

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
- 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
- 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?

- 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:

Four-year program leading to Bachelor's degree
 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

Name of Sequence (degree)	Specialty	Person in Charge
Multimedia Journalism	Multimedia News	Joey Senat
	Multimedia Production	
Strategic Communications	Advertising	Jami Fullerton
	Public Relations	
Sports Media	News	Ted Kian
	Production	
	Public Relations	

Oklahoma State University -- Tulsa

Name of Sequence (degree)	Specialty	Person in Charge
Strategic Communications	Advertising	Jami Fullerton
	Public Relations	

12. Number of full-time students enrolled in the institution:

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

*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):

Sequence or Specialty	# Undergraduate Majors
JB - Advertising	2
JB – Broadcast Journalism	4
JB – News Editorial	5
JB – Public Relations	0
JB – Sports Media	10
Multimedia Journalism	111
Strategic Communication	341
Sports Media	152
Pre-majors	155
Total	780

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.

Fall 2013 SMSC Courses and Enrollments		
Course number	Title	Enrollment
MC 2003.001	Media Style And Structure	20
MC 2003.002	Media Style And Structure	20
MC 2003.003	Media Style And Structure	18
MC 2003.004	Media Style And Structure	17
MC 2003.005	Media Style And Structure	18
MC 2003.006	Media Style And Structure	19
MC 2003.007	Media Style And Structure	20
MC 2003.008	Media Style And Structure	16
MC 2023.001	Electronic Communication	20
MC 2023.002	Electronic Communication	20
MC 2023.004	Electronic Communication	20
MC 2023.005	Electronic Communication	20
MC 2023.006	Electronic Communication	20
MC 2023.007	Electronic Communication	20
MC 2023.008	Electronic Communication	20
MMJ 3153.001	Fundamentals Of Audio And Video Production	14
MMJ 3153.002	Fundamentals Of Audio And Video Production	13
MMJ 3153.003	Fundamentals Of Audio And Video Production	12
MMJ 3153.004	Fundamentals Of Audio And Video Production	16
MMJ 3263.001	Reporting	12
MMJ 3263.002	Reporting	19
MMJ 3313.001	Editing In Multimedia	20
MMJ 3353.001	Electronic Reporting	17
MMJ 3353.002	Electronic Reporting	19
MMJ 3353.003	Electronic Reporting	20
MMJ 3823.001	Photography I	18
MMJ 3900.202	Multimedia Journalism Internship	14
MMJ 3900.352	Multimedia Journalism Internship	3
MMJ 4393.001	Data Journalism	20
MMJ 4393.002	Data Journalism	20
MMJ 4540.351	Specialized Multimedia Journalism Applications	2
MMJ 4540.352	Specialized Multimedia Journalism Applications	1
MMJ 4540.801	Specialized Multimedia Journalism Applications	7
MMJ 4540.802	Specialized Multimedia Journalism Applications	10
MMJ 4953.001	Advanced Production Practices	11
MMJ 4960.001	Live Field Production	18

SC 3353.001	Persuasive Writing For Strategic Communicators	20
SC 3353.002	Persuasive Writing For Strategic Communicators	19
SC 3353.003	Persuasive Writing For Strategic Communicators	20
SC 3353.004	Persuasive Writing For Strategic Communicators	15
SC 3600.201	Strategic Communications Internship	28
SC 3600.351	Strategic Communications Internship	7
SC 3603.001	Copywriting And Creative Strategy	18
SC 3753.001	Graphic Design For Strategic Communication	20
SC 3753.002	Graphic Design For Strategic Communication	20
SC 3753.003	Graphic Design For Strategic Communication	19
SC 3753.004	Graphic Design For Strategic Communication	15
SC 3953.001	Research Methods For Strategic Communicators	38
SC 3953.002	Research Methods For Strategic Communicators	41
SC 3953.801	Research Methods For Strategic Communicators	7
SC 4013.001	Advertising Media And Markets	25
SC 4013.503	Advertising Media And Markets	4
SC 4493.001	Advanced Public Relations Writing	18
SC 4493.002	Advanced Public Relations Writing	18
SC 4493.003	Advanced Public Relations Writing	15
SC 4493.801	Advanced Public Relations Writing	5
SC 4843.001	Strategic Communications Campaigns	36
SPM 3500.202	Sports Media Internship	7
SPM 3500.203	Sports Media Internship	2
SPM 3500.352	Sports Media Internship	1
SPM 3783.001	Sports Public Relations	34
SPM 3863.001	Electronic Sports Reporting	17
SPM 3863.002	Electronic Sports Reporting	14
SPM 3863.003	Electronic Sports Reporting	16
SPM 4053.001	Sports Announcing	14
SPM 4560.351	Specialized Sports Media Applications	2
SPM 4813.001	Sports Media Production	15

