and tenure. These meetings are held after the faculty members are provided with new copies of the School, College and University documents relating to reappointment and tenure. The significance of each document is explained and the director encourages discussion and questions to ensure that people understand the reappointment schedule and for new faculty, the importance of building merit in teaching, research and/or extension/service.

11. If the unit hires adjunct or part-time faculty members, describe the unit’s effort to hire minority and female professionals into these positions (as enumerated in Table 8, “Part-time/Adjunct Faculty Recruitment”) and list those who are minority and female professionals.

Although this area has been a challenge for the School in the past, the School has made some positive inroads in hiring minority and female professionals in the past few years. We have a majority of female part-time/adjunct instructors. There is a need for more minority representation, though. During the past few years, we have often found ourselves in need of adjunct faculty quickly either because a regular or adjunct faculty member left quickly or because approval for the position was delayed because of a limited time frame for a search. In cases such as this, the School relies heavily on professional contacts from the faculty to bring in minority candidates and actively look on the Stillwater campus for adjuncts who have a master’s degree in the mass communication discipline and who have an appropriate professional background. It is unrealistic to expect someone to relocate to Stillwater for a temporary appointment. SMSC has been fortunate to have found several female candidates who are highly qualified and make an exceptional contribution to the School, particularly in teaching writing and reporting courses.
If time allows, searches for adjunct or part-time personnel are typically advertised in either the *Tulsa World* or *The Oklahoman* or both. The populations in these communities are more diverse than the state overall and we feel the openings receive adequate publicity, but they do not receive the sort of personal attention directed to tenure-track searches as described above.

12. Provide examples of professionals, visiting professors, and other guest speakers invited or sponsored by the unit during the past three years whose background or expertise served to introduce students to diverse perspectives.

The School hosts a nationally known speaker each year in the Paul Miller Lecture Series, held in conjunction with the Oklahoma Collegiate Press Association meeting on the Stillwater Campus. Apart from the Paul Miller Lecture many prominent professionals visited to give special lectures on diversity issues in the media. Some of the prominent speakers were:

- Lynn Povich, author of *Good Girls Revolt*, about the chaotic history of women in the newsroom. She was the 2013 Paul Miller Speaker.
- Linda Cohn, ESPN Sports Center anchor, spoke about career advancement of women and minorities in sports.
- Jenni Carlson, sports columnist, *The Oklahoman*, the only female sports columnist in Oklahoma, discussed networking opportunities for women.
- Berry Tramel, sports columnist, *The Oklahoman*, talked about the history of women in sports.
- Van Shea Ivan, founder of Oklahoma High School Sports Express, discussed opportunities for women in sports television.
- Lilian Dunlap, formerly with the Poynter Institute, presented faculty and staff a diversity training session.
- Andrew Thornton, an associate of Dr. Dunlap, discussed the new digital transfer environment in media through though the eyes of a person of color.
- Dr. Dianne Bystrom, director of Carrie Chapman Center for Women and Politics, Iowa State University, spoke on women in politics.
- Jaimi Dowdell, training director for Investigative Reporters and Editors, Inc., spent several days with students in Data Journalism on the use of data in reporting.
- Amy Zerba, then of CNN.com, provided a three-day training session for faculty members in June 2010 on multimedia journalism.

Faculty members regularly invite professionals from diverse backgrounds to speak to their students in classes or at student organization meetings. The following is not an exhaustive list but gives an idea of the breadth of these speakers:

- Judd Wheeler, director of Sales and Marketing for Xoikos
- Van Shea Iven, owner and reporter for Oklahoma High School Sports Express
- Paige Dillard, video producer at NewsOK.com
- Breanne Palmerini, multimedia reporter and news anchor for KRJH-TV (NBC 2) in Tulsa
- Becca Baker, development director, JESS3, Tulsa
- Paige Lessly, video producer, newsok.com, Oklahoma City
- Tess Maune, news reporter, KOTV, Tulsa
- Kelly Hines, Tulsa World
- Gina Mizell, The Oklahoman
➢ Kari Snider, Cicero International
➢ Shaundra Blundell, Koch Communications
➢ Stephanie Bice, Smirk New Media
➢ Andrea Duke, Alamo Kids Sports (AWC)
➢ Stephanie Coulter, OnCue Gas Stations
➢ Lauren Branch, New View Oklahoma
➢ Angela Byers, Byers Creative
➢ Becky Frank, Schnake Tumbo PR
➢ Kelly Fiddner, Littlefield Marketing
EXECUTIVE SUMMARY

➢ The School of Media & Strategic Communications gained two endowed professorships over the past five years: the Peggy Welch Endowed Chair in Strategic Communication and the Welch-Bridgewater Endowed Chair in Sports Media.

➢ The school’s personnel committee reviewed and revised the Reappointment, Tenure and Promotion Policy for the first time in 15 years.

➢ The school gained two new faculty lines over the past five years and appointed several new tenure-track faculty members. Two searches are currently under way.

➢ On average 70 percent of courses are taught by full-time faculty members.
During the visit, the unit should provide the following documents in the workroom:

- curriculum vitae of each full-time faculty member (Full-time faculty refers to those defined as such by the unit.)
- résumés of adjunct or part-time faculty, and of graduate students serving as teachers of record, teaching during the fall 2013 semester
- records on faculty promotion and tenure

Please respond to each of the following instructions:

1. Describe how the unit selects full-time and part-time faculty and instructional staff.

Since 2008, several opportunities for hiring tenure-track faculty members arose because of either new faculty lines or retirements. The hiring process is always the same and consists of:

- Request for Authorization to Fill Position: This is a first step in the hiring process where a motivation for the need to fill the position, why it could not be accommodated in another way and the salary parameters are stated.
- Request to Staff: Once authorization has been received, a Request to Staff the position is completed. In this process, the go-ahead to proceed with advertising the position is given, the salary parameters, skills needs and other details are determined, and a copy of the advertisement and where it will be placed is approved.
- A Search Committee is appointed, according to the OSU stipulated procedures as set out in the OSU Faculty Handbook (see Appendix 18). In SMSC, the Personnel Committee reviews the ad and appoints a representative on the Search Committee. The Search Committee serves at the pleasure of the Director. The Director appoints the rest of the committee members, most of whom would represent the discipline in which the new appointee will serve but also ensures representation from other, related disciplines.
- As soon as an application is received, the candidate is invited to complete the Voluntary Self-Identification Form, which the Office of Equal Employment Opportunity receives.
- Once the deadline for applications has passed, each Search Committee member receives a copy of all the applications and a grid summarizing the applicants’ qualifications in terms of qualifications, teaching experience, research and service (see Appendix 19).
- The Search Committee Chair collates all the relevant information in a grid for easy reference that also summarizes the pool of candidates (see Appendix 19).
- Once this step has been completed, the Search Committee meets to discuss each candidate’s qualifications for the position and to shorten the list to those candidates who fit the profile. This pool can be seven to 15 candidates.
- Next, the Search Committee chair and the Director visit with the Affirmative Action Officer of the College of Arts & Sciences, who reviews the pool and the curricula vitae, the data the Search Committee has provided and ensures the pool is representative of the population of applications.
- Once the Officer has approved the pool, a short list of seven to 10 candidates is identified. Search Committee members interview each of the applicants via Skype and give feedback on the candidate’s fit for the criteria set out in the advertisement.
- Based on these interviews, three or four candidates are invited to do a campus interview. (See Appendix 20 for a typical interview schedule). Candidates do a teaching presentation, a research presentation and have meetings with the Search Committee, other faculty members, the Director and an Associate Dean of the College of Arts & Sciences. Students are provided a survey instrument to evaluate the applicant’s teaching presentation.
At the conclusion of all the interviews, each faculty member is provided with a survey evaluating the candidates on their teaching and research and is asked to rate and rank order the candidates. (See Appendix 21 for all evaluation surveys.)

Faculty members meet to discuss the candidates and provide oral feedback to the Search Committee.

The Search Committee considers all the feedback from students and faculty members and then votes on the candidate to be offered the position.

After the vote, the Search Committee chair makes a recommendation to the Director, who makes the final determination on the appropriate candidate.

If the Director determines an impasse exists, she or he can determine to stop the process and start a new search or could consider all the feedback and go ahead with an appointment. Normally, the Director will agree with the recommendations of the Search Committee.

The Director’s decision is final in that the appointment does not have to be approved at the College level because the College believes its role has been fulfilled in terms of screening of the candidate pool, review of the position and of the salary.

The candidate is made a written offer and given about two weeks to make a decision.

As mentioned before, visiting professor positions are sometimes concluded based on a national search, with the same process as above, which was the case recently for two visiting professors. Typically visiting assistant professors and lecturers are short-term appointments based on two important factors:

- Possession of at least a master’s degree in a related field.
- Relevant professional experience.

Because these are typically short-term appointments, recruitment is waived because it is unrealistic and expensive to conduct a national search. Fortunately, being an institution of higher education, the OSU Stillwater campus offers surprising qualifications and skills, and OSU has been generous in allowing staff members to serve as teaching adjuncts. Twice highly talented students who had completed their master’s degrees were appointed as visiting assistant professors with the understanding they will at some stage move on to a doctoral program.

On rare occasions, lecturers who have only a bachelor’s degree will be invited to teach a course based on their expertise. Under this in-residence program, during the past six years SMSC has appointed a photography lecturer, a web editor, a field production specialist and a Pulitzer Prize winner who taught Public Affairs Reporting.

2. Provide examples of published advertisements for faculty openings in the past six years (before the self-study year) that show required and preferred qualifications of candidates.

See Appendix 22.
3. Describe the unit’s expectations of faculty members in teaching, research, creative and professional activity, and service.

Faculty members fall into one of four categories, which determine expectations of their performance:
- Tenure-track and tenured faculty members are evaluated on teaching, research/creative activity and service. Tenure-track professors have a 2/2 teaching load to provide time for research and publication.
- Clinical professors are evaluated on teaching and service. Clinical professors have a 4/4 teaching load.
- Visiting assistant professors have a 4/4 teaching load and have no research or formal expectations of service, except when specifically agreed upon.
- Lecturers typically teach one or sometimes two courses and have no service or research expectations.

Please see the School’s Reappointment, Promotion and Tenure policy document in Appendix 11. Faculty adopted this version Oct. 25, 2013.

Faculty in the School of Media & Strategic Communications must fulfill requirements of the School, the College and the University to earn reappointment, tenure and promotion. Care is taken to ensure that the general requirements are consistent among these separate documents, but changes are made at higher levels from time to time that necessitate adjustments to the unit’s policies. An example of this in the past five years has been the establishment of Cumulative Reviews for all tenured faculty members, requiring a report on faculty activities from the past five academic years. (See Appendix 23 for the SMSC Cumulative Review Policy and Procedure.) The first cumulative reviews within the School were completed in the 2009-10 academic year.

During the past five years, the School has examined policies and procedures regarding reappointment, tenure and promotion. This examination included discussion about how faculty is evaluated and what work is recognized in such critiques. In the 2011-12 academic year, faculty approved new evaluation categories and criteria for the Director to use when writing yearly faculty evaluations that in turn are used in the reappointment, tenure and promotion process (please see the School’s RPT document for an explanation of these categories and criteria). In the 2012-13 academic year, faculty approved revisions to the rest of the School’s Reappointment, Promotion and Tenure document. One of the significant revisions updated performance criteria, such as the recognition of faculty multimedia projects as a creative work. This marked the first significant update to the School’s overall document since the 2001-02 academic year.

In the past, the vague nature of the evaluation criteria for tenure and promotion created considerable confusion in the School. This was one of the most important reasons the Personnel Committee took on the difficult task of rewriting the School’s tenure and promotion document. In the new RPT document, the School has tried to be more specific in terms of expectations for faculty teaching, research and service, specifying artifacts that will count toward research and scholarship. Faculty also agreed that for tenure and promotion purposes a faculty member should be Excellent in either teaching or research and Good in the other. Service requires a minimum evaluation of Good.
4. Describe the normal workload for a full-time faculty member. Explain how workloads are determined. If some workloads are lighter or heavier than normal, explain how these variations are determined.

Workloads for faculty members are fairly consistent, with allowances for certain classes and situations that require more intensive lab work or supervision of lab instructors. Full-time faculty members generally teach 15 credit hours over two semesters (a 3/2 load). This workload has been a consistent policy in the School for many years and is adjusted only in special circumstances. The instructor of record for MC 2003 Media Style and Structure, for example, teaches two large lecture sections (about 80 students each) in the fall and spring semesters. In addition, this person supervises the work of eight lab instructors, meets with them regularly and oversees grading for consistency and monitors their day-to-day teaching. We have determined teaching this one course in equivalent to at least two more traditional courses, so this faculty member was given relief from one course per semester and handles what is essentially a 1/2 teaching load. The coordinator of the graduate program, likewise, has considerable responsibility beyond what happens in the classroom and is given course relief to help cover that work. The director of graduate studies teaches what is essentially a 2/2 load. Faculty appointed to the Welch-Bridgewater and Peggy Welch endowed chairs are also given one course relief (2/2 workloads) to promote academic research and publishing.

Workloads for visiting positions include a slightly higher teaching load as personnel in these positions, for they typically do not carry a research or service obligation. Current policy for visiting faculty sets workloads at 4/4 (24 credit hours) or, in some cases, a 4/3 load (21 credit hours) in instances where classes covered carried unusually high enrollments or were unusually work intensive (i.e., lab sections).

5. Describe the unit’s processes and criteria for evaluating the performance of full-time and part-time faculty and instructional staff. Provide course evaluation forms, peer review forms or other documents used in evaluations.

University policy dictates that each course taught during the Fall Semester is to be evaluated through the Student Satisfaction with Instruction system (SSI) (see Appendix 24 for the OSU Guidelines issued by the Office of the Provost). The University Student Survey of Instruction form (see Appendix 25) is used in the evaluation, though individual departments and schools may develop an instrument that more adequately meets the needs of the instructional unit. If a department or school develops an instrument, the Dean’s Office for the college under which the unit operates must approve it.

The School of Media & Strategic Communications requires all faculty and graduate teaching assistants use the University questionnaire. The Director urges all faculty members to evaluate each course every semester, including summer and evaluation forms are provided to every instructor for every course each semester. Teaching assistants and adjunct faculty members also are evaluated, and these evaluations play an important role in their reappointment.

Faculty members agreed the Office Administrator should type up the written comments of each course because once the numerical evaluations are completed, the original surveys become the property of the instructor and the comments are no longer available to the Director. These
comments play an important role in the Annual Appraisal and Development process in the School and provide guidance to the Director on how to advise faculty members to improve teaching if necessary. Copies of all quantitative and qualitative course evaluations are kept confidential and become part of the instructor’s personnel file.

Teaching performance is one of the areas of discussion with all faculty members during the annual Assessment and Development process. The purpose of the Assessment and Development meetings is to evaluate a faculty member’s performance and set goals for the next year.

Student teaching evaluation scores are not the sole means of assessing a faculty member’s teaching performance. Instructional evaluations also come from the biannual Alumni Survey OSU conducts and a faculty member’s ability to improve existing courses or develop new courses that improve the overall curriculum also are important factors when considering a faculty member’s teaching performance.

Research activity is evaluated in terms of the expectations as set out in the Tenure & Promotion Policy, which also determines the evaluation criteria and what counts as research or creative activity. For faculty members who have a research responsibility, research is as rigorously evaluated as teaching. The Director considers research output during the year in terms of peer-reviewed publications and peer-reviewed presentations, and work in progress. Sole or first authorship also is an important consideration, as is the quality and prestige of the publication in which it appeared.

Service is evaluated based on:
- Service to the profession.
- Service to the University.
- Service to the College of Arts & Sciences.
- Service to the School of Media & Strategic Communications.
- Service to the community.
None of these categories is necessarily more important than the other because it is not possible to do service in every category. However, nationally and internationally prominent service and leadership positions in professional organizations receive special mention and consideration.

SMSC follows the OSU Policy for Annual Appraisal and Development (see Appendix 26). The process is:
- On March 1, faculty members provide a self-evaluation of their teaching, research and service (whichever categories are relevant) for the previous calendar year.
- The Director reviews the self-evaluation and writes an evaluation of performance, using the evaluation criteria faculty members had agreed on and that are set out in the School’s RTP policy.
- The faculty member is provided with a draft of this letter three days before a meeting with the Director takes place and has an opportunity to comment on the letter.
- During the meeting, the Director and faculty member review the Director’s assessment. If the Director finds the faculty member’s objections reasonable, changes are made to the letter. The letter is again reviewed and the Director and faculty member sign the OSU Annual Faculty Appraisal and Development Program Form in each other’s presence.
If the faculty member does not agree with the Director’s assessment, he or she is provided an opportunity to write a rebuttal. The Director will typically include the faculty member’s rebuttal in the assessment document and specify why there is not agreement. Both sign the OSU Annual Faculty Appraisal and Development Program Form, even if there is disagreement because the form does not indicate agreement but that the conversation took place.

Typically, the A&D documents are submitted to the College on April 1; the Dean reviews, signs and returns them to the School.

A copy of the assessment and signed form is kept in the faculty member’s personnel file. These annual assessments are an integral part of all tenure and promotion processes in the School and College, as well in the five-year cumulative review process.

6. Describe the process for decisions regarding promotion, tenure and salary. Provide relevant faculty handbook sections and any supplementary promotion and tenure criteria and procedures adopted by the unit.

See a copy of the OSU Reappointment, Tenure and Promotion Policy in Appendix 27 and the SMSC Reappointment, Tenure and Promotion Policy in Appendix 11.

The School of Media & Strategic Communications, in keeping with general University policies, maintains a disciplined process for reappointment, tenure and promotion. The Director and the College meet with candidates who are scheduled to go through any of these processes. The process is discussed in minute details with each individual and the required documents and deadlines are reviewed.

Promotion and evaluation of assistant professors on the tenure track

Assistant professors are appointed for an initial contract period of four years. During the third year of the first term, members of the Personnel Committee and the Director evaluate the faculty member’s performance and make a recommendation to the Dean of the College of Arts & Sciences to reappoint the faculty member for a second term of three years or issue a report of intention not to reappoint. The candidate has an opportunity to review the recommendation letters from the Personnel Committee and the Director.

Before the recommendation goes to the Dean, the College of Arts & Sciences’ Tenure and Promotion Committee evaluates the School’s recommendation and makes a recommendation to the Dean on the reappointment of the candidate. The Dean in turn reviews all the recommendations and makes a recommendation to the Provost. The Provost makes the final decision and informs the faculty member accordingly.

If the assistant professor is reappointed at midtenure, the same procedure is followed in the sixth year of the assistant professor’s appointment when the candidate goes up for tenure and promotion to associate professor. The only change in procedure is the appointment of three to four external reviewers to review the candidate’s research performance.
Procedures again call for the members of the Personnel Committee to gather dossiers on faculty making application for tenure and promotion, evaluate the dossiers against the needs and requirements of the School of Media & Strategic Communications, the individual’s performance in relation to assignments and the candidate’s statements on teaching and research performance. The Personnel Committee makes a recommendation to the Director on what action should be taken. The Director has the authority to overrule the committee’s recommendation and submit a different recommendation to the College of Arts & Sciences. Members of the College of Arts & Sciences Personnel Committee evaluate the School’s recommendations and make their recommendation to the Dean. The Dean also makes an independent appraisal of the candidate and recommendation to the Executive Vice President, who makes a final recommendation to the Board of Regents. At all points along the way, the faculty member is kept apprised of the status of the recommendations.

Promotion to rank of full professor

Associate professors who wish to go up for promotion to full professor can decide when they feel ready to be promoted. However, associate professors are not ordinarily considered eligible for promotion in rank before serving five to seven years on the faculty. If a recommendation for promotion in rank to full professor is made to the College of Arts & Sciences and it is turned down, the faculty member cannot request a review of the promotion in rank in the next year.

The same process for promotion to full professor is followed as for tenure and promotion to associate professor, with the exception that the expectations for performance are higher at this level. SMSC’s policy on promotion to full professor requires candidates to be outstanding in research and teaching and good in service.

Procedures on Salary Administration

Salary adjustments are merit based and are made on the basis of annual Appraisal and Development performance evaluations. Faculty members not on the tenure track receive an across-the-board increase the College determines.

Typically, the College gives the School a lump sum that can be applied to salary increases and provides guidelines for salary increases that address performance and salary compression. The Director has considerable leeway in assigning increases as long as the total amount is not exceeded. Faculty members’ Annual Appraisal and Development reviews since the latest salary increase play a critical role in salary increases. The School’s Director prepares salary recommendations based on the faculty member’s performance evaluation as well as inequities in distribution of salary because of compression, discrepancies between male and female positions, or other factors. The School Director prepares the recommendations and submits them to the Dean of the College of Arts & Sciences.
Describe faculty members’ activities outside the unit in service to the campus or university.

Faculty members of the School of Media & Strategic Communications are actively involved in service to the broader University community to the extent time allows. Below is a breakdown by faculty member.

**Barbara Allen**
- Chapter Adviser, National Association of Black Journalists, Oklahoma State
- Youth program coordinator, National Association of Black Journalists conference

**Jeremy Davis**
- Director for video boards at OSU women’s basketball and wrestling events
- Videographer for Oklahoma State Athletics, Stillwater, Okla.

**Matt Elliot**
- Member Council for Advancement and Support of Education

**Jami Fullerton**
- 2011-12 Reappointment, Promotion & Tenure Committee for the College of Arts & Sciences
- 2010 OSU-Tulsa Strategic Planning Committee
- 2010 Search Committee for Dean of the College of Osteopathic Medicine
- 2010 Hosted visiting scholars, Dilara Istybayeva and Azel Zhanibek, from Kazakhstan for a one-month stay in Stillwater
- 2009-10 University Committee for Enrollment and Recruiting
- 2009 Faculty Mentor for Junior Faculty Development Program (JFDP) participant Tarana Mahmudova
- 2008-09 Dean’s committee for the selection of Endowed Chairs and Professorships

**Jack Hodgson**
- Co-instructor for the Broadcast Course of the OSU Alumni Association’s Grandparents University (June 2003-present)
- Faculty Adviser: Oklahoma State Sailing Club
- Member of the OSU Media Board, Chair for 2012-13

**Derina Holtzhausen**
- President of Phi Beta Delta Epsilon Upsilon Chapter, 2013-14
- Served as external chair for one department head search, one department head reappointment and as the A&S representative on an endowed chair search.
- Served as representative of the Social Science Departments of the College of Arts & Sciences on the Search Committee for Dean of College of Arts & Sciences
- Serve as a Fulbright Scholar Adviser
- Serve as member of the OSU President’s Commission on the Status of Women
- Participated in OSU Safe Zone Training on LGBT issues
- Member of the OSU Student Media Board
- “Communicating Assertively.” Guest Speaker at the 2013 Annual Presentation of the Office of Women's and LGBT Affairs, OSU Office of Multicultural Affairs
Stan Ketterer
- SMSC representative for Arts & Sciences Faculty Council for three years
- Reviewed and ranked about 30 freshman scholarship applications each year from March 2010 to present for the College of Arts & Sciences scholarship program

Edward (Ted) M. Kian
- Participated in OSU Safe Zone Training on LGBT issues

Ken Kim
- 2011 Chair of Oklahoma State University Korean Faculty Association
- 2011-present: Advise Oklahoma State University Korean Student Association

Bobbi Kay Lewis
- Arts & Sciences Faculty Council, Chair, 2013-14
- OSU Innovative State, Faculty Adviser, 2011-13
- Arts & Sciences Faculty Council, Vice Chair, 2012-13
- Faculty Associate, JB House, OSU Department of Residential Life, 2009, 2008, 2007
- Faculty Associate, Stout Hall, OSU Department of Residential Life, 2010
- Presenter, “Living with a Disability at OSU” OSU Human Resources Training Seminars, 2009, 2008
- Member, Oklahoma State University Campus Committee on Access, 2009, 2008, 2007, 2006
- Faculty Associate, Media House, OSU Department of Residential Life, 2011-13

John McGuire
- 2008 Member, Committee on Student Organizations
- 2006-12 Outreach for Public Relations Office
- 2013-14 Member, Ad Hoc A&S Committee

Lori McKinnon
- Strategic Planning Committee, OSU-Stillwater, Spring 2011
- Branding Success Capital Campaign, OSUccess campaign launch, Spring 2012

Ray Murray
- Served as a proctor for the Dow Jones Internship, November 2012 and October 2013
- Adviser to Her Magazine, January 2012-present
- Faculty member to the Grade Appeals Board, 2009-11
- Faculty member/Chairman of the Student Media Board 2010-12
- Served on the Faculty Council Athletics Committee, 2008-11
Cynthia Nichols
➢ Children’s Miracle Network Dance Marathon, OSU Chapter Adviser, 2011-12
➢ Arts & Sciences Student Technology Fee Committee, 2011-present

Gina J. Noble
➢ Adviser for OSU Homecoming Public Relations Steering Committee, Fall 2012
➢ Pickens Plan Town Hall Meeting Adviser, Fall 2009

Juliana Nykolaiszyn
➢ 2012-15 Member, OSU Student Conduct Committee
➢ 2010-13 Member, OSU Termination Hearing Board

Joey Senat
➢ 2012-present, Member, Student Publication Board

Mike Sowell
➢ 2010 Member, College of Arts & Sciences Grade Appeals Board

8. Units should demonstrate that full-time tenured, tenure-track and fixed-term faculty have taught the majority of courses for the three years before the site visit.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Courses</th>
<th>Course Taught by Full-Time Faculty</th>
<th>% Courses Taught by Full-time Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>149</td>
<td>99</td>
<td>66%</td>
</tr>
<tr>
<td>2011-12</td>
<td>130</td>
<td>92</td>
<td>71%</td>
</tr>
<tr>
<td>2010-11</td>
<td>121</td>
<td>84</td>
<td>69%</td>
</tr>
</tbody>
</table>

9. In cases where full-time tenured, tenure-track and fixed-term professional faculty are not teaching the majority of courses, the unit should explain how its staffing plan accomplishes the goal of reserving the primary responsibility for teaching to the full-time faculty.

Not applicable.
EXECUTIVE SUMMARY

- The School’s faculty members increased their peer-reviewed journal publications from 20 in the previous assessment report to 70 during the past five years. It is an increase of 250 percent.

- Faculty members presented 166 peer-reviewed conference papers. This represents a 230 percent increase during the past five years.

- The School hosted or is hosting three academic journals during the accreditation cycle.

- Faculty members made paper presentations in Australia, London, Korea, China, Turkey, Poland, Finland, Canada, Kazakhstan, Singapore and Switzerland.

Professor Ray Murray is a national expert on paparazzi behavior. He took this photo in New York when the rock band Motley Crue arrived for an appearance on the Late Show with David Letterman.
1. **Describe the institution’s mission regarding scholarship by faculty and the unit's policies for achieving that mission.**

Oklahoma State University has a RU (high research activity) classification from the Carnegie Foundation. Being part of the OSU College of Arts & Sciences, which has high research and external grant expectations, the School of Media & Strategic Communications also has these expectations.

The School has been fully cognizant of being out of compliance on this standard for two consecutive accreditation cycles and that it faced serious problems if noncompliance would recur.

To address this, creating a climate that would stimulate research and research interest was one of the goals in the 2008-11 SMSC strategic plan. These steps were taken toward this goal:

- Course loads were revisited to ensure faculty members with a research assignment do not teach more than a 2/3 load and do not carry too heavy a service load.
- Tenure-track faculty members teach a 2/2 load and are encouraged to focus their service activities on academic endeavors and serving in professional academic organizations such as the Association for Education in Journalism and Mass Communication, the International Communication Association or similar organizations.
- Tenure-track faculty members are encouraged to apply for Summer Research Grants, which provided them with one month’s salary, so they could be less dependent on summer teaching.
- A monthly Research Colloquium was started in fall 2008. The colloquium highlights work in progress that was being prepared for submission and allowed faculty members to provide advice, feedback and encouragement.
- Faculty members are encouraged to submit papers to regional conferences such as the AEJMC Midwinter Conference that takes place every year at the University of Oklahoma in Norman. The School pays for attendance even when papers are not accepted. This provides faculty with valuable exposure to other researchers’ work.
- Faculty travel funding was increased considerably and faculty members were encouraged to submit papers to national conferences.
- Faculty members are encouraged to collaborate on research in addition to working alone. This was particularly helpful in terms of research in sports media. The collaboration has considerably increased interest in research and encouraged participation in the research colloquia.
- Tenure-track faculty members each have two senior faculty mentors who provide advice and encouragement and work with them on collaborative research projects.
- In fall 2008, a realistic assessment of faculty members who had the ability to conduct research was done. Faculty members who did not do any research or any creative work were given the opportunity to only teach and were assigned a 4/4 teaching load.
- Several faculty members who were tenured but did not do any research or creative activity have retired in recent years and were replaced with tenure-track faculty members who have a research assignment.
- To encourage grant-funded research, a workshop was conducted to expose faculty to finding and applying for research grants.
Research activity became an important component of the annual Assessment and Development process and an important consideration in salary increases.

The School gained two endowed professorships, which are a huge boost to the School’s research productivity.

The SMSC Tenure and Promotion document was revisited to better clarify research expectations and set clear guidelines of what would qualify for research and creative activity.

As a result of the above actions, peer-reviewed published research for the unit increased from 20 during the previous accreditation cycle to 70 since fall 2008. That is an increase of 233 percent. Peer-reviewed conference presentations during the same period increased from 49 to 166, an increase of 239 percent. All this was accomplished with a varying degree of research expertise in the School, something that has only been somewhat corrected during the past three years. Nonetheless, as more faculty retire or depart, the opportunity to appoint more research-focused faculty members also increases, which will further improve the output of research and creative activity.

2. Define the group of faculty whose work is included in this section and state time restrictions used to incorporate activities of faculty who were not employed by the unit during all of the previous six years (for example, new faculty and retired faculty).

As mentioned, a relatively small group of faculty members contributed to the production in the following table. The time frame mentioned here does not pertain to the length of the faculty member’s appointment but rather the period during which the research contribution was assessed:

- Jami Fullerton, Professor and Peggy Welch Chair in Strategic Communication, fall 2008 – present.
- Derina Holtzhausen, Professor and Director, fall 2008 – present.
- Stan Ketterer, Associate Professor, fall 2008 – present.
- Ted Kian, Associate Professor and Welch-Bridgewater Endowed Chair in Sports Journalism, fall 2011 – present.
- Kenneth Kim, Assistant professor, fall 2010 – present.
- Bobbi Kay Lewis, Associate Professor, fall 2008 – present.
- John McGuire, Associate Professor, fall 2008 – present.
- Lori McKinnon, Associate Professor, fall 2008 – present.
- Juan Meng, Assistant Professor, fall 2011 – June 2012.
- Ray Murray, Associate Professor, fall 2008 – present.
- Cynthia Nichols, Assistant Professor, fall 2010 – present.
- Joey Senat, Associate Professor, fall 2008 – present.
- Danny Shipka, Assistant Professor, fall 2011 – present.
- Mike Sowell, Associate Professor, fall 2008 – present.
- Wayne Wanta, Professor, Welch-Bridgewater Endowed Chair in Sports Journalism, fall 2009 – June 2011.

Because only nine faculty members were employed in the School for the full accreditation cycle, the School’s accomplishments are even more remarkable. Of the others, four faculty members were employed at the School for one or two years only and two have been employed for three
years. The School’s involvement in academic journal editorship has been another important development. The International Journal of Strategic Communication under the editorship of Derina Holtzhausen was hosted at the School from 2008 to 2012 and the Journal of Advertising Education has been co-hosted since 2012 with Jami Fullerton as co-editor. Danny Shipka is the founding editor of Journal of Entertainment Studies (JEMS), an online journal created in cooperation with the AEJMC Entertainment Studies Interest Group, which was launched in October 2013.

3. Using the grid that follows, provide counts of the unit’s productivity in scholarship for the past six years by activity, first for the unit as a whole and then for individuals broken down by academic rank. The grid should capture relevant activity by all full-time faculty. Provide the total number of individuals in each rank in place of the XX. Adapt the grid to best reflect institutional mission and unit policies and provide a brief narrative.

<table>
<thead>
<tr>
<th>Scholarship, Research, Creative and Professional Activities</th>
<th>By Unit *</th>
<th>By Individuals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full Professors (3)</td>
<td>Associate Professors (9)</td>
</tr>
<tr>
<td>Awards and Honors</td>
<td>32</td>
<td>10</td>
</tr>
<tr>
<td>Grants Received Internal</td>
<td>19</td>
<td>1</td>
</tr>
<tr>
<td>Grants Received External</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>Scholarly Books, Sole- or Co-authored</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Textbooks, Sole- or Co-authored</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books Edited</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Book Chapters</td>
<td>23</td>
<td>6</td>
</tr>
<tr>
<td>Monographs</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Articles in Refereed Journals</td>
<td>70</td>
<td>25</td>
</tr>
<tr>
<td>Refereed Conference Papers</td>
<td>166</td>
<td>40</td>
</tr>
<tr>
<td>Invited Academic Papers</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Encyclopedia Entries</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>Book Reviews</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Articles in Non-refereed Publications</td>
<td>47</td>
<td>4</td>
</tr>
<tr>
<td>Juried Creative Works</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Non-juried Creative Works</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Other (specified)</td>
<td>102</td>
<td>2</td>
</tr>
</tbody>
</table>

*Co-authored work should be counted as a single publication in the unit totals, however if, for example, two members of the faculty are co-authors on the same journal article, it would be reported as a publication for both authors.
**Includes all full-time faculty who do not hold listed ranks, such as instructors and others on term appointments. Many faculty members in this category may hold teaching appointments without significant scholarship, research or creative requirements.

4. List the scholarly, research, creative and professional activities of each member of the full-time faculty in the past six years. Please provide a full list; do not refer team members to faculty vitae for this information. (Full-time faculty refers to those defined as such by the unit.) If including faculty who have since left the unit, please note.

