

Report of ACEJMC Evaluation Undergraduate program 2021–2022

Name of Institution: University of Oklahoma

Name and Title of Chief Executive Officer: Joseph Harroz Jr.

Name of Unit: Gaylord College of Journalism and Mass Communication

Name and Title of Administrator: Ed Kelley

Date of 2021-2022 Accrediting Visit: Nov. 7-10

Date of the previous accrediting visit: Nov. 9-12, 2014

Recommendation of the previous site visit team: Re-accreditation

Previous decision of the Accrediting Council: Re-accreditation

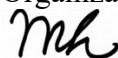
Recommendation by 2021-2022 Visiting Team: Re-accreditation

Prepared and submitted by:

Team Chair

Name and Title: Marie Hardin, Dean, Donald P. Bellisario College of Communications

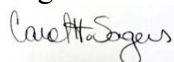
Organization/School: Penn State



Team Member

Name and Title: Carol Sagers, Global Brand Strategist

Organization/School: CHS Marketing Consultants



Team Member

Name and Title: Brian Sheehan, Professor, Newhouse School of Public Communications

Organization/School: Syracuse University



Team Member

Name and Title: Dan Shelley, Executive Director

Organization/School: Radio Television Digital News Association



Note on the site visit: The ACEJMC site team visited the Gaylord School Nov. 7-Nov. 10 in a hybrid format. Two team members worked entirely by Zoom in meetings and interviews; and two team members, including the team chair, worked on site, visiting with student groups, faculty members, and administrators. The Facilities-related standard (7) was drafted by an on-site reviewer.

The team followed the general schedule for in-person visits, with rare exception. It created a short Zoom video for faculty in place of the Monday-morning breakfast. Some meetings, such as that with the Dean, provost and president (who was replaced by an executive vice president because of a scheduling conflict) took place in hybrid format. The team finished the report Tuesday evening and delivered it Wednesday morning.

On site: Marie Hardin, Dan Shelley. **Virtually:** Brian Sheehan, Carol Sagers.

PART I: General information

Name of Institution: **The University of Oklahoma**

Name of Unit: **Gaylord College of Journalism and Mass Communication**

Year of Visit: **2021**

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

- Higher Learning Commission
- Middle States Commission on Higher Education
- New England Commission on Higher Education
- Northwest Commission on Colleges and Universities
- Southern Association of Colleges and School Commission on Colleges
- Western Association of Schools and Colleges

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

- Private
- Public**
- Other (specify)

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

The first Oklahoma Territorial Legislature authorized the University of Oklahoma as an institution of higher education in 1890. Since 1941, when the Oklahoma State Regents for Higher Education was established, all OU degrees are authorized by OSRHE under its constitutional authority. OU's status as a state-supported public institution is established by the Oklahoma Constitution and supported by policies and procedures of OSRHE, which controls statewide resource allocation and authorization of new degree programs. Constitutional, enabling, and authorization documents of the legislature and regents are attached (Attachments I.3). They include Oklahoma Constitution, Article XIII, Section 8 and Article XIII-A; 70 Oklahoma Statutes, Sections 3201 et seq., and Sections 3301 et seq.; and the following portions of the Policy Manual of the Board of Regents, Section 1, Part 1, p. I-1 Part 2, Chapter 2, Section 2, p. II-2-17 to 20. Chapter 2, Section 4, p. II-2-24 to 26.

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

Yes
 No

If yes, give the date of the last accrediting visit: **2014**

5. When was the unit or sequences within the unit first accredited by ACEJMC? **1949**

6. Provide the unit's mission statement. Statement should give date of adoption and/or last revision.

Gaylord College Mission Statement (Adopted 2017)

At Gaylord College we believe that progress begins with a single spark of the imagination and that every student has the potential to be that spark.

By challenging complacency, rewarding curiosity and celebrating originality we nurture those who will make a creative difference in our world. Along the way we instill and develop the values of truth, freedom of expression, intellectual and cultural inclusion, critical thinking, creativity, ethics, professional skills, and social responsibility.

Both undergraduate and graduate talent grow into communicators who are avid listeners and tenacious storytellers. We believe in the entrepreneurial spirit. We believe in real-world experiential learning. We believe in encouraging students to trust their creative voices. This way we will achieve our mission of connecting superbly equipped minds with meaningful careers.

7. What are the type and length of terms?

Semesters: **16 weeks**
Quarters: **NA**
Summer sessions: **4 and 8 weeks**
Intersessions: **NA**

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

Bachelor's degree
 Master's degree
 Ph.D. degree

9. List the specific undergraduate degrees as well as the majors or sequences being reviewed by ACEJMC. *Indicate online degrees.

2020-Present

- **Bachelor of Arts – Advertising**
- **Bachelor of Arts – Creative Media Production**
- **Bachelor of Arts – Journalism**
- **Bachelor of Arts – Professional Writing**
- **Bachelor of Arts – Public Relations**

2014-2020

- **Bachelor of Arts in Journalism** (All above majors under one degree)

10. Credit hours required by the university for an undergraduate degree (Specify semester-hour or quarter-hour credit.) **124**
11. Give the number of credit hours students may earn for internship experience. (Specify semester-hour or quarter-hour credit.) **6 semester-hour credits**
12. List each professional journalism or mass communications sequence or specialty offered and give the name of the person in charge.

Name of Sequence or Specialty	Person in Charge
Creative Media Production	Ralph Beliveau
Journalism	Robert Kerr/Elanie Steyn
Strategic Communication/Public Relations	Meta G. Carstarphen
Strategic Communication/Advertising	Debbie Yount
Professional Writing	Ralph Beliveau

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

1,374 (1,227 undergraduate students, 147 graduate students)

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

Name of Sequence or Specialty	Undergraduate Majors
Advertising	232
Creative Media Production	192
Journalism	226
Public Relations	276
Professional Writing	73
Pre-majors	228
Total	1227

15. Number of students in **each section** of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.).

2033	12	Media Writing & Storytelling	12
2033	1	Media Writing & Storytelling	16
2033	2	Media Writing & Storytelling	16
2033	3	Media Writing & Storytelling	16
2033	8	Media Writing & Storytelling	16
2033	10	Media Writing & Storytelling	16
2643	2	Sound, Light, and Motion	14
2643	1	Sound, Light, and Motion	15
2643	3	Sound, Light, and Motion	15
3003	3	Multimedia Journalism	15
3003	1	Multimedia Journalism	19
3003	2	Multimedia Journalism	20
3011	20	NSAC	1
3011	3	KGOU Radio	2
3011	7	TV News Editorial	2
3011	10	Game Day U	2
3011	11	TV News Production Crew	3
3011	14	TV Writing Practicum	3
3011	22	Gaylord Media Practicum	4
3011	16	Gaylord News	6
3011	1	Daily/News	8
3011	9	TV News Production Crew	8
3011	13	Lindsey + Asp Agency	8
3011	5	Student Radio	9
3011	17	Gaylord News In-depth	10
3011	18	TV Sports	10
3011	6	PW Editing	13
3011	2	Gaylord Hall Productions	14
3011	21	Esports & Live Streaming Event	14

3011	15	PW Reading	15
3011	19	Podcasting Unfiltered	15
3013	12	Multimedia News Gathering Lab-JMC 3013-010	3
3013	13	Multimedia News Gathering Lab-JMC 3013-010	3
3013	11	Multimedia News Gathering Lab-JMC 3013-010	5
3013	14	Multimedia News Gathering Lab-JMC 3013-010	10
3013	15	Multimedia News Gathering Lab-JMC 3013-010	10
3023	1	Feature Writing	16
3143	1	Photojournalism	15
3343	3	Adv Design & Visual Story	13
3343	2	Adv Design & Visual Story	14
3343	1	Adv Design & Visual Story	16
3353	2	Advertising Storytelling	8
3353	1	Advertising Storytelling	16
3383	1	Digital Design I	16
3393	1	Advanced Copywriting	7
3423	2	Public Relations Writing	3
3423	1	Public Relations Writing	8
3423	3	Public Relations Writing	16
3433	2	Public Relations Design	6
3433	3	Public Relations Design	8
3433	1	Public Relations Design	16
3613	1	Single Camera Production	16
3613	2	Single Camera Production	16
3623	3	Electronic Media Writing	11
3623	1	Electronic Media Writing	15
3623	2	Electronic Media Writing	16
3633	1	Audio Production	16
3663	2	Electronic News Gathering Tech	7
3663	1	Electronic News Gathering Tech	18
3683	1	Interactive Multimedia	9
3763	2	Narrative Screenwriting	16
3763	1	Narrative Screenwriting	17
3773	13	Television News Lab-JMC 3773-010	1
3773	23	Television News Lab-JMC 3773-020	1
3773	24	Television News Lab-JMC 3773-020	1
3773	11	Television News Lab-JMC 3773-010	2
3773	14	Television News Lab-JMC 3773-010	2
3773	16	Television News Lab-JMC 3773-010	2
3773	17	Television News Lab-JMC 3773-010	2
3773	21	Television News Lab-JMC 3773-020	2
3773	25	Television News Lab-JMC 3773-020	2
3773	26	Television News Lab-JMC 3773-020	2
3773	12	Television News Lab-JMC 3773-010	3
3773	15	Television News Lab-JMC 3773-010	3

3773	20	Television News	8
3773	10	Television News	15
4013	1	Reporting Public Affairs	18
4343	1	Advertising Campaigns	10
4343	3	Advertising Campaigns	20
4383	1	Digital Design II	6
4403	2	Public Relations Campaigns	21
4403	1	Public Relations Campaigns	27
4503	1	Tutorial in Writing	5
4514	1	Writing the Novel	15
4524	1	Writing the Short Story	13
4633	2	Adv. Single Camera Production	8
4633	1	Adv. Single Camera Production	9
4673	12	Advanced Broadcast News Lab-JMC 4673-010	2
4673	14	Advanced Broadcast News Lab-JMC 4673-010	2
4673	17	Advanced Broadcast News Lab-JMC 4673-010	2
4673	11	Advanced Broadcast News Lab-JMC 4673-010	3
4673	13	Advanced Broadcast News Lab-JMC 4673-010	3
4673	16	Advanced Broadcast News Lab-JMC 4673-010	3
4673	10	Advanced Broadcast News	15
4683	1	Multimedia Content Management	11
4970	6	Reporting in DC	3
4970	1	TV News Producing	9
4970	5	Play-by-Play	12
4970	4	Digital Storytelling	15
3011	995	PW Editing	15
153423	995	Public Relations Writing	12
3433	995	Public Relations Design	13
4363	995	Data Journalism	20
204773	995	After Effects	22

16. Total expenditures planned by the unit for the 2021–2022 academic year:
\$7,556,291

Give percentage increase or decrease in three years:

- Comparing the budget in FY22 to the budget from FY19, there is a 37.9% increase.
- Most of this increase is due to the change in how fringe is handled for the university. In previous years, fringe benefit expenses on salaries held in our centrally funded account were paid directly from the budget office. Starting in FY22, fringe benefit dollars will now be included in the central budget and paid by each unit. This increased our central budget total for FY22 by over \$1 million compared to previous years.
- Amount expected to be spent this year on full-time faculty salaries: Nearly \$2.3 million will be spent in FY22 on full-time faculty salaries across all three funding types we receive – central budget, student fees, and foundation account

17. List name and rank of all full-time faculty in the accredited unit in fall 2021. (Full-time faculty refers to those defined as such by the university.)