Spring 2014 SMSC Courses and Enrollments

Course number	Title	Enrollment
MC 2003.001	Media Style And Structure	15
MC 2003.002	Media Style And Structure	15
MC 2003.003	Media Style And Structure	15
MC 2003.004	Media Style And Structure	15
MC 2003.005	Media Style And Structure	15
MC 2003.006	Media Style And Structure	15
MC 2023.001	Electronic Communication	18
MC 2023.002	Electronic Communication	18
MC 2023.003	Electronic Communication	18
MC 2023.004	Electronic Communication	18
MC 2023.005	Electronic Communication	18
MC 2023.006	Electronic Communication	18
MC 2023.007	Electronic Communication	18
MC 4360.351	Special Problems In Mass Communication <i>Section Title: Event Planning And Communication</i>	22
MMJ 3153.001	Fundamentals Of Audio And Video Production	16
MMJ 3153.002	Fundamentals Of Audio And Video Production	16
MMJ 3153.003	Fundamentals Of Audio And Video Production	16
MMJ 3153.004	Fundamentals Of Audio And Video Production	16
MMJ 3153.005	Fundamentals Of Audio And Video Production	16
MMJ 3263.001	Reporting	18
MMJ 3263.002	Reporting	18
MMJ 3263.003	Reporting	18
MMJ 3313.001	Editing In Multimedia	20
MMJ 3313.002	Editing In Multimedia	20
MMJ 3313.003	Editing In Multimedia	20
MMJ 3900.001	Multimedia Journalism Internship	0
MMJ 3913.001	Field Production	16
MMJ 3913.002	Field Production	16
MMJ 3943.001	Photojournalism	18
MMJ 4313.001	Public Affairs Reporting	16
MMJ 4313.002	Public Affairs Reporting	16
MMJ 4393.001	Data Journalism	18
MMJ 4393.002	Data Journalism	18
MMJ 4553.001	Broadcast News Writing II	18
MMJ 4973.001	Multimedia Journalism Capstone	17
MMJ 4973.002	Multimedia Journalism Capstone	17
SC 3353.001	Persuasive Writing For Strategic Communicators	20
SC 3353.002	Persuasive Writing For Strategic Communicators	20
SC 3353.003	Persuasive Writing For Strategic Communicators	20
SC 3353.801	Persuasive Writing For Strategic Communicators	18

SC 3600.201	Strategic Communications Internship	0
SC 3600.801	Strategic Communications Internship	18
SC 3603.001	Copywriting And Creative Strategy	18
SC 3753.001	Graphic Design For Strategic Communication	20
SC 3753.002	Graphic Design For Strategic Communication	20
SC 3753.003	Graphic Design For Strategic Communication	20
SC 3753.801	Graphic Design For Strategic Communication	18
SC 3953.001	Research Methods For Strategic Communicators	35
SC 4013.001	Advertising Media And Markets	60
SC 4013.503	Advertising Media And Markets	45
SC 4223.001	Media Sales And Marketing	35
SC 4493.001	Advanced Public Relations Writing	18
SC 4493.002	Advanced Public Relations Writing	18
SC 4843.001	Strategic Communications Campaigns	30
SC 4843.002	Strategic Communications Campaigns	30
SC 4843.801	Strategic Communications Campaigns	18
SC 4980.001	Advertising Competitions	15
SPM 3500.201	Sports Media Internship	0
SPM 3853.001	Sports Writing	20
SPM 3853.002	Sports Writing	20
SPM 4883.001	Sports In The Newsroom	12
SPM 4883.002	Sports In The Newsroom	12
SPM 4933.001	Advanced Sports Public Relations	25

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.

