



# 2014-21

---

## Self-Study Report

Submitted to the  
**Accrediting Council on Education in Journalism and Mass Communications**  
September 24, 2021

# Self-Study Report

## for Accreditation in Journalism and Mass Communications

For an undergraduate program site visit in November 2021

Submitted to the  
Accrediting Council on Education in Journalism and Mass Communications

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

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

Address: **395 W. Lindsey St.  
Norman, OK 73019**

Date of Scheduled Accrediting Visit: **November 7-10, 2021**

We hereby submit the following report as required by the Accrediting Council on Education in Journalism and Mass Communications for the purpose of an accreditation review.

Journalism/Mass Communications Administrator:

Name: **Ed Kelley**

Title: **Dean**

Signature: 

Administrator to whom journalism/mass communications administrator reports:

Name: **André-Denis G. Wright**

Title: **Senior Vice President and Provost**

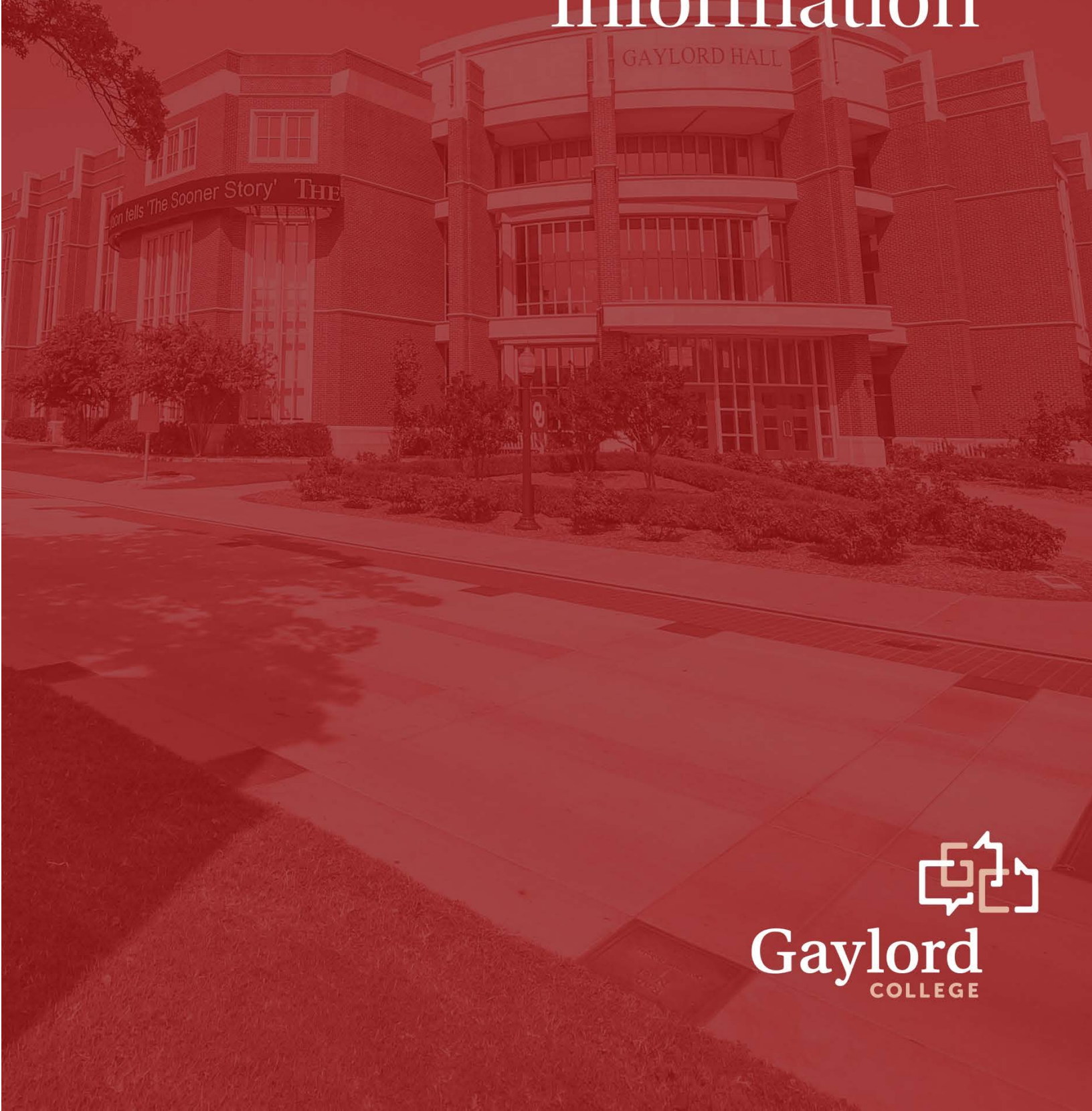
Signature: 

## Table of Contents

▶ Page 4	Part I: General Information
▶ Page 13	Part II: Supplementary Information – Unit Mission and Scope
▶ Page 36	Standard 1: Mission, Governance and Administration
▶ Page 49	Standard 2: Curriculum and Instruction
▶ Page 66	Standard 3: Diversity and Inclusiveness
▶ Page 108	Standard 4: Full-Time and Part-Time Faculty
▶ Page 123	Standard 5: Scholarship: Research, Creative and Professional Activity
▶ Page 132	Standard 6: Student Services
▶ Page 144	Standard 7: Resources, Facilities and Equipment
▶ Page 156	Standard 8: Professional and Public Service
▶ Page 171	Standard 9: Assessment of Learning Outcomes

PART I:

# General Information



Gaylord  
COLLEGE

## 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.

<b>Name of Sequence or Specialty</b>	<b>Person in Charge</b>
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:

**1,429 (1,368 undergraduate students, 61 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	242
Creative Media Production	211
Journalism	231
Public Relations	336
Professional Writing	89
Pre-majors	259
<b>Total</b>	<b>1,368</b>

15. Number of students in **each section** of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Submit two semesters with the self-study, and update as needed when the site team arrives on site. Attach separate pages if necessary. Include a separate list for **online skills courses**, which also must meet the 20-1 ratio. (The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)

**\*See Digital File Gen Info 1 List of Skills Courses**

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 accounts.

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

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

PART II:

# Standards & Supplementary Information



Gaylord  
COLLEGE

## Part II: Supplementary Information

## 1. Tables

Table 1: Students

Undergraduate Program of Study	Number of Students: Fall 2020 Enrollment Analysis					Bachelor's Degrees Conferred 2020-21	
	Fresh	Soph	Junior	Senior	Total	FA20	SP21
<b>Pre-majors*</b>	209	41	7	2	<b>259</b>	0	0
<b>Advertising</b>	11	63	80	88	<b>242</b>	21	46
<b>Creative Media Production</b>	12	54	60	85	<b>211</b>	18**	35
<b>Journalism</b>	10	73	66	82	<b>231</b>	25	31
<b>Professional Writing</b>	2	22	28	37	<b>89</b>	13	10
<b>Public Relations</b>	14	78	125	119	<b>336</b>	22	83
<b>Total students</b>	<b>258</b>	<b>331</b>	<b>366</b>	<b>413</b>	<b>1,368</b>	<b>99</b>	<b>205***</b>

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

\*\* A previously titled major, Broadcast Electronic Media, had one graduate. The Major is now Creative Media Production.

\*\*\* Not included are summer statistics which would bring the total 2020-21 graduates to 325 (equaling the total in Question 19 in Part I.)

Table 2: Full-time Faculty

Full-Time Faculty Spring 2021	Years				Highest Degree Earned	Tenured	Hrs Taught Per Semester	% of Time		
	Professional Experience (Full-Time)	College Teaching (Full-Time)	On This Faculty	At Present Rank				Teaching	Research	Service
Unit Administrator										
Kelley, Ed	45	0	6	6	Bachelor's	N/A	0	0	0	100
<b>Professors</b>										
Boettcher, Michael	35	10	12	12	Bachelor's	Non-Tenure	9	60	0	40
Craig, David	9	30	25	11	Doctorate	Tenure	3	20	20	60
Johnson, Kathleen	24	12	12	12	Bachelor's	Non-Tenure	9	60	0	40
Schmeltzer, John	40	12	12	12	Master's	Non-Tenure	12	80	0	20
Carstarphen, Meta	15	32	19	7	Doctorate	Tenure	6	40	40	20
Chester, Deborah	43	35	35	20	Master's	Tenure	6	40	40	20
Frisby, Cynthia	24	27	1	5	Doctorate	Tenure	6	40	40	20
Gaddie, Ronald	5	27	25	18	Doctorate	Tenure	3	20	40	40
Gade, Peter	4	31	23	9	Doctorate	Tenure	6	40	40	20
Hodgson, Scott	8	33	15	13	Master's	Tenure	6	40	40	20
Kerr, Robert	22	33	19	9	Doctorate	Tenure	6	40	40	20
Kim, Jeong-Nam	0	16	5	5	Doctorate	Tenure	6	40	40	20
Leshner, Glenn	8	31	6	11	Doctorate	Tenure	6	40	40	20
<b>Associate Professors</b>										
Beliveau, Ralph	8	26	17	10	Doctorate	Tenure	6	40	40	20
Bergersen, Kyle	21	10	11	5	Master's	Tenure	9	60	20	20
Jennifer Barnes	15	9	9	3	Doctorate	Tenure	6	40	40	20
Steyn, Elizabeth	10	18	14	8	Doctorate	Tenure	6	40	40	20
Tsetsura, Ekaterina	0	17	17	11	Doctorate	Tenure	6	40	40	20
Wilderman, Melanie	8	16	8	8	Doctorate	Tenure		30	20	50
Yoon, Doyle	9	21	19	12	Doctorate	Tenure	6	40	40	20
Yount, Deborah	41	8	8	4	Bachelor's	Tenure	9	60	20	20
<b>Assistant Professors</b>										
Croom, Adam	12	4	15	4	Master's	Non-Tenure	12	80	0	20
Bishop, Carla	8	6	1	1	MFA	Tenure-Track	6	40	40	20
Claxton, Ray	13	8	3	3	MFA	Tenure-Track	9	60	20	20
Evans, Mary Anna	22	9	6	6	MFA	Tenure-Track	9	60	20	20
Moore, Jensen	25	13	5	5	Doctorate	Tenure-Track	9	60	20	20
Patten, Thomas	18	3	3	3	Bachelor's	Tenure-Track	9	60	20	20
Sung, Yoonhi	17	4	2	2	Doctorate	Tenure-Track	6	40	40	20
Zhang, Xiaochen	3	6	2	2	Doctorate	Tenure-Track	6	40	40	20

Full-Time Faculty Spring 2021	Years				Highest Degree Earned	Tenured	Hours Taught Per Semester	% of Time		
	Professional Experience (Full-Time)	College Teaching (Full-Time)	On This Faculty	At Present Rank				Teaching	Research	Service
Instructors/Lecturers										
Fischer, Kenneth	27	8	12	12	Master's	Non-Tenure	12	80	0	20
Franklin, George	20	33	19	19	Master's	Non-Tenure	9	60	0	40
Odom III, Melvin	33	14	14	6	Master's	Non-Tenure	12	80	0	20
Powell, Larry	33	7	3	3	Bachelor's	Non-Tenure	12	80	0	20
Pritchard, Robert	23	20	12	12	Master's	Non-Tenure	12	80	0	20
Jones, Julie	20	14	14	7	Doctorate	Non-Tenure	9	60	0	40

Table 3: Part-Time Faculty

Part-Time Faculty Fall 2020	Rank	Years Full-Time Professional Experience	Years Teaching Experience	Highest Earned Degree	Now working full-time as a professional (Y/N)	Working towards degree (Y/N)	Credit hours teaching this semester	Teaching Responsibilities:			
								In charge of course	Lectures	Assists in lab	Assists teacher in charge
Alex Eschbach	Adjunct	5	3	MPW	N	Y	3	X			
Stephen Bennett	Adjunct	45	9	M	N	N	3	X	X		
Kimberly Burk	Adjunct	40	2	B	N	N	4				X
Jeremy Cowen	Adjunct	24	15	M	Y	N	3	X	X		
Nate Fisher	Adjunct	17	5	M	Y	Y	3	X	X		
Glenn Flansburg	Adjunct	35	4	M	Y	Y	3	X	X		
Michael Giesecke	Adjunct	14	4	M	Y	N	3	X	X		
Kenna Griffin	Adjunct	22	18	PhD	Y	N	3	X	X		
Tiffany Haendel	Adjunct	8	2	B	N	N	3	X	X		
James Helberg	Adjunct	38	8	B	Y	N	3	X	X		
Drew Hendricks	Adjunct	17	4	M	Y	N	3	X	X		
Kim Hough	Adjunct	26	1.5	B	Y	N	6	X	X		
Heather Howard	Adjunct	8	21	PhD	Y	N	8	X	X		
Sherry Kast	Adjunct	35	6	M	N	N	3	X	X		
Gilbert Klein	Adjunct	32	49	M	N	N	6	X	X		
Geoffrey Koch	Adjunct	35	10	M	N	N	3	X	X		
Dino Lalli	Adjunct	30	11	B	Y	N	6	X	X		
Jacob Potter	Adjunct	11	2	BFA	N	Y	3	X	X		
Seth Prince	Adjunct	21	8	B	Y	N	5	X	X		

Part-Time Faculty Fall 2020 (Cont.)		Years Full-Time Professional Experience	Years Teaching Experience	Highest Earned Degree	Now working full-time as a professional (Y/N)	Working towards degree (Y/N)	Credit hours teaching this semester	Teaching Responsibilities:			
								In charge of course	Lectures	Assists in lab	Assists teacher in charge
Andy Rieger	Adjunct	40+	30	M	Y	N	3	X	X		
Toby Rowland	Adjunct	26	4	B	Y	N	3	X	X		
Kathy Sawyer	Adjunct	22	3	B	Y	N	3	X	X		
Sam Sims	Adjunct	23	1	B	Y	N	3	X	X		
Emily Smart	Adjunct	8	3	B	Y	N	3	X	X		
Brandt Smith	Adjunct	11	7	M	Y	N	6	X	X		
Kayte Spillman	Adjunct	18	4	B	Y	N	3	X	X		
David Spradling	Adjunct	35	6	M	Y	N	6	X	X		
Donald Stephens	Adjunct	29	5	B	Y	N	6	X	X		
Franco Sui Yuan	Adjunct	9	6	M	N	Y	3	X	X		
Yvette Walker	Adjunct	32	11	M	N	N	9	X	X		
Tim Willert	Adjunct	30	1.5	B	N	N	3	X	X		
Brooke Withrow	Adjunct	2	2	M	N	N	4	X	X		
Leo Wong	Adjunct	7	2	B	Y	N	3	X	X		
Kevin Hahn	TA	19	0	BFA	N	Y	0				X
Asma Khanom	TA	12	0	MS	N	Y	0			X	X
Vy Luong	TA	0	0	BA	N	Y	0			X	X
Patrick Orteiz	TA	0	0	BA	N	Y	0				X
Sarah Beth Guevara	TA	0	0	BA	N	Y	0			X	X
Loarre Andreu	TA	2	0	MA	N	Y	0			X	
Brian Petrotta	TA	16	1	MS	N	Y	0			X	
Margarita Tapia	TA	17	3	MA	N	Y	0			X	
Qian Yu	TA	11	0	MJ	N	Y	0			X	
Ajia Meux	TA	8	0	MA	N	Y	0			X	
David Waterman	TA	27	0	MA/MS	N	Y	0			X	
Casey Yetter	TA	0	1	MA	N	Y	0			X	
Ahmed Alam	TA	0	0	MA	N	Y	0			X	
Hyelim Lee	TA	9	0	MA	N	Y	0			X	
Xiao Liu	TA	0	0	MA	N	Y	0			X	
Morgan Jenkins	TA	2	0	BA	N	Y	0			X	
Dylan Larino	TA	1	0	BA	N	Y	0			X	
Ana Marquez	TA	0	0	BA	N	Y	0			X	
Kirsten Bowler	TA	0	0	BS	N	Y	0			X	
Alex Eschbach	TA	5	3	MPW	N	Y	0			X	

Part-Time Faculty Spring 2021		Years Full-Time Professional Experience	Years Teaching Experience	Highest Earned Degree	Now working full-time as a professional (Y/N)	Working towards degree (Y/N)	Credit hours teaching this semester	Teaching Responsibilities:			
Rank								In charge of course	Lectures	Assists in lab	Assists teacher in charge
Loarre Andreu	Adjunct	2	0	MA	N	Y	3	X			
Brian Petrotta	Adjunct	16	1	MS	N	Y	3	X			
Margarita Tapia	Adjunct	17	3	MA	N	Y	3	X			
Alex Eschbach	Adjunct	5	3	MPW	N	Y	3	X			
Michael Bagalman	Adjunct	27	1	M	Y	N	3	X	X		
Janelle Bevan	Adjunct	9	3	M	N	Y	3	X	X		
Kimberly Burk	Adjunct	40	2	B	N	N	4				X
Pamela Campbell	Adjunct	27	22	M	Y	N	3	X	X		
Leslie Cermak	Adjunct	0	18	M	N	N	6	X	X		
Jeremy Cowen	Adjunct	24	15	M	Y	N	3	X	X		
Nate Fisher	Adjunct	17	5	M	Y	Y	3	X	X		
Tiffany Haendel	Adjunct	8	2	B	N	N	3	X	X		
James Helberg	Adjunct	38	8	B	Y	N	3	X	X		
Drew Hendricks	Adjunct	17	4	M	Y	N	3	X	X		
Aric Holmes	Adjunct	9	1	M	N	Y	3	X	X		
Kim Hough	Adjunct	26	1.5	B	Y	N	6	X	X		
Heather Howard	Adjunct	8	21	PhD	Y	N	6	X	X		
Nick Jungman	Adjunct	26	20	B	Y	N	3	X	X		
Sherry Kast	Adjunct	35	6	M	N	N	3	X	X		
Kevin Kemper	Adjunct	16	16	PhD/JD	Y	N	3	X	X		
Gilbert Klein	Adjunct	32	49	M	N	N	6	X	X		
Geoffrey Koch	Adjunct	35	10	M	N	N	18	X	X		
Dino Lalli	Adjunct	30	11	B	Y	N	6	X	X		
MaryAnn Martin	Adjunct	8.5	14	PhD	Y	N	3	X	X		
SM Imran Palash	Adjunct	2	2	M	N	Y	6	X	X		
Madison Penix	Adjunct	2	2	B	Y		3	X	X		
Seth Prince	Adjunct	21	8	B	Y	N	7	X	X		
Sam Sims	Adjunct	23	1	B	Y	N	3	X	X		
Emily Smart	Adjunct	8	3	B	Y	N	3	X	X		
Annie Smith	Adjunct	13	2	M	Y	N	3	X	X		
Brandt Smith	Adjunct	11	7	M	Y	N	6	X	X		
Kayte Spillman	Adjunct	18	4	B	Y	N	3	X	X		
David Spradling	Adjunct	35	6	M	Y	N	6	X	X		
Donald Stephens	Adjunct	29	5	B	Y	N	6	X	X		
Andrew Vaughn	Adjunct	13	3	B	Y	N	6	X	X		
Yvette Walker	Adjunct	32	11	M	N	N	3	X	X		
Brooke Withrow	Adjunct	2	2	M	N	N	1	X	X		

Part-Time Faculty Spring 2021 (Cont.)		Years Full-Time Professional	Years Teaching Experience	Highest Earned Degree	Now working full-time as a professional (Y/N)	Working towards degree (Y/N)	Credit hours teaching this semester	Teaching Responsibilities:			
								In charge of course	Lectures	Assists in lab	Assists teacher in charge
Leo Wong	Adjunct	7	2	B	Y	N	3	X	X		
Loarre Andreu	TA	2	0	MA	N	Y	0				X
Brian Petrotta	TA	16	1	MS	N	Y	0				X
Margarita Tapia	TA	17	3	MA	N	Y	0				X
Qian Yu	TA	11	0	MJ	N	Y	0				X
Ajia Meux	TA	8	0	MA	N	Y	0				X
David Waterman	TA	27	0	MA/MS	N	Y	0				X
Casey Yetter	TA	0	1	MA	N	Y	0				X
Ahmed Alam	TA	0	0	MA	N	Y	0				X
Hyelim Lee	TA	9	0	MA	N	Y	0				X
Morgan Jenkins	TA	2	0	BA	N	Y	0				X
Kirsten Bowler	TA	0	0	BS	N	Y	0				X
Alex Eschbach	TA	5	3	MPW	N	Y	0				X
Kevin Hahn	TA	19	0	BFA	N	Y	0				X
Asma Khanom	TA	12	0	MS	N	Y	0			X	X
Vy Luong	TA	0	0	BA	N	Y	0			X	X
Patrick Orteiz	TA	0	0	BA	N	Y	0				X
Evangeline Carson	TA	0	0	BA	N	Y	0				X
Kayla McCullough	TA	2	0	BA	N	Y	0				X
Ygal Kaufman	TA	17	0	BA	N	Y	0				X
John Nathan Sims	TA	0	0	BA	N	Y	0				X
Jared Thomas	TA	2	0	BA	N	Y	0				X

## 2. Describe the history of the unit in no more than 500 words.

The University of Oklahoma offered its first Journalism course in 1908 in the Department of English. Theodore H. Brewer instructed the Journalism courses until 1913, when the university hired Illinois newsman H.H. Herbert, formed a new School of Journalism, and named Brewer as its first director. In 1917, Herbert succeeded Brewer as director, a position he held for 29 years. The school, later named for Herbert, offered only a bachelor of arts degree until the mid-1930s, when it added a graduate degree.

As was true of most programs of the time, the school was geared to prepare students for reporting and editing careers at newspapers. The focus was gradually broadened to include advertising and radio in the 1930s. The school attained accreditation for the first time in 1949, and by the early 1950s, its program had expanded to include Public Relations and Professional Writing, which moved to the Journalism School after some 15 years in the English Department.

By the late 1950s, the school had expanded into the new mass medium of television. Existing programs in television also were being operated in the Department of Speech and the School of Drama, but the Drama curriculum folded in the late 1960s and the Speech curriculum in television was merged with Journalism in the late 1970s.

The Herbert School was the first in the nation to offer a short course in news photography (early 20th century) and the first to establish an independent press for production of a student newspaper. It also was the first to gain a full membership with the Associated Press.

The school also is the founding home of the Oklahoma Interscholastic Press Association, which was founded in 1916 by Herbert and remains the oldest group of its kind in continuous service. It changed its name to Oklahoma Scholastic Media to more accurately represent the current educational and professional realities in 2004.

During spring 2000, the H. H. Herbert School of Journalism and Mass Communication received a \$22 million gift from the Edward L. Gaylord family of Oklahoma City. The school was separated from the College of Arts and Sciences and made into a freestanding college.

The Gaylord College was established in fall 2000; Dr. Shirley Ramsey served as interim dean for one year. Dr. Charles C. Self became the founding dean and served until 2004 when he stepped down. Dr. Joe Foote was named interim dean in 2004 and permanent dean in 2005, serving until 2015. Ed Kelley has been the dean since that time. In 2013, the journalism program celebrated its centennial.

The 20 years since Gaylord College was created have been a time of extraordinary change. That change has included building of the state-of-the-art Gaylord Hall; an explosion of experiential learning opportunities including a student-run public relations and advertising agency, a video production unit and a Washington, D.C., and Oklahoma news reporting program; new academic programs including a Ph.D. in Mass Communication, Master of Professional Writing and online MA in Strategic Communication and Digital Strategy; enrollment growth; and increasing national recognition of student and faculty accomplishments.

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

Several dimensions of the environment in which Gaylord College operates are vital to understanding both the opportunities and challenges, including budgetary considerations, that the College faces:

**High ambitions and a desire for excellence, both within the College and in the university.** The College's faculty and students are not content to be part of a good program among others in the region. A passion for excellence drives faculty teaching and scholarship, as well as student work. That drive for excellence is evident in faculty and student awards. Collaboration and cooperation between faculty and students pervade the pursuit of excellence from freshman to Ph.D. Excellence is also central to the mission and institutional goals (detailed below) that faculty have established in the College's strategic plan. The university, too, has ambitious goals for national standing, as evidenced in its new strategic plan and pursuit of benchmarks for membership in the Association of American Universities.

**Sense of family among current students with a committed faculty.** Every semester, students in the senior Capstone courses tell the deans they appreciate faculty members' personal investment in them. External reviewers in 2016 during the OU Academic Program Review heard similar feedback. The report said the students describe faculty as "demanding and compassionate, committed and nurturing." Gaylord students often comment on a sense of family in the College they do not see in other programs on campus. The faculty's commitment to mentoring, coupled with rich experiential learning in great facilities, creates what our strategic plan calls The Gaylord Edge.

**A deeper focus on diversity and inclusion.** Although much ongoing work remains, diversity and inclusion have become more embedded in the culture of the College since the last accreditation review. As discussed in Standard 3, the College's diversity plan, revised in 2015 and 2019, has become more of a living document guiding activity across the unit, a document now front and center in the strategic plan of the College. A highly engaged Diversity Committee of faculty, staff and students has worked in tandem with College leadership and faculty to implement the plan and address problems when they have occurred. Faculty diversity has improved amid a greater emphasis on diversity in the College hiring process.

**A culture and structure that foster innovation.** Gaylord faculty, administration and students prize an environment that encourages and supports innovative ideas – from special-topics courses fast-tracked for approval to research and creative projects spanning disparate disciplines. The College is structured into three areas (Journalism, Strategic Communication and Media Arts) that create fewer barriers than separate departments. Along with the creative minds of faculty and students, this structure encourages work and communication across disciplinary boundaries.

**A passion for storytelling that spans a unique range of work.** Students in the five undergraduate majors (Journalism, Public Relations, Advertising, Creative Media Production and Professional Writing) produce everything from news stories and strategic communication campaigns to narrative films and novels. Faculty expertise mirrors students' breadth of interests, but the common thread in all of this work is great storytelling.

**Enrollment growth with strong student interest and demand for the College's programs.** Undergraduate enrollment in the College grew by 26.8 percent between 2014 and 2020. That growth reflects systematic recruiting efforts by the dean, staff and faculty – efforts recognized on campus for their creativity and impact. Out-of-state enrollment, including Texas students who make up about a third of the College's undergraduate population, is a sign of healthy interest regionally and nationally.

**One of the best facilities in the nation.** Thanks to the Gaylord endowment, buttressed by university funding, the College boasts a building that is spacious, engaging and technologically up-to-date. The first phase of Gaylord Hall opened in fall 2004 with 62,000 square feet of space, and 46,000 square feet was added with a second wing opened in 2009.

**Endowment support for faculty and students.** Gaylord funding and other private money has enabled the College to support senior faculty through chairs and professorships, and to provide research and creative activity grants to help newly hired and existing faculty. Growth in privately funded scholarships has increased the ability of the College to support students financially.

