

Part II, Standard 4. Full-time and Part-time Faculty



The curriculum vitae of each full-time faculty member and the resume of each adjunct/ part time faculty member will be available in a digital format and in the work room during the site visit. Similarly, records on faculty propotion and tenure will be available in the work room.

1. Describe the faculty balance in terms of degrees, professional experience, gender, race and rank.

The data below includes all faculty in the 2018-19 academic year:

Formal Education

Ph.D.	12	40%
J.D.	1	3%
Master's	9	30%
Bachelors	8	27%

Years of Professional Experience

20 or more years	11	37%
11 to 20 years	14	47%
6 to 10 years	4	13%
0 to 5 years	1	03%

Gender

Male	20	67%
Female	10	33%

Race

White	26	87%
African American	1	3%
Asian	1	3%
Native American	2	7%

Rank

Professor	3	10%
Associate Professor	8	27%
Assistant Professor	4	13%
Associate Professor of Professional Practice	1	3%
Assistant Professor of Professional Practice	1	3%
Lecturer	2	7%
Adjunct	11	37%

2. Describe how the unit selects full-time and part-time faculty and instructional staff. Provide in digital format examples of published advertisements for faculty openings in the past six years (before the self-study year) that show required and preferred qualifications of candidates. (Appendix 4-1)

The Director, working with faculty in the appropriate sequence, develops an ad, which the Dean's office must approve before it can be published in relevant publications and websites. The Director selects the search committee. At least one member of the Personnel Committee shall be on every search. The search committee meets to narrow the pool of applicants. Generally a pool of 6-10 applicants are interviewed via Skype. The search committee proposes a pool of two to four candidates for on campus interviews. The committee meets with the Associate Dean for Personnel to ensure compliance with University human resource policies. Candidates are invited to campus for a two day interview. If the position includes a research component, the interview includes an opportunity to present research to faculty, staff and students. The interview also includes an opportunity for a candidate to teach a class. The search committee identifies a slate of acceptable candidates, which are presented to the faculty. Following faculty approval, the Director extends an offer.

3. Describe the unit's expectations of faculty members in teaching, research, creative and professional activity, and service and its process for the award of tenure, promotion, reappointment and salary. (Provide digital access to relevant faculty handbook sections and any supplementary promotion and tenure criteria and procedures adopted by the unit. Please provide specific page numbers.) (Appendix 4-2)

The criteria for assessing faculty performance listed in the Tenure and Promotion (T&P) document (pages 8-22) are used to judge the level of quality in teaching, research/creative endeavors and service for each of the evaluation procedures conducted in the School. These include initial appointment to faculty positions, annual review of all faculty members for merit salary increases, reappointment of tenure-track and annually appointed faculty, the tenure review process (which includes reappointment and the review for tenure), cumulative review and promotion in rank.

With the exception of the initial faculty appointment, the procedures rely on documentary evidence for faculty performance. All faculty members submit these materials annually. Use of the “Appraisal and Development” (A&D) form (Appendix 4-3) provides a standardized reporting mechanism. All faculty members use the form and attach other supporting materials to document their work in teaching, research/creative endeavors and service.

The five assessment categories include Outstanding, Excellent, Good, Minimal and Inadequate. Details for each category are listed in the T&P document. Unit expectations are clarified in great detail in the School’s work plan (Appendix 4-4).

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

- SMSC faculty members lead site visits to public relations agencies and shadow professionals to keep up with industry trends.
- Participate in training programs such as Poynter Institute’s media training, the Public Relations Society of America’s accreditation in public relations (APR) and the United Nations’ Peace Operations Training Institute’s civilian service program to bring real work skills into the classroom.
- Adopt technologies in the classroom, such as Packback’s AI supported online discussion platform, to maintain contact with students outside the classroom.
- Use multiple methods of visual storytelling to prepare SMSC students for producing multimedia professionally and on social media platforms.
- Use “The Gold Coin Method” to prepare students to tell award-winning feature stories by using visual storytelling techniques that reward the viewer/listener for staying with the story.
- Attend faculty training workshops for incoming faculty the University and the College of Arts & Sciences host.
- All online instructors must take mandatory training OSU’s Institute for Teaching and Learning Excellence offers.
- The College of Arts & Sciences invites new faculty to apply for a Dean’s Incentive Grant for faculty development. This program started in the 2015-16 academic year. During the past four years, three faculty members have been awarded this grant. In 2015-16, Dr. Jared Johnson was awarded \$3,000. In 2017-18, Dr. Skye Cooley was awarded \$6,000. In 2018-19, Dr. Clara Bae was awarded \$6,000.
- During the 2018-19 academic year, Director Craig Freeman was awarded a \$700 academic development fee from the OSU Library for his work on an Open Textbook and Adoption project.