Gaylord Full-Time Faculty	
Assistant Professor	Claxton, Ray A
Assistant Professor	Croom, William Adam
Assistant Professor	Evans, Mary Anna S
Assistant Professor	Moore, Jensen
Assistant Professor	Palash, Imran
Assistant Professor	Patten, Thomas H
Assistant Professor	Sung, Yoonhi
Assistant Professor	Zhang, Xiaochen
Associate Professor	Barnes, Jennifer Lynn
Associate Professor	Beliveau, Ralph J
Associate Professor	Bergersen, Kyle W
Associate Professor	Steyn, Elizabeth F
Associate Professor	Tsetsura, Ekaterina Y
Associate Professor	Wilderman, Melanie G
Associate Professor	Yoon, Doyle
Associate Professor	Yount, Deborah R
Professor	Boettcher, Michael Joseph
Professor	Carstarphen, Meta G
Professor	Chester, Deborah A
Professor	Craig, David A
Professor	Frisby, Cynthia
Professor	Gade, Peter
Professor	Hodgson, Scott R
Professor	Johnson, Kathleen L
Professor	Kerr, Robert L
Professor	Kim, Jeong-Nam
Professor	Leshner, Glenn M
Professor	Schmeltzer, John C
Lecturer	Jones, Julie M
Instructor	Fischer, Kenneth A
Instructor	Holmes, Carla
Instructor	Odom, Mel
Instructor	Powell, Larry W

18. List names of part-time/adjunct faculty teaching at least one course in fall 2021. Also list names of part-time faculty teaching spring 2021.

Adjuncts Spring 2021
Bagalman, Michael
Bevan, Janelle Danae
Burk, Kimberly
Campbell Gutel, Pamela
Cermak, Leslie
Cowen, Jeremy
Fisher, Nathan
Haendel, Tiffany Lea
Helberg, James
Hendricks, Ronald Drew
Holmes, Aric
Hough, Kimberly
Howard, Heather
Jungman, Nick
Kast, Sherry Wickliffe
Lalli, Dino J
Martin, Maryann
Penix, Madison
Prince, Seth
Sims, Samuel
Smart, Emily Taylor
Smith, Angela Michele
Smith, Brandt Kendall
Spillman, Kayte
Spradling, David
Stephens III, Donald
Stowers, Robin
Vaughn, Andrew Thomas
Willert, Tim
Withrow, Brooke S
Wong, Leo

Adjuncts Fall 2021	
Aguilar, Michael	Martin, Maryann
Bagalman, Michael	Moore, Pattye
Burk, Kimberly	Mossman, Kenneth
Caballero, Ashley	Penix, Madison
Cermak, Leslie	Perez, Loarre A.
Cowen, Jeremy	Potter, Jacob Daniel
Diggs, Dallas	Prince, Seth
Eschbach, Al T.	Pritchard, Robert
Fisher, Nate	Pryor, Dick
Flansburg, Glenn Alan	Rieger, John
Franklin, G. Lynn	Rowland, Toby
Gutel Campbell, Pamela	Sims, Samuel
Haendel, Tiffany	Smart, Emily
Helberg, James	Smith, Angela M.
Holmes, Aric A.	Smith, Brandt K.
Hough, Kimberly	Spillman, Kayte Owen
Kast, Sherry	Stephens, Donald
Klein, Gilbert	Stowers, Robin
Williams, Traci	Tapia, Margarita
Koontz Bergman, Katy	Willert, Timothy
Lalli, Dino	Withrow, Brooke
Magill, Matthew	Wong, Leo

19. Schools on the semester system: For each of the last two academic years, please give the number and percentage of graduates who earned 72 or more semester hours outside of journalism and mass communications.

Gaylord Graduates with 72 or More Semester Hours Outside of Journalism and Mass Communication			
Year	Total Graduates	Number in Compliance	Percent
2020-21 Academic Year	325	325	100%
2019-20 Academic Year	312	310	99%

PART II — Standard 1: Mission, Governance and Administration

The Gaylord College of Journalism and Mass Communication, established as a freestanding academic unit with a naming gift from the Edward L. Gaylord family in 2000, had steadily expanded over the decades from a school of Journalism founded in 1913. The unit was accredited for the first time in 1949.

The previous ACEJMC review took place in 2014. The College was found out-of-compliance on two standards (Diversity and Assessment), but the College was reaccredited. Joe Foote, who had been Dean since 2005, stepped down from the role the following year and Ed Kelley became Dean. Between 2014-2020, undergraduate enrollment in the College grew by nearly 30 percent, and one-third of Gaylord students are from out of state. However, the College has experienced budget cuts in five of the past seven years since 2014. The College has 26 tenure-line faculty and 10 “term”/contract faculty members, and an enrollment of more than 1,200 undergraduate students spread across five majors: Advertising, Creative Media Production, Journalism, Professional Writing and Public Relations. (Until 2020, these majors were combined into a single degree.)

a). The unit has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals and is supported by university administration outside the unit. The unit annually updates its data on the ACEJMC searchable database website (<https://lookup.acejmc.org>).

The Gaylord College’s strategic planning process is in alignment with that of the university. The College wrapped up its “Vision2020” (2017-20) plan and embarked on a revised plan for 2021-24 that aligns with pillars in the university plan and prioritizes diversity and inclusion. The College’s mission statement was retooled in 2020-21, during that planning process, to include an emphasis on diversity and inclusion. The statement, adopted in 2017 but then revised, reads in part: *By challenging complacency, rewarding curiosity and celebrating diversity, equity and inclusion, we nurture those who will make a creative difference in our world. Along the way we instill and develop the values of truth, freedom of expression, intellectual and cultural inclusion, critical thinking, creativity, ethics, professional skills, and social responsibility.*

The overall goal for Gaylord in its most recent plan is: *Gaylord College will be nationally recognized as a Top 10 undergraduate and graduate program known for its academic excellence and inclusive and welcoming community across all its fields by year-end 2024.*

The faculty were asked to vote on a final version of the new plan after the site-team visit. The provost said he had reviewed the proposed plan for its alignment with the university’s objectives and the process of faculty involvement. Of the plans he had reviewed across OU, he said he saw the Gaylord plan as a good example for other units.

b). The unit has policies and procedures for substantive faculty governance that ensure faculty oversight of educational policy and curriculum.

Faculty in the College are highly engaged in setting its educational priorities and holding themselves accountable to achieve them. Faculty members reported having worked together on curricular plans, assessment, and a variety of other tasks through standing committees but also with colleagues and their area heads.

c). The unit's administration provides effective leadership within the unit and effectively represents it in dealings with university administration outside the unit and constituencies external to the university.

Ed Kelley, a distinguished OU alumnus and veteran news executive, was appointed interim Dean of the Gaylord College in 2015 and was named Dean in 2016. There was not a national search process, but the appointment was well received by the College. He knew the program well, having been involved on the College's Board of Visitors for many years previously. He is mostly well-regarded both inside and outside the College. Most faculty refer to him as a listener who regards their work. "He speaks last" after inviting others to speak in meetings, said one faculty member, adding, "I think that's been tremendously beneficial." He is also seen as an academic leader who is open to collaboration across the university, whether that's with the Meteorology Department or OU's Institute for the Study of Human Flourishing.

Dean Kelley has also earned a reputation as a student-centered leader who spends time listening to their concerns, whether through his meetings with the Gaylord Ambassadors, the Dean's Leadership Class, or his "Dialogue with the Deans" sessions with seniors. He is also a favorite of university admissions for his recruiting efforts, leading prospects on building tours, meeting with parents, and helping hand-deliver boxes of OU swag to admitted students. "Dean Kelley is the best," said one administrator who also has a son in Gaylord. "He has a personal touch with the students." The provost, who had been in the role for just four months, said he noticed that the Dean knows most of the undergraduate students in Gaylord.

d). The institution and/or the unit defines and uses a process for selecting and evaluating its administrators.

The university does not require a search for internal leadership appointments in academic units. The College is not departmentalized but instead has an array of associate deans, assistant deans, a director of graduate studies and area heads who "serve at the behest of the Dean," according to the self-study.

Dean Kelley has consulted with senior colleagues before making such appointments. For instance, a longtime associate dean (Academic Affairs) stepped down in July, and a new associate dean was appointed after consultation with the leadership team and select faculty by the Dean. The Dean is evaluated by the provost, informed by an evaluation offered by "Committee A" (See Standard 4), and the associate and assistant deans are evaluated by the Dean. The area

heads are evaluated for their performance as faculty members by Committee A.

e). Faculty, staff and students have avenues to express concerns and have them addressed.

The university provides pathways for faculty, staff and students to express concerns; they can do so through informal and formal channels. Two associate provosts who were interviewed by a site-team member confirmed the process and Gaylord's reputation for handling such matters appropriately over the review period.

SUMMARY: With rare exception, faculty members in Gaylord expressed strong confidence in its leadership, in its direction, and in its operations. There seems to be a great deal of optimism about the College's role at the university and its future.

Overall evaluation compliance/non-compliance: **COMPLIANCE**

PART II — Standard 2: Curriculum and Instruction

a). The unit requires that students take a minimum of 72 semester credit hours (or 104 quarter credit hours) required for a baccalaureate degree outside of journalism and mass communications and meet the liberal arts and sciences-general education requirements of the institution. ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet this requirement.

The Bachelor of Arts degree that all majors complete requires 124 credit hours for graduation. None of the five majors includes more than 50 hours in journalism and mass communications. This structure, along with advising review, ensures compliance with the ACEJMC rule of a minimum 72 outside hours. In 2020-21 there was a compliance level among graduates having at least 72 hours of outside instruction of 100% across all majors. In 2019-20 it was 99%.

b). The unit provides a balance between theoretical and conceptual courses, professional skills courses, and courses that integrate theory and skills to achieve the range of student competencies listed by the Council.

The College has five undergraduate majors: Advertising, Public Relations, Journalism, Creative Media Production, and Professional Writing. The core curriculum taken by all students, regardless of major, reflects a balance of theoretical/conceptual courses and skills courses.

The College uses a curriculum mapping system to track how courses are delivering all of the professional competences outlined by ACEJMC. Every course in the curriculum is tracked based on how it delivers against each competency as follows: 0: does not cover the competency; 1: introduces the competency; 2: allow students to practice the competency; 3: help students master the competency. These can be detailed as follows:

1. Introduction: This indicates that, for the most part, a course helps to introduce students to the main concepts/knowledge/skills of the discipline or program.
2. Practice: This indicates that, for the most part, a course helps to practice (or reinforce) the main concepts/knowledge/skills of the discipline or program that students have learned in other courses.
3. Mastery: This indicates that, for the most part, a course challenges students to demonstrate mastery of the main concepts/knowledge/skills of the discipline or program they have learned in other courses.

