

PART II: Supplementary Information

1. Complete and attach here in the main body of the self-study report the following tables:

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 2018–2019 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 2018–2019. Please include all semesters or quarters. If the unit has a formal pre-major status, list the number of such students.*

Add or delete lines as needed.

Undergraduate programs of study	<u>Number of Students</u>				Total students	<u>Degrees Conferred 2018-19</u>
	<u>frsh</u>	<u>soph</u>	<u>jr</u>	<u>sr</u>		Bachelor's
Pre-majors, if any*	41	2			43	
1. Multimedia Journalism		31	30	30	91	16
2. Strategic Communication		71	71	108	250	102
3. Sports Media		39	33	54	126	38
Total students	41	143	134	192	510	156

* Students who have declared their intention but have not completed the requirements for admission to the major.

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 or delete 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 or Quarter: Fall, 2019

	years full-time professional experience	years full-time college teaching	years on this faculty	years at present rank	highest earned degree	tenured (y/n)	credit hours taught per semester	% of time tchg. rsch. svc.
Unit Administrator								
Freeman, Craig	8	14	5	14	JD	Y	3	22.5% 22.5%
Professors								
Kian, Ted	5	16	8	3	Ph.D.	Y	6	40% 50% 10%
McGuire, John	12	18	18	4	Ph.D.	Y	6/9	60% 30% 10%
Associate Professors								
Hodgson, Jack	17	27	27	20	MA	Y	12	100%
Ketterer, Stan	21	21	21	14	Ph.D.	Y	6/9	50% 40% 10%
Lewis, Bobbi Kay	9	15	15	9	Ph.D.	Y	3/2	70% 20% 10%
McKinnon, Lori	2	24	15	19	Ph.D.	Y	6/9	60% 30% 10%
Murray, Ray	21	15	15	9	MA	Y	15/12	80% 10% 10%
Senat, Joey	8	23	21	15	Ph.D.	Y	3/2	50% 40% 10%
Shipka, Danny	11	12	7	1	Ph.D.	Y	9/6	50% 40% 10%
Assistant Professors								
Bae, Clara	15	2.5	2.5	2.5	Ph.D.	N	6	50% 40% 10%
Cooley, Asya	10	2	2	.5	Ph.D.	N	6	40% 50% 10%
Cooley, Skye	6	8	2	2	Ph.D.	N	6	40% 50% 10%
Johnson, Jared	7	19	5	5	Ph.D.	N	6	40% 50% 10%

Instructors/Lecturers

Andrews, Max	45	5	5	1	MA	N	6	70%	0%	30%
Hoffman, Shane	6	6	6	2	MS	N	9	100%		

Associate Professor of Professional Practice

Noble, Gina	12	17	17	5	MS	N	12	85%	0%	15%
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Post-Doctoral Fellow

Graber, Shane	14	2	.5	.5	Ph.D.	N	6	50%	40%	10%
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Table 3. Part-Time Faculty

List names of part-time faculty paid 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 two semesters or quarters before the accreditation visit**. Present the names in groups by semester or quarter. Put an X under the appropriate teaching responsibility. Add or delete lines as needed.

Semester or Quarter: Fall, 2019

Name and Rank	years	years	highest	now working	working	credit hrs.	<u>teaching responsibilities:</u>			
	full-time professional experience	teaching experience	earned degree	full-time as professional (y/n)	toward degree (y/n)	teaching this semester	in charge of course	lectures	assists in lab	assists teacher in charge
Cain-Wood, Bonnie Adjunct Instructor	20	8	MS	Y	N	6	X			
Crutcher, Daniel Adjunct Instructor	24	7	MS	Y	N	3	X			
Davis, Jeremy Editor in Residence	10	6	BS	Y	N	3	X			
Helsley, John Adjunct Instructor	26	.5	BS/BA	Y	N	3	X			
Hunziker, Dave Adjunct Instructor	31	13	BA	Y	N	3	X			
Jessell, Tim Adjunct Instructor	33	3	BFA	Y	N	6	X			
Kerr, Kelly Adjunct Instructor	34	1	BSBA	Y	N	3	X			
Morgan, Nicole Adjunct Instructor	13	1.5	BA	Y	N	3	X			
Nykolaiszyn, Juliana Adjunct Instructor	20	8	MS	Y	Y	3	X			
Shutt, Gary Adjunct Instructor	45	1	BS	Y	N	3	X			