**Financial constraints because of lean state funding and budget cuts.** State budget support for higher education has seldom been strong in Oklahoma, and the College feels the impact in salary and operating budgets. Since 2014, the College has taken cuts in state funding in five out of seven years, and the reduction in support from these cuts has greatly limited financial flexibility. Budget constraints have meant that central funding for raises and salary compression adjustments has been infrequent and limited.

**Limits on ability to grow regular faculty size.** Our full-time faculty of 26 tenured and tenure-track faculty (2020-21 including one vacancy) and 10 full-time contract faculty is small in relation to other top programs nationally, and the enrollment growth of the past several years has strained our ability to meet student needs with full-time faculty. We have worked aggressively through the provost's processes to request additional faculty lines and have added several new faculty. But we have not received close to the number of lines we requested, and that combined with enrollment growth has necessitated a substantial increase in hiring of adjuncts. The needs have been particularly acute in Public Relations and Advertising because of size and growth. The percentage of College core and required undergraduate courses taught by full-time faculty is still well above the 50 percent required (between 61 percent and 64 percent the past three academic years), but that is down from more than 80 percent at the last accreditation review.

Since the last accreditation review, the College has refined its strategic planning process (as detailed in Standard 1) and developed a comprehensive faculty-driven plan with objectives, strategies, action steps and metrics. The College's ambitions and passion for excellence were reflected in its institutional goal for 2017-20:

Gaylord College will be nationally recognized as a Top 10 undergraduate and graduate academic program across all of its fields by year-end 2020.

Underneath this goal, 11 objectives reflected priorities across the range of the College's activity.

1. Heighten local, regional and national footprint of the College.
2. Develop leading edge undergraduate curriculum that connects with and critically evaluates industry trends by leveraging College and university expertise.
3. Increase research and creative activity collaborations with College, university and external partners.
4. Develop programs that advance inclusion and infuse multicultural perspectives in all areas of the College.
5. Strengthen outstanding faculty and provide opportunities for them to achieve success.
6. Expand opportunities for internships, mentorships and jobs for students through enhanced engagement with alumni and friends of the College and university.
7. Assess and strengthen master's and doctoral programs.
8. Keep focus on technology advancements and facility improvements to sustain College's top tier experiential learning environment.
9. Increase overall College enrollment by 10% by 2020.
10. Enhance Gaylord College development initiatives through strategic fundraising and endowment efforts that will strengthen current programs and fund future endeavors.
11. Clarify, communicate and assess undergraduate learning outcomes that reflect the ACEJMC values and competencies.

The plan's first three-year iteration proved effective as a framework and driver of College activity. Faculty, staff and administration delivered progress on 85 percent of the objectives and strategies in the plan. The 2021-24 draft update of the strategic plan, awaiting final faculty review, carries forward the focus on academic excellence while bringing inclusion more to the foreground through this institutional goal:

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 2021-24 objectives in the plan draft carry forward the same 11 priorities as in the 2017-20 plan while, in line with the institutional goal, moving diversity and inclusion to the top of the list. The 2021-24 objectives also align with the five pillars of a new OU strategic plan finalized in 2020:

1. Become a Top-Tier Public Research University
2. Prepare Students for a Life of Success, Meaning, Service, and Positive Impact
3. Make OU's Excellence Affordable and Attainable
4. Become a Place of Belonging and Emotional Growth for All Students, Faculty, Staff, and Alumni
5. Enrich and Positively Impact Oklahoma, the Nation, and the World through Research and Creative Activity

The 2021-24 College objectives, with alignments in parentheses, are:

1. Advance inclusion and help make the College a diverse community of belonging for everyone. (Pillar 4)
2. Heighten local, regional, and national footprint of the College. (Pillar 1)
3. Strengthen faculty and provide opportunities for them to achieve success. (Pillars 1 & 5)
4. Increase research and creative activity collaborations with College, university, and external partners. (Pillars 1 & 5)
5. Develop leading edge undergraduate curriculum that connects with and critically evaluates industry trends by leveraging College and university expertise. (Pillar 2)
6. Clarify, communicate, and assess undergraduate learning outcomes that reflect the ACEJMC values and competencies. (Pillar 2)
7. Assess and strengthen master's and doctoral programs. (Pillar 1)

8. Expand opportunities for internships, mentorships, and jobs for students through enhanced engagement with alumni and friends of the College and university. (Pillar 2)
9. Keep focus on technology advancements and facility improvements to sustain College's top-tier experiential learning environment. (Pillar 2)
10. Enhance Gaylord College development initiatives through strategic fundraising and endowment efforts that will strengthen current programs and fund future endeavors. (Pillar 3)
11. Increase overall College enrollment by 2024. (Pillar 3)

As the pillars of the OU strategic plan show, the College's ambitions and desire for excellence are in line with the perspective of the broader university. Despite the ongoing constraints of state budgets, OU is working aggressively to grow external grant funding and private support to build the research profile of the university, which first achieved Carnegie Very High Research status in 2010. At the same time, the university has maintained a strong commitment to undergraduate teaching, and its strategic priorities reflect a desire to build an environment of belonging and support for students.

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

The evolution and changes in the goals and plans were detailed in Question 3 above. As part of the strategic planning process, a 2017-20 vision statement was developed reflecting the heart and culture of the College:

Gaylord College inspires and trains student talent to be media-literate leaders through conceptual grounding and experiential learning, innovation as creative difference-makers, and success as ethically responsible global citizens.

The Gaylord Edge: Experience. Innovation. Success.

The 2021-24 vision statement in the plan draft, like the goal and objectives underneath it, reflects a desire to place an even greater priority on an environment of welcoming and inclusion for all:

Gaylord College inspires and trains diverse and inclusive student talent to be media-literate leaders through conceptual grounding and experiential learning, innovation as creative difference-makers, and success as ethically responsible global citizens.

The Gaylord Edge: Inclusion. Experience. Innovation. Success.

A similar change is reflected in the mission statement. The 2021-24 statement, with an increased emphasis on diversity and inclusion at the start of the second paragraph, says:

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 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.

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 be original thinkers and trust their creative voices. This way we will achieve our mission of connecting superbly equipped minds with meaningful careers.

## Changes in Programs and Activities

Changes in programs and activities since the last accreditation review are wide- ranging.

**Creation of Gaylord News:** Through funding from the Ethics and Excellence in Journalism Foundation (now the Inasmuch Foundation), Gaylord News was born as a reporting project that embeds full-time journalism students for a semester in Washington, D.C. While there, students report on Oklahoma-related matters and their reporting gets distributed to a network of media outlets in the state and beyond. Gaylord News has recently formed a partnership with the Walter Cronkite School of Journalism and Mass Communication at Arizona State University to cover issues important to Native American communities. Gaylord News has expanded since to Gaylord News Oklahoma, where students stay based in Oklahoma and cover events around the state.

**Bob Burke Native American Reporting Center:** The Bob Burke Native American Reporting Center was created in Gaylord in spring 2021 with financial support from Bob Burke. The project is currently funded for eight years, with two Journalism classes, Data Imagery and Native Issues and Native American Reporting, directly related to the center, being taught in spring 2021. The center offers Gaylord students the opportunity to focus their reporting careers on Native American issues, which are rising in importance.

**Podcasting Center:** The Gaylord News Podcasting Studio will open toward the end of 2021 in the John Bonnar McBreen Multimedia Center at Gaylord College. This studio will provide Journalism students with equipment to hone their podcasting skills and provide another platform through which they can distribute their work. The studio will also support the podcasting class recently being offered to journalism students.

**Revamping of student-run PR and advertising agency:** Lindsey + Asp has completed an internal audit and strategy phase to focus on its unique selling proposition. It is transitioning away from competing with other full-service agencies toward working alongside agencies and clients as their dedicated youth culture specialists to produce relevant insights, such as consumption patterns as well as shifts in values and attitudes, and messaging at the speed of culture.

**E-sports initiative:** The college is developing a curriculum, beginning with a practicum in fall 2021, to establish a knowledge base for students to produce a variety of live streaming and presentation productions in the e-sports arena. The program gives students the fundamentals to produce for live streaming platforms such as Facebook Live, YouTube Live and Twitch. It explores software and hardware used in the presentation of live gaming events, virtual productions, and discussion programs that cover the e-sports field.

**4 + 1 accelerated BA/MA degree:** The College created this program in 2015 to provide an accelerated graduate degree option to Gaylord upper-division undergraduate students who have demonstrated academic excellence. Students apply in February of their junior (often third) year, and those accepted enter the following fall, taking a combination of BA and graduate courses. Students take nine “shared” credits – 4000/5000 credit slash-listed classes. Other degree requirements are the same as the brick-and-mortar MA; students

choose professional project or thesis option. The program has admitted between five and eight students per year. Many finish in spring of the fifth year, some extend into summer. The program is successful in several ways: it keeps some of Gaylord's best undergraduate students at OU for graduate study, has a curriculum that allows students to get good start on MA credits while completing the BA, and has contributed to sustaining enrollment in the brick-and-mortar MA.

**MA – Strategic Communication & Digital Strategy:** Gaylord College launched its first online MA in spring 2021 to extend its graduate education options to online delivery. The program was designed based on proprietary research conducted with the strategic communication industry to better understand what professionals with 5 -10 years of experience were interested in learning. The top areas of interest included strategic planning, digital marketing, data analytics, social media, crisis communication, and leadership and management. With a focus on the digital marketplace, the program is an 11-course, five continuous-semester, 33-credit degree with no project or thesis requirement and can be completed in 20 months. The courses are taught by full-time Gaylord faculty and professors of practice adjuncts with specific areas of specialization. The professional experience admission requirement ensures that students have a substantial threshold in their careers and skill level commensurate with their professional work. This curriculum design differentiates the online MA from the brick-and-mortar MA program. Upon program approval in October 2020, the first cohort of 30 filled within two weeks and launched in spring 2021. Hailed as one of the university's most successful online master's programs to date, the program has enrolled over 90 students from two dozen states, leading to a geographical footprint well beyond the Southwest.

### **Expansion of cross-disciplinary undergraduate coursework:**

- Gaylord 360: Storytelling Without Walls.** This unique experiential learning course gives students in all five majors the opportunity to create and implement storytelling in a holistic, real-world environment from beyond the OU campus community. The course, a cross-major upper-division elective, launched in spring 2016. Every spring semester, Gaylord 360 works with nonprofit organizations to gain hands-on experience with every facet of journalism, creative media production and strategic communication. The fully integrated team begins by observing and listening to the community, hearing and discerning its needs and then thinking about how best to help it meet those needs. The weekly assignments include content creation (writing and producing original multimedia and video pieces), urban reporting and communications campaign development. The semester-long project also includes connecting members of the community to each other to share information. All of the work and projects implemented throughout the semester encourage collaboration with peers, community members and faculty. Every student has the opportunity to work on every aspect of the initiative from writing stories to operating cameras to producing news, advertising, social media and public relations communication. This collaborative and practical experience enriches students with a broader, deeper understanding of the 360-degree media world around them and prepares them to survive constant technological disruptions by actively breaking boundaries between disciplines.

- **Diplomacy Lab.** For three semesters in 2016 and 2017, a Gaylord College faculty member worked with colleagues from departments across campus and the U.S. Department of State to offer classes as part of the Diplomacy Lab initiative. This public-private partnership helps the Department of State to “course source” research related to a number of foreign policy issues and challenges. Gaylord College students, together with other students across campus, collaborated with government departments and entities to produce research reports and interactive tools that focused on issues such as audience analyses for U.S. Embassies in the Western Hemisphere, interactive mapping for the International Diaspora Engagement Alliance and international aid to Nepal after the 2015 earthquake. Students had the opportunity to travel to Washington, D.C., to present their work at the Diplomacy Lab fair and to the government organizations they worked with. Graduate students also presented conference papers on their class projects.

#### Significant revisions in introductory core classes:

- **JMC 1013, retitled Introduction to Media.** This class was redesigned on a digital media literacy model that emphasizes critical thinking across the community of students, including the development of advanced and mentored undergraduate-led recitation sections to balance the large class with a smaller community of inquiry.
- **JMC 2033, retitled Media Writing and Storytelling.** The focus of this introductory media writing course was changed, effective spring 2016, to cover a wider variety of areas in the College in a more balanced manner. A committee of representatives from different areas revised the focus and assignments for this class to be more inclusive of writing connected to majors in the College beyond journalism. Similarly, instructors teaching the sections of this class represent a wider variety of focus areas than in the past.

#### Curricular discussions and changes in all majors:

- **Public Relations.** In 2017, the Commission on Public Relations Education, composed of 18 member organizations, published a wide-ranging [report](#) with recommendations to invigorate curriculum in this area. Gaylord faculty members met weekly for a semester in 2018 to review its findings and discuss how they might be applicable. They also conducted surveys and focus groups with majors and alumni, while some Oklahoma City-area PR professionals were interviewed. Some of the key findings were that students needed and wanted stronger digital skills, a broader range of electives, deeper creative coursework and persuasion skills, including presentation and sales techniques. The revised PR core has six classes, from PR Principles to Contemporary Problems in PR. The change requires four new areas of emphasis: Writing, Diversity, Technology and Design. The faculty also enhanced the range of electives relevant to PR so students can probe more deeply into their areas of interest, including sports, fundraising, causes and issues, and travel/study opportunities. The academic year 2021-22 represents the initial roll-out of new courses and offerings.

- **Advertising.** Based on input from the various assessment instruments as well as research conducted with Gaylord's young advertising alumni, the Advertising faculty is re-evaluating the curriculum to determine an optimal balance between theoretical knowledge, critical thinking, creativity and skills training. It is imperative to prepare students to deal with the fast-changing digital media landscape in the evolving advertising industry environment. The outcome will be the creation of new courses that focus on technology, data and strategic communication. This will prepare students for jobs available in the next five to 10 years in the industry rather than just today's opportunities. This includes emerging digital media platforms like social media, streaming media and mobile media along with artificial intelligence and big data. There's an urgent need to prepare future professionals in the advertising and marketing industry who can think creatively but at the same time be able to incorporate data thinking and analytics into their strategies. The faculty will continue to commit to experiential learning experiences for students but place more emphasis on the 'why' of advertising in a business and social environment.
- **Journalism.** Following discussions with media professionals across a variety of media outlets and platforms, the area faculty is in the final stages of redesigning the Journalism curriculum to better reflect the current needs and expectations of the profession. The revised curriculum carries a digital and interactive focus more fully through the entire curriculum, and progresses from introductory classes that focus on a number of fundamental issues to advanced classes in which students can specialize in areas they are passionate about and skilled in. The revised curriculum will probably be implemented in the next year.
- **Creative Media Production.** CMP has created a new, one-credit introduction to the area, JMC 1021 Introduction to Creative Media Production, where students meet all the CMP faculty and their areas of specialization and get exposure to the entry points for connecting their class experiences with career aspirations. Additionally, the development of skills to produce a culminating portfolio has been broken out into its own one-credit class, taken in conjunction with the Capstone course for the program. CMP also transformed the first production course, which is now JMC 2643 Sound, Light and Motion. Students frequently said the previous class covered too much too quickly. The material in the course was reduced to focus on more concentrated sets of concepts and skills. Finally, requests for more experience in postproduction led to the development of a stand-alone editing course, joined by a course that specifically focused on After Effects software.
- **Professional Writing.** Over a series of faculty discussions, there was a collective sense that students had two structural weaknesses that the existing curriculum was not addressing. One was a lack of breadth in their fiction reading, and the other was an insufficient focus on editing skills, on revision rather than just on writing. That led to the creation of two practicum courses that students could take. PW Reading was structured to develop wider exposure to the varieties of commercial fiction where students might want to aim their future writing efforts. PW Editing focuses on developing a more focused set of editing skills that students can use on their own writing and on editing the writing of others.

5. If the unit was previously accredited, summarize each deficiency noted in the most recent accreditation report that the site team said should be addressed (Part 3 of site team report), followed by a response to each, explaining actions taken to address the problems and the results. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify the standard(s), the reasons cited, and how these problems have been addressed.

The 2014 site team found the College out of compliance on Standard 3 Diversity and Inclusiveness and Standard 9 Assessment of Learning Outcomes. Below are the problems or deficiencies cited and the actions the College has taken to address them and the results.

### **Standard 3 Diversity and Inclusiveness**

*The unit needs to address its lack of diversity in the faculty. As hiring occurs, diversity should be a focus. Passing and implementing the newly drafted diversity plan is expected to assist in this matter. Furthermore, a more diverse faculty should address students' concerns about lack of mentoring and assistance with ethnic student organizations. Administration will need to address both issues.*

The faculty and administration of the College are substantially more diverse than at the last accreditation review. For all full-time faculty, from 2013-14 to 2020-21, the percentage of female faculty rose from 28.6 to 43.0. Among tenured and tenure-track faculty, women are now more than 50 percent. Full-time minority faculty increased from 14.3 percent to 23.0 percent, including four Black faculty members (three of them women) versus two Black faculty members in 2013-14. These changes reflect a concerted effort to make diversity a priority in faculty searches including appointment of a diversity advocate to every search committee. For part-time faculty, the search process is not as formal, but area heads have worked a strong and expanding professional network in their hiring, leading to an increase in adjunct diversity. The percentage of women among part-time faculty nearly doubled from 21.1 to 41.7, and minority part-time faculty increased from 5.3 percent to 16.8 percent. Among administrators, in 2013-14, three white males served as deans. The dean ranks now include a Black female assistant dean and, as of July 2021, a white female associate dean.

College faculty approved a revised diversity plan in March 2015 (with additional revisions in 2019). The plan was developed at the initiative of the faculty-led college Diversity Committee and later incorporated into the faculty-developed strategic plan described above under an objective focused on diversity and inclusion. Although the College has long had a diversity plan in place, both the committee and the broader faculty have been more engaged in implementing this version than before. As noted above, under the plan a diversity advocate is required on each search committee, and that requirement

has been implemented in searches every year since 2015-16. Faculty are also encouraged to help recruit candidates to develop diverse pools of applicants.

College administration and faculty have also taken steps to address the cited student concerns about a lack of mentoring and assistance with ethnic student organizations. Mentorship initiatives directed at minority students were included in the 2015 diversity plan and revised in 2019 to make them more effective, with the Diversity Committee to seek ongoing feedback from minority student group leaders for future improvements. Standard 3 details efforts in the College that support minority students and groups. These include facilitating the hosting of guest speakers by student chapters of the National Association of Black Journalists, the National Association of Hispanic Journalists, and the Native American Journalists Association, and diversification of student representation in the Gaylord Ambassadors. Several attempts have been made to establish an active chapter of the Asian American Journalists Association, and two faculty members have met with students at different times since 2019 to get this going. The pandemic interrupted the progress, but efforts continue.

In addition, faculty have taken other steps to address the weakness the site team cited of a *Need for more faculty involvement in diversity issues, especially recruitment of faculty*: In addition to addressing faculty searches, the diversity plan took other steps to engage faculty on matters of diversity and inclusion – including creation of an annual diversity award, a diversity fellowship for research/creative activity and a call for faculty to include a statement about diversity-related activities in their annual evaluations. The College has also seen faculty-initiated discussion groups that focus on antiracist strategies in teaching and learning. The informal groups, formed starting in spring 2019, included members of the faculty, staff, administrators and graduate students. The College has offered a longstanding class on diversity, JMC 4853 Race, Gender and the Media, which also has a graduate section. The course enrollment has grown from nine students in 2003 to 64 in fall 2021. The instructor who developed the current class offering converted this class to an online format in spring 2019, providing greater access to all Gaylord majors and students in other fields. Faculty have also worked on course development advancing diversity and inclusion – including a consumer culture public relations course (being developed by a professor hired partly for that purpose) and Native American reporting classes.

## Standard 9 Assessment of Learning Outcomes

*The unit needs to clarify its direct and indirect measures to ensure they are measuring learning outcomes, not opinions; that benchmarks for learning outcomes have been determined; that the instruments that are being used in assessment are valid and reliable; that professionals are consistently part of the assessment process; that assessment is consistent across the sequences; and that faculty are involved in the process, have access to the data, and participate in determining the actions for improvement.*

While collection and use of assessment data continued after the last round of accreditation, an extended period of discussion and review brought substantial improvements to the College's plan, with the full set of revisions approved by faculty in spring 2019. The review was shaped initially by the university Office of Academic

Assessment's revision of its own template for annual assessment reports – making learning outcomes a greater focus of assessment – as well as input in 2016-17 through OU's Academic Program Review process, which included both external review by two administrators from JMC programs and review by a team of university faculty and OU's assessment director. The college faculty put greater priority on learning outcomes in its 2017-20 strategic plan with the objective to "Clarify, communicate and assess undergraduate learning outcomes that reflect the ACEJMC values and competencies."

In 2018 and early 2019, the College created a revised plan focusing more thoroughly on learning outcomes from the ACEJMC values and competencies. (Changes in the plan are detailed in Standard 9.) The plan established greater consistency in assessment across majors – including a single pre-post exam version with common questions and an E-portfolio with the same requirements and rubric across majors. Scales were made consistent within the student satisfaction and alumni surveys, and between internship surveys. The instruments now address the ACEJMC values and competencies more fully. All of these changes serve to enhance the validity and reliability of the instruments. The plan also requires involvement of professionals in E-portfolio review across all majors. Benchmarks have been identified with faculty input for all of the quantitative instruments used; discussion of targets for assessment measures will be ongoing because of the scope of changes reflected in the current plan.

Since its approval by faculty, data have been collected under the revised plan, shared with faculty, and discussed in full faculty, area and leadership team meetings with identification of ways to apply the findings.

### **Other Weakness Cited: Strategic Planning**

Although not part of the finding of noncompliance, the 2014 site team pointed to this weakness in addition to weaknesses it noted related to diversity and assessment: *Need for a faculty-driven strategic plan that integrates goals and objectives with tactical strategies and measurable outcomes.*

Since the last accreditation review, the College has substantially strengthened its strategic planning process (as noted in Question 3 above and detailed in Standard 1) and developed a comprehensive faculty-driven plan with objectives, strategies, action steps and metrics. The College undertook the new effort starting in winter 2016. The effort was led by faculty member and Strategic Communication area head Debbie Yount, who has substantial industry experience in strategic planning, and was guided at the area level with engagement of a committee of faculty. The plan was developed with input from faculty through extensive interviews and follow-up discussion among faculty in all areas, along with input from staff, students and alumni. The 2017-20 plan received unanimous approval of the faculty in 2017 and was implemented over the next three years. A revised draft for 2021-24 has been developed with new input from faculty. Faculty discussed the draft at the August 2021 retreat. Votes are expected on the college-level elements of the plan, followed by area-level elements, at other faculty meetings during the fall.

6. Describe the process used to conduct the self-study, including the roles of faculty members, students and others. Describe the strengths and weaknesses of the program discovered during the self-study process, and describe any changes undertaken or planned as a result.

The person responsible for overall planning and coordination of the self-study process was David Craig – a senior faculty member and, until July 1 of this year, the college’s associate dean for academic affairs.

Data-gathering involved Craig, Assistant Dean for Student Affairs and Administration Yvette Walker, several staff members, a Ph.D. student and faculty across the college. Three faculty members – Melanie Wilderman, Jensen Moore and Kyle Bergersen – met regularly with Craig and Walker for several months and served as sounding boards on key portions of the self-study as it developed.

Wilderman (chair of the Diversity Committee) and Walker worked closely together on Standard 3. Moore (undergraduate assessment liaison for the College) worked with Craig on Standard 9. Bergersen (chair of the Curriculum Committee) contributed early elements of the Standard 2 draft completed by Craig. Dean Ed Kelley and Director of Finance & Administration Kelsey Martyn-Farewell drafted Standard 7. Standard 8 had several contributors. Craig and Walker drafted the other standards.

The entire leadership team discussed the self-study process regularly. Area heads provided significant feedback and information in a number of places in the study.

Craig kept the faculty as a whole updated on the self-study process. A draft version was made available to faculty for comment in the days following the August retreat.

### **Strengths Discovered During the Self-Study Process**

**The college has established a strong track record of retention of minority students, as well as retention in the overall student population.**

First-year minority student retention in 2018-19 was 96.8 percent after a rate of 100 percent for 2016-17 and 2017-18. The College retains minority students and the overall student population through graduation at favorable rates. Four-year graduation rates for the College as a whole have consistently been about 20 percentage points higher than the OU rate. The most recent six-year graduation rate was the second highest among all academic colleges on campus.

**The college’s revised assessment plan is fostering deeper faculty engagement about curriculum structure and levels of coverage of the 12 ACEJMC values and competencies through collegewide curriculum review.**

Under the revised assessment plan approved in 2019, faculty across all majors worked on the collegewide curriculum mapping in spring 2021, then reviewed the results in faculty groups by major at the August 2021 faculty retreat. As a result of the faculty review, the curriculum matrix was refined to make sure all CVCs being covered in courses were included and that they were listed for each course at the level they were actually being covered – introduction, practice or mastery. This College-wide round of curriculum mapping has proved 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. Reflection on the impact of this component of the assessment plan during the self-study has helped to highlight the value of the revisions to the plan.

### **Weaknesses Discovered During the Self-Study Process/Changes Undertaken or Planned**

**The College is under-resourced in both faculty and staff.** We operate the fourth-largest academic college on campus, with a 2020 enrollment of more than 1,400. We offer bachelor's through Ph.D. with 26 tenured/tenure-track faculty (2020-21 including a vacant position) and 10 full-time contract faculty. As noted in Question 3, our full-time faculty size is small in relation to other top programs nationally. Enrollment growth, a favorable reflection of interest in our programs, has strained our ability to meet student needs with available resources. Although we have received some new faculty lines through provost's office approval processes, the number has not kept pace with enrollment growth. The resulting need has driven growth in adjunct hiring, pushing us from more than 80 percent full-time faculty teaching core and required classes seven years ago to between 61 and 64 percent the past three years. Our staff of 15 is also lean. After university administration identified the College as critical in its need for an additional academic advisor, we received funding for a fourth person but have sought one more to further strengthen our ability to serve students. We also work without a designated communications director and with only two full-time administrative assistants in the College.

Although these realities were not identified for the first time during the self-study process, that process – along with the review of the College's achievements and innovations of the past seven years – has driven home the need to continue addressing these issues with university administration to maintain the quality and scope of our programs. The creation of the online master's program in Strategic Communication and Digital Strategy is helping to meet a university priority and creating a new revenue stream for the College. The program has already enabled us to add two new faculty lines, and we expect it to create new financial flexibility that could allow for more faculty and/or staff positions and support for graduate assistantships. However, we plan to continue to pursue approval of faculty lines aggressively through the provost's office, both to address pressing teaching needs and to keep building our strengths in line with the strategic plans of the College and OU.

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

Please see the Gaylord College section of the OU General Catalog at:

<https://ou-public.courseleaf.com/gaylord-journalism-mass-communication/>

# Standard 1:

## Mission, Governance, and Administration



### Executive Summary:

- ▶ The College does not have separate departments but is organized into three areas that encompass the five undergraduate majors of the College: Journalism (the Journalism major), Media Arts (Creative Media Production and Professional Writing majors), and Strategic Communication (Advertising and Public Relations majors). The college is led a dean and associate dean, an assistant dean, five area heads (including co-area heads for Strategic Communication and Journalism) and a director of graduate studies.
- ▶ Since the last accreditation review, the College has strengthened its strategic planning process with extensive input of faculty. With the development of a 2017-20 strategic plan, the College established a three-year cycle for planning, review and revisions. The College delivered progress on 85% of the objectives and strategies in the plan during those three years, fostering quality and innovation across all 11 objectives. The faculty is completing a revised strategic plan for 2021-24.