The current curriculum mapping process indicates that all graduates of the program (regardless

of major) are introduced to all the competencies, have practice with all the competencies, and attempt to master all the competencies regardless of major.

Inclusion of curriculum mapping (completed in August 2021 as part of implementation of the College's revised assessment plan) reflects a greater focus since the last self-study on the 12 ACEJMC core values and competencies (CVCs), their incorporation into learning objectives, and where the College teaches them. The assessment plan calls for curriculum mapping to be reviewed every three years.

The self-study stated: "This college-wide round of curriculum mapping has proven helpful in fostering a deeper dialogue among faculty in each major about curriculum structure and levels of coverage of the CVCs, as well as more thorough identification of places where some CVCs were already being addressed in the classroom but not articulated explicitly in syllabi." Our on-site interviews found this statement to be true.

College Core Classes

All 12 of the ACEJMC core values and competencies are addressed in the combination of three classes required for all Gaylord College students: JMC 1013 Intro to Media, 2033 Media Writing and Storytelling and 4813 Media Law. Intro to Media, a freshman-level course, addresses all CVCs except numerical literacy, covering them at an introductory level or, for some including critical thinking and research, to a level of practice. Media Writing and Storytelling, the foundational writing class, builds on several CVCs covered in Intro to Media – especially writing but also diversity in U.S. society and global diversity, ethics, critical thinking, research, critical evaluation and tools and technologies. It also adds numerical literacy. Media Law, an upper-level class, covers nine of the 12 CVCs and addresses several at a level of mastery: freedom of speech/law, history, theories, ethics, and critical thinking.

Advertising Required Courses

In the Advertising major, curriculum mapping by faculty shows that all 12 CVCs are embedded in at least six of the seven required classes. All but two are covered at a mastery level in more than one class. Freedom of speech/law is covered at a mastery level in one class. History is addressed to a practice level but also addressed at a mastery level for majors through the Media Law class. Coverage is particularly robust in depth and number of courses for critical thinking, writing and critical evaluation.

Public Relations Required Courses

As with Advertising, the CVCs are all addressed in at least six required classes in Public Relations. (The list includes two classes still being phased in as a requirement in the PR curriculum revision, 3453 PR and Society and 4423 Contemporary Problems in Public Relations.) All 12 CVCs except history are covered at mastery level in more than one core class. The curriculum revisions being implemented strengthen the coverage of history, U.S. and global diversity, and ethics. Coverage is particularly robust in depth and number of classes for research, writing, and tools and technologies as the new curriculum includes four

areas that students must take at least one elective in: 1) diversity, 2) design, 3) technology, and 4) writing.

Journalism Required Courses

The current Journalism curriculum shown in the curriculum matrix also covers all CVCs in multiple classes. The required list includes classes in the three current skills streams – broadcast, print and online – as well as conceptual classes from which students must choose. Regardless of what they choose, students are engaging with all the CVCs multiple times. All values and competencies are addressed at a mastery level for all Journalism majors in multiple courses on the list – with the largest number at that level being ethics, critical thinking, research, writing, critical evaluation and tools and technologies. (If approved, curriculum revisions scheduled for faculty vote in the 2021-2022 academic year will strengthen coverage of the CVCs in the major, integrating a series of one-credit skills courses.)

Creative Media Production Required Courses

Creative Media Production addresses all CVCs in multiple required classes – eight of the 12 CVCs in at least six classes. Eight of the CVCs are covered at the mastery level in two required classes. Diversity in U.S. society, global diversity and research are covered at mastery level in one class each. Numerical literacy is not covered at mastery level in a required class but is addressed in depth in the elective 4903, Client Production. Critical evaluation of one's own work and that of others receives the most robust attention, based on number of courses in which it receives above an introductory treatment.

Professional Writing Required Courses

The Professional Writing curriculum covers all the CVCs in five or more of the seven required courses except for numerical literacy, which is covered in one course (the senior capstone Business of Professional Writing). Five of the CVCs are covered at mastery level in more than one class, and the rest are covered at that level in one class except for freedom of speech/law, which is not covered at mastery level within the Professional Writing courses but is addressed in the required Media Law college core class. Writing, though listed at mastery level in only two courses, is central to this curriculum and is addressed in great depth in 4524 Writing the Short Story and 4514 Writing the Novel.

c). Instruction, whether on-site or online, is demanding and current, and is responsive to professional expectations of digital, technological and multimedia competencies. Achievements in teaching and learning are recognized and valued.

The College maintains currency in instruction in digital, technological, and multimedia competencies through regular input from industry professionals. This input informs curriculum revisions and course updates or additions.

College faculty members interact regularly with professionals in media industries by multiple

means. Importantly, every major has capstone e-portfolios that are judged by professionals.

In Public Relations and Advertising, faculty and students interact with professionals as clients for Capstone and other courses, in the Lindsey + Asp integrated agency, with hiring managers from major markets through the annual Top Jobs workshop for students, with adjuncts who are working professionals themselves and with college Board of Visitors members who are executives in PR and advertising. In Public Relations, industry input through the Commission for Public Relations Education report has informed curriculum revision.

Creative Media Production faculty talk regularly with film, broadcasting, and video production professionals. Students are exposed to media production professionals inside and outside of the classroom. A new event, in October 2021, brought more than 30 professionals to campus to interact with CMP students through a series of panels, lectures, and networking sessions.

Professional Writing faculty members stay current as writers of novels and nonfiction who are themselves navigating industry trends. Students are also exposed to writing professionals inside and outside of the classroom.

Journalism faculty members and students interact regularly with professionals as guest speakers and as hiring managers for graduates. In addition, in summer 2018, Journalism faculty undertook a project to get input from professionals regarding their expectations of newly graduated employees. They visited with professionals across media industries (print, online, broadcasting), including traditional media outlets and new entrepreneurial ventures. Based on this input, the Journalism faculty members are now in the final stages of revising the curriculum. In the new curriculum, they have built into the design a series of required journalism skills-specific foundational classes (including visual and digital literacy and reporting with numbers and data) to equip students with the digital and technological skills from the outset.

Apart from broader curriculum revisions, interactions with professionals have led to the addition of innovative elective classes. Elective courses are regularly added to address current or developing needs. Thanks to the existence of the course number JMC 4970, areas can add these classes on a semester-by-semester basis without additional university approval and then seek longer-term approval if needed to make them permanent additions. Journalism, for example, offered a data visualization class in spring 2021 that focused specifically on Native American issues, building on input from the visits with professionals. College deans and area heads regularly support the addition of 4970 courses as means of innovating and keeping current in instruction. A similarly streamlined process also enables practicum courses (JMC 3011) to be added to take advantage of new practical experience opportunities for students – for example, a practicum in e-sports being added in fall 2021 includes live event streaming.

In meetings with students, they called out the College's ability to expose them to professionals on a regular basis as a particular strength.

The College provides the infrastructure to support current instruction by providing computer labs and editing bays with up-to-date hardware and software, studio spaces and technical control, and cameras and ancillary equipment available for checkout.

Some faculty members mentioned that professional competency could be improved in the curriculum by supporting more cross-fertilization between Gaylord majors with other relevant university majors, like information technology. Among these faculty there was some frustration with the siloed nature of programs.

There were many among faculty who felt that achievements in teaching and learning were recognized. Many faculty members happily reported that when they wrote letters each year detailing their achievements, they received detailed feedback on those letters from Committee A and from the Dean.

d). Student-faculty classroom ratios facilitate effective teaching and learning in all courses; the ratio in skills and laboratory sections, whether on-site or online, should not exceed 20-1. (Campaigns classes are exempt from the 20-1 ratio.)

Over 99% of skills courses met the standard of 20-1. Campaigns classes are exempt. Only a single course, on After Effects, was above the standard with 22 students.

e). The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit.

Juniors and seniors may participate in the Gaylord College's internship-for-credit program in which students gain experience and degree credit. Students must have at least 75 semester-credit hours earned, of which 15 semester credit hours must be from the Gaylord College (JMC) and have a minimum 3.00 retention grade point average to apply for internship credit.

In the last four years, the number of students taking for-credit internships in any given year has typically been between 134 and 154. The year 2020 hit a low of 108, but COVID was a big factor in the decline. In a typical graduating class, over 30% of students will have taken a for-credit internship. Many other students take internships without earning credit.

SUMMARY: The Gaylord College curriculum is well aligned to ACEJMC's core values and competencies. The instruction is rigorous with a good balance of theory and skills. Instruction is informed by the professions to stay close to current practice. Students have regular interaction with professionals and access to internships. Gaylord also provides outstanding resources in support of professors and student learning.

Overall evaluation, compliance/non-compliance: **COMPLIANCE**

PART II — Standard 3: Diversity and Inclusiveness

a). **The unit has a written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan. The diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the unit's definition of diversity and identify the under-represented groups.**

The Gaylord College has a written Diversity Plan that provides guidance for diversity and inclusivity efforts. It is a “living document” with flexibility for revisions as the cultural landscape changes. The current Diversity Plan was approved by faculty vote in December 2019 after extensive previous revisions in 2015. Diversity, as defined by the University of Oklahoma, is the inclusion of women and minority groups that include race, ethnicity, age, and sexual orientation.

The Gaylord College faculty and staff are engaged in regularly evaluating, discussing, and assessing their diversity and inclusion progress. The unit's Diversity Committee is designed to advocate for, promote, monitor, and reward diversity and inclusiveness across faculty, course content, and student programs. This committee and the College's Assistant Dean ensure diversity and inclusiveness remain top of mind and on all critical agendas.

The Diversity Plan lays out efforts to help ensure success. Those include:

- A faculty member of the Diversity Committee, assigned to each faculty search committee, will report efforts made during the search to recruit a diverse faculty pool of applicants.
- The Assistant Dean will compile and send out a yearly report of all student recruitment and outreach efforts to the Diversity Committee and full faculty, and the committee will review and make recommendations, if needed, on how to improve outreach.
- The Diversity Committee will seek feedback from minority student group leaders and faculty advisors after diversity and inclusivity-focused events for suggestions for improvements for future and/or additional events and mentorship opportunities.
- Committee A will compile faculty members' summaries from yearly portfolios of how they incorporated diversity inside and outside of the classroom, and these summaries will be included in the annual College diversity report.
- The Diversity Committee, with assistance from the Dean's office, will collect evidence of efforts of diversity and inclusiveness in the academic year's promotional material to be included in the annual diversity report.
- An award for diversity and inclusivity efforts in teaching, and a diversity fellowship grant for research or creative projects will be given annually.
- The Diversity Committee will continue to solicit suggestions from faculty and students for diverse speakers.

b). **The unit's curriculum includes instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.**

Gaylord College addresses and covers issues of domestic diversity in 98% of required courses (across all five majors) and in 95% of elective courses. All faculty are required to incorporate domestic diversity content in course syllabi. The self-study shows that issues of diversity have been integrated throughout the curriculum and provides several pages of examples of course content (including readings, lectures, presentations, discussions, and assignments) that focus on cultural and social diversity. The Curriculum Mapping Summary Table documents specific diversity content in 99 of the 102 courses offered by the unit. Additionally, pages 73 – 80 in the self-study provide a list of course content, partnerships, co-curricular/community programs, and speakers as examples of how Gaylord College exposes and educates students to issues and perspectives of diversity and inclusiveness across the five areas of study (taken directly from course syllabi). In sessions with students, site-team members heard about programming and class exercises focused on diversity and inclusion.

c). The unit demonstrates effective efforts to recruit women and domestic minority faculty and professional staff and, where feasible, recruits international faculty and professional staff.