Wallace, Andy Adjunct Instructor	30	8	MS	Y	N	3	X
Semester or Quarter: Spring, 2019							
Crutcher, Daniel Adjunct Instructor	24	7	MS	Y	N	3	X
Davis, Jeremy Editor in Residence	10	6	BS	Y	N	3	X
Jessell, Tim Adjunct Instructor	33	3	BFA	Y	N	6	X
Morgan, Nicole Adjunct Instructor	13	1.5	BA	Y	N	3	X
Nykolaiszyn, Juliana Adjunct Instructor	20	8	MS	Y	Y	3	X
Shutt, Gary Adjunct Instructor	45	1	BS	Y	N	3	X
Tourtellote, Bob Adjunct Instructor	32	4	MA	Y	N	6	X
Wallace, Andy Adjunct Instructor	30	8	MS	Y	N	3	X

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. 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. In 2009, the School added Sports Media as a sequence and changed the School's name to the School of Media & Strategic Communications. Dr. Holtzhausen accepted a position as the Dean of a unit at Lamar University. Following a national search, then Dean Bret Danilowicz appointed Craig Freeman as Director of the School.

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

The School of Media & Strategic Communications (SMSC) is one of 24 departments in the OSU College of Arts & Sciences (CAS). It is one of three units that has school status. The School's budget allocation is based on a traditional financial approach at the College level where requests for additional resources are competitive with other programs in the College. Each request for new resources has to be based on the School's performance and needs. SMSC also has discretionary funds raised from private donors to support the School's mission.

The School experienced a spike in enrollment in the early part of the decade, with enrollment of majors and pre-majors approaching 750 students in 2015. Enrollment has returned to predictable levels this year. The high enrollment brought a great deal of pressure for offering

enough courses and course sections, particularly labs. In addition to serving students in the School, the unit fulfills its mission to the university with *Media in a Diverse Society*, a general education offering. The course has been approved as a general education course with a Diversity emphasis. OSU students are required to take a course with a Diversity designation as part of their general education curriculum. 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. Changes to the curricula required more courses with lab sections, more technology more specialized faculty members. OSU and CAS have been supportive in terms of funding for 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 \$750,000 in grant funding through this program. CAS also maintains computers and software in the existing labs in the Paul Miller Building.

The above shows that SMSC is a valued member of the OSU academic and student community. In the last six years, SMSC has positioned itself to be a valued member of the international mass communication community. We established a partnership with Lund University in Sweden, fostering an active exchange of students. We are developing a partnership with Fudan University in China. Five OSU students studied in Shanghai last summer. Five students from Fudan are on campus now.

We have strengthened our connections to alumni. Annual giving to the School hovered at approximately \$20,000 per year during the last review cycle. We have significantly increased support for the School, with pledged gifts exceeding \$4 million since the last review period. Because of the generosity of our alumni, the School has been able to increase scholarship offers. We are now able to award close to \$100,000 in scholarships annually. Recently, we have been able to offer summer stipends for students working with non-profits.

As a land grant university, OSU has a focus on improving the state, the country and the world through its scholarship, teaching and service. We have focused on scholarship during the last six years, increasing research output by 30% and winning several significant competitive grants.

Staffing is one of the biggest hurdles facing the School. Our colleagues have been tapped for leadership positions on campus and at other universities. Our previous director, Dr. Derina Holtzhausen, was selected as the Dean of a unit at Lamar University. Our previous associate director, Dr. BobbiKay Lewis, was selected as the Associate Dean of Outreach and Communications for OSU's College of Arts and Sciences. Dr. Jami Fullerton was selected as the Director of Academic Programs at OSU's School of Global Studies. Dr. Kathleen McElroy was selected as the Director of the School of Journalism at the University of Texas at Austin. Professor Hillary Speed moved to Florida A&M University. Holtzhausen, Lewis, Fullerton, and Speed all taught primarily in the Strategic Communication area. We have struggled to replace their talent, but we are making headway this year in this important area. We have an open rank search underway this fall to replace the line vacated by Dr. Lewis. We are also searching for two professors of practice in Strategic Communications. One is to replace the line vacated by Professor Speed. The other is a new line with a focus on Entertainment Media.

The condition of the Paul Miller Building was an area of concern at the last re-accreditation and remains an issue. We have made significant investments in the building, working to add modern signage and update facilities while we work toward new facilities.

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

We remain committed to our mission to *Instill, Inspire and Illuminate*.