Faculty members are presented alphabetically. Only their research for the period under review and the period of employment at the School of Media & Strategic Communications is provided when not employed over the whole review accreditation cycle. The following covers journal editorships, books, peer reviewed journals, invited articles and peer-reviewed paper presentations. Invited presentations will be mentioned under Part II, Standard 8. Professional and Public Service.

**Jami Fullerton**
Professor and Peggy Welch Endowed Chair in Strategic Communication.

**Journal Editorial**
Co-editor of *Journal of Advertising Education*. A publication of the Advertising Division of the Association for Education in Journalism and Mass Communication.

**Refereed Journal Articles**


**Invited Articles/Chapters**


Kendrick, Alice and Jami Fullerton (Nov. 16, 2010). Advertising professors research links industry and academe, USA Today special section.

Kendrick, Alice and Jami Fullerton (Nov. 16, 2010). Student interns experience ethical scenarios on the job, USA Today special section.

Kendrick, Alice and Jami Fullerton (Nov. 16, 2010). The role of the agency account manager: a study of changing responsibilities, USA Today special section.


Refereed Conference Paper Presentations


Mass Communication conference, St. Louis, Mo.


**Derina Holtzhausen**

*Journal editorship*


*Books*


*Peer-reviewed Articles*


DOI: 10.1080/13527266.2012.740065


*Book chapters*


*Encyclopedia entries*

Paper presentations and panel participation


Werder, K. G. Page, & Holtzhausen, D. R. (2008). The emergence of the communication strategist: An examination of practitioner roles, department leadership style, and message
strategy use in organizations. Paper presented at the Public Relations Division of the 91st Annual Convention of the Association for Education in Journalism and Mass Communication, Aug. 6-9, Chicago.

**Stan Ketterer**  
Associate Professor

**Books**  

**Articles in Refereed Journals**

doi:10.1177/2167479513482118

**Book Chapters**


**Refereed Conference Papers**

“Watchdogs of the Fourth Estate or Homer Journalists? Local Newspaper Coverage of Marquee College Football Programs” with Ted Kian, Joey Senat and James Pohling was presented in March 2013 at the Midwinter Conference of the Association for Education in Journalism and Mass Communication at the University of Oklahoma in Norman.

“Contrasting Desired Sports Journalism Skills in a Convergent Media Environment with Ray Murray, John McGuire, and Mike Sowell was accepted for presentation in August 2012 at the annual convention of the Association for Education in Journalism and Mass Communication in Chicago.

“Contrasting Desired Sports Journalism Skills in a Convergent Media Environment” with Ray Murray, John McGuire, and Mike Sowell was presented in March 2012, at the Midwinter Conference of the Association for Education in Journalism and Mass Communication at the University of Oklahoma in Norman.

“Examining Editorial Disputes in TV Newsrooms” with Ray Murray, John McGuire, and Mike Sowell was presented in August 2011 at the annual convention of the Association for Education in Journalism and Mass Communication in St. Louis.
“Examining Editorial Disputes in TV Newsrooms” with Ray Murray, John McGuire, and Mike Sowell was presented in March 4, 2011, at the Midwinter Conference of the Association for Education in Journalism and Mass Communication at the University of Oklahoma in Norman.

“Training Sports Journalists in a Converged Newsroom: What Educators Need to Know to Train Future Sports Journalists” with Ray Murray, John McGuire, and Mike Sowell was presented August 2009, at the annual convention of the Association for Education in Journalism and Mass Communication in Denver.

“Training Sports Journalists in a Converged Newsroom: What Educators Need to Know to Train Future Sports Journalists” with Ray Murray, John McGuire, and Mike Sowell was presented March 5, 2009, at the Midwinter Conference of the Association for Education in Journalism and Mass Communication at the University of Oklahoma in Norman.

“Journalism Educators in Kazakhstan: Teaching, Curriculum and Practice” with Maureen Nemecek, Galiya Ibrayeva and Stanislav Loos was presented Sept 18, 2008, at the Central Eurasian Studies Conference in Washington, D.C.

**Invited Academic Papers**

“The Elaboration Model” was presented as part of a panel on “Social Science Methods” in February 2009 at the National CAR Conference in Indianapolis, Ind.

“CAR Steps: From Idea to Story” was presented as part of a panel on “Social Science Methods” in February 2008 at the National CAR Conference in Houston, Texas.

**Edward Kian**

*Associate Professor and Welch-Bridgewater Chair of Sports Journalism*

*Fall 2011 - present*

**Refereed Journal Articles**


Grimmer, C.G., & Kian, E.M. (forthcoming). Sport journalists’ perceptions of sport public relations professionals within the German Bundesliga. Accepted for publication in the *International Journal of Sport Communication*.


**Book Chapters**


**Refereed Conference Paper Presentations**


Ken Kim
Assistant Professor
Fall 2010-present

**Refereed Journal Articles**

Park, J., Ju, I., & Kim, K. E. (2013). Direct-to-consumer antidepressant advertising and consumers’ optimistic bias about the future risk of depression: The moderating role of advertising skepticism. *Health Communication (June)*.


**Book Chapter**


**Refereed Conference Paper Presentations**


Kim, K. E. (2012). “Party Identification, Message Framing, and the Effectiveness of Negative Political Advertising.” Paper presented to Political Communication Interest Group at the annual convention of the Association for Education in Journalism and Mass Communication, Chicago, Aug. 9-12, 2012 *(Top Faculty Paper Award, 1st Place).*


Park, J., Ju, I., & Kim, K. E. (2011). “Direct-to-consumer antidepressant advertising and consumers’ optimistic bias about the future risk of depression: The moderating role of advertising skepticism.” Paper presented to Advertising Division at the annual convention of the Association for Education in Journalism and Mass Communication, Saint Louis, Mo., Aug. 10-13, 2011* (Advertising Division Top Third Faculty Paper Award).*


Bobbi Kay Lewis  
Associate Professor

Refereed Journals


Book chapters


Lewis, B.K. & Nichols, C. (2012). “Attitudes and perceptions about social media among college students and professionals involved and not involved in strategic communications” In H. S. Noor Al-Deen & J. A. Hendricks (Eds.), Social Media: Usage and Impact (pp. 129-144). Lanham, MD: Lexington

Refereed Conference Paper Presentations


Lewis, B.K. (March 2012). “Building brands through digital networks: Ackerman McQueen’s full-service agency approach to content distribution and brand engagement.”

Nichols, Cynthia & Lewis, Bobbi Kay (March 2011), “Fatties, Get a Room!’ An examination of humor, imagery, and stereotyping in Mike & Molly” Association for Education in Journalism and Mass Communication Midwinter Conference, Norman, Okla.

Lewis, Bobbi Kay (February 2011), Learning at Your Fingertips: The Impact of the Apple iPad and Technology on Student Learning,” Oklahoma State University Research Week, Stillwater, Okla.


Invited Research Presentations


Lewis, B.K. (Feb. 2011) Learning at Your Fingertips: The Impact of the Apple iPad and
Technology on Student Learning,” *Oklahoma State University Research Week*, Stillwater, Okla.


Lewis, B.K. (Feb. 2010). Panelist, “Social Media for bettering business and relationships” *Association for Women in Communications Tulsa Chapter Meeting*

**John P. McGuire**
Associate Professor

**Peer-Reviewed Academic Articles**


doi: 10.1177/2167479513482118


**Book Chapters**


**Editor-Reviewed Academic Articles**


**Encyclopedia Entries**


**Book Reviews**


**Refereed Conference Paper Presentations**


**Refereed Broadcast Awards**

*Society of Professional Journalists, Oklahoma Chapter (State competition for broadcast and print media), 2011* First place award in *Radio Sports Reporting* category for *Bob Barry, Sr.* feature that aired on Oklahoma Public Radio in 2010

*Broadcast Education Association, Festival of Media Arts (National competition for BEA members, 2008)* Award of Excellence in *Faculty News Radio Feature Reporting* for *Hornets Leave OKC* story that aired on Oklahoma Public Radio in 2007

*Society of Professional Journalists, Oklahoma Chapter (State competition for broadcast and print media), 2008* First place award in *Radio Sports Reporting* category for *Hornets Leave OKC* that aired on Oklahoma Public Radio in 2007

**Lori McKinnon**  
Associate Professor

**Communication Monograph**


**Refereed Journal Articles**


**Refereed Book Chapter**


**Encyclopedia Contributions**


**Refereed Conference Paper Presentations**


* Top Papers in PR Teaching Research


**Grant Activity**

Page Legacy Scholar Grant (2012). Principle Investigator with Co-PI, Dr. Jami Fullerton. Awarded $2000 grant for survey research on public relations students attitudes toward ethics and intended ethical behaviors. Honored as a Arthur W. Page Legacy Scholar by the Page Center for Integrity in Public Communication at Penn State University.

**Ray Murray**

Associate Professor

**Peer-Reviewed Articles**


**Editor-Reviewed Academic Publication**


**Creative work**

Published two articles with photos in the summer 2009 edition of *Persimmon Hill*. The project detailed the work of volunteers who travel to Nicaragua to help ranchers and farmers. The volunteers vaccinate horses and cattle.

**Conference Presentations**

*Keepers of the gate: Examining veteran male sports reporters’ views toward women in sport and female sports reporters* at the Sixth Summit on Communication and Sport. Feb. 22–24, 2013. Austin, Texas. Honored as one of the Summit’s “Distinguished Papers” by the planning committee.


Panel presentation on SMSC use of an AEJMC Bridge Grant for the project In-Depth Reporting of Meth Production and Abuse in Oklahoma at the Association for Education in Journalism and Mass Communication conference in Chicago on Aug. 11, 2012.

*A Peek at How Paparazzi Get Their Photographs* at the Association for Education in Journalism and Mass Communication Midwinter Conference in Norman, Okla., on March 2, 2012. **Top Paper Award in Visual Communication Division.**

The Sports Department vs. The News Department: Examining Editorial Disputes in Television Newsrooms at the annual Association for Education in Journalism and Mass Communication conference in St. Louis on Aug. 5, 2011.

The Sports Department vs. The News Department: Examining Editorial Disputes in Television Newsrooms at the Association for Education in Journalism and Mass Communication midwinter conference at the University of Oklahoma on March 5, 2011.


A Peek at How Paparazzi Get Their Photographs was accepted for presentation at the Eighth Annual International Conference on Communication and Mass Media in Athens, Greece, in May 2010. I did not attend because of budgetary reasons.

Building the Curriculum of a Sports Media Degree Program at the Broadcast Education Association’s national convention in Las Vegas on April 15, 2010.

Presented Training Sports Journalists in a Converged Newsroom: What Educators Need to Know to Train Future Sports Journalists at the Association for Education in Journalism and Mass Communication Midwinter Conference at the University of Oklahoma on March 5, 2010.

Presented Keeping the Paparazzi an Arm’s Length Away at the Hawaii International Conference on Arts and Humanities in Honolulu on Jan. 15, 2010.

Presented Stalking the Paparazzi: A View from a Different Angle at the Hawaii International Conference on Arts and Humanities in Honolulu on Jan. 15, 2010.

Presented Keeping the Paparazzi an Arm’s Length Away at the Association for Education in Journalism and Mass Communication midwinter conference at the University of Oklahoma on March 7, 2009.

Presented Stalking the Paparazzi: A View from a Different Angle, at the Association of Education in Journalism and Mass Communication in Washington, D.C., on Aug. 11, 2007. Top Faculty Paper Award Media Ethics Division.

Invited Presentations

Presented *Attitudes of Sport Print Journalists about Developing Electronic Media Skills: A Case Study of Two Major Newspapers* to Oklahoma State University faculty and students Sept. 20, 2013.

Presented *The Sports Department vs. The News Department: Examining Editorial Disputes in Television Newsrooms* to Oklahoma State University faculty and students September 2011.

Presented findings from ongoing paparazzi research, *Paparazzi, Police, Politicians and Privacy: A Never-Ending Game of Cat and Mouse*, to Oklahoma State University faculty and students Nov. 21, 2008.

Conference Panel Moderator

Moderated a panel, Other Areas of Arts and Humanities, at the Hawaii International Conference on Arts and Humanities in Honolulu on Jan. 15, 2010.

Research Recognition

Featured in “Spotlight on Creativity” in *The Daily O’Collegian* on April, 10, 2009, for my paparazzi research. A few weeks earlier, a graduate student interviewed me about my paparazzi research, and the video was posted on youtube.com/okstatenews.

Juan Meng
Assistant Professor (Fall 2011-June 2012)


Cynthia Nichols
Assistant Professor (Fall 2010-present)

Articles in Refereed Journals


**Refereed Conference Papers**


**Articles in Non-refereed Publications**


**Joey Senat**  
Associate Professor

**Book Chapter**

Invited Articles for Professional Publications

National


Statewide

Local


Joey Senat, *Commissioners may have violated Open Meeting Act*, The Claremore (Okla.) Daily Progress, April 1, 2012, at 4A.


**Encyclopedia Entries**


**Non-Juried Creative Works:**

Joey Senat, *FOI Oklahoma Blog*, foioklahoma.blogspot.com, initial posting in June 2009. (Written more than 400 postings on open government blog since creating it in June 2009. The blog has had more than 32,600 unique visitors and more than 128,000 page views. The visits have come from all 50 states and more than 60 countries/territories.)

Joey Senat, *Citizen’s Pocket Guide to Oklahoma Sunshine Laws*, First Edition, 2008; Second Edition, 2011. (Some 9,000 have been distributed across the state.)

**Invited Presentations**

**International Audiences**


Joey Senat, The Role of a Free Press and FOI Laws in a Strengthening a Democracy, Edward R. Murrow Program for Journalists, International Visitor Leadership Program, U.S. State Department, University of Central Oklahoma: Oct. 6, 2009 (Panel discussion for 18 Latin American journalists. Focused on censorship, media law and freedom of information laws. Other panelists were UCO professor Mark Hanebutt and OU professor Charles Self.).

Office: Oct. 10, 2008 (Panel discussion for 21 Latin American journalists. Focused on censorship, media law and freedom of information laws. Other panelists were Oklahoma Attorney General Drew Edmondson and UCO professor Mark Hanebutt.).

National


Mike Sowell
Associate Professor

Book Chapters

Articles in Refereed Journals


Refereed Conference Papers


Wayne Wanta
Professor, Welch-Bridgewater Endowed Chair of Sports Journalism
(Fall 2009-June 2011)

Books

**Book Chapters**

**Journal articles**


**Conference papers**


“The Internet as a Tool in Agenda-Setting Research,” paper presented at the International Conference of the Polish Communication Association, Wroclaw, Poland, November 2009.


5. **Provide relevant sections of faculty guides, manuals or other documents in which the unit specifies expectations for scholarship, research, and creative and professional activity in criteria for hiring, promotion and tenure. Describe how the unit’s criteria for promotion, tenure and merit recognition consider and acknowledge activities appropriate to faculty members’ professional as well as scholarly specializations.**

The School of Media Strategic & Communications has made great strides in clarifying expectations for research/creative endeavors by reviewing and approving its new on Reappointment, Tenure and Promotion and adopted a new policy Oct. 25, 2013. The adoption of this policy was the result of an intensive two-year review of the policy by the SMSC Personnel Committee, faculty review and discussion, and a final review in the College of Arts & Sciences to ensure that the policy adheres to college and university requirements for reappointment, tenure and promotion.

Pages 11-12 of the School’s Policy on Reappointment, Tenure and Promotion (Appendix 11) clearly define the evaluation criteria for being Excellent, Outstanding, Excellent, Good, Minimal, and Inadequate in research/creative activity. Pages 17-19 clearly define the performance criteria for research/creative work. Furthermore, the policy stipulates that candidates for tenure and promotion to associate professor should be excellent or higher in teaching and research/creative work and good or higher in service. For promotion to full professor the candidate needs to be outstanding in either teaching or research/creative work or excellent in the other category. The policy also defines the nature of research/creative work in SMSC (pp. 18-19 and defines how quality in research/creative work should be evaluated:

  Quality work, in either academic publishing or through any given creative endeavor, must be recognized as such in some formal way by one’s peers if it is to have a chance at exerting influence in one’s discipline. The tenured faculty shall be willing to evaluate any reasonable example of scholarship or creative activity that addresses an interesting or important issue, area or process in mass communication. In exchange, the candidate must provide the tenured faculty with external evidence that the creative or scholarly activity has achieved recognition as an example of an interesting or important contribution to one’s field of study or creative endeavor, or has the likelihood of doing so post-tenure. (p. 24)
6. Describe the institution’s policy regarding sabbaticals, leaves of absence with or without pay, etc.

The policy statement on faculty leaves is presented below:

**Sabbatical Leaves.**
(See Appendix 28 for the OSU Sabbatical Leave Policy)
The university may grant a sabbatical leave to faculty members to encourage them to enhance their professional qualifications through periodic study and involvement directed toward academic improvement. Preferably such study and/or involvement should take place in an off-campus setting. The university faculty member is entitled to apply for sabbatical leave of absence from regularly-scheduled duties for the purpose of improving professional competence and effectiveness of service to the university. Members of the faculty may apply for a maximum leave of one calendar year (12 months) at half salary or a maximum of one-half of a year (6 months) at full salary. Conditions of approval are consistent with appropriate budgetary and faculty arrangements so as not to disrupt the teaching program or other vital operations of the university. Typically, if a sabbatical is approved, the college will provide funding for a temporary replacement position. To qualify for leave, the candidate must have served as a faculty member for six academic years in a full time capacity. Sabbatical leave obligates the recipient to follow a program consistent with the purpose and conditions for which the leave was granted. Acceptance by the faculty member of a sabbatical leave entails an obligation to serve the university for one subsequent year or refund to the university the salary benefit earned while on leave. Sabbatical leave cannot be used as a means of augmenting personal income. Faculty members on sabbatical leave from the university may accept a fellowship, personal grant-in-aid, or government sponsored exchange lectureship for the period covered by the leave if such acceptance promotes the accomplishment of the purpose of the leave. The fellowship or grant-in-aid in this case is distinguished from a stipend or compensation for service performed.

**Leaves of Absence Without Pay.**
Upon recommendation of the President and with Board of Regents approval, a faculty member may be granted a leave of absence without pay for such period of time and conditions as stipulated.

**Sick Leave.**
(See Appendix 29 for the OSU Sick Leave Policy.)
Sick leave is defined as absence from assigned duty with pay, such absence resulting from a personal illness or incapacity or for care of an eligible dependent which is expected to continue for less than six calendar months or such absence resulting from the medical requirement and care for a qualifying family member who is ill or incapacitated. Faculty members accrue sick leave with pay while continually employed. The sick leave is 22 days per year with a maximum accrual of 200 working days or 1,600 hours.

**Family and Medical Leave Act (FMLA)**
(See Appendix 30 for the OSU Family and Medical Leave Act.)
In February 2008, OSU adopted adherence to the Family and Medical Leave Act of 1993 (FMLA). To be eligible for FMLA leave, an employee must have been employed by the
university for 12 months, which need not be consecutive, and must have worked at least 1,250 hours within the previous 12 months as of the date the leave commences. An eligible employee will be provided up to 12 weeks of family medical leave for a qualified event, which are the following:

- The birth and care of a child or placement of a child with the employee for adoption or foster care. Such leave must be taken within 12 months immediately after birth or within 12 months after placement. Leave may begin prior to birth or placement;
- Care of a family member (as defined) with a serious health condition. The employee must be needed to care for basic needs, psychological comfort, filling in for others, or making arrangements for the relative;
- When an employee’s serious health condition (as defined) makes the employee unable to do his or her job due to illness, injury, impairment, or physical or mental condition that involves inpatient care or continuing treatments.

7. List faculty who have taken sabbaticals or leaves during the past six years, with a brief description of the resulting activities.

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Time frame</th>
<th>Project Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>John McGuire</td>
<td>Fall 2011</td>
<td>Complete the <em>Journal of Sports Media</em> article published in 2012 called &quot;Convergence vs. traditional training: How newspaper sports editors view future sports journalists.&quot; Also completed the rewrite for a book chapter titled &quot;Show me the numbers: Fantasy sports and media dependency&quot; in <em>Sports Fans, Identity, and Socialization: Exploring the Fandemonium</em>. Developed a book proposal about ESPN accepted by Peter Lange publishing.</td>
</tr>
<tr>
<td>Jami Fullerton</td>
<td>Fall 2012</td>
<td>Worked at Queensland University of Technology in Brisbane, Australia, as a visiting scholar. In addition to collaborating with faculty, presenting guest lectures and advising students, she collected data from a large representative sample of Australian adults to expand the test of the bleed-over effect hypothesis. Upon returning to OSU, she used the rest of her sabbatical to analyze the data she collected and produced several research papers. One of the papers has been published in a national interdisciplinary journal and two others were presented at national and international conferences. She also used her time away from classes to finish other writing/research projects resulting in eight refereed journal articles published shortly after the sabbatical semester.</td>
</tr>
<tr>
<td>Lori McKinnon</td>
<td></td>
<td>Sabbatical leave time was spent conducting and compiling research on ethics in public relations education and in politics for the Page Legacy Scholar Grant. The primary focus was to conduct national research on public relations students’ attitudes about ethics. Resulted in one peer-reviewed publication, four peer-reviewed presentations and several articles in progress.</td>
</tr>
<tr>
<td>Joey Senat</td>
<td></td>
<td>Writing a new edition of Mass Communication Law in Oklahoma, NewForums Press publishes as part of its State Law Series.</td>
</tr>
</tbody>
</table>
8. **Describe travel funding, grant support, or other methods or programs the unit uses to encourage scholarship, research, and creative and professional activity.**

- College of Arts & Sciences Dean's Incentive Grant (DIG) program for research. Under the program faculty in their first three years of service at Oklahoma State University compete for research funding from the college's share of "overhead" funds generated by research grants.
- College of Arts & Sciences Travel Program provides grants of $1000 to support research travel. This is a competitive program and funding is not guaranteed.
- College of Arts & Sciences Summer Research Awards. Travel and/or salary funding is available for faculty engaging in research through a competitive application process.
- Summer internships/work experience programs through the Oklahoma Association of Broadcasters (OAB) or through the NATPE program.
- Freedom Forum teaching workshops held annually at Indiana University.
- Foundation workshops and programs for curriculum development and teaching in journalism such as those offered by the Scripps-Howard and Reynolds Foundations.
- Foundation faculty development programs such as the Edelman Fellowship offered through the Plank Center For Public Relations.
- Limited availability of funds from the School’s foundation budget to provide miscellaneous expense for individual faculty research.
- Full or partial funding for attendance at national conventions when scholarly papers are selected via the juried process for presentation. Partial funding is also available for others faculty members attending.
- Poynter Institute workshops.
- Sabbatical leave available to faculty to conduct research, write books or otherwise engage in creative or scholarly work.
- The two endowed chairs in SMSC each has a $10,000 Research and Travel Budget per year.

9. **List faculty who have taken advantage of those programs during the past six years, with a brief description of the resulting activities.**

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Program</th>
<th>Year</th>
<th>Project Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jami Fullerton</td>
<td>Queensland University of Technology Page Legacy Scholar</td>
<td>2012</td>
<td>Fully funded three-week visit to conduct research</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Study “Public Relations Students’ Ethics”</td>
</tr>
<tr>
<td>Derina Holtzhausen</td>
<td>Fellowship, Scripps Howard Journalism Entrepreneurship Institute</td>
<td>2012</td>
<td>Program development in Journalism Entrepreneurship</td>
</tr>
<tr>
<td></td>
<td>Fellowship, OSU Riata Center for Entrepreneurship</td>
<td>2011-13</td>
<td>Development of Entrepreneurship Programs in the School of Media &amp; Strategic Communications</td>
</tr>
<tr>
<td>Kenneth Kim</td>
<td>A&amp;S Research 1plus Grant</td>
<td>2013</td>
<td>Summer salary to develop research</td>
</tr>
<tr>
<td></td>
<td>Dean’s Incentive Grant</td>
<td>2012</td>
<td>Summer stipend to devote time to research</td>
</tr>
<tr>
<td>Name</td>
<td>Program Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dean’s Incentive Grant</strong></td>
<td>2011 Summer stipend to devote time to research</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ray Murray</strong></td>
<td>Donald W. Reynolds National Center for Business Journalism</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2011 Program development in business journalism</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Knight News Challenge Grant 2011-12 Adopting Knight News Challenge technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>development in the curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arts &amp; Sciences Travel Grant 2009 Travel to Los Angeles to conduct research on paparazzi</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arts &amp; Sciences Summer Research Grant 2008 Research on paparazzi</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arts &amp; Sciences Travel Grant 2008 Research on paparazzi</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cynthia Nichols</strong></td>
<td>Plank Center For Public Relations, Edelman Fellowship 2012 Spent one week at Edelman in Chicago to study and observe current practice in strategic communication.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dean’s Incentive Grant 2012 Summer stipend to devote time to research</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dean’s Incentive Grant 2011 Summer stipend to devote time to research</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oklahoma NASA EPSCoR Travel Grant 2010 Research on use of strategic communication in promotion interest in STEM among middle school students</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Joey Senat</strong></td>
<td>Education Summit, Justice &amp; Journalism Series, First Amendment Center &amp; Judicial Branch of the Judicial Conference of the United States 2011 Creating a national program on training students to cover courts.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EXECUTIVE SUMMARY

- Advisers in the School of Media & Strategic Communications received University and statewide awards for advising.

- Despite having the highest entry-level standards in the College of Arts & Sciences, the School has the best retention, progression and graduation rates in the College. The collaboration between the school’s advisors and faculty members is set as an example of how to increase student retention.

- The School annually awards the most scholarships in the College – more than half of the College total.

- More than 300 SMSC students participate in the School’s 10 active student organizations.

- Association for Women in Sports Media (AWSM@OkState) was the first student chapter of this organization and won the 2012-13 Best Chapter Award.

- The School’s first networking event for students and employers were held in spring 2009, and repeated every year since. Students play a crucial role in organizing the event.
During the visit, the unit should make the following documents accessible to the team:
- advising records
- other files related to student services

Please respond to each of the following instructions:

1. **Complete and attach Table 9, “Student Aid.”**

   **Table 9. Student Aid**
   Provide information for each of the two years preceding the accreditation visit.

   **SCHOLARSHIPS AWARDED TO UNDERGRADUATE STUDENTS IN THE UNIT**

<table>
<thead>
<tr>
<th></th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total amount of scholarship dollars from funds controlled by institution</td>
<td>2,120,877</td>
<td>2,750,784</td>
</tr>
<tr>
<td>Number of students receiving scholarships from funds controlled by institution</td>
<td>368</td>
<td>446</td>
</tr>
<tr>
<td>Median individual scholarship from funds controlled by institution</td>
<td>5,763</td>
<td>6,167</td>
</tr>
<tr>
<td>Total amount of scholarship dollars from funds controlled by unit</td>
<td>79,200</td>
<td>70,700</td>
</tr>
<tr>
<td>Number of students receiving scholarships from funds controlled by unit</td>
<td>51</td>
<td>46</td>
</tr>
<tr>
<td>Median individual scholarship from funds controlled by unit</td>
<td>1,552</td>
<td>1,536</td>
</tr>
</tbody>
</table>

   **UNDERGRADUATE ASSISTANTSHIPS OR WORK-STUDY APPOINTMENTS**

<table>
<thead>
<tr>
<th></th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students holding appointments</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>Range of stipends</td>
<td>2,092-4,148</td>
<td>2,092-4,148</td>
</tr>
</tbody>
</table>

2. **Describe the academic advising process for ensuring that students are aware of unit and institutional requirements for graduation and receive career and academic advising. Attach advising guides, manuals, newsletters or other internal communication with students.**

   The academic advising process for students interested in the School of Media & Strategic Communications (SMSC) typically begins with freshmen. During a summer enrollment program, freshmen meet with advisers from the College of Arts and Sciences (A&S) Student Success Center or with one of the two professional advisers from SMSC or both. Students attend presentations regarding degree requirements and then they have their first individual advising meeting where an adviser explains important requirements that are pertinent to freshmen.
Freshmen who intend to pursue degrees in Multimedia Journalism (MMJ), Sports Media (SPM) and Strategic Communications (SC) are advised through the A&S Student Success Center during their freshman year and are considered to be pre-mass communication (PMC) students until they meet the grade point and earned hour requirements necessary to officially declare one of the SMSC majors. All seven advisers in the A&S Student Success Center are knowledgeable about freshman requirements for the PMC students and work closely with the SMSC advisers as those freshmen approach eligibility to declare majors. PMC students are often referred to SMSC departmental advisers to obtain permission to take entry-level courses in the School before they are eligible to be admitted to the School.

PMC students then have further opportunities to meet with SMSC advisers, the Director and faculty members during Welcome Week events at the College and School level. A&S freshmen are subsequently required to take a freshmen orientation course during their first semester at OSU. Although some students take a generic orientation class, there are three “Media Themed” orientation courses full of PMC students, including a section composed of entirely students from the Media House living-learning community. All orientation sections focus on degree and academic requirements. Students in orientation courses complete a four-semester plan and take quizzes on general education policies.

Once students have completed at least 28 hours of college-level work and have at least a 2.5 grade-point average, they are allowed to declare MMJ, SPM or SC as their major and officially become students in the School. Students declaring usually have an initial meeting with their new SMSC academic adviser about the major and various options at the time of transfer.

SMSC students are required to have at least one 30-minute enrollment meeting with their adviser each semester, though many students meet with their adviser far more often. During an enrollment meeting, the adviser and student update a graduation worksheet that is kept in the student file and a “Trial Study” is completed with a plan for the next semester. The trial study includes a list of classes that must be taken the next semester as well as suggestions for other courses that meet various degree requirements. Students leave this meeting with a copy of their updated worksheet and their trial study for the coming semester. At this meeting, the adviser clears the student for self-enrollment on the computer system so the student can enroll on his or her coming appointed enrollment date.

Academic issues or difficulties are discussed during enrollment meetings as well as early planning for study abroad, internships, graduate school, minors and double majors. Finally, students are always given instruction on how to find online course descriptions, general education course lists and scheduling information on OSU’s website.

The academic advisers in SMSC meticulously maintain a database of all media students. The database is easily sorted by major, graduation year, ethnicity, academic performance or other criteria. This allows the advisers to contact appropriate small or large groups of students and to generate reports for institutional, College or outside groups. The advisers also are able to provide lists and contact information to the faculty when appropriate or needed. The database has recently been expanded to include course-planning information, allowing the School to plan the most effective course schedule possible.
The SMSC advising staff also sends frequent updates regarding academic opportunities, special classes or events and academic procedures to our entire student population to keep them informed about coming deadlines, new classes in which they may be interested, internship announcements and scheduling changes. Copies of recent emails are available in Appendix 31.

OSU implemented an academic alert system three years ago with advisers receiving any faculty-reported alerts for their advisees. This alert necessitates an additional contact between the adviser and the student. The alerts typically address poor academic performance or attendance, creating an opportunity to either help the student before it is too late or to help the student make a plan to achieve his or her goals.

Sometimes issues become apparent that may be indicative of other problems. When the scope of such problems exceeds the qualifications of the adviser, the adviser may make referrals for numerous free campus services that are available for students. Those services are:

- **Career Services** - for study skills, career/major counseling, help with resumes and internship searches.
- **Learning and Student Success Opportunity (LASSO) Center** - academic coaching/tutoring.
- **Student Disability Services**.
- **University Counseling Service** for personal counseling.
- **Multicultural Development and Assessment Center** - minority programs, organizations, scholarships, etc.
- **University Health Services**.

There is a network of individuals on campus to deal with problems ranging from substance abuse to marital problems. It is the advisers’ job to use these individuals, as needed, to assist students in working toward their potential.

### 3. Describe availability and accessibility of faculty to students.

It is the policy of the School of Media & Strategic Communications that all faculty maintain adequate office hours to meet with students outside of class. Those hours are listed in course syllabi along with other contact information, including email, office phone and, in some cases, cellphone and instant messaging information.

In addition, members of our faculty make it a priority to give students individual attention in settings beyond the classroom. For example, many faculty members serve as advisers to student groups and organizations (see table below) and work closely with students on projects outside the curriculum, such as individual stories for the student newspaper. In addition to the six previously existing student organizations, in 2010 the School started the first collegiate chapter of the Association for Women in Sports Media to better serve the students in the new Sports Media program. In 2012, adjunct faculty member Barbara Allen started the OSU chapter of the National Association of Black Journalists, which was chartered in fall 2013. It has 12 members.

Most faculty members also get to know students personally, and the faculty members use their professional contacts and experience to work closely with students to help them get internships and jobs.
The School also has established a mentor program for its freshman scholarship winners. In this program, a faculty member contacts the incoming freshman scholars in the summer before they arrive on campus and arranges one-on-one meetings with them. These meetings allow the faculty member to establish relationships with the students and to provide them with guidance to help make their transition to college easier. The faculty member continues to meet with each of the freshman scholars throughout their first year in the program and is available to them any time they need advice or want to talk.

Serving as thesis advisers is another important way faculty members show their commitment to students. This takes place mostly in spring semesters but students typically start working with their advisers in the preceding fall semester. This number varies from year to year, but nine students are expected to be enrolled in spring 2014. Faculty members also supervise a number of specialized projects students do as electives; there are on average 10 per semester. Faculty members participate in the above beyond their normal teaching load.

<table>
<thead>
<tr>
<th>Student Club or Organization</th>
<th>Number of members Fall 2013</th>
<th>Faculty Adviser</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ad Club</td>
<td>30</td>
<td>Matt Elliot</td>
</tr>
<tr>
<td>AERho (Broadcasting Club)</td>
<td>20</td>
<td>Jack Hodgson</td>
</tr>
<tr>
<td>Association for Women in Sports Media (AWSM@OkState)</td>
<td>37</td>
<td>Mike Sowell</td>
</tr>
<tr>
<td>Association of Women in Communications</td>
<td>7</td>
<td>Cynthia Nichols</td>
</tr>
<tr>
<td>National Association of Black Journalists</td>
<td>12</td>
<td>Barbara Allen</td>
</tr>
<tr>
<td>Photography Club</td>
<td>25</td>
<td>Jack Hodgson</td>
</tr>
<tr>
<td>Public Relations Student Society of America</td>
<td>70</td>
<td>Gina Noble</td>
</tr>
<tr>
<td>SMSC Ambassadors</td>
<td>9</td>
<td>Mary Daniels</td>
</tr>
<tr>
<td>Sports Media Club</td>
<td>70</td>
<td>Ted Kian</td>
</tr>
<tr>
<td>Student Radio KXZY</td>
<td>30</td>
<td>Jack Hodgson</td>
</tr>
<tr>
<td><strong>Total Membership</strong></td>
<td><strong>310</strong></td>
<td></td>
</tr>
</tbody>
</table>

4. Describe student records kept in the unit office and measures taken to assure appropriate security and confidentiality.