Gaylord College demonstrates effective efforts to recruit women and domestic minority faculty and professional staff. Since the last assessment, the unit has aggressively recruited diverse faculty members and hired full-time faculty that include three Black women, two Asian women, two Asian men, one Black man, one multi-racial woman and one Native American woman (starting spring 2022). Furthermore, since 2013/2014, the number of female adjunct faculty increased from 21% to 42%; and the number of female full-time faculty increased from 29% to 43%. Since 2013/2014, the non-White adjunct faculty increased from 5% to 17%; and the number of non-White full-time faculty increased from 14% to 23%.

Increasing the diversity in faculty remains a work in progress; greater diversity is needed. The chart below shows that while the Oklahoma region is 65% White, 78% of the unit’s faculty is White. Despite the Oklahoma region having 11% Hispanic/Latino population, there are no Hispanic/Latino faculty at the unit.

Population Diversity Description:	AREA	TOTAL FACULTY				Full-Time FACULTY		Adjunct/PT FACULTY	
		calculated PERCENTAGE	TOTAL #	# FEMALE	# MALE	# FEMALE	# MALE	# FEMALE	# MALE
Black/African American	7.8%	7.2%	6	5	1	3	1	2	0
White	65.0%	78.3%	65	25	40	9	17	16	23
American Indian/Alaskan Native	9.4%	3.6%	3	1	2	0	0	1	2
Asian	2.4%	6.0%	5	1	4	1	2	0	2
Hispanic/Latino (any race)	11.1%	0.0%	0	0	0	0	0	0	0
Native Hawaiian/ Pacific Islander	0.2%	0.0%	0	0	0	0	0	0	0
Two or more races	6.3%	2.5%	2	2	0	1	0	1	0
Other race or Not Reported	N/A	0.0%	0	0	0	0	0	0	0
International	N/A	2.4%	2	1	1	1	0	0	1
			83	35	48	15	20	20	28

d). The unit demonstrates effective efforts to help 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.

Since the last assessment, the makeup of the Gaylord student body has shifted from 69% White downward to 66%; and the diverse student population has increased from 31% to 34%. This demonstrates effective efforts to recruit and retain a student population reflective of the area diversity.

However, the unit lags the institution’s diversity, as shown in the chart below. Recruitment programs for underrepresented minorities are included in the Diversity and Strategic Plans; but these programs may require review or revision to increase effectiveness.

Population Diversity Description:	AREA	UNDERGRADUATES	
		INSTITUTION	GAYLORD
Black/African American	7.8%	4.5%	4.6%
White	65.0%	60.0%	65.9%
American Indian/Alaskan Native	9.4%	3.2%	2.8%
Asian	2.4%	7.0%	1.7%
Hispanic/Latino (any race)	11.1%	11.4%	10.9%
Native Hawaiian/ Pacific islander	0.2%	0.1%	0.0%
Two or more races	6.3%	9.4%	11.1%
Other race or Not Reported	N/A	1.3%	1.2%
International	N/A	3.2%	1.8%
		100.1%	100.0%

Gaylord College engages in a variety of activities and initiatives to attract and retain underrepresented members of the student body. For example, Gaylord College hosted workshops and events for the OU Black Student Association Welcome Black Weekend, the Women’s Outreach Center, the Minority Women’s Conference, and Black Student Engineers.

e) The unit has a climate that is free of harassment and all forms of discrimination, in keeping with the acceptable cultural practices of the population it serves, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity. Accreditation site visit teams will apply this standard in compliance with applicable federal and state laws and regulations, as well as the laws of the countries in which non-U.S. institutions are located.

Students and faculty reported that the unit has a climate that is almost completely free of harassment. In February 2020, there was a single occasion when a Gaylord College faculty member used the “n” word in class, and there have been a small number of

incidents of racial insensitivity on other parts of the OU campus. Interviews indicated that all faculty members are keenly aware that they need to be intentionally focused on diversity and inclusion. Additionally, following the “n” word incident, the entire College faculty and staff were asked to participate in training on cultural sensitivity, an initiative led by the Dean.

Most faculty members indicated that Gaylord is free of discrimination. A small number of faculty members, however, expressed a concern that micro-aggressive behavior exists. More diversity training for faculty may be needed. All of the above reinforce the importance of the Diversity Plan and the Diversity Committee. Gaylord College has made improvements since the last assessment; but the work must continue.

SUMMARY: As one faculty member put it, “Diversity is huge in the mindset of all of us.” Since the 2014-15 site-team report and non-compliance finding on Standard 3, the College has made serious strides on multiple fronts, especially in the classroom. There is also widespread recognition that there is a great deal more to do.

Overall evaluation, compliance/non-compliance: **COMPLIANCE**

PART II — Standard 4: Full-Time and Part-Time Faculty

a). The unit has written criteria for selecting and evaluating the performance of all full-time and part-time faculty and instructional staff.

Published advertisements for faculty openings set expectations for the selection of individuals who provide instruction in the College. Examples of such language include:

[T]he successful candidate will provide teaching that integrates storytelling into the current media environment and develop curriculum in social media distribution and management... The position will help prepare students in both skills and conceptual learning.

Applicants are encouraged to provide evidence of teaching effectiveness, a teaching philosophy statement that includes interest and ability to teach a diverse body of students, and portfolios or links to creative or scholarly work, as appropriate.

A master's degree and professional experience in digital design and production are required. Professional experience includes advertising industry or corporate-side experience in creative leadership in the areas of digital design, creative technology, UX/UI design, multimedia design, social media, web/application development and coding.

After they are hired, faculty members and instructional staff are regularly evaluated on the quality of their teaching (see d., below) but also other activities in which they are expected to engage, such as research, creative work, or service. An elected committee (“Committee A”) of three tenured faculty members evaluates the work of all faculty colleagues using a template that draws on a “mini-vitae” submitted each year. The committee scores each faculty member on a scale of 0-5 and provides written comments on teaching, scholarly/creative activity, and service. Expectations vary depending on the faculty member’s designation; tenure-line faculty, for instance, normally have a smaller proportion of their effort dedicated toward teaching than non-tenure-line (“term”) faculty. The student evaluations of teaching are included with the mini-vitae to help the committee in its assessment. The assessment is then supplemented by an additional memo from the deans. Faculty members confirm that the process takes place annually. Faculty on the tenure track have access to College and University guidelines that stipulate expectations and the process to move toward tenure. They also receive detailed annual feedback as they move toward the tenure and promotion decision.

b). Full-time faculty have primary responsibility for teaching, research/creative activity and service.

The College’s self-study notes that although the proportion of courses taught by full-time faculty has fallen since last site-team visit (2014), full-time faculty still teach the majority (between 60-

65 percent) of core and required courses. Conversations with faculty indicate that they also take primary responsibility for the quality of the curriculum; for service to the College, University and professions on behalf of the College; and for the research and creative activity the College produces.

c). Credentials of the unit’s faculty represent a balance of professional and scholarly experience and expertise kept current through faculty development opportunities, relationships with professional and scholarly associations, and appropriate supplementation of part-time and visiting faculty.

Faculty in the Gaylord College represent a strong mix of professional experience and scholarly credentials. Although a few faculty members do not bring industry credentials, most bring more than a decade of experience in the news or strategic-communication professions; some continue that work in some capacity as they teach. The tenure-track faculty in Gaylord are spread among the assistant, associate and full-professor ranks. Most (80 percent) have terminal degrees, and almost all also have professional experience. Of the non-tenure-line (“term”) faculty, all have at least a dozen years’ experience. For instance, one faculty member had more than two decades at multiple television news operations before joining the Gaylord College in 2009; she puts her expertise to work in the classroom but also as director of a foundation dedicated to awareness around the risk of heat to athletes. An instructional staff member who teaches sports broadcasting worked full-time in sports television production for 25 years at the local and national levels.

Gaylord uses dozens of adjunct instructors each year. In 2020-21, for instance, 48 adjuncts taught. Part-time faculty are working professionals who are generally recruited from nearby Oklahoma City; however, professionals with industry leadership experience from other metropolitan areas have also been able to teach via a combination of remote and in-person instruction.

The College promotes opportunities offered through the university for faculty to improve their teaching, and faculty members also participate in national association meetings and workshops, such as those offered through the Broadcast Education Association and the Digital Literacy Institute. A review of CVs indicates that Gaylord faculty members also receive grants to develop courses and take advantage of professional development opportunities. An OU “Presidential Dream Course” program, for instance, has provided faculty members \$20,000 to develop new courses. Faculty members are also well represented, including in leadership ranks, in such organizations at the Broadcast Education Association. They remain well connected to the industry, allowing them to connect students to the professions through agency visits and career connections and placements.

d). The unit regularly evaluates instruction, whether onsite or online, using multiple measures that include student input.

The self-study provided evidence that instruction is evaluated using student input, and faculty confirmed that such evaluation happens regularly and consistently. The College expects, promotes and rewards high-quality teaching; the evidence is in the number of faculty who have been recognized for their innovative and effective pedagogy. Examples include awards from the

Association for Education in Journalism and Mass Communication for service learning and distinguished teaching; a PRSA Outstanding Educator Award; selection, from among more than 100 entrants, as a feature on NBC's *Today Show* in 2017; and multiple designations of "Presidential Dream Courses" by the university.

e). The faculty has respect on campus for its university citizenship and the quality of education that the unit provides.

Conversations with administrators across campus indicate that the College is seen as a collaborator and innovator, open to new possibilities and aligned with university priorities. For instance, the College is seen as a strong partner for the Southwest Center for Human Relations Studies, which recruits its graduate students, because of their competency in cultural communication, for work with its diverse workshop participants. The College is also seen as a good citizen in relationship to OU's efforts to assess student learning. The provost added that although he is new on the job, he has "not heard anything but positives" about the Gaylord College.

SUMMARY: Despite enrollment growth coupled with a lack of a parallel increase in the number of full-time faculty, the College continues to ensure that it provides appropriate oversight of the curriculum and provides professional development opportunities for its teachers and scholars. Its faculty are active teachers, scholars and practitioners – all to the benefit of its students and the university.

