

Section II, Standard 3. Diversity and Inclusiveness



Adley Stump, SMSC alumna, (middle) was the first recipient of the A&S Rising Star Award in fall 2013. Vice President of SMSC Ambassadors Ciara Dixon (left) and DeJuan McConnell, President, (right) were at the ceremony to congratulate Adley.

EXECUTIVE SUMMARY

- The School of Media & Strategic Communications has increased its undergraduate diversity by 7.e 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 44 percent female and 47 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?

<u>Group</u>	<u>percent of population</u>
<u>Black/African-American</u>	<u>7.3</u>
<u>White</u>	<u>68.7</u>
<u>American Indian/Alaskan native</u>	<u>8.2</u>
<u>Asian</u>	<u>1.7</u>
<u>Hispanic/Latino (any race)</u>	<u>8.9</u>
<u>Native Hawaiian/other Pacific Islander</u>	<u>0.1</u>
<u>Two or more races</u>	<u>5.1</u>
<u>Other race</u>	<u>0.1</u>
<u>Female</u>	<u>50.5</u>

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

Group	Male	Female	% of total in unit	% of total in institution
Black/African-American	15	36	8.3	0.2
White	170	314	79.1	1.89
American Indian/Alaskan native	15	30	7.35	0.18
Asian	6	6	1.2	0.05
Hispanic/Latino (any race)	4	13	2.8	0.07
Native Hawaiian/other Pacific Islander				
Two or more races*				
Other race				
International students (any race)	1	2	0.49	0.02

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

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

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

Group	Female	% of total faculty	Male	% of total faculty
Black/African-American				
White	4	.44	5	.56
American Indian/Alaskan native				
Asian				
Hispanic/Latino (any race)				
Native Hawaiian/other Pacific Islander				
Two or more races				
Other race				
International students (any race)				

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.

Academic years:	2010-11	2011-12	2012-13
Openings	2	0	3
Total applicants in hiring pool	80	N/A	6
Females in hiring pool	36	N/A	2
Female finalists considered	5	N/A	1
Offers made to females	1	N/A	1
Offers accepted by females	1	N/A	1
Minorities in hiring pool	2	N/A	0
Minority finalists considered	0	N/A	0
Offers made to minorities	0	N/A	0
Offers accepted by minorities	0	N/A	0
International faculty in hiring pool	19	N/A	0
International faculty considered	2	N/A	0
Offers made to international faculty	1	N/A	0
Offers accepted by international faculty	1	N/A	0

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.

Academic years:	2010-11	2011-12	2012-13
Openings	7	12	4
Total applicants in hiring pool	Waived Recruitment	Waived Recruitment	Waived Recruitment
Females in hiring pool	6	10	1
Female finalists considered	6	10	1
Offers made to females	6	10	1
Offers accepted by females	6	10	1
Minorities in hiring pool	0	1	0
Minority finalists considered	0	1	0
Offers made to minorities	0	1	0
Offers accepted by minorities	0	1	0
International faculty in hiring pool	0	0	0
International faculty considered	0	0	0
Offers made to international faculty	0	0	0
Offers accepted by international faculty	0	0	0

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 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 of 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 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 Turnbo PR
- Kelly Fiddner, Littlefield Marketing