Active student records are maintained in the School of Media & Strategic Communications Academic Advising Office. The files are within the individual adviser offices and are not available to anyone. The academic advising offices are locked when not occupied. OSU is transitioning to an online filing system. SMSC student graduation checks are delivered to this online system, but the total transition from paper files to electronic is ongoing. When a student changes her or his major at OSU, the file is shredded. Inactive and alumni files are maintained under secure conditions in the administrative offices.

5. Describe resources for academic and career counseling that the unit or institution offers to students.

Two professional academic counselors are available for School of Media & Strategic Communications students. They are responsible for coordinating the advisement and registration of about 600 undergraduate students, as well as providing scholarship and some career and internship advisement. All SMSC faculty members provide advisement in these areas on a
voluntary basis, but each of the three program areas has an internship adviser who monitors
internships and also assist with finding internships for students. Invariably these also are the
faculty members employers contact when they have open positions. There is also career
counseling available at the College and University level.

The Advising Center in SMSC is in the Paul Miller Building. Both academic counselors’ offices
are in the Advising Center. There are two computers in the advising office lobby, which allows
students to make appointments with the academic counselors or look up course or academic
information. The academic counselors maintain an online calendar that will allow any student or
potential student access at any time to schedule a meeting with them.

The OSU Registrar’s Office maintains a helpful Web presence with all of the academic
information that students would need. All schedules and enrollment guides are available. In
addition to degree requirements for all majors in multiple years, all course descriptions, several
years’ worth of university catalogs and all university academic regulations are easily found.

Seven academic counselors in the A&S Student Success Center advise SMSC pre-majors. Those
advisers are also available for emergency backup advising to declared majors in the unlikely
event both SMSC advisers were unavailable when a student needed attention urgently. The
director of A&S Student Academic Services is another resource students can call upon if they are
having difficulty with an academic issue. Two A&S Graduation Certification Coordinators verify
the SMSC advisers’ graduation checks, send students A&S graduation audits, answer questions
and clear all SMSC students for graduation.

The SMSC Student Ambassador group is a fantastic resource the School uses in several ways.
Ambassadors are available daily to give tours of the building, labs and studio and to talk about
the School’s programs with any potential student whether a high school student or another OSU
student looking into one of our majors. Just after the daily tour time, at least one academic
counselor is available to answer academic questions. Ambassadors also take turns working at
campus events to disseminate information and talk to prospective students. The ambassadors
sometimes visit Oklahoma high schools to talk about the programs in SMSC. Finally, the
ambassadors help with SMSC events and help us welcome VIP guests.

The faculty members in the School of Media & Strategic Communications are some of the
greatest job search assets to prospective graduates. The faculty members have numerous contacts
in the professional fields, and graduates frequently find jobs because of those contacts.
Professors frequently provide information about job openings to students by word-of-mouth and
by using our closed Facebook page for internship opportunities. Faculty members established
and maintain the Facebook page to get internship and job information to students where they can
access it easily.

SMSC offers a Career Networking Expo every spring semester. This is a student-run event with
faculty guidance. Although not an official career fair, this event brings employers to campus at
no cost to them. They are able to chat with our students about the communications and media
industry and provide career advice. Many SMSC students establish career connections at this
popular event with potential internship or first job employers, and the employers are able to share their knowledge with students.

The Oklahoma State University Career Services office (which a Career Services student fee supports) aggressively works to make employment opportunities available to all students, and this service is provided to all SMSC students through the Arts & Sciences Career Services office in the A&S Student Success Center. There is a central Career Services office in the Student Union, and each college at the University maintains a branch office specializing in employment opportunities specific to that college. Workloads in the A&S Career Services office are divided by major, and one of the A&S Career Counselors advises mostly SMSC students. The Career Services Guide describes the center’s mission as:

A&S Career Services consultants assist with career planning and development. They help guide your job or internship search, show you how to research employers and obtain company information and how to develop resumes and cover letters. Students are seen by appointment or on a walk-in basis for career related questions or assistance. The office specializes in helping Arts & Sciences majors specific career information.

Students from the School of Media & Strategic Communications are the largest group the Career Services in Arts & Sciences assists. The Career Services office maintains an active network of assistance programs to help new graduates gain employment. It offers a series of diagnostic tests available for little or no charge to help students decide on a major or maximize their success in their chosen major. Career Services actively assists students with resume development/critiques, job search strategies, internship information, career exploration, job search correspondence and individualized career advice. The office prepares information sheets for every major in the College that deal specifically with employment opportunities (see Appendix 32). A resume also is required to be included in SMSC students’ electronic portfolios.

Career Services also hosts several large career fairs during the school year, welcoming all majors to each. It regularly offers students assistance with job listings, career fairs, job search tools, i.e. portfolios, resume paper, business cards, on-campus interviews, resume referral, mock interview days and workshops.

6. Describe the unit's methods and procedures to keep students informed about its activities, requirements and policies.

The School of Media & Strategic Communications maintains close contact with students through a variety of methods to make them aware of coming activities and relevant requirements and policies.

- **Frequent email.** We use email lists, easily broken down by sequence/major, year in school, gender and ethnicity and more. Advisers frequently email students about enrollment information, academic or graduation requirements, scholarship information and other opportunities. Email remains the best way to invite students to initial club meetings at the beginning of the year and to other special events. Students are always made aware email remains the official way the University, School and faculty will contact them. Also, freshmen
“pre-mass communication” students are easily reached by email as we invite them to participate in clubs and events or disseminate academic information before they are in SMSC.

- **Social Media.** The school maintains two Facebook pages and a Twitter account for messages. One Facebook page, “OSU School of Media & Strategic Communications,” and the Twitter account focus more on events, activities and announcements. The other Facebook page, “School of Media & Strategic Communications Internships & Job Opportunities,” is a closed group available to all of our students to see internship opportunities faculty and advisers learn about and post. Some of our student organizations also maintain individual social media sites.

- Posted announcements to the **School website**.

- Announcements in classes and via digital platform (D2L). Faculty frequently make announcements and distribute information in SMSC classes. These announcements can concern meetings of student organizations, special events, guest speakers, auditions or contests or emergency weather notifications. Faculty members also use their digital classroom platform (D2L) to make announcements, including those regarding class requirements and policies.

- **Posters and other signage** throughout the building and programmed messages on the School’s digital bulletin board in the first floor lobby.

- **Literature racks** outside the academic counseling center always have current degree requirements and a variety of other literature pertaining to academic and club information.

The requirements and policies notifications are largely handled through the advising office. Because each student is required to meet with an adviser every semester, there is a built-in mechanism to distribute literature, have discussions and post announcements.

7. **Describe student media, student professional organizations or other extra-curricular activities and opportunities provided by the unit or the institution that are relevant to the curriculum and develop students’ professional and intellectual abilities and interests.**

The student newspaper at Oklahoma State University, *The Daily O’Collegian*, publishes a traditional print newspaper weekdays during the school year and weekly in the summer, as well as a daily online edition. *The O’Colly*, as it is commonly called, is partially supported by a student subscription fee and serves as a training ground for many School of Media & Strategic Communications (and other) students. *The O’Colly* is independent from SMSC and there is no requirement that SMSC students write for the paper or that the paper hire SMSC students as reporters or editors, though many assignments in multimedia journalism classes are produced to be submitted for possible print or online publication. Most editors tend to come from the multimedia journalism student population. *The O’Colly* is housed in the same building as the School of Media & Strategic Communications, but the School has no other administrative responsibilities. The Student Media Board of 16 members governs *The O’Colly*; two SMSC faculty members serve on the board, as does the Director, and there are two student members the
SMSC faculty nominates. Of course, many multimedia journalism students work at the newspaper and use it as a vehicle through which to expand their research, interviewing, writing and video skills.

KXZY is a student-run cable radio station that also is in the School of Media & Strategic Communications. Students apply for positions as on-air talent and run their shows. Many of them develop a loyal audience among the student population living in dorms, greek houses and other university locations that receive the OSU cable signal. A faculty adviser from the School supervises KXZY, and the School finances the radio station. The School also provides office space, technical support, equipment and salaries for the KXZY general manager (a .25 full-time employment assignment per semester) and the music director (also a .25 FTE per semester).

KOSU is a National Public Radio affiliate public radio station that also partly is in the SMSC building. It recently also opened a studio and office in Oklahoma City. The University holds the station’s license, and there is no connection with the School other than proximity and a willingness to serve as an internship location for students who are not able to commute to another city for this purpose.

OStateTV is a newly created program introduced in 2012 that serves as a one-stop source for Oklahoma State University video and a training ground of School of Media & Strategic Communications students. Available online at [http://OState.TV](http://OState.TV), its programming features all OSU campuses, colleges and organizations, as well as students, employees and alumni through a variety of online channels on one platform. Content is available across personal computers, tablets and smartphones. Students from the School of Media & Strategic Communications have the opportunity to produce content that includes the campus news magazine “The OStateReport,” and other news packages the multimedia journalism and sports media students in the School produce. Students produce long-form programming and live streaming events in field production classes. Through an arrangement between the School and the OSU News and Communications department, SMSC provides a 0.5 FTE faculty member in Andy Wallace, the manager and instructor for OStateTV.

Many opportunities for development also are offered through the various student organizations associated with SMSC, as the following table shows.

<table>
<thead>
<tr>
<th>Club or Organization</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising Club</td>
<td>The Advertising Club at OSU is an official student chapter of the American Advertising Federation and functions to help advertising students make themselves known in the advertising world through networking, career days, field trips and other special activities. For the past five years, the College of Arts &amp; Sciences has recognized the club as the most outstanding student club. Members of the OSU Ad Club gain hands-on learning about the industry through many activities, including conferences, competitions, conducting campaigns for actual clients and service learning through charity work. The Advertising Club is active in the AAF National Student Advertising Competition (NSAC) held every spring semester. In 2011, the OSU NSAC team won first place in the District 10 competition and competed as a national finalist in San Diego.</td>
</tr>
<tr>
<td>Association of Women in Communications</td>
<td>Founded in 1909 as Theta Sigma Phi at the University of Washington, the Association of Women in Communications has evolved from a collegiate honorary women’s journalism fraternity to a strong national network of communicators in a broad range of disciplines. The Association for Women in Communications is a professional organization that champions the</td>
</tr>
</tbody>
</table>
advancement of women across all communications disciplines by recognizing excellence, promoting leadership and positioning its members at the forefront of the evolving communications era. The founding principles of Theta Sigma Phi serve as touchstones for AWC today: to promote the advancement of women in all fields of communications, to work for First Amendment rights and responsibilities of communicators, to recognize distinguished professional achievements and to promote high professional standards throughout the communications field.

### Association for Women in Sports Media (AWSM@OkState)
AWSM@OkState was founded in Fall 2010 as the first collegiate chapter of the national organization Association for Women in Sports Media. The national organization of AWSM is a volunteer-managed, 501(c)(3) nonprofit founded in 1987 as a support network and advocacy group for women who work in sports writing, editing, broadcasting and production, and public and media relations. Its membership of more than 600 men and women includes professionals in the industry and students aspiring to sports media careers. AWSM@OkState shares the national organization’s goal of promoting and increasing diversity in sports media.

### Public Relations Student Society of America
The Public Relations Student Society of America (PRSSA) is the foremost organization for students interested in public relations and communications. PRSSA seeks to advance the public relations profession by nurturing generations of future professionals. It advocates rigorous academic standards for public relations education, the highest ethical principles and diversity in the profession. PRSSA is made up of more than 11,000 students and advisers organized into 300-plus chapters in the United States and one in Argentina. PRSSA helps students enhance their education, broaden their networks and launch their careers in public relations. It offers internship listings, competitions, and chapter and national leadership opportunities; scholarships and leadership awards; and publications, news and social media to keep students updated on industry trends.

### SMSC Ambassadors
The Ambassadors are undergraduate SMSC majors involved in the outreach activities on behalf of the School. The role of an Ambassador is to exhibit leadership skills in the support and development of the School in its recruiting efforts. This is accomplished through active support of programs and events serving SMSC. Among other duties, Ambassadors provide tours of the School for prospective majors in our program, represent the School in on-campus recruiting functions and travel to high schools in Oklahoma, Texas and other locations to give presentations about the benefits of being a student in the School of Media & Strategic Communications. Ambassadors also assist the School with VIP guests and events such as the annual Paul Miller Lecture series and the annual Journalism Day for high school journalism students.

### Sports Media Club
The Sports Media Club allows students the opportunity to gain practical experience in sports play-by-play and working behind the scenes on live sports telecasts originating from the Stillwater campus. For play-by-play, students can attend Cowboy and Cowgirl games and do practice recordings that can be used for resume tapes. Sports Media Club members are also recruited to work on crews for games ESPN, Fox Sports Net and other networks televising. The club also brings in sports broadcast professionals to discuss their experiences. Past club speakers have included Oklahoma State play-by-play announcer Dave Hunziker, NBA play-by-play announcer Sean Kelly and Washington Nationals television announcer Bob Carpenter.
8. Discuss retention and graduation statistics. Describe the unit’s (and, where applicable, campus-wide) policy on academic good standing and dismissal for poor scholarship, including the grade-point average required to remain in the program.

For the 2011-12 school year, the School of Media & Strategic Communication had the best graduation rate in the College of Arts and Sciences. Among 2011-12 sophomores, 9 percent left OSU and 13.5 percent found a different major. Among 2011-12 juniors, 7 percent left OSU and 4.3 percent changed majors. Only 4.6 percent of seniors left OSU; 85.6 percent of SMSC 2011-12 seniors graduated in spring 2012; and 9.8 percent of seniors returned to finish the next fall.

<table>
<thead>
<tr>
<th>SMSC Retention Rates*</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Sophomores Returned</td>
<td>80.9</td>
<td>72.1</td>
<td>81.3</td>
<td>77.6</td>
</tr>
<tr>
<td>% Juniors Returned/Graduated</td>
<td>85.8</td>
<td>88.2</td>
<td>88.3</td>
<td>88.7</td>
</tr>
<tr>
<td>% Seniors Graduated</td>
<td>78.5</td>
<td>73.9</td>
<td>71.5</td>
<td>85.6</td>
</tr>
<tr>
<td>% Seniors Returned</td>
<td>16.9</td>
<td>17</td>
<td>15.1</td>
<td>9.8</td>
</tr>
</tbody>
</table>

* Students declare major as sophomores.

Students wishing to declare a major in Multimedia Journalism (MMJ), Sports Media (SPM) and Strategic Communication (SC) are required to have at least a 2.5 grade-point average and at least 28 credit hours earned. After declaring the major, students remain in good standing as long as they maintain at least a 2.0 Cumulative Graduation/Retention GPA. If a student’s Cumulative Graduation/Retention GPA falls below a 2.0, the University places that student on academic probation. While on academic probation, the student must earn a 2.0 each semester to remain on continued probation until the Cumulative Graduation/Retention GPA rises above 2.0 again. After they achieve a Cumulative Graduation/Retention GPA of 2.0 or higher, they are removed from probation. If a student earns less than a 2.0 GPA for any semester while on probation, he or she will be suspended from the University. Mostly because of our initial entrance requirements, SMSC has had only one student suspended from the University in recent years.

If an SMSC student is suspended, he or she must meet the initial requirements of a 2.5 GPA to be reinstated to the program after he or she achieves reinstatement to the University. Exceptions are occasionally made and students may be reinstated with only a 2.0 GPA or higher if they have earned readmission to the University and they had nearly completed all of the requirements for their SMSC degree before suspension.

Despite needing only a 2.0 GPA to stay in the program, students need to earn a C or better in each class within SMSC for that class to count toward graduation, and their departmental and major GPAs must be a 2.5 or better to graduate.

Graduation statistics have traditionally been good in the School. Our graduates spent an average of 8.3 semesters in college, with the majority graduating in four years.

Because SMSC has the highest retention, promotion and graduation (RPT) rates in the College while maintaining the highest entry-level requirements in the College, the A&S Dean asked the
School’s Director to make a presentation to the A&S department heads on its RPT strategies. The School identified three areas of excellence that contributes to its high RPT rates:

1. **Entry-level and GPA requirements**
   In addition to the entry-level requirement explained above, other contributing factors are the School’s structured curriculum that builds in previous courses, the early identification of students who, despite meeting entry-level requirements, do not have the skills set to be successful in the School and the emphasis on professional values. For instance, respecting deadlines, turning up for class in time and handing in homework on time are some of the professional standards students are expected to meet. If not, they are penalized and have less opportunity to be successful.

2. **The school’s adviser/professor team**
   Faculty members have a high level of respect for the advisers’ body of knowledge, which leads to a team effort between professor and adviser. Because professors pay a high level of attention to individual students in their classes and demand professional competency, professors early on identify when a student starts to struggle in class, either through poor grades, not turning in homework, being consistently late or excessive class absences. Sometimes the professor will complain directly to the adviser, who will call in the student and have an advising conference. In more serious cases, the OSU Academic Alert system is activated, which leads to a series of interventions. Once students realize they are not only a number but that their success is of serious concern to the School, they usually improve their performance. The advisers also review the Drop/Failure list the College provides at the end of each semester. If any SMSC students are on that list, their adviser requests a meeting and review and revise their degree plan to ensure they stay on track.

3. **An emphasis on the path to graduation**
   When students declare SMSC as their major, they have to visit with their assigned adviser in the School. During this visit, the student’s path toward graduation is planned in detail, starting with the student’s desired graduation date. The student is provided with a written plan toward graduation, which also assists the School in planning for classes and class sizes. At every semester’s advising meeting, the student and adviser revise and review the average number of hours per semester to ensure students stay in track. When students dropped or failed a class, including those outside of the School, the advisers do damage control and help students find a pathway to catching up, such as taking an online course over summer or finding a course at another institution that can be transferred to OSU. In this way, advisers keep pressure on students to graduate on time.

See Appendix 33 for a table of the number and nature of degrees awarded in the School since 2001.
9. Describe the unit’s placement operation for assistance in students’ searches for employment. List placement statistics for the three most recent years (before the self-study year) for which accurate information is available.

Oklahoma State University’s Career Resources Center provides an array of career-related services to students seeking internships or jobs at http://www.hireosugrads.com. Many SMSC students use the Career Resources Center because it has in recent years worked harder to serve the interests of those seeking careers in the media.

The School of Media & Strategic Communications does not maintain an active Career Placement service but since spring 2009 has offered an SMSC Networking Event that brings students and potential employers and internship providers together. Until 2008, SMSC students did not receive any special opportunities for finding job or internships and were included in the job fairs for all students in the College. This clearly did not fulfill their needs because of the specialized nature of jobs in the field. In 2009, the School made a special arrangement with the OSU Administration and was allowed to stage a networking event where students and practitioners could meet. Students organize this event through an Event Management course Dr. Bobbi Kay Lewis offered and have since then staged five networking events early in the spring semester. The event has grown from 10 professionals participating in the first event to about 50 in spring 2013.

The School has a secure Facebook page where jobs and internship opportunities are posted on a daily basis. The School’s Twitter account also is used for this purpose on occasion. Faculty members frequently are involved in advising students on employment, writing letters of recommendation and seeking potential employers. Because the unit has two full-time academic advisers, faculty members are not required to advise students for academics and they are able to focus on career assistance. Most faculty members remain involved with local and regional media and agencies, and they assist students with internship and job placement. Typically, the two major newspapers in the state, *The Oklahoman* and the *Tulsa World*, set up interviews with students for summer internships and possible jobs.

Dr. Stan Ketterer has maintained the Oklahoma Web Resources site (http://media.okstate.edu/resources/) for about 14 years. It includes the Jobs for Journalists page (http://media.okstate.edu/resources/jobs.htm) and a page for Job Preparation (http://media.okstate.edu/resources/jobprep.htm). It has more than 2,000 links. He uses it in his classes and for workshops, such as the IRE Better Watchdog Workshop. Alumni and media professionals use it consistently.

To remain updated on graduate placement statistics, SMSC participates in the Annual Survey of Journalism and Mass Communication Graduates the Grady College of Journalism and Mass Communication at the University of Georgia conducts. This research provided this employment data:
10. Describe the unit’s operation, if any, for assistance to alumni in later employment searches.

The School does not have a formal program for assisting alumni in later employment searches, but it is common for alumni to contact faculty members to let them know they are in the market to change positions and to ask about openings of which we might be aware. Faculty members work hard to try to help in these situations. In addition, faculty members stay connected with alumni through Facebook and post internship and job opportunities online. At the University level, the Career Services office is always available to alumni and offers access to database job listings, career counselors and assessment services. Alumni are able to register at HireOSUgrads.com.

11. Describe the unit’s process for evaluating its advising and counseling services. Include measurements of the accuracy of academic advising, student and faculty opinion of the quality of advising, or other indices of the effectiveness of advising. Discuss the results of these assessments.

The School of Media & Strategic Communications is blessed with two of the most outstanding advisers in the College of Arts & Sciences. During the past five years, each has won the Top Adviser Award for the College and one staff award. In spring 2013, the Oklahoma Academic Advising Association gave Karen Christian the Outstanding Academic Adviser Award for the State of Oklahoma.

The Director also evaluates the individual advisers annually. The Director’s evaluation includes a review of their responses to a standardized staff survey, personal observation and occasionally contact with students. They are invariably commended for their attention to detail and their concern for their students. During the past three years, they have created a system where every student’s path toward graduation is planned, starting with the desired graduation rate. This data is used to determine how many students will be enrolled in the coming semesters and how many course sections need to be assigned. As a result of this planning, SMSC has the highest graduation rate in the College because the advisers actively work toward ensuring a best plan of study for each student.

Of course, working with more than 300 students each semester means that not every student will be happy. But the different assessment methods for advising show a high level of satisfaction.
with advising in the School. The College of Arts & Sciences periodically evaluates advising and counseling the advisers have done as part of the university Outcomes Assessment process. In spring 2013, the A&S Advising Office conducted a satisfaction survey of all advisers in the College, including the two SMSC advisers. Their scores on caring about students and their success, helping students understand campus deadlines and procedures, listening to students and answering their questions, exploring course options and knowing campus resources that fit students’ needs were above the college means for those measures. Their scores for helping students understand their degree requirements and planning their curriculum based on students’ strength were on the College mean.

In the alumni survey conducted in the spring of 2012 for the School of Media & Strategic Communications, advising was rated highly. This survey selects alumni who have been out for five and two years. Among the group who had graduated in 2006, 72.5 percent rated their satisfaction with academic advising as either “satisfied” (35.0 percent) or “very satisfied” (37.5 percent). Among those who had graduated in 2010, 66.1 percent rated their satisfaction as either “satisfied” (25.0 percent) or “very satisfied” (41.1 percent).

Furthermore, the academic counselors are consistently praised for their knowledge of the curriculum and academic policies, and they form an important part of the School’s management team. Their faculty colleagues highly respect them and work closely with them when students start having academic problems in class. In fall 2013, each adviser has about 300 students to advise. Unfortunately, students have unrealistic expectations and expect advisers to respond immediately to their emails, even though the advising office has an electronic calendar where students can always make appointments or see when there are walk-in hours. Nonetheless, student complaints about advising are extremely rare, which also speaks to the effectiveness of the SMSC advisers.
EXECUTIVE SUMMARY

- There were two universitywide salary increases during the past five years. These increases are merit-based.

- Successful applications for A&S Technology Fee Grants allowed the School to make technology upgrades to the value of $531,551 during the five-year period. Additionally, computers in the School are upgraded every four years. Software is upgraded more often and as required.

- The School’s maintenance budget has not changed for many years and it is dependent on the number of outreach courses faculty members teach to maintain travel and other expenses. This funding model is not sustainable in the long term.

- Student enrollment and generation of Student Credit Hours do not affect the School’s budget. As a result, there is a great deal of pressure to fund and stabilize teaching resources in the School.

- The School’s biggest need is a new building to accommodate new technological developments in the media and the School’s growth. An important first step will be to find funding for a new HD studio.
1. **Complete and attach Table 10, “Budget.”**

<table>
<thead>
<tr>
<th>Budget Item</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13 (self-study year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative salaries</td>
<td>148,308</td>
<td>155,730</td>
<td>174,959</td>
</tr>
<tr>
<td>Teaching salaries (full time)</td>
<td>953,068</td>
<td>878,445</td>
<td>814,534</td>
</tr>
<tr>
<td>Teaching salaries (part time/adjunct)</td>
<td>309,304</td>
<td>293,916</td>
<td>446,680</td>
</tr>
<tr>
<td>Teaching assistants</td>
<td>28,053</td>
<td>39,965</td>
<td>23,925</td>
</tr>
<tr>
<td>Clerical salaries</td>
<td>81,185</td>
<td>92,460</td>
<td>86,054</td>
</tr>
<tr>
<td>Equipment</td>
<td>8,032</td>
<td>6,398</td>
<td>15,326</td>
</tr>
<tr>
<td>Equipment maintenance</td>
<td>5,816</td>
<td>14,967</td>
<td>16,204</td>
</tr>
<tr>
<td>Supplies</td>
<td>17,018</td>
<td>14,967</td>
<td>16,204</td>
</tr>
<tr>
<td>Library resources</td>
<td>845</td>
<td>924</td>
<td>1,189</td>
</tr>
<tr>
<td>Databases, online information services</td>
<td>4,313</td>
<td>5,308</td>
<td>6,596</td>
</tr>
<tr>
<td>Travel</td>
<td>56,770</td>
<td>34,904</td>
<td>52,858</td>
</tr>
<tr>
<td>Research</td>
<td>8,161</td>
<td>5,826</td>
<td>1,227</td>
</tr>
<tr>
<td>Other</td>
<td>61,883</td>
<td>95,916</td>
<td>86,353</td>
</tr>
<tr>
<td>Foundation Professional Fees</td>
<td>1,901</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Budget</strong></td>
<td><strong>1,684,657</strong></td>
<td><strong>1,639,150</strong></td>
<td><strong>1,736,201</strong></td>
</tr>
</tbody>
</table>

2. **Describe the process through which the unit develops its budget, including preparation of the budget request and spending plan, review and approval, and the role of faculty in the process.**

The Director, with advice from the faculty, prepares the budget request for the School of Media & Strategic Communications. Faculty feedback comes from, among others, the annual faculty retreat, where faculty members are provided with an annual budget report. At faculty retreats, the progress toward the SMSC strategic plan is reviewed and discussions about faculty, technology and infrastructure needs are held. Furthermore, faculty members express their views on budgetary needs at faculty meetings, during conferences with individuals, committee reports and discussions about classes and equipment needs.

Different budgetary sources are available to the School and the College, which provides the budget, and each of these follows a different path.

**The SMSC maintenance budget:**

This budget has not changed during the past six years and is fixed at $30,000. This has become a problem for the School because rates for various equipment and other commodities have increased considerably during the years and about $20,000 is encumbered at the start of a new fiscal year. The Director has requested a meeting with the A&S Dean and Director of Financial Services to address this issue.
The SMSC Outreach Budget:

For the past two financial years, under the guidance of the new Dean, departments were provided with a return on the outreach courses taught through the School. Those include online courses. As a result, SMSC has doubled its maintenance budget during the past two years. This money provides for faculty travel and obligations to the School’s professional organizations and its accrediting agency. However, it also is increasingly used to keep the School running in terms of day-to-day expenditure typically covered in the maintenance budget. Although it is a welcome addition to the School’s budget, sustaining and growing this income is problematic because it is based on faculty overload teaching. Faculty members benefit because they receive additional pay for teaching these courses. Course offerings, however, are managed. Although faculty members can teach as many outreach courses over summer and winter breaks and other intersession periods as they like, they can teach an online course in regular semesters only during the semester when they teach their lowest number of courses.

Technology budgets:

Different accounts are available to maintain technology in the School.

- **Technology services and budget provided through the College of Arts & Sciences:**
  The College upgrades the computer equipment in the student labs in the Paul Miller Building every three years and the software programs every year, if necessary. It also maintains the Internet infrastructure in the building. The College houses a technology consultant in the Paul Miller Building. She is available at all times for maintenance and planning. The College also replaces faculty computers every four years. The School is responsible for buying specialized software for faculty members and provides laptops or computers with special software for visiting assistant professors. The College also maintains the consumable products used in student labs, such as printers, papers, print cartridges and some specialized color printers. During the past five years, SMSC received $9,662 per year for this purpose.

- **SMSC Consumables Technology Fee:**
  The School received money annually from a special fee students pay to maintain specialized technology. This money is allocated to SMSC for discretionary spending as long as the item pertains to consumables required to maintain specialized equipment for direct student use. A faculty member and the School’s on-site engineer, who work with the faculty members involved, control the purchasing decisions for this budget item. Nonetheless, all purchases must follow the School’s strict purchasing protocol.

- **College of Arts & Sciences Technology Fee Grants:**
  Every fall and spring semester, the College invites departments to apply for big-item technology grants. This is a process SMSC always uses and is the way in which particularly camera and broadcast equipment is bought for the School. The following table provides details of the grants and grant amounts awarded to the School during the past five years. It shows SMSC has received technology fee grants to the value of $531,551. This also is a process faculty members control and the Director supports. When an unusually large item or
amount is required, as in the fall 2013 semester, a committee of faculty members develops the requirements and standards. (See Appendix 34 for the fall 2013 grant applications.)

**Five-Year SMSC Technology Fee Grants Received**

<table>
<thead>
<tr>
<th>Project Description</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers for Broadcast News</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Camera Project</td>
<td>$9,514</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studio Cameras</td>
<td>$117,640</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printer project</td>
<td>$1,333</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laptop cart</td>
<td>$33,226</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seven Computers</td>
<td></td>
<td>$4,199</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computers for Multimedia Project</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$42,644</td>
</tr>
<tr>
<td>DSLR Video Project</td>
<td></td>
<td></td>
<td>$13,089</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DSLR project</td>
<td></td>
<td></td>
<td>$38,949</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video Camera Recorder Project</td>
<td></td>
<td></td>
<td>$75,673</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Server Project</td>
<td></td>
<td></td>
<td></td>
<td>$17,509</td>
<td></td>
</tr>
<tr>
<td>Laptop Cart Project</td>
<td></td>
<td></td>
<td></td>
<td>$34,861</td>
<td></td>
</tr>
<tr>
<td>DSLR Video Project</td>
<td></td>
<td></td>
<td></td>
<td>$14,056</td>
<td></td>
</tr>
<tr>
<td>KXZY Cable Move</td>
<td></td>
<td></td>
<td></td>
<td>$7,500</td>
<td></td>
</tr>
<tr>
<td>HD Cameras</td>
<td></td>
<td></td>
<td></td>
<td>$65,000</td>
<td></td>
</tr>
<tr>
<td><strong>Annual Totals</strong></td>
<td>$140,462</td>
<td>$34,559</td>
<td>$89,893</td>
<td>$127,711</td>
<td>$139,925</td>
</tr>
</tbody>
</table>

**Faculty salaries and faculty lines:**

Faculty salaries and increases are managed as described in Standard 4.6. The College approves the salary range for new appointments before recruitment. For new faculty lines, the Dean instituted a competitive process to ensure equitability among departments. In the fall semester, each department is invited to make three requests for “new funding,” which includes new faculty lines. These requests are distributed among all department heads, who rank the requests according to importance. The Dean and his management team review these rankings and use them as a basis for a final ranking order. Decisions are finalized between the Dean and the Provost. In the 2011-12 cycle, SMSC gained a new senior faculty line and requested a new line for an assistant professor in multimedia journalism in the 2012-13 cycle. (See Appendix 35 for the applications for the past two years.)

**Bridging funds:**

Also in fall semester, the Dean invites application for bridging funds, i.e. temporary funds to ensure classes are efficiently staffed. (Please see Appendix 36 for the past two cycles’ requests.) In the 2011-12 cycle, SMSC requested four visiting assistant professor positions but received only two. This put undue pressure on adequately staffing courses and overloaded some faculty members with lab sections. For the 2012-13 cycle, SMSC requested financing for the two visiting professor positions provided previously and requested an additional two visiting professor positions to alleviate the heavy teaching load.
Infrastructure funding:

Financing for even the most basic infrastructure improvements in the Paul Miller Building is likely the biggest budget issue for the School. It also appears OSU does not have a master plan for maintaining and improving teaching and research facilities. As a result, no improvements were made to the Paul Miller Building since the “new” wing was built in 1978. Despite numerous efforts to obtain financing for some minor improvements, even through fundraising, nothing has been forthcoming. In fall 2012, the Dean instituted a new program through which departments can obtain infrastructure improvement. Here, too, department heads and members of the A&S Faculty Council rank the requests. SMSC did not receive any financing for infrastructure improvement last year but applied again for this year’s financing cycle and for the first time in many years SMSC was awarded $10,000 in October 2013 for minor renovations. Two programs are in place: one for projects smaller than $10,000 and one for projects more than $10,000.

3. Describe how the allocation of resources is related to the unit’s long-range, strategic plan.

The SMSC Strategic plan has been pivotal in guiding the School’s progress during the past five years, which includes its budget. From 2008-11, the strategic plan focused on three issues that guided its budgetary requirements:

- A new curriculum, which required resources for faculty development to teach the new curriculum; new faculty lines to strengthen the new curriculum; and new technology to enable multimedia training in the School.
- Strengthening SMSC research output by filling two endowed chair positions; making travel money available to enable faculty members to present their research at professional conferences; and fill new and existing lines with faculty members with a research focus with the long-term aim of starting a Ph.D. program.
- Maintain and improve undergraduate and graduate scholarships to attract top scholars.