- ▶ The faculty meets at least three times per semester. Faculty members engage most widely in governance through their involvement in the College's committees. These include six standing committees and ad hoc committees. An ad hoc committee on policy and procedures has been created to review policies including tenure and promotion.
- ▶ Fifteen current members of the faculty have been involved in university service at various times since 2015, contributing to administration and governance in a variety of ways.
- ▶ The dean appoints the associate dean, assistant dean, area heads and director of graduate studies in consultation with college leadership. The procedure for selection of the dean is established in the faculty handbook.
- ▶ College leadership addresses complaints and concerns by faculty, staff or students through initial listening and, where appropriate, efforts to resolve differences through direct communication. If informal resolution is not possible or is not appropriate given the seriousness of the issue, the appropriate individual will initiate formal procedures. University policies provide formal processes for addressing a wide range of complaints.

1. Describe the administrative structure of the unit, including to whom the unit administrator reports within the university. Include names and titles. The information should extend from the lowest level of administrative responsibility within the unit to the institution's chief executive officer.

Dean Ed Kelley reports to Provost André-Denis Wright. Associate Dean Elanie Steyn and Assistant Dean Yvette Walker report to Dean Kelley. Also reporting to Dean Kelley are Area Heads Debbie Yount (Strategic Communication/Advertising), Meta G. Carstarphen (Strategic Communication/Public Relations), Ralph Beliveau (Media Arts) and Robert Kerr (Journalism co-area head in fall 2021 with Steyn), as well as Director of Graduate Studies Peter Gade. Committee A is an elected committee of the faculty that makes recommendations to Dean Kelley regarding faculty performance.

Below is a brief list of administrative responsibilities:

**André-Denis Wright, Senior Vice President and Provost.** The chief academic officer of the university. He reports directly to President Joseph Harroz. He is responsible for all academic matters.

**Ed Kelley, Dean of the Gaylord College of Journalism and Mass Communication.** The chief academic officer of the College. He reports directly to the provost. He is responsible for all matters involving the College.

**Elanie Steyn, Associate Dean for Academic Affairs.** She is responsible for the academic functions of the College.

**Yvette Walker, Assistant Dean for Student Affairs and Administration.** She is responsible for student services and the administration of Gaylord Hall, including, but not limited to, building maintenance, security, and technology.

## Excerpt from Gaylord College Faculty Policies and Procedures Section II – College Organization

### A. The Dean

1. Overall, the dean provides leadership and administrative support to the programs and faculty of the college in performing the missions of teaching, research/creative activity, and service. The dean represents the college in relations with the University Regents, the President, the Senior Vice President and Provost, other colleges, and other administrative officers of the University. The dean is responsible to the President through the Senior Vice President and Provost and is accountable to many constituencies including the faculty, staff, students, administrators, and alumni of the college. Whenever appropriate, the dean is expected to consult with, receive advice from, and communicate to the constituent members of the college decisions and recommendations of importance to the college.
2. Other duties of OU deans plus hiring, retention and evaluation procedures, are listed in the Faculty Handbook.
3. Additional JMC Dean duties include:
  - a. Maintaining alumni and industry relationships through JayMac and the Board of Visitors.
  - b. Overseeing ACEJMC and university accreditations and reviews.

### B. Associate and Assistant Deans

1. The dean is responsible for an administrative organization designed to meet the particular needs of the college. Assisting the college deans in the responsibilities of their offices will be staff, including associate deans and assistant deans, as are necessary to fulfill the mission of the college.
2. The dean, in consultation with the faculty and area heads, will structure and select staff positions to best meet the obligations of the dean to the college. Associate and assistant deans serve at the behest of the dean.

## Staff

The college has 15 full-time staff members to support the work of the College, faculty and students. Several students are also employed part-time in support positions. Brief descriptions of the full-time staff positions can be found as **Digital File 1.1 Staff List and Roles.**

## Other Leadership Positions

**Committee A:** This elected committee of the College is made up of three tenured faculty members elected to three-year, staggered terms of office. The committee is responsible for conducting annual reviews of faculty and coordinating promotion and tenure reviews along with the dean and associate dean, as well as post-tenure reviews required by the university. Current members are Glenn Leshner, Scott Hodgson and Doyle Yoon.

**Area Heads:** The area heads, named above, oversee three areas that encompass the five undergraduate majors of the College: Journalism (the Journalism major), Media Arts (Creative Media Production and Professional Writing majors), and Strategic Communication (Advertising and Public Relations majors). The College does not have separate departments. The dean of the College selects the area heads in consultation with the associate dean. Area heads are responsible for curricular initiatives, course scheduling, adjunct selection and evaluation, faculty searches in coordination with the associate dean, input on rehiring of term faculty and contribution to discussion and decisions on the college leadership team related to their areas and the College as a whole. The Strategic Communication area head position was changed to two positions in summer 2021 because of the size of the Public Relations and Advertising majors and the workload involved in oversight. The Journalism area has co-area heads in fall 2021 as a one-semester transition.

**Graduate Studies:** The director of graduate studies oversees the master's (MA and Master of Professional Writing) and Ph.D. programs of the college, in consultation with the Graduate Committee. Oversight includes recruitment of students, admissions, progress through the program and curricular and program development and revisions. The director also contributes to discussions and decisions on the college leadership team. The director of graduate studies is Peter Gade. Doyle Yoon serves as associate director of online graduate programs, a new role created with the launch of an online MA in Strategic Communication and Digital Strategy in 2020. He works with the graduate director to coordinate the program, student advisement and hiring of professional faculty. He also collaborates with OU Online to ensure program development, and with OU's third-party vendor, Elsmere, on promotion, recruitment and application review.

For complete organizational charts for the college, see **Digital File 1.2 College Organizational Charts.**

2. Describe the unit's process for strategic or long-range planning. Provide a copy of the unit's written strategic or long-range plan. This plan should give the date of adoption/revision and any timeline for achieving stated goals. Discuss how the plan provides vision and direction for the unit's future and how it has encouraged and contributed to quality and innovation in the unit.

Since the last accreditation review, the College has strengthened its strategic planning process with extensive input of faculty. Although the university's Academic Program Review process calls for each unit on campus to develop and periodically revise a strategic plan in line with the mission of the university, this enhanced strategic planning effort has come at the initiative of the College leadership and faculty.

The previous accreditation review called for a "faculty-driven strategic plan that integrates goals and objectives with tactical strategies and measurable outcomes." The College initiated a new strategic planning effort in winter 2016 to revise and expand the previous plan developed in 2010. The initiative was led by Strategic Communication Area Head Debbie Yount, who has extensive industry experience in strategic planning. The effort included an environmental scan encompassing detailed interviews with faculty, staff and other stakeholders along with a student satisfaction survey, competitor analysis and overview of trends in the field; an analysis of strengths, weaknesses, opportunities and threats (SWOT) and gaps the College needs to address; and discussion among faculty in each college area and the full faculty. The plan (see **Digital File 1.3 2017-20 College Strategic Plan with Progress Notes**) was unanimously approved by the faculty in spring 2017.

With the development of the 2017-20 strategic plan, the College established a three-year cycle for planning, review and revisions. In keeping with that cycle, several internal and external environmental scanning steps were undertaken in fall 2020 and spring 2021 to inform the 2021-24 strategic planning process. The internal steps included a faculty survey with 21 respondents, 10 one-on-one interviews with new faculty and staff and evaluations from ongoing assessment tools including Student Satisfaction Surveys, Alumni Satisfaction Surveys, Student Self-Evaluation Surveys and Internship Supervisor Evaluations. The external scanning process included an updated competitive analysis of top JMC programs as identified by Gaylord faculty during the stakeholder audit, and an updated exploration of top industry trends in advertising, creative media production, journalism, public relations and professional writing.

A draft version of the 2021-24 plan was submitted to the provost on July 1, 2021, as part of a new requirement for colleges to submit their strategic plans, following the development of the first strategic plan for the Norman campus in at least 30 years. See **Digital File 1.4 2021-24 College Strategic Plan Draft** for the 2021-24 plan draft. Faculty discussed the draft at the

August 2021 retreat. Votes are expected on the college-level elements of the plan, followed by area-level elements, at other faculty meetings during the fall.

The key components of Gaylord's Gaylord Vision2020® 2017-20 strategic plan included the updated Mission Statement, which serves as the foundation for why the College exists and what purpose it serves. It included the re-worked Vision Statement, which is the aspirational and inspirational future intent for the College. It also included the Core Values statement, which articulates what the College stands for and the way in which it intends to conduct its business. These core values will continue to serve as the foundation for the Gaylord 2021-24 Strategic Plan.

The Institutional Goal serves as the over-arching purpose toward which all efforts are directed including each major within the College. While the goal serves as the "why" for the strategic plan, the Institutional Objectives are "what" is planned to meet specific and measurable milestones that must be achieved to reach the institutional goal. College objectives are specific, measurable and achievable within a specific timeframe.

The Strategic Implementation Plan includes Strategies, Action Steps and Expected Outcomes associated with meeting each of the college objectives. The success of any strategic plan is directly dependent upon the ability to turn the strategic objectives into completed and measurable actions with Success Metrics that provide empirical measures that can reveal progress and achievement across all the college objectives and hold stakeholders accountable to measure performance throughout the life cycle of the plan.

The 2017-20 Strategic Plan proved to be an effective framework for focusing and reflecting the priorities of the College. The College delivered progress on 85% of the objectives and strategies in the plan during those three years, fostering quality and innovation across all 11 objectives. For specific documentation of progress, see the objectives and strategies with progress notes in **Digital File 1.3 2017-20 College Strategic Plan with Progress Notes**. The utility of the plan is further demonstrated in the fact that all 11 objectives were retained, with some reordering and reworking, in the 2021-24 revision draft. The plan also provided a strong basis for alignment with the university strategic plan rolled out in 2020, as all 11 College objectives overlapped with the objectives and strategies of the OU plan.

3. Describe the unit's policies and procedures for faculty governance. Provide in a digital format or make available in the site team workroom a print copy of faculty policy manuals, handbooks or other documents specifying policies, procedures, and the roles of faculty and students in governance and in development of educational policy and curriculum. (Note the passages and pages specific to the directive.)

Faculty members engage most widely in faculty governance through their involvement in the College's committees. Question 5 provides more detail on committee membership. The normal process for review of proposed policies – whether initiated by administrators or faculty – is to submit them to the relevant committee for development and review and then for faculty to vote if the proposed policies receive a favorable vote in the committee. In the case of educational policy and curriculum, policies relevant to specific areas will normally be discussed in meetings of area faculty before going to relevant committees and the unit faculty as a whole. In addition, the area heads have the opportunity to represent faculty viewpoints in discussion of College matters during weekly meetings that include them along with the deans and director of graduate studies.

The faculty committee called Committee A, mentioned above, required by the university for each academic unit on campus, plays an important role by providing a sounding board for individual faculty concerns and an independent voice to the deans of the unit in annual evaluation of faculty and assessment of progress toward tenure.

College policy also provides for staff and student involvement in governance by mandating staff and student membership on several committees. Under this policy, staff and student members of the committees serve *ex officio*.

Policies on committees are described in Section III of the Policies and Procedures Manual (see **Digital File 1.5 College Policies and Procedures Manual**).

4. How often did the faculty meet during the most recent academic year?

During the 2020-21 academic year, the college faculty met seven times (three times in the fall and four times in the spring). The faculty meets at least three times per semester, including a retreat every August. Occasionally, a meeting will be canceled or an extra meeting may be called. The dean schedules regular faculty meetings at the beginning of the semester. Additional meetings may be called by the dean or by petition of the faculty.

5. List faculty committees and chairs. List any ad hoc committees in operation at the time of the self-study.

**Gaylord College Committee Assignments 2021-22**

**Elected Committees**

**Committee A:** Doyle Yoon (three years left in term), Scott Hodgson (one year left in term), Glenn Leshner (two years left in term)

**Appointed Standing Committees:**

**Student Services Committee:** Deborah Chester, Cynthia Frisby (spring only), Tom Patten, Mike Boettcher, student member, Lee Reynolds (support/advisory), Kathy Sawyer (support/advisory), Yvette Walker, ex-officio (report to Walker)

**Diversity Committee:** Ralph Beliveau, Julie Jones, Melanie Wilderman (convenor), Larry Powell, Carla Holmes, Jodie Bellomy (support/advisory), undergraduate student member, Yvette Walker, ex-officio (report to Walker)

**Technology Committee:** Debbie Yount (ex-officio), Robert Kerr (ex-officio), Ralph Beliveau (ex-officio), Meta Carstarphen (ex-officio), Buddy Wiedemann (ex-officio), David Candy (ex-officio), Kathy Johnson (convener), Mike Boettcher, Kyle Bergersen, Ray Claxton, Angela Zhang (fall only), Carla Holmes (spring only), student member, Kelsey Martyn-Farewell (support/advisory), Tony McCoy (support/advisory), Yvette Walker (ex-officio) (report to Walker)

**Undergraduate Curriculum Committee:** Meta G. Carstarphen, Kyle Bergersen (convener), Mel Odom, Julie Jones, Robert Kerr, Jensen Moore, Mary Anna Evans, Kathy Sawyer (support/advisory), Deyna Aragon (support/advisory), Jodie Bellomy (support/advisory), Josh Kahoe (support/advisory), student member, Elanie Steyn (ex-officio) (report to Steyn)

**Graduate Committee:** Melanie Wilderman, Jennifer Barnes (fall only), Meta G. Carstarphen, Jeong-Nam Kim, Glenn Leshner, Yoon Hi Sung, Angela Zhang, Colleen Thurston (Spring only), Larry Laneer (support/advisory), graduate student member, Peter Gade (ex-officio), Doyle Yoon (ex-officio) (report to Steyn)

**Faculty Development and Research & Creative Activity Grants Awards Committee:** Doyle Yoon (convener), David Craig (spring only), Katerina Tsetsura, John Schmeltzer, Imran Hasnat (spring only) (report to Steyn)

## **Appointed Ad hoc Committees**

### **Tenure-track Assistant Professor in Strategic Communication Search Committee:**

Doyle Yoon (chair), Yoon Hi Sung, Carla Holmes (diversity representative), Mary Anna Evans, Pam Campbell

**Professor of Practice Public Relations:** TBA

**Professor in Advertising/Strategic Communication:** Debbie Yount (chair) TBA

### **Tenure-track Assistant Professor Digital Storytelling, Creation and Distribution**

**(CMP):** Kyle Bergersen (chair), Ralph Beliveau, Scott Hodgson, Kathy Johnson

**Professor of Practice CMP:** TBA

**Policies & Procedures Committee:** Jennifer Barnes (fall only), Melanie Wilderman, Doyle Yoon, Glenn Leshner (convener), Scott Hodgson

**Strategic Plan Committee:** TBA

## **Other groups**

**Broadcast Operations:** Barbara Merckx, Ken Fischer (convener), David Candy, Scott Hodgson, Kyle Bergersen, Ralph Beliveau, Kathy Johnson, Mike Boettcher, Barry Orr, Buddy Wiedemann, Michael Acker, Kelsey Martyn-Farewell, Tony McCoy, Yvette Walker

**Recruitment:** Yvette Walker, Ed Kelley, Paige Uhr, Kathy Sawyer, Lee Reynolds, Deyna Aragon, Kacie Christian, Scott Hodgson, student representative

## 6. Describe the faculty's contributions to the administration and governance of the university.

Fifteen current members of the faculty have been involved in university service at various times since 2015, contributing to administration and governance in a variety of ways.

Among their activities, faculty members have served on a number of provost's committees:

- Provost's Advisory Committee for Learning Technologies – Adam Croom, Melanie Wilderman, Robert Kerr, Ralph Beliveau
- Provost's Multi-Disciplinary Committee – Ralph Beliveau
- Provost Advisory Committee for Learning Outcomes Assessment – Ralph Beliveau, Jensen Moore
- Provost's Task Force on Graduate Education – Peter Gade
- Provost Advisory Committee for Classrooms and Scheduling – Scott Hodgson
- Provost's Strategic Framework Working Group – Glenn Leshner
- Provost's Office Review Committee on Faculty Dependent Care Travel Program – David Craig

In addition, Adam Croom serves as director of the OU Office of Digital Learning under a joint appointment through the provost's office. The office provides key support for online and digital course development across campus, including online master's program initiatives.

Gaylord faculty also have served on a variety of other university committees and councils. Among them:

- University Library Committee – Jennifer Barnes
- Emergency Retention Squad – Ralph Beliveau
- Academic Program Council – Ralph Beliveau
- Vice President for Research Advisory Committee – David Craig
- OU Humanities Forum Faculty Advisory Council – Mary Anna Evans
- Graduate Council – Peter Gade, Katerina Tsetsura
- Presidential Professorship Selection Committee – Glenn Leshner
- VP Marketing and Communication Search Committee – Glenn Leshner
- Diversity and Inclusivity Council – Melanie Wilderman
- Faculty Senate – John Schmeltzer
- Budget Council – Katerina Tsetsura

Several faculty have played roles in oversight of study abroad programs and other international initiatives:

- OU Global Steering Committee – Adam Croom
- Italy Program Committee – Ralph Beliveau, Adam Croom, Katerina Tsetsura
- Regional Advisory Committee on Africa – Elanie Steyn
- MA in Global Affairs Advisory Committee – Katerina Tsetsura

## 7. Describe the process for selecting, appointing and evaluating unit administrators.

The dean appoints the associate dean, assistant dean, area heads and director of graduate studies in consultation with College leadership. The procedure for selection of the dean is established in the university faculty handbook as follows:

*Excerpt from OU Faculty Handbook Section 2.7.8 – Administrative Search Committees*

### **(A) ADMINISTRATIVE SEARCH COMMITTEES**

The selection of the President and other administrators is the responsibility of the Board of Regents, and any process leading to that selection is the prerogative of the particular Board in office at the time the selection process is to be initiated. It is suggested that administrative search committees make nominations and recommendations concerning candidates and that the President and the Board of Regents be guided by them in most instances, but it is understood that the President and the Board of Regents shall not be bound by nor limited to nominations and recommendations of administrative search committees....

### **(D) DEANS**

The Dean search committee shall have faculty, student, and staff representation. The procedure for selecting student and staff representation shall be as outlined above. Upon requesting nominations by faculty members, the President shall designate the number of positions to be filled from (1) the general faculty of the particular college or unit involved and (2) the University faculty at large. There shall be at least one position filled from the University faculty at large from nominations made by the official faculty governance organization. In all cases, there shall be twice as many nominees as there are positions. The President shall make all appointments.

(Regents, 5-12-83, 3-20-95, 1-27-04)

The provost's office conducts an annual evaluation of each campus dean. As part of that process, the dean provides a self-summary of activity, and Committee A solicits feedback from college faculty on the dean's performance via a survey that informs the provost's assessment. The associate dean, area heads and director of graduate studies are evaluated as part of the regular annual evaluation process for all faculty described in Standard 4, Question 7. The assistant dean, as a staff member, is evaluated by the dean as part of an annual evaluation process for staff that involves assessment and goal-setting in a variety of areas.

8. Describe the unit's process for timely and equitable resolution of complaints and concerns expressed by faculty, staff or students.

Attempts are made to listen carefully to initial complaints and concerns, and to do so in a timely way. Discussion of complaints about faculty by students is primarily the responsibility of the associate dean if they cannot be resolved between the student and the faculty member, given that the associate dean has oversight over academic affairs. The associate dean also consults with the area head in the faculty's area as needed. Concerns about faculty expressed by other faculty would be discussed with the associate dean, the dean, or both. Concerns about staff would be discussed with the assistant or associate dean, the dean, or all.

Where appropriate, efforts are made to resolve differences through direct communication with and between the parties. If informal resolution is not possible, or is not appropriate given the seriousness of the issue, the appropriate individual will initiate formal procedures.

For a full discussion of the Gaylord College academic appeals process, see Section VII of the Gaylord College Policies and Procedures Manual (see **Digital File 1.5 College Policies and Procedures Manual**).

As a large state university, the University of Oklahoma has established policies across a range of faculty, staff and student concerns – including academic misconduct and appeals, student grievances, non-discrimination and sexual misconduct. Key policies are attached as **Digital File 1.6 University Policies for Addressing Complaints**.

## Standard 2:

### Curriculum and Instruction



#### Executive Summary:

- ▶ The College has five undergraduate majors: Advertising, Public Relations, Journalism, Creative Media Production and Professional Writing. The undergraduate curriculum includes three courses required of all students in the College (Introduction to Media, Media Writing and Storytelling and Media Law) and required and elective courses in the five majors.
- ▶ The Bachelor of Arts degree that all majors complete requires 124 credit hours for graduation. None of the five majors includes more than 50 JMC hours. This structure, along with advising review, ensures compliance with the ACEJMC rule of a minimum 72 outside hours. The College requires students in all five majors to complete a minor to ensure depth of focus in an area of study outside JMC. Minors vary from 15 to 21 credit hours.

- ▶ The core courses and major curricula provide a balance of conceptual and skills courses. All 12 ACEJMC core values and competencies (CVCs) are addressed in the college core courses as a group. Within all five majors, all 12 CVCs are addressed in multiple required courses. The curriculum provides instruction in the 12 CVCs at multiple levels (introduction, practice and mastery). For an overview, see Curriculum Mapping Summary Table at the end of this standard.
- ▶ Collegewide curriculum mapping, implemented under the unit's revised assessment plan, has fostered 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.
- ▶ The College maintains currency in instruction in digital, technological and multimedia competencies through regular input from industry professionals. This input, which comes through a variety of means across the majors, informs curriculum revisions and course updates or additions. The College supports instruction with up-to-date software, computer labs and equipment.
- ▶ A variety of approaches help to ensure consistency across multiple sections of core and major courses. Mechanisms put in place since the last accreditation review, including a syllabus template approved as part of the revised assessment plan, are helping collegewide in the development and maintenance of consistency in objectives across multi-section courses.
- ▶ Undergraduate students may earn up to six hours of internship credit. A professor and a staff member currently share oversight of the internship process. Systems are in place for enrollment, oversight and assessment.

**Note:** A complete set of syllabi for spring, summer and fall 2021 is available in an accompanying digital folder, **Course Syllabi All Semesters 2021**.

## 1. Provide an outline of the curriculum required for the major and for each of the unit's specializations.

### All Majors

Number of hours/units required for graduation: **124**

#### **Core Courses for All Students in Journalism and Mass Communication (nine credits earned)**

- JMC 1013 Intro to Media (3 hours)
- JMC 2033 Media Writing & Storytelling (3 hours)
- JMC 4813 Media Law (3 hours)

## **ADVERTISING MAJOR**

Number of hours/units required for major degree: **39**

### **Courses all students in Advertising must take.**

- JMC 3303 Intro to Advertising (3 hours)
- JMC 3333 Advertising Research (3 hours)
- JMC 3343 Advertising Design & Visual Storytelling (3 hours)
- JMC 3353 Advertising Storytelling (3 hours)
- JMC 3363 Advertising Media (3 hours)
- JMC 4333 Contemporary Problems in Advertising (3 hours)
- JMC 4343 Advertising Campaigns (3 hours)

### **Elective course or courses that must be taken within Advertising/Public Relations areas (9 hours) Recommended courses to choose from:**

- JMC 3011 Agency Practicum (1 hour)
- JMC 3383 Digital Design I (3 hours)
- JMC 3393 Advanced Copywriting (3 hours)
- JMC 3413 Public Relations Principles (3 hours)
- JMC 3800 Internship (total of 6 hours)
- JMC 4223 Digital Advertising (3 hours)
- JMC 4233 Advertising Portfolio (3 hours)
- JMC 4243 Strategic Fashion Communication (3 hours)
- JMC 4303 International Advertising (3 hours)
- JMC 4323 Advertising Account Planning (3 hours)
- JMC 4383 Digital Design II (3 hours)
- JMC 4473 Social Media Marketing (3 hours)
- JMC 4970 Special Topics (hours vary)

### **Required outside of the accredited unit (9 hours)**

- ECON 1113 or 1213 Principles of Economics – Micro or Macro (3 hours)
- MKT 3013 Principles of Marketing (3 hours)
- One course from the following (3 hours):
  - MKT 3323 Consumer Behavior (3 hours)
  - MKT 3513 Social Media Marketing (3 hours)
  - MKT 3343 Retailing Management (3 hours)
  - MKT 3613 Healthcare MKT and ADM (3 hours)
  - MKT 3713 Fundamentals of Franchising (3 hours)

## **PUBLIC RELATIONS MAJOR**

Number of hours/units required for major degree: **36**

### **Courses that all students in PR must take**

- JMC 3413 Public Relations Principles, Origins & Practice (3 hours)
- JMC 3423 Public Relations Writing Across Platforms (3 hours)
- JMC 3433 Public Relations Design (3 hours)
- JMC 3453 Public Relations and Society (3 hours)
- JMC 4403 Public Relations Campaigns (3 hours)
- JMC 4423/5423 Contemporary Problems in Public Relations (3 hours)
- JMC 4453 Public Relations Research, Measurement and Evaluation (3 hours)

### **Elective course or courses that must be taken within the PR area (11-12 hours)**

#### **Courses to choose from:**

- JMC 3011 Agency Practicum (1 hour)
- JMC 3800 Internship (2-3 hours)
- JMC 4273/5273 Communicating Culture: Tourism & Media (3 hours)
- JMC 4283/5283 Communicating Culture: Tourism & Travel Writing (3 hours)
- JMC 4423 Public Relations Case Studies (3 hours)
- JMC 4433 Strategic Sports Communication (3 hours)
- JMC 4463 Public Relations Management (3 hours)
- JMC 4483/5483 Global and International Public Relations (3 hours)

### **Elective courses that must be taken within the program (9-10 hours)**

#### **Recommended courses to choose from:**

- JMC-3303 Introduction to Advertising (3)
- JMC-3800 Internship (2-3)
- JMC-4223 Digital Advertising (3)
- JMC-4243 Strategic Fashion Communication (3)
- JMC-4303 International Advertising (3)
- JMC-4413 Crisis Communication (3)
- JMC-4683 Multimedia Content Management (3)
- JMC-4853 Race, Gender and the Media (3)
- JMC-4970 Special topics – varies (1-3)

## **JOURNALISM MAJOR**

Number of hours/units required for major degree: 46

### **Courses all students in Journalism must take**

- JMC 3003 Multimedia Journalism (3 Hours)
- JMC 3013 Multimedia Newsgathering (3 Hours)
- JMC 4803 History of Media (3 Hours)
- JMC 4863 Journalism, Ethics & Democracy (3 Hours)