Overall evaluation, compliance/non-compliance: **COMPLIANCE**

PART II — Standard 5: Scholarship: Research, Creative and Professional Activity

a). The unit requires, supports and rewards faculty research, creative activity and/or professional activity.

The College requires, supports and rewards scholarly, creative and professional activity by its faculty members. The expectations are signaled in several ways:

- *Recruitment.* Position announcements include language such as this: “All applicants are expected to demonstrate the ability to establish and achieve an agenda of high-quality research or creative/professional activities.”
- *Annual evaluations and the tenure-and-promotion process.* “Committee A” provides annual feedback to each member of the faculty on scholarly productivity, and that is supplemented with additional detail for those on the tenure track.
- *Financial support and releases.* Faculty members receive an annual stipend for use at their discretion on their activities. Additionally, the College provides grants (Faculty Enrichment Grants), and the university also provides support through competitive grants. A review of CVs indicates that faculty members take advantage of these resources. Faculty members can also apply for sabbatical leaves every six years, and nine Gaylord faculty took sabbaticals during the review period.

Interviews with faculty indicated that most felt support for their scholarly activity. “We can do whatever we want here,” said one faculty member. However, some faculty members with a primary focus on research said they felt a lack of acknowledgement for their research productivity.

b). The unit specifies expectations for research, creative activity and/or professional activity in criteria for hiring, promotion and tenure.

Ads specify expectations for such activity, and the College’s “Procedures and Criteria for Tenure and Promotion” document states: “All members of the faculty are expected to model and expand knowledge through research and/or demonstrate original or imaginative creative activity.” Tenure-line faculty members must provide evidence of “academic scholarship” that includes “publication of scholarship in peer reviewed academic and professional venues, peer evaluation of creative academic and professional productions and projects, and peer acceptance of discipline conceptualizations; peer recognition by professional societies and experts of academic and professional works and peer acknowledgement of modeling and innovation in professional content, field conceptualization, and industry positioning.”

c). Evaluation criteria for promotion, tenure and merit recognition account for and acknowledge activities appropriate to faculty members’ professional as well as scholarly specializations.

The College’s P&T guidelines stipulate that faculty members exhibit excellence in a focused area of specialization. Furthermore, the College’s document recognizes a range of “evidence” of scholarly/creative activity, including that of refereed journal articles and academic books, but also more creative and professional forms of discovery, knowledge creation, and education. The document also recognizes the “media marketplace” as having “peer review value.” It states:

“Such activity might include broadcast of programs, articles published in commercial publications, ad campaigns with significant reach, a commercial book publication, participation in a professional organization, etc.”

d). Faculty members communicate the results of research, creative and/or professional activity to other scholars, educators and practitioners through presentations, productions, exhibitions, workshops and publications appropriate to the activity and to the mission of the unit and institution.

Some faculty members are internationally recognized experts in such areas as media ethics, journalistic practice, health communication, and issues of race and ethnicity in the media. Others are respected novelists, documentarians and filmmakers. During the review period, faculty members shared their work through a variety of outlets (See table, end of this standard). They do so in conferences, at juried film festivals, through publications and broadcast venues, through textbooks, academic and popular books and screenplays, and in refereed journals. They also obtain university and external grants in support of their work.

e). The unit fosters a climate that supports intellectual curiosity, critical analysis and the expression of differing points of view.

Faculty members indicate that the environment in Gaylord is one in which individuals can discuss and express differing points of view on the array of issues touching the disciplines in which they teach. The site team’s sessions with students demonstrated that students also feel comfortable voicing their ideas, their opinions, and their concerns.

SUMMARY: Gaylord faculty members are active as scholars and creative producers of articles, books, written journalism and storytelling, and multimedia productions of all forms. The array of output is impressive and unique for a JMC program. The College has the potential to be a contributor, with increasing support for its scholarly activity and the faculty who focus on research, to the university’s AAU aspirations.

Overall evaluation, compliance/non-compliance: **COMPLIANCE**

Scholarship, Research, Creative and Professional Activities	Total From Unit	Individuals					Individual Totals-32
		13 Full Professors	8 Associate Professors	7 Assistant Professors	4 Other Faculty		
Awards and Honors	131	55	69	6	1	131	
Grants Received Internal	44	9	25	9	1	44	
Grants Received External	32	11	19	2		32	
Scholarly Books, Sole- or Co- authored	9	5	4			9	
Textbooks, Sole- or Co-authored	13	8	3	2		13	
Books Edited	8	2	6			8	
Book Chapters	38	19	16	1	2	38	
Monographs							
Articles in Refereed Journals	124	64	40	18	3	125	
Refereed Conference Papers	184	79	83	22		184	
Invited Academic Papers	22	16	4		2	22	
Encyclopedia Entries	13	5	8			13	
Book Reviews	20	8	8	4		20	
Articles in Non-refereed Publications	33	3	28	1	1	33	
Juried Creative Works	42	19	12	11		42	
Non-juried Creative Works	217	121	31	27	38	217	
Other (please specify):							
-Contracts	25	25				25	
-Client Research/Consulting	9		9			9	
-Professional Workshops	3		3			3	
-Panels/Presentations	41	6	23	9	3	41	
-Media Coverage/Interviews	1			1		1	
-Conference Proceedings	14		7	7		14	
-Professional Reports	4		4			4	
-Invited Talks	18	3	15			18	
-Online Articles/Posts	6	6				6	
-Updated/Reissued Novels	16	16				16	
-Amicus Briefs to U.S. Supreme Court	3	3				3	
-Podcasts	1		1	1		2	

PART II — Standard 6: Student Services

a). Faculty and/or professional advising staff ensure that students are aware of unit and institutional requirements for graduation and receive career and academic advising.

Gaylord College offers a full-time office dedicated to students needing academic advising, career guidance, internship assistance, and referrals for other issues, with four (4) fulltime professional academic advisors and an assistant dean. Gaylord College students are required to be advised and scheduled according to their majors and the academic calendar. A professional academic advisor reviews each student's academic progress every semester. For example, seniors are required to meet with their academic advisors during the first two weeks of each academic term to have all their coursework and requirements verified. This meeting enables advisors to find anything that might have slipped through the cracks or to alert the student of a transfer course and/or transcript not received by OU.

The Gaylord faculty is a companion to academic advising; with so many practitioners among them, the faculty take an active role in advising students regarding internships and career choices. All students (100%) interviewed had great comments about the Gaylord faculty and their advisors.

b). Faculty are available and accessible to students.

Due to COVID, advising appointments went to a Zoom format in 2020. During the spring 2021 semester, students could elect to meet with their advisors face-to-face or via Zoom. This flexible schedule allowed students to self-select the style of advisement they were most comfortable with and still have the advising services they needed. In the fall 2021 semester, they were also able to choose between Zoom and in-person advising.

Students make appointments via the iadvice.ou.edu electronic appointment scheduler with their dedicated advisor at least once each regular semester. They review their progress to date and a plan regarding remaining requirements.

The Student Services area of Gaylord Hall, where advising is located, is a lounge and meeting or “hang-out” space for students. The decision to stage the lounge with soft furnishing and refreshments was strategic and works to draw students into the servicing area.

c). The unit keeps students informed about the activities, requirements, and policies of the unit.

Gaylord College students are kept aware of degree requirements, graduation deadlines and career events via the Gaylord Extra electronic newsletter, the College's social media sites (Facebook, Twitter, Instagram, and LinkedIn) and the Gaylord College homepage. The Gaylord Extra is a weekly newsletter detailing activities, opportunities to get involved, guest speakers, student and faculty accomplishments, and in general, what is going on at Gaylord College.

d). The unit and the institution provide students with extra-curricular activities and opportunities that are relevant to the curriculum and develop their professional as well as intellectual abilities and interests.

Gaylord College provides extra-curricular activities and opportunities that include the following:

- Gaylord News sends students as correspondents to Washington D.C.
- Student Media at the University of Oklahoma is the home of The Oklahoma Daily, the award-winning, independent student-run news organization.
- OU Nightly is a student newscast produced nightly and broadcast on Cox Communication channels.
- Gaylord Hall Productions is the College's contract production unit.
- The Set is a syndicated television music magazine that can be seen on Cox Communications channels.
- Big Friday Sports is a weekly supplement to OU Nightly.
- OU Sooner Sports Pad is a student sports magazine.
- Lindsey + Asp is a student-run strategic communication agency.
- Ad Club.
- Public Relations Student Society of America.
- Professional Writing Students Association.
- Magazine Interest Group.
- The Society of Professional Journalists.
- Oklahoma College Broadcasters.

There are more, which may be found on pp. 138-141 in the self-study.

e). The accredited unit must gather, maintain, and analyze enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success. The unit annually publishes retention and graduation information on its website.

Gaylord College collects data on enrollment, retention, and graduation rates annually by obtaining official college and university data through OU's Office of Institutional Research and Reporting. The unit maintains a cumulative, updated Public Accountability webpage at: [HTTPS://www.ou.edu/gaylord/about/public-accountability](https://www.ou.edu/gaylord/about/public-accountability).

SUMMARY: Gaylord College students raved about their "caring" advisors and faculty members. They are engaged with resources and tools that enhance their educational experiences at Gaylord College that include extra-curricular activities and access to industry professionals.

Overall evaluation, compliance/non-compliance: **COMPLIANCE**

PART II — Standard 7: Resources, Facilities and Equipment

a). The unit has a detailed annual budget for the allocation of its resources that is related to its long-range, strategic plan.

The College does, indeed, have a detailed annual budget for allocation of resources that is, for the most part, derived from and related to its long-range, strategic plan.

Funding for the unit's \$6 million annual budget comes from three sources: The state of Oklahoma provides 60% of its funding; student fees compose 21%, and foundation funds compose 19%. Notably, about half of the student fees collected are used to help pay for the salaries and benefits of administrative, clerical and student employees; salaries derived from student fees are directly targeted to the areas for which the fees were collected. According to the unit, student fees are used in this manner to offset state budget cuts that have occurred in five of the most recent seven academic years. The unit has also added a new online master's degree program, which has funded two additional faculty lines.

Faculty members, as well as the College's Technology Committee and its IT director, are allowed to make funding requests during the annual budgeting process, which begins in April of the previous academic year. Any funding increases with which the Dean concurs must then receive the approval of the provost; if approved by the provost, they are then placed into the proposed annual budget, which is reviewed by the Dean and then submitted to the university's budget office for approval. This process covers budgeting for all the unit's operational needs except for salaries, which are addressed in a separate process. (See tables.)

b). The resources that the institution provides are adequate to achieve the unit's mission. The resources are fair in relation to those provided other units.

The university "has been incredibly generous" in helping the College maintain "first-class facilities in every area." Its building, Gaylord Hall, "is a showpiece on campus." It is modern, spacious and the envy of other units.