5: Describe the normal workload for a full-time faculty member. Explain how workloads are determined. If some workloads are lighter or heavier than normal, explain how these variations are determined.

PRINCIPLES AND GOALS:

The School adopted a written workload policy in 2018. (**Appendix 4-4**)

The workload policy of the School starts from the conviction faculty members are highly trained professionals and administrative units at all levels are to treat them as such. Academic excellence is inextricably linked to the principle of academic freedom. Therefore, faculty activity must retain a high level of personal autonomy; indeed, excessive administrative control over faculty time and activity is deleterious to the establishment and maintenance of high standards of academic performance.

For purposes of measurement and assessment, faculty responsibilities are customarily divided into three areas: teaching, research and service/extension. These areas frequently overlap, and categorization of faculty activity by one of these areas is sometimes artificial. Moreover, the activity and emphasis of an individual faculty member may vary. Opportunities, interests and the needs of the School are subject to change and will influence faculty activity. Therefore, the workload configuration for each faculty member is to be negotiated individually with the Director on an annual basis, either as a part of the yearly Appraisal and Development (A&D) process or in a separate subsequent individual meeting. In some cases, alterations to a typical workload model may be appropriate. The faculty member may request these alterations to allow for additional focus on an area of strength or the Director may assign them in consultation with the faculty member (see below for specifics).

Whereas teaching and research activities may often overlap in a general sense, it is recognized the amount of time faculty members devote to the instructional mission of the School strongly and adversely influences research and services/extension activities. Faculty members with heavier teaching loads generally do not have the time and or energy to focus on producing original research, extension activities or the pursuit of external funding available to those with lighter teaching loads.

In the allocation of teaching loads among faculty members, the Director must respect the following principles:

1. Equal burden-sharing. Effort will be made to equitably distribute teaching assignments after taking into account the ranks, tenured or tenure-line status, research expectations, research foci, teaching experience, industry experience, skills and educational backgrounds of faculty members.
2. Equity in awards. In allocation of rewards, outstanding instruction is to be weighted equally with outstanding research. Faculty members who excel in the classroom are to be equally eligible for any potential rewards, financial and otherwise, as those with outstanding research and publication records.
3. Consideration of expertise, interests and desires. In assigning teaching duties, the Director shall take into consideration the professional interests and specialization of faculty members. Whenever possible, course assignments shall be consistent with the academic specialization of each faculty member. Although not always possible, faculty members should generally be assigned courses they desire to teach and are in line with their expertise. However, faculty

must be flexible in their desired choices by listing at least five SMSC courses regularly offered in the SMSC undergraduate and graduate curricula they are willing to teach through a survey of faculty teaching preferences the School administration is to distribute every two years.

4. Equal opportunity for control over career path. Individual faculty members shall be afforded opportunities to alter the balance among professional activities on an equal basis.
5. Consideration of junior faculty members. Because research is a major element of promotion and tenure decisions, untenured faculty members shall be given reduced teaching loads when possible to facilitate their efforts to build publication records.
6. Advanced notice for teaching assignments: All faculty should be informed of their tentative course assignments and the area heads consulted about course offerings in their programs before a full draft of the overall schedule is sent to faculty in advance of each term. This provides faculty more time to prepare for coming semesters and to raise any concerns with administration before the final schedule is published.
7. Time allocated for research focus: Unless requested otherwise or an individual faculty agrees, tenure-line faculty on 2/2 fall/spring loads should be limited to teaching classes and labs that collectively meet no more than three days per week to allow time to focus on research. Tenure-line faculty on a 3/2 or 2/3 fall/spring load should be limited to teaching classes and labs that collectively meet no more than four days per week to allow time to focus on research. Administrators should strive to limit teaching days for all tenure-line faculty, who have at least 30% of their workload assignment dedicated to research, to three days or fewer per week. Those figures do not include any courses that are counted as overloads or taught separately through outreach or are outside of a faculty member's base fall-spring course load (e.g., a tenure-line faculty member requesting a course to teach during an intersession could be assigned class meetings five days per week).
8. Engagement with students: As a professionally oriented School, faculty are expected to interact with and assist students outside of the classroom. At a minimum, faculty who are teaching any courses that meet in person must post at least two available office hours per week in syllabi for that semester. These office hours can be the same for multiple courses (e.g., 8-11 a.m. on all syllabi for all courses). Any professor who teaches fully online courses must post a minimum of one virtual office hour per online class.