These goals were largely reached, and the School has been successful in filling its two endowed chair positions, receiving two new faculty lines and increasing its scholarship funds through fundraising and making better use of existing scholarship funds. It also managed to maintain the requirement for new technology, particularly in terms of new camera equipment, faculty computers, student labs and two laptop carts, each with 20 computers and a printer, with a total value of about $70,000.

The new strategic plan, developed during the past calendar year and which the faculty approved Sept. 20, 2013, highlights the need for taking SMSC to the next level, namely, to be a cutting-edge program with full multimedia facilities for ALL its students. (See Appendix 2 for the SMSC Strategic Plan and Appendix 37 for a full list of development needs.)

To achieve this mission these goals drive budgeting and development initiatives:

- Goal 1. Instill our students with cutting-edge professional standards through forward thinking and real world knowledge in the three primary fields of interest.
- Goal 2. Inspire our students to succeed by providing the finest professional and academic educational experience possible.
Goal 3. Illuminate students and constituents about the School’s enlightened and innovative educational experience and its contribution to civil society.

The immediate budgetary needs for Goal 1 are driving these budgetary initiatives:

- A $605,000 modernization of studio and multimedia equipment that also upgrades the school’s current remote production unit from Standard Definition (SD) to High Definition (HD);
- A three-year plan to replace all tape-based HD cameras and increase the number of card-based HD cameras to 40 to allow students to use any of the computer labs or their computers for editing purposes;
- The move of the student radio station KXZY to The Daily O’Collegian area to allow for better integration between the media and to allow for expansion and renovation of offices KXZY occupies.

Goal 2 drives these budgetary initiatives:

- The request for a new faculty line in multimedia journalism to expand the educational skills of the multimedia faculty members;
- The appointment of an Associate Director for Undergraduate Studies to oversee undergraduate education in the School and ensure the highest quality of undergraduate education;
- Financing for a position of Outreach Coordinator to manage social media, the SMSC website, school events, information and alumni communication;
- Funding for graduate scholarships for the new Ph.D. program.

The budgetary needs for Goal 3 drive these initiatives:

- The appointment of a senior faculty member who brings a focus on social justice and entrepreneurship in the SMSC curriculum;
- Raising money for new, modern facilities for the School;
- Freeing up the Director for development and professional outreach;
- Establishment of a Donor Relations Committee to assist with fundraising for the School and identifying potential donors.

The College of Arts & Sciences has reorganized its advancement team and though SMSC does not have a development officer only dedicated to its initiatives, the officer’s workload is much more doable. This already has had a positive effect on development initiatives for the School.

4. Describe how the resources provided by the institution compare with similar units on your campus.

It is difficult to make a direct budget comparison to other departments in the College. A number of issues determine budget, such as grant funding, whether the department has a doctoral program and the number of general education courses a department teaches, as in the case of English and Mathematics, respectively. Research funding research grants generated is included in the budget figures below and it is evident SMSC’s lack of grant funding is hurting the School’s budget. Nonetheless, the table also shows the School receives little credit for the number of students it enrolls and serves, particularly the number of Student Credit Hours (SCHs) the School generates through the 45 hours all SMSC students have to take in their respective
programs. With the changes in accreditation standards, this number has increased to 53 in fall 2013. From this comparison, it is easy to understand why the School has to scramble every semester to teach the necessary courses because there are not enough permanent faculty members. Additionally, not having a doctoral program hurts the School in terms of number of research faculty members who can generate research grants. The following table shows how the SMSC budget compares with other A&S Departments.

Comparative Budget Analysis in OSU College of Art & Sciences

<table>
<thead>
<tr>
<th>Department</th>
<th>Student Count Fall '13</th>
<th>Total Tenured/Tenure Track Faculty</th>
<th>Total Operating Budget FY14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art*</td>
<td>258</td>
<td>17</td>
<td>$1,556,135</td>
</tr>
<tr>
<td>Botany</td>
<td>8</td>
<td>10</td>
<td>$1,097,649</td>
</tr>
<tr>
<td>Chemistry</td>
<td>41</td>
<td>17</td>
<td>$3,119,199</td>
</tr>
<tr>
<td>Communication Science and Disorders*</td>
<td>238</td>
<td>5</td>
<td>$724,843</td>
</tr>
<tr>
<td>Computer Science</td>
<td>175</td>
<td>12</td>
<td>$1,576,383</td>
</tr>
<tr>
<td>English</td>
<td>171</td>
<td>34</td>
<td>$5,043,102</td>
</tr>
<tr>
<td>Foreign Language &amp; Literature</td>
<td>33</td>
<td>16</td>
<td>$1,318,941</td>
</tr>
<tr>
<td>Geography*</td>
<td>36</td>
<td>13</td>
<td>$1,533,548</td>
</tr>
<tr>
<td>Geology*</td>
<td>135</td>
<td>14</td>
<td>$1,525,164</td>
</tr>
<tr>
<td>History</td>
<td>120</td>
<td>22</td>
<td>$2,066,236</td>
</tr>
<tr>
<td>Media &amp; Strategic Communications</td>
<td>768</td>
<td>14</td>
<td>$1,609,185</td>
</tr>
<tr>
<td>Mathematics</td>
<td>61</td>
<td>31</td>
<td>$4,168,425</td>
</tr>
<tr>
<td>Microbiology &amp; Molecular Genetics</td>
<td>165</td>
<td>16</td>
<td>$1,834,695</td>
</tr>
<tr>
<td>Military Science-AR</td>
<td>0</td>
<td>0</td>
<td>$73,923</td>
</tr>
<tr>
<td>Military Study</td>
<td>0</td>
<td>0</td>
<td>$43,403</td>
</tr>
<tr>
<td>Music*</td>
<td>190</td>
<td>25</td>
<td>$2,034,875</td>
</tr>
<tr>
<td>Philosophy</td>
<td>15</td>
<td>10</td>
<td>$970,700</td>
</tr>
<tr>
<td>Physics</td>
<td>39</td>
<td>23</td>
<td>$2,823,992</td>
</tr>
<tr>
<td>Political Science*</td>
<td>199</td>
<td>19</td>
<td>$1,834,663</td>
</tr>
<tr>
<td>Psychology*</td>
<td>627</td>
<td>22</td>
<td>$2,736,742</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>0</td>
<td>0</td>
<td>$39,705</td>
</tr>
<tr>
<td>Sociology*</td>
<td>234</td>
<td>14</td>
<td>$1,518,161</td>
</tr>
<tr>
<td>Statistics</td>
<td>16</td>
<td>8</td>
<td>$1,059,515</td>
</tr>
<tr>
<td>Theatre</td>
<td>60</td>
<td>9</td>
<td>$901,559</td>
</tr>
<tr>
<td>Zoology*</td>
<td>364</td>
<td>19</td>
<td>$2,485,283</td>
</tr>
</tbody>
</table>

* These departments are most comparable to SMSC
5. List the tuition (including fees) charged during the most recent academic year (two semesters or three quarters). Please include undergraduate and graduate tuition, for both in-state and out-of-state students.

### 2013-14 Undergraduate Tuition and Mandatory Fees (per credit hour)

<table>
<thead>
<tr>
<th></th>
<th>Resident</th>
<th>Nonresident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$147.50</td>
<td>$567.00</td>
</tr>
<tr>
<td>Resident Lock 2013-14 Tuition</td>
<td>$169.60</td>
<td>NA</td>
</tr>
<tr>
<td>Tuition</td>
<td>$14.50</td>
<td>$14.50</td>
</tr>
<tr>
<td>Resident</td>
<td>$4.35</td>
<td>$4.35</td>
</tr>
<tr>
<td>Academic facility fee</td>
<td>$7.90</td>
<td>$7.90</td>
</tr>
<tr>
<td>Academic Records and Maintenance fee</td>
<td>$0.30</td>
<td>$0.30</td>
</tr>
<tr>
<td>Daily O'Collegian fee</td>
<td>$4.70</td>
<td>$4.70</td>
</tr>
<tr>
<td>Student Facility fee, General</td>
<td>$3.00</td>
<td>$3.00</td>
</tr>
<tr>
<td>Student Facility fee, Campus Rec</td>
<td>$5.00</td>
<td>$5.00</td>
</tr>
<tr>
<td>Health Services fee</td>
<td>$13.75</td>
<td>$13.75</td>
</tr>
<tr>
<td>Life Safety and Security fee</td>
<td>$3.50</td>
<td>$3.50</td>
</tr>
<tr>
<td>Student Activity fee</td>
<td>$2.50</td>
<td>$2.50</td>
</tr>
<tr>
<td>Student Activity fee - Athletic fee</td>
<td>$4.75</td>
<td>$4.75</td>
</tr>
<tr>
<td>Student Development fee</td>
<td>$2.00</td>
<td>$2.00</td>
</tr>
<tr>
<td>Transit/Parking Services fee</td>
<td>$2.30</td>
<td>$2.30</td>
</tr>
<tr>
<td>University Technology and Infrastructure Maintenance fee</td>
<td>$10.15</td>
<td>$10.15</td>
</tr>
<tr>
<td>Academic Excellence fee</td>
<td>$17.50</td>
<td>$17.50</td>
</tr>
<tr>
<td>Student Union Renovation fee</td>
<td>$4.35</td>
<td>$4.35</td>
</tr>
</tbody>
</table>

### 2013-14 Graduate Tuition and Mandatory Fees (per credit hour)

<table>
<thead>
<tr>
<th></th>
<th>Resident</th>
<th>Nonresident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$178.00</td>
<td>$728.00</td>
</tr>
<tr>
<td>Academic facility fee</td>
<td>$14.50</td>
<td>$14.50</td>
</tr>
<tr>
<td>Academic Records and Maintenance fee</td>
<td>$4.35</td>
<td>$4.35</td>
</tr>
<tr>
<td>Advising/Assessment fee</td>
<td>$7.90</td>
<td>$7.90</td>
</tr>
<tr>
<td>Daily O'Collegian fee</td>
<td>$0.30</td>
<td>$0.30</td>
</tr>
<tr>
<td>Student Facility fee, General</td>
<td>$4.70</td>
<td>$4.70</td>
</tr>
<tr>
<td>Student Facility fee, Campus Rec</td>
<td>$3.00</td>
<td>$3.00</td>
</tr>
<tr>
<td>Health Services fee</td>
<td>$5.00</td>
<td>$5.00</td>
</tr>
<tr>
<td>Library Automation and Technology fee</td>
<td>$13.75</td>
<td>$13.75</td>
</tr>
<tr>
<td>Life Safety and Security fee</td>
<td>$3.50</td>
<td>$3.50</td>
</tr>
<tr>
<td>Student Activity fee</td>
<td>$2.50</td>
<td>$2.50</td>
</tr>
<tr>
<td>Student Activity fee - Athletic fee</td>
<td>$4.75</td>
<td>$4.75</td>
</tr>
<tr>
<td>Student Development fee</td>
<td>$2.00</td>
<td>$2.00</td>
</tr>
<tr>
<td>Transit/Parking Services fee</td>
<td>$2.30</td>
<td>$2.30</td>
</tr>
<tr>
<td>University Technology and Infrastructure Maintenance fee</td>
<td>$10.15</td>
<td>$10.15</td>
</tr>
<tr>
<td>Academic Excellence fee</td>
<td>$17.50</td>
<td>$17.50</td>
</tr>
<tr>
<td>Student Union Renovation fee</td>
<td>$4.35</td>
<td>$4.35</td>
</tr>
</tbody>
</table>
An estimated budget (based on 2013-14 figures) for an undergraduate student at OSU, for residents and nonresidents, respectively, is:

### Estimated Total Expenses for Students

<table>
<thead>
<tr>
<th></th>
<th>Resident</th>
<th>Nonresident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$4,095</td>
<td>$10,388</td>
</tr>
<tr>
<td>based on 15 credit hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Housing and Board</td>
<td>$4,175</td>
<td>$4,175</td>
</tr>
<tr>
<td>(based on average freshman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>residence hall charges</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textbooks and Supplies</td>
<td>$550</td>
<td>$550</td>
</tr>
<tr>
<td>Average Miscellaneous Personal Expenses</td>
<td>$2,410</td>
<td>$2,410</td>
</tr>
<tr>
<td><strong>Total per Semester</strong></td>
<td><strong>$11,230</strong></td>
<td><strong>$17,523</strong></td>
</tr>
</tbody>
</table>

6. **Describe fund-raising goals and efforts undertaken by the unit.**

SMSC has these fundraising goals for the next five years:

1. **Multimedia journalism program – broadcasting facilities:**
   
   For the School to fulfill its vision of being a cutting-edge program that produces the next leaders in the communications industries, the individual programs in the School also need to adapt. Broadcasting has become central to this vision because it is incorporated in all three of the School’s degree programs. Because we moved away from educating our students on single media platforms, broadcast skills are more important than ever.

   Our vision for our multimedia program is to enable our students to produce and execute high-definition original news and sports programming in the studio and in the field. This programming is disseminated over multiple platforms, including television, Internet and radio. State-of-the-art production equipment will provide the opportunity to use resources found in today’s production studios and in mobile production units. News automation software streamlines the process and will allow our students to produce a polished product using the same computer systems found in today’s newsrooms. This combination of theory-based learning, high-definition broadcast facilities, mobile production equipment and news automation software prepares our students to successfully compete in the modern media environment.

   **Need:** Upgrading the broadcasting infrastructure from standard definition to high definition, purchase of news automation software and mobile production equipment: $610,000.
2. **Institute for Social Science Methods in Data Journalism:**
   SMSC is one of the national leaders in using data journalism for reporting purposes. This ensures our students know how to conduct fact-based investigative reporting. However, this program needs to be strengthened and extended to working journalists. At this time, the industry is ill equipped to conduct in-depth reporting using existing data, which negatively impacts its ability to report beyond the obvious. There is no university at the moment that has a sustained program in this regard. (See Appendix 38 for a full project description.)
   *Need: Establishing an Institute that trains working journalists on using social science methods in reporting and assist them in their daily reporting when using large data sets ($200,000 over three years); an Endowed Chair attached to an existing line and two graduate assistants to support the Institute in conducting research and producing scholarly articles ($800,000). Total: $1 million.*

3. **New building for SMSC:**
   The School is in urgent need of a new building and better news production facilities. A 50,000-square-foot building will cost $400 per square foot, totaling $20 million. A naming opportunity for this building would require an investment of $10 million.
   *Need: $20 million.*

4. **Scholarships for summer internships:**
   Three to four summer internships for students will enable them to earn three credit hours while working in a newsroom; $3,000 per scholarship, or an endowment of $60,000 per scholarship.
   *Need: $60,000 per scholarship.*

5. **Upgrading the student radio station, KXZY:**
   The student radio station needs to be moved closer to *The Daily O’Collegian* so it can be better integrated into daily news production and *The O’Colly* online platform. It also needs a full-time adviser.
   *Need: The cost for the moving and renovation of the existing space is $25,000. A full-time adviser will cost about $55,000 plus benefits per year.*

6. **Graduate student scholarships:**
   Graduate students are used every year to assist students in their labs. They often have the most recent newsroom experience. The School has a serious need to have two graduate scholarships to attract the best students for this purpose. Two $10,000 graduate fellowships per year will greatly assist in this.
   *Need: Each graduate fellowship would require an endowment of $200,000.*

7. **OSU Institute for Entrepreneurship in the Media and Arts:**
   SMSC wishes to expand its media entrepreneurship program into a media Incubator and eventually an Institute for Entrepreneurship in the Media and the Arts. This interdisciplinary program will require $50,000 for a visiting faculty member to start the incubator program and evaluate the syllabi across the departments. The establishment of the Institute will require $1.5 million. (See Appendix 39 for a full project description.)
   *Need: $50,000 and $1.5 million over three years.*
With the infusion of new development officers in the OSU Foundation who are specifically assigned to work with the College of Arts & Sciences, many more opportunities have arisen for SMSC to become involved in development. This year, the School hosted a couple of potential donors who committed to an estate gift in excess of $1 million. The nature of this gift is in the final planning stages.

The development officer assigned to the School has made important contacts in the Dallas and Florida areas, which the Director will follow up before the end of the year. At the suggestion of the Dean of A&S and with the assistance of the leader of the OSU Foundation team, the Director met with a group of prominent alumni in Tulsa and started a Donor Relations Committee to provide leads for potential donors. Similar committees will be established in Oklahoma City and in Dallas early in 2014. With the appointment of an Associate Director, the Director will have more time to devote to fundraising for the much-needed new building and the other projects as described above.

7. Describe the unit’s classrooms, offices, computer labs or other building spaces. If the unit administers university media or student publications, include a description of equipment and facilities devoted to those operations.

The School of Media & Strategic Communications is in the Paul Miller Journalism and Broadcasting Building. (A name change has been requested but has a rather long way to go before the OSU Board of Regents grants final approval.) The building consists of 33,780 square feet of classroom, laboratory and office space. The building houses four general classrooms, a 104-seat auditorium, three conference rooms, four computer laboratories, 14 faculty offices, one graduate teaching assistant office, an administrative complex, the campus cable radio station, four digital audio-editing workstations, a small television studio and control room, two video editing suites containing 12 digital video-editing workstations, a newsroom containing Associated Press wire service and six computers capable of digital video editing and a student computer work area/reading room containing six Macs, all with Internet access.

The following table provides details of how the different labs are outfitted in terms of hardware and software.

<table>
<thead>
<tr>
<th>Lab</th>
<th>Number of Student Computers</th>
<th>Instructor Station</th>
<th>Computers Installed</th>
<th>Date of Install</th>
<th>Software installed</th>
</tr>
</thead>
<tbody>
<tr>
<td>JB 202a</td>
<td>20</td>
<td>1</td>
<td>iMac, Intel core i3 Processor, 4 GB Ram, TB HD, CD-RW/DVD RW Disk Drives, Bluetooth</td>
<td>Summer 2011</td>
<td>MS Office 2011, Adobe Creative Suite CS 5, Firefox 4.0, Safari, Media Players, Misc. Software</td>
</tr>
<tr>
<td>JB 201</td>
<td>20</td>
<td>1 Scanning, 1 assistive</td>
<td>20” iMac Intel Core 2 Duo, 3.06 GHZ, 4 GB RAM 1TB HD, CD-RW/DVD-RW Disk Drives, Built-</td>
<td>Summer 2010</td>
<td>MS Office 2011, Adobe Creative Suite CS 5, Firefox 4.0, Safari, Media Players</td>
</tr>
<tr>
<td>Code</td>
<td>Quantity</td>
<td>Type</td>
<td>Description</td>
<td>Operating System</td>
<td>Additional Software</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>------</td>
<td>-------------</td>
<td>------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>JB207</td>
<td>20</td>
<td>1</td>
<td>20” iMac Intel Core 2 Duo, 3.06 GHz, 4 GB RAM, 1TB HD, CD-RW/DVD-RW Disk Drives, Built-In Cam, Bluetooth</td>
<td>Summer 2010</td>
<td>MS Office 2011, Adobe Creative Suite CS 5, Firefox 4.0, Safari, Media Players, Misc. Software</td>
</tr>
<tr>
<td>JB205</td>
<td>8</td>
<td>1</td>
<td>Apple Mac Pro Six Core Intel Xeon 2.66 GHz(2), 8GB RAM, 1TB HD, +2TB HD, CD-RW DVD-RW Disk Drives, Dual Ethernet</td>
<td>Summer 2011</td>
<td>Final Cut Studio 7, Adobe Affects CS5.5, Acrobat X Pro, Photoshop CS5, MS Office 2011</td>
</tr>
<tr>
<td>JB317</td>
<td>6</td>
<td>0</td>
<td>6 Core Intel Xeon 2.66 GHZ(2) 8GB Ram, 1TB HD, +2TB HD, CD-RW DVD-RW Drive</td>
<td>Summer 2011</td>
<td>Final Cut Studio 7, Adobe Affects CS 5.5, Adobe Acrobat Pro 8, Photoshop CS 5, MS Office 2011</td>
</tr>
<tr>
<td>JB304</td>
<td>6</td>
<td>0</td>
<td>iMac, Intel Core 2 Duo, 3.06 GHZ, 4gb Ram, 939 GB HD, CD-RW/DVD-RW Drives, Bluetooth</td>
<td>Summer 2013</td>
<td>Final Cut Studio 7, Adobe CS5.5, Acrobat Pro 8, Photoshop CS5, MS Office 2011</td>
</tr>
<tr>
<td>JB105</td>
<td>20</td>
<td>0</td>
<td>MacBook Pro, 2.4GHZ Intel Core 2 Duo, 250 GB Serial ATA Drive, NVIDIA GeForce 320M Video Graphics</td>
<td>Fall 2010</td>
<td>Final Cut Pro, Adobe Creative Suite 6 Design Premium &amp; Web MS Office 2011</td>
</tr>
<tr>
<td>JB105</td>
<td>20</td>
<td>0</td>
<td>MacBook Pro, 2.5GHZ duel-core Intel Core i5, Turbo Boost up to 3.1GHZ, 4GB 1600 MHZ memory, 500GB HD, Intel HD Graphics 4000</td>
<td>Spring 2013</td>
<td>Final Cut Pro, Adobe Creative Suite 6 Design Premium &amp; Web MS Office 2011</td>
</tr>
</tbody>
</table>

The four general classrooms and 104-seat auditorium are designated as University classrooms, consistent with the general University policy that part of each building assigned to a particular unit must be designated as general University classroom space. SMSC is given priority in the use of the classrooms and auditorium. Additionally, there are three conference rooms that may be used for faculty meetings or class activities. Student organizations may also use the conference rooms for meetings or special events.

The School exclusively uses the four computer laboratories on the second floor, though the School allows other campus entities to use the labs for training or workshops when requested. All lab computers are networked, and students can access Microsoft Office, the Internet, OSU Libraries and email services. Each of the labs has a printer, and two labs have flatbed scanners.
As the School’s need for multimedia training has increased, the labs are fully used, not only for graphic design and desktop publishing as in the past, but also for full multimedia training. As a result, the labs have never been used to the extent they are now. In addition to Microsoft office, three of the labs on the second floor and the laptop carts are equipped with Adobe Creative Suite, Final Cut Pro, Acrobat Pro and Soundslides. The fourth computer lab on the second floor is smaller and primarily used for video editing. This lab contains nine Macintosh G-5 computers, each with two internal hard drives capable of storing processed video. Each workstation is equipped for HD editing with Final Cut Pro. Three of the labs have multimedia presentation stations with computerized overhead projection systems, while the video-editing lab makes use of flat-panel, wall-mounted televisions to display work to the class.

The campus cable radio station, KXZY, is on the third floor. It broadcasts on one of the channels of the campus cable TV system. There are no over-the-air frequencies available in the area. The station began streaming its programming on the Internet in January 2008. Near the studio is an office for student radio station managers and staff, and four digital audio workstations with Macintosh G-5 computers that use Digidesign’s Pro Tools audio-editing program. The audio facilities are mostly digital, though each workstation maintains some linear equipment.

The third floor has five Pro Tools digital audio-editing workstations, two video editing suites containing six digital video-editing workstations and a newsroom containing Associated Press wire service and six computers capable of digital video editing. Another computer is used for video playback during student productions.

The School’s TV studio also is on the third floor and contains a news set, interview set and green screen. It has three HD capable studio cameras, which are about 4 years old. The three studio cameras have teleprompters. There is a fourth HD studio camera for the newsroom that is also 4 years old. In the control room, the video switcher is 13 years old. The video switcher was received as a donation from the Williams Companies in Tulsa in 2003 when it dismantled a Web-based news program that focused on news about the energy industry. In addition to the AP wire service, the School has CNN News source to provide national and international material for student productions. The School has 35 HD video field cameras. Fourteen cameras record to SD cards and 21 record to tape. Students have access to 24 DSLR cameras. For audio-field recording, students have access to five digital SD card audio player/recorders. KOTV in Tulsa recently donated a news set, video switcher, video monitors and various electronic items. The unit recently made a $605,000 proposal to equip the television studio with all new HD equipment, as will be explained below. As described above, the unit has been successful in attracting a number of University grants, as well as equipment donations, so it has been able to replace virtually all of its broadcast equipment.

The School also has two laptop carts that have 20 MacBook Pro laptops each and a printer. These carts can be moved to any classroom or lab to create a computer lab. The laptops are equipped with MS Office 11, Final Cut Pro, Adobe Creative Suite 6, and Design Premium and Web software.

Each faculty member has a private office with networked computers. Graduate teaching assistants share one communal office with networked computers.
The administrative complex on the second floor contains offices for staff, two faculty members and the Director. There is also a small workroom with photocopy facilities and mailboxes. Off the public area are several staff offices, a fax machine, a supply closet, administrative files and a small conference room. The student advising center, consisting of a reception area with two computers for student use and two offices, also is on the second floor. A small adjacent room is the office for the Arts & Sciences computer support person.

The unit maintains a small student reading room with six computers and a small collection of state newspapers, media-related journals and publications.

*The Daily O'Collegian*, an independent entity, occupies 4,743 square feet on the first floor of the building, and radio station KOSU, which is part of University Relations, occupies 3,705 square feet on the third floor.

The Paul Miller Journalism and Broadcasting Building consists of a front added to the original chemistry building used on the campus since 1918. Financing for the restoration and addition to the building was provided through a joint project of the Paul Miller family, the Gannett Foundation and the Oklahoma Press Association. The building was opened in 1978. The School uses every possible space, and the College has done a tremendous job in providing assistance with the unit’s technology needs. However, a move to a new building that can better cope with new technology needs has become an urgent need.

8. **Describe the unit’s most urgent needs for space or equipment, if any, and the plan to address these needs.**

The School indeed has many urgent needs, as described in the fundraising goals set out above, and also in terms of keeping up with technological developments. Of these, the most urgent are the technological upgrade of the studio to be fully HD, the upgrade of the School’s remote production unit to HD and the replacement of all tape-based HD cameras with card-based HD cameras, which will also greatly alleviate the need to special video-editing space.

As a result of this, the School made a technology fee application for its most urgent needs (see Appendix 34 for the detailed technology fee applications described next):

- **Technology upgrade of the studio to the amount of $605,000.** This amount consists of:
  - Ross HD Carbonite Video System for $400,000
  - Upgrade of remote video equipment to HD for $110,000
  - ENPS News Software for $95,000.

  Although this might sound exorbitant, the College believes this amount can be financed through the Oklahoma Master Lease program, which means that the A&S Technology Fee can be applied to pay for this over a number of years rather than in one lump sum.

  Apparently, the call for technology applications through the Master Lease Program is made in June each year, though for the past year this program was tied up in a court case, which was recently resolved.

- **The School has decided to upgrade its HD cameras to the desired number of 40 in a three-year period to make provision for future technology innovations.** The unit has applied for the
immediate purchase of 10 Sony HD NX5U card-based cameras and peripheral equipment to the value of $65,000. This grant was approved in October 2013.

- A third application was for cable installation for moving the KXZY studio to its new premises near The O’Colly. This is a relatively small amount of $7,500, which will immediately release two new offices for faculty use on the third floor and will allow a better integration of student media. This grant was approved in October 2013.

Finally, though a new building is the biggest need for the School, at this time it is most important to keep up with technology developments in the field. As shown above, the School has been able to do this admirably.
EXECUTIVE SUMMARY

- The School of Media & Strategic Communications has hosted the Oklahoma Collegiate Media Association annually since 1975.
- On average 269 high school students attend the School’s annual fall High School Journalism Day event.
- The Paul Miller Lecture Series brings prominent journalists to OSU every spring semester.
- The Social Science Lecture Series brings prominent media and mass communication scholars to OSU.
- The School’s Advisory Council members play an important role in the School in terms of curriculum development and donor relations.
Please respond to each of the following instructions:

1. **Summarize the professional and public service activities undertaken by the unit. Include operation of campus media if under control of the unit; short courses, continuing education, institutes, high school and college press meetings; judging of contests; sponsorship of speakers addressing communication issues of public consequence and concern; and similar activities.**

The School of Media & Strategic Communications is actively involved in a number of activities designed to foster a greater understanding of the mass communications industries and their importance to the culture. Two of the more visible activities are annual projects: High School Journalism Day and the Oklahoma Collegiate Media Association annual conference. The annual Paul Miller Lecture Series, which brings nationally known journalists to the Stillwater campus each spring, is the third. The School also actively participated in the Social Science Seminar Series that was financed through the College of Arts & Sciences for three years.

**Oklahoma Collegiate Media Association Conferences**

Dr. Harry Heath, then the School’s Director, started The Oklahoma Collegiate Media Association in 1975. Promoting and improving student publications in Oklahoma colleges is the organization’s purpose. Membership in the association is open to any educational institution, public or private, in Oklahoma offering two or more years of work accepted for a college degree. There are 21 active members in the association. The School of Media & Strategic Communications hosts an annual spring conference for members on the campus of Oklahoma State University. The conference includes a program composed of mass media speakers and competition awards for newspapers, yearbooks and individual writing and photography entries. The association conducts judging competition each year in overall newspaper, overall yearbook and individual writing and photography areas. Certificates are presented to the winners at the annual spring conference at OSU. Awards presented are: news writing, editorial writing, feature writing, sports writing, display advertising, cartoons, reviews, columns, investigative reporting, yearbook writing, and news, feature, sports and yearbook photography. In spring 2013, 125 students and faculty from Oklahoma colleges and universities attended. During the past five years, attendance averaged 17 schools and more than 100 students/faculty members per year at the annual conference.

**High School Journalism Day**

The High School Journalism Day program has been an annual fall outreach event the School of Media & Strategic Communications has conducted for several decades. The purpose of the program is to help educate and encourage high school students in their efforts to produce quality student publications. The fall event is promoted by direct mail to high schools throughout Oklahoma. In addition to attending a program of speakers, students and advisers are invited to tour The Daily O’Collegian’s editorial and advertising facilities and the radio and television studios and labs. Registering students with the University's High School and College Relations office, which provides representatives at the program, is another important element of this fall event.

During the past five years, attendance averaged 25 high schools and 269 students per year at the High School Journalism Day outreach program. During this period, the program included a
variety of professional speakers, primarily from the state's major newspapers such as the *Tulsa World* and Oklahoma City's *The Oklahoman*, as well as other regional and community news outlets. In addition, the program involved faculty from the School of Media & Strategic Communications and award-winning high school yearbook advisers. Program topics included First Amendment rights, computer-assisted reporting, photojournalism, interviewing skills and a variety of special topics for yearbook students and advisers.

**The Paul Miller Lecture Series**

The Paul Miller Journalism Lecture Series is financed through an endowment at Oklahoma State University the family of the late Paul Miller created. The endowment covers expenses related to bringing a nationally known journalist to campus to participate in journalism courses and present a public lecture. The most recent lecturers brought to campus were:

- Terry Harper, Executive Director of the Society of Professional Journalists;
- Anita Bruzzese, Nationally Syndicated Columnist at Gannet News Service and USAToday.com;
- Danny Robbins, Investigative Reporter at the Associated Press;
- Mark Horvit, Executive Director of Investigative Reporters and Editors;
- William Snyder, Pulitzer prize-winning photojournalist and Chair of the photojournalism program at Rochester Institute of Technology; and
- Lynn Povich, award-winning journalist and author.

**A&S Social Science Seminar Series**

Through a competitive grant-seeking process, the School of Media & Strategic Communications brought several prominent academics to the Stillwater campus for public lectures. Alumni and students were always invited to attend and faculty members and students were provided an opportunity to interact with the speaker. These speakers were brought to the campus:

- Dr. Karen Dunlap and Andrew Thornton discussed the new digital transfer environment in media through the eyes of a person of color;
- Dr. Max McCombs, Professor, Jesse H. Jones Centennial Chair in Communications, College of Communication, University of Texas, discussed new research in agenda setting;
- Dr. Glenn W. Griffin, Associate Professor, Department of Advertising and Public Relations, College of Communication and Information Sciences, University of Alabama, discussed his book with Deb Morrison, *The Creative Process Illustrated*;
- Dr. Dianne Bystrom, Director Carrie Chapman Center for Women and Politics, Iowa State University, discussed the role and performance of women in politics;
- Famed critical scholar Dr. Douglas Kellner, George F. Kneller Chair in the Philosophy of Education at UCLA and author of many books on social theory, politics, history and culture, on the role of media in our current society, discussed his views on critical media literacy from an educational perspective and his theoretical perspectives on the impact of media in shaping our political and economic systems;
- Dr. Don E. Schultz, Professor (Emeritus-in-Service) of Integrated Marketing Communications in the Medill School of Journalism at Northwestern University, spoke about integrated marketing communication. He is the author of 18 books and hundreds of academic, trade and professional articles. His groundbreaking communications research
created a paradigm shift in the way marketers approach their communications function and initiated academic programs in IMC at universities across the country.

2. **Provide brochures and other publications that describe the unit’s professional and public service activities.**

Copies of brochures, posters and other material used to promote the above programs (and others) are found in Appendix 40.

3. **Describe the unit’s contact with alumni, professionals and professional organizations to keep curriculum and instruction current and to promote the exchange of ideas.**

Alumni of the School of Media & Strategic Communications are invited to take an active role in the operation of the unit, from participation in our Advisory Council to making guest appearances in classes. Many are eager to do so and regularly contribute to our efforts to expose students to life after the University. The School started with distributing e-newsletters to alumni in fall 2012, and they are regularly invited to attend guest lectures as mentioned above. During the past years, involvement with professionals and alumni has mainly taken place in three ways:

**Direct invitations to alumni and professionals for campus events:**

Since fall 2008, the School has hosted a special Homecoming event for alumni. A tent is erected on the lawn next to the Paul Miller Building, and refreshments are provided for the two hours before the game. Attendance has been varied, but all alumni are invited to attend. Since last year, the College of Arts & Sciences has hosted a reception of alumni and faculty. SMSC joins the Departments of Art, Theatre and Music in the Gardiner Art Gallery for the event. Alumni also are invited to attend all guest lectures, as mentioned above.