That said, the unit has 1,374 students, making it the fourth-largest academic college at the university. It has 26 tenure-track faculty, 10 "term"/contract faculty, a large number of adjuncts and 15 staff members. The self-study says, "Many [other] departments [at the university] with fewer students have more faculty." The provost acknowledges this discrepancy and – four months into the job at the time of our site visit – has already developed a process to ensure Gaylord and all colleges at the institution have clear KPIs and metrics to meet to obtain funding for additional faculty lines and other initiatives.

c). The facilities of the unit enable and promote effective scholarship, teaching and learning.

As noted, Gaylord Hall is a “showpiece” on the university campus and would be the envy of many other journalism and mass communication units on many other campuses around the world. Its construction, in two phases (2004 and 2009), was funded with considerable investments from Edward L. Gaylord, longtime editor and publisher of *The Oklahoman* and, following his death, by his and his family’s estates.

Phase One (2004) consists of two 60-person seminar classrooms; two 33+-person seminar classrooms; one 14+-person classroom; three 16+-person computer labs; one 32-person newsroom/computer classroom lab with 28 computers; a studio area comprised of two studios and adjacent support facilities (e.g., control rooms, audio production rooms, a graphics lab/weather center, ten editing bays, a green room, master control and an equipment repair facility); a student services area; and administrative area including the Dean’s suite and adjacent support offices; and ample faculty and support service offices.

Phase Two (2009) features a large multi-media-equipped auditorium; a large state-of-the-art studio for Creative Media Production and other students, as well as adjacent support facilities; a commons area with student lounge/all-purpose space with an adjoining catering kitchen; four classrooms and seminar rooms; an “affinity lounge for underrepresented students;” a focus group room and adjacent observation area; a 4k-equipped editing suite; graduate program offices, cubicles and adjacent support facilities; a graduate seminar room; the Lindsey + Asp student-run advertising/PR agency; a “creative lab” with 24 computers featuring the latest in relevant software applications; and a podcast suite (under construction at the time of the site visit) with state-of-the-art audio and video equipment.

d). The institution and the unit provide faculty and students with equipment or access to equipment to support its curriculum and the research, creative and professional activities of the faculty.

It is notable that the unit is fully equipped with the latest iOS devices, including new Apple computers, and classroom and auditorium Apple TV connectivity. The facility has its own cloud storage infrastructure supporting 128 Terabytes of storage, which is available for use by all students, faculty and staff. It also has the latest high-definition television technology.

The journalism area does produce a daily television newscast, “OU Nightly,” every weekday when classes are in session. It has remarkable facilities and technology, but could use an upgrade in some areas, specifically remote broadcast capability. For example, the newscast team is still using Comrex remote transmission systems and is just now beginning to experiment with professional industry standard TVU and other remote transmission capabilities.

e). The institution and the unit provide sufficient library and information resources to support faculty and student research and professional development.

When the facility was built in 2004 and added a second phase in 2009, the unit had the fully

equipped Edith Kinney Gaylord Library. In 2018, it was converted into a classroom space due to increasing enrollment and the lack of a need for a physical library because of the resources available from the OU library system.

SUMMARY: The unit has nearly unprecedented facilities for a unit of its size and is well-positioned to reach its stated goal (in its strategic plan) of becoming one of the top ten journalism and mass communication undergraduate programs in the country. Thanks to the overwhelmingly generous support of key benefactors – who do not micromanage how their contributions are used – a strong network of alumni and a solid record of placing graduates in professional positions in key markets throughout the Plains, the College is making a significant difference to its primary service area and beyond.

There will always be needs for upgrading facilities and equipment, and there will always be challenges in securing funding to meet those needs, but the unit starts from a place well ahead of its peer journalism and mass communications programs at other, competing, institutions.

Yes, the College insists it needs more in terms of resources. (Who doesn't?). But in the end, it is already the Taj Mahal among journalism and mass communications units.

Overall evaluation, compliance/non-compliance: **COMPLIANCE**

Table 10 - Budget	2018- 2019	2019 - 2020	2020 - 2021
Administrative salaries (Deans)	\$402,691	\$441,658	\$433,312
Teaching salaries (full time)	\$2,546,040	\$2,783,703	\$2,948,795
Teaching salaries (part time/adjunct)	\$536,636	\$545,912	\$427,253
Teaching assistants (GAs)	\$373,657	\$404,668	\$371,686
Clerical/Staff/Student salaries	\$1,073,193	\$853,211	\$995,793
Equipment/Tech. Maint./IT/Software/Comm.	\$154,521	\$204,945	\$286,000
Equipment maintenance	<i>Included in Equipment</i>		
Supplies	\$581,541	\$610,856	\$358,782
Library resources	<i>Now centralized for the whole university</i>		
Databases, online information service	<i>Now centralized for the whole university</i>		
Travel	\$61,993	\$111,681	\$59,491
Research	<i>None directly under unit control</i>		
Other – Fringe Benefits	\$151,738	\$170,945	\$173,914
Total Annual Journalism/Mass Comm Budget	\$5,882,010	\$6,127,579	\$6,055,026

CHART 1: ANNUAL INCOME BY SOURCE				
Source	FY19	FY20	FY21	%
State Budget	\$3,879,804	\$3,640,144	\$3,877,333	60%
Student Fees	\$1,289,982	\$1,101,598	\$1,327,166	21%
Foundation Funds	\$711,764	\$1,069,665	\$1,204,490	19%
TOTAL INCOME	\$5,881,550	\$5,811,407	\$6,408,989	

CHART 2: FOUNDATION ANNUAL INCOME				
FY 2021	Chairs/Profs	Scholarships	Other	TOTAL
Gifts		\$95,225	\$271,862	\$359,587
Investment Income	\$395,264	\$241,279	\$208,360	\$844,903
TOTAL INCOME	\$395,264	\$329,004	\$480,222	\$1,204,490

CHART 3: FOUNDATION PAYMENTS				
FY 2021	Chairs/Profs	Scholarships	Other	TOTAL
Facilities & Equipment			\$23,987	\$23,987
Salary Supplements	\$64,110		\$52,675	\$52,675
General University Educational Assistance	\$7,407	\$483	\$125,001	\$132,891
Scholarships/Awards		\$175,250	\$46,875	\$222,125
TOTAL PAYMENTS	\$7,407	\$175,733	\$248,538	\$431,678

CHART 4: STUDENT FEE EXPENDITURES	
FY21	Fee Expense
Administrative Salary (deans)	\$90,000
Staff/Clerical/Student Salary	\$575,318
Fringe Benefits	\$173,914
Equipment/Tech Maintenance/Online IT	\$227,000
Supplies	\$119,500
TOTAL	\$1,185,732

PART II — Standard 8: Professional and Public Service

a). The unit consults and communicates regularly with its alumni and is actively engaged with alumni, professionals and professional associations to keep curriculum and teaching, whether on-site or online, current and to promote the exchange of ideas.

The Gaylord College has a robust and engaged alumni base from which to gain critical insights and promote idea exchanges. It has a Board of Visitors to help advise on current professional standards and trends, and to suggest curriculum and other updates to the unit. The Board of Visitors comprises “successful business and media professionals ... [who] share their time and resources to help make certain Gaylord College curriculum is up to date and that faculty members are keeping pace with their respective disciplines and industries.”

The JayMac alumni association comprises alumni from the Norman, Oklahoma, and Oklahoma City area “who are dedicated to helping students connect with alumni through ongoing communications and personal introductions.”

The unit consistently reaches out to professionals to facilitate internships and employment opportunities and states it has good relationships. It ensures those relationships are maintained through personal contact from administrators and faculty, a quarterly e-newsletter, and a robust social media presence – primarily Facebook, Instagram and Twitter.

Site team members sought out feedback from several alumni and professionals whose contact information was provided by the unit. Not surprisingly, the feedback members received was overwhelmingly positive, with one small caveat: one alumna stated that the unit has “an older mindset on how to do things.”

The unit has an impressive record in terms of its connections with professional associations. Faculty are involved in associations such as PRSA, AAF, AAA, the Institute for Public Relations, the Arthur Page Society, RTDNA, SPJ, NAB, and the Oklahoma Association of Broadcasters.

b). The unit provides leadership in the development of high standards of professional practice through such activities as offering continuing education, promoting professional ethics, evaluating professional performance, and addressing communication issues of public consequence and concern.

There is a considerable body of evidence to show that the College excels in all these areas. Among the many impressive examples in this regard is its annual hosting of the National Press Photographers Association’s News Video Workshop, colloquially “The Workshop,” a week-long boot camp to provide training and exchange of ideas among student and professional photojournalists from around the country. Core storytelling techniques and skills are shared,

leading to significant public benefit through the better execution of journalists' ability to seek and report the truth.

Other activity in this regard:

- **Oklahoma Scholastic Media** and **Oklahoma Scholastic Media Initiative**, which work with a statewide constituency of high school journalism teachers and advisers, with sponsorship of education conferences for high school students twice each year. The Initiative provides grants to middle and high school educators to launch or enhance student mediapublications.
- **Oklahoma Institute for Diversity in Journalism**, which recruits students from underrepresented groups to attend a summertime workshop where journalism skills are taught. Many participants go on to seek enrollment in the Gaylord College.
- **Gaylord Hall Productions**, which, among other things, produces or helps produce PSAs for the National Association of Broadcasters, the state of Illinois' COVID broadcast campaign and multiple videos educating the public on how to stay safe during natural disasters.
- **"OU Nightly,"** a daily (when classes are in session) 30-minute professional-looking television newscast broadcast covering issues of interest throughout Oklahoma. It is telecast in the state's largest media markets, Oklahoma City/Norman and Tulsa, reaching about a half million homes. "OU Nightly" is produced and executed by journalism students, supervised by a faculty/staff news director with the help of other key faculty.
- **Lindsey + Asp**, a nearly full-service "youth cultural" advertising and strategic communications agency whose clients have included American Airlines, Carnival Corporation, U.S. Navy, Spotify, Dress for Success, the OKC Memorial Marathon and OU Athletics (except for the OU football program).
- **Gaylord News**, which sends Gaylord College journalism students to Washington, DC, to report back to Oklahoma on Capitol Hill- and federal regulatory-related issues impacting the state. Gaylord News also partners with the Walter Cronkite School of Journalism and Mass Communication at Arizona State University to report on issues important to Native Americans. It also contains a service called "Gaylord News Oklahoma," which uses Oklahoma-based journalism students to report on issues throughout the state.
- **Studi (OU)**, an online radio station.
- **Oklahoma Watch**. During the review period – concluding in Spring 2021 – this in-depth investigative journalism initiative covered important public policy issues impacting the state. Although Oklahoma Watch moved out of the Gaylord College earlier in 2021, the Dean still serves on its board of directors.
- **Student Meteorologist Broadcast Training**. Gaylord partners with the School of Meteorology to provide meteorology students the chance to train for and gain practical

experience in television weather reporting. Meteorology students provide weather forecasts for “OU Nightly” and its website.