In allocation of teaching loads, the Director is to consider these additional factors:

1. Level/type of course.
2. Number of required contact minutes with students (i.e., lecture and lab meeting times) assigned to the course instructor as part of the course.
3. Size of course enrollment.
4. Extent and number of faculty members' course preparations.
5. Demands of university service activities on faculty time.
6. Demands of professional development activities on faculty time.

In all cases, assignments, judgments and evaluations the Director made in consideration of the above principles and factors shall be consistent with the FTE allocation for each faculty member.

In all cases, assignments, judgments and evaluations the Director made shall be consistent with the availability of resources.

TEACHING LOAD ASSIGNMENT POLICY:

Untenured, tenure-track faculty members shall be afforded a 2/2 course load (12 teaching hours total) per academic year whenever possible. Under no circumstance should the course load of an untenured, tenure-track faculty member exceed 2/3 or 3/2 (15 teaching hours total) per academic year. In the first academic year of appointment, an untenured assistant professor shall normally be afforded a 1/2 or 2/1 course load (nine teaching hours total). Additionally, in the year after successful reappointment (i.e., generally a faculty member’s fourth year on the tenure clock), an untenured assistant professor shall normally be afford a course release, allowing that faculty member to revert to a 2/1 or 1/2 load for that academic year. The Director shall arrange these assignments in consultation with the faculty member and subject to the principles articulated in the workload policy.

Tenured faculty members generally maintain an annual 2/2 (12 total teaching hours) or 3/2 or 2/3 (15 total teaching hours) during the fall/spring academic year. Tenured faculty may opt for a higher teaching load per semester, which would be reflected in FTE documentation. The teaching load for clinical faculty, lecturers and visiting (teaching) assistant professors is generally a 12-hour load per semester or as determined the Director determines. This document does not recognize intersession, summer or overload teaching assignments. These hours are voluntary and are accounted for outside of the faculty FTE.

Although these percentages may vary by individual faculty based on assignments, for purposes of performance assessment, the difference among the four loads may breakdown as follows with hours in parentheses signifying teaching hours taught during the combined fall/spring terms:

	<u>2-2 load (12 hrs.)</u> (T/TT)	<u>3-2 or 2-3 (15 hrs.)</u> (T/TT)	<u>Clinical Faculty (24 hrs.)</u>	<u>Lecturers (24 hrs.)</u>
Teaching	40%	50%	90%	100%
Research	50%	40%	0%	0%
Service	10%	10%	10%	0%

This choice is subject to review and alteration as part of the annual Appraisal and Development (A&D) process involving the faculty member and the Director. Changes in individual load assignments are to take effect in a manner consistent with the school’s course scheduling deadlines. Tenured and tenure-line faculty members’ base (fall/spring) teaching loads should not be increased from the terms of their original offer letters unless a faculty member receives a rating of below expectation or lower on research/scholarship for three consecutive years on an A&D. However, tenured and tenure-track faculty members can be assigned up to one teaching-credit hour over their combined assigned fall/spring teaching loads due to credit for a separate

lab or extended-minutes lecture/lab courses. This extra hour must be accounted for in their A&D but not for their teaching loads or annual workload percentage assignments. For example, a tenure-line faculty member on a 2/2 teaching load may be assigned one extended-minutes lecture/lab combo or a course with a separate lab over the fall/spring terms without affecting that faculty member's teaching load. Any additional such assignment must result in an adjustment of that faculty member's teaching load and workload assignment.