### **Conceptual Core Classes: Journalism students must choose two (six hours) of the following:**

- JMC 3043 Community Journalism (3 Hours)
- JMC 3063 Intro to Broadcast Journalism (3 Hours)
- JMC 3083 Business of Media (3 Hours)
- JMC 4833 Journalism Ethics (3 Hours)
- JMC 4853 Race, Gender & the Media (3 Hours)

### **Skill Stream: Journalism students must choose one skill stream (10 hours) from the following options:**

#### **Print**

- JMC 3011 Practicum (1 hour, topics vary)
- JMC 3023 Feature Writing (3 hours)
- JMC 3103 News Editing (3 hours)
- JMC 4013 Reporting Public Affairs (3 hours)

#### **Online**

- JMC 3011 Practicum (1 hour, topics vary)
- JMC 3663 Electronic News Gathering (3 hours)
- JMC 3683 Interactive Multimedia (3 hours)
- JMC 4683 Multimedia Content Management (3 hours)

#### **Broadcast**

- JMC 3011 Practicum (1 hour, topics vary)
- JMC 3663 Electronic News Gathering (3 hours)
- JMC 3773 Television News (3 hours)
- JMC 4673 Advanced Broadcast News (3 hours)

### **Elective courses that must be taken within the program**

- Nine (9) hours of JMC electives (Must be upper division: 3000 to 4000 level) These do not have to be Journalism-related
  - JMC 3143 Photojournalism (3 hours)
  - JMC 3703 Photojournalism (3 hours)

- JMC 4183 Advanced Multimedia Journalism (3 hours)
- JMC 4363 Data journalism (3 hours)
- JMC 4970 Women in Media Leadership (3 hours)
- JMC 4970 Reporting in DC (3 hours)
- JMC 4970 TV News Producing (3 hours)
- JMC 4970 Innovators in Journalism (3 hours)
- JMC 4970 Data Imagery and Native Issues (3 hours)

## **CREATIVE MEDIA PRODUCTION MAJOR**

Number of hours/units required for major degree: **43**

### **Courses all students in CMP must take**

- JMC 1021 Intro to CMP (1 hour)
- JMC 2643 Sound, Light & Motion (3 hours)
- JMC 2683 Survey of Electronic Media (3 hours)
- JMC 3613 Single Camera Production (3 hours)
- JMC 3623 Electronic Media Writing (3 hours)
- JMC 4653 Issues & Ethics in Electronic Media (3 hours)
- JMC 4651 Portfolio (1 hour)
- JMC 3011 Practicum (Various topics, 1 hour each) (2 hours required)

### **Elective courses that must be taken within the track/sequence (9 hours)**

#### **Recommended courses to choose from:**

- JMC 3633 Audio Production (3 hours)
- JMC 3723 Introduction to Documentary (3 hours)
- JMC 3763 Narrative Screenwriting (3 hours)
- JMC 4193 Principles of Media Entrepreneurship (3 hours)
- JMC 4353 Cinematography (3 hours)
- JMC 4633 Advanced Single Camera Production (3 hours)
- JMC 4623 Multi-Camera Production (3 hours)
- JMC 4643 Advanced Audio Production (3 hours)
- JMC 4733 Advanced Narrative Screenwriting (3 hours)
- JMC 4763 Documentary Production (3 hours)
- JMC 4773 After Effects (3 hours)
- JMC 4793 Broadcast Advertising Production (3 hours)
- JMC 4853 Race, Gender & the Media (3 hours)
- JMC 4903 Production for Clients (3 hours)
- JMC 4913 Narrative Production (3 hours)
- JMC 4970 Special Topics (hours vary)

### **Elective courses that must be taken within the program**

- 6 hours of upper division JMC electives (3-4000 level) Do not have to be CMP- related

### **Additional explanation of Creative Media Production major:**

The Creative Media Production program seeks to create students who have a broad range of foundational production knowledge in order to become skilled storytellers. This includes foundations in producing visuals, executing lighting and developing audio. They then learn post-production, including visual and sound editing and the creation of credits and effects. They also learn business practices, self-development skills and ways to use their curiosity and talents to tell stories in nonfiction, narrative fiction and experimental modes, which includes films, video programs, podcasts, corporate media and documentary work. They also learn how to think about issues of diversity and representation, as well as the variety of ethical issues that arise in creating stories and messages for audiences.

## PROFESSIONAL WRITING MAJOR

Number of hours/units required for major degree: **36**

### **Professional Writing courses all PW students must take (36 hours)**

- JMC 3011 Practicum (1 hour)
- JMC 3011 Practicum (1 hour)
- JMC 3011 Practicum (1 hour)
- JMC 3504 Intro to Professional Writing (4 hours)
- JMC 4514 Writing the Novel (4 hours)
- JMC 4524 Writing the Short Story (4 hours)
- JMC 4563 Category Fiction (3 hours)
- JMC 4573 Theories of Professional Writing (3 hours)
- JMC 4603 Business of Professional Writing (3 hours)

### **Elective course or courses that must be taken within JMC (9 hours)**

#### **Recommended courses to choose from:**

- JMC 3013 Multimedia News Gathering (3 hours)
- JMC 3023 Feature Writing (3 hours)
- JMC 3103 News Editing (3 hours)
- JMC 3534 Professional Writing: Magazine Writing (3 hours)
- JMC 3723 Introduction to Documentary (3 hours)
- JMC 3753 Electronic Media Criticism (3 hours)
- JMC 4503 Tutorial in Writing (3 hours)
- JMC 4533 Mystery Writing (3 hours)
- JMC 4543 Sci-Fi & Fantasy Writing (3 hours)
- JMC 4583 Romance & Suspense Writing (3 hours)
- JMC 4593 Young Adult Fiction Writing (3 hours)
- JMC 4803 History of Media (3 hours)

### **Additional explanation of Professional Writing major:**

The Professional Writing program at the Gaylord College is built on a 70-year tradition of mentoring writers. The program specializes in genre fiction such as mysteries, horror, fantasy, science fiction, romance, crime, young adult fiction, creative non-fiction and other commercial genres. Students write novels, short stories, film and video scripts and podcast episodes. The students are taught and mentored by active professional writers who also teach them about the business practices and skills for starting and maintaining a career as a writer. This includes the arena of self-publishing, the digital fiction environment and the skills to deal with agents, editors and publishing companies. They are taught to become critical readers to enhance their skills as writers and editors.

2. Explain how requirements for the major do not exceed the maximum credit hours allowable under the 72-credit hour rule and how students comply with the minimum of 72 hours they must take outside journalism and mass communications. If a minor is required, include these details.

The bachelor of arts degree that all majors in the college complete has a requirement of 124 credit hours for graduation. Numbers of hours in journalism and mass communication vary across the five majors, but the maximum number of hours (Journalism) is 50. Therefore, all students must take more than 72 hours outside JMC. Degree check sheets for each major spell out program requirements, and academic advisors monitor students' compliance as they progress through the program and as they receive a final degree check confirming they are on track to meet requirements for graduation.

The College requires students in all five majors to complete a minor to ensure depth of focus in an area of study outside JMC. Minors vary from 15 to 21 credit hours. The minor hours will satisfy either lower or upper division free electives required for each major. There are 138 minor options available for Gaylord students. Popular minors include Enterprise Studies, foreign languages, General Business, Women and Gender Studies, Nonprofit Organizational Studies, Human Relations and Film and Media Studies.

Gaylord College offers three minors that can be taken by any student outside of the College: Creative Media Production, Professional Writing and Broadcast Meteorology. Gaylord students are not permitted to do minors within the College.

### 3. Describe how the core and required courses instruct majors in all of ACEJMC's 12 professional values and competencies with a balance of theoretical and conceptual courses and skills courses.

The core curriculum taken by all students reflects a balance of theoretical/conceptual courses and skills courses: JMC 1013 Introduction to Media and 4813 Media Law are theoretical/conceptual courses; 2033 Media Writing and Storytelling is a skills class. The required courses in each of the majors reflect a balance of theories/concepts and skills through a combination of courses that are focused on either theories or skills or provide an integration of the two within the same course. For a breakdown of classes by theoretical/conceptual, skills and integrated, see **Digital File 2.1 Curriculum Mapping Summary Table**.

The summary below provides an overview of curricular efforts in the unit for the 12 core values and competencies (CVCs). The Curriculum Mapping Summary Table details the delivery in the curriculum by course. Further detail is available in curriculum mapping spreadsheets for all five majors included as additional digital files. See **Digital Files 2.2-2.6 Curriculum Mapping Detail Spreadsheets**.

Curriculum mapping across all majors was completed in August 2021 as part of implementation of the College's revised assessment plan approved in 2019. The plan calls for review of curriculum mapping every three years to help meet this objective as noted in Standard 9: "College/Major Intended Outcomes/Objective 1 – COMMON CORE Graduates will successfully complete a common core of mass communication, writing and law courses, and a rigorous, approved, major-specific upper-division program of study all of which focuses on successful student understanding, application, and mastery of the ACEJMC core values and competencies." Inclusion of curriculum mapping in the plan reflects a greater focus since the last self-study on the 12 CVCs, their incorporation into learning objectives and where we teach them – in line with feedback in the last accreditation review. Previous to the college-wide completion of curriculum mapping, mapping efforts in Public Relations and Journalism had already been used to inform discussions of curriculum revision in those majors. Faculty across all majors worked on the college-wide curriculum mapping in spring 2021, then reviewed the results in faculty groups by major at the August 2021 faculty retreat. As a result of the faculty review, the curriculum matrix was refined to make certain all CVCs being covered in courses were included and were listed for each course at the level they were actually being covered (1 = introduction, 2 = practice or 3 = mastery). The three levels were defined as:

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.

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. As a result, these values and competencies will be added to syllabi in future semesters alongside those already incorporated into course objectives. For example, Advertising faculty members identified several classes where freedom of speech issues were already part of class content, but that value was not addressed directly in course objectives.

### College Core Classes

As the curriculum matrix shows, all 12 of the ACEJMC core values and competencies are addressed in the combination of our 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 covered up to a practice level but also addressed at a mastery level for these 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. (Curriculum revisions coming up for faculty vote in fall 2021 will further strengthen the depth and progression in coverage of the CVCs in the major.)

## **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.

#### 4. Explain how instruction, whether on-site or online, responds to professional expectations of current digital, technological and multimedia competencies.

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. The College supports instruction with up-to-date software, computer labs and equipment.

College faculty members interact regularly with professionals in media industries by multiple means. In Public Relations and Advertising, faculty 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. Creative Media Production faculty talk regularly with film, broadcasting and video production professionals. Professional Writing faculty members stay current as writers of novels and nonfiction who are themselves navigating industry trends. Journalism faculty members 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 is 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. In Public Relations, industry input through the Commission for Public Relations Education report has informed curriculum revision.

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 including live event streaming.

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. Standard 7, Question 5, provides details on these resources.

## 5. Explain how the accredited unit ensures consistency in learning objectives, workload and standards in courses with multiple sections.

Here is a breakdown of how the College ensures consistency in core and major courses:

In JMC 1013 Introduction to Media, instructors in the lecture sections share a syllabus with common learning objectives and parallel assignments. Monthly meetings with student discussion section leaders provide a means to discuss assignments as a group and answer questions. In 2033 Media Writing and Storytelling, all sections of the course have the same syllabus and assignments. Students also view common video content that supplements in-class instruction. A course coordinator manages the syllabus and assignments, as well as communicating regularly with all lab instructors about expectations and questions. The 4813 Media Law course has two sections, but they are taught by one instructor.

In the majors, Public Relations and Advertising have the largest number of multi-section courses because of enrollment size. They also require the greatest amount of coordination because of the need to employ more adjuncts than the other majors to meet enrollment needs. In these majors, the area head shares existing syllabi and course materials with adjuncts when they are hired. Full-time faculty port curriculum content through the Canvas learning management system to facilitate consistency across sections. In Public Relations, faculty serve as a course coordinator across sections to ensure that learning objectives and assignments are similar, as well as serve as a resource for adjuncts and new instructors. In Journalism, 3003 Multimedia Journalism, the only course that consistently has multiple sections, has a course coordinator – the most experienced course instructor – who meets regularly with the other instructors to maintain consistency. In Creative Media Production, all courses taught by adjuncts use a syllabus shared with them and a course model in the Canvas learning management system created by full-time faculty. Syllabi in multi-section courses have common objectives and parallel assignments. The Professional Writing major is small enough that it typically does not have multiple sections of the same class in the same semester, but faculty share syllabi and discuss content with one another when different instructors teach the same class from one semester to the next.

Although coordination is not perfect, mechanisms put in place since the last self-study are helping collegewide in the development and maintenance of consistency in objectives. A syllabus checklist and sample syllabus, approved as part of the revised assessment plan and incorporating the 12 ACEJMC values and competencies, are shared with all faculty. The College's Undergraduate Curriculum Committee uses the syllabus review checklist (based on the template) for reviewing all proposals for new courses, permanent courses and 4970

special-topics classes. The template and review help to ensure that any new courses that become multi-section classes will have consistent objectives. The associate dean also emails regular faculty and adjuncts with reminders to put objectives in their syllabi including the 12 values and competencies. In addition, the College is holding at least one orientation meeting per year with adjuncts to field questions about courses and other issues.

The revised assessment plan detailed in Standard 9 calls for a collegewide review of course syllabi every three years, immediately following curriculum mapping using the syllabus template noted above. Prior to the collegewide curriculum mapping in 2021, a preliminary review was conducted in spring 2020 on 44 syllabi from fall 2019. The review found objectives in all 44 syllabi but did not break down the review by value and competency. We are refining the review process to make certain the full syllabus review that follows curriculum mapping will cover all syllabi broken down by all 12 CVCs. The Undergraduate Curriculum Committee will be charged with overseeing the review during the 2021-22 academic year.

6. Describe the methods used to select sites for internships for credit in the major; to supervise internship and work experience programs; to evaluate and grade students' performance in these programs; and to award credit for internships or work experiences. *In a digital format, provide the unit's internship policy, questionnaires and other instruments used to monitor and evaluate internships and work experiences. Provide examples of recent internship sites.*

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. See **Digital File 2.7 Internship Documents**.

Kathy Johnson, CMP/Journalism professor, and Lee Reynolds, director of community and alumni relations, share the responsibilities of internship supervisor, reviewing progress regularly to ensure students get the most from their experiences.

Internship application forms are available in the College's Student Services Center. Students must obtain permission from the College no later than the end of the first week of the internship.

It is the student's responsibility to find and apply for the internships, though many internships are publicized through the Gaylord Extra e-newsletter to students or through faculty who learn about internship opportunities. The College also hosts a career/internship fair each year (except during COVID restrictions). Students have access to Top Jobs, a strategic communication-oriented internship and entry-level job fair. This is held every year and students must pay to participate. Creative Media Production is organizing a similar program for its students to be offered the first time in fall 2021.

Gaylord College students opt to take internship credit for either two (2) or three (3) semester credit hours (JMC 3800), and this course may be repeated up to a maximum of six (6) semester credit hours.

Each semester credit hour requires 80 clock hours of supervised work at the internship location. Internships for credit hours are graded "satisfactory" or "unsatisfactory," s/u.

Students record and report their time every week online through a program called "Intervals." Internship site supervisors are asked to complete a midterm evaluation and a final evaluation on the student's performance.

The student completes an evaluation of the internship experience and program at the end of the semester. Finally, the student is required to write and submit a minimum of 500 words in a reflection paper about the internship experience and tangible learning outcomes.

**Recent internship enrollments** for credit (including spring, summer and fall):

- 2017 – 134 students enrolled
- 2018 – 143 students enrolled
- 2019 – 154 students enrolled
- 2020 – 108 students enrolled

**Recent examples of internship sites:**

- Oklahoma Blood Institute, Oklahoma City
- Norman Public Schools, Norman, Okla.
- KOCO-TV5 Oklahoma City
- The Oklahoman, Oklahoma City
- Trace3.com, Irvine, Calif.
- NonDoc, Oklahoma City
- Pliris Strategies, Oklahoma City
- Next Star Media Group, Irving, Texas
- Radiance Medical Aesthetics, The Woodlands, Texas
- TMZ, Los Angeles
- Walt Disney World, Orlando, Fla.
- Nike, Beaverton, OR
- Castlerow Studios, Oklahoma City
- Freestyle Creative, Oklahoma City
- The DEC Network, Dallas
- American Fidelity, Oklahoma City
- KRQE, Albuquerque, N.M.
- The Brides of Oklahoma, Oklahoma City
- CEA Paris Center, Paris, France
- Prairie Surf Media, Oklahoma City

## Standard 3:

### Diversity and Inclusiveness



#### Executive Summary:

- ▶ The College's Diversity Plan has evolved into a living document that provides solid guidance for our diversity and inclusivity efforts, but also maintains room for flexibility and revision as the cultural landscape changes.
  - ▷ The plan emphasizes having a diverse faculty and student body ingraining diversity into teaching and fostering a supportive environment.
  - ▷ Led by the Diversity Committee, the faculty revisions to the plan in 2015 and 2019 focused on authentic efforts, measurable assessments, and a continued infusion of diversity and inclusivity efforts into the culture of the college.

- ▶ The College's Diversity Committee has increased its visibility and activity within Gaylord, adding student representatives, taking an active role in statements against racist activity on campus and in the community, and supporting the student minority clubs.
- ▶ The College's faculty and staff are increasingly more diverse. Since the last cycle, Gaylord's full time faculty hires include three Black women, two Asian women, one Asian man (with another starting fall 2021), one Black man, one multi-racial woman and one Native American woman (starting spring 2022).
- ▶ Gaylord has made progress in increasing the number of female faculty members. In academic year 2013-14, women made up 28.6 percent of the full-time faculty, and as of academic year 2020-21, women make up 43 percent. For the same time period, minority faculty increased from 14 percent to 23 percent.
- ▶ The most recent faculty hires continue to take us in the right direction of increasing full-time minority faculty, as well as moving us even closer to a 50/50 split of men and women on faculty.
- ▶ Gaylord has hired more women and minority individuals as adjunct faculty. Since academic year 2013-14, the number of female adjunct faculty has increased from 21 percent to 42 percent, and minority adjunct faculty has increased from 5 percent to 17 percent.
- ▶ The student body is increasingly more diverse. Since the previous cycle, the makeup of the Gaylord student body has shifted from 69 to 66 percent Caucasian and from 25 to 31 percent non-Caucasian.
  - ▷ The College retains minority students and the overall student population through graduation at favorable rates. First-year minority student retention in 2018-19 was 96.8 percent after a rate of 100 percent for 2016-2017 and 2017-2018.
- ▶ Gender and ethnicity of speakers in classrooms and for other Gaylord events remain diverse.
- ▶ College assessment data show student satisfaction on gender and racial diversity was lower in fall 2019 and spring 2020 than the year before, but increased in fall 2020 and spring 2021 from the low in spring 2020. The increase followed the College's systematic responses to race-related incidents on campus and in the College.

# 1. Complete and attach the following tables:

**Table 4: Area Population**

The State of Oklahoma is the Gaylord College's defined "service area." Population 3,956,971. Based on the most recent Census figures, the following percentages represent of the group population of the unit's geographic service area as described above:

<b>Table 4 - Area Population</b>	
<b>Group</b>	<b>% of population</b>
Black/African American	7.8
White	65
American Indian/Alaskan native	9.4
Asian	2.4
Hispanic/Latino (any race)	11.1
Native Hawaiian/other Pacific Islander	0.2
Two or more races	6.3
Other race	N/A
Female	50

**Table 5: Undergraduate Student Populations**

<b>Table 5 - Undergraduate Student Populations</b>			Academic Year: 2020-21	
<b>Group</b>	<b>Male</b>	<b>Female</b>	<b>Percent of Total in:</b>	
			<b>Unit</b>	<b>Institution</b>
Black/African American	27	36	4.6%	4.5%
White	293	610	65.9%	60.0%
American Indian/Alaskan native	12	26	2.8%	3.2%
Asian	5	18	1.7%	7.0%
Hispanic/Latino (any race)	49	101	10.9%	11.4%
Native Hawaiian/other Pacific Islander	0	0	0.0%	0.1%
Two or more races	42	110	11.1%	9.4%
Not reported	0	0	1.2%	1.3%
International students (any race)	9	16	1.8%	3.2%

**Table 6: Faculty Populations**

<b>Table 6 -Faculty Populations, Full-time and Part-time</b>				
<b>Full-time Faculty</b>		Academic Year: 2020-21		
<b>Group</b>	<b>Female</b>	<b>% of Faculty</b>	<b>Male</b>	<b>% of Faculty</b>
Black/African American	3	8.6%	1	2.9%
White	9	25.7%	17	48.6%
American Indian/Alaskan native	-	-	-	-
Asian	1	2.9%	2	5.7%
Hispanic/Latino (any race)	-	-	-	-
Native Hawaiian/other Pacific Islander	-	-	-	-
Two or more races	1	2.9%	-	-
Other race	-	-	-	-
International (any race)	1	2.9%	-	5.7%

<b>Part-time/Adjunct Faculty</b>		Academic Year: 2020-21		
<b>Group</b>	<b>Female</b>	<b>% of Faculty</b>	<b>Male</b>	<b>% of Faculty</b>
Black/African American	2	4.2%	-	-
White	16	33.3%	23	47.9%
American Indian/Alaskan native	1	2.1%	2	4.2%
Asian	-	-	2	4.2%
Hispanic/Latino (any race)	-	-	-	-
Native Hawaiian/other Pacific Islander	-	-	-	-
Two or more races	1	2.1%	-	-
Other race	-	-	-	-
International (any race)	-	-	1	2.1%

**Table 7 - Full-time Faculty Recruitment**

<b>Table 7 - Full-time Faculty Recruitment</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
Openings	2	2	3
Total Applicants in hiring pool	49	85	105
Females in hiring pool	24	37	38
Female finalists considered	5	4	9
Offers made to females	2	3	3
Offers accepted by females	2	2	2
Minorities in hiring pool	32	40	38
Minority finalists considered	2	3	7
Offers made to minorities	1	2	2
Offers accepted by minorities	1	2	2
International faculty in hiring pool	N/A*	N/A*	N/A*
International faculty considered	N/A*	N/A*	N/A*
Offers made to international faculty	1	0	1
Offers accepted by international faculty	1	0	1

\*International status of applicants is not collected in university hiring system but is available for candidates who are hired. Totals reflect hiring of two international candidates.

### **Table 8 - Part-time/Adjunct Faculty Recruitment**

There were no formal searches for part-time/adjunct faculty. Adjunct faculty are hired on a course-by-course basis. The College's efforts to broaden the professional hiring network are discussed in Standard 3, Question 11.

2. Attach to this report a copy of the unit's written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning. This plan should give the date of adoption/last revision, any designated timelines for reaching goals, the unit's definition of diversity and the under-represented groups identified by the unit. Describe how the unit assesses its progress toward achieving the plan's objectives.

Gaylord College's most current Diversity Plan was approved by faculty vote in December 2019, building on a major revision of the plan by faculty in 2015. Diversity, as defined by the University of Oklahoma, is the inclusion of women and minority groups which include race, ethnicity, age and sexual orientation. The College, encompassing our administration, faculty, staff and students, is dedicated to the principles of equal opportunity for employment, equal access to media education and free expression in a multicultural and diverse intellectual environment. Our Diversity Plan outlines the ways we strive to put these principles into action.

**Digital File 3.1 College Diversity Plan – 2015 and 2019** shows the version approved in 2015 and the 2019 revisions.

### History:

The College adopted its first Diversity Plan — then called an Affirmative Action Plan— in 1996 and revised it in 2002, 2008, 2015 and 2019.

In a process led by the previous chair of the diversity committee, revising the 2015 plan marked a significant shift in the College's mindset of our efforts. Rather than simply acknowledging and supporting various diversity and inclusivity-related efforts and paying attention to our statistics, over the past seven years we have made a concerted effort to shift the culture of Gaylord College in terms of how diversity and inclusivity are built into the structure at every level of our work and goals. The 2015 plan outlined specific goals and action plans for:

- recruiting and retaining underrepresented students, faculty and staff
- encouragement and meaningful rewards for faculty members who foster significant diversity and inclusivity activity
- continuously educating faculty, staff and students about the changing issues and dynamics of a diverse and inclusive society
- building a more supportive and inclusive culture in the college

Following up on the 2015 efforts, the current chair of the Diversity Committee, Melanie Wilderman, and the current committee began working on the most recent revisions in early 2019. These revisions primarily focused on changing the way we were attempting to foster

mentorship with minority students based on previous actions that had not produced much success, as well as broadening the way we showcase diversity and inclusivity through social media and other media platforms and clarifying various modes of support for faculty or staff seeking support concerning diversity-related issues.

### **Specific to the 2019 update:**

We consider our efforts to build a more diverse and inclusive curriculum, faculty/staff, student population and climate an ongoing process, and therefore those efforts should be evaluated, discussed and assessed regularly. Although our Diversity Plan has improved with each iteration, we do not consider this to be our final plan, and we will continue to discuss and assess our efforts.

This current version of the plan (including both 2015 and 2019 revisions) lays out specific assessment of the college's diversity and inclusivity efforts including:

- 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 in 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.

### 3. Describe the unit's curricular efforts to foster understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation.

The large majority of Gaylord courses, including all three of the College's core courses, address issues of diversity in domestic society (ACEJMC core value/competency 3) through means including lecture, discussion, papers, guest speakers, and case studies. Diverse issues specific to the United States are covered in 45/46, or 98 percent, of our required courses (in all five majors) and in 54/57, or 95 percent of our elective courses. **Digital File 2.1 Curriculum Mapping Summary Table** shows where these issues are covered in required and elective coursework in all five majors. Further detail is available in curriculum mapping spreadsheets for all five majors included in **Digital Files 2.2-6 Curriculum Mapping Detail Spreadsheets**.

#### Examples from Courses

The following courses are representative of how Gaylord College demonstrates a commitment to exposing and educating students to issues and perspectives of diversity and inclusiveness in our core classes and across our five areas of study. These descriptions are taken from course syllabi.

**JMC 1013 Intro to Media** incorporates cultural and social diversity, wherever appropriate, in course readings, lectures, discussions and assignments. Thus, this course will incorporate valuable information pertaining to perspectives of various segments of the population with regard to race, color, creed, national origin, ancestry, citizenship, gender, sexual orientation, religion, age, disability or social class. Awareness of and critical thinking about these differences is integral for those interested in the media profession. There is a specific chapter on diversity issues in our textbook, but I want you to think about diversity and inclusion during every topic we cover. An ethical media practitioner takes issues of diversity and inclusion into account continuously, not just when it's the topic of a lesson or discussion.

**JMC 2033 Media Writing and Storytelling**, the College's required core writing course, continues to expose and provide new approaches and innovative ways to facilitate the discussion of diversity and its importance for all five of the College's majors. In addition to using the news writing and reporting text, the AP Stylebook and the Media Writer's Handbook, students participate in assignments designed to elicit thought, action and reflection regarding the necessity of being inclusive and diverse. The intent is to signal to students that this element of reporting merits as much focus as others. Specifically, student are assigned a project where they attend a meeting or service of a group or faith different from their own. They then are asked to write a reflective essay, which is discussed in class.