**Classroom presentations and field trips:**

Alumni regularly make classroom appearances. The following list is not exhaustive but provides a sample of alumni and other professionals who have made classroom appearances in the past three years:

- Hetty Fore, Sr. Director of Quantitative Products for Iconoculture
- Judd Wheeler, Director of Sales and Marketing for Xoikos
- Wes Young, Media Planner for Weiden+Kennedy, NYC.
- Berry Tramel, Sports Columnist, *The Oklahoman*
- Kevin Klintworth, Oklahoma State Associate Athletic Director for Athletic Communications
- Van Shea Iven, Owner and Reporter for Oklahoma High School Sports Express
- Dave Hunziker, Voice of the Cowboys
- Jenni Carlson, Sports Columnist, *The Oklahoman*
- John Reed, Media Relations Director for OKC Thunder
- Gavin Lang, Oklahoma State Assistant Athletic Director for Athletic Communication
- Carson Cunningham, ABC-OKC TV Sports Anchor
- Paige Dillard, Video Producer at NewsOK.com
- Jaimi Dowdell, Training Director for Investigative Reporters and Editors
- Paul Monies, Database Editor at *The Oklahoman*
Phillip O’Connor, Investigative Reporter at The Oklahoman
Breanne Palmerini, Multimedia Reporter and News Anchor for KRJH-TV (NBC 2) in Tulsa
John Perry, Database Editor at The Oklahoman and now database editor at the Atlanta Journal and Constitution
Steven Rich, Graduate Research Assistant for DocumentCloud for Investigative Reporters and Editors and now database editor for investigations at The Washington Post
Nick Tankersley, Newsroom Developer for The Oklahoman and NewsOK.com
Danilyn Welniak, Sports Anchor/Reporter, KWCH, Wichita, Kan.
John Holcomb, Sports Director, KOTV, Tulsa
Becca Baker, Development Director, JESS3, Tulsa
Vance Harrison, Oklahoma Association of Broadcasters, Oklahoma City
Paige Lessly, Video Producer, newsok.com, Oklahoma City
Kelly Burley, General Manager, KOSU-FM, Stillwater
Tess Maune, News Reporter, KOTV, Tulsa
Corbin Pierce, Program Director, KTBT-FM, Tulsa
Bill Coleman, Team Radio, Ponca City/Stillwater, Okla.
Bob Carpenter, Play-by-Play announcer, Washington Nationals
Jory Carson-Burson, Bocoup Technology, Boston
Chase Carter, OSU Alumni Association, Stillwater
Kelly Hines, Sports Writer, Tulsa World
Gina Mizell, Sports Writer, The Oklahoman
Dan Mahony, OKC Thunder
Kari Snider, Cicero International
Shaundra Blundell, Koch Communications
Kyle Golding, The Golding Group
Stephanie Bice, Smirk New Media (Minority)
Andrea Duke, Alamo Kids Sports (AWC)
John McLaughlin, Red Dirt Strategies (AWC)
JP Shadrick, OKC Redhawks/Jacksonville Jaguars
John Howell, Howell Financial Services
Stephanie Coulter, OnCue Gas Stations
Lauren Branch, New View Oklahoma
Thomas Larson, New View Oklahoma
John Bartley, Mayor of Stillwater
Bill Hancock, President, Bowl Championship Series, former director of NCAA Men's Basketball Championship Tournament
Don McGuire, Former Vice President, Turner Sports Network
Angela Byers, Byers Creative
David Abeyta, the band Reckless Kelley (Austin)
Russ Florence & Becky Frank, Schnake Turnbo PR
Dr. William Schwartz, Spears School of Business, OSU
Peter Shankman, Author of book on social media (New York teleconference)
Bruce Plante, Editorial Cartoonist, Tulsa World
Littlefield Marketing (field trip)
Wash Branding (field trip)
Acrobat Ant (field trip)
Kelly Fiddner, Littlefield Marketing
Michael Butler, M3NewMedia
David Fowler, Creative Director, Ogilvy Worldwide, N.Y. (teleconference)
*Tulsa World* Business Section (field trip)

**Curriculum development:**

Although this is not a regular event, special mention needs to be made of the process for involving alumni in the design of the School’s new curriculum in the 2008-09 academic year. After the faculty work groups completed their work on the new curriculum and suggestions for a new name for the School, a survey was conducted among alumni to get their feedback on the proposed curriculum. (See Appendix 41 for the survey and the subsequent report.) The survey had 133 alumni participate. Their feedback played an important role in finalizing the curriculum. This report was subsequently shared with the members of the School’s Advisory Council for its approval.

4. **List examples of professional and public service activities undertaken by members of the faculty in the past six years (before the self-study year). Please do not refer to faculty vitae for this information. Do not include service to the unit or institution; this information should be presented in Standard 4.**

**Barbara Allen:**
- Service in professional organizations:
  - Annual presenter, College Media Association/Associated Collegiate Press conference
  - Speaker at journalism conferences across state: Oklahoma Collegiate Media Association, Oklahoma Interscholastic Press Association, high schools and colleges
  - Youth program coordinator, National Association of Black Journalists conference
  - Youth Editors Association of America, awards program chairwoman
  - Girls Unlimited summer journalism camp: mentor, volunteer for at-risk girls
  - Oklahoma Institute for Diversity in Journalism: instructor
  - Tulsa Young Professionals Council: charter member

**Matt Elliot:**
- Professional memberships:
  - Council for Advancement and Support of Education
  - Oklahoma College Public Relations Association

**Jami Fullerton:**
- Academic reviewer for:
  - 2013 Place Branding and Public Diplomacy
  - 2012 Mass Communication & Society Journal
  - Journal of Marketing Communications
  - 2011 American Academy of Advertising Conference Communication Research Journal
  - American Journal of Media Psychology
  - 2008-12 International Journal of Strategic Communication
International Teaching
- October 2012. Visiting Scholar in the Department of Advertising, Marketing and Public Relations at Queensland University of Technology, Brisbane, Australia.
- July 2010. Taught international advertising and PR seminar to OSU students at Regents College, London England.

Consulting
- Global Insights Advisory Council for Brand USA (formerly the Corporation for Travel Promotion). 2011-present
- Advised on research and measurement for the George W. Bush Institute’s Women Initiative Fellowship Program. December 2011-June 2012.
- Partner in Education with Tulsa Webster High School. Consulted on development of Journalism and Media program. October 2008-present.

Service on Professional Committees
- 2004-present Association for Education in Journalism and Mass Communication Advertising Division Executive Committee
  Division Head 2009-10
  Discussant for International Div. at 2010 Midwinter Conference
- 1999-present American Advertising Federation National Academic Committee
  Chair 2006-07
- 2001-present Association for Women in Communications – Tulsa, Okla., professional chapter. President 2006-07

Memberships
- Tulsa Global Alliance
- American Advertising Federation
- Association for Education in Journalism and Mass Communication
- Association of Women in Communication
- American Academy of Advertising

Jack Hodgson:
- Professional service:
  - Organizer for the annual OETA/OBEA Student Day program at OETA, October 2012.
  - Co-instructor for the Broadcast Course of the OSU Alumni Association’s Grandparents University (June 2003-present)
  - Broadcast coordinator for the Urban Journalism Workshop (formerly AHANA) at the University of Missouri-Columbia (1993-present)
• Broadcast instructor for the annual Summer Media Workshop at the University of Missouri School of Journalism (2000-present)
• President, Oklahoma Broadcast Education Association (1998-99 & 2013-14)
• Vice president, Oklahoma Broadcast Education Association (1997-98 & 2012-13)

➢ Professional association memberships:
  • Oklahoma Broadcast Education Association
  • Oklahoma Association of Broadcasters

**Derina Holtzhausen**

➢ International outreach: International outreach achievements:
  • Facilitated curriculum development in journalism at Al-Farabi Kazakhstan National University (KazNU) through scholar exchanges.
  • Facilitated social science research skills development of KazNU faculty.
  • Facilitated and hosted first visiting student group from Universidad Popular Autónoma del Estado de Puebla, Mexico, who took a monthlong course in Electronic Communication in SMSC.
  • Organizer of first preconference on Strategic Communication for the International Communication Association, May 2009.

➢ Journal editorship:
  • Founding and Co-Editor: International Journal of Strategic Communication, 2007-12
  • Facilitated and edited a special issue of the International Journal of Strategic Communication on The Status of Strategic Communication in 48 Countries on Three Continents.

➢ International and national academic review:
  • External examiner for two South African dissertations at University of South Africa and University of Johannesburg, respectively
  • External reviewer for tenure and promotion for professor at University of Botswana
  • External reviewer for tenure and promotion to associate professor for three U.S. scholars
  • External reviewer for tenure and promotion to full professor for one U.S. scholar

➢ Journal and paper reviewer:
  • Journal of Public Relations Research
  • Public Relations Inquiry
  • Public Relations Division, International Communication Association
  • Public Relations Division, Association for Education in Journalism and Mass Communication

➢ Memberships:
  • International Communication Association Public Relations Division
  • Association for Education Journalism and Mass Communication, Public Relations Division
• Epsilon Upsilon Chapter of Phi Beta Delta, 2013-14 President

**Stan Ketterer:**

➤ Service to the industry:
- Writing, Editing and Database Coach for *The Oklahoman*, the state’s largest newspaper, since February 2005
- Oklahoma Web Resources: Set up a website with more than 2,000 hypertext links to serve media professionals, faculty, alumni and students in Oklahoma
  http://journalism.okstate.edu/resources/

➤ Workshops for professional organizations:
- OCMAC: Discussed “Going Scientific: Using Social Science Methods in Reporting” at the Oklahoma Collegiate Media Association Conference, March 31, 2011
- NIC Academy: Discussed “Finding Digital Information” with Database Editor Paul Monies at the NIC (News and Information Center) Academy, *The Oklahoman*, Feb. 24, 2010
- Better Watchdog Workshop: Discussed “Steps in a CAR Story: From a Question to Data Analysis, Reporting and Writing” in April 2008
- National CAR Conference: Made four presentations at the National Computer-Assisted Reporting Conference in February and March 2008 in Dallas
- Presentation on the Elaboration Model as a way to analyze data during the “Social Science Methods” panel with David Donald, conducted a hands-on workshop about how to use the model and a hands-on workshop titled “SPSS 2: Doing Crosstabs to Show the Data is Difference Ways, and Statistical Tests.” 2009
- Better Watchdog Workshop: March 2008

**Edward (Ted) Kian**
(Employed at OSU from fall 2012)

➤ Professional service:
- 2013-present -- Faculty co-adviser for Stillwater High School Sports Media Team and Rosco

➤ Academic service:
- 2013-present -- Article reviewer for *Communication & Sport*
- 2013-present -- Article reviewer for *Identities: Global Studies in Culture and Power*
- 2013-present -- Article reviewer for *Journal of Brand Management*
- 2013-present -- Article reviewer for *Journal of Sport & Social Issues*
- 2013-present -- Article reviewer for *Leisure Studies*
- 2013-present -- Article guest editor and reviewer for *Sage Open*
- 2012-present – Reviewer for textbooks published by *Holcomb-Hathaway*
- 2012-present – Editorial board member *Journal of Homosexuality*
• 2012-present -- Article reviewer for *International Journal of Qualitative Studies in Education*

• 2012-present -- Article reviewer for *Journalism: Theory, Practice & Criticism*

• 2012-present -- Article reviewer for *New Media & Society*

• 2011-present -- Article reviewer for *International Review for the Sociology of Sport*

• 2011-present -- Article reviewer for *Sociology of Sport Journal*

• 2010-present -- Article reviewer for *International Journal of Sport Management and Marketing*

• 2010-present -- Article reviewer for *Journal of Issues in Intercollegiate Athletics*

• 2010-present -- Article reviewer for *Journal of Sport Management*

---

**Ken Kim**

(Employed at OSU from fall 2010)

➤ Academic service:


• Served as a Paper Reviewer for the advertising division’s research paper competition at the Association for Education in Journalism and Mass Communication (2009-present)

➤ Memberships:

• Association for Education in Journalism and Mass Communication (AEJMC)

• International Communication Association (ICA)

• American Academy of Advertising (AAA)

• Phi Beta Delta • Epsilon Upsilon Chapter: Honor Society for International Scholars

---

**Bobbi Kay Lewis**

➤ Professional service:

• Moderator/Discussant: Communication Technology Division Paper Session 4: “New Media and Online Relationships” *Association for Education in Journalism and Mass Communication* 2012 Midwinter Conference, Norman, Okla.

• *Association for Education in Journalism and Mass Communication* Advertising Division Executive Committee:

  2009-10 Vice Head / Program Chair (Incoming Head)

  2008-09 Research Committee Chair

• Webmaster/Social Media Chair 2011-13, Advertising Division Executive Committee for the *Association for Education in Journalism and Mass Communication*.

• Big Brothers and Big Sisters of Stillwater Board of Directors, 2013

➤ Academic service:

• Reviewer, 2013, *Journal of Advertising Education*

**John McGuire**

➢ Professional service:
  • 2013-present -- *Broadcast Education Association* Sports Division vice chair
  • 2013-present -- *Festival of Media Arts* chair of faculty-audio media competition
  • 2011-present -- *Oklahoma Broadcast Education Association* producer of videos for student-awards day
  • 2009-10 -- *Broadcast Educators Association* Chair of Radio-Audio Media Division
  • 2008-present -- Judge for Oklahoma Broadcast Education Association student awards
  • 2008-present -- Participate in on-air fund drive for KOSU-FM, Stillwater

➢ Academic service:
  • 2011-12 -- *Broadcast Education Association* Sports Division paper competition chair
  • 2011-12 -- *Festival of Media Arts* judge for faculty audio media competition
  • 2009-present -- Article reviewer for *Journal of Radio and Audio Media*
  • 2009 -- Textbook reviewer for Oxford University Press

**Lori McKinnon**

➢ Editorial Board Member
  • *Journal of Advertising Education*, 2010-present
  • *International Journal of Sports Communication*, 2008-present

➢ Service as academic reviewer:
  • *Journal of Sport & Social Issues*
  • *International Journal of Strategic Communication*
  • *Journal of Advertising Education*
  • *International Journal of Sport Communication*
  • Paper reviewer for the Advertising, Public Relations, and the Political Communication Divisions of national and international academic conferences
  • External reviewer of junior professors’ packages for Tenure and Promotion at their respective universities

➢ Professional Association Affiliations:
  • Association for Education in Journalism and Mass Communication
  • Public Relations Society of America
  • National Communication Association
  • International Association of Business Disciplines
  • UVote: Political Research and Voter Advocacy, Consortium of University Professors, Founding Member
Ray Murray

➢ Service as reviewer:
  • 2011-present -- Reviewer for Broadcast Educators Association Sports Division

➢ Service to professional organization:
  • 2007-present – Proctor, Dow Jones Internship editing test

➢ Service as professional instructor:
  • 2008-present -- Instructor, University of Missouri Urban Journalism Workshop
  • 2008 -- Instructor for writing workshop for University of Oklahoma-Tulsa Public Relations department
  • 2007-present -- Instructor, University of Missouri Summer Journalism Workshop
  • 2007-present – Instructor, Oklahoma State University Sports Media Summer Camp

➢ Professional Association Affiliations:
  • Association for Education in Journalism and Mass Communication
  • Association for Women in Sports Media

Cynthia Nichols
(Employed at OSU from fall 2010)

➢ Professional service:
  • Entertainment Studies, Vice Chair, 2013
  • Research Chair, Association for the Education in Journalism and Mass Communication (AEJMC), Entertainment Studies Interest Group, August 2012-present
  • Social Media & Newsletter Chair, Association for the Education in Journalism and Mass Communication (AEJMC), Entertainment Studies Interest Group, August 2009-12
  • Turn off Translator Membership Committee Member, American Academy of Advertising, 2009-10
  • Edmond YMCA kids volleyball coach, 2011

➢ Service as Editorial Board Member:
  • Journal of Broadcast & Electronic Media Editorial Board, 2012
  • Carolinas Communication Annual Editorial Board, 2012

➢ Service as Academic Reviewer:
  • Association for Education in Journalism and Mass Communication (AEJMC), Entertainment Studies Division
  • International Communication Association (ICA), Children, Adolescents, & the Media Division, Popular Communication Division, Mass Communication Division
  • Paper Reviewer, Association for Education in Journalism and Mass Communication (AEJMC), Entertainment Studies Division, Advertising Division, Public Relations Division
Service as guest speaker:
- Invited Presenter, “Public Relations in the United States” Presented to the students of Dean Guosong Shao, Nanjing University of Finance and Economics, Nanjing, China, June 24, 2012

Professional affiliations:
- Member, American Academy of Advertising (AAA)
- Member, American Culture Association (ACA)
- Member, Association for Education in Journalism & Mass Communication (AEJMC)
- Member, Association of Emerging Professionals OKC
- Member, International Communication Association (ICA)
- Member, MarketingProfs
- Member, National Communication Association (NCA)
- Member, Oklahoma City Museum of Art Fellow
- Member, Popular Culture Association (PCA)
- Member, Public Relations Society of America (PRSA)
- Member, Southern States Communication Association (SSCA)
- Member, Second Century – Oklahoma City Heritage Foundation
- Member, The Barre – Oklahoma City Ballet Young Professional Group
- Member, Kappa Tau Alpha, Communication Honor Society
- Member, Golden Key International Honor Society
- Member, Omicron Delta Kappa, National Honor Society
- Member, Who’s Who Worldwide

Gina Noble

Service to the community:
- 2013-present -- Stillwater City Council Member
- 2012-present – Founder and adviser for Stillwater High School Sports Media Team
- 2007-present – Served as organizer and volunteer for class projects assisting with multiple nonprofit organizations in Stillwater
- Volunteer for Multiple Sclerosis Society’s Walk For Cure

Juliana Nykolaiszyn

Professional workshops:
- “Getting started with Twitter: Tips and tricks for exploration,” Workshop presentation, Oklahoma 4-H State Roundup (Stillwater, Okla., July 2012).
- “Documenting extension work through oral history,” Workshop presentation, Oklahoma Home and Community Education (OHCE) State Meeting (Oklahoma City, Okla., July 2011). [invited]
- “Getting started with Twitter: Tips and tricks for exploration,” Workshop presentation, Oklahoma 4-H State Roundup (Stillwater, Okla., July 2011).
- “Photo sharing online,” Presentation with Nicole Sump-Crethar, Oklahoma 4-H State Roundup (Stillwater, Okla., July 2011).
• “Oral history workshop for United Methodist Churches in Oklahoma Conference,” Workshop presentation with Jerry Gill and Mary Larson (Stillwater, Okla., December 2010). [invited]
• “Harnessing the power of Web 2.0 in oral history,” Workshop presentation, Oral History Association Annual Meeting (Atlanta, Ga., October 2010). [invited]
• “Exploring the Web 2.0 landscape,” Workshop presentation, Oklahoma Special Libraries Association (Norman, Okla., February 2010). [invited]

Serviced to Professional Organizations:
• American Library Association, Video Round Table Program Committee (2009-11)
• Amigos Library Services, Chair, Amigos Fellowship and Opportunity Award Selection Committee (2012-13)
• Member, Amigos Fellowship and Opportunity Award Selection Committee (2011-12)
• Oral History Association,
  o Chair, Workshops - Annual Meeting Program Committee (2012-13)
  o Postsecondary Teaching Award Committee (2012, 2013)
  o Martha Ross Teaching Award Committee (2011)
  o Co-Chair, Workshops - Annual Meeting Program Committee (2010-11)

Joey Senat:

Professional presentations:
• The Role of a Free Press and FOI Laws in a Strengthening a Democracy, Edward R. Murrow Program for Journalists, International Visitor Leadership Program, U.S. State Department, University Of Central Oklahoma: Oct. 6, 2009
• Digital Dodges and the Email Sleight of Hand, panel discussion at 2013 FOI Summit, National Freedom Of Information Coalition, New Orleans: May 18, 2013.
• Access Across America, Society Of Professional Journalists, Summer 2012. One of five open government experts who conducted open records training sessions across the country on behalf of the national Society of Professional Journalists and conducted 14 sessions in eight states (Illinois, Iowa, Kansas, Michigan, Missouri, Ohio, Oklahoma and Texas).
• Honoring the Public's Right to Know, Oklahoma Municipal Clerks & Treasurers Institute 2013, Stillwater, Okla.: March 18, 2013.
• Public Records in a Digital Age, Oklahoma Municipal Clerks & Treasurers Academy 2013, Stillwater, Okla.: March 18, 2013.
• Issues of Copyright and FERPA, Statewide Marketing Committee, Oklahoma Careertech, Oklahoma City: Dec. 14, 2013.
• Legal/Ethical Issues in Journalism, Oklahoma Scholastic Media Initiative, University of Oklahoma: July 29, 2012.
• Oklahoma Open Records Chat, NEWSOK, July 25, 2012, transcript at http://newsok.com/transcript-of-oklahoma-open-records-chat/article/3695384. (Live online chat. Other panelists were The Oklahoman reporters Bryan Dean and Paul Monies.)
• Open meetings and open records issues, College Publication Editors & Advisers Meeting, sponsored by the Oklahoma Newspaper Foundation and Oklahoma Collegiate Media Association, Oklahoma City: July 26, 2012.
• Is It OK to Use 30 Seconds of Copyrighted Music Without Asking? Fall Media Monday, 96th Annual Fall Conference, Oklahoma Scholastic Media/Oklahoma Interscholastic Press Association, University of Oklahoma: Nov. 14, 2011.
• Steering Clear of Legal Quagmires: Some Media Law Basics for Advisers and Students, Fall Media Monday, 96th Annual Fall Conference, Oklahoma Scholastic Media/Oklahoma Interscholastic Press Association, University of Oklahoma: Nov. 14, 2011.
• Covering Government, Media Ethics 2011, University of Central Oklahoma, Edmond, Okla.: Oct. 12, 2011 (ethical obligations of journalists, government officials and the public to ensure that government operates transparently).
• Working With Administration and Access to Campus Information, College Publication Advisers Meeting, sponsored by the Oklahoma Newspaper Foundation and Oklahoma Collegiate Media Association, Oklahoma City: July 29, 2011.
• Legal and Ethical Issues in Journalism, Oklahoma Scholastic Media Initiative Workshop, Oklahoma Scholastic Media/Radio & Television News Directors Foundation, University of Oklahoma: July 26, 2011.
• The First Amendment and You: Standing Up for Your Right to Speak Out, Spring Media Monday, 95th Annual Spring Conference, Oklahoma Scholastic Media/Oklahoma Interscholastic Press Association, University of Oklahoma: April 4, 2011.
• Avoiding Legal Quagmires: What You and Your Students Should Know About Media Law, Spring Media Monday, 95th Annual Spring Conference, Oklahoma Scholastic Media/Oklahoma Interscholastic Press Association, University of Oklahoma: April 4, 2011.
• Steering Clear of Legal Quagmires: Some Media Law Basics, Fall Media Monday, 95th Annual Fall Conference, Oklahoma Scholastic Media/Oklahoma Interscholastic Press Association, University of Oklahoma: Nov. 15, 2010.
• How Dare You Say That! Opening Plenary Session, 12th Annual First Amendment Congress, University of Central Oklahoma: Nov. 10, 2010.
• Legal and Ethical Issues in Journalism, Oklahoma Scholastic Media Initiative Workshop, Oklahoma Scholastic Media/Radio & Television News Directors Foundation, University of Oklahoma: July 27, 2010.
• An FOI Wish List: 10 Ways to Advance Public Access in Oklahoma, Gov2.0 Conference, Oklahoma City: May 6, 2010.
• I’m Right, You’re Wrong: Belief, Censorship, and You, Oklahoma Library Association Conference, Oklahoma City: April 20, 2010.
• Free Speech & Free Press: There is No Free Lunch, Oklahoma Collegiate Press Association – Spring Conference, Oklahoma State University, April 8, 2010.
• Honoring the Public's Right to Know: Do's and Don'ts for Records Custodians Under the Oklahoma Open Records Act, 2010 Oklahoma Municipal Clerks And Treasurers Institute, Oklahoma State University: March 16, 2010.
• Legal & Ethical Issues in Journalism, Oklahoma Scholastic Media Initiative Workshop, Oklahoma Scholastic Media/Radio & Television News Directors Foundation, University of Oklahoma: July 28, 2009.
• Honoring the Public’s Right to Know: Do’s and Don’ts for Records Custodians Under the Oklahoma Open Records Act, 2009 Oklahoma Municipal Clerks And Treasurers Institute, Oklahoma State University: March 19, 2009.
• Avoiding Legal Quagmires: What Students and Their Advisers Should Know About Media Law, Fall Media Monday, 92nd Annual Fall Conference, Oklahoma Scholastic Media/Oklahoma Interscholastic Press Association, University of Oklahoma: Nov. 17, 2008.
• Hot Topics in First Amendment Law, panel discussion at 10th Annual First Amendment Congress Of Oklahoma, The Oklahoman, Oklahoma City: Oct. 23, 2008
• The Impact of Instant Information on Elections, panel discussion at 10th Annual First Amendment Congress Of Oklahoma, The Oklahoman, Oklahoma City: Oct. 23, 2008. (Panel can be heard online at <www.kgou.org>.)
• Legal & Ethical Issues in Journalism, Oklahoma Scholastic Media Initiative Workshop, Oklahoma Scholastic Media/Radio & Television News Directors Foundation, University of Oklahoma: July 29, 2008.
• Tell It Like It Is: Your Rights and Freedoms as a High School Journalist, Spring Media Monday, 92nd Annual Spring Conference, Oklahoma Scholastic Media/Oklahoma Interscholastic Press Association, University of Oklahoma: April 4, 2008.


• Social Media Policies: Legal and Ethical Considerations, Professional Development, Eastern Oklahoma County Technology Center, Choctaw, Okla.: Jan. 21, 2013 (Three one-hour presentations).


• Censorship and First Amendment Rights, Speaker, Banned Books Week, Rose State College, Midwest City, Okla: Sept. 28, 2011.

• Everything Old is New Again, Understanding Motivations for Censorship in a Digital Age, Metropolitan Library System Staff Association, Oklahoma City: June 17, 2011.

• An FOI Wish List: 10 Ways to Advance Public Access in Oklahoma, Association for Women in Communications, Tulsa: March 16, 2011.

• Your Right, Your Voice: First Amendment Protections for High School Students, Presentation to Journalism & Newspaper Students, Deer Creek High School, Edmond, Okla.: Feb. 24, 2011.

• Freedom of Information, Speaker, Association for Women in Communications, Oklahoma City: March 9, 2010.


• Oklahomans’ Right to Know: Understanding and Exercising Our Right of Access to Government Records and Meetings, Speaker, Stillwater League Of Women Voters, Stillwater, Okla.: March 10, 2009.

• Honoring the Public’s Right to Know: Do’s and Don’ts for Public Bodies Under Oklahoma’s Open Meeting Act, Presentation to Jackson County Memorial Hospital Authority, Altus, Okla: Feb. 7, 2009.

• Your Right to Know: Using Oklahoma's Sunshine Laws to Participate in Your Government, Speaker, Bartlesville League of Women Voters, Bartlesville, Okla: Oct. 28, 2008. (Also telecast on Tri-City TV, Channel 59.)


• Luncheon Speaker, Annual Freedom Of Information Meeting, Oklahoma City Chapter of The Association for Women in Communications, Oklahoma City: March 11, 2008.
Danny Shipka:
(Employed at Oklahoma State University from fall 2012-present)

➢ Service as academic reviewer:
  • Association for Education for Journalism and Mass Communications 2007-13
  • International Journal for Sports Communication 2013
  • Southwest Education Council for Journalism and Mass Communication 2008-13

➢ Service as journal editor:
  • Editor and creator, *Journal of Entertainment Studies (JEMS)*. In tandem with AEJMC Entertainment Studies Interest Group. Tentative online launch date: October 2013

➢ Service to professional organizations:
  • Treasurer, Southwest Education Council for Journalism and Mass Communication (SWECJMC), 2012-13.
  • PF&R Chair for the AEJMC Entertainment Studies Interest Group (ESIG), 2013

Mike Sowell

➢ Service as academic reviewer:
  • 2009 – Reviewer for Advertising Division, Association for Educators in Journalism and Mass Communication
  • 2008-present -- Reviewer for *International Journal of Sport Communication*
  • 2008 -- Reviewer, Voice-Audio division, 2008 Broadcast Educators Association
  • 2007-present -- Reviewer for *Southwest Symposium Academic Conference*

➢ Service to professional organizations:
  • 2008-present -- Internship Coordinator for *Scripps Howard Foundation* Internship Grant Program in Oklahoma
  • 2003-present -- Treasurer for the Southwest Education Council for Journalism and Mass Communication
  • 2003-07 -- Secretary for the Southwest Education Council for Journalism and Mass Communication

5. Describe the role of professional and public service in promotion and tenure decisions. Describe travel funding or other support by the unit for faculty involvement in academic and professional associations and related activities.

Because Oklahoma State University is a land-grant university, the University takes seriously its mission of providing extension activities in the state that may lead to improvements in the state and its neighbors in particular. Therefore, to gain tenure, a faculty member is evaluated on research, teaching and service. Similarly, service is one of the three performance areas on which faculty members’ performance is assessed during the School’s annual Appraisal & Development
process. Service is evaluated on a continuum from Outstanding, Excellent, Good, Minimal and Inadequate and in each of these categories service expectations are clearly articulated.

The School’s Reappointment, Tenure and Promotion policy calls for a balanced approach among these three areas and stipulates, “These responsibilities require a faculty with an appropriate balance of professional experience, academic credentials, teaching excellence and a commitment to extend knowledge beyond the campus through scholarly publication, creative endeavors and public service” (p. 4).

When a faculty member goes up for reappointment, for tenure and promotion to associate professor or promotion to full professor, the policy calls for clear evidence of service, with supporting documentation, to be provided. Examples of acceptable service also are clearly provided. Service can be performed in any or all of the following categories: to the profession, to the academic discipline, to the University at various levels and to the public. However, service cannot be the major grounds on which promotion is based. The policy stipulates, “To attain tenure a faculty member must be evaluated at a level of ‘excellent’ or higher in teaching and research/creative endeavors and at the level of ‘good’ or higher in service.”

The faculty travel program in the School has been greatly improved in recent years to allow for a much greater allowance in support of scholarship and service. When faculty members serve as officers in academic and professional organizations, the School makes an additional contribution to travel expenditure for those faculty members. As a result, the School spends more on travel than on any other budget item. However, service as officers in regional and national academic and professional organizations has been one of the objectives in the School’s strategic plan and indeed views this kind of service as a high honor, and the Director encourages faculty members in this regard. The School’s budget as reflected in Standard 7.1, shows the School’s travel spending during the past three years was $56,770 in 2010-11, $34,904 in 2011-12 and $52,858 2012-13. It is important to note, though, these amounts include travel spending of the two endowed chairs, each of whom has a travel and research budget of $10,000. The School not having one endowed chair in place in 2011-12 explains the lower travel expenditure in that year.

6. Describe the unit’s support of scholastic (high school) journalism, including workshops, visiting lectures, critiques of student work, etc.

A complete discussion of the School’s scholastic journalism programs is provided above (see No. 1), as are discussions of the Paul Miller lecture series and the Social Science Seminar Series. These programs are open to the public.

Although mentioned before, in addition to the School’s High School Journalism Day, the SMSC Student Ambassadors visit schools to talk about journalism and media education and create awareness of the importance of journalism practice in society.
7. **Describe the unit’s methods for communicating with alumni, such as newsletters or other publications.** Attach copies of publications during the previous academic year. (These documents can be placed in the appendices binder.)

During the past years, the School has reached out to alumni in different ways. For instance, when the School’s name and curriculum were changed, a personal letter was sent to alumni to explain the changes (see a copy of this letter in Appendix 42). Also, as mentioned, alumni were directly involved in assessing the new names and new curriculum by being invited to participate in an online survey in which 133 alumni participated (see Appendix 41).

The School started distributing e-newsletters to alumni in fall 2012. Other direct invitations to public lectures and special alumni events are issued throughout the year.

Since fall 2008, the School has hosted a special Homecoming event for alumni. A tent is erected on the lawn next to the Paul Miller Building and refreshments are provided for the two hours before the game. Attendance has been varied but all alumni are invited to attend. Since last year the College of Arts & Sciences has hosted a reception of alumni and faculty. SMSC joins the Departments of Art, Theatre, and Music in the Gardiner Art Gallery for the event. Alumni also are invited to attend all guest lectures, as mentioned above.

However, outreach to alumni is one of the problem areas that emerged in the self-study. Faculty members and the OSU Alumni Association were not happy with the quality of the e-newsletter, and as a result, its distribution came to an abrupt halt in the spring 2013 semester. Because a student developed the content and designed the newsletter, production required a great deal of oversight, which was not as forthcoming as expected. As a result, one of the strategic objectives for the immediate future is the appointment of an outreach coordinator to focus on, among others, alumni outreach. Despite the lack of a quality e-newsletter, the School does a great deal to directly reach out to alumni and invite them to School events and special functions.

The biennial survey of SMSC alumni the OSU Office of University Testing and Assessment conducts is another important alumni outreach program that is directly used for assessment and curriculum development. That office conducts an annual survey of alumni and reports the findings to every college and department. This program will be discussed next.

8. **Describe the involvement of alumni in the unit’s educational and public-service programs (placement, internships, fund-raising, curriculum development, etc.) and in advisory or visitors’ boards.**

As mentioned above, and as discussed in Standard 9, the biennial Alumni Satisfaction Survey is conducted among the School’s alumni who are six and two year out. A copy of the 2012 survey results are included in Appendix 43. The School has taken this opportunity to make the survey more effective as an assessment tool and to gauge respondents’ opinions about the extent to which they received instruction toward our stated learning outcomes. Other questions in the instrument are useful in gaining feedback from alumni concerning the most important skills they learned in their respective programs, which courses were most valuable and what improvements they would suggest for the School. Although this information is also valuable for assessment, it
is helpful in determining what alumni view as the strengths of the weaknesses of the curriculum. This feedback always is used to make more direct course improvements.