Teaching Assignment Credits and Guidelines Based on Contact Minutes Required with Students Per Class:

1. (a) 50-minute, three-day-a-week undergraduate lecture classes, (b) 75-minute, two-day-a-week classes, and (c) lecture/lab courses worth three credit hours that require 170 total minutes or fewer of instructor contact minutes with students per week count as three teaching hours for teaching loads and workload assignments.
2. Online and hybrid courses worth three credit hours and taught within load during the fall or spring semesters count as three teaching hours for teaching loads and workload assignments.
3. 170-minute, one-day per week graduate courses worth three credit hours count as three teaching hours for teaching loads and workload assignments.
4. 100-minute lecture courses worth three credit hours with a separate lab up to 110 minutes or extended-minutes combined lecture/lab courses that require more than 171 or more direct contact minutes with students count as four teaching hours for teaching loads and workload assignments. However, faculty may be assigned one of these courses annually during the fall/spring terms without an adjustment in teaching loads or workload assignments. If assigned two or more extended-minutes courses during the fall/spring terms, then all extended-minutes courses must be counted for teaching loads and workload assignments.
5. Each subsequent lab (no more than 110 minutes each) added to a teaching assignment will count an additional hour to a faculty member's teaching load for teaching loads and workload assignments. A 100-minute lecture course with two 110-minute labs counts as five teaching hours even though the class is worth three credit hours for students. A 100-minute lecture course with four 110-minute labs counts as seven teaching hours. If the faculty member and director mutually agree, this can be adjusted down to account for smaller lab sections. For example, a faculty member who could teach three full or nearly full labs as part of a course but requests four labs with smaller enrollment to provide more individual attention to students would receive only six teaching hours for that course and four labs, so long as the faculty member and Director agree to it in advance.
6. Preference will be to assign courses with additional labs the course instructor taught to nontenure-line faculty. No tenured or tenure-track faculty member will be assigned more than one course in his or her annual base fall/spring load that includes more than 170 contact minutes (lectures and labs) with students for three hours credit unless that faculty member requests assignments of extended-minutes courses that better fit her or his expertise. If so, that faculty member's workload assignment and A&Ds will be adjusted to account for the extra time required in the classroom. Faculty may, during the annual A&D process, agree to additional lecture/lab courses for an adjustment in teaching and research recent efforts.

7. Courses counting for one or two credit hours count as one or two teaching hours, respectively, in the teaching model.

RESEARCH

Housed at a land-grant, research-intensive university, the School has a primary mission to promote scholarly research and professional performance. Accordingly, most tenured and tenure-line faculty carry reduced teaching loads to allow time for research. Thus, faculty with lower teaching loads will have a greater expectation for producing scholarship. In the processes of workload assignments, FTEs, A&Ds and various types of rewards, the following types of primary research SMSC scholars produce are to have the Director recognize and prioritize them, though other types of scholarship should be recognized on a case-by-case basis:

1. Refereed and peer-reviewed academic journal articles and books (authored and edited). These are the most common type of scholarship outlet for research produced in the School and should be factored into workload assignments and A&Ds. Factors to be considered in the evaluation of these publications include: (A) quality of journal based on acceptance rate, publisher and affiliation; (B) solo vs. group authorship; (C) author ordering (e.g., first author on a journal article receives more credit than being a third author); and (D) reputation of publisher of books and handbooks.
2. External grants. The procurement of external grants as a PI or co-PI should be recognized in a faculty member's A&D and possibly affect that member's workload assignment as noted above. Unsuccessful attempts to attain external funding should be positively noted in faculty members' A&Ds but have no affect on workload assignments.
3. Book chapters and refereed monographs. These publications are valuable but recognized on a secondary level compared with refereed journal articles and writing/editing books. Factors to be considered in the evaluation of these publications include: (A) solo vs. group authorship; (B) author ordering (e.g., first author on a journal article receives more credit than being a third author); (C) reputation of publisher of books and handbooks; and (D) reputation of editor or authors of a book or handbook.
4. Refereed conference papers and presenting papers as part of refereed conference panels, published, editor-reviewed academic articles and published book reviews in refereed journals. These will be considered in A&Ds but do not affect annual workload assignments. Factors to be considered in the evaluation of these publications include: (A) solo vs. group authorship; (B) author ordering (e.g., first author on a book chapter receives more credit than being a third author); and (D) publisher of editor-reviewed academic journals.
5. Creative projects. Because of their ties and need to stay relevant with the industry, these types of creative works should be given equal credit to more traditional outlets for scholarship. However, to receive the highest level of credit equivalent to research articles,

books and external grants, creative projects must be recognized in juried or peer-reviewed competitions or both and require extensive time to complete. Factors to be considered in the evaluation of these publications include: (A) reputation of conference or sponsoring organization or both; (B) published reviews of the creative work; (C) awards won via this project; (D) solo vs. group authorship; and (E) author ordering, though serving as last producer after a list of students must be viewed favorably.