**JMC 4813 Media Law**, also taken by all majors in the college, teaches that the law is hardly set in stone, nor are legal doctrines that determine the particular protections of freedom of speech and press. All evolve over time in response to many forces, including changes in

society related to issues of gender, race, ethnicity, religion, class and other facets of a diverse citizenry. Law has been crucial in debating and defining American ideals in a democratic society that is perpetually redefining itself. Readings, discussions and exams will include specific examination of those elements in the development and influence of media law, advancing understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation. We will assess this ongoing process, as well as related ethical concerns. As media professionals, there are many situations in which we are called upon to consider not only what is legal, but what higher standards of ethics can tell us about what is right.

**JMC 4853 Race, Gender and the Media** is a survey of past and present relationships between women and racial and ethnic minorities in the U.S. and the media. Media portrayal, employment, ownership and access will be studied. In this class, we will look at the history and contemporary practices involved in the representation of all people in the media, both in the United States and internationally. We will explore portrayals, employment, ownership and access issues. in populations according to their gender and racial identities. Finally, we will interpret our ideas through fundamental concepts of media literacy, rhetorical approaches, and identity constructions.

**JMC 3413 Public Relations Principles**, the first course in the public relations sequence, will identify and analyze how diversity in terms of gender, race, ethnicity and sexual orientation influence public relations through critical reflections, in-class discussions/exercises and unit exams. They also will identify and analyze how public relations is practiced globally through critical reflections, in-class discussions/exercises and unit exams.

**JMC 3003 Multimedia Journalism** students engage in several readings/discussion assignments designed to get students thinking about the media's role as it relates to race and diversity. One of these assignments deals with visual representations in the news of marginal groups. Through selected readings on visual stereotyping and selected images provided by the course instructor, students confront these stereotypes and their impact as a group of learners. Another of these assignments uses Moya and Markus' writing *Doing Race*, in which the authors challenge readers to examine how public discourse tends to frame racial issues/discussions around eight common themes. Additionally, when establishing reporting beats, students are encouraged to think of underrepresented voices to consider as potential beats. This brainstorming session starts with the question: Whose voices/stories are not being heard or are being misrepresented?

**JMC 4803 History of Media** introduces students to the basics of media history with particular emphasis on historical significance of the development of journalism as a vital form of media. History is an interim report on events of the past, at times a snapshot of events or movements. That process has evolved over time in response to many forces, including societal changes involving issues of gender, race, ethnicity, religion, class, sexual orientation, nationality and other facets of a diverse citizenry. It is a crucial process in considering American ideals in a democratic society that is perpetually redefining itself. Readings, discussions and exams will include examination of those elements in the development and influence of media, advancing understanding of issues

and perspectives that are inclusive in terms of gender, race, ethnicity, religion, class, sexual orientation and nationality.

**JMC 4970 Women in Media Leadership** looks at gender and leadership from both a theoretical and a practical perspective. The purpose is to engage students in thinking about what makes a leader, manager or entrepreneur; to provide an overview of the challenges and opportunities women face in their efforts to move into management and leadership positions and engage in entrepreneurial behavior; to offer guidelines and strategies for developing the qualities and traits associated with leadership. The same is true for women in political and business leadership positions. Women who do make it to the top of these ladders are often criticized for how they communicate, lead, interact with others, etc. Yet, companies and political environments who do have women leaders at the top have shown a difference in terms of diversity, management, leadership and in many cases, success. We know that when media outlets do not have women in positions of decision-making power, when women do not have a respected voice at the media management table, representations of women in media are often problematic. We also know that, in these circumstances, the coverage of issues relevant to women's cultural positions is limited, inaccurate, insensitive, etc.

**JMC 4563 Category Fiction.** Professional Writing students are exposed to a broad range of diversity and inclusiveness topics in this class. The instructor selects 10 novels and identifies each novel containing a profound model of some element of diversity and inclusiveness. Of the 10 novels, generally more than half touch on some aspect of diversity including self-image, disabilities, gender, African American protagonist, sexual orientation and bi-racial issues. The books assigned for this course are representative of different cultures within the United States and/or sometimes outside the United States.

**JMC 4543 Writing Science Fiction & Fantasy.** Diverse characters, cultures, topics, and situations are an intrinsic aspect of both the Science Fiction and Fantasy genres. Gender roles, alien and human races, class prejudice, and bigotry are topics and/or dramatic situations demonstrated dramatically by the assigned sample reading material and films. Students should integrate principles and practices of effective fiction creation while gaining insight into editorial and reader expectations.

**JMC 4333 Contemporary Problems in Advertising** exposes students to an in-depth examination of contemporary problems in advertising, centered mostly on institutional issues, social and cultural issues, legal and regulatory issues, economic issues and continuing ethical problems and issues. The principal objective is to encourage and enable students to think critically and independently about the often-controversial relationship between advertising and society.

**JMC 4343 Advertising Campaigns** addresses issues of diversity as such: Gaylord College has an inclusive program that values domestic and global diversity and serves and reflects society. More specifically, this course's curriculum fosters understanding of issues and perspectives that are inclusive in terms of domestic concerns about gender, race, ethnicity and sexual orientation. The curriculum includes instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.

**JMC 4653 Issues and Ethics in Electronic Media.** In the Creative Media Production capstone course, the syllabus indicates: Respect for cultural diversity and antiracism is a core concept of media criticism. In this course, each voice in the classroom and on the screen can be interrogated and has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. We need to recognize viewpoints from individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses and work experiences.

## Speakers

In addition to course content, Gaylord students are exposed and influenced by speakers from underrepresented groups at special events and in Gaylord College classes. These speakers provide a critical element for students of all ethnicities, and especially underrepresented students, as they see successful professionals, also from underrepresented groups, talk about their industries professions, and the challenges and opportunities they and their colleagues face on a regular basis. The following are examples of the speakers hosted in the Gaylord College. (Guest speakers are addressed more fully in Question 12.)

- As part of his Presidential Dream Course “Journalism Under Siege” journalism professor John Schmeltzer brought in a duo in October 2017 to address the danger reporters face in Mexico. Oscar Cantu, the former publisher of Norte de Ciudad Juarez, and Courtney C. Radsch, a journalist, researcher, and free expression advocate, shared their expertise. From the event’s description: *“Since 1994, 41 journalists working in Mexico have been killed. Although 31 were covering crime stories, only 13 were covering corruption and the remainder were writing about politics. Since 1992, 1,253 journalists have been killed worldwide for doing their jobs. Guns and intimidation are the new tools of censorship.”*
- Dr. Meta Carstarphen’s Race, Gender and the Media class, JMC 4853, frequently hosts guest speakers for relevant social topics. Such speakers in recent semesters include: Dr. John Covaleskie, retired professor of Educational Leadership & Policy at the OU College of Education, who joined the class to lead a discussion about respectful LGBTQ+ terminology, the First Amendment, and why language choices matter; Dr. Mirelsie Velazquez, the Rainbolt Family Endowed Education Presidential Professor at OU’s Educational Leadership and Policy Studies, who discussed her work on issues pertaining to community involvement in Latina/o and African American communities, as well as access to higher education for underrepresented communities of color; and Dr. Karlos Hill, associate professor and chair of OU’s African and African American Studies Department, who discussed his work as a community-engaged scholar and historian of the history of lynching, racial violence and their legacies in the Black experience.

- With grant money secured by Gaylord's chapter of the National Association of Black Journalists and their advisor Dr. Melanie Wilderman, the group hosted award-winning, New York City-based filmmaker Tracey Anarella to screen her documentary "Not Black Enough" in April 2018 at the Gaylord College. During her three-day visit, Anarella spoke to a variety of Gaylord classes in Creative Media Production and Journalism and met with the NABJ group. Following a public screening of the documentary in the Gaylord auditorium, she engaged in a Q & A session about her film, which centered on the idea of what Blackness means, and who "makes the rules" for being "Black enough."
- As part of public relations assistant professor Dr. Jensen Moore's Presidential Dream Course, Sports PR and Marketing, she secured Dr. Cyndi Frisby, a nationally recognized authority on media portrayals of minorities, athletes, women and teens (and now a member of Gaylord's faculty). In April 2019, Frisby addressed Gaylord students about how media messages contribute to creating or maintaining stereotypes and biases against minorities, athletes, women and teens.

*Note: A full list of speakers from underrepresented communities and/or speakers discussing topics related to diversity and inclusivity is included in **Digital File 3.2 Complete List of Guest Speakers**. A yearly example list is included in Question 12.*

### **Gaylord's Co-Curricular/Community**

Our co-curricular activities and community outreach also foster efforts to understand issues concerning race, ethnicity and gender.

**Tulsa Race Massacre:** A public lecture series was a highlight of this Presidential Dream Course. Dr. Meta G. Carstarphen partnered with colleagues in the African and African American Studies and English Departments to look at what happened in 1921 to Tulsa's "Black Wall Street." The Tulsa Race Massacre was an interdisciplinary exploration of the facts of the massacre, the conditions in media and culture which led to it, and our contemporary engagement with that history. Team-taught by Carstarphen, Dr. Karlos Hill, Professor Rilla Askew, and Dr. John Stewart this course drew upon different yet complementary areas of expertise (African American Studies, Journalism, Creative Writing/Literary Studies, and Digital Humanities) to offer students an innovative, multi-perspective, and cross-disciplinary understanding of the Tulsa Race Massacre and its aftermath. Through lectures, readings, exploratory writing, in-class discussions, and guest speakers, the course helped students develop an appreciation for the centrality of the Black experience to Oklahoma history, culture, and media, come to understand the scope and impact of racism and racial violence in Oklahoma's story, and examine our collective and individual responses to the massacre as we live out its legacy one hundred years later.  
<https://www.ou.edu/dreamcourse/current-courses>

**Additional Dream Courses:** The Presidential Dream Course program was founded in 2004 by former University of Oklahoma President David L. Boren. This program enables faculty to bring scholars and world-renowned experts to campus to interact with OU students and give a public lecture to the local community. Presidential

Dream Courses are allocated up to \$20,000 to fund these guest speakers. Since the last accreditation cycle, Gaylord College faculty have led six Dream Courses. The courses function both as classes for our students and events open to the wider campus and community. All six of the Gaylord Dream Courses hosted one or more speakers from underrepresented communities who spoke about diversity or inclusivity-related issues: <https://www.ou.edu/dreamcourse/past-courses> These Dream Courses and the faculty who designed them include:

- Fall 2017, "Journalism Under Siege," John Schmeltzer, journalism
- Spring 2018, "Legends and Legacies: International Advertising," Debbie Yount, strategic communication
- Spring 2019, "Sports PR & Marketing," Jensen Moore, strategic communication
- Spring 2019, "Women in Media Leadership," Elanie Steyn, journalism
- Fall 2019, "The Listening Project," Julie Jones, journalism
- Spring 2021, "The Tulsa Race Massacre: 100 Years Later," Meta Carstarphen, strategic communication

**Routes TV:** Under the instruction of professors Kathy Johnson and Mike Boettcher, students in the Routes TV practicum have produced long-form TV programs (half hour to one hour) focusing on underrepresented communities: Oklahoma's Black Roots (fall 2015), LatinX: The New Face of Oklahoma (spring 2017), and Native in Oklahoma (spring 2021). They also produced numerous short-form stories on the aforementioned communities, as well as Asian-American and LGBTQ+ communities. Each show included people on campus and people in the wider community throughout Oklahoma. Routes TV has been committed to telling diverse stories since its inception 10 years ago and has strived to get voices from underserved communities in every program.

**"OU Nightly"** is produced nightly throughout the semester and broadcast on OUTV and on Cox Communication cable channels across Oklahoma. Students produce Spanish-language news briefs several times a week (depending on student availability) and this past semester did a once-weekly Russian language news brief.

**Gaylord Hall Productions:** In 2020, with funding sources from the Illinois Emergency Management Agency, the Illinois Department of Public Health, and the Illinois Broadcast Association, under the direction of CMP professor Scott Hodgson, students in the Gaylord Hall Productions class produced a regional PSA campaign "Break the Germ Cycle," a multimillion-dollar broadcast and social media COVID-19 safety campaign for the State of Illinois. The campaign produced English and Spanish versions in order to better inform and reach Spanish-speaking communities. The project received a 2021 Silver Telly Award.

**Digital Storytelling:** The OU Institute for the Study of Human Flourishing, in collaboration with the Gaylord College of Journalism and Mass Communication, received a \$29,800 grant from the Kirkpatrick Foundation to support "What is Home?" a digital storytelling project involving a diverse group of students from Norman High School and Clinton High School. On March 8, 2020, students from

Clinton and Norman High Schools visited Gaylord College. The project sought to enhance students' digital storytelling skills while cultivating the virtues of creativity, curiosity, open-mindedness, and perseverance. Students visiting Gaylord listened to presentations by Dean Ed Kelley, Dr. Nancy Snow, and Mike Boettcher. They were given a tour of Gaylord and were encouraged to consider careers in journalism and mass communication at OU. <https://www.ou.edu/flourish/news/archives/2020/ishf-awarded-kirkpatrick-grant-for--what-is-home--initiative>

**Trail of Tears:** A practicum, spotlighting the 180th anniversary of the Trail of Tears, gave students the opportunity to tell the state's Native American story in a way many Oklahomans have never seen. Using the resources of Gaylord News reporters in Washington, D.C., and led by Pulitzer Prize-winning professor John Schmeltzer, the project explored untold Native stories. The project was partially funded by a college Diversity Fellowship grant. The program partnered with the University of Central Oklahoma, Oklahoma Baptist University and Rose State College. <https://www.ou.edu/gaylord/exiled-to-indian-country>

**OU Food Pantry:** Since 2017, the OU Food Pantry has been honored to partner with Gaylord College through numerous drives and campaigns. Thanks to the work of the Gaylord Ambassadors, Gaylord College was one of the first colleges to organize a food drive for the pantry. The Gaylord Ambassadors created and filmed a commercial highlighting the food insecurity problem on campus and in the state of Oklahoma. PRSSA volunteered and worked with the pantry's outreach team in the spring semester of 2021. The pantry's staff have worked with students who work for OU Daily/OU Nightly for numerous stories highlighting the pantry's efforts on campus.

**UNFILTERED** is a community digital journalism project housed out of Gaylord College in partnership with KWTN News 9 and KOTV News on 6, created and led by professor John Schmeltzer. With Facebook as the main publishing platform for OU UNFILTERED, students spanning multiple semesters have focused on a variety of topics showcasing the voices and interests of underrepresented people and topics, including:

- multiple stories about Latino groups on campus during Hispanic Heritage Month in fall 2018
- the city of Norman's plans to move venues and increase support for LGBTQ Pride celebrations in spring 2019
- extensive coverage of racial justice rallies and discussion on campus following incidents of blackface on campus in spring 2019
- Day of the Dead celebration coverage in fall 2019
- DACA coverage in fall 2019.
- Content can be viewed at: <https://www.facebook.com/UnfilteredOUCovers>

## Partnerships

Gaylord College has also partnered with other organizations for projects to help enable the College to shape student experiences, impact the community, and increase opportunities for diversity and inclusiveness. These include:

**Native American Journalists Association:** NAJA serves and empowers Native journalists through programs and actions designed to enrich journalism and promote Native cultures, and is committed to increasing the representation of Native journalists in mainstream media. Since 2007, the University of Oklahoma has hosted the Native American Journalists Association at its campus. The local NAJA chapter, made up of students and a faculty advisor, has hosted programming.

Most recent events have included a 2019 lecture by award-winning writer Suzette Brewer, who specializes in several areas of federal Indian law, including the Indian Child Welfare Act, environmental issues on Indian reservations, the opioid crisis, and violence against Native women and children. The keynote focused on accurate reporting and minimizing harm when covering Native communities. This was preceded by Cheyenne and Arapaho TV producer and host Darren Brown's videography boot camp tutorial leading up to the evening lecture. The student chapter also sponsored a finals week study session in Gaylord College with hot drinks.

**Oklahoma Watch:** This nonprofit organization created in 2010 produces in-depth investigative journalism on important public-policy issues. Issues covered by Oklahoma Watch include immigration, female incarceration, education, criminal justice, mental health, addiction, and the uninsured. Many of the projects involve minority issues. A recent project told Coronavirus stories from diverse communities. <https://oklahomawatch.org/coronavirus-storytelling-project/> Another focus was on "invisible people." In a 2018 video series titled "The Invisibles," Oklahoma Watch profiled Oklahomans whose struggles in life often play out in quiet anonymity, overshadowed by other public dramas, and represent some of the larger social-welfare issues in the state. The series is made possible by a sponsorship from the Chickasaw Nation. <https://oklahomawatch.org/invisibles/> Oklahoma Watch was a resident in Gaylord College's Gaylord Hall until 2021. Gaylord still has space for Oklahoma Watch reporters who may want to use it. The dean serves on its board and is chair of the board's personnel committee. This relationship provides internships for students and professional collaboration opportunities for faculty.

**OU LGBTQ+ Aspiring Ally program:** Gaylord College continues to encourage its faculty and staff members to register for and participate in training to become a resource for OU's Sooner Ally program. In its 12th year of linking lesbian, gay, bisexual and transgender students with faculty, staff, and peers, this program, formerly known as the Sooner Ally program, is an LGBTQ+ cultural and awareness training that allows participants to focus on understanding LGBTQ+ concepts, issues, and ways to become an advocate to create an LGBTQ+-affirming campus. The training and awareness obtained through the program have positive impacts on academic advising, instruction and student attitudes toward the Gaylord College. Many Gaylord College faculty, staff and administrators are members of the Ally program and promote their status in their syllabi or with stickers/signage posted in their offices.

#### 4. Describe the unit's curricular instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.

Diverse issues on a global level are covered in all three of the Gaylord's core courses, Introduction to Media, Media Writing & Storytelling, and Media Law. Additionally, diversity at the global level is covered in 35/46 or 76 percent, of our required classes (including all five majors) and in 50/57, or 88 percent of our elective courses. Specifics relating to how global diversity is covered in Gaylord courses, which includes lecture, discussion, papers, guest speakers, and case studies, can be found in the **Curriculum Mapping Documents** accompanying Standard 2.

The following courses are representative of how Gaylord College demonstrates a commitment to educating students in international and global media topics across our five areas of study. These descriptions are taken from course syllabi and faculty statements.

- In professor Debbie Yount's Dream Course JMC 4303 **International Advertising**, in spring 2018, students heard from international advertising, public relations and marketing leaders who fought and won brand challenges in a wildly competitive global marketplace. One speaker was Susan Gianinno, chairman and CEO of Publicis Worldwide in North America. Susan leads Publicis Groupe's Partnership with the World Economic Forum as a member of the WEF Steering Committee on Shaping the Future of Education, Work and Gender Equality. Susan has also served as chairman of Publicis Academy. As chairman and CEO of Publicis USA from 2003-2018, Susan led Publicis' consistent growth and expansion in this important region, making it one of the most highly respected, top tier creative and digital agencies in North America.
- In Elanie Steyn's journalism sequence class, **Women in Media Leadership** JMC 4970, course content focuses on gender issues both international and domestic. From the syllabus: Women around the world are late to the leadership and management tables in media, still numbering only a handful in management positions in the major media of most countries. They are even fewer in number as we move up the ladder of decision-making power to positions of media leadership and ownership. Yet, they are instrumental in guiding media organizations through what are rapidly changing times through implementation of alternative approaches to organizational management, teamwork and interpersonal communication. Sensitivity to the diversity of our society is a professional value in the media as well as an important aspect of our study of women in media leadership. At many points in this course, we will explore the similarities and differences among women and other underrepresented groups when it comes to access to and success in positions of decision-making power.
- **Contemporary Problems in Advertising**, JMC 4333. From Adam Croom: The broad purpose of this course is to expose students to an in-depth examination of contemporary problems in advertising, centered mostly on institutional issues, social and cultural issues, legal and regulatory issues, economic issues and continuing ethical problems and issues. Specific topics include race, gender, politics, children, and stereotypes.

Students are encouraged to think critically and independently about the often-controversial relationship between advertising and society through reading reflections, term papers, oral presentations, and team-style debates.

- **In the Business of Professional Writing class**, JMC 4603, instructor Mel Odom covers the increasingly important topics of Ebooks sales and marketing, and how aspects are different across countries. Students who plan to sell work via Amazon.com must understand their work is available worldwide, and countries have different rules and regulations. Those who work with an agent (traditional publishing) will likely be working with agent partners in other countries as well, and students should understand varying rates for agent fees as well as regulations and policies that differ from the United States.
- Dr. Meta Carstarphen's **Race, Gender and the Media** class, JMC 4853, looks at the history and contemporary practices involved in the representation of all people in the media, both in the United States and internationally. It explores portrayals, employment, ownership and access issues in populations according to their gender and racial identities. Ideas are interpreted through fundamental concepts of media literacy, rhetorical approaches, and identity constructions.
- **JMC 3504 Introduction to Professional Writing**. The first unit of this class opens with a discussion of the impacts that popular fiction and nonfiction, often dismissed as mere entertainment, can have on world culture. Students are asked to choose a book that they consider world-changing and present a case for their choice to the class and instructor. Upon receiving approval for the book choice, they then review the book for the class and post their reviews to online review sites, so that they can join the cultural conversation about the work. This assignment is followed by a unit on grassroots opinion writing that culminates in an assignment to write a letter to the editor or op-ed on a topic of their choice.
- The course JMC 4563, **Category Fiction**, focuses on supplying students with an overview of the popular commercial-fiction genres in the current market and is designed to identify characteristics of various genres and to isolate successful techniques for use in students' own writing. Professor Deborah Chester, chooses 11 books per semester to showcase quality writing across genres, with attention to diversity concerning both American authors and international authors.
- **The Public Relations and Society** class, JMC 3453, centers on ethics and professionalism in public relations. Several segments of the class are dedicated to diverse issues, both domestic and international. From Dr. Xiaochen Angela Zhang: We talk about the use of PR/organization's participation in racial justice advocacy, and we also talk about how moral/cultural relativism leads to different standards of PR practices globally. There are readings and class discussions covering both of these topics, as well as a variety of international guest speakers on these topics and others.

## Study Abroad

Additionally, Gaylord faculty members add to students' global diversity knowledge through Study Abroad opportunities. Examples of these efforts are showcased below.

- The **British Media Studies Program** is a short-term study abroad experience exposing students to top management, account executives, and reporters/editors from organizations in London and Paris. The program began in 2005, led by associate professor Ralph Beliveau and now-retired dean and professor emeritus Joe Foote, continued yearly through 2019. Due to the pandemic, this opportunity was suspended in 2020 and 2021, but will return for 2022. Students visited media outlets such as the BBC, SkyNews, The Guardian, Bloomberg News, CNN Paris, and Al Jazeera on past trips. Strategic communication students have the opportunity to visit public relations and advertising agencies in the same cities such as Ogilvy PR-Paris, Edelman-London, and the British Advertising Standards Authority.
- **PR Campaigns** students in professor Katerina Tsetsura's class continue to work on a variety of international campaigns. Starting in 2013, Gaylord College students worked in groups on a project for the City Marketing and Tourism Department of Erfurt, Germany. The winning team traveled to Germany to present their work to Erfurt city officials. This travel abroad opportunity continued yearly through 2019 with students working with a variety of clients in Erfurt including the Memorial and Education Centre Andreasstraße (a former site of the Stasi prison in Eastern Germany), and the Alte Synagogue Museum (the oldest and the only Medieval synagogue structure that has survived in Germany). Travel was suspended in 2020 due to the pandemic, and the 2021 opportunity was virtual, but the plan is to resume travel in summer 2022.
- Offered in 2017 and 2018 by professor Meta Carstarphen, **Communicating Culture: Travel Writing** immersed students into the world of writing about distant places and different cultures. Students were exposed to some of the origins, contexts and foundations of contemporary forms of travel writing. Additionally, the course required students to explore Puerto Rico to understand its culture and how travel writers in a variety of genres communicate the complexity of other places and other people to their readers.
- **Gaylord in Arezzo:** Beginning in 2017, Gaylord offered a study abroad program to Arezzo, Italy, where students earned six credit hours through a four-week intensive program focusing on international storytelling, food writing and social media strategies based at the OU campus there. Due to the pandemic, the program was canceled in 2020, but it returned in summer 2021 with professors Ray Claxton and Adam Croom instructing two courses: Gaylord 360: Storytelling Without Walls and Food Writing and Social Media.
- **International Advertising students in South Korea:** Students in the International Advertising course have traveled to South Korea for agency visits and participation in the international advertising student competition, the Young Stars. Dr. Doyle Yoon established this 10-day summer program in August, beginning in 2016. Since then, with the exception of 2020, students have annually visited top agencies in

South Korea such as Cheil Communication (Samsung), HS Ad (LG), Innocean Worldwide (Hyundai/Kia), Publicis One Korea, TBWA Korea, and the international brands Starbuck Coffee Korea and Nike Korea. In the Young Stars international advertising competition, which includes students from 10 countries, two Gaylord students won the Silver Stars, the second prize in the competition, in 2016. In addition to the competition, students experienced the international advertising festival, consisting of presentations from world class creative directors from various countries, advertising exhibitions, digital technology experience, and the Ad:Tech conference.

**5. Describe efforts to establish and maintain a climate that is free of harassment and discrimination, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.**

Gaylord College has made headway in creating and maintaining a culturally diverse and friendly climate for its students, faculty and staff. First, we will review our policies, and then discuss our efforts to show we value diversity.

The College relies on the University of Oklahoma for policy direction regarding the creation of a climate that is free of harassment and discrimination, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity. OU policies are addressed in Standard 1, Question 8. As noted there, Gaylord College takes seriously any complaints and concerns. Attempts are made to listen carefully to initial complaints and concerns and to do so in a timely way. Discussion of complaints about faculty by students is primarily the responsibility of the associate dean if they cannot be resolved between the student and the faculty member, given that the associate dean has oversight over academic affairs. The associate dean also consults with the area head in the faculty's area as needed. Concerns about faculty expressed by other faculty would be discussed with the associate dean, the dean, or both. Concerns about staff would be discussed with the assistant or associate dean, the dean, or all.

Where appropriate, efforts are made to resolve differences through direct communication with and between the parties. If informal resolution is not possible or is not appropriate given the seriousness of the issue, the appropriate individual will initiate formal procedures.

**University Student Satisfaction Survey**

The OU Student Satisfaction Survey is administered annually to all students at the Norman campus. The survey aims to capture student satisfaction with services and resources that impact their daily experiences at OU, with the overall intent to develop and implement recommendations for continuous improvement.

We are able to identify Gaylord students and their experiences. Two questions are important here: Students' sense of belonging at OU and their experience with racial and ethnic diversity. According to university survey results, since 2016 about three-fourths of Gaylord students surveyed have been satisfied or very satisfied with their sense of belonging on campus. The percentage of students who were satisfied or very satisfied about their experience with racial/ethnic diversity has been closer to half, but it was higher in 2017 and 2018 than in 2016. Their satisfaction dropped in 2019, a year when there were three blackface incidents on or near campus.