Many times when alumni come back to Oklahoma for family visits or vacations, they contact the School and they are invited for visits, classroom lectures or informal discussions. These contacts result in information about jobs/internships, and fundraising possibilities. These contacts lead to discussion, questions about school developments, and result in suggestions for curriculum or policy changes.

Although the School’s faculty members maintain informal contacts with local professionals and alumni who are invited to participate in classes and various programs Oklahoma State University, the College of Arts & Sciences and the School offer, there are more formal programs in which alumni are involved in the School. They are the School’s Advisory Council involvement in assessment and curriculum development; alumni and professional involvement in the school’s networking event that directly relates to internships and jobs; and the new Donor Relations Committee, which has actively been establishing contacts with potential donors.

The role of the Advisory Council:
The SMSC Advisory Council tries to meet twice a year in Stillwater but it is often difficult for members to assign a day for traveling to Stillwater. As a result, on occasion, as in 2009 and fall 2013, lunch meetings were set up in Oklahoma City and Tulsa, respectively. This allows for a much better attendance of council members. At these meetings, council members are provided with a performance report on the School’s status and also discuss members’ involvement in the School’s assessment of graduated students’ portfolios. These meeting are important in terms of curriculum discussions and as much as members receive feedback about the School, they provide feedback on developments in their various areas of practice. For example, some of the initiatives that recently developed from these meetings are:

- The reintroduction of a course in Media Sales as a course elective;
- The acceleration of full multimedia training for all students in the school, including students in strategic communications;
- A bigger focus on control over the quality of graduating seniors’ portfolios.

Apart from formal meetings, council members also are involved in individual projects when their expertise is required. For instance, Rob Krier, COO, and John Schilberg, VP of technology of Griffin Communications, visited the School to assess the broadcast and multimedia studio equipment and needs. They have become instrumental in giving equipment and a new news set to the School and also in assessing the School’s grant application for its studio upgrade. John Schilberg not only made important recommendations regarding the equipment but also advised the School to use the services of a systems integrator to find the most efficient system. This advice has been crucial in ensuring the School will make efficient use of future financing.

The role of Advisory Council members in the School’s assessment process is discussed comprehensively in Standard 9.
The School of Media & Strategic Communication Advisory Council always features a number of alumni members, though care is taken to ensure a substantial number of outside voices. The table below shows the total membership and indicates which members are alumni.

### 2013-14 SMSC Advisory Council Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Association</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ziva Branstetter*</td>
<td>Tulsa World</td>
</tr>
<tr>
<td>Jason Brimer</td>
<td>Jason Brimer Marketing &amp; Communications</td>
</tr>
<tr>
<td>Pat Bryson*</td>
<td>Bryson Broadcasting International</td>
</tr>
<tr>
<td>John David</td>
<td>National Association of Broadcasters</td>
</tr>
<tr>
<td>David Downing</td>
<td>AcrobatAnt</td>
</tr>
<tr>
<td>Kelly Dyer-Fry*</td>
<td>The Oklahoman</td>
</tr>
<tr>
<td>Susan Ellerbach</td>
<td>Tulsa World</td>
</tr>
<tr>
<td>Jim Gipson</td>
<td></td>
</tr>
<tr>
<td>Claudia Holdridge-Bartlett*</td>
<td></td>
</tr>
<tr>
<td>Randy Kemp</td>
<td>RK-1 Productions</td>
</tr>
<tr>
<td>Rob Krier*</td>
<td>Griffin Communications</td>
</tr>
<tr>
<td>Kevin McCloskey</td>
<td>McCloskey Investments</td>
</tr>
<tr>
<td>Revan McQueen</td>
<td>Ackerman McQueen</td>
</tr>
<tr>
<td>Bob Rives</td>
<td></td>
</tr>
<tr>
<td>Phil Rogers*</td>
<td>NBC Chicago</td>
</tr>
<tr>
<td>John Schilberg</td>
<td>Griffin Communications</td>
</tr>
<tr>
<td>Peggy Welch*</td>
<td></td>
</tr>
<tr>
<td>Joe Williams*</td>
<td>Joe Williams Communications, Inc.</td>
</tr>
</tbody>
</table>

*Alumni of the School of Media & Strategic Communications or another program at Oklahoma State University

### The SMSC Annual Networking Event:
At the initiative of Dr. Bobbi Kay Lewis, SMSC started this event, as discussed in Standard 6. The role of Advisory Council members and SMSC alumni are crucial to the success of this event in making internships and job opportunities available to SMSC students. This event also creates opportunities for direct contacts between students and alumni, which is stimulating to all and make alumni feel that they make a real contribution to the school.

### The SMSC Donor Relations Committee:
A small number of Advisory Council members, who feel they have less of a contribution to make to curriculum initiatives, have agreed to become members of the School’s donor Relations Committee under the chairmanship of Peggy Welch. This is a young initiative and the first event was in August 2013. The committee has since expanded to also include alumni who are not members of the advisory council and has made an important contribution to providing contact information of potential donors. Early in 2014 this initiative will be expanded to Oklahoma City and Dallas/Fort Worth.

Thus, in conclusion, though the School, as part of a large College, does not have the same resources an independent college has, the passion and involvement of its alumni and advisory council members make a big difference in the School’s success.
Part II, Standard 9. Assessment of Learning Outcomes

EXECUTIVE SUMMARY

- The School of Media & Strategic Communications has developed a sophisticated assessment process during an eight-year period.
- The School has developed a comprehensive electronic portfolio process for assessment purposes that is viewed as the “gold standard” for assessment at OSU.
- Students develop their portfolios from the time they enter the program and these are reviewed throughout their student career. Students are required to have an electronic portfolio for graduation.
- Assessment surveys are standardized across degree programs. The O-State 8 Learning Outcomes are assessed externally through student portfolios, internship evaluations and the biennial Alumni Survey.
- The SMSC Assessment Committee plays an important role in developing standardized assessment procedures in the School and in ensuring course content reflects the O-State 8.
- The quality of portfolios showed a marked improvement from 2011-12 to 2012-13.
- Two new courses were included in the core of the new curriculum and two online elective courses were developed that specifically address the O-State 8.
Please attach the unit’s written plan for assessment of student learning outcomes. This plan must include the dates of its adoption and of implementation of its components.

See Appendix 44.

Please respond to each of the following instructions:

1. **Provide the unit’s definition of goals for learning that students must achieve. If this definition is incorporated into the plan for assessment, a page reference will suffice.**

   See pp. 3-4 of the SMSC Assessment Policy and Plan for the O-State 8 Learning Outcomes and how they are assessed in Appendix 44.

2. **Describe the involvement of journalism and mass communication professionals, including alumni, in the assessment process.**

   Professionals, alumni and members of the SMSC Advisory Council are intimately involved in the assessment of the O-State 8 Learning Outcomes and in the School’s curriculum development. The following points elaborate on their involvement at every step.

   **Curriculum redesign:**
   Although not directly related to assessment, it is important to note when the School started on the road to curriculum renewal, an online survey through Survey Monkey was conducted among all alumni on record to determine their views on the proposed name change for the School and the courses to be incorporated into the curriculum. (See Appendix 41 for the survey and the subsequent report.) After the data was collected the results were summarized and collated into a report. This report was circulated to colleagues at other universities, the members of the SMSC Advisory Council, SMSC faculty members and staff, and colleagues in the College of Arts & Sciences who were interested in the School’s curriculum.

   The new curriculum includes two core courses that directly address the learning outcomes:
    All students are required to take Ethics and Issues in Mass Communication.
    All students are required to take Electronic Communications to teach them the basics of using new media platforms and applications.

   **Electronic portfolio assessment:**
   To comply with the assessment requirements of Oklahoma State University and the Accrediting Council on Education in Journalism and Mass Communication, the School of Media & Strategic Communications requires that all undergraduate students majoring in the School develop and maintain a portfolio exhibiting specific and appropriate assignments or projects from SMSC classes. In 2010, the School moved to the requirement of electronic portfolios. Students create their portfolio sites, using WordPress, in one of their introductory core courses, Electronic Communication. They use this site to upload portfolio pieces throughout their student career. Final portfolios are reviewed in the capstone course for each degree program, and they are a requirement for graduation. Thus, portfolio development takes place in most courses. Faculty members review portfolios throughout the student’s career and in the capstone course, and SMSC Advisory Council Members and industry professionals evaluate these portfolios annually.
and score the extent to which artifacts demonstrate satisfaction of learning outcomes of the program.

Portfolios are selected randomly from a comprehensive list of links to the portfolios of all graduated seniors. Because these lists are linked to the capstone course of a specific degree program, it is easy to group portfolios together per degree program, which allows for comparison of learning outcomes across degrees. (See lists of student portfolios for 2011-12 and 2012-13 in Appendix 45.)

Typically, 20-25 percent of portfolios are randomly selected for assessment, depending on the number of portfolios in a graduating class. Portfolios are assessed through the use of a rubric (see Appendix 46 for the assessment rubric) that quantifies the extent to which each of the eight learning outcomes was satisfied, using specific criteria for evaluation. Assessors are provided with guidance on how to assess the artifacts. Data is processed and submitted to statistical analysis using SPSS that provides year-to-year performance data. With the growing number of students, working professionals were included in the group of assessors for the 2012-13 assessment cycle. Assessment is voluntary of course and sometimes Advisory Council members are not available to serve.

Feedback from this assessment process is used to either create courses that specifically address shortcomings in terms of learning outcomes, to provide with assistance on creating appropriate portfolio artifacts or to improve the assessment process.

**Internship evaluations:**
The eight learning outcomes are directly assessed in internship evaluations. These evaluations are used as an interim assessment measure. (See Appendix 15 for the internship evaluation survey.) Here, too, data is processed and submitted to statistical analysis using SPSS. Again, performance can be compared among the three degrees. This data is incorporated into the annual assessment report for each learning outcome.

**Biennial Alumni Surveys:**
Alumni surveys are conducted every second year between sets of cohorts: alumni who graduated two years before the year in which the survey is conducted and alumni who graduated six years earlier. The eight learning outcomes are directly assessed in these surveys and results again are used for curriculum development and portfolio improvement. The latest survey was conducted in 2012, and the next will be conducted in 2014. (See Appendix 43 for a copy of the alumni survey.)

**Students’ survey of instruction (SIS):**
Results of SIS are directly used in annual Assessment and Development of faculty members. These results are used as an interim measure to assess instructional effectiveness. When an instructor performs poorly in a course, it is discussed in the annual A&D meeting with the director. The instructor often is reassigned to another course if teaching performance is not satisfactory. (See Appendix 25 for a copy of the SIS.)
3. **Describe the collection and reporting of data from both direct and indirect assessment measures and how the unit used its analysis of the data to improve curriculum, instruction, etc.**

Annual assessment reports are due to University Assessment on Sept. 30 of each year. With the changes to our curriculum and the implementation of electronic portfolios, the new assessment process was fully implemented for the 2011-12 academic year and repeated for the 2012-13 academic year. (See Appendix 47 for the six assessment reports submitted to University Assessment for these two years.)

The attached reports show that interim and final data were collected from the direct assessment of learning outcomes. For the 2011-12 assessment report, 45 internship surveys and 91 electronic portfolios were available. Of the electronic portfolios, 20 percent of each degree program was randomly selected for external assessment, totaling 19. Nine Advisory Council members participated. Because an Alumni Survey was conducted in 2012, the results also were included in the assessment report. The data was processed and subjected to statistical analysis using SPSS.

For the 2012-13 assessment, 66 internship evaluations and 28 of 94 portfolios (29.8 percent) were assessed. Thirteen professionals participated. They were mostly working professionals from a degree-specific area. Again, the data was processed and subjected to statistical analysis using SPSS.

**2011-12 Results:**

Results indicated:
- Portfolios were not developed equally across degree programs. They used different online platforms and the capstone courses were not used to evaluate the content of portfolios.
- Portfolios did not adequately reflect the learning outcomes, particularly in law and ethics, because they do not lend themselves to obvious portfolio artifacts.
- All internship coordinators did not use the correct evaluation survey.

These remediation steps were taken:
- The SMSC Assessment Policy and Process was revisited and revised.
- Word Press was selected as the online platform for the development of portfolios.
- The portfolio had to be created and its purpose clearly defined in Electronic Communication. This would result in a standardized process for building portfolios.
- Use standard portfolio language in EVERY syllabus.
- Each relevant course had to identify appropriate portfolio items.
- Each degree program to evaluate existing examples of proposed portfolio artifacts and adapt them to new curriculum.
- List learning outcomes in the syllabus and provide projects that address the learning outcomes for accreditation.
- Portfolios must be graded and receive academic credit in the capstone course.
- In select classes, students must present their portfolios to the class for feedback and evaluation.
- On graduation, students must provide link to Web page.
- In the capstone course, the portfolio will be a considerable part of final grade.
➢ To improve some learning outcomes, new elective courses need to be developed, such as a communication theory course.

2012-13 Results:

Results indicated:
➢ The portfolio process was clearly standardized. Although there always will be some students who do not comply, the vast majority of portfolios was adequately completed.
➢ There was a marked improvement in the quality of portfolios. Assessors also noticed this.
➢ Not only did students have a comprehensive record of what they have accomplished but also the portfolios exhibited their technology skills and expertise and provide them with a platform they can actively use in the job seeking process and well into the future.
➢ Particularly new assessors did not understand the purpose of the process. They thought they were evaluating the specific students. Only after this was explained to them did they understand the purpose of the process.
➢ There again was little evidence of artifacts relating to legal and ethical issues and to the history of mass communication.

These remediation steps were taken:
➢ Each of the OState-8 needs to be assigned to a faculty member who will assist colleagues with including learning outcome in specific projects in their curriculum that also can be included creatively in students’ portfolios.
➢ External reviewers need to be trained to understand what the assessment process is and how the School uses the data they provide.
➢ All portfolios need to be reviewed at different levels and in different courses.
➢ Where possible, each course should produce a portfolio artifact that can add to students’ knowledge and understanding of the eight learning outcomes.
➢ All senior portfolios should be reviewed at the start of the capstone course and students need to be assisted with improvements and suggestions.

4. If campus media operations are under unit control, discuss awards they have won in local, regional or national competitions in the past six years.

The campus media are not under the control of the unit.

5. Discuss awards won by the unit’s students in local, regional or national competitions in the past six years. If campus media operations are not under unit control, please list only awards won by the unit’s majors.

<table>
<thead>
<tr>
<th>Year</th>
<th>Awards or Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>American Advertising Federation (AAF) Most Promising Minority Student: Kiara Ealy</td>
</tr>
<tr>
<td></td>
<td>Oklahoma State University Outstanding Seniors: Sara Fevurly, Anna Geary, Bridget Harken and Rachel Nolan</td>
</tr>
<tr>
<td></td>
<td>College of Arts &amp; Sciences Top 10 Seniors: Sara Fevurly, Bridget Harkin, Anna Geary and Mackenzie McDaniel</td>
</tr>
<tr>
<td>Oklahoma Collegiate Media Association Awards:</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Samantha Vicent, College Newspaper Journalist of the Year</td>
<td></td>
</tr>
<tr>
<td>Sean Higgins, 1st, Cartoons</td>
<td></td>
</tr>
<tr>
<td>Derek Hatridge, 2nd, Column Writing</td>
<td></td>
</tr>
<tr>
<td>The Daily O'Collegian Staff, 1st, Editorial Writing</td>
<td></td>
</tr>
<tr>
<td>The Daily O'Collegian Staff, Honorable Mention, Editorial Writing</td>
<td></td>
</tr>
<tr>
<td>Samantha Vicent, 1st, Investigative Reporting</td>
<td></td>
</tr>
<tr>
<td>James Poling, Jonathan Sutton, Brandon Wilken, 1st, Team Investigative Reporting</td>
<td></td>
</tr>
<tr>
<td>Brendon Morris, 3rd, Feature Writing</td>
<td></td>
</tr>
<tr>
<td>Kyle Fredrickson, Honorable Mention, Feature Writing</td>
<td></td>
</tr>
<tr>
<td>Samantha Vicent, Honorable Mention, General News Writing</td>
<td></td>
</tr>
<tr>
<td>Jonathan Sutton, Chelsea Tays, Honorable Mention, General News Writing</td>
<td></td>
</tr>
<tr>
<td>Adam Kemp, 1st, Multimedia Storytelling</td>
<td></td>
</tr>
<tr>
<td>Kyle Fredrickson, 1st, Reporting Portfolio</td>
<td></td>
</tr>
<tr>
<td>Jonathan Sutton, 2nd, Reporting Portfolio</td>
<td></td>
</tr>
<tr>
<td>Samantha Vicent, 3rd, Reporting Portfolio</td>
<td></td>
</tr>
<tr>
<td>Christian Favalora, 1st, Sports Reporting</td>
<td></td>
</tr>
<tr>
<td>Derek Hatridge, Honorable Mention, Sports Reporting</td>
<td></td>
</tr>
<tr>
<td>James Poling, Honorable Mention, Sports Reporting</td>
<td></td>
</tr>
<tr>
<td>Jackie Dobson, 2nd, Feature Photography</td>
<td></td>
</tr>
<tr>
<td>Jonathan Sutton, Honorable Mention, News Photography</td>
<td></td>
</tr>
<tr>
<td>Kylie McMains, 1st, Sports Photography</td>
<td></td>
</tr>
<tr>
<td>K.T. King, Honorable Mention, Sports Photography</td>
<td></td>
</tr>
<tr>
<td>Emily Nielsen, 1st, Photography Portfolio</td>
<td></td>
</tr>
<tr>
<td>Jackie Dobson, 2nd, Photography Portfolio</td>
<td></td>
</tr>
<tr>
<td>The Daily O'Collegian Staff, 2nd, Front Page Design</td>
<td></td>
</tr>
<tr>
<td>The Daily O'Collegian Staff, Honorable Mention, Overall Newspaper</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2012 Oklahoma State University Seniors of Significance:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rachel Benbrook, Sara Fevurly, Anna Geary, Bridget Harkin, Mackenzie McDaniel and Rachel Nolan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oklahoma City Advertising Club Journalism Art Communication Scholarship Award:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew Falsetti</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>American Advertising Federation (AAF) District 10 Scholarship:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joshua Tackett</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>American Advertising Federation (AAF) Most Outstanding Vance Stickell Intern:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark Stephens</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Alpha Delta Sigma:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shelby Mika Callaway, Kelsey Cosper, Kiara Ealy, Tori Forrest, Jennifer Gilliland, Kelsey Goddard, Mark Stephens, Josh Tackett and Taryn Trujillo</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kappa Tau Alpha:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cindy Barton, Morgan Boswell, Taylor Coney, C.J. Grimes, Hannah Kafer, Katherine Lowe, Aimee Mehl and Chelsey Miller</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phi Kappa Phi:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah Andrews, Lauren Colpitts, Taylor Coney, Kiara Ealy, Krysta Gilbert, Caleb Johnston, Hannah Kafer, Anneliese Krull, Alex Kruze and Sabrina Swanger</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oklahoma Collegiate Media Association Awards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samantha Vicent, College Newspaper Journalist of the Year</td>
</tr>
</tbody>
</table>
The Daily O’Collegian Staff, 1<sup>st</sup>, Editorial Writing and Editorial Board
The Daily O’Collegian Staff, 2<sup>nd</sup>, Front Page Design
The Daily O’Collegian Staff, 3<sup>rd</sup>, Editorial Writing and Online Newspaper
Brendon Morris, 3<sup>rd</sup>, Features Writing
Emily Nielsen, 1<sup>st</sup>, Photo Portfolio
Jackie Dobson, 2<sup>nd</sup>, Photo Portfolio
Kylie McMains, 1<sup>st</sup>, Sports Photo
Adam Kemp, 1<sup>st</sup>, Multimedia Storytelling
Christian Favalora, 1<sup>st</sup>, Sports Reporting
Kyle Fredrickson, 1<sup>st</sup>, Reporting Portfolio
Jonathan Sutton, 2<sup>nd</sup>, Reporting Portfolio
Samantha Vicent, 3<sup>rd</sup>, Reporting Portfolio
James Poling, Jonathan Sutton and Brandon Wilken, 1<sup>st</sup>, Team Investigative Reporting
Derek Hatridge, 2<sup>nd</sup>, Column Writing
Jackie Dobson, 2<sup>nd</sup>, Feature Photography
Samantha Vicent, 1<sup>st</sup>, Investigative Reporting
Kylie McMains, 1<sup>st</sup>, Cartoons

**Society of Professional Journalists Region 8 Mark of Excellence Awards:**
Kyle Fredrickson and Samantha Vicent

**The Daily O’Collegian Mark of Excellence Awards:**
Tracie Dickerson (Advertising)
Jackie Dobson (Editor)
Kchristopher Griffin (Reporter)

**Oklahoma Broadcast Education Association contest winners:**
Jared Emerson and Jon Gualtieri, 1<sup>st</sup>, Sports Magazine/Talk
Christ Brintle and Mike Ray, 1<sup>st</sup>, Sports Play-by-Play
Marissa Belzer and Anneliese Krull, 2<sup>nd</sup>, Sports Magazine/Talk
Evan Fahrbach and Seth Becker, 2<sup>nd</sup>, Sports Play-by-Play

**Broadcast Education Association Awards:**
Chris Brintle, 2<sup>nd</sup>, BEA Sports Division Competition

2011 **Alpha Delta Sigma:**
Tara Connor, Tracie Dickerson, Beth Goodfellow, Austin Pettus, Teresa Rogge and Britney Wandel

**Kappa Tau Alpha:**
Krystyna Biassou, Kasey Blevin, Kiara Ealy, Sara Fevurly, Anna Geary, Bridget Harkin, Chelsea Judge, Madison Longust, Emily Nielsen and Sabrina Swanger

**Phi Kappa Phi:**
Kaylee Crampton, Sara Fevurly, Maggie Fair, Joseph McWilliams and Shelby Unruh

**Oklahoma Collegiate Media Association Awards:**
The Daily O’Collegian Staff, 1<sup>st</sup>, Online Newspaper
The Daily O’Collegian Staff, 2<sup>nd</sup>, Front Page Design
The Daily O’Collegian Staff, 3<sup>rd</sup>, Interior Page Design and Overall Newspaper
Nick Ian Emenhiser, 1<sup>st</sup>, Columns
Kyle Fredrickson, 2<sup>nd</sup>, Columns
Jonathan Sutton, 2<sup>nd</sup>, Feature Writing
Kyle Fredrickson, 3<sup>rd</sup>, Feature Writing
Thad Ayers, 1<sup>st</sup>, Reporting Portfolio
Adam Kemp, 1<sup>st</sup>, Multimedia Storytelling
Anthony Slater, 2nd & 3rd, Sports Reporting
Zach Gray, 1st, News Photography
Emily Nielsen, 2nd, Sports Photography
Kylie McMains, 3rd, Sports Photography
Zach Gray, 1st, Feature Photography
Corie Wilkerson, 2nd, Feature Photography
Preston Bezant, 3rd, Feature Photography

Society of Professional Journalists Region 8 Mark of Excellence Awards:
Adam Kemp, 1st & 3rd, Feature Writing
James Poling, 2nd, Sports Column
Kyle Fredrickson, 3rd, Sports Writing

The Daily O’Collegian Mark of Excellence Awards:
Hope Dyer (Advertising)
Thad Ayers (Editor & Newsroom)
Samantha Vicent (Newsroom & Reporter)

Oklahoma Broadcast Education Association contest winners:
Adam Hildebrandt and Landon McBride, 1st, Radio Sports Play-by-Play
Adam Hildebrandt and Alicia Kilpatrick, 2nd, Television Sports Magazine
Sarah West and Max Baroski, 2nd, Television Commercial
Chris Brintle and Seth Becker, 3rd, Radio Sports Play-by-Play
Emily Jo Dixon, 2nd, Radio Magazine/Talk
Lea Vorncek, 2nd, Radio Feature News Story

Oklahoma Association of Broadcasters Education Foundation’s Bill Teegins Scholarship:
Krystyna Biassou

College of Arts & Sciences Outstanding Club:
Advertising Club

Oklahoma City Student ADDY Gold Award:
Michael Bohanan for Interactive Media Website osuadclub.com

Oklahoma City Student ADDY Silver Award:
Michael Bohanan for Elements of Advertising Logo-Vue Identity

Oklahoma City Student ADDY Bronze Award:
Michael Bohanan for Mixed Media Campaign-Sun Capsule Storefront Promotions

American Advertising Federation 10th District ADDY Award and Oklahoma City Student ADDY Bronze Award:
Michael Bohanan for Elements of Advertising Logo-OSU AdClub Logo

2010 Alpha Delta Sigma:
Carmen Coulter, Allison Copens, Raya Greenbaum, Angela Hansen, Ashlee Harris, Jessica Kooiman and Amy Wilson

Kappa Tau Alpha:
Raya Greenbaum, Emma Kelley, Ashlee Harris, Joey McWilliams, Kylie Pool and Brian Smith

Phi Kappa Phi:
Elyse Elkins, Aubrie Hancock, Phyllis McLemore, Kylie Pool and Courtni Schmelling

American Advertising Federation (AAF) Most Promising Minority Student:
Ashlee Harris

**American Advertising Federation (AAF) 10th District O. Joe Russell Scholarship:**
Beth Goodfellow

**Oklahoma Collegiate Media Association Awards:**
Kylie Pool, 1st, News Writing
Adam Kemp, 2nd, Feature Writing
Adam Kemp, 3rd, News Writing
Ryan Stewart, 3rd, Sports Writing

**The Daily O’Collegian Mark of Excellence Awards:**
Lindsey Taylor (Advertising)
Tyler Silvy (Newsroom)
Kylie Pool (Newsroom)

**Oklahoma Broadcast Education Association contest winners:**
Jordan Nelson, 1st, Radio Hard News Story
Jordan Nelson, 2nd, Radio Feature News Story
Danilynn Welniak, 3rd, Radio Feature News Story and Television News Story
Logan Gourley and Cal Garbe, 2nd, Radio Sports Play-by-Play
Gideon Thompson and Melinda Spurlin Thompson, 1st, Television Directing
Cameron Chauseec, 1st, Television Sports Reporting
Robin Daniel, 3rd, Television Feature News Story

2009 **Alpha Delta Sigma:**
Megan Byford, Ashley Effron, Marie Hashimoto, Cortney Hicks, Dallyn Minnick, Michelle Phillips, Melissa Stith and Andrew Swanson

**Kappa Tau Alpha:**
Amanda Clinton, Kelsey Elledge, Jessica Hamm, Kelsey Lankford, JaNiece Milburn and Christina Smith

**Phi Kappa Phi:**
Allison Broyles, Megan Byford, Kelsey Elledge, Sean Harkin, Gabby Hutchings, Meaghan Roberts and Christina Smith

**Fulbright Scholar:**
Evan Black

**Oklahoma State University Outstanding Seniors:**
Evan Black, Germaine Paul and Meagan Wheeler

**College of Arts & Sciences Top 10 Seniors:**
Germaine Paul and Meagan Wheeler

**The Scripps Howard Foundation, Roy W. Howard National Collegiate Reporting Competition Winner:**
Jaclyn Cosgrove

**Society of Professional Journalists (SPJ) Awards:**
Jeff Tarrant, 1st, Television Documentary/Series
The Daily O’Collegian Staff, 2nd, Best Newspaper
Jaclyn Cosgrove, Best Newspaper Reporting Portfolio
Preston Bezant, 1st, Best Photographic Portfolio
Jaclyn Cosgrove, 3rd, Best Page One Layout and Design
Jenny Redden, 1st, Investigative Reporting/Individual
Christopher Shelton, 2nd, Political/Government Reporting
Nicole Riley, 3rd, Political/Governmental Reporting
Jaclyn Cosgrove, 2nd, Diversity
Ted Bado, 3rd, Diversity
Jenny Colton, 1st, Education Reporting
Jaclyn Cosgrove, 2nd, Health Reporting
Ted Bado, 3rd, Science, Technology and Environmental Reporting
Lisa Lewis, Arts Criticism
David Youngblood, 3rd, Sports Reporting and Sports Features
Preston Bezant, 1st & 2nd, Feature Photography
Jake Duncan, 1st, Sports Photography
Phillip Jones, 2nd, Sports Photography
Preston Bezant, 1st, General Photography
Michael Bevers, 3rd, General Photography

The Daily O’Collegian Mark of Excellence Awards:
Lindsey Taylor (Advertising)
Allison McCartney (Newsroom)
Grant Belcher (Newsroom)

Oklahoma Broadcast Education Association Awards:
Graham Tewell, 2nd, Radio Hard News Story
Sarah Davis, 3rd, Radio Hard News Story
Jordan Woodruff and Chad Bates, 1st, Radio Sports Play-by-Play
Ben Smith and Gideon Thompson, 2nd, Radio Sports Play-by-Play
Lauren Blackwell and Jack Burk, 2nd, Radio Magazine/Talk
Graham Tewell, 1st, Radio Feature News Story
Jessica Valentine, 2nd, Radio Feature News Story
Chase Rheam, 3rd, Radio Feature News Story
Eric Hinson, 1st, Television Commercial
Jeff Tarrant, 1st, Television Documentary/Series
Pat Ball, 3rd, Television Documentary/Series
Alex Westberg, 1st, Television Features News Story
Eric Hinson, 1st, Television Music Video
Pat Ball, 2nd, Television Music Video

College of Arts & Sciences Outstanding Club:
Advertising Club

2008 Oklahoma State University Seniors of Significance:
Evan Black, Megan Byford, Carin MacAllister, Germaine Paul, Lindsey Reimer and Meagan Wheeler

College of Arts & Sciences Top Fall 2008 Graduate:
Evan Black

Oklahoma State University Outstanding Seniors:
Ebonie Hill

Society of Professional Journalists (SPJ) Region 8 Mark of Excellence Awards:
David Youngblood, 3rd, Sports Writing
Jenny Redden, 2nd, General News Reporting