6. Internal grants. These are to be recognized as a successful means of junior, tenure-line faculty advancing their careers in A&Ds but are not factored into workload assignments.

Course Release Reward System for Research/Creative Works Production

Faculty members with 15-hour annual teaching loads (3/2 or 2/3) or higher who are not receiving a course release or course reduction for any purpose may qualify for a reduced teaching load for up to one course annually in either the fall or spring semesters through meeting any of the criteria below. However, faculty assigned teaching loads cannot be reduced to lower than 12 hours (fall and spring terms combined) by exceeding the output required below. Faculty must provide notice of eligibility for a potential course reduction when submitting the annual faculty appraisal and development program form. Faculty are not eligible for two course reductions in the same year through the research/creative works formula below unless they can potentially buy out multiple courses through procurement of an external grant. In rare cases, a faculty member's earned course reduction could be banked but delayed a year because another faculty member from the same area of teaching expertise earned a course reduction and thus the School might have difficulty staffing courses in that area if both faculty received course reductions in the same academic year. Further, though intradepartmental collaborations are strongly encouraged, credit toward a potential course reduction earned from a book that involves multiple School faculty members will only go toward the faculty member in the earlier ordering of authorship of that book. The same rule does not apply for journal articles, where both faculty may receive credit toward a potential course reduction.

1. Publication of an average of at least one refereed article per year in a quality journal during a three-year period with at least 50% of that faculty member's publications as lead/solo author, not to exceed two years without additional published work. (For example, a faculty member who published three or more articles in one year would be limited to three years of reduced course load on the collective basis of work if that faculty member does not have any articles published in years No. 2 and No. 3 of that period). Published works for this system and for A&Ds may be counted for only one year, either the year is in press or the year it is published.
2. Procurement of a contract for a book-length manuscript or other major work (e.g., computer programs) from an established and recognized publishing house, provided that the work in question is either a scholarly work or a textbook, including new editions of a textbook in circulation. Such a contract qualifies the faculty member for a reduced teaching load for one semester of one year.

3. Publication of a book (scholarly or text) through a major publisher or as part of a national series as author or co-author qualifies the faculty member for a reduced teaching load for two semesters during a two-year period.
4. Publication of a book (scholarly or text) as editor or co-editor qualifies the faculty member for a reduced teaching load for one semester.
5. Procurement of a grant from an external source (i.e., outside the university) of \$10,000 or more as a PI or Co-PI qualifies the faculty members involved for reduced teaching loads for one semester or the duration of the project if fewer than two years, after which the reduced load may be renewed or canceled depending upon the financing status of the project. Being listed as a secondary researcher (non-PI or co-PI) on an external grant is credited in a faculty member's A&D but does not affect workload assignments or teaching loads.
6. Publication of a creative project that takes extensive time (e.g., full documentary counts, but a column in the *Stillwater News Press* does not) through a juried or peer-reviewed competition as lead/solo director/producer/author, etc. or as a secondary director/producer/author, etc. in a work involving OSU students could qualify a tenured faculty member for a reduced teaching load for one semester. To qualify, this project must take extensive time to complete.
7. Faculty members may request release from teaching responsibilities for one semester to pursue a research or professional activity. Such requests are subject to the terms of the Research Leave Policy.

SERVICE

This proposal calls for establishment of three service categories for the School: Academic-Internal, Academic-Academy and Applied-External. Faculty are encouraged to volunteer for service that best fits their interests and expertise. The Director is to equally recognize the value of all types of service in doing A&Ds, but that does not mean all activities falling under the various types of service must be accounted equally. For example, serving as an ad hoc reviewer for a paper/abstract submitted to a scholarly conference is not equivalent service to being on an editorial board of a top scholarly journal.