**Students' Sense of Belonging at OU (either satisfied or very satisfied):**

- 2016: 82.86 percent
- 2017: 76.17 percent
- 2018: 76.14 percent
- 2019: 72.29 percent

**Students' Experience with Racial/Ethnic Diversity (either satisfied or very satisfied):**

- 2016: 49.29 percent
- 2017: 56.71 percent
- 2018: 53.20 percent
- 2019: 42.86 percent

**College Student Satisfaction Survey**

Results from the Gaylord College student satisfaction survey administered as part of our assessment plan show some similarities in yearly trends to the OU survey. Satisfaction with diversity among student populations and faculty was lower in fall 2019 and spring 2020 than the previous academic year. Because of our increased diversity in both students and faculty, we can only believe this has to do with what happened on campus in relation to racial issues. Our systematic response to these incidents is detailed below. Satisfaction in fall 2020 and spring 2021 increased from the low in spring 2020.

On a rating from 1 to 7, with 1 being Strongly Disagree and 7 being Strongly Agree, the means were:

**Good representation of women students**

- Fall 2018: 6.44
- Spring 2019: 6.57
- Fall 2019: 6.15
- Spring 2020: 5.87
- Fall 2020: 6.26
- Spring 2021: 6.05

**Mix of men and women in Gaylord faculty is good**

- Fall 2018: 5.41
- Spring 2019: 5.41
- Fall 2019: 5.00
- Spring 2020: 4.73
- Fall 2020: 5.06
- Spring 2021: 5.34

### **Good representation of minority students**

- Fall 2018: 5.41
- Spring 2019: 5.11
- Fall 2019: 4.83
- Spring 2020: 4.10
- Fall 2020: 4.80
- Spring 2021: 5.12

### **Mix of minorities and non-minorities in Gaylord Faculty is good**

- Fall 2018: 5.06
- Spring 2019: 4.92
- Fall 2019: 4.33
- Spring 2020: 3.79
- Fall 2020: 4.40
- Spring 2021: 4.79

### **Gaylord Response to Race-Related Incidents**

When incidents occur that threaten racial/ethnic diversity satisfaction, Gaylord responds quickly, for example: Following an incident of blackface on campus, on all electronic monitors around the building, we ran two diversity messages for a full week. This replaced all other messages.

We posted an image of Archbishop Desmond Tutu, a message and a quote: To be silent when others are expressing bigoted thoughts or acts makes one compliant. *“If you are neutral in situations of injustice, you have chosen the side of the oppressor.”* — Archbishop Desmond Tutu

Both Gaylord College and the University of Oklahoma have walked through trying times in relation to diversity, equity and inclusivity, along with racial insensitivity. In 2020, the campus and the College responded to incidents of racist language. When a professor in Gaylord and others elsewhere on campus used the N-word in class, Gaylord responded:

#### **Response, first 30 days:**

1. The same evening of the incident, Gaylord administration and Diversity Committee members crafted an announcement and letter by email to all Gaylord students with the names and contacts of the diversity committee, and posted this information in fliers around the building, so that students knew how to contact committee members.
  - See full message in section below, “diversity committee efforts to contribute to inclusive and transparent culture.”
2. Consulted with the new Vice President of Diversity, Equity and Inclusion, Dr. Belinda Hyppolite.

3. At the college's request, Hyppolite and Dean of Students Dr. David Surratt met with the capstone class where the slur was spoken.
4. We vowed to schedule Diversity Training with faculty and staff.
  - The "Unlearning Racism" session from the office of Diversity, Equity and Inclusion was held for faculty on Oct. 30, 2020, and for staff followed in November. (The trainings took place later than intended due to the pandemic.)
5. Same week, members of the Gaylord Diversity Committee and the deans met with undergraduate and graduate students individually and as groups. Recast the International Lounge on the third floor and created the affinity lounge and set out healthy snacks and water. We also set up wellness tables in the lobby with healthy snacks.
6. Devoted the lobby and hallway monitor screens to diversity messages, crafted by the Diversity Committee. (See full message in section below about Diversity Committee.)
7. Created the DEI Student-Dean lunch, where a group of student leaders from college student groups and affinity groups talked about diversity, equity and inclusion concerns.
8. Faculty and staff monitored at-risk students, offered conversations and supported student affinity groups.

## **Diversity Committee**

### **About the Diversity Committee.**

The Diversity Committee assists in carrying out the goals of the Diversity Plan. Currently the committee is made up of five fulltime faculty members, the assistant dean of students, one fulltime staff member and two student members.

Gaylord College faculty members are given semester updates regarding enrollment and demographic data for undergraduate students. The Diversity Committee reviews these findings on behalf of the College. The leadership team helps to keep the focus on diversity issues.

The committee will continue to review data and anecdotal evidence and report to the administration and to the faculty as needed. The committee works with the College's assistant dean to monitor demographic student data and identify areas of opportunity for gain. The current plan allows flexibility to adjust to changing demographics and changing social and political landscapes.

### **Diversity Committee Efforts to Contribute to Inclusive and Transparent Culture.**

- **Adding student representatives on committee.** Beginning in 2017, the Diversity Committee started soliciting student members in order to gain perspective from representatives of the student body and to foster transparency and openness between students and faculty/staff on matters of diversity and inclusion. Since that time, the committee has included one or two student representatives yearly.

- **Revising College Diversity Plan.** The committee has led the effort for revisions to the Diversity Plan, both in 2015 and 2019, in a transparent and open manner with the full faculty. Revisions were presented numerous times in faculty meetings, rigorous discussion took place, and the final versions were voted on and approved by the faculty.
- **Active role in speaking out against racist behavior:** The Gaylord Diversity Committee has spoken out multiple times against racism and bigotry, especially when these injustices happened on campus, in our city, or during broader-reaching issues that impact our student body, through official public statements condemning instances of racist or bigoted behaviors. For example, after an instance of blackface on campus, the committee released the following statement which appeared on the Gaylord website, the digital display screens in our building, on the building's news ticker and shared via the College's various social media accounts:
  - *"We at Gaylord College strongly condemn the recent racist activity at the University of Oklahoma. Use of blackface is a practice meant to mock, disparage and stereotype Black people and culture. We stand firm against bigotry of all kinds. Our commitment here at Gaylord to welcome, educate and include across all boundaries remains unshaken. We remain devoted to the ideal that our strength lies in our diversity. Gaylord College encourages students, faculty and staff to use their voices, talents and resources to stand against discrimination of any kind. If you need help, please reach out to Assistant Dean Yvette Walker at (405) 325-5684."*
  - We have repeated variations of this statement when needed in order to let our students know we support them and are here for them, as well as to let the community know that Gaylord College is an ally to underrepresented peoples and their challenges.
  - Additionally, we have not shied away from facing racist or racially insensitive incidents within our own College. In early 2020, a Gaylord faculty member used the full "n-word" in a class discussion about stereotypes. Students in the class were shocked, angry or hurt. The College's student NABJ chapter quickly organized a public forum "Words. Voices. Action. A campus-wide open forum" as a way to allow the OU community to discuss the situation and share their feelings in a safe space. The Gaylord Diversity Committee supported NABJ's efforts.
- The Diversity Committee and College leadership team worked in tandem and released the following message via email to all our students, posted the message on our digital displays in the building, and shared the message via social media:

*Dear Gaylord students,*

*By his own admission, a Gaylord professor made “an inexcusable mistake” in class today with his choice of a word that has a historically racist context. It is a word that is hurtful and divides us.*

*Words matter. And so do you.*

*We have all been deeply impacted by this. We seek for you as students to be whole and have a safe environment in which to learn and thrive.*

*We are working to address this now and in the future.*

*We are here to listen and support you. Please reach out to someone you trust.*

The message was followed by contact information for all members of the Diversity Committee.

### **Student-owned culture**

Recently, non-affinity groups within the college have created committees to discuss diversity issues:

- Gaylord Ambassadors
- Public Relations Student Society of America
- Ad Club
- Society of Professional Journalists

### **Gaylord DEI Book Clubs**

**“White Fragility”:** CMP associate professor Ralph Beliveau led a group of 10 faculty, staff and graduate students to read and discuss the book by David Grann in spring 2019 between April 4 and May 8. Dean Kelley paid for the books.

**“Killers of the Flower Moon”:** Inspired by the campus-wide DEI department, which bought books to give out, Gaylord College started its own book club for several weeks in fall 2019 with 10 faculty, staff and graduate students. They met regularly to read the book by Robin DiAngelo and hold discussions about it. Faculty member Julie Jones led this effort.

**“How to be an Anti-Racist”:** CMP associate professor Ralph Beliveau again led a small group of faculty and staff in reading the book by Ibram X. Kendi on June 16 and June 23, 2020.

### **Faculty survey on college climate**

The leadership of the college is piloting a survey of faculty on climate related to diversity, equity and inclusion this fall and will be following up with faculty on the results, as well as doing a similar survey for staff to be announced in late September.

6. Describe the unit's efforts to recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.

Gaylord College has made incremental gains in diversifying its student body since the last re-accreditation cycle. In the last cycle, 2013-14, the College's student body was 69 percent Caucasian, and now it is 65.9 percent Caucasian. Underrepresented populations increased from 25 percent to 31.2 percent. Most notable, we have seen an increase in our Hispanic student population from 9 to 10.9 percent.

Students selecting the "two or more races" category increased from 5 percent to 11.1 percent since the last cycle. Due to changes to the 2000 and 2010 Census that have allowed people to identify as multiracial and/or select more than one race, we have seen this increase in our student population in the categories of "two or more races," which accounts for some of the decreases in certain demographics, primarily Black and Native American.

The college engages in a variety of activities and initiatives to recruit a diverse student body. Descriptions of the four most concerted efforts follow.

**Oklahoma Institute for Diversity in Journalism**

Since 2004, Gaylord has hosted the Oklahoma Institute for Diversity in Journalism, an intensive weeklong summer camp for high schoolers from underrepresented populations, as a mechanism to introduce students to Gaylord College and the university as a whole. Funded with grants so there are no out-of-pocket expenses, students spend a week on campus staying in the dorms, exploring campus and most importantly, experiencing a newsroom setting and creating their own media content. Students historically produced the Red Dirt Journal newspaper and a broadcast news magazine. Effective with the 2014 edition of the institute, the publication is now completely converged and online at [OIDJ.org](http://OIDJ.org) and incorporates a variety of digital storytelling tools.

Concerning the participants, OIDJ directors seek and give priority to students of color and those representing marginalized groups, and we also hire a diverse staff of college students, faculty members and journalism professionals to serve as mentors and teachers for the week. We recruit for this program both in and out of state. With an attendance averaging about 16 students per summer, we frequently see students who have been part of this program go on to become Gaylord majors and student leaders. In its 17 years, OIDJ has worked with more than 270 students representing a range of religions, ethnicities, sexual orientation, and socioeconomic categories. The Ethics and Excellence in Journalism Foundation, the Dow Jones Newspaper Fund, The Oklahoman, The Tulsa World, Oklahoma Living magazine, The Norman Transcript, and Oklahoma City TV stations KOCO, KFOR and News 9 have supported the OIDJ program with professionals, operational grants and in-kind donations.

## **Oklahoma Scholastic Media**

Gaylord College houses Oklahoma Scholastic Media, the oldest continuous organization serving scholastic journalism publications. Started in 1916, OSM's mission is to advocate for and provide education, training and assistance to scholastic media advisors and students across Oklahoma. Associate Professor of Journalism Melanie Wilderman has directed OSM since 2013 and summarized specific diversity and inclusivity efforts: As part of Oklahoma Scholastic Media's fall and spring scholastic journalism conference and contests, which bring 400-700 middle school and high school students, along with their teachers, to campus per semester, we offer several sessions per event that focus on issues of diversity and inclusivity as related to journalistic publications and the media in general. Recent (since 2016) examples of these sessions include: (Mis)representation in the Media, Issues of Media Coverage and Diversity, Exiled to Indian Territory—a Collaborative Project, Diversity in Media, Reporting on Indian Country, and It's not Just Black & White: How to Tell Everyone's Stories.

Also, as part of OSM conferences, we offer tours of Gaylord College and informational sessions on the college and OU's student media productions throughout the day and make efforts for college student leaders from our minority student organizations to be part of these tours and sessions. Additionally, OSM has actively worked to recruit new school members from areas in Oklahoma with higher percentages of Black, Hispanic and Native American students; recent schools that have joined due to these efforts include Frederick A. Douglass High School, Oklahoma Centennial Mid-High School, Carl Albert High School, Del City High School, Seminole High School and Tahlequah High School.

## **Journalism Education Association and National Scholastic Press Association**

Starting in 2018, Gaylord College began taking part in the large-scale college recruitment fair that is part of the Journalism Education Association and National Scholastic Press Association joint conferences. First in Chicago in 2018 and then in Washington, D.C., in 2019, Gaylord professors and students traveled to these conventions, which host an average of 4,000 scholastic media students. Because it is important for high school students to see themselves reflected at the university they are considering attending, we make sure to include college student leaders from our minority student organizations to be part of this recruitment effort and encourage them to share their work and experiences with the younger students. Due to the pandemic, the fall 2020 and spring 2021 JEA/NSPA were virtual, but the college plans to continue this recruitment strategy at future in-person conferences.

## **Community Inclusivity Coordinator**

And finally, in 2015, the college hired Dorion Billups as the Community Inclusivity Coordinator in an effort to perform DEI and recruiting work at Gaylord College. He is now the director of Diversity Enrichment at OU, but while at Gaylord, he created a foundation that we continue to use and improve on today. Through Dorion's work, Gaylord created and supported more opportunities to students from our minority populations, specifically through our minority student organizations chapters (National Association of Hispanic Journalists, Native American Journalism Association and National Association of Black Journalists), as well as increasing the representation of minority students within the Gaylord Ambassadors. Although the college could not directly replace Dorion in this position because of university

budget cuts, the work he started and that the college continues has helped directly and indirectly recruit a more diverse student base. Some examples:

- Brought Gaylord to more college fairs
- Hosted more recruiting events in the building
- Advanced the college's DEI climate by bringing in speakers
  - For example, brought in acclaimed speaker Jose Antonio Vargas to talk about the undocumented population
- Fostered improvement of student representation within Gaylord Ambassadors—the student leaders who are the “faces of Gaylord.” In 2015, only two of 24, or 8 percent, of the Ambassadors were nonwhite. Currently, in 2021, the Ambassadors, now with 33 members, are 33 percent nonwhite. Women make up 75 percent of this group, and four of the 33 are international students.
- Reinvented JayMac, our alumni organization, in an effort to diversify the leadership, especially with women and younger alumni.

Additionally, Gaylord College continues to actively participate in University of Oklahoma minority recruitment events like Sooner Saturday, Native American Visitation Day, Sooner Transfer Days, and the OU Major Minor Fair. Each of these opportunities provides the Gaylord College with the opportunity to attract students from diverse communities.

Gaylord College, while utilizing the central Office of Admission and Recruitment's services and function on the University of Oklahoma campus, continues to work with administration to target underrepresented students for its majors (reaching out directly to area high schools with high underrepresented populations, as well as area community colleges). We partner closely with the Diversity Enrichment Program at OAR, which identifies, recruits and assists prospective undergraduate underrepresented students.

The college also engages in a variety of activities and initiatives to retain the underrepresented members of our student body. These efforts include:

### **Minority Student Organizations.**

Underrepresented students have had a wide range of opportunities for involvement through the College. The College sponsors active student chapters of the National Association of Black Journalists, the National Association of Hispanic Journalists, and the Native American Journalists Association. New since the last cycle, Gaylord College has established a student chapter of the Association for Women in Sports Media.

**Asian American Journalists Association:** Several attempts have been made to establish an active chapter of the Asian American Journalists Association, and two faculty members have met with students at different times since 2019 to get this going. The pandemic interrupted the progress, but efforts continue. Additionally, within the past year, several students and a faculty sponsor have discussed starting a chapter of the Association of LGBTQ Journalists; this is now in progress, and we expect to have an official chapter in the 2021-22 academic year.

**NAHJ, NAJA and NABJ** have initiated and hosted an impressive number and variety of diverse speakers, many of these events open to all of Gaylord, or the campus as a whole, which can be found on the master list of diverse and underrepresented speakers in **Digital File 3.2 Complete List of Guest Speakers**.

**Gaylord Ambassadors D&I Committee:** Beginning in 2020, the Gaylord Ambassadors established a diversity and inclusivity committee within their organization. In the short time this committee has been active, it has hosted an impressive number of town hall meetings for students to discuss sensitive topics relating to issues of diversity and inclusivity, as well as organized and hosted events bringing in diverse speakers on timely topics dealing with race, culture and inclusivity. Specific examples of these events can be found on the list of diverse and underrepresented speakers in **Digital File 3.2 Complete List of Guest Speakers**.

**Native American Journalists Association:** NAJA serves and empowers Native journalists through programs and actions designed to enrich journalism and promote Native cultures and is committed to increasing the representation of Native journalists in mainstream media. Since 2007, the University of Oklahoma has hosted the Native American Journalists Association at its campus. The local NAJA chapter, made up of students and a faculty advisor, has hosted programming. Most recent events have included a 2019 lecture by award-winning writer Suzette Brewer, who specializes in several areas of federal Indian law, including the Indian Child Welfare Act, environmental issues on Indian reservations, the opioid crisis, and violence against Native women and children. The keynote focused on accurate reporting and minimizing harm when covering Native communities. This was preceded by Cheyenne and Arapaho TV producer and host Darren Brown's videography boot camp tutorial leading up to the evening lecture. The student chapter also sponsored a finals week study session in Gaylord College with hot drinks.

### **Hosting Diverse Organizations.**

The college has sponsored a variety of workshops and events for underrepresented groups hosted in our building, including the OU Black Student Association Welcome Black Weekend, the Women's Outreach Center, the Minority Women's Conference, the McLaurin & Lewis Leadership Weekend, and the Black Student Engineers.

7. Units in which admission is selective or varies from general university admission requirements should describe considerations given to the effects of selective requirements on minority enrollment.

The University of Oklahoma controls and operates the admission of students. Students are able to apply for admission to Gaylord College upon completion of the following:

- 24 hours of lower division course work completed (or in the case of transfer students with 24 or more hours)
- 2.75 GPA
- JMC 1013 Intro to Media Completed
- Gaylord College's 2.75 GPA requirement makes this element of admission selective.

Efforts are made to support all students to enable them to perform to the best of their abilities. College personnel work with University College (a student's initial home College while a freshman at OU), the Honors College, Financial Aid, Henderson Scholars Program, Diversity Enrichment Programs, and Student Affairs to ensure that all students (including underrepresented students) are aware of the entry requirements and the various support resources available to all students.

8. Assess the unit's effectiveness in retaining minority students from first enrollment through graduation. Describe any special program developed by and/or used by the unit in the retention of minority students. Note the role of advising in this process.

Gaylord College retains minority students and the overall student population at favorable rates. We see good news when comparing 2018-2019 minority students to the college as a whole. In the **10-Year Retention Rates for Undergraduate Student cohorts at Gaylord College**, first-year minority student retention slightly outpaces all students, at 96.8 compared to the overall student percentage of 96.3. And in years 2016-2017 and 2017-2018, our retention was 100 percent. (Minority includes Black or African American; American Indian or Alaska Native; Asian; Hispanic; Native Hawaiian or Other Pacific Islander; Multi-Race.)

Gaylord College retains overall students to graduation in 6 years (including underrepresented students) significantly above the University of Oklahoma average. The charts below show retention rates for OU-Norman Campus degree-granting colleges from the most recent period for which data is available (Fall 2018 to Fall 2019) and a 6-Year Graduation rate. In addition, the second chart shows rates for the last 10 years.

Gaylord College's 6-year graduation rate at 84.9 percent is 12.8 percentage points higher than the overall OU average graduation rate of 72.1 percent. When Gaylord College's graduation rate is compared to the other OU degree granting colleges, we have the second highest graduation rate. Only the Price College of Business has a higher 6-year graduation rate.

Gaylord's one-year retention rate also compares favorably to other similar-sized colleges and outperforms the university. The **Retention Rates for Undergraduate Student Cohorts Chart** shows Gaylord's rate for this period (96.3 percent) compared to the OU average of 88.2 percent.

As discussed in Standard 6, Question 6, four-year graduation rates in the College have consistently been about 20 percentage points higher than the overall OU rate, back to the 2011 cohort year. The long-term trend has been upward, with the highest graduation rates in the two most recent reporting years.

The College's four-year graduation rate for minority students averaged 63.8 percent for the most recent five years, compared with 67.6 percent for students overall. The minority student rate was higher than the overall rate in the most recent year, 2016 (73.8 vs. 71.4). The College's six-year graduation rate for minority students averaged 79.0 percent for the most recent five years, compared with 82.6 percent for students overall.

Partnering with the University's University College, Gaylord College nurtures and supports its students with an outstanding and award-winning first-year experience program. A student's time spent in the New Sooner program, called Camp Crimson, and other welcoming activities help integrate them into the University and find their niches.

Every summer, advisors work to meet with new students to help them figure out their schedules and also guide them through extracurricular decisions, such as clubs and councils they may want to join on campus.

After the fall semester, the university launches a call campaign for students who appear to be a retention risk. Gaylord advisors and leadership staff participates in the call campaign,

Additionally, Gaylord College supports and encourages students through various student groups such as the National Association of Black Journalists, Native American Journalists Association and National Association of Hispanic Journalists. The University's Sooner Ally program, a program started in 2009, links lesbian, gay, bisexual and transgender students with faculty, staff members and fellow students who have been trained to better understand the LGBTQ community's unique needs. A significant number of Gaylord College faculty and staff members are trained as Sooner Allies. These groups serve as a focal point for students seeking support and encouragement from other underrepresented students, faculty, and staff members.

<b>Retention Rates for Undergraduate Student Cohorts</b>	2018-19 Students at 30 hours	2018-19 Retention Rates	2008-2014 6-Year Grad. Rates
Arts & Sciences	1,169	94.8%	81.7%
Atmospheric & Geographic Sciences	77	97.4%	75.8%
Architecture	89	96.6%	84.4%
Business	732	96.2%	85.6%
Education	90	90.0%	80.4%
International Studies	48	97.9%	83.0%
Engineering	567	96.7%	79.4%
Fine Arts	176	95.4%	81.4%
Earth & Energy	40	97.5%	79.8%
<b>Gaylord College</b>	<b>295</b>	<b>96.3%</b>	<b>84.9%</b>
<b>OU Averages</b>		<b>88.2%</b>	<b>72.1%</b>

## 10-Year Retention Rates for Undergraduate Student Cohorts at Gaylord College

**Retention of First-Time Full-Time Degree-Seeking Students in JMC  
With Majors as of 30 OU Credits Hours Earned**

	Cohort	N	ACT_SAT Mean	First Year	Second Year	Four Year	Six Year
				Retention %	Retention %	Graduation %	Graduation %
<b>JMC Total</b>	<b>200810</b>	248	25.1	90.7	83.9	52.0	76.2
	<b>200910</b>	257	25.1	96.5	91.4	57.6	81.7
	<b>201010</b>	239	25.4	95.0	88.7	56.1	81.2
	<b>201110</b>	256	25.1	96.1	92.6	62.5	84.0
	<b>201210</b>	238	24.7	96.6	89.1	62.2	81.1
	<b>201310</b>	228	25.4	94.3	88.6	67.5	82.0
	<b>201410</b>	179	25.8	95.5	92.2	67.0	84.9
	<b>201510</b>	219	26.2	96.3	92.7	69.9	
	<b>201610</b>	231	26.5	98.3	95.2	71.4	
	<b>201710</b>	295	26.3	97.3	91.2		
	<b>201810</b>	295	26.1	96.3	91.5		
<b>JMC Minority*</b>	<b>200810</b>	44	23.5	95.5	86.4	31.8	70.5
	<b>200910</b>	45	23.8	97.8	95.6	46.7	75.6
	<b>201010</b>	64	24.2	92.2	84.4	45.3	76.6
	<b>201110</b>	63	24.0	96.8	95.2	49.2	79.4
	<b>201210</b>	61	23.5	96.7	93.4	60.7	88.5
	<b>201310</b>	64	25.0	96.9	85.9	60.9	79.7
	<b>201410</b>	41	25.3	90.2	87.8	56.1	70.7
	<b>201510</b>	49	25.4	93.9	89.8	67.3	
	<b>201610</b>	65	25.9	100.0	98.5	73.8	
	<b>201710</b>	80	25.6	100.0	93.8		
	<b>201810</b>	94	25.8	96.8	88.3		

Source: Institutional Research and Reporting

## Academic Advising

The academic advisors encourage all students, and especially students from underrepresented populations, to plug in and engage in student clubs and programming. We believe this is an important method to create a culture for them to thrive. The advising office also hosts the twice annual student involvement fair, which encourages students to check out involvement opportunities in a fun, fair-like atmosphere.

## 9. Describe the unit's efforts to recruit women and minority faculty and professional staff (See Table 7, "Full-time Faculty Recruitment").

Gaylord College has engaged in increased efforts to recruit and hire individuals from underrepresented groups since the last accreditation review. For faculty searches, additional care has been taken to advertise and share positions in a variety of ways to increase the potential for minority applicants. Position descriptions have been shared through various networks and groups that help to foster a diverse pool, such as online groups or listservs for the AEJMC Commission on the Status of Women and the Minorities and Communication Division. Additionally, we have taken out ads for our open positions that are targeted to diverse candidate pools and designed to provide a boost in diverse applicants, such as an option for the Chronicle of Higher Education online that has distributed a number of our positions to multiple diversity-related sites.

As part of the 2015 revision of the College's Diversity Plan, a member of the Diversity Committee now sits on every search committee as an additional measure to ensure our recruitment, search, and interviewing processes include meaningful efforts as related to women and minority candidates. This requirement has been implemented in searches each year since 2015-16. Faculty members who have filled this role on various search committees include Ralph Beliveau, Mary Anna Evans, Jensen Moore and Melanie Wilderman.

Our commitment to increasing diversity in our faculty has led to several search committees for faculty positions going through multiple rounds of the process until a significantly diverse pool was established. For a recent (in the last three years) open CMP and a journalism position, the search committees chose to go through a second cycle of advertising and taking applications due to a lack of diverse candidates in the original pools. Both of these searches then ended with diverse hires.

In professional staff hiring, the assistant dean for student affairs reviews the applicant pools for diversity, works to ensure a diverse pool in the interviewing stage, and encourages staff involved in searches to consider diversity as a top priority. Most recently we had an advising position open that ended with a diverse hire.

Since the previous accreditation cycle, our improved efforts at recruiting women and minority candidates to fulltime faculty and professional staff positions have resulted in hiring:

- **Faculty:** three Black women, two Asian women, one Asian man (with another starting fall 2021), one Black man, one multiracial woman and one Native American woman (starting spring 2022).
- **Staff:** One Black woman, one Asian woman and one Spanish-speaking Hispanic woman

Despite our best efforts, a valued member of the faculty (a Black female assistant professor in Creative Media Production), hired for fall 2020, left in 2021 because of job opportunities for both her and her spouse, and circumstances related to family and the pandemic.