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

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.)

Spring 2013	Fall 2013	Spring 2014
Barbara Allen	Barbara Allen	Barbara Allen
Billy Berkenbile	Amanda Clinton	Shane Bevel
Shane Bevel	Daniel Crutcher	Amanda Clinton
Bonnie Cain-Wood	Jeremy Davis	Jason Collington
Amanda Clinton	Dave Hunziker	Daniel Crutcher
Jason Collington	Nicole Nash	Jeremy Davis
Lisa Frein	Juliana Nykolaiszyn	Nicole Nash
Dave Hunziker	Andy Wallace	Juliana Nykolaiszyn
Juliana Nykolaiszyn		Erin Smith
Lorene Roberson		Amanda Thrash
Andy Wallace		Andy Wallace
Joe Williams		Joe Williams
Jack Willis		

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.

Year	Total Graduates	80 or more semesters outside the major		65 or more hours in liberal arts/ sciences	
		Number	Percent	Number	Percent
2012-2013 academic year	144	144	100%	144	100%
2011-2012 academic year	153	153	100%	153	100%

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 enthruse 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.

Tenured Professors			
Fullerton, J.	Endowed Chair	Female	White
Holtzhausen, D.	Director	Female	White/International
Tenured Associate Professors			
Hodgson, J.		Male	White
Ketterer, S.		Male	White
Kian, E.	Endowed Chair	Male	White
Krein, M.		Male	White
Lewis, B.K.		Female	White
McGuire, J.	Graduate Director	Male	White
McKinnon, L.		Female	Native American
Murray, R.		Male	White
Senat, J.		Male	White
Sowell, M.		Male	White
Tenure-track Assistant Professors			
Kim, K.		Male	Asian/International
Nichols, C.		Female	White
Shipka, D.		Male	White
Clinical Assistant Professor			
Noble, G.		Female	White

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.

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

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.

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

* 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.

Semester: Fall 2013										
	Years full-time professional experience	Years full-time college teaching	Years on this faculty	Years at present rank	Highest earned degree	Tenured (y/n)	Number of classes per week taught	% of time		
								tch	rsch	svc
Unit Administrator										
Derina Holtzhausen	25	16	5	5	Ph.D.	Y	1	20	25	5
Professors										
Jami Fullerton	13	15	14	5	Ph.D.	Y	2	40	40	20
Associate Professors										
Jack Hodgson	16	21	21	14	MA	Y	4	80	0	20
Stan Ketterer	19	15	15	8	Ph.D.	Y	3	65	25	10
Ted Kian	5	11	2	1	Ph.D.	Y	2	40	40	20
Bobbi Kay Lewis	8	9	9	2	Ph.D.	Y	3	65	25	10
John McGuire	16	11	11	5	Ph.D.	Y	2	40	30	10
Lori McKinnon	1	18	9	13	Ph.D.	Y	2	65	25	10
Ray Murray	21	8	8	2	MA	Y	2	65	25	10
Joey Senat	8	17	15	9	Ph.D.	Y	2	50	30	20
Mike Sowell	20	14	14	9	MS	Y	3	65	25	10
Assistant Professors										
Kenneth Kim	3	4	3	3	Ph.D.	N	2	40	50	10
Cynthia Nichols	5	3	3	3	Ph.D.	N	2	40	50	10
Gina Noble (clinical)	11	11	11	5	MS	N	4	85	0	15
Danny Shipka	11	5	1	5	Ph.D.	N	2	40	50	10
Visiting Assistant Professors										
Shane Hoffman	1	1	1	1	MS	N	4	100	0	0
Allison Meija	10	2	2	1	MS	N	4	100	0	0
Nichole Nash	1.5	.5	.5	.5	J.D.	N	2	100	0	0
Hillary Speed	10	2	2	2	MA	N	4	100	0	0
Lecturers										
Matt Elliot	12	.5	.5	.5	MBA	N	3	100	0	0

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.