Examples of Academic-Internal service would include:

- Membership on School's permanent committees (e.g., Personnel, Technology);
- Membership on School's job search committees;
- Membership on College/campus committees (e.g. A&S council, etc.);
- Organizing and directing SMSC sponsored events for high school, college students;
- Advising SMSC student organizations;
- Serving as an area head for one of the School's three undergraduate programs;
- Making academic presentations to campus groups (outside of SMSC).

Examples of Academic-Academy service would include:

- Service as officer or conference planner or both for national/international organizations (AEJMC, BEA, NCA, ICA, etc.);
- Service to state academic groups such as OBEA;
- Serving on editorial review boards;
- Reviewing papers for journals or conferences or both;
- Serving as editor (or guest editor) of academic journals;
- Serving as outside reviewer for tenure and promotion cases from peer institutions.

Examples of Applied-External service would include:

- Presenter/panelist in professional workshops, conferences;
- Used as news source for mass media story (print/video/online);
- Working as professional consultant/adviser/board member for outside media, a professional or academic organization or for a strategic communication project or campaign or both.

6. Demonstrate that full-time tenured, tenure-track and fixed-term faculty have taught the majority of core and required courses for the three years before the site visit. If full-time faculty have not taught and area not teaching the majority of core and required courses, the unit should explain how its staffing plan accomplishes the goal of reserving the primary responsibility for teaching to the full-time faculty.

Percentage of classes full-time faculty taught for the past three academic years is shown below

Percentage of courses full-time faculty taught

2016-17

Faculty Status	Total Classes	Percentage
Full-time	87	82.7%
Adjunct	18	17.3%

2017-18

Faculty Status	Total Classes	Percentage
Full-time	94	90.4%
Adjunct	10	9.6%

2018-19

Faculty Status	Total Classes	Percentage
Full-time	83	83.8%

Question 7. Describe the unit’s process and criteria for evaluating the performance of full-time and part-time faculty and instructional staff. Provide evaluation forms. (Appendix 4-5)

University policy dictates each course taught is to be evaluated through the [Student Satisfaction with Instruction system](#) (SSI) in accordance with OSU Guidelines the Office of the Provost issued. The University [Student Survey of Instruction form](#) is used in the evaluation. The goal of the SSI “is to give students an opportunity to provide regular, meaningful comments and feedback to faculty and the University with respect to their experiences in classes taken at Oklahoma State University. Students are asked to complete an SSI for each class. The survey is to be completed before final exams and before students receive their final grades.”¹ Individual departments and schools have the ability to develop an instrument that more adequately meets the specific needs of the instructional unit. If a department or school develops such an instrument, the Dean’s Office for the college under which the unit operates must approve it.

The School of Media & Strategic Communications requires all faculty and graduate teaching assistants use the SSI. The SSI is administered online and is prone to low response rates as a result. Because of this, the Director urges all faculty members to administer a hard copy version of the SSI in class as an additional form of evaluation. Hard copy administration of the SSI also is encouraged for summer course evaluation. Teaching assistants and adjunct faculty members also are evaluated, and these evaluations play an important role in their reappointment.

These evaluations play an important role in the Annual Appraisal and Development process in the School and provide guidance to the Director on how to advise faculty members to improve teaching, if necessary.

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

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

Research activity is evaluated in terms of the expectations as set out in the [Tenure & Promotion Policy](#)², which also determines the evaluation criteria and what counts as research or creative activity. For faculty members who have a research responsibility, research is as rigorously evaluated as teaching. The Director considers research output during the year in terms of peer-reviewed publications and peer-reviewed presentations, and work in progress. Sole or first

¹ See SSI description- <https://uat.okstate.edu/Surveys>

² See pages 33-82 for specific details on Tenure and Promotion.

authorship also is an important consideration, as is the quality and prestige of the publication in which it appeared.

Service is evaluated based on:

- Service to the profession;
- Service to the University;
- Service to the College of Arts & Sciences;
- Service to the School of Media & Strategic Communications;
- Service to the community.

None of these categories is necessarily more important than the other because it is not possible to do service in every category. However, nationally and internationally prominent service and leadership positions in professional organizations receive special mention and consideration.