## 10. Describe the unit's efforts to provide an environment that supports the retention, progress and success of women and minority faculty and professional staff.

The college has provided an environment of support in a number of ways.

- An annual **Diversity Award** recognizes a faculty member who has led with innovative diversity efforts in the classroom and beyond. This initiative began in fall 2016 as part of the college diversity plan revised in 2015. Two women, one of them African American, and one Asian man have received these awards. The 2020 award was delayed due to COVID and will be awarded at the college's Evening of Celebration this fall.
- The Faculty Development Committee has continued regular calls for **Gaylord Faculty Enrichment Grants** (described in Standard 5, Question 6), and the associate dean has approved recommendations of the committee for funding for research and conference attendance. In 2020-21, the committee of five members was composed of three minorities (one Asian man, one Asian woman, one African American woman and one international woman). Since 2015, a total of 23 grants of up to \$3,000 have been awarded to 10 female or minority faculty members. This funding supplements research and creative activity conference travel that the associate dean approves through the regular college budget. Along with grants awarded by the committee, college administration routinely commits to provide grant funding for the first three years of appointment as part of hiring packages for faculty. Since 2015, recipients of this funding have included seven female or minority faculty members.
- In addition, **bursaries connected with chairs and professorships** funded by college endowments provide substantial additional support to some faculty for research, creative and professional activity. Six of the 13 chairs and professorships currently occupied in the college are held by women or minority faculty members.
- **Internal funding programs** at the university level have supplemented this college-level support. Several of our women and minority faculty members have received university grants for research, international travel, and special courses.
- In addition, one female Gaylord faculty member (Jennifer Barnes), jointly appointed with Psychology, received a **Presidential Professorship** in 2019 after being nominated by Gaylord and the Psychology Department.
- Since the last self-study, **three women in the college have been promoted to associate professor**: Barnes in Professional Writing, 2018; Melanie Wilderman in Journalism, 2019; and Mary Anna Evans, 2021. In addition, Debbie Yount, previously at instructor rank in Advertising, was hired into an endowed chair position in 2017 after a national search and promoted to associate professor with tenure.

In summer 2021, Journalism associate professor Elanie Steyn was promoted from area

head for Journalism to associate dean for academic affairs, replacing a male who held the role. The current leadership team eight people (deans, area heads, graduate director) includes four women, two of them African American. The team includes Yvette Walker, an African American woman who has served as assistant dean for student affairs since 2015. Walker, who also teaches, is appointed in a professional staff position. Under her leadership, Kathy Sawyer, another professional staff member who is a longtime undergraduate advisor in Gaylord, was promoted to a director role overseeing all undergraduate advising in the college. Sawyer has also taught a course in the college as an adjunct.

- A **mentoring program** aimed at all junior faculty pairs junior with senior professors – or, in some cases, with the associate dean – to help answer questions about teaching, research, and service issues. Since the last self-study, five current women and minority faculty members have had senior faculty mentors while assistant professors. The assistant dean, working with a mostly female staff in the Student Services Center, has made efforts to provide a positive, supportive, student-centered and high- achieving environment. These staff members have been supported, promoted and nominated for recognition through the years. As mentioned above, Kathy Sawyer moved from an assistant position to director of student services. She won the Provost’s Outstanding Academic Advising Administrative Award across the Norman campus in 2017. She also has been nominated for Regents Superior Staff in 2016 and Leadership Council in 2019.
- Another advisor, **Jodie Bellomy**, came to Gaylord as a floating temp worker, but was promoted to permanent Gaylord advisor. She was nominated for the Provost’s Outstanding Advisor Award in 2018.

**11. If the unit hires adjunct or part-time faculty members, describe the unit's effort to hire minority and female professionals into these positions (as enumerated in Table 8, "Part-time/Adjunct Faculty Recruitment") and list those who are minority and female professionals.**

As outlined in Standard 4, Question 2, the kinds of formal searches conducted for full-time faculty are not done for adjuncts, but area heads have worked a strong and expanding professional network in their hiring, leading to an increase in adjunct diversity. The area heads, who have primary responsibility for adjunct hiring, have found a strong group of adjuncts from a variety of sources including recruitment of alumni, primarily in the Norman/Oklahoma City area, sometimes in positions at the university, but also in major media markets elsewhere, including New York, Los Angeles and Las Vegas; recommendations of alumni and other professionals in their fields; and alumni and other professionals in the area who contact the college with an interest in teaching. This effort has helped the college broaden our candidate pool and increased the likelihood of finding diverse candidates for part-time faculty. Qualified staff members in the college, including the assistant dean for student affairs and the director of undergraduate advising, have also served as adjunct faculty.

The last site team report noted that opportunities existed in adjunct hiring "to broaden the pool and bring greater diversity to the overall faculty, in terms of race, ethnicity, and gender." The breadth of the network of professional connections that the area heads have been able to utilize has led to an increase in diversity in the college's adjunct faculty ranks from academic year 2013-14 to 2020-21. The percentage of female adjunct faculty rose from 21 percent to 42 percent, and minority adjunct faculty increased from 5 percent to 17 percent.

<b>Minority &amp; Female Adjuncts (F2020-SP2021)</b>		
<b>Name</b>	<b>Race/Ethnicity</b>	<b>Gender</b>
Sherry Kast	Native American	Female
Seth Prince	Native American	Male
Kevin Kemper	Native American	Male
Leo Wong	Asian	Male
Franco Sui Yuan	Asian	Male
Jarena Lunsford	Black/African American	Female
Yvette Walker	Black/African American	Female
SM Imran Palash	International	Male
Heather Howard	Multiracial	Female
Kimberly Burk	White	Female
Pamela Campbell	White	Female
Leslie Cermak	White	Female
Kenna Griffin	White	Female
Tiffany Haendel	White	Female
Kim Hough	White	Female
Kathy Sawyer	White	Female
Kayte Spillman	White	Female
Brooke Withrow	White	Female
Janelle Bevan	White	Female
MaryAnn Martin	White	Female
Barbara Merckx	White	Female
Madison Penix	White	Female
Emily Smart	White	Female
Annie Smith	White	Female
Robin Stowers	White	Female
<b>Additional Adjuncts Fall 2021</b>		
Aguilar, Michael	Hispanic	Male
Caballero, Ashley	Hispanic	Female
Perez, Loarre A.	International	Female
Tapia, Margarita	Multiracial	Female
Williams, Traci	Black/African American	Female
Koontz Bergman, Katy	White	Female
Moore, Pattye	White	Female

12. Provide examples of professionals, visiting professors, and other guest speakers invited or sponsored by the unit during the past three years whose background or expertise served to introduce students to diverse perspectives. (Five examples a year are sufficient and those examples should include the name, title, subject area/expertise, race, gender of speakers to provide context. The unit has the option of providing a complete list in a separate digital file.)

The following table showcases five examples per year from the past three academic years of diverse speakers and topics. A complete list of such events since the last cycle is provided in **Digital File 3.2 Complete List of Guest Speakers**.

Underrepresented Speakers/Diverse Topic Events 2018-2021					
Date	Event name & type	Event description: content & subject area	Speaker(s) name, title/expertise	Speaker(s) demographics	Event host
2018, Sept.	Telling All Stories: How Narratives Shape Us, free lecture & dinner open to Gaylord students, faculty and staff	Current journalism professor and former multimedia reporter will discuss journalism ethics, immigration and border issues, the U.S. Latino experience, as well as her reporting work with the New York Times, Los Angeles Times, and Washington Post.	Macarena Hernandez, Fred Hartman Distinguished Professor of Journalism, Baylor University & former multimedia reporter	Hispanic woman	Gaylord College & Headington Hall
2019, Feb.	"The Indian Child Welfare Act: Accurate Reporting & Minimizing Harm in Native Communities," keynote address in Gaylord open to campus and community	Award-winning writer specializing in several areas of federal Indian law, including the Indian Child Welfare Act, environmental issues on Indian reservations, the opioid crisis, and violence against Native women and children. Keynote followed by videography tutorial led by NAJA member	Suzette Brewer, Award-winning novelist and reporter. She has written for The Dallas Morning News, The Denver Post, the Denver Business Journal, among others.	Native American woman--Cherokee	Julie Jones & NAJA chapter
2019, April	Presidential Dream Course: Sports Promotion	Cyone Batiste joined the Championship Hosting Division of Atlanta Sports Council in 2016, where she is working a three-year span of major sporting events including the 2018 College Football Playoff National Championship, Super Bowl LIII and the 2020 NCAA Men's Final Four.	Cyone Batiste, assistant director of communications, Atlanta Super Bowl Host Committee	Black woman	Jensen Moore

2019, April	Panel: “How to Drive Away Hate Speech and Bring Back Civility to Public Discourse,” public forum in Gaylord auditorium	Panel following a racist incident on the OU campus, hosted in the Gaylord Auditorium. The panel’s goal is to provide vital discussion on relevant social issues that relate to the dissemination of information and its influence on our culture.	Mike Boettcher, OU journalism professor & former CNN & NBC reporter (moderator); David Surratt, OU VP Student Affairs & Dean of Students; Breea Clark, city of Norman mayor-elect & director, OU JC Penney Leadership Center; Keith Gaddie, OU professor; and Britney Gilmore, OU Communication PhD candidate	white man, Black man, white woman, white man, Black woman	Mike Boettcher
2019, Aug.	Presidential Dream Course: The Listening Project--“Saying Yes! Listening Lessons from the World of Improv”	Carrizales is a respected Oklahoma City actor, singer, improviser and director. Currently, she is the artistic director of OKC Improv as well as founder and artistic director of The City Cabaret OKC. Cristela regularly teaches improv through classes and corporate workshops and will be teaching us how to say YES instead of BUT in conversations.	Cristela Carrizales, artistic director, OKC Improv	Hispanic woman	Julie Jones
2019, Sept.	Presidential Dream Course: The Listening Project--“Resolute: The Clara Luper Legacy.”	Three speakers came together to inform on Clara Luper’s six-year journey of civil disobedience protests to challenge prejudicial policy in Oklahoma: Marilyn Luper Hildreth, daughter of Clara Luper, who was on the vanguard of the nonviolent civil disobedience protests of the 1950s and 1960s; Joyce Henderson, whose early work with the NAACP was helped by her relationship with her former teacher (Clara Luper); and Stan Evans, who energized the entire state on human rights awareness and sought recognition for those important to the movement.	Marilyn Luper Hildreth, daughter of Clara Luper; Joyce Henderson, formerly of the NAACP & Stan Evans, assistant dean, University of Oklahoma’s College of Law and previous chairman of the Oklahoma Human Rights Commission	Black woman, Black woman, Black man	Julie Jones
2019, Oct.	On the Border and Beyond: Reporting on Immigration.”	The OU chapter of the Society of Professional Journalists hosted guest speaker Dianne Solis, who covers immigration and social justice for the Dallas Morning News.	Dianne Solis, Reporter, Dallas Morning News	Hispanic woman	SPJ, Yvette Walker

2019, Nov.	Presidential Dream Course: The Listening Project-- "Reporting from This Land."	Rebecca Nagle is an award-winning advocate and writer focused on advancing Native rights and ending violence against Native women. Nagle is a citizen of Cherokee Nation and a two spirit/ queer woman. Her writing about Native representation and tribal sovereignty has been featured in the Washington Post, USA Today, Teen Vogue, the Huffington Post and more.	Rebecca Nagle, Native American advocate and writer	Native American-- Cherokee woman	Julie Jones
2020, Feb	Words. Voices. Action. A campus-wide open forum	Following incidents of use of racist language in Gaylord College and elsewhere on campus in February 2020, the National Association of Black Journalists OU chapter hosted a campuswide open forum "Words. Voices. Action" to allow the OU community to discuss these events.	Isiah Irby (moderator), Gaylord Professional Writing senior	Black man	NABJ, Isiah Irby & Melanie Wilderman
2020, Oct.	Diversity & Inclusivity Open Forum--virtual	A thoughtful discussion on diversity and inclusion, presented by the Gaylord Ambassadors, led by OU'S chief diversity officer via Zoom.	Belinda Hyppolite, Vice President of Diversity, Equity, and Inclusion and Chief Diversity Officer, University of Oklahoma	Black woman	Gaylord Ambassadors
2021, March	Presidential Dream Course: The Tulsa Race Massacre--100 Years Later "The Tulsa Massacre and TV: How Depictions of America's Worst Lynching is Changing Pop Culture."	Eric Deggans will share clips from TV's take on the Tulsa Race Massacre of 1921 and will discuss what impact he sees upon popular culture in the U.S. Open to public but requires registration.	Eric Deggans, NPR TV Critic	Black man	Meta Carstarp hen
2021, March	Racism in the Media, discussion forum, open to campus--virtual	Following an incident of the broadcast announcer using racist language toward the Norman High School girls' basketball team, the NABJ Gaylord chapter is hosting a discussion forum via Zoom. In conjunction with the NAHJ Gaylord chapter, the Gaylord Ambassadors D&I Committee, and the Gaylord College Diversity Committee, this forum will be a casual discussion setting, moderated by Gaylord student leaders.	McKenzie Gladney (moderator), Gaylord journalism senior and NABJ president	Black woman	NABJ, McKenzie Gladney & Melanie Wilderman

2021 University of Oklahoma - Gaylord College Accreditation Self-Study Report

2021, March	Q&A on Newsroom Diversity--virtual	NBC reporter Ahiza Garcia-Hodges will speak at an SPJ Zoom event on Newsroom Diversity. Among the topics to be explored: Representation, Being an Ally, Lack of diversity in the newsroom	Ahiza Garcia-Hodges, reporter, NBC News	Hispanic woman	SPJ, Yvette Walker
2021, March	Conversations Across Cultures, virtual panel session	A panel of five international students share their experience and stories and answer questions about their experiences at Gaylord and OU	Marien Lopez-Medina, Miguel Colaiocco, Lisa Maslovskaya, Karina Risco Garcia, and Ima Adolfo (all international OU students)	from: Nicaragua, Venezuela, Russia, Peru and Angola	Gaylord Ambassadors
2021, April	Speaker panel featuring recent Gaylord graduates	Four recent Gaylord graduates spoke as part of a PRSSA meeting about landing their first jobs.	Demery Pennington, Kamri Goff, Courtney Patterson and Meghan Krishman (all recent gaylord graduates who had landed first job)	white woman, Black woman, Black man, white woman	PRSSA, Gaylord Chapter

## Standard 4:

### Full-Time and Part-Time Faculty



#### Executive Summary:

- ▶ The College's full-time faculty (2020-21) includes 25 tenured or tenure-track faculty and 10 term faculty. One additional assistant professor and one term faculty member joined the faculty in fall 2021, and another assistant professor will join in spring 2022. Eighty percent of the tenured or tenure-track faculty have terminal degrees. The combination of professional backgrounds of the tenured/tenure-track faculty and term faculty contributes significantly to the training of students.
- ▶ Most adjunct faculty are working professionals in the Oklahoma City metro area, but the College has also hired part-time instructors from media centers across the country.

- ▶ A majority of the 25 tenured or tenure-track faculty are women (13 in 2020-21, 14 as of spring 2022). The 2020-21 tenured or tenure-track faculty included three Black women, two Asian women, two Asian men and a multiracial woman. New hires include an Asian man in fall 2021 and a Native American woman in spring 2022. The college had two female term faculty members out of 10 in 2020-21, with a third (a Black woman) joining the faculty in fall 2021. The term faculty also includes a Black man.
- ▶ The college employed 48 adjunct faculty members in 2020-21, including 20 women. The adjuncts included two Black women, a Native American woman and two Native American men, two Asian men (as well as one listed by the university as international) and a multiracial woman. Among new adjuncts hired in fall 2021 were a Hispanic female and male plus three additional women.
- ▶ Recruitment and selection of full-time faculty follows protocols established by the College and university, including steps to ensure consideration of diversity. The area heads recruit and hire adjunct faculty members, with approval of the associate dean. The College does not typically advertise for adjunct positions, but the area heads have found a strong pool of adjuncts through a variety of other means including engagement with alumni.
- ▶ Because of university budget cuts since the last accreditation review, almost no college-wide funding for raises has been provided, and money to address cases of salary compression has been similarly limited.
- ▶ Since 2015, the university has strengthened its support for teaching development through a center offering workshops and through other resources. A number of Gaylord faculty have taken advantage of these resources and other training offered through national conferences.
- ▶ In keeping with the College's policy manual, allocation of work for a tenure-track or tenured faculty member engaging in substantial scholarship or creative work is typically 40 percent teaching, 40 percent research/creative activity and 20 percent service. Allocations of 60 percent teaching with 20 percent research/creative activity are also permitted. Term faculty typically have an 80 percent teaching/20 percent service load. Overloads are voluntary and paid.
- ▶ In the three years before the site visit, 61 to 64 percent of core and required courses in the college were taught by full-time faculty. The percentages are down from more than 80 percent in the last accreditation review. The decreases result primarily from a combination of enrollment growth in the College – particularly in Public Relations, Advertising and Creative Media Production – and inability to receive approval for all vacant or new positions requested from the provost's office to meet this growth.

**Note: CVs of full-time faculty and part-time faculty, including graduate instructors, are available in an accompanying digital folder: **Faculty CVs.****

**Records on faculty promotion and tenure will be available in print form in the workroom.**

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

The full-time faculty in the Gaylord College (2020-21) is comprised of 25 tenured or tenure-track faculty (excluding one vacant position) and 10 term faculty. One additional assistant professor and one term faculty member joined the faculty in fall 2021, and another assistant professor will join in spring 2022. Eighty percent of the tenured or tenure-track faculty have terminal degrees. Nearly all tenured and tenure-track faculty members – those with doctorates and those without – have professional experience in mass communication-related fields, some of them many years' worth. They have active agendas of research and creative activity and carry the primary responsibility for the College in these areas. In many cases, continuing professional work, consulting or research puts these faculty members in contact with current media professionals, helping them stay up to date on trends and issues.

The term faculty in the College also contribute significantly to the professional training of students. They bring a wide range of professional experience in journalism, media production, advertising and public relations. Several have also been advisors in co-curricular activities such as the AdClub, Public Relations Student Society of America, National Association of Hispanic Journalists and Native American Journalists Association. Their presence in these organizations makes a vital contribution to the life of students.

Most adjunct faculty are working professionals in the Oklahoma City metropolitan area or occasionally those who have previously been in the field. However, the college has also taken initiative to hire faculty with strong professional backgrounds from media centers in other parts of the country to help meet key needs for professional training of students. For example, Jim Helberg, executive vice president and chief media officer at RPA in Los Angeles and a Gaylord alum, has regularly taught the Advertising Media course required for Advertising majors through a combination of in-person and remote instruction.

Among the College's 25 tenured or tenure-track faculty (2020-21) were 10 tenured full professors, eight tenured associate professors and seven tenure-track assistant professors. Thirteen of the 25 were women (14 in spring 2022). The tenured or tenure-track faculty included three Black women, two Asian women, two Asian men and a multiracial woman.

New hires include an Asian man in fall 2021 and a Native American woman in spring 2022. The college had two female term faculty members out of 10 in 2020-21, with a third (a Black woman) joining the faculty in fall 2021. The term faculty also includes a Black man.

The college employed 48 adjunct faculty members during the 2020-21 academic year. Among these instructors were 20 women. The adjuncts included two Black women, a Native American woman and two Native American men, two Asian men (as well as one listed by the university as International) and a multiracial woman. Among new adjuncts hired in fall 2021 were a Hispanic woman and man, a Black woman plus two additional women.

## 2. Describe how the unit selects full-time and part-time faculty and instructional staff. Provide in digital format examples of published advertisements for faculty openings since the last accreditation review that show required and preferred qualifications of candidates.

For examples of published advertisements, see **Digital File 4.1 Examples of Published Advertisements for Faculty Openings**.

### **Tenure-Track and Tenured Position Searches**

For tenure-track and tenured positions, the College develops job advertisements with detailed descriptions of required and preferred qualifications, in line with university policy. The relevant area head develops the position descriptions with the input of the area faculty and associate dean, as well as the director of graduate studies for positions that involve graduate teaching. The dean's office submits the descriptions to the provost's office for approval. The associate dean, with input from the area head, establishes a search committee from the ranks of Gaylord College faculty. The College advertises positions in a variety of online and print venues that reach appropriate scholarly and professional audiences; the College strives to include venues that will reach a diverse pool of potential applicants. Faculty typically notify their own interest groups and known individuals about the position to further broaden the range of applicants.

Once applications are received, the search committee reviews them. The committee conducts a first screening for applicants who meet required criteria and a second screening for preferred criteria, then identifies the strongest candidates from the remaining pool. The committee considers diversity in its evaluations, and each search committee includes a diversity advocate from the College's Diversity Committee. The College carefully follows equal opportunity requirements in reporting these pools to the university. The committee recommends names to the dean to invite to campus for interviews. In some cases, video or

phone conference calls are conducted first to narrow the field. After approval from the campus Equal Opportunity Office and the provost's office, applicants are invited. The search committee will then typically recommend a candidate to the dean, and the dean decides who will receive an offer. The associate dean, area head and broader faculty contribute input based on interactions with the candidates during their visits. (An online survey of faculty, as well as students who met the candidate in class or other settings, is typically conducted.)

Searches for endowed positions proceed similarly but have special requirements for the composition of search committees.

### **Filling Term Positions**

For term positions, college policy states that the dean has discretion to fill a single-year position without a search but must seek input from the area head. Hiring a multi-year term faculty member requires a search committee. Moving a term faculty member from a single-year contract to multiple-year, continuing employment requires review and recommendations from a committee and the area head.

### **Part-time Faculty and Instructional Staff**

The area heads recruit and hire part-time and adjunct faculty members for the College, with final approval of the associate dean. In the case of the introductory core writing course, JMC 2033 Media Writing and Storytelling, the course coordinator plays a role in recruiting with oversight of the journalism area head.

### **Adjunct Positions**

The college does not typically advertise for adjunct positions. The area heads have found a strong pool of adjuncts from a variety of sources by other means including recruitment of alumni, primarily in the Norman/Oklahoma City area, sometimes in positions at the university, but also in major media markets elsewhere; recommendations of alumni and other professionals in their fields; and alumni and other professionals in the area who contact the college with an interest in teaching. Qualified staff members in the college, including the assistant dean for student affairs and the director of undergraduate advising, have also served as adjunct faculty. The last site team report noted that opportunities existed in adjunct hiring “to broaden the pool and bring greater diversity to the overall faculty, in terms of race, ethnicity, and gender.” Area heads and the associate dean have considered diversity in adjunct hiring, and the level of diversity has improved as noted in Standard 3, Question 11.

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

All faculty members are expected to teach effectively. They should be well prepared, up to date on the topics they are covering, clear in their communication of content and expectations and responsive to student questions and concerns.

All tenure-track and tenured faculty are expected to regularly pursue research and creative and/or professional activity in keeping with their backgrounds and their professional and scholarly expertise.

All full-time faculty – tenure-track, tenured, and term – are expected to engage in service. Although the mix of service will vary, everyone is expected to contribute to the life of the College through means such as committee work and involvement in co-curricular student organizations. Service to the university, the profession and academy and the public are also valued.

Specific expectations for full-time faculty toward promotion and tenure are described in the Gaylord College Faculty Policies and Procedures Handbook Section V – Procedures and Criteria for Tenure and Promotion in **Digital File 4.2 College Promotion and Tenure Policy**. Outstanding achievement is expected in all three areas of activity for promotion and tenure. For promotion to full professor, the expectation is achievement of “excellence and national and/or international prominence.” (For university policy on promotion and tenure, see **Digital File 4.3 University Faculty Handbook Sections on Tenure and Promotion**.)

Tenure-track faculty are appointed for a probationary period of six years and are reviewed for tenure during the sixth year. In keeping with the provost's requirements, all tenure-track faculty receive a detailed progress-toward-tenure letter every year of the probationary period. The letter reflects on cumulative progress in all three areas of activity. College and university policy do not call for a separate third-year review. In addition to the detailed feedback in the progress letters each year, the dean and associate dean work with faculty mentors assigned to all assistant professors, as well as Committee A (the evaluating committee), to provide feedback where faculty members need improvement. Tenure-track and all other faculty members, including term instructors, also receive annual evaluations of their activity in each calendar year, as detailed in Question 7 below. For tenure-track faculty, these annual reviews also inform the cumulative progress letters.

Reappointment of tenure-track faculty each year of the probationary period is contingent on their progress toward tenure in teaching, research/creative activity and service. Reappointment of term faculty, who are normally on three-year appointments, is based on teaching and service during their most recent terms.

Increases in regular salary for faculty depend on provost office funding. Because of university budget cuts since the last accreditation review, almost no college-wide funding for raises has been provided, and money to address cases of salary compression has been similarly limited. Where funding is available based on merit or for compression, the dean and associate dean follow any provost's office guidelines in allocating funding.

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

Since 2015, the university has strengthened its support campus wide for teaching development. A Center for Teaching Excellence, and as of 2019 a Center for Faculty Excellence that includes teaching support, have offered a wide range of teaching-related workshops to faculty and supported other teaching development initiatives including a focus on diversity and inclusion.

Monthly campus-wide emails to faculty promote these workshops. The associate dean has told faculty candidates about these resources, and new hires hear about them at OU's new faculty orientation. Gaylord faculty have taken advantage of center workshops with topics such as incorporating community engagement and service-learning projects in teaching. Ralph Beliveau was appointed a Center for Teaching Excellence Faculty Fellow in 2015-2016 with a focus on digital media and learning. Other OU resources available to faculty to support teaching have included workshops and other help on the Canvas learning management system and a variety of digital resources to help faculty make a transition to online teaching, particularly during the pandemic.

Faculty have also participated in workshops and seminars and other activities at national conferences to strengthen their teaching. Among these have been BEA Ignite at the annual Broadcast Education Association conference, the Digital Literacy in Higher Education Symposium, Digital Literacy Institute and the BoucherCon book conference.

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

In keeping with the College's policy manual, allocation of work for a tenure-track or tenured faculty member engaging in substantial scholarship or creative work is typically 40 percent teaching (two courses per semester or the equivalent), 40 percent research/creative activity and 20 percent service. This load is designed to provide enough time for the faculty member to have substantial output in research or creative activity.

Tenure-track or tenured faculty may also be assigned to an appointment with an allocation of 60 percent teaching (three courses per semester or the equivalent), 20 percent research/creative activity and 20 percent service. Although excellence in teaching is expected for all faculty, this appointment places a greater focus on teaching and the research/creative activity expectation is correspondingly less in volume (though not in quality).

The normal work allocation for a term faculty member is 80 percent teaching (four courses per semester or equivalent) and 20 percent service. This faculty member has no research/creative activity requirements, so the teaching load is correspondingly higher. In a few cases, term faculty are appointed 60 percent teaching/40 percent service, typically reflecting a greater expectation of professional service.