6. List by specialty each member of the graduating class of three years ago and those graduates’ current jobs. If practical, please give a total number of “unknowns” rather than including them in the list.
<table>
<thead>
<tr>
<th>Name</th>
<th>Specialty</th>
<th>Current Employer</th>
<th>Position Held</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexander, Jessica</td>
<td>Advertising</td>
<td>Hesston College</td>
<td>Campus Activities/Manager of Larks Nest</td>
</tr>
<tr>
<td>Blankenship, Nicole</td>
<td>Advertising</td>
<td>Borets-Weatherford</td>
<td>Customer Representative</td>
</tr>
<tr>
<td>Campbell, Courtney</td>
<td>Advertising</td>
<td>This Land Press</td>
<td>Office Manager</td>
</tr>
<tr>
<td>Carter, Melinda</td>
<td>Advertising</td>
<td>None</td>
<td>Student</td>
</tr>
<tr>
<td>Dow, Erin</td>
<td>Advertising</td>
<td>Black Elk Energy, LLC</td>
<td>Communications Coordinator</td>
</tr>
<tr>
<td>Emde, Whitney</td>
<td>Advertising</td>
<td>Oklahoma City Thunder</td>
<td>Business Development Account Executive</td>
</tr>
<tr>
<td>Farney, Tiffany</td>
<td>Advertising</td>
<td>Golden Oaks Village</td>
<td>Activity Director</td>
</tr>
<tr>
<td>Gaglio, Craig</td>
<td>Advertising</td>
<td>KWTV-DT</td>
<td>Photographer</td>
</tr>
<tr>
<td>Griffith, Mackenzie</td>
<td>Advertising</td>
<td>Aerotek Energy Services</td>
<td>Account Manager</td>
</tr>
<tr>
<td>Hondronastas, Garrett</td>
<td>Advertising</td>
<td>United Way of Central Oklahoma</td>
<td>Resource Development Account Executive</td>
</tr>
<tr>
<td>Howell, Jenna</td>
<td>Advertising</td>
<td>Life Church</td>
<td>Media/Design</td>
</tr>
<tr>
<td>Lock, Chad</td>
<td>Advertising</td>
<td>Community Newspaper Holdings, Inc.</td>
<td>Graphic Designer</td>
</tr>
<tr>
<td>O’Neill, Morgan</td>
<td>Advertising</td>
<td>Visit Oklahoma City</td>
<td>Manager, Convention Services</td>
</tr>
<tr>
<td>Pelfry, Charles</td>
<td>Advertising</td>
<td>Cytec</td>
<td>Shift Leader</td>
</tr>
<tr>
<td>Purvis, Emily</td>
<td>Advertising</td>
<td>The MOD Studio</td>
<td>Interactive &amp; Social Media Specialist</td>
</tr>
<tr>
<td>Sharp, Allison</td>
<td>Advertising</td>
<td>Bank of Oklahoma</td>
<td>Banker</td>
</tr>
<tr>
<td>Shefferd, Brandi</td>
<td>Advertising</td>
<td>Wingate Management</td>
<td>Unknown</td>
</tr>
<tr>
<td>Ulrich, Bradford</td>
<td>Advertising</td>
<td>Ithemes</td>
<td>Creative Director</td>
</tr>
<tr>
<td>Wall, Tanner</td>
<td>Advertising</td>
<td>New York Life Insurance Company</td>
<td>Agent</td>
</tr>
<tr>
<td>Young, Wesley</td>
<td>Advertising</td>
<td>Wieden+Kennedy</td>
<td>Integrated Media Planner</td>
</tr>
<tr>
<td>Ashwood, Megan</td>
<td>Broadcast Journalism</td>
<td>Griffin Communications/Channel 9</td>
<td>Video Editor</td>
</tr>
<tr>
<td>Belcher, Grant</td>
<td>Broadcast Journalism</td>
<td>Copper Cannon Camp</td>
<td>Program Director</td>
</tr>
<tr>
<td>Billingsley, Alice</td>
<td>Broadcast Journalism</td>
<td>Old Republic Commercial Due Diligence Services</td>
<td>Sales Assistant</td>
</tr>
<tr>
<td>Collert, Ruth</td>
<td>Broadcast Journalism</td>
<td>Ackerman McQueen</td>
<td>Video Production Specialist</td>
</tr>
<tr>
<td>Daniel, Robin</td>
<td>Broadcast Journalism</td>
<td>David Sutherland Inc.</td>
<td>Marketing Manager</td>
</tr>
<tr>
<td>Mendoza Jimenez, Anabel</td>
<td>Broadcast Journalism</td>
<td>TLC Greenhouses</td>
<td>Unknown</td>
</tr>
<tr>
<td>Setser, Matthew</td>
<td>Broadcast Journalism</td>
<td>Oklahoma State University</td>
<td>Producer/Director</td>
</tr>
<tr>
<td>Tindell, Travis</td>
<td>Broadcast Journalism</td>
<td>LifeChurch.tv</td>
<td>Video Producer</td>
</tr>
<tr>
<td>Tordillo, Dianne</td>
<td>Broadcast Journalism</td>
<td>LBJ Express Project</td>
<td>Public Relations Coordinator</td>
</tr>
<tr>
<td>Name</td>
<td>Field</td>
<td>Company/Position</td>
<td>Position</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------</td>
<td>-----------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Waddle, Tara</td>
<td>Broadcast Journalism</td>
<td>Allshare Global Resources LLC</td>
<td>Director/International Relations</td>
</tr>
<tr>
<td>Jensen, Chelsea</td>
<td>News-Editorial Journalism</td>
<td>Paycom Payroll, LLC</td>
<td>Technical Writer</td>
</tr>
<tr>
<td>Allison, Leigh</td>
<td>Public Relations</td>
<td>Sells/Clark</td>
<td>Account Coordinator</td>
</tr>
<tr>
<td>Bassler, Brenna</td>
<td>Public Relations</td>
<td>Kiowa County Hospital</td>
<td>Public Relations Director</td>
</tr>
<tr>
<td>Brown, Amanda</td>
<td>Public Relations</td>
<td>Claims Consultants LLC</td>
<td>Unknown</td>
</tr>
<tr>
<td>Butler, Katherine</td>
<td>Public Relations</td>
<td>Brothers and Company</td>
<td>Unknown</td>
</tr>
<tr>
<td>Carter, Jessi</td>
<td>Public Relations</td>
<td>Full Moon Café</td>
<td>Unknown</td>
</tr>
<tr>
<td>Carver, Heather</td>
<td>Public Relations</td>
<td>Cookie Advantage</td>
<td>OKC Franchise Owner</td>
</tr>
<tr>
<td>Cash, Celeste</td>
<td>Public Relations</td>
<td>Reach Local</td>
<td>Web Presence Professional</td>
</tr>
<tr>
<td>Coe, Sarah</td>
<td>Public Relations</td>
<td>Drilling Info Inc.</td>
<td>Account Retention Manager</td>
</tr>
<tr>
<td>Cooper, Ryan</td>
<td>Public Relations</td>
<td>AOP</td>
<td>Market Service Representative</td>
</tr>
<tr>
<td>Cordt, Jessica</td>
<td>Public Relations</td>
<td>Saxum Public Relations</td>
<td>Account Coordinator</td>
</tr>
<tr>
<td>Derichsweiler, Sarah</td>
<td>Public Relations</td>
<td>Drillinginfo</td>
<td>Membership Development/Account Retention Manager</td>
</tr>
<tr>
<td>Dussan, Julian</td>
<td>Public Relations</td>
<td>Unknown</td>
<td>Animation Student @ Animation Mentor</td>
</tr>
<tr>
<td>Elledge, Kelsey</td>
<td>Public Relations</td>
<td>Samsung Telecommunications</td>
<td>Social Media Specialist</td>
</tr>
<tr>
<td>Fry, Trevor</td>
<td>Public Relations</td>
<td>Penske Truck</td>
<td>Asstistant Branch Manager</td>
</tr>
<tr>
<td>Griffis, Jordan</td>
<td>Public Relations</td>
<td>Oklahoma State University</td>
<td>Administrative Support Specialist I</td>
</tr>
<tr>
<td>Halliburton, Erika</td>
<td>Public Relations</td>
<td>Express Employment Professionals- Fort Worth</td>
<td>Account Manager</td>
</tr>
<tr>
<td>Harper, Erin</td>
<td>Public Relations</td>
<td>Clear Channel Media Entertainment</td>
<td>Account Executive</td>
</tr>
<tr>
<td>Imel, Hayley</td>
<td>Public Relations</td>
<td>Oklahoma Living Magazine</td>
<td>Multimedia Specialist</td>
</tr>
<tr>
<td>Livengood, Holly</td>
<td>Public Relations</td>
<td>Citizens Caring for Children</td>
<td>Marketing &amp; Research Coordinator</td>
</tr>
<tr>
<td>Loveland, Melissa</td>
<td>Public Relations</td>
<td>Francesca's Collections</td>
<td>Sales Associate</td>
</tr>
<tr>
<td>Mitchell, Andrew</td>
<td>Public Relations</td>
<td>Cincinnati Bengals</td>
<td>Unknown</td>
</tr>
<tr>
<td>Oldenburg, Casey</td>
<td>Public Relations</td>
<td>Oklahoma State University-Undergraduate Admissions</td>
<td>Evaluator</td>
</tr>
<tr>
<td>Otterman, Christian</td>
<td>Public Relations</td>
<td>Prime Group</td>
<td>Leasing Consultant</td>
</tr>
<tr>
<td>Perry, Christopher</td>
<td>Public Relations</td>
<td>Texas Christian University</td>
<td>Media Relations</td>
</tr>
<tr>
<td>Risenhoover, Jessica</td>
<td>Public Relations</td>
<td>OSU Foundation</td>
<td>Assistant Director/Annual Giving</td>
</tr>
<tr>
<td>Roberts, Meaghan</td>
<td>Public Relations</td>
<td>Long Wave Inc</td>
<td>Program Manager</td>
</tr>
<tr>
<td>Searcy, Debra</td>
<td>Public Relations</td>
<td>Met Life</td>
<td>Unknown</td>
</tr>
<tr>
<td>Steininger, Max</td>
<td>Public Relations</td>
<td>Exterior Unlimited</td>
<td>Vice President/Field Operations</td>
</tr>
<tr>
<td>Wilson, Amanda</td>
<td>Public Relations</td>
<td>Stillwater Medical Center</td>
<td>Unknown</td>
</tr>
<tr>
<td>Wood, Hayley</td>
<td>Public Relations</td>
<td>Agency Entourage</td>
<td>Interactive Producer</td>
</tr>
<tr>
<td>Name</td>
<td>Current Job Title</td>
<td>Organization</td>
<td>Additional Information</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------------</td>
<td>--------------------------------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>Young, Jessica</td>
<td>Public Relations</td>
<td>Oklahoma State University Foundation</td>
<td>Assistant Director of Annual Giving-Student &amp; Young Alumni</td>
</tr>
<tr>
<td>Blackwell, Lauren</td>
<td>Sports Media</td>
<td>Oklahoma State University-Communication Services</td>
<td>TV PRODCR/DIR</td>
</tr>
<tr>
<td>Breuklander, Bo</td>
<td>Sports Media</td>
<td>The Association of Advance Collegiate Schools of Business (AACSB)</td>
<td>Associate, Digital Communications</td>
</tr>
<tr>
<td>Damico, Scott</td>
<td>Sports Media</td>
<td>Stillwater Convention &amp; Visitors Bureau</td>
<td>Marketing Manager</td>
</tr>
<tr>
<td>Finsterwald, Lezli</td>
<td>Sports Media</td>
<td>Chesapeake Energy</td>
<td>NOJV Drilling Technician</td>
</tr>
<tr>
<td>Hallam, Lauren</td>
<td>Sports Media</td>
<td>Phoenix Suns</td>
<td>Group Sales Account Executive</td>
</tr>
<tr>
<td>Hamm, Jessica</td>
<td>Sports Media</td>
<td>University of Oklahoma</td>
<td>Student Employee (OU College of Law Graduate Student)</td>
</tr>
<tr>
<td>Johnson, Colt</td>
<td>Sports Media</td>
<td>First Baptist Church of Choctaw</td>
<td>Children’s Pastor</td>
</tr>
<tr>
<td>Kimbrough, Clayton</td>
<td>Sports Media</td>
<td>The Blaze</td>
<td>Media Coordinator</td>
</tr>
<tr>
<td>Litton, Skylar</td>
<td>Sports Media</td>
<td>Baldor Oklahoma Power Systems Inc</td>
<td>Project Order Manager</td>
</tr>
<tr>
<td>Maguire, Sean</td>
<td>Sports Media</td>
<td>Oklahoma State University Athletics</td>
<td>Media Relations Coordinator</td>
</tr>
<tr>
<td>Matthiesen, Mallory</td>
<td>Sports Media</td>
<td>Enterprise Rent-A-Car</td>
<td>Unknown</td>
</tr>
<tr>
<td>Russell, Samantha</td>
<td>Sports Media</td>
<td>Talk of Alabama</td>
<td>Executive Producer</td>
</tr>
<tr>
<td>Shunatona, Emily</td>
<td>Sports Media</td>
<td>KOKI Fox 23 News</td>
<td>Producer</td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
<td>Unknown = 37</td>
</tr>
</tbody>
</table>
7. List graduates who have established distinguished careers in journalism and mass communications.

<table>
<thead>
<tr>
<th>Year of Graduation</th>
<th>Name</th>
<th>Brief History/Former Positions Held</th>
</tr>
</thead>
<tbody>
<tr>
<td>1926</td>
<td>Walker Stone</td>
<td>Retired Editor of the Scripps-Howard Newspaper Alliance; 1967 Inductee into the Oklahoma State University Hall of Fame; Honored with the Henry G. Bennett Distinguished Service Award, OSU's highest award</td>
</tr>
<tr>
<td>1932</td>
<td>Paul Miller</td>
<td>Chief of the AP Washington Bureau; President &amp; Chief Executive Officer of Gannett Newspapers; AP President; Donated money to expand the OSU journalism building and created a lecture and endowment fund bearing his name</td>
</tr>
<tr>
<td>1942</td>
<td>Edna Mae Phelps</td>
<td>Founder of Theta Sigma Pi, now Women in Communications; established the Friends of OSU Library; Former member of the OSU Board of Regents; Served as President of the Oklahoma State Federation of Democratic Women's Club</td>
</tr>
<tr>
<td>1948</td>
<td>James H. Reid</td>
<td>Inducted into the Journalism Hall of Fame; Police &amp; Court Reporter for The Oklahoman</td>
</tr>
<tr>
<td>1949</td>
<td>Alice Heard Williams</td>
<td>Author of four novels and three books of poetry, one being a national award winner</td>
</tr>
<tr>
<td>1950</td>
<td>Roy W. Rouse</td>
<td>Retired Technical Writer for Aerospace Industry; Former Jet Fighter Pilot with USAF; Author of three books</td>
</tr>
<tr>
<td>1953</td>
<td>Bill Connors</td>
<td>Tulsa World Sports Department; recognized as one of Oklahoma's most renowned sports writers</td>
</tr>
<tr>
<td>1956</td>
<td>Milt Morris</td>
<td>OSU Interim Vice President of Communications; Communications Program Leader for the Ford Foundation, Head of Ag. Information Department at the University of Kentucky</td>
</tr>
<tr>
<td>1956</td>
<td>Marlan Nelson</td>
<td>Founder &amp; Director of High School Journalism Workshop at Utah State University; Director, School of Journalism &amp; Broadcasting at OSU; Created Paul &amp; Louise Miller Endowment and Lecture Program at OSU; Inducted into the Oklahoma Journalism Hall of Fame</td>
</tr>
<tr>
<td>1956</td>
<td>Bill Retherford</td>
<td>Founder of Retherford Publications, Inc.; Started 19 newspapers; Former President of the Oklahoma Press Association; General Manager of the Broken Arrow Ledger, Bixby Bulletin, Jenks Journal and Tulsa Southside Times</td>
</tr>
<tr>
<td>1958</td>
<td>Gary Reid</td>
<td>Publisher of the Kingfisher Times and Free Press; 2002 OPA winner of the Beachy Musselman Award; Member of the Board of Regents for Oklahoma State University and A&amp;M Colleges</td>
</tr>
<tr>
<td>1959</td>
<td>Reba Collins</td>
<td>Director of the Will Rogers Memorial Commission; Author of seven books and hundreds of articles.</td>
</tr>
<tr>
<td>1963</td>
<td>Dan Lacy</td>
<td>Owns and operates several broadcast stations throughout the West, including stations in Oklahoma, Colorado and Utah; President of the Wine Corporation of America; Member of the Colorado Bond Supervision Board</td>
</tr>
<tr>
<td>1965</td>
<td>M.J. VanDeventer</td>
<td>Former Stillwater NewsPress Lifestyles Editor; Author of several books specializing in fashion, interior design, cuisine, personality profiles, travel, Western lifestyles and art</td>
</tr>
<tr>
<td>1967, 1974, 1983</td>
<td>Douglas Dollar</td>
<td>Major General in the Army Reserves for 37 years; President of News Forums Press</td>
</tr>
<tr>
<td>1968</td>
<td>John David</td>
<td>NAB Senior Vice President of Radio</td>
</tr>
<tr>
<td>1970 &amp; 1973</td>
<td>Joe Johnston</td>
<td>Co-Inventor of the McDonald’s Happy Meal; Song Writer and Producer for stars such as Mark Chestnutt, Kathy Mattea, Alabama and Restless Heart; Music Development Consultant for motion pictures such as &quot;Dances With Wolves&quot; &amp; &quot;Eight Seconds&quot;</td>
</tr>
<tr>
<td>1971</td>
<td>Robert Gibson</td>
<td>General manager of Cox Media in Santa Barbara, Calif.; Retired Colonel of the United States Air Force</td>
</tr>
<tr>
<td>Year</td>
<td>Name</td>
<td>Relevance</td>
</tr>
<tr>
<td>------</td>
<td>--------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1971</td>
<td>Gregory J. Slavonic</td>
<td>Retired Rear Admiral of the U.S. Navy and Navy Reserve; Served as Deputy to the Chief of Information in Washington, D.C.; Served as Director of Navy Reserve Public Affairs; Account Executive with NBC affiliate KFOR-TV</td>
</tr>
<tr>
<td>1972</td>
<td>Harry Birdwell</td>
<td>OSU Athletic Director; OSU Vice President for Business &amp; External Relations</td>
</tr>
<tr>
<td>1973</td>
<td>Natalea Watkins</td>
<td>Received the first Communicator of the Year award from the Oklahoma College of Public Relations Association and the Communicator's Council of the Oklahoma State Regents for Higher Education; Former Vice President for Communications at OSU</td>
</tr>
<tr>
<td>1976</td>
<td>Jeff Hoyt</td>
<td>Co-Owner of Hoyt &amp; Walker Recording Studio, which won three Clio awards in the first year; Declared &quot;America's next great radio creative ad due&quot; by Adweek</td>
</tr>
<tr>
<td>1976</td>
<td>Karen Keith</td>
<td>Director of Communications for Tulsa Mayor Bill LaFortune; 21-year career as an award-winning television news anchor and talk show host</td>
</tr>
<tr>
<td>1977</td>
<td>Philip Rogers</td>
<td>Two-time Emmy winner for his news reporting at NBC in Chicago; Stationed in Kuwait City, where he has broadcast to hundreds of news service affiliates across the country</td>
</tr>
<tr>
<td>1978</td>
<td>Rhonda Hooper</td>
<td>President/CEO of Jordan Associates in Oklahoma City</td>
</tr>
<tr>
<td>1980</td>
<td>J.B. Blosser Bittner</td>
<td>Chief of Community Newspaper Holdings, Inc.; 2004 winner of the Beachy Musselman Award the Oklahoma Newspaper Foundation presented</td>
</tr>
<tr>
<td>1980</td>
<td>Rex Lynn</td>
<td>Actor in films such as &quot;My Hero's Have Always Been Cowboys,&quot; &quot;Thunderheart,&quot; &quot;Cliffhanger,&quot; &quot;Wyatt Earp,&quot; &quot;Rush Hour&quot; and &quot;Breakdown&quot;</td>
</tr>
<tr>
<td>1981</td>
<td>Kevin Kreger</td>
<td>Circulation Manager of The Ponca City News; Inducted into the OPA Quarter Century Club, which honors those who have served 25 or more years in the newspaper industry</td>
</tr>
<tr>
<td>1982, 1993</td>
<td>Joe Muller</td>
<td>OSU Associate Athletic Director of Development; General Manager for Fox 25/ WB34 in Oklahoma City; Vice President of Network Distribution for Fox Broadcasting in Dallas; general manager for Epic Broadcasting in Amarillo</td>
</tr>
<tr>
<td>1984</td>
<td>Troyal Garth Brooks</td>
<td>World famous country music entertainer</td>
</tr>
<tr>
<td>1984</td>
<td>Kevin Klintworth</td>
<td>Associate Athletic Director for Communications at Oklahoma State University</td>
</tr>
<tr>
<td>1985</td>
<td>Kelly Ogle</td>
<td>News Anchor/Reporter for KWTV News Channel 9 in Oklahoma City; News Anchor/Reporter for WKTV News Channels 5, 6 &amp; 10; News Anchor/Reporter for WKY-Radio</td>
</tr>
<tr>
<td>1985</td>
<td>Brett McMurphy</td>
<td>Former sports writer at Odessa American; Former senior writer at The Tampa Tribune; Former senior writer at AOL FanHouse; Former freelance writer for New York Times and The Daily at National news organizations; Former national college football writer at CBSSports.com; currently a college football reporter at ESPN</td>
</tr>
<tr>
<td>1989</td>
<td>Polly Basore</td>
<td>Award-Winning Author, Founder of Angel Works, an organization dedicated to easing human suffering.</td>
</tr>
<tr>
<td>1992</td>
<td>Mona (Breckinridge) Chamberlin</td>
<td>Associate Director of news and publications at TU; formerly newswoman then editor for Associated Press</td>
</tr>
<tr>
<td>1992</td>
<td>Tim Chamberlin</td>
<td>Presentation editor at Tulsa World; formerly designer at Tulsa World and before that The (Columbia) State</td>
</tr>
<tr>
<td>1997</td>
<td>Jim Luetkemeyer</td>
<td>Senior Vice President, Widmeyer Communications; previously communications director for Congressman Frank Lucas</td>
</tr>
<tr>
<td>1990 &amp; 1998 Present</td>
<td>Kelly Burley</td>
<td>AARP Communications Chairman</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General Manager, KOSU</td>
</tr>
</tbody>
</table>

15
<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Position/Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>Blythe Thomas (Kubina)</td>
<td>International director of marketing and public relations for the Nature Conservatory; previously chief of staff to head of fundraising at American Red Cross National Headquarters</td>
</tr>
<tr>
<td>1998</td>
<td>Jamie Stengle</td>
<td>With the Associated Press since August 1998; started in the Little Rock bureau as an editorial assistant and then moved to Dallas with the title of Reporter in May 2001</td>
</tr>
<tr>
<td>1999</td>
<td>Jason Collington</td>
<td>Web Editor for the Tulsa World</td>
</tr>
<tr>
<td>2002</td>
<td>Ryan McNeil</td>
<td>Journalist at Thomson Reuters; previously at the Dallas Morning News and the South Florida SunSentinel</td>
</tr>
<tr>
<td>2004</td>
<td>Jason M. Woods</td>
<td>Recognized for doing mission work in Peru with the Peace and Hope Program</td>
</tr>
<tr>
<td>2004</td>
<td>Greta Anglin (Puckett)</td>
<td>Senior Marketing Strategist for VI Marketing and Branding in Oklahoma City</td>
</tr>
<tr>
<td>2004</td>
<td>Audrey Chambers</td>
<td>Account Executive for AcrobatAnt in Tulsa, Okla.</td>
</tr>
<tr>
<td>2004</td>
<td>Erin Lynch</td>
<td>Interactive Account Executive for AcrobatAnt in Tulsa, Okla.</td>
</tr>
<tr>
<td>2005</td>
<td>Kimberly Buser</td>
<td>Marketing Manager for Centennial Medical Center in Dallas</td>
</tr>
<tr>
<td>2005</td>
<td>Kari Duvall</td>
<td>Digital Media Specialist for VI Marketing and Branding in Oklahoma City</td>
</tr>
<tr>
<td>2005</td>
<td>Mary (Stark) Gurley</td>
<td>Media Supervisor for Bernstein-Rein Advertising in Kansas City, Mo.</td>
</tr>
<tr>
<td>2005</td>
<td>Aaron Gurley</td>
<td>Interactive Developer for Garmin in Olathe, Kan.</td>
</tr>
<tr>
<td>2006</td>
<td>Laura Nielsen</td>
<td>Account Director for SALT Branding in San Francisco</td>
</tr>
<tr>
<td>2006</td>
<td>Morgan Chaney</td>
<td>YouTube Specialist working at Google in Mountain View, Calif.</td>
</tr>
<tr>
<td>2006</td>
<td>Chris Brecht</td>
<td>Associate Attorney for Robinette &amp; Murphy in Tulsa, Okla.</td>
</tr>
<tr>
<td>2006</td>
<td>Kyler Scheid</td>
<td>Attorney for New York City Mayor’s Office of Labor Relations in New York, N.Y.</td>
</tr>
<tr>
<td>2007</td>
<td>Hallie Nicholson</td>
<td>Manager of Constituent Communications for Chapman University in Orange, Calif.</td>
</tr>
<tr>
<td>2007</td>
<td>James Crotchett</td>
<td>Marketing Manager for Triad Retail Media in Chicago</td>
</tr>
<tr>
<td>2007</td>
<td>Jessica Payne</td>
<td>Senior Manager, Social and Digital Media for Wintrust Financial in Chicago</td>
</tr>
<tr>
<td>2007</td>
<td>Danielle Kaserman (VanZandt)</td>
<td>Brand Management for The Richards Group in Dallas</td>
</tr>
<tr>
<td>2007</td>
<td>Scott Eagle</td>
<td>Senior Account Executive and Male Insight Specialist for Slingshot LLC. In Dallas</td>
</tr>
<tr>
<td>2007</td>
<td>Lindsey Funk (Mosteller)</td>
<td>Marketing Strategist for VI Marketing and Branding in Oklahoma City</td>
</tr>
<tr>
<td>Year</td>
<td>Name</td>
<td>Position</td>
</tr>
<tr>
<td>------</td>
<td>----------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2007</td>
<td>Kelly Hines</td>
<td>Oklahoma State Athletics Beat Reporter for the Tulsa World</td>
</tr>
<tr>
<td>2007</td>
<td>Jeremy Daggs</td>
<td>Director of Marketing for University &amp; Community FCU, Stillwater, Okla.</td>
</tr>
<tr>
<td>2007</td>
<td>Alli Vaughn</td>
<td>Editor of Brides of Oklahoma &amp; Brides of North Texas in Oklahoma City</td>
</tr>
<tr>
<td>2007</td>
<td>Heather (Meyer)</td>
<td>Classified &amp; Reprint Account Manager, Dental Division for PennWell</td>
</tr>
<tr>
<td></td>
<td>Walker</td>
<td>Corporation in Tulsa, Okla.</td>
</tr>
<tr>
<td>2008</td>
<td>Phuong Le</td>
<td>Owner of Omega Investments LLC in Oklahoma City</td>
</tr>
<tr>
<td>2008</td>
<td>Ashleigh Dunham</td>
<td>Marketing Coordinator for Cobb Engineering Company in Oklahoma City</td>
</tr>
<tr>
<td>2009</td>
<td>Jay Sublett</td>
<td>Marketing Manager for SideCar in San Francisco</td>
</tr>
<tr>
<td>2009</td>
<td>Marshall Detwiler</td>
<td>Account Executive for KERN in Los Angeles</td>
</tr>
<tr>
<td>2009</td>
<td>Sarah Schubert</td>
<td>Assistant to the Producer for Indie Film: What Lola Wants in Los Angeles</td>
</tr>
<tr>
<td>2009</td>
<td>Cassidy Denton</td>
<td>Logistics &amp; XM Recruiting Coordinator for Mosaic Sales Solutions</td>
</tr>
<tr>
<td>2009</td>
<td>Trent Hunter</td>
<td>Account Executive for Village Voice Media/Dallas Observer</td>
</tr>
<tr>
<td>2009</td>
<td>Megan Caldwell</td>
<td>Marketing Coordinator for Research Now in Dallas</td>
</tr>
<tr>
<td>2009</td>
<td>Emma Adair</td>
<td>Senior College Recruiter for JCPenney in Dallas</td>
</tr>
<tr>
<td>2009</td>
<td>Hollis (Walker)</td>
<td>Marketing Assistant for Potter Lawson Architectural Firm in Madison, Wis.</td>
</tr>
<tr>
<td></td>
<td>Johnson</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>Marie Hashimoto</td>
<td>Regional Marketing Specialist PTC Japan, Tokyo</td>
</tr>
<tr>
<td>2009</td>
<td>Michelle (Phillips)</td>
<td>Owner of Second Street East Interiors for Kansas City, Mo.</td>
</tr>
<tr>
<td></td>
<td>Henderson</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>Caroline Batson</td>
<td>Dallas Regional Admissions Counselor/Representative for Oklahoma State</td>
</tr>
<tr>
<td></td>
<td>Minnick</td>
<td>University (Dallas Office)</td>
</tr>
<tr>
<td>2010</td>
<td>Carolyn Siska</td>
<td>Brand Manager for Littlefield Ad Agency in Tulsa, Okla.</td>
</tr>
<tr>
<td>2010</td>
<td>Chelsea McGuire</td>
<td>Owner of Take Heart Tulsa</td>
</tr>
<tr>
<td>2010</td>
<td>Brad Ulrich</td>
<td>Creative Director for iThemes Media in Edmond, Okla.</td>
</tr>
<tr>
<td>2010</td>
<td>Ruth Collert</td>
<td>Traffic Manager for Mason &amp; Moon in Oklahoma City</td>
</tr>
<tr>
<td>2010</td>
<td>Cara Wiggins</td>
<td>Digital Marketing Analyst for Reliant Energy in Houston</td>
</tr>
<tr>
<td>2010</td>
<td>Joanna Evans</td>
<td>Integrated Sales Director for Saveur Magazine in New York, N.Y.</td>
</tr>
<tr>
<td>2010</td>
<td>Wes Young</td>
<td>Digital Specialist for Weiden+Kennedy in New York, N.Y.</td>
</tr>
<tr>
<td>2011</td>
<td>Raya Greenbaum</td>
<td>Project Manager for EFM Agency in San Diego</td>
</tr>
</tbody>
</table>
### Undergraduate Self-Study Report for Accreditation Visits in 2013 - 2014

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th>Position/Company/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>Marissa Chavez</td>
<td>Campaign Professional for ReachLocal in Dallas</td>
</tr>
<tr>
<td>2011</td>
<td>Jenna Dickson</td>
<td>Marketing &amp; Communications Coordinator for Garland Chamber of Commerce in Garland, Texas NEED AN UPDATE</td>
</tr>
<tr>
<td>2011</td>
<td>Sarah Moser</td>
<td>Multimedia Communications Specialist for TRAVELHOST Dallas</td>
</tr>
<tr>
<td>2011</td>
<td>Maria Gearhart</td>
<td>Production Assistant for ESPNU in Charlotte, N.C. CHECK UPDATE</td>
</tr>
<tr>
<td>2011</td>
<td>Tessa Ogden</td>
<td>Organizational Coordinator for Hobby Lobby Corporate in Oklahoma City</td>
</tr>
<tr>
<td>2011</td>
<td>Lisa Watkins</td>
<td>Business Development for Patten Law Firm in Houston</td>
</tr>
<tr>
<td></td>
<td>Angela Martin</td>
<td>Owner/Certified Career &amp; Life Coach, Company: Defining Success Coaching, Formerly at Goodby, Silverstein &amp; Partners in San Diego</td>
</tr>
<tr>
<td>2012</td>
<td>Jen Cosentino</td>
<td>Junior Media Planner for Moroch in Dallas</td>
</tr>
<tr>
<td>2012</td>
<td>Jordan Sweazea</td>
<td>Account Coordinator for TPN, Inc. in Dallas</td>
</tr>
<tr>
<td>2012</td>
<td>Austin Pettus</td>
<td>Account Executive for Slingshot, LLC. in Dallas</td>
</tr>
<tr>
<td>2012</td>
<td>Tara Conner</td>
<td>Assistant Account Executive for TracyLocke in Dallas</td>
</tr>
<tr>
<td>2012</td>
<td>Beth (Goodfellow) Armstrong</td>
<td>Marketing Coordinator for VI Marketing and Branding in Oklahoma City</td>
</tr>
<tr>
<td>2013</td>
<td>Mark Stephens</td>
<td>Assistant Media Planner for Initiative in San Diego</td>
</tr>
<tr>
<td>2013</td>
<td>Kelsey Goddard</td>
<td>Digital Marketing Analysis Reliant Energy in Houston</td>
</tr>
<tr>
<td>2013</td>
<td>Tim Turner Forman</td>
<td>Account Supervisor for Moroch in Dallas</td>
</tr>
<tr>
<td>2013</td>
<td>James Schellhorn</td>
<td>President &amp; Creative Director for Prolific Creative in Tulsa, Okla.</td>
</tr>
</tbody>
</table>

8. **Describe the program used to track graduates to assess their experience in the professions and to improve curriculum and instruction. Discuss measures used to determine graduates’ satisfaction with the educational experiences provided by the unit. Describe maintenance of records of alumni employment histories and other alumni records.**

The office staff in the School periodically sends alumni update forms to graduates. There is a space on the form for comments. The SMSC website also contains a form for alumni to update information and those updates are routed to the administrative offices. The updates are shared with the OSU Alumni and OSU Foundation offices so those organizations can update their files appropriately. The School implemented an electronic record of alumni data. However, the keeping of alumni records has increasingly fallen to the OSU Alumni Association, which also officially sends out all SMSC communications to its alumni.

Alumni are invited to take an active role in the operation of the School, from participation in the Advisory Council to making guest appearances in classes. Each year, alumni of our American Advertising Federation competition teams take time to visit the campus and critique the rehearsals of the current team. Faculty members typically remain in contact with alumni who
write with employment updates. Many of these relationships continue for many years, even lifetimes.

The Office of University Assessment coordinates alumni surveys each year. Undergraduate program alumni are surveyed in even-numbered years, and graduate program alumni are surveyed in odd-numbered years. All surveys are conducted as telephone interviews that are the OSU Bureau for Social Research administers. All surveys target a population of alumni who received their OSU degrees one and five years before the year of survey administration. The survey questionnaire consists of common questions that address alumni careers, continued education, and general satisfaction and academic programs may also add program-specific questions for their alumni. It is here the SMSC Learning Outcomes are directly assessed.

Results are reported for the entire institution and for each participating academic unit. Responses are reported in aggregate only; individual alumni responses are confidential. A copy of our most recent (2012) survey for undergraduate programs can be found in Appendix 43.
Diversity Plan
(Created April 16, 2013)

The School of Media & Strategic Communications at Oklahoma St. University is committed to vigorous pursuit of diversity in its employment, its educational programs and its activities. This commitment is based on the school’s dedication to educational justice and the promise of each individual as well as the adherence to federal and state civil laws and University policies and procedures. In November 2012, voters of the state passed State Question 759, a measure that eliminated affirmative action programs in the state. The measure deals with three areas of government action. These areas are employment, education and contracting.

In these areas, the measure does not allow affirmative action programs. Affirmative action programs give preferred treatment based on race, color or gender. They also give preferred treatment based on ethnicity or national origin. Discrimination on these bases is also not permitted.

The measure permits affirmative action in three instances. 1. When gender is a bonafide qualification, it is allowed. 2. Existing court orders and consent decrees that require preferred treatment will continue and can be followed. 3. Affirmative action is allowed when needed to keep or obtain federal funds. Though these changes may affect how we obtain a diverse population they in no way inhibit the school’s commitment to diversity.

The School sees diversity as an understanding that each individual is unique and the recognition and respect of these individual differences. Diversity can manifest as dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious and political beliefs as well as other ideologies. In addition to these, the School also sees the diversity of professions (ie. Journalism, Strategic Communications, Broadcasting, etc.) as important to the overall culture of inclusion.

The commitment to diversity is driven by the school’s curriculum. To ensure diversity in its curriculum it is important to recruit both domestic and international minority and women faculty members with a commitment to diversity; actively recruit minority students and maintaining targeted advising and retention plans; integrate contributions of women and minorities to journalism and strategic
communications in the School's programs; and ensuring that students are prepared to work in a multicultural, multiethnic, multi-racial and otherwise diverse and global society.

Our diversity initiative responds to the new media environment that requires our students to communicate in a widely diverse, global marketplace. Issues involving race, gender, sexual orientation, politics, religion, as well as issues involving segmented populations (i.e. special needs) are now a mainstay of our multi-cultural society and have to be addressed by a knowledgeable workforce. These issues therefore has to be addressed in the SMSC curriculum.

As a public institution, we also seek to mirror the socioeconomic makeup of our state. In Oklahoma, 24.2 percent of the population is minority (including those of American Indian decent) and just over half (50.5%) of the population is female. At Oklahoma State University in the fall of 2011, 29.04 percent of the student body was identity as minority and/or international and 48.3 percent of the student body was female. Enrollment in the School of Media & Strategic Communications (majors and pre-majors) in the fall of 2012 was 25.1 percent minority and 63.1 percent female. While the numbers are slightly lower than the University's in minority representation and exceed the gender statistics, we realize that our efforts to recruit, retain and graduate a fairly equal number of qualified women, men and minorities is a goal that must continue.

The composition of our faculty needs to reflect the realities of our multicultural society and an increasingly global marketplace. The school believes minority hiring not only be done as a collective whole but that each individual sequence contains diverse faculty to better serve our students needs. We have a long tradition of hiring women out of both the academic and professional fields as professors and educators. In addition we've made strong inroads in hiring qualified Asian, Gay and Disabled faculty and staff members over the last few years. While our diversity standards meet or exceed patterns in the industry and in the general population; we nonetheless continue to seek qualified women and minority applicants for each position in an effort to maintain our programmatic diversity.

To carry out our commitment to diversity in faculty/staff employment practices, student recruitment, educational programs and our departmental culture, the OSU School of Media & Strategic Communications has adopted the following plans of actions and goals for achievement:

ACTION PLAN 1.