SMSC follows the OSU Policy for [Annual Appraisal and Development](#). The process entails:

- In January, faculty members provide a self-evaluation of their teaching, research and service (whichever categories are relevant) for the previous calendar year.
- The Director reviews the self-evaluation and writes an evaluation of performance, using the evaluation criteria faculty members had agreed on and that are set out in the School's RTP policy.
- The faculty member is provided with a draft of this letter three days before a meeting with the Director takes place and has an opportunity to comment on the letter.
- During the meeting, the Director and faculty member review the Director's assessment. If the Director finds the faculty member's objections reasonable, then changes are made to the letter. The letter is again reviewed and the Director and faculty member sign the OSU Annual Faculty Appraisal and Development Program Form in each other's presence.
- If the faculty member does not agree with the Director's assessment, then he or she is provided an opportunity to write a rebuttal. The Director will typically include the faculty member's rebuttal in the assessment document and specify why there is not agreement. Both sign the OSU Annual Faculty Appraisal and Development Program Form, even if there is disagreement because the form does not indicate agreement but that the conversation took place.
- Typically, the A&D documents are submitted to the College in early April; the Dean reviews, signs and returns them to the School.
- A copy of the assessment and signed form is kept in the faculty member's personnel file. These annual assessments are an integral part of all tenure and promotion processes in the School and College as well in the five-year cumulative review process.

Question 8: List selected achievements in teaching in the past six years: awards or citations for high-quality teaching; grants or other support for development of curriculum or courses, publications and papers on teaching; etc. (Five citations each year are sufficient, but the unit has the option of providing a full list in a separate digital file.)

Achievements in teaching in the past six years, including awards or citations in teaching:

Dr. Jami Fullerton:

2018 American Advertising Federation 10th District Outstanding Educator Award

2014 OSU International Education Faculty Excellence Award

Grants or other support for development of curriculum or courses:

Dr. Jami Fullerton:

Served as a faculty fellow in 2018 to revamp the MS curriculum for the School of Global Studies at OSU. Arthur W. Page Center/Page and Johnson Legacy Scholar Grant Competition *Public Relations Students' Attitudes and Aptitudes In Media Literacy and 'Fake News': An analysis of future PR professionals*. 2018-19. \$8,000 (with Lori McKinnon)

Arthur W. Page Center/Page and Johnson Legacy Scholar Grant Competition "Public Relations Students' Ethics: An Examination of Attitude and Intended Behaviors." The Arthur W. Page Center awarded \$2,000 in 2013. (with Lori McKinnon).

\$2,000 grants each year from the American Advertising Federation to conduct its biannual national student survey.

Dr. Ted Kian:

Dr. Kian received a \$1,500 development fee for a spring 2018 online course: MC 5143, Diversity in Sports Media.

Dr. Kenneth Kim:

Dr. Kim received a \$4,500 development fee for a spring 2016 online course: MC 5953, Strategic Communications Health Campaign.

Dr. Bobbi Kay Lewis:

Dr. Lewis received a \$3,000 development fee for a summer 2014 online course: MC 4143, Ethics & Issues in Mass Communications.

Dr. John McGuire:

Dr. McGuire received a \$1,500 development fee for a spring 2016 online course: MMJ 4243, Programs & Audiences.

Dr. Lori McKinnon:

Page Legacy Scholar Grant (2018). Co-PIs with Dr. Jami Fullerton and Dr. Alice Kendrick. Awarded \$9,500 grant for survey research on public relations students attitudes toward fake news and intended ethical behaviors. *Public Relations' Students Media Literacy: A Multi-Measure Examination of Attitudes and Aptitudes*.

Dr. McKinnon received a \$500 development fee for a fall 2017 online course: MC 5651, Introduction to Graduate Studies.

Dr. Joey Senat:

Dr. Senat received a \$3,000 course development fee for a summer 2016 online course: MC 4163, Mass Communication Law.

Publications and papers on teaching:

Dr. Jami Fullerton serves as the editor of *Journalism and Mass Communication Educator* (2017-present).

Professor Craig Freeman serves as the editor of the *Journal of Media Education* (2017-present).

Dr. Lori McKinnon served on the editorial boards of two journals that focus on student education:

Journalism and Mass Communication Educator (2017-present) and *Journal of Advertising Education* (2010-present).