Semester: Fall, 2012										
Name and Rank	Years full-time professional experience	Years teaching experience	Highest earned degree	Now working full-time as professional (y/n)	Working toward degree (y/n)	Credit hrs. teaching this semester	Teaching responsibilities			
							In charge of course	Lectures	Assists in lab	Assists teacher in charge
Allen, Barbara Lecturer	16	2.5	MS	Y	N	3	x	x	x	
Bevel, Shane Lecturer	15	5	BA	Y	N	3	x	x	x	
Cain-Wood, Bonnie Lecturer	14	2	MS	Y	N	0	x	x	x	
Clinton, Amanda Lecturer	12	3	MS	Y	N	3	x	x	x	
Hunziker, Dave Lecturer	25	7	BJ	Y	N	3	x	x		
Nykolaiszyn, Juliana Assistant Prof (LIB)	12	2	MS	Y	Y	3	x			
Wallace, Andy Lecturer	20	3	BA	Y	Y	6	x			
Williams, Joe Lecturer	40	3	MS	Y	N	0	x	x		
Hoffman, Shane Graduate TA	0	1	MS	Y	N	6			x	x
Kim, ChangJung Graduate TA	9	.5	MS	N	Y	3				x
Kim, Yung Graduate TA	3	1	MS	N	N	3			x	x
Snapp, Brittany Graduate TA	0	0	BA	N	Y	6			x	x
Zhang, Xeuying Graduate TA	5	.5	MS	N	Y	3				x
Fevurly, Sara Undergrad TA					Y	3			x	

Table 3 Continued

Geary, Anna Undergrad TA	Y	3	x
Kafer, Hannah Undergrad TA	Y	3	x
McKown, Kyla Undergrad TA	Y	3	x
Nielsen, Emily Undergrad TA	Y	3	x
Rohwer, Conner Undergrad TA	Y	3	x
Woodruff, Nick Undergrad TA	Y	3	x

Table 3 continued

Semester: Spring, 2013										
Name and Rank	Years full-time professional experience	Years teaching experience	Highest earned degree	Now working full-time as professional (y/n)	Working toward degree (y/n)	Credit hrs. teaching this semester	Teaching responsibilities			
							In charge of course	Lectures	Assists in lab	Assists teacher in charge
Allen, Barbara Lecturer	16	2.5	MS	Y	N	3	x	x		
Berkenbile, Billy Lecturer	18	2	BS	Y	N	0	x	x		
Bevel, Shane Lecturer	15	5	BA	Y	N	3	x	x		
Nykolaiszyn, Juliana Assistant Prof	12	2	MS	Y	Y	3	x			
Smith, Erin Lecturer	13	2	MS	Y	N	0	x	x		
Thrash, Amanda Lecturer	7	5	J.D.	Y	N	0	x	x		
Wallace, Andy Lecturer	20	3	BA	Y	Y	6	x			
Williams, Joe Lecturer	40	3	MS	Y	N	0	x	x		
Willis, Jack Lecturer	20	24	MA	N	N	3	x	x		
Hoffman, Shane Graduate TA	0	1.5	MS	Y	N	6			x	x
Kim, ChangJung Graduate TA	9	1	MS	N	Y	3				x
Lawson, Heather Graduate TA	7	0	BA	N	Y	3			x	x
Snapp, Brittany Graduate TA	0	.5	BA	N	Y	6			x	x
Woodruff, Nick Graduate TA	0	0	BA	N	Y	6			x	x
Zhang, Xeuying Graduate TA	5	1.5	MS	N	Y	3				x
Fevurly, Sara Undergrad TA					Y	3			x	

Table 3 cont.

Geary, Anna Undergrad TA	Y	3	x
Kafer, Hannah Undergrad TA	Y	3	x
McKown, Kyla Undergrad TA	Y	3	x
Nielsen, Emily Undergrad TA	Y	3	x
Rohwer, Conner Undergrad TA	Y	3	x