The University of Oklahoma has an independent newspaper, “OU Daily,” and an NPR-affiliated radio station, KGOU. The Gaylord College helps facilitate adjunct faculty, provides other support when needed, and some students work at each facility. However, neither “OU Daily” or KGOU fall under the purview of the Gaylord College. The College also helps facilitate a nationally broadcast program focusing on the institution’s football program, but all editorial decisions are made by the athletics department, not the College.

c). The unit contributes to the improvement of journalism and mass communication as academic disciplines by supporting the faculty’s involvement in academic associations and related activities.

As noted above, in a): “Faculty are involved in associations such as PRSA, AAF, AAA, the Institute for Public Relations, the Arthur Page Society, RTDNA, SPJ, NAB, and the Oklahoma Association of Broadcasters.”

d). The unit contributes to its communities through unit-based service projects and events, service learning of its students and civic engagement of its faculty.

Here is the evidence provided by the unit regarding this performance indicator:

PROFESSIONAL AND PUBLIC SERVICE

Barnes, Jennifer

Editorial Board, Review of General Psychology
Editorial Board, Poetics

Beliveau, Ralph

Beliveau, Ralph and Adam Croom (2017-) *Media and the End of the World*. Weekly media news & criticism podcast, November 9, 2017 – Present. Available on Stitcher, Spotify, iTunes. <http://mediaandtheendoftheworld.com/>

Bergersen, Kyle

Broadcast Education Association Student Screenwriting Co-Chair, 2020

Broadcast Education Association Faculty/Student Screenwriting Judge, 2010-present.

University Film and Video Association

Faculty Scriptwriting Competition Judge, 2014-19

Faculty Short Documentary Judge, 2017

PRSA Strategic Plan Motion Graphic, Oct 2016.

Collaborated with student PR firm Lindsey + Asp to create for PRSA national conference.

Carstarphen, Meta

2020-2021, MAC-2-MAC Mentor: 1 of 10 matches; Mentee is an associate professor, College of Communication @ DePaul University

2015-2019, APR Referee/Reviewer, Public Relations Society of America (PRSA)

2018-Present: Member, Finance Committee, CrossPointe Church, Norman, OK. Part of 9-member committee that reviews \$1 million+ annual budget of a Norman-based church.

Chester, Deborah

Featured speaker, Apex Writers Group, (international membership) November 2020.

Featured speaker, Romance Writers of America Oklahoma Chapter, November 2016 & May 2019.

Featured speaker, Antiques Club of Norman, November 2018.

Featured speaker, Write Nite Author Event, Mustang Public Library, May 2017.

Judge, short story category, Norman Galaxy of Writers writing organization, February & October 2015.

Craig, David

Call-taker, Ethics AdviceLine for Journalists, February 2013-present.

Member, Editorial Advisory Board, *Journal of Media Ethics*, August 2013-present.

Research paper reviewer, Media Ethics Division, for annual meeting of Association for Education in Journalism and Mass Communication, 2007, 2012, 2015, 2017.

Presenter, "Media Ethics in an Age of Social Media, Globalization and Citizen Journalism," Pakistani journalists program sponsored by U.S. State Department, June 2015; April and September 2016; March and September 2017; November 2018; March, September and October 2019.

Presenter, "Online Journalism and Social Media: Separating Truth From Error," workshop for students, University of Gujrat, Pakistan, under State Department-sponsored program, October 2016.

Croom, Adam

Reviewer, Textbook, Rebus Community for Open Textbook Creation. (August 2017 - September 2017).

Podcast Host, Apple Podcasts, Norman, OK. (November 9, 2017 - Present).

Evans, Mary Anna

Served three terms as a judge for the Mystery Writers of America's Edgars Award.

Spoke at the Oklahoma Book Festival.

Spoke at the Women of Mystery conference in Orange County, CA.

Spoke at Southeastern Outdoor Writers Association in Lakeland, Florida.

Selected for the Sisters in Crime Speakers Bureau, which has so far sent me to North Carolina and Florida chapters to give creative writing workshops.

Fischer, Ken

Panel Producer-Moderator, 2015-2021; Broadcast Education Association 2015-2021
Head, Vice-Head, Vice-Head Elect; AEJMC Electronic News Division 2018-2021
President; Oklahoma Broadcast Education Association 2014-2015
Competition Committee; Oklahoma Broadcast Education Association 2015-2021

Frisby, Cynthia

March 2021
Invited Moderator for hour-long Zoom Q & A session on cosmetics and Women of Color.
Panelists, founders of Mented Cosmetics

Gaddie, Keith

Committee Member, *APSA Presidential Initiative on New Partnerships for Progress In an Age of Polarization and Plutocracy*, 2017- present

Council member, Southern Political Science Association, 2017-2020

Board member, Norman Arts Council, 2019-

Gade, Peter

Invited speaker: National Institute for Computer Assisted Reporting annual conference, whose
Jacksonville, FL,
March 2017. How to use polls – and how to tell the good from the bad.

Invited speaker: .Society of Professional Journalists (SPJ) Excellence in Journalism annual conference, New Orleans, LA, Sept. 2016. Transparency: Practices, Potential and Ethical Boundaries

Invited speaker: National Institute for Computer Assisted Reporting (NICAR) annual conference, Denver, CO, March 2016. Stats Primer: Making sense of data.

Invited columnist: *Dallas Morning News*, November 2016. The not-so-quack science of polling. *Dallas Morning News*. Available online at: <http://www.dallasnews.com/opinion/commentary/2016/11/18/quack-science-polling>

Invited professional article: Uncertainty and Change: Applying News Media Experiences to Innovation in Higher Education. *ASJMC Insights (Spring 2015)*, 19-24.

Hodgson, Scott

Chair - BEA Festival of Media Arts Advisory Committee, 2014-2020
Creative Director – BEA Festival of Media Arts, 2015
Documentary Director – National Association of Broadcasters

Johnson, Kathleen

On the board of directors for the Zach Martin Memorial Foundation that promotes sports safety for student athletes. I volunteered my time to produce a 10-minute national educational video for schools, athletic directors, and coaches on treatment for heat-related illnesses in sports, which is distributed online throughout the U.S. Additionally, the foundation is behind the recent passing of the Zach Martin Act (March 2020) in Florida that will require all FHSAA (Florida High School Athletic Association) member schools (public and private) to have life-saving measures in place to protect student athletes. The act is now being considered for proposal in the U.S. House of Representatives.

Jones, Julie

Chair, National Press Photographers Association News Video Workshop, held annually at Gaylord College of Journalism and Mass Communication.

Kerr, Robert

Delivery of the keynote address, “Free Speech, Free Press, Free Society,” for the Oklahoma County Bar Association’s annual Law Day banquet in Oklahoma City, May 1, 2019.

Kim, Jeong-Nam

2017 – present Senior Editor, *Health Communication*

2016 – 2020, Journal of Public Relations Research (Editorial Board)

2020 – present Journal of Applied Communication Research (Editorial Board)

2020– present, Journalism & Mass Communication Quarterly (Editorial Board)

2018 – present Journal of Public Relations (Korean, Editorial Board)

Leshner, Glenn

Editorial Board, *Health Communication* (2013-present)

Editorial Board, *Media Psychology*, (2012-present)

Editorial Board, *Journal of Magazine Media* (2013-present)

Editorial Board, *Review of Communication Research* (2013-2018)

Promotion & Tenure dossier reviews, University of Maryland, University of Florida, University of Georgia, Penn State University, American University, Villanova University, Ohio State University, Nanyang Technological University, Chinese University of Hong Kong, United Arab Emirates University, Southern Illinois University, Syracuse University, Virginia Tech University, University of Alabama, Louisiana State University, Rutgers University, Temple University, Southern Illinois University, University of Missouri, University of Houston, University of Central Florida.

Moore, Jensen

OU Provost Advisory Committee for Learning Outcomes Assessment, 2018-present.

Public Relations Society of America, Educators Academy Executive Committee, 2018-present.
Research, 2020-present.

Secretary, 2018-2019.

Mass Communication & Society Journal Editorial Board Member, 2016-present.

Mass Communication & Society Division of AEJMC, 2010-2017.

Outgoing Head, 2016-2017.

Division Head, 2015-2016.

The Women's Resource Center, Board of Directors, Norman OK, 2019 – present.

Co-Chair of Fundraising, 2019-2020.

Powell, Larry

AAF/National Education Executive Committee (NEEC)

This body is responsible for advancing the interests of students in the study of advertising and promoting close ties to the industry. Serves as liaison between faculty, students and advertising professionals. NEEC members represent the diversity of the study and practice of advertising. The NEEC provides guidance and oversight for all AAF Education Services programs, including but not limited to the National Student Advertising Competition, Student Advertising Career Conference, Campus to Corporate Internship Program, AdCamp, faculty resources, and other education related projects and programs.

BBB National Programs National Advertising Review Board (NARB)

Serve on panels that resolves appeals from decisions of the National Advertising Division (NAD) and the Children's Advertising Review Unit (CARU). Service as a NARB panelist, which provides an opportunity for distinguished advertising industry professionals to "give back" by supporting the industry's goal of a truthful marketplace.

Schmeltzer, John

Developed and launched Gaylord News in fall 2018, a statewide service that distributes news from Washington and within the state. It now serves 49 newspapers, television stations and radio stations across the state with 3.4 million viewers, listeners and readers.

Expanded coverage of Native American issues in 2019 by the news service reporters by producing a 41-part series describing how each of the state's 39 tribes came to Oklahoma.

Launched cooperative program with Arizona State University's Cronkite News cross-distribute Native American stories by the two news services. More than 100 media outlets now receive the content.

SPJ National Judge – final round judge of the annual SPJ Mark of Excellence Awards

Steyn, Elanie

2019 Co-guest editor (with Robyn Goodman and Margaretha Geertsema-Sligh) for a special edition of *Journalism and Mass Communication Educator* that focuses on journalism education.

Interim co-editor of the Association for Education in Journalism and Mass Communication (AEJMC) International Communication Division (ICD) journal, the *International Communication Research Journal*.

2018 Program chair for the World Journalism Education Council's fifth congress to be held in Paris in Summer 2019. This role involves extensive liaison with colleagues and collaborators on various aspects of the conference, coordinating the submission and evaluation process of both the panels and refereed research paper presentations for the conference, and scheduling panel and paper presentations for the conference.

Program chair for the 4th WJEC conference held in Auckland, New Zealand, in July 2016. This role involves extensive liaison with colleagues and collaborators on various aspects of the conference, coordinating the submission and evaluation process of both the panels and refereed research paper presentations for the conference, and scheduling panel and paper presentations for the conference.

Chair of a Task force to survey AEJMC membership on internationalizing the AEJMC (results and report presented to the AEJMC Board at its winter meeting in Austin, Texas, December 2015).