In an effort to strengthen diversity, the School must continue to actively recruit and provide mentorship for women and minority faculty and staff members through personal contacts, networking and contact with appropriate academic institutions and academic and professional organizations. Work to retain faculty through departmental and campus
mentorship programs.  
**Outcome 1.1:** Maintain a minimum goal of 40% women faculty and staff members.  
**Outcome 1.2:** Maintain a minimum of 25% minority faculty and staff members.  
**Outcome 1.3:** Provide diversity-training seminars on a yearly basis to both faculty and staff.

**ACTION PLAN 2.**
*Actively recruit minority students to the School.*
- Through the OSU Foundation, furnish funds for up to 10 scholarships to minorities to attend the various Journalism and Sports media workshops each summer. Scholarship students and other members of minority groups, economically challenged and at risk prospective students who attend the workshop and other on-campus events will be invited to later visit OSU and be given consideration for scholarships should they decide to attend the school.
- The School’s faculty members will conduct regular visits to high schools in Oklahoma with significant minority enrollments each semester. Minority students will be encouraged to attend both OSU and OSU-Tulsa and apply for School scholarships.
- Establish an advising plan aimed at minority, economically disadvantaged and at-risk student retention.

**Outcome 2.1:** We want to see a significant increase in overall student diversity in the School, and we pledge to redouble our efforts to attain this goal.

**ACTION PLAN 3.**
Our policy requires reflection of cultural sensitivity and inclusion of the contributions of women and minorities throughout the curriculum. We pledge to continue academic programs that acknowledge the contributions of minorities and women and prepare students to work in a multicultural, multi-ethnic, multiracial and otherwise diverse society.  
**Outcome 3.1:** Syllabi for classes in the School of Media & Strategic Communication should include diversity-related material and support this standard in one of three ways: 1) as a learning objective, 2) as a statement of support for diversity in the classroom or 3) actual course content that covers multicultural subjects.  
**Outcome 3.2:** Offer MC 1143 Media in a Diverse Society on regular basis, every semester  
**Outcome 3.3:** Develop a course in Race, Class and Gender in the Media for upper-class and Graduate students.  
**Outcome 3.4:** Strive to bring in a myriad of guests and visitors to the School that promote diversity on many levels.  
**Outcome 3.5:** Address courses and enrollment at the OSU-Tulsa campus.

**ACTION PLAN 4.** Establish and maintain equivalency between genders
and minority groups in terms of peer support groups in the School.

**Outcome 4.1:** This initiative will aim to assist student journalists in joining and attending conventions for a minority-centered organization of their choice, including: National Association of Black Journalists, Asian American Journalists Association, National Association of Hispanic Journalists, Native American Journalists Association, National Lesbian and Gay Journalists Association and the South Asian Journalists Association. The School will either facilitate their own chapters or will serve as a central organization that encourages students to join national associations and work to bring national representatives from these groups to campus.

**ACTION PLAN 5.** Monitor the School’s diversity efforts.

**Outcome 5.1:** Establish a diversity committee that will be appointed by the Director each year, and will review diversity activities within the School and report its findings at least once a year.
Where We’ve Been; Where We Are Going

Over the last five years, we have taken the School to new levels in a short period of time: We rebranded every aspect of the program, from renaming the school to starting niche programs (the first sports media degree in the nation) to recruiting outstanding professors versed in both academics and real-world experience, to forming alliances and partnerships with organizations such as ESPN, as well as establishing an international network for research collaboration.

We have laid what we believe is a solid foundation. Now we are building on that foundation.

Vision

Our vision for the School of Media & Strategic Communications is to be a niche program that offers cutting-edge educational programs and research. To do this, we will focus on a select number of programs and be the best in those. Instead of trying to be everything to everyone, we are focused on being the early adopters in strategic communication, multimedia journalism and sports media in terms of teaching, research and service. This requires us to be fast, flexible and responsive to the ever-changing world of media and strategic communications.

Values

**Excellence** - We seek excellence in all our endeavors, and we are committed to continuous improvement, and the adoption of new technologies.

**Integrity** - We are committed to the principles of truth and honesty, and we will be equitable, ethical, and professional.

**Service** - We believe that serving others is a noble and worthy endeavor.

**Intellectual Freedom** - We believe in ethical and scholarly questioning in an environment that respects the rights of all to freely pursue knowledge.

**Diversity** - We respect others and value diversity of opinion, freedom of expression, and other ethnic and cultural backgrounds.

**Stewardship of Resources** - We are dedicated to the efficient and effective use of resources. We accept the responsibility of the public’s trust and are accountable for our actions.

**Democracy** – We support the role communication practices play in maintaining a vibrant democracy.

Mission

To accomplish our Vision, we are creating a learning environment for our students and faculty that can be summed up in three words: **Instill, Inspire, Illuminate.**

**Instill:** We envision a program that instills our students with cutting-edge, forward-thinking, real-world knowledge in our three primary fields of focus: multimedia journalism, strategic communications, sports media, as well as in our graduate programs in news media and strategic communications management.
We are making constant curriculum improvement, expanding our international focus, offering more online programs, incorporating social justice into all we do, and providing the finest technological capabilities so our students are learning on current platforms. We will be forming new alliances and partnerships with external corporations, as well as with other Schools and Colleges within the University, such as the Spears School of Business.

**Inspire:** We want the program to inspire students to succeed by providing the finest professional and academic educational experience possible. Our professors provide a rare combination of both academic and business expertise, and we are striving to be sure we have the right blend of talented faculty in the School. To do this, we plan to continue to recruit and retain the best and brightest faculty in our respective disciplines. We want to provide them with the training, support and mentoring they need to research, publish, teach and stay ahead of our ever-changing field. Faculty members are the heart of our program and we want to be sure that we have teachers who are passionate in the classroom not only for the subjects they are teaching, but for the students they teach.

**Illuminate:** We want our program to provide an illuminating educational experience for our students, faculty and staff. To do this, we must have the right faculty and the right courses, but we also need something else: the right environment. As the largest school within the College of Arts & Science, we have simply outgrown the Paul Miller Building, both in the number of students and in its limited ability to support today’s mass communications technological needs. Our goal is to design and build a building that will provide an illuminating educational experience—one that will help us recruit and retain the best and brightest students, faculty and staff.

---

**The Goals**

1. **Instill** our students with cutting edge forward thinking and real world knowledge in the three primary fields of interest.

2. **Inspire** our students to succeed by providing the finest professional and academic educational experience possible.

3. **Illuminate** students and constituents about the school’s enlightened and innovative educational experience and its contribution to civil society.

---

**SWOT ANALYSIS**

**Strengths**

- Strong, innovative programs with involved, experienced faculty.
- Niche programs offered
- Visibility and recognition associated with SMSC and one of the best 4-year programs in the nation for sports media.
- Great campus location next to the student union
- Largest school in Arts & Sciences with increasing enrollment
- SMS has maintained accreditation continuously since 1928.
- Location at OSU-Tulsa offers convenience for working professionals in the area as well as a “big city” appeal valued by some international students.
Faculty is well trained with Ph.D requirements and known for experience in the field, which increases program prestige in the mind of students and potential employers.

Weaknesses

- Lack of brand awareness about the program outside SMCS. Program has little to no public image within OSU and outside the OSU community.
- Weak alumni relations
- Lack of consistent social media presence on sites such as Twitter, Facebook, and LinkedIn
- Physical appearance of the building does not represent the atmosphere and resources that are available to students
- Increased enrollment is making the building overcrowded. As the largest school within the College of Arts & Science, we have simply outgrown the Paul Miller Building, both in the number of students and in its limited ability to support today’s mass communications technological needs.
- Facilities and technology in the building needs updating.
- Some students are concerned in lack of assistance in finding jobs upon graduation
- Limited online courses offered

Opportunities

- Some courses overlap with other programs in the university. Collaboration and cross-listing could bring awareness about the program outside of SMSC.
- Revamp the social media process and create accounts with new branding
- Alumni are proud of their degree and want to give back to the program in a variety of ways. Increasing engagement and communication with alumni by consistently reaching out will allow greater awareness, increase donations, offer jobs to students and strengthen relationships.
- Increase engagement with prospective and current students
- Development of an online course could increase enrollment from across the nation.

Threats

- Competition with students in the Spears School of Business Marketing program
- Building is old and in need of repair. Primary competitor has a new building. Some students choose not to attend OSU because of the facilities.
- Other communication programs have stronger brand presence.
- Elimination of affirmative action on the state level could prevent a diverse base of students enrolling in the program
Strategic plan

**Goal 1. To Instill** our students with cutting edge professional standards through forward thinking and real world knowledge in the three primary fields of interest.

**Objective 1:** To improve graduating students’ highest evaluation of their coursework and teaching to above national levels as measured in the Annual Survey of Journalism & Mass Communication Graduates.

**Tactics:**
1. Continue to recruit and retain the best and brightest faculty in our respective disciplines.
2. Provide faculty and staff with the training, support and mentoring they need to conduct research, publish, teach and stay ahead of industry developments.
3. Consistently review and revise syllabi and degree programs and make changes as often as needed.
4. Continue to pursue a Ph.D. program.
5. Continue focus on faculty research output and publication in high-impact journals.
6. Increase faculty grant applications.
7. Conduct a teaching colloquium each semester.
8. Invite observers into the classroom, including the director.
9. Create a clear flow chart and objectives for each course, leading to a matrix of final learning outcomes.
10. Director and graduate director meets monthly with TAs.
12. Monthly program meetings between program heads and faculty.
13. Appoint an Assistant Director for Undergraduate Education.
14. Hold students to the same professional standards in their courses that will expected of them in the field upon graduation.
15. Faculty and staff will continue to update themselves on current technology including software through ITLE and professional software sites.

**Objective 2.** To ensure early and efficient adoption of technological and software advancements in the professions and increase students’ and professionals’ evaluation to above national levels.

**Tactics:**
1. Create a Technology Committee to annually review technological and software advancements in the professions and make suggestions for adoption.
2. Form new alliances and partnerships with external corporations, other schools and colleges within the university to make use of and adopt their developments.
3. Create opportunities for sabbaticals spent at professional organizations.
4. Improve attendance of ITLE training, particularly online.
5. Improve faculty skills with the use of technology.

**Goal 2. Inspire** our students to succeed by providing the finest professional and academic educational experience possible.

**Objective 1.** Involve students to a greater extent in the school and its activities.
**Tactics:**
1. Create an SMSC Student Council consisting of presidents of existing student organizations to meet with the Director once each semester.
2. Expand Networking Expo to a Career Prep Week that encourages students to attend university resume workshops.
3. Improve tracking students’ employment.
4. Begin an SMSC week that highlights alumni, student and faculty achievements, faculty research, and school accomplishments.
5. Encourage freshmen involvement in student organizations.
6. Increase the profile of and participation in the Spring Banquet.
7. Encourage student participation in internships.
8. Involve honors’ students in faculty research.

**Objective 2.** Involve alumni to a greater extent in the school and its activities.

**Tactics.**
1. Invite alumni to teach every course in the school during SMSC week.
2. Make an annual “Alum of the Year” award at the banquet.
3. Create more opportunities for Advisory Council involvement.
4. Host regular alumni dinners in Tulsa and Oklahoma.
5. Host an alumni panel on the future of the communication industry once every semester.
6. Create position of Outreach Coordinator to manage social media, website, school events, information, alumni communication, etc.
7. Create an online “Alumni Hall of Fame” for the school.

**Goal 3. Illuminate** students and constituents about the school’s enlightened and innovative educational experience and its contribution to civil society.

**Objective 1.** Encourage a focus on social justice* in the school.

**Tactics:**
1. Encourage inclusion of social justice topics in course work and curricula.
2. Publish annual “Best Practices” publication on students’ involvement in social justice issues.
3. Create study abroad opportunities where students can first-hand experience issues of social disparities and how to communicate about those.
4. Pursue scholarships to encourage a more diverse student population.

**Objective 2.** Increase communication of faculty scholarship and achievements to colleagues, peers, and alumni.

**Tactics:**
1. Distribute a monthly e-newsletter about the school’s achievements.
2. Apply for grant for training of high school journalism teachers.
3. Make better use of SMSC Twitter account.
4. Make use of SMSC and A&S websites to publicize faculty research.
5. Continuously review and update SMSC website.
6. Create two Best Professor Awards: Teaching and Research
7. Offer community courses over summer in our areas of expertise.
8. Offer online Master’s programs and Graduate Certificates.

**Objective 3.** To increase fundraising efforts for the school toward a new building.

Tactics:
1. Create a Fundraising Council for the school.
2. Identify more possible donors for Foundation contact.
3. Work with the Dean and President on identifying a potential donor for a building.

* A socially just society both understands and values human rights, as well as recognizing the dignity of every human being.
School of Media and Strategic Communications Derina Holtzhausen, PhD—Professor and Director At Oklahoma State University, the professional areas of mass communication are grouped in the School of Media and Strategic Communications (SMSC). These areas seek to complement each other with a minimum of duplication. Degrees offered include a bachelor of arts and sciences in Multimedia Journalism, Sports Media and Strategic Communication.

A modern democratic society cannot live by its ideals if its mass media practitioners are merely competent technicians who worry less about what is reported to the people than how it is reported. Citizens must have accurate information about social, political and economic problems as well as knowledge of actions taken by government agencies and organizations at all levels. From village council to Supreme Court, there can be no exception from the rule that public business is the public’s business.

To speak to people through different media, whether as a journalist or a strategic communication practitioner, requires knowledge of the people to whom or on whose behalf one wishes to speak and an understanding of the world in which they live. Therefore, the curricula of the School of Media and Strategic Communications are designed to offer more than training in communication techniques. Three-quarters of the SMSC student’s time at the University is devoted to a liberal education in the arts and sciences. At the same time, the student gains competence in a professional field through courses in the SMSC.

On graduation undergraduate students in the School of Media and Strategic Communications will be able to:

1. Demonstrate an understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.

2. Demonstrate an understanding of the relevance of human diversity in mass communications.

3. Demonstrate an understanding of the history and social role of mass communications.

4. Demonstrate critical, creative and individual thinking.

5. Demonstrate an understanding of the relevant theories and concepts of mass communications.

6. Demonstrate an understanding of the methods and techniques of research and information gathering.

7. Demonstrate appropriate writing, editing and production techniques in mass communications.

8. Demonstrate an understanding of relevant planning and management
methods in mass communications.

**Accreditation.** The undergraduate programs of study in the School of Media and Strategic Communications are accredited by the Accrediting Council on Education in Journalism and Mass Communication.

**Admission to the Undergraduate Program.** Admission into the School requires completion of 28 hours with a minimum graduation retention GPA of 2.50. Enrollment in all upper-division SMSC courses except MC 3173 and MC 4253 requires admission into the School, a passing score on the SMSC language proficiency exam, and a minimum grade of “C” in MC 2003 and MC 2023. The ability to type a minimum of 30 words per minute and either a computer course or computer literacy is also required for enrollment in all writing courses beginning with MC 2003.

**Requirements for Graduation.** The degree programs of study offered in the School of Media and Strategic Communications are built around strong writing, liberal arts and professional components. Of the 127 hours required to earn a degree in SMSC, students must complete up to 45 semester hours in media and strategic communications courses.

Students must have a minimum 2.5 GPA in all SMSC courses and major requirements with a minimum grade of "C" in each course. No more than 12 hours in SMSC courses may be transferred from other institutions.

All three degree options in SMSC are also required to develop and maintain a portfolio exhibiting their best and most appropriate work as well as assignments required for the portfolio. Portfolios will be turned in during senior capstone courses as part of their graduation requirements. School faculty, staff and industry professionals will evaluate these portfolios periodically and offer guidance and constructive criticism. It is anticipated that the portfolios will be helpful in showcasing students' performance when they apply for internships or jobs.

**Multimedia Journalism.** The many changes in the media environment require that students should have expertise in journalism and storytelling in all media formats. The degree in multimedia journalism will allow graduates to work with any media platform, be it print, television, radio, or the internet. While students will develop their skills across all media platforms they will be able to specialize in one of two areas: multimedia journalism, news or multimedia production.

Students learn the basics of journalism writing and reporting for print, online, audio and video production on state-of-the-art equipment and are challenged to put those skills to use by participating in the daily operations of the campus newspaper, The Daily O’Collegian and its online version ocolly.com, the radio stations KOSU and KXZY and various video productions. Students are creating content for OState.tv, the OSU online TV station. Students gain on-the-job
multimedia experience through internships and some hold part-time jobs as campus correspondents for various publications or work for media in the Stillwater area. Internships at broadcast and cable outlets in the region also provide students with on-the-job experience and a valuable opportunity to work with seasoned media professionals. Many juniors and seniors find this work a source of revenue to assist them in the cost of their education.

The multimedia program is affiliated with the Oklahoma Press Association, Southwest Journalism Congress, the Society of Professional Journalists, the National Association of Black Journalists, the National Association of FM Broadcasters, Radio Advertising Bureau, Oklahoma Association of Broadcasters, Oklahoma Broadcast Education Association, National Association of Broadcasters, Broadcast Education Association and National Public Radio.

**Sports Media.** This program, one of very few undergraduate degrees in sports media in the United States, offers students the option of concentrating in sports multimedia journalism, sports multimedia production, or sports strategic communications.

Students pursuing an undergraduate degree in sports media from OSU receive classic hands-on training in all aspects of the industry. Depending on the area of concentration, course work may include sports writing, play-by-play announcing, field production and media relations.

Oklahoma State University and the School of Media and Strategic Communications enjoy a special relationship with sports media throughout the country. As a major sports venue, the OSU campus is visited regularly by national and regional sports media – both print and broadcast – to cover major sporting events. These media organizations routinely utilize SMSC student workers. The 2004 debut of ESPNU was telecast from Stillwater because the campus represents classic collegiate sports, and because the network producers were able to rely on a supply of ready and trained media and strategic communications students.

The sports media faculty has strong professional backgrounds in the field and offers students the solid foundation in both theory and practice that prepare them for a variety of career paths.

**Strategic Communication.** Employers increasingly require communication professionals to first have an understanding of the relevant audiences with whom they wish to communicate or on whose behalf they need to communicate and then choose the best communication methods, be it through the techniques currently taught in public relations or advertising or both. This requires students to have a thorough understanding of the political, social and economic systems of society. Additionally, the new media environment now requires that professionals have skills they can apply to every media platform, be it print, television, radio, or the internet. Although all students in strategic communication
are required to have experience in and an understanding of all strategic communication methods, they do have a choice to specialize in either public relations or advertising.

The degree in strategic communication prepares students to be professional communicators in any environment, such as counseling firms, advertising agencies, corporations, non-profit organizations, or even their own businesses. It still prepares students to write and communicate well because good writing skills remain the foundation of professional communication. It also grounds students in a thorough knowledge of gathering and analyzing data relevant to their practice and in communication management principles with an emphasis on strategic thinking. The ultimate aim of this degree is to prepare students to be the future leaders in their field. Students complete their degree with a capstone campaign course, where students integrate and apply the knowledge they gained in their undergraduate work to a single strategic communication campaign.

Students may participate in Innovative State, an Oklahoma State University student-run Media and Strategic Communications firm. Its members are high achieving students of the School of Media and Strategic Communications. The members of the firm use their talents not only to gain work experience and build their portfolios, but also to provide services to non-profit organizations on campus and in the community. Innovative State continues to grow, take on new clients and provide opportunities for OSU students to use and develop their professional skills.

The Strategic Communication program is affiliated with the American Advertising Federation, the American Academy of Advertising, the Society of National Association Publications, the International Association of Business Communicators, the Public Relations Society of America and the Association of Women in Communication. For more information, please go to media.okstate.edu.

**Graduate Programs** The School of Media and Strategic Communications offers courses leading to the degree of Master of Science in mass communications. Preferred qualifications for admission to the master's program include a bachelor's degree in an area of mass communication with an overall grade-point average of 3.0. The Graduate Record Exam (GRE) is required. Graduates of a non-mass communication discipline may enter the Master of Science program, with the stipulation that they complete, without graduate credit, foundation courses relevant to career interests during the first year of their graduate education.

Basic emphasis is on media management, strategic communication management, application of current communication theories and research methods and designs to the professional aspects of mass communication. Electives in the behavioral sciences are encouraged.
Assessment Plan
Revised and approved on October 12, 2012

A. What degree program(s) will be assessed under this plan? If multiple programs are covered by this plan, please list each one separately. Do not list degree options. Assessment activities of all programs included in this plan should be reported in one annual report.

<table>
<thead>
<tr>
<th>Degree</th>
<th>Program name</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.S./B.A.</td>
<td>Multimedia Journalism</td>
</tr>
<tr>
<td>B.S./B.A.</td>
<td>Sports Media</td>
</tr>
<tr>
<td>B.S./B.A.</td>
<td>Strategic Communication</td>
</tr>
</tbody>
</table>

B. What is the mission for this degree program? The mission statement, educational objectives and goals for program should guide the assessment process. Assessment should provide feedback on the extent to which the program is accomplishing its publicly stated goals. Multiple programs may be included in one plan only if they have a common mission statement and have the same student learning outcomes.

To create a learning environment for our students and faculty that can be summed up in three words: Instill, Inspire, Illuminate.

Instill: We envision a program that instills our students with cutting-edge, forward-thinking, real-world knowledge in our three primary fields of focus: multimedia journalism, strategic communications, sports media, as well as in our graduate programs in news media and strategic communications management. We are making constant curriculum improvement, expanding our international focus, offering more on-line programs, incorporating social justice into all we do, and providing the finest technological capabilities so our students are learning on current platforms. We will be forming new alliances and partnerships with external corporations, as well as with other Schools and Colleges within the University, such as the Spears School of Business.

Inspire: We want the program to inspire students to succeed by providing the finest professional and academic educational experience possible. Our professors provide a rare combination of both academic and business expertise, and we are striving to be sure we have the right blend of talented faculty in the School. To do this, we plan to continue to recruit and retain the best and brightest faculty in our respective disciplines. We want to provide them with the training, support and mentoring they need to research, publish, teach and stay ahead of our ever-changing field. Faculty members are the heart of our program and we want to be sure that we have teachers who are passionate in the classroom not only for the subjects they are teaching, but for the students they teach.

Illuminate: We want our program to provide an illuminating educational experience for our students, faculty and staff. To do this, we must have the right faculty and the right courses, but we also need something else: the right environment. As the largest school within the College of Arts & Science, we have simply outgrown the Paul Miller Building, both in the number of students and in its limited ability to support today’s mass communications technological needs. Our goal is to design and build a building that will provide an illuminating educational experience—one that will help us recruit and retain the best and brightest students, faculty and staff.
### C. *Our Values*

| **Excellence** | We seek excellence in all our endeavors, and we are committed to continuous improvement, and the adoption of new technologies. |
| **Integrity** | We are committed to the principles of truth and honesty, and we will be equitable, ethical, and professional. |
| **Service** | We believe that serving others is a noble and worthy endeavor. |
| **Intellectual Freedom** | We believe in ethical and scholarly questioning in an environment that respects the rights of all to freely pursue knowledge. |
| **Diversity** | We respect others and value diversity of opinion, freedom of expression, and other ethnic and cultural backgrounds. |
| **Stewardship of Resources** | We are dedicated to the efficient and effective use of resources. We accept the responsibility of the public's trust and are accountable for our actions. |
| **Democracy** | We support the role communication practices play in maintaining a vibrant democracy. |
## C. Student Learning Outcomes and Assessments: The O-State 8

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Assessment Artifact</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will demonstrate an appreciation of the relevant constitutional freedoms, legal issues and ethical principles involved in mass communication.</td>
<td>Internship evaluations</td>
<td>Annually</td>
</tr>
<tr>
<td></td>
<td>Review of artifacts from undergraduate electronic portfolio</td>
<td>Annually</td>
</tr>
<tr>
<td></td>
<td>Alumni surveys</td>
<td>Bi-annually</td>
</tr>
<tr>
<td></td>
<td>Student Survey of Instruction</td>
<td>Semester</td>
</tr>
<tr>
<td>2. Students will demonstrate an understanding of the relevance of human diversity in mass communications.</td>
<td>Internship evaluations</td>
<td>Annually</td>
</tr>
<tr>
<td></td>
<td>Review of artifacts from undergraduate electronic portfolio</td>
<td>Annually</td>
</tr>
<tr>
<td></td>
<td>Alumni surveys</td>
<td>Bi-annually</td>
</tr>
<tr>
<td></td>
<td>Student Survey of Instruction</td>
<td>Semester</td>
</tr>
<tr>
<td>3. Students will demonstrate respect for the history and role of specific mass communication specialties.</td>
<td>Internship evaluations</td>
<td>Annually</td>
</tr>
<tr>
<td></td>
<td>Review of artifacts from undergraduate electronic portfolio</td>
<td>Annually</td>
</tr>
<tr>
<td></td>
<td>Alumni surveys</td>
<td>Bi-annually</td>
</tr>
<tr>
<td></td>
<td>Student Survey of Instruction</td>
<td>Semester</td>
</tr>
<tr>
<td>4. Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.</td>
<td>Internship evaluations</td>
<td>Annually</td>
</tr>
<tr>
<td></td>
<td>Review of artifacts from undergraduate electronic portfolio</td>
<td>Annually</td>
</tr>
<tr>
<td></td>
<td>Alumni surveys</td>
<td>Bi-annually</td>
</tr>
<tr>
<td></td>
<td>Student Survey of Instruction</td>
<td>Semester</td>
</tr>
<tr>
<td>5. Students will demonstrate an understanding of the relevant theories and concepts in mass communication.</td>
<td>Internship evaluations</td>
<td>Annually</td>
</tr>
<tr>
<td></td>
<td>Review of artifacts from undergraduate electronic portfolio</td>
<td>Annually</td>
</tr>
<tr>
<td></td>
<td>Alumni surveys</td>
<td>Bi-annually</td>
</tr>
<tr>
<td>Semester</td>
<td>Activity Description</td>
<td>Frequency</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>6.</td>
<td><strong>Students will demonstrate an understanding of the methods and techniques of research and information gathering.</strong></td>
<td>Internship evaluations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review of artifacts from undergraduate electronic portfolio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Alumni surveys</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Survey of Instruction</td>
</tr>
<tr>
<td>7.</td>
<td><strong>Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.</strong></td>
<td>Internship evaluations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review of artifacts from undergraduate electronic portfolio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Alumni surveys</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Survey of Instruction</td>
</tr>
<tr>
<td>8.</td>
<td><strong>Students will demonstrate an understanding of relevant planning and management methods in mass communication.</strong></td>
<td>Internship evaluations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review of artifacts from undergraduate electronic portfolio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Alumni surveys</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Survey of Instruction</td>
</tr>
</tbody>
</table>
D. How will assessment results be acted on to improve academic and student programs? Describe the process that assures regular curriculum and/or program improvements based on assessment results and stated student learning outcomes. This process should include the program faculty and faculty committees.

<table>
<thead>
<tr>
<th>Item</th>
<th>Description and detail</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Review of annual assessment report by program heads</strong></td>
<td>Program heads review assessment results for each degree program and also the executive summary that compares results across programs.</td>
</tr>
<tr>
<td><strong>Review of annual assessment report and feedback from programs heads and director by the SMSC Assessment Committee</strong></td>
<td>The Assessment Committee reviews the report and recommendations of the program heads and director, and reports back to the faculty on program improvements and implementation. Faculty vote on proposals.</td>
</tr>
<tr>
<td><strong>Review of annual assessment results and program actions by members of the SMSC Advisory Council.</strong></td>
<td>The SMSC Advisory Council is informed every year of the results and actions for program improvement at one of the bi-annual Advisory Council meetings.</td>
</tr>
</tbody>
</table>
# E. Commentary on individual assessment methods

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Undergraduate Performance Portfolio</strong></td>
<td>To comply with the assessment requirements of Oklahoma State University and the Accrediting Council on Education in Journalism and Mass Communication, the School of Media &amp; Strategic Communications requires that all undergraduate students majoring in the School develop and maintain a portfolio exhibiting specific and appropriate assignments or projects from SMSC classes. In 2010 the school moved to the requirement of electronic portfolios. Final portfolios are reviewed in the capstone course for each degree program and they are a requirement for graduation. Thus, portfolio development takes place in most courses. Faculty members review portfolios throughout the student’s career and in the capstone course, and SMSC Advisory Council Members and industry professionals evaluate these portfolios annually and score the extent to which artifacts demonstrate satisfaction of learning outcomes of the program. It is important to understand that the portfolios specified in the school’s assessment plan are not in any way intended to assess the accomplishments of any individual student. Instead, they are intended to accomplish a dual purpose, to provide evidence of satisfaction of program outcomes from a broad perspective, and to provide a basis for broad feedback on the overall program and to indicate areas in which adjustments should be made. Portfolios are selected randomly from a comprehensive list of links to the portfolios of all graduated seniors. Because these lists are linked to the capstone course of a specific degree program, it is easy to group portfolios together per degree program, which allows for comparison of learning outcomes across degrees. Typically, 20-25% of portfolios are selected for assessment, depending on the number of portfolios in a graduating class. Portfolios are assessed through the use of a rubric (attached) that quantifies the extent to which each of the eight learning outcome was satisfied, using specific criteria for evaluation. Assessors are provided with guidance on how to assess the artifacts. Feedback from this assessment process is used to either create new courses that specifically address shortcomings in terms of learning outcomes, to provide with assistance on creating appropriate portfolio artifacts, or to improve the assessment process.</td>
</tr>
<tr>
<td><strong>Student Survey of Instruction (SSI)</strong></td>
<td>Our primary use of the Student Survey of Instruction centers on the response of students to the statement “I learned a lot in this course,” which is taken as a partial indication of learning. This is especially helpful in courses in which content is almost completely devoted to particular learning outcomes, such as Media Law, Media Ethics and Communication Theory.</td>
</tr>
<tr>
<td><strong>Alumni surveys</strong></td>
<td>SMC has made adjustments to its program specific questions in the biennial alumni survey to more directly reflect respondents’ views of the eight learning outcomes from a distance of two to five years.</td>
</tr>
<tr>
<td><strong>Internship evaluations</strong></td>
<td>Internship supervisors assess interns on their performance on the eight learning outcomes. Faculty members coordinating internships are expected to use the same evaluation form no matter the degree program.</td>
</tr>
</tbody>
</table>
INSTRUCTIONS:

Please assess each of the learning outcomes based on the artifacts presented in the portfolios assigned to you. Merely place an X in the cell that best represents your evaluation. Values 1-5 assess the QUALITY of learning outcome. Please assign the value of 1 if you cannot find any evidence that the learning outcome is represented.

The assessment values are the same for all learning outcomes:

1=No or Poor representation of learning outcome;
2=Somewhat poor representation of learning outcome;
3=Average representation of learning outcome;
4=Good representation of learning outcome;
5= Outstanding representation of learning outcome.

Kindly tally the values you assigned for each learning outcome and add the total score to the space provided for Overall Score.

Learning outcome 1:
Demonstrate an appreciation of the relevant constitutional freedoms, legal issues and ethical principles involved in mass communication.

Overall Score: __________

<table>
<thead>
<tr>
<th>Quality of evidence of learning outcome</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Amendment freedoms protected by the Constitution of the United States.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The concept of freedom of information as it relates to the media and government.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The primary ethical principles involved in mass communication, and how those principles are incorporated in daily practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The concept of censorship as it relates to media, government and various public boards and organizations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Learning outcome 2:

Demonstrate an understanding of the relevance of human diversity in mass communications.

Overall Score: __________
<table>
<thead>
<tr>
<th>Quality of evidence of learning outcome</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The importance of diversity in American society as a reflection of our heritage.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A solid understanding of the complexity of diversity issues in American society.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A sensitivity toward the differing perspectives on diversity as well as an understanding of differing views.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The concept of diversity as it relates to media, government and various public boards and organizations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Learning outcome 3:**

Demonstrate an understanding of the history and social role of mass communications.

**Overall Score:** ____________

<table>
<thead>
<tr>
<th>Quality of evidence of learning outcome</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The importance of the history and development of mass communications.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The importance of the role the media play in American politics and society.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A solid understanding of the media as a change agent in society.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learning outcome 4:
Demonstrate critical, creative and individual thinking.

**Overall Score:**

<table>
<thead>
<tr>
<th>Quality of evidence of learning outcome</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ability to analyze complex situations accurately.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The ability to craft innovative solutions to difficult problems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The ability to look beyond what is obvious and understand what lies beneath the surface.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The ability to effectively communicate complex ideas and make them understandable.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learning outcome 5:

Demonstrate an understanding of the relevant theories and concepts of mass communications.

**Overall Score: __________**

<table>
<thead>
<tr>
<th>Quality of evidence of learning outcome</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>An understanding of the theoretical concepts underlying mass communications.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>An understanding of why the media act as they do on society, and how society in turn acts on the media.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The ability to look beyond what is obvious and understand what lies beneath the surface.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The ability to effectively communicate complex ideas and make them understandable.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Learning outcome 6:

Demonstrate an understanding of the methods and techniques of research and information gathering.
<table>
<thead>
<tr>
<th>Quality of evidence of learning outcome</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of the ability to gather information effectively and completely.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of initiative and creativity in information gathering.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The ability to use multiple methods and sources to research information.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The ability to effectively communicate how information was gathered.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learning outcome 7:

Demonstrate appropriate writing, editing and production techniques in mass communication.

Overall Score _____

<table>
<thead>
<tr>
<th>Quality of evidence of learning outcome</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of the ability to write clearly, without errors in grammar or construction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of the ability to craft language for interesting and effective communication.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The ability to write across platforms effectively.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The ability to effectively communicate to a wide and diverse audience.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Learning outcome 8:

Demonstrate an understanding of relevant planning and management methods in mass communication.

Overall Score: _____
<table>
<thead>
<tr>
<th>Quality of evidence of learning outcome</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of an understanding of the complex nature of media organizations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of the ability to adequately plan for and deal with unexpected occurrences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>An understanding of the unique requirements of creative people and the potential difficulties of working with them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The ability to effectively communicate to an audience of media professionals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>