Dr. Fullerton served as the co-editor of the *Journal of Advertising Education* (2010-2017).

2019

Dr. Jami Fullerton:

Kendrick, A. & Fullerton, J. (2019). Dimensions of News Media Literacy among U.S. Advertising Students. *Journal of Advertising Education*, 23(1), 7–21.

2018

Dr. Skye Cooley:

Loehwing, M., Cooley, S.C., Shoup, B., & Cooley, A.B. (2018, November).

Teaching Public Deliberation through Role-Playing Games. Short course presented at the National Communication Association (NCA) Annual Convention, Salt Lake City, Utah.

Loehwing, M., Cooley, S.C., Desai, K., & Adamson, A. (2018). Civic Gaming: A Simulation-Based Approach to Building Stronger Democratic Communities. *Game Studies III: Teaching through Games. Popular Culture Association National Conference*. March 28. Indianapolis, Indiana.

Dr. Lori McKinnon:

Fullerton, J. A., Kendrick, A., & McKinnon, L. M. (2018), *Public Relations' Students Media Literacy: A Multi-Measure Examination of Attitudes and Aptitudes*. Completed chapter for inclusion in the forthcoming book on Fake News to fulfill required collaterals for the Page Legacy Scholar Grant.

Dr. John McGuire:

McGuire, J. (2018, October). *Student program showcase*. Served as presenter at 2018 BEA Super-Regional, Houston, Texas.

Dr. Joey Senat:

Senat, J. The First Amendment Rights of High School Students, FIRST AMENDMENT CONGRESS, FOI OKLAHOMA, University of Central Oklahoma: Nov. 14, 2018.

2017

Dr. Jami Fullerton:

Kendrick, A. & Fullerton, J. (2017). Mentors and minority advertising students: A survey of the 2017 Most Promising Multicultural Student class. *Journal of Advertising Education. Special Issue on Diversity*, 21(2), 25-32.

Dr. Stan Ketterer:

Ketterer, S. “An Examination of the Attitudes and Practices of Mass Communication Programs Regarding Unpaid Student Internships” with Joey Senat and John McGuire was presented at the March 2017 at the Midwinter Conference of the Association for Education in Journalism and Mass Communication at the University of Oklahoma in Norman. It received the Top Abstract Award in the Media Management, Economics & Entrepreneurship Division.

Dr. John McGuire:

Nduka, E.L., & McGuire, J. (2017). The effective use of new media in disseminating evangelical messages among Catholic students. *Journal of Media and Religion*, 16(3), 93-102.

Dr. Joey Senat:

Senat, J. The First Amendment Rights of High School Students, FIRST AMENDMENT CONGRESS, FOI OKLAHOMA, University of Central Oklahoma: Nov. 2, 2017.

2015

Dr. Jami Fullerton

Fullerton, J. A. & McKinnon, L. M. (2015). Public Relations Students’ Perceptions of PR: What college students think about PR Education and the PR Profession. *Public Relations Journal*, 9(2). Online: <http://www.prsa.org/Intelligence/PRJournal/Vol9/No2/>

2014

Dr. Jami Fullerton

Fullerton, J. & Kendrick, A. (2014). Perceptions of work/life balance among advertising students in America: A study of gender differences. *Advertising & Society Review*, 14(4). doi: 10.1353/asr.2014.0004

Dr. Lori McKinnon

Fullerton, J., McKinnon, L. M. & Kendrick, A. (2014). A Comparison of Advertising and Public Relation Students on Ethics: Attitudes and Predicted Behavior. *Southwestern Mass Communications Journal*, 30(2).

McKinnon, L., & Fullerton, J. (2014, summer). Public Relations Students' Ethics: An Examination of Attitude and Intended Behaviors. *Teaching PR Monographs*, 90.
<http://www.aejmc.us/PR/tpr/tpr90su14.pdf>

Fullerton, J. A. and McKinnon, L. M. (2014). What college students think about PR Education and the PR Profession. *Public Relations Review*, Research in Brief.

Dr. Danny Shipka

Shipka, Danny. Opening the World: How to Inspire Rural Students to Learn Abroad. Panel Presentation. Hawaii International Conference on Arts & Humanities. Honolulu, Hawaii, January 2014