Sung, YoonHi

Editorial Review Board for Journals

Journal of Global Fashion Marketing (2018 – present)

Korean Advertising Research (2018 – 2020)

The Korean Journal of Advertising Research (2019 – 2020)

Tsetsura, Katerina

2017-2019 – Chair, Public Relations Division, ICA

2016-2017 Vice-Chair and conference planner, Public Relations Division, ICA

Member, the Global Commission on Public Relations Education. (2006-present)

Member, Board and Advisory Committee, International Public Relations Research Conference. (2014-present)

Member, Global Affairs Committee, PRSA. (2016-present)

Wilderman, Melanie

Developed two-day magazine writing and design workshop for Montana Electric Cooperatives Association. March 27-28, 2018. Great Falls, Montana.

Have been invited back for a 2021 workshop based on positive assessments from the 2018 (date pending due to pandemic)

Yoon, Doyle

Judge & Committee Chair, Asia-Pacific Business Awards, Stevie

Awards, Stevieawards.com Marketing & Public Relations Committee, 2019, 2018, 2017, 2014

Judge, The Young One Competition in The One Show 2017.

Seminar Speaker, "Creativity and Experience in the Digital Advertising," Creative School at the Ad Stars, August 2016

Moderator, “Service Automation: Machine Learning, AI, and Robotics,” Ad:Tech Korea Conference, August 2017.

Special Lecture at Advertising Agency, “Data Science in Advertising and its Future,” Daehong Communication, Seoul, Korea, August 2019.

Yount, Debbie

Appointed to Executive Committee, AEJMC Advertising Division, 2015 – 2017

Served on Tobacco Settlement Endowment Trust (TSET) advertising agency search review and selection committee as outside consultant, 2017 – 2018

Co-hosted evening speaker’s event with the OKC Advertising Club featuring DDB Chairman Emeritus, Keith Reinhard

Zhang, Xiaochen Angela

Editorial board member: Journal of Public Interest Communication

Committee member: AEJMC PRD research committee

e). The unit supports scholastic journalism through such activities as faculty workshops, visiting lectures and critiques of student work.

The College considers its “scholastic journalism” the outreach it conducts with high school and middle school journalism instructors/advisers and students. It governs an impressive number of initiatives (see “b”. above) in that regard. Additionally, it administers a large number of high school journalism and yearbook awards each year and maintains an extraordinary level of outreach to underrepresented high school students who, the unit hopes, will someday become Gaylord College students.

According to information obtained during the site visit but not enumerated in the unit’s self-study, faculty do bring in visiting lecturers, including, a few years ago, a notable *New York Times* journalist, among others.

Faculty members are committed to assisting students in their pursuit of professional careers. Among the more notable examples: Broadcast journalism faculty member Mike Boettcher, a former longtime correspondent for CNN, ABC News and NBC News, has high-level contacts in the professional journalism space on whom he frequently relies not just to speak with journalism students, but ultimately to employ many of those students. (Boettcher is an OU alum who returned to the university as a faculty member in 2010, after voluntarily leaving NBC News.)

SUMMARY: The College has an impressive record during the review period of not just aspiring to, but delivering on, its commitments to its alumni, its communities and other constituencies. Its outreach to middle school and high school faculty/advisers and students – and consistent outreach to underrepresented populations – is particularly remarkable.

Its faculty is actively involved in professional associations and relies on alumni now working professionally and other professionals, to help ensure the curriculum and other unit offerings are current and, therefore, as meaningful to students as possible.

The Gaylord College serves its communities in numerous meaningful ways, not the least of which is the professional-level work in all academic areas it offers – journalism, professional writing, creative media production, advertising and public relations.

Overall evaluation, compliance/non-compliance: **COMPLIANCE**

PART II — Standard 9: Assessment of Learning Outcomes

a). The unit defines the goals for learning that students must achieve, including the “Professional Values and Competencies” of the Council.

The Dean, Associate Dean for Academic Affairs, Assessment Liaison, Area heads, and Gaylord College Undergraduate Curriculum Committee in conjunction with the University of Oklahoma Office of Academic Assessment are responsible for revision, implementation, data gathering, and evaluation of the Gaylord College assessment plan.

The College does have a written assessment plan that was revised and adopted in 2019. The plan has six goals and integrates the ACEJMC competencies with both the College’s assessment measures and mission statement.

Previous visits have been critical of earlier assessment plans and their implementation. The 2009 visit identified “learning objectives appear in a sporadic fashion in course syllabi.” The 2014 visit reviewed a selection of course syllabi, finding that only eight of twenty courses included student learning outcomes. Other concerns were raised about the senior exit exam having no benchmark, about student portfolios being reviewed by faculty only, and about some tracks not having any portfolio review at all.

The College has come a very long way in addressing these issues. It now has a robust curriculum mapping process that clarifies learning objectives for each course in each track and aligns them specifically to the 12 professional values and competences of ACEJMC.

Faculty interviews confirmed that individual class syllabi were attuned to the ACEJMC CVCs and that many teachers found it a valuable process. Professional writing faculty, for example, indicated that their subject was seen as a bit of an outlier, and that the process of mapping to the competencies helped them understand better how they aligned to the rest of the curriculum.

b). The unit has a written assessment plan that uses multiple direct and indirect measures to assess student learning.

The College’s assessment plan has multiple direct and indirect measures to assess student learning.

There are three direct measures. They are: 1) a pre-post exam; 2) capstone e-portfolio reviews; and 3) internship surveys.

The capstone e-portfolios are reviewed by faculty, alumni, and professionals. Under the revised assessment plan approved in 2019, professionals assess the e-portfolios of students in all majors

annually. Since approval of the plan, the College has had two cycles of review involving professionals in all majors: one examining portfolios from the 2019-20 academic year, and another examining portfolios from the 2020-21 academic year.

Before 2019, only three (Advertising, Journalism and Public Relations) of the five majors included professionals in their reviews. Now all majors do.

The pre-post exam now has a benchmark passing grade of 60%. The lack of a benchmark was seen as a specific area of need in the previous accreditation review.

Internship surveys cover about 30% of graduating seniors, representing a significant sample size.

There are six indirect measures. They are: 1) curriculum review of program goals (conducted every three years); 2) syllabi review to assess program goals (every three years after curriculum review); 3) a student satisfaction survey (conducted twice yearly with an average of over 100 responses per semester); 4) student award monitoring (ongoing); 5) an alumni survey (conducted yearly with about 60 responses per annum); 6) exit interviews/Dean's dialogue with graduating seniors (twice yearly with every capstone class in every major).

c). The unit collects and reports data from its assessment activities and applies the data to improve curriculum and instruction.

The College's gathering and review process is comprehensive. A yearly assessment report is compiled that tracks desired outcomes (directly related to the ACEJMC competencies), the assessment methods used, the specific results of the assessment, and how those assessment results were used to make decisions to improve the assessment and make changes and improvements to the curriculum.

There seems to be room for improvement. Some faculty members felt that the assessment reports were delivered as a bit of a "data dump" at the faculty meeting. They felt that the information could be parceled out better to impact curricular and class decisions on a regular basis.

d). The unit maintains contact with the alumni to assess these experiences in the professions and to provide suggestions for improving curriculum and instruction.

Alumni surveys are conducted annually to provide quantitative and qualitative evidence of the relationship between the Gaylord College program and the experiences of alumni in the professional world. These surveys are conducted one year after graduation and again five years after graduation. Alumni are asked to assess Gaylord College's curriculum and instruction, internships and scholarships, facilities, advising, diversity, technology, the ACEJMC competencies, and experiential learning. In addition, many of the professionals who visit classes, consult with professors, give speeches to students, and review e-portfolios are alumni of the program. The College regularly taps into alumni as a major source of internships and job placement.

e). The unit includes members of journalism and mass communication professions in its assessment process.

Professionals have a major role in a many of the important assessment measures, including e-portfolio reviews, internship surveys, and the annual alumni survey. Student interviews confirmed that students feel that Gaylord provides them regular exposure to professionals both inside and outside the classroom.

SUMMARY: The College has taken deficiencies in assessment from previous reports seriously. Their improvements are impressive. Gaylord is becoming a model of what a comprehensive and focused assessment program should look like.

Overall evaluation, compliance/non-compliance: **COMPLIANCE**

PART III: Summary by site visit team

1) Summarize the strengths and challenges of the unit.

Strengths

- **Faculty, administration, and advisors are *passionate* about supporting student learning and success.** Students uniformly praised Gaylord for the way it empowers and supports students. This dedication to students is palpable and powerful.
- **The facilities are simply astounding: spacious, state-of-the-art, welcoming.** The Gaylord buildings are a point of envy for other academic units at OU, and a point of pride for Gaylord students and faculty.
- **The College is a vibrant community built around a strong brand.** Students overwhelmingly report a strong affinity with and pride around the “Gaylord” brand, and “family” was a word used by faculty, staff and students alike to describe the ethos.
- **The students graduate with the skills and knowledge they need to compete for the best jobs in markets big and small.** Students secure multiple internships and jobs – as evidenced by “brag boards,” which showcase where graduates have been professionally employed following graduation, throughout Gaylord facilities.

Challenges

- **The College has made significant strides around diversity and inclusion since the last review. But it needs to continue to make strong progress in diversifying its faculty ranks and student population.** In a College with traditionally low faculty turnover, every hire is critical. As faculty diversity increases, it should follow that student diversity will also continue its positive trajectory.
- **The College will need more faculty to meet curricular and enrollment aspirations, especially in majors that are high demand.** The university has expressed intention to grow enrollment, and Gaylord will need to be part of that plan. However, it cannot increase enrollment and retain its high-quality curricula and programming without increases to its staffing.

2) List the standards with which the unit is not in compliance.

The unit is in compliance on all standards

3) Summarize the problems or deficiencies that should be addressed before the next evaluation (i.e., related to non-compliance with standards).

N/A

4) In the case of a recommendation for provisional accreditation, list the deficiencies that should be addressed before the provisional status can be removed.

N/A

5) In the case of a recommendation for denial of accreditation, clearly and fully explain the reasons that led to the recommendation.

N/A

6) If the unit was previously accredited, summarize the significant deficiencies noted in the previous report and the actions taken to correct them. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify the standard(s) and the problems noted. Explain actions taken to correct the problems.

During the last accreditation cycle, the College was found in non-compliance on Standard 3: Diversity and Inclusion and Standard 9: Assessment of Learning Outcomes. While the College can still make improvements in diversity and inclusion, they have made strides in improving their faculty and student diversity, and it has infrastructure in place (such as a member of every search committee dedicated to issues of diversity and inclusion, and a committee dedicated to DEI for undergraduate student recruitment). Most notably, the College has been proactive in bringing issues of diversity into the classroom and celebrating diverse points of view.

Regarding the assessment of learning outcomes, the College has turned this from a relative weakness into a relative strength by way of diligent curriculum mapping and reporting that directly relate syllabi learning outcomes to ACEJMC values and competencies.

7) The self-study is the heart of the accrediting process. Often the quality of that document determines the degree of success of the site visit. Summarize the team members' judgment of the self-study.

The team was unanimous in its praise of the professionalism displayed in preparing the self-study.