Instill – We contribute to a program that instills our students with cutting-edge, forward-thinking real-world knowledge. We did not have live broadcast programming at the last site visit. We started with a partnership with a local media outlet to provide pre-game football coverage. We added a weekly live sports program. Today, we have a daily newscast, three live sports shows, two recorded programs and our live pre-game programming. Last year, we purchased equipment that allows students to broadcast live content from anywhere in the world. This year, we added over-the-top technology, so student productions may be viewed on mobile devices as well as Roku, FireStick and AppleTV devices. We have grown digital sales by 400% and added major sponsorships for student media. We added an in-house agency for our strategic communication students. We have fully embraced our mission to instill our students with the tools they need for success after graduation.

Inspire – We strive to provide the finest professional and academic experience possible. We hired outstanding faculty to work with our students. Their unique skillsets in eye-tracking, social media and nonprofit research provide students with hands on opportunities with cutting edge technology. We have increased outlets for student work, regularly getting students involved as soon as they arrive on campus. We challenge students to compete on the national stage. The results have been impressive. Our NSAC team finished second in the country. Two of our sports media majors won Hearst Awards. The School finished in the top ten in the Hearst National Writing Competition four of the six years since the last site team visit. Multimedia students and production teams have earned top honors at national broadcast competitions. We are helping talented Oklahoma students earn national championships.

Illuminate – We work daily to provide an illuminating educational experience for our students, faculty and staff. We have hired transformative faculty members who bring innovation and energy to our program. We developed new opportunities in Student Media, providing additional platforms for student and faculty innovation. We renovated facilities and equipment, injecting close to \$750,000 to provide state of the art resources for students, faculty and staff.

We believe there are opportunities for smart growth. In September, we proposed two new sequences in Strategic Communication: Entertainment Media and Social Media. If the proposals are accepted, we will begin offerings in these areas in the fall of 2020.

5. If the unit was previously accredited, summarize each deficiency noted in the most recent accreditation report that the site team said should be addressed (Part 3 of site team 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 the standard(s), the reasons cited, and how these problems have been addressed.

The previous site team identified three weaknesses: 1.) rapid growth in enrollment stretching capacity; 2.) underdeveloped relationships with alumni and professional constituencies; and 3.) an aging building.

The rapid growth has slowed. We have been able to make strong strategic hires to address growth areas in the future. We are well positioned for smart growth in the next review period.

We have focused on connecting with alumni and local professionals. Faculty members joined local chapters of professional organizations. Faculty work with alumni and local professionals on projects for class and the community. We actively welcome alumni back to campus. The results are best observed by the success of our fundraising. Alumni have pledged millions to support our School, a dramatic increase in support from the last reporting period.

We are making progress on a new facility. Our growth in alumni support is a key factor in obtaining a new facility. We have a base of potential funders for a new facility. The president, dean and senior administrators understand our need and are working with us to find solutions.

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.

We started working in earnest on the self-study two years ago. We attended meetings regarding accreditation and began reviewing self-studies and site team reports. One year ago, we began to gather materials for the self-study. In January of this year, we met as a faculty to discuss the process of re-accreditation. The standards in Part II were reviewed and faculty members worked in small teams to draft responses for each standard. Each faculty member worked on at least two standards. As the semester progressed, we received progress updates for each standard. First drafts of each standard were completed in late May. The administrative team reviewed each standard to fill in gaps as needed. Professor Ray Murray edited each standard for content and style. Second drafts of each standard were returned to the faculty in early August. The entire study was discussed at the August and September faculty meetings. The administrative team made final edits and posted the study online for the site team.

Our recordkeeping in some areas was solid, especially in the areas of scholarship, human resources and advising. We were weak in other areas, most notably in keeping track of guest speakers and alumni contact. We will institute practices in the future to keep better track of our activities in those areas.

We feel our record is strong in diversity, but we acknowledge room for growth in this area. We must do a better job of identifying, hiring and retaining diverse colleagues, especially Latino/Hispanic colleagues. We also need to identify better practices for hiring diverse adjuncts. We are developing plans to address these areas in the near future.

Finally, our review of the previous self-study provided a stark reminder that our building remains an obstacle to our advancement. The previous site team noted that the building was “ill-suited for instruction with contemporary communications technology, inadequate in classroom and office space for booming enrollment, and unreflective of the aspiration and accomplishment of the School.” Those issues remain. We have worked diligently to provide better options for

students in the building. As technology continues to advance, we must find a platform better suited to teach in a changing media environment.

7. Provide the web links to undergraduate catalogs and other publications that describe the mission and scope of the unit, its curriculum, administrative and graduation requirements.

SMSC: <http://media.okstate.edu>

College of Arts & Sciences: <https://cas.okstate.edu>

Course Catalog: <https://registrar.okstate.edu/Course-Descriptions>