Normally, a faculty member's teaching load is determined at the time the faculty member is hired. Teaching load commitments at hiring are made by the dean and associate dean in consultation with the area heads. Teaching loads may be modified during the annual review process to meet special assignment requirements. Short-term circumstances – for example, a course buyout under a grant – could result in a reduced teaching load in a particular semester. If a course does not make enrollment and a faculty member cannot be reassigned to a class for the same semester, an additional course is typically assigned in a subsequent semester through the area head.

Full-time faculty sometimes teach an additional course as an overload – for example, when a faculty member normally teaching the course is not available due to another pressing teaching need or a sabbatical, or to add a section in a semester with unusual enrollment demand. Overloads are voluntary and paid.

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

Percentage of core and required courses taught by full-time faculty:

- 2020-21 school year: 64 percent
- 2019-20 school year: 61 percent
- 2018-19 school year: 61 percent

As noted above, more than 60 percent of sections of core and required courses in the college (including collegewide and major requirements) have been taught by full-time faculty in the past three academic years. However, the percentages are down from the last accreditation review, when they were 86 percent to 88 percent. The decreases result primarily from a combination of enrollment growth in the college – particularly in Public Relations, Advertising and Creative Media Production – and inability to receive approval for all vacant or new positions requested from the provost’s office to meet this growth.

7. Describe the unit's processes and criteria for evaluating the performance of full-time and part-time faculty and instructional staff. Use a digital format to provide any course evaluation forms, peer review forms or other documents used in evaluations.

## Full-Time Faculty Evaluation

### Committee A

Consisting of three tenured faculty members elected by the unit faculty, Committee A evaluates all full-time faculty members in accordance with the University of Oklahoma Faculty Handbook and the Gaylord College of Journalism and Mass Communication

### Evaluation Process

In early January, the committee, working with the dean and associate dean, sends a call for annual evaluation materials to all full-time faculty. The faculty prepares for this evaluation by providing a complete curriculum vitae and a mini-vitae. The mini-vitae is unique to the University of Oklahoma and requires each faculty member to provide the previous calendar year's work organized under teaching, research/creative activity and service. For the past several years, the provost's office has required faculty to generate this document by entering information in an online Faculty Activity System database. **Digital File 4.4 Documents Used in Evaluation Process** provides a sample of a mini-vitae.

For evaluation of teaching, faculty members are normally given mean numerical ratings for each of their courses in the past calendar year and the grand mean of those classes. (Under provost's guidelines, no numerical ratings were requested for calendar year 2020 because of the unusual circumstances of the pandemic.) The numbers come from student course evaluations (**Digital File 4.4 Documents Used in Evaluation Process**). A comparison with the grand mean of the College is also provided. Faculty members are asked to provide a self-rating number and to justify it in an accompanying memo, which may reflect on insights from student evaluations but also spell out teaching-related efforts such as course revision, development and innovative pedagogical or technological approaches. Faculty may also provide samples of teaching materials in support. For research/creative activity and service, faculty members are permitted to elaborate on the brief listings they provide in the mini-vitae. They also may attach copies of articles or other work. Faculty are also encouraged to provide a statement on activity related to diversity and inclusion.

The three members of Committee A usually divide the evaluation process by allocating one of the evaluation parameters to each member to work through. Thus, one Committee A member will focus on teaching for all faculty members, another will focus on research/creative activity, and the third will focus on service. Subsequently, the committee will meet and discuss each faculty member's performance over the year period. Each faculty member is given a rating of 1.0 to 5.0 for each parameter (other than during 2020, where only a

narrative was provided per provost's guidelines). Explanation and suggestions for improvement are written to support these ratings. Particular effort is made to provide encouragement and recommendations to junior faculty.

After completion of its work, the Committee meets with the dean to discuss the evaluations and any adjustments in numbers. The numerical evaluation and comments on three areas of work are entered on a standard university form signed by the committee members and dean. **Digital File 4.4 Documents Used in Evaluation Process** provides a sample form. In addition, the dean and associate dean work together to write a letter with additional comments and reflection for each faculty member. For tenure-track faculty, these letters include suggested goals for the coming year in each of the three areas of activity. The committee form, dean's letter and faculty member's evaluation materials are submitted to the provost's office in the online system, normally by early April. The form and letter are distributed to the faculty member at least two weeks before submission, and faculty members have an opportunity to provide a written response if they wish.

(Two full-time staff members, the news director for the daily student newscast and a full-time sports media instructor, receive student course evaluations but are evaluated overall by the assistant dean for student affairs, not Committee A or the associate dean or dean.)

### **Part-Time Faculty Evaluation**

Like full-time faculty, all part-time faculty receive student evaluations through the university course evaluation online system. Area heads have primary oversight over evaluation of adjuncts, and for graduate instructors they have oversight along with the director of graduate studies. The associate dean, who has access to all student evaluations, shares these evaluations with the relevant area head and, in the case of graduate instructors, the director of graduate studies, as well. The area heads – and graduate director where appropriate – review the evaluations for problem areas and discuss any needed issues with the part-time instructor, making suggestions where needed on how to address them. In any instances where there are significant problems, the area head may consult with the associate dean on how to address them through feedback to the adjunct or, if necessary, non-renewal.

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

## **2020**

### **Carstarphen, Meta**

2020-21 Presidential Dream Course Awardee—For a team-taught course with colleagues in History and English on “The Tulsa Massacre: 100 Years Later” (competitive campus-wide proposal selection which “enables faculty to bring scholars and world-renowned experts to campus)

Invited Presenter----“Race, Class Gender and Media”: Teaching Diversity, Equity and Inclusion in Media and Communication Studies, Oct. 28, 2020 2 PM (CST) [Virtual Presentation], the National Conference on Race and Ethnicity in American Higher Education (NCORE®). *Conducted 2 days after an area ice storm. 58 attendees.*

### **Hodgson, Scott**

2020 – Create the COVID 19 Awareness Campaign for the State of Illinois – The Illinois Broadcasting Association asked Hodgson and his students to develop a broadcast and social Media awareness campaign for use by the Illinois Department of Emergency Management and Illinois Department of Public Health. Over a dozen spots were produced for this multi-million dollar effort.

### **Tsetsura, Katerina**

2020 3<sup>rd</sup> Place Space Case Study Challenge

National Space Case Study Competition, organized by MGMWerx for the U.S. Air University, Montgomery, Ala.

### **Kim, Jeong-Nam**

Mentoring Student Research (Top Paper/Thesis Award):

Loarre Andreu Perez (2020 ICA PR Division, Best Grunig & Grunig Thesis Award)

## **2019**

### **Hodgson, Scott**

2019 – Hurricanes Florence and Michael – Worked alongside students to shoot and edit documentaries on the broadcaster’s efforts during Hurricanes Florence and Michael. The resulting series of nationally award-winning mini docs that were used by the National Association of Broadcasters to help Congress and the White House declare local broadcasters as “First Responders” in times of crisis.

**Kerr, Robert**

Awarded Alternative Textbook Project Grant from University of Oklahoma Libraries, his third of these grants to develop open-educational resources for the Media Law and Media History classes — the implementation of which has provided dynamic, fully-online course materials that have saved the hundreds of students in those courses \$20,000-40,000 annually.

**Steyn, Elanie**

OU Presidential Dream Course: “Being a Woman in the 21<sup>st</sup> Century” taught to undergraduate and graduate students, Spring 2019.

**Wilderman, Melanie**

Great Ideas for Teaching (GIFT) finalists’ poster session. “Building Blocks Business Card: Coaching Students in Simple, Effective Design Strategies.” Association for Education in Journalism & Mass Communication 102<sup>nd</sup> Annual Conference, August 7-10, 2019, Toronto, Ontario.

Finalists represented the top 25 of 86 entries

**2018**

**Hodgson, Scott**

2018 – Hurricanes Harvey and Irma – Worked alongside students to shoot and edit documentaries on the broadcaster’s efforts during Hurricanes Harvey and Irma. The resulting series of nationally award-winning mini docs that were used by the National Association of Broadcasters to help Congress and the White House declare local broadcasters as “First Responders” in times of crisis.

**Johnson, Kathleen**

Created two of the nation’s first courses on new technologies in storytelling (VR/AR) for undergraduates and graduates; courses were featured in five education and new technologies publications (2018).

**Jones, Julie**

Owen Kulemeka Outstanding Teacher of the Year. (October 12, 2018).

**Moore, Jensen**

OU Presidential Dream Course (\$20,000 grant) award for course on Sport Promotion, 2018-2019.

**Tsetsura, Katerina**

2018 PRSA Outstanding Educator of the Year Award

The most prestigious teaching award in the field of public relations in the USA.

## **2017**

### **Fischer, Ken**

“National Teaching Award”

2017 AEJMC Electronic News Division; Edward L. Bliss Award for Distinguished Broadcast Journalism Education

### **Hodgson, Scott**

2017 - Rokerthon at OU – Scott Hodgson & his students brought the Today Show to OU for Al Roker’s “Rokerthon.” Hodgson’s Client Production class submitted an entry video from which OU was selected by NBC from 120+ competing universities. Once selected, they had two weeks to create the largest campus-wide national events ever on the OU campus. For an entire Today Show broadcast, OU was profiled as students broke two Guinness World Records, created a live interactive weather map covering half of the football field and helped NBC produce a creative video profile about OU.

### **Johnson, Kathleen**

Created first national student news magazine program in virtual reality (360) (2017).

### **Moore, Jensen**

Service-Learning Award winner, Mass Communication & Society Division of Association for Educators in Journalism and Mass Communication, 2017.

## **2016**

### **Beliveau, Ralph**

Course Innovation Program Grant, P. I. Center for Teaching Excellence, University of Oklahoma

2-year grant for reinvention of large-enrollment Introduction to Mass Communication class. \$75K, each year for two years. September 2014 – May 2016.

### **Craig, David**

\$1,000 from University of Oklahoma Institute for the Study of Human Flourishing, for revision of JMC 4833/5833 Journalism Ethics to focus more on issues of virtue and character (teaching grant but supporting assessment for research), 2016.

### **Moore, Jensen**

Ketchum award to use MindFire Challenges in strategic communication courses, Fall 2013-present.

One student won challenge, two received runner up on challenges, Fall 2018.

One student won challenge in Fall 2016.

One student won challenge in Spring 2016.

## **2015**

### **Johnson, Kathleen**

Awarded grant to create one of the first 100% online courses for Gaylord College called “Survey of Electronic Media” (2015).

### **Tsetsura, Katerina**

2015 OU Presidential Dream Course

\$20,000 OU grant to teach a dream course Global and International Public Relations course (Spring 2015).

### **Yount, Debbie**

2015 Owen Kulemeka Teaching Award as selected by the Gaylord College student body

# Standard 5:

## Scholarship: Research, Creative, and Professional Activity



### Executive Summary:

- ▶ The University of Oklahoma is a comprehensive research university that places a high priority on faculty research and creative activity alongside a continuing emphasis on strong teaching. The priority of research in OU's new strategic plan reflects high aspirations for faculty scholarship. Gaylord College policy supports a wide range of research and creative/professional activity.
- ▶ The work of the College's faculty encompasses an extraordinary range from scholarly articles and papers, book chapters, scholarly books and textbooks to novels, television and video productions, and professional seminars and panels. This activity reflects productivity at all faculty ranks.

- ▶ Faculty output since the last accreditation review includes 125 refereed journal articles, more than 200 juried and non-juried creative works, professional workshops and consulting, \$7 million in grants and \$350,000 in contracts.
- ▶ With support of the College and provost's office, nine faculty members have taken sabbaticals since the last accreditation review (seven faculty for one semester and two faculty for two semesters).
- ▶ The College supports research/creative work or travel through regular funding, grants awarded competitively or at hiring, endowed chair and professorship funds, and a diversity fellowship. Twenty-five competitively awarded Gaylord Faculty Enrichment Grants have been given since the last review. In addition, Gaylord faculty members have received support through seven OU programs outside the College.

## 1. Describe the institution's mission regarding scholarship by faculty and the unit's policies for achieving that mission.

The University of Oklahoma is a comprehensive research university that places a high priority on faculty research and creative activity alongside a continuing emphasis on strong teaching. Both traditional scholarly research and creative/professional work are valued, in keeping with the purposes of individual units across campus. In 2010, the university achieved Carnegie Very High Research classification. The OU strategic plan completed in 2020 states, as one of its five "pillars," the goal to "become a top-tier public research university." Another pillar states a priority to "enrich and positively impact Oklahoma, the nation, and the world through research and creative activity." The college's 2017-20 strategic plan and 2021-24 update both include this objective, which aligns with these pillars: "Increase research and creative activity collaborations with college, university and external partners."

The Gaylord College has a flexible policy on appointment of tenure-track faculty that supports a wide range of research and creative/professional work. (See **Digital File 4.2 College Promotion and Tenure Policy**) Faculty with a greater focus on research or creative activity are typically on course loads of two classes per semester to enable them to do consistent work in this area.

2. Define the group of faculty whose work is included in this section and state time restrictions used to incorporate activities of faculty who were not employed by the unit during all the years since the last accreditation review (for example, new faculty and retired faculty).

The group of faculty included in this section includes all full-time faculty in the College employed during the 2020-21 academic year except for a newly hired assistant professor and two retiring instructors. The list excludes faculty who retired or left the university in previous years since the last accreditation review. All full-time faculty are included, both tenured/tenure-track at any rank and renewable-term, non-tenured faculty – though the vast majority of listed activity is by tenured/tenure-track faculty.

3. Using the grid that follows, provide counts of the unit's overall productivity in scholarship since the last accreditation review by activity; first the totals for the unit as a whole and then for the individuals who produced these totals, broken down by academic rank. The chart should provide a snapshot of scholarship activity within the unit since the last accreditation review. Therefore, the grid should capture relevant activity by all full-time faculty only while at the accredited unit. Provide the total number of individuals in each rank in place of the XX. Adapt the grid to best reflect institutional mission and unit policies and provide a brief narrative.

Scholarship, Research, Creative and Professional Activities	Total From Unit	Individuals				
		13 Full Professors	8 Associate Professors	7 Assistant Professors	4 Other Faculty	Individual Totals-32
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
<b>Other (please specify):</b>						
-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

The work of Gaylord College faculty in research, creative and professional activity encompasses an extraordinary range from scholarly articles and papers, book chapters, scholarly books and textbooks to novels, television and video productions, and professional seminars and panels. This activity reflects productivity among both tenure-track assistant professors and tenured associate and full professors, as well as some term faculty who are not required to do research/creative activity for their appointments but do so nonetheless.

The faculty's 125 refereed journal articles and 184 refereed conference papers represent a substantial volume of scholarly work. Internal grants, described further in question 6, supported many of the paper presentations at conferences internationally as well as nationally. Among external grants faculty have received were \$6.69 million from the U.S. State Department for professional training programs and exchanges (a total of six grants/Elanie Steyn), and \$312,460 from the National Institutes of Health/National Cancer Institute (Glenn Leshner) for a study on hookah tobacco public education messages. In addition to these grants, contracts totaling \$352,615 were awarded for Gaylord Hall Productions clients (under Scott Hodgson) including the National Association of Broadcasters, multiple State of Illinois agencies and multiple OU colleges including Fine Arts, Architecture, Arts & Sciences, and Atmospheric Sciences.

The work of Gaylord creative and professional faculty, including more than 200 juried and non-juried creative works in the accompanying table, speaks to the productivity and excellence of this group. Juried output has been recognized nationally in broadcast and video competitions such as the Broadcast Education Association Festival of Media Arts and Telly awards, and film festivals in Austin and other locations. Novels by Professional Writing faculty have been published by major publishing houses, and advertising creative faculty work has received honors including an American Graphic Design Award. Professional faculty have done workshops and consulted with strategic communication industry audiences nationally and internationally.

4. List in a digital file list the scholarly, research, creative and professional activities of each member of the full-time faculty since the last accreditation review. Limit to 10 per faculty member through the review period. The unit has the option of providing a complete list in a separate digital file. (Full-time faculty refers to those defined as such by the unit.) If including faculty who have since left the unit, please note. Professional service activities should be reported in Standard 8.

**Digital File 5.1 List of Faculty Research-Creative-Professional Activities** includes up to 10 research, creative and professional activities of full-time faculty members. Consistent with reporting in the full table of activity, the list includes full-time faculty in the College (including several term faculty not required to do research/creative work) employed during the 2020-21 academic year except for a newly hired assistant professor and two retiring instructors. The list excludes faculty who retired or left the university in previous years since the last accreditation review.

5. Describe the institution's policy regarding sabbaticals, leaves of absence with or without pay, etc. List faculty who have taken sabbaticals or leaves since the last accreditation review. Give one-sentence descriptions detailing the academic achievements of each sabbatical.

Tenured and tenure-track faculty are normally eligible for a one-semester sabbatical with pay every six years. Full-year sabbaticals are permitted at half pay. The university policies for sabbaticals and other leaves can be found in the OU Faculty Handbook Section 3.19 Leaves Policy included as **Digital File 5.2 University Sabbatical Policy**.

These are the faculty members who have taken sabbaticals since the last accreditation review, with brief descriptions of their academic achievements:

**Ralph Beliveau**, fall 2018: Worked on a manuscript for a book titled *Horror Media* and did research on teaching materials for a "Genre Studies: Race and Identity" class.

**Kyle Bergersen**, fall 2017: Wrote feature-length dramedy screenplay, "The Island of Lost Boys," about the coming of age of a 14-year-old transgender boy; 2018 Austin Film Festival second-round finalist (top 20% of 4,700 entries).

**Meta Carstarphen**, spring-fall 2015: Developed a new historiography with seven time periods and four themes that reflected historical transitions that were consequential for Blacks and Indians nationally, with direct consequences for developments in Oklahoma; work resulted in three papers/articles near completion, three publications (chapters) in progress, one publication, an idea for multimedia units that could be produced from the materials, and an outline of a book project that has been subsequently contracted by Peter Lang Publishing.

**Deborah Chester**, spring 2020: Sabbatical resulted in the writing and publication of a 55,000-word nonfiction book, *Fiction Formula Fix-It*, on revision methods for novelists, which has been selling in the United States, the United Kingdom, Denmark, and Canada.

**David Craig**, fall 2017: Developed and launched a six-university multimethod, longitudinal study of the ethical perspectives and development of JMC graduates into early work life.

**Peter Gade**, spring 2016: Sabbatical led to publication of two peer-reviewed journal articles (both collaborations with Gaylord doctoral students), and completion of a national study of journalists and their perceptions of transparency as an ethical and professional norm; transparency study led to a journal publication, national conference paper and presentation to prominent professional journalism association (Society of Professional Journalists) at its 2016 national conference.

**Scott Hodgson**, fall 2019: Began creating a national documentary series called "Eyes of the Storm," which looks at the top storms over the last decade through the eyes of local broadcasters; four of five episodes are now complete.

**Robert Kerr**, fall 2016: Did most of the drafting of the manuscript for *The Hyper-mediated Sociology of Sports Talk Radio* book that Palgrave Macmillan published fall 2017; complete redesigns of the Law of Mass Communication course (since renamed Media Law) and the History of Journalism (since renamed Media History) course in order to maximize course in-person and online functionality in the way today's students learn; and implemented an awarded Alternative Textbook Project Grant to develop open educational resources for the History of Journalism course.

**Katerina Tsetsura**, fall 2018-spring 2019: Published a co-edited volume *Strategic Communications in Russia: Public Relations and Advertising*, updated strategic communication/public relations teaching materials, and further developed current research direction: media, society, and community resilience.

## 6. Describe travel funding, grant support, or other methods or programs the unit uses to encourage scholarship, research, and creative and professional activity.

Several possible research/creative activity funding sources from the college are available to faculty. Regular budget currently includes \$1,250 annually for travel for faculty members presenting papers, speaking on panels or serving in leadership roles. In addition to this funding, the college has a program of internal grants used to support conduct of research and creative activity and travel for presentations. These Gaylord Faculty Enrichment Grants are up to \$3000 for individual faculty. Calls for proposals go out at least once a year, and the college's Faculty Development Committee reviews the applications and makes recommendations to the associate dean for final approval. Additionally, enrichment grants are typically awarded to junior faculty at hiring to provide additional support for their first three years. Faculty members with Gaylord professorships or chairs have bursaries that provide substantial endowed funding to support travel for presentations or conduct of research (\$10,000 per year for professorships and \$20,000 per year for chairs). Under the college diversity plan, a diversity fellowship of \$1,500 is available competitively in the college for research/creative activity with a significant diversity component.

Beyond these funding sources in the college, several programs of funding are available through the university, and college administration supports faculty by means including endorsement of applications and promotion of these opportunities within the faculty. These include ongoing programs such as a Junior Faculty Fellowship through the Vice President for Research and Partnerships office and limited-term strategic funding programs such as the VPRP's Big Idea Challenge grant program in 2021. Other funding available through university sources includes a Presidential International Travel Fellowship, the Ed Cline Faculty Development Award through the Faculty Senate, and a Faculty Dependent Care Travel Grant program through the provost's office. Recipients of these and other funding sources are included in the list in the next question.

## 7. List faculty who have taken advantage of those programs since the last accreditation review.

**Gaylord College Faculty Enrichment Grants** (competitively awarded – apart from grants to faculty at hiring), amounts up to \$3,000 – current faculty:

- Kyle Bergersen – two in 2015, two in 2017, 2018
- Mary Anna Evans – 2017, 2019
- Julie Jones – 2016
- Jensen Moore – 2017, 2018, 2019
- Elanie Steyn – 2015, 2016, 2017
- Katerina Tsetsura – 2015, 2017, 2019
- Melanie Wilderman – 2016, 2017, 2019
- Doyle Yoon – 2017, 2018, two in 2019
- Xiaochen Angela Zhang – 2019

**Gaylord College Diversity Fellowship:**

- Kyle Bergersen, \$1,500 – 2016-17
- Ralph Beliveau, \$1,500 – 2017-18
- John Schmeltzer, \$1,500 – 2018-19

**OU Junior Faculty Fellowship:**

- Mary Anna Evans, \$7,000 – 2018
- Xiaochen Angela Zhang, \$7,000 – 2021

**OU Vice President for Research and Partnerships Big Idea Challenge Grants** (with multiple cross-disciplinary partners):

- Jeong-Nam Kim – 2021
- Katerina Tsetsura – 2021

**OU Data Institute for Societal Challenges Big Idea Challenge Seed Grant:**

- Katerina Tsetsura and Xiaochen Angela Zhang, \$10,000 – 2021

**OU Presidential International Travel Fellowship:**

- Jensen Moore, \$1,300 – 2018

**OU Faculty Dependent Care Travel Grant:**

- Jensen Moore, \$750 – 2019

**Ed Cline Faculty Development Award:**

- Meta Carstarphen, \$1,050 – 2020
- Ralph Beliveau, \$1,400 – 2018
- Kyle Bergersen, \$2,500 – 2016

**Center for Teaching Excellence, Faculty Fellow Grant:**

- Ralph Beliveau, \$10,000 – 2015-2016

# Standard 6:

## Student Services



### Executive Summary:

- ▶ More than 200 students received scholarships from the College and its donors during each of the past two academic years, with a median amount of \$1,000. Nearly 800 Gaylord students received scholarships through the university with median amounts of up to \$5,000.
- ▶ The college has four full-time professional academic advisors for the five undergraduate majors. The advisors, along with the assistant dean for student affairs and administration, are housed in the Student Services Center in Gaylord Hall.

- ▶ Advising is required for students every fall and spring semester. The advisors in the College advise all Journalism and Mass Communication students from pre-journalism through completion of their declared majors. Seniors are required to meet with their academic advisors during the first two weeks of each academic term to have all of their coursework and requirements verified. Advisors monitor student compliance with degree requirements including the minimum of 72 hours outside the College.
- ▶ The student and alumni satisfaction surveys that are part of the College's assessment plan include questions about advising. College leadership including the assistant dean for student affairs, as well as faculty, review the results of these surveys every year. Results in both surveys for the most recent year fully analyzed, 2019-20, show means higher than 5 on a 7-point scale.
- ▶ Gaylord students have access to a wide range of outlets for professional activity within the College and on campus, as well as professionally relevant clubs and organizations. Question 4 provides summaries of 20 of these.
- ▶ The academic advisors and faculty both provide input for students related to internships and careers. The College holds two job fairs each year: the Gaylord internship and career fair in the fall, which caters to all students, and Top Jobs in the spring, which caters to students interested in strategic communications. This year, a third fair is planned for students in the Creative Media Production major.
- ▶ Gaylord College students also have access to personnel and services for internships and career guidance through OU's central Career Services office. On average, 84.4 percent of graduates from 2017 to 2020 seeking employment found job placements, according to a report from that office.
- ▶ The College collects data on enrollment, retention and graduation rates annually by obtaining official College and university figures, in keeping with ACEJMC requirements. Retention in the college has been consistently strong, with one-year rates of more than 95 percent. Four-year graduation rates have consistently been about 20 percentage points higher than the OU rate.
- ▶ Undergraduate enrollment has risen from 1,079 in 2014 to 1,368 in 2020, with a peak of 1,420 in 2019. As discussed in Supplementary Information Question 3 and Standard 4 Question 6, undergraduate enrollment growth, while an encouraging sign of interest in our programs, has posed resource challenges as the College has worked to add full-time and part-time faculty to keep up with growth.

## 1. Table 9: “Student Aid.”

<b>Table 9: Student Aid</b>		
<b>Scholarships Awarded to Undergraduate Students in the Unit</b>	<b>2019 - 2020</b>	<b>2020 - 2021</b>
Total amount of scholarship dollars from funds controlled by institution	<b>\$4,666,101.59</b>	<b>\$4,643,474.07</b>
Number of students receiving scholarships from funds controlled by institution	<b>790</b>	<b>780</b>
Median individual scholarship from funds controlled by institution	<b>\$4,788</b>	<b>\$5,000</b>
Total amount of scholarship dollars from funds controlled by unit	<b>\$307,192</b>	<b>\$261,375</b>
Number of students receiving scholarships from funds controlled by unit	<b>295</b>	<b>237</b>
Median individual scholarship from funds controlled by unit	<b>\$1,000</b>	<b>\$1,000</b>
<b>Undergraduate Assistantships or Work-Study Appointments</b>		
Number of students holding appointments	<b>0</b>	
Range of stipends	<b>0</b>	

2. Describe how the unit informs students of the requirements of the degree and the major, advises them on effective and timely ways to meet the requirements, and monitors their compliance with the requirements, including the 72-hour rule. Provide digital files of advising guides, manuals, newsletters or other internal communication with students. Provide a print copy in the workroom. Describe availability and accessibility of faculty to students.

See **Digital File 6.1 Documents Related to Advising** for related documents.

The Gaylord College of Journalism and Mass Communication's advisors are housed in the Student Services Center in Gaylord Hall, Room 2533. The College employs four full-time professional academic advisors: Kathy Sawyer, Public Relations and the advising director; Joshua Kahoe, Journalism, Creative Media Production; Jodie Bellomy, Advertising; and Deyna Aragon, Professional Writing. The Center also houses Yvette Walker, assistant dean for student affairs and administration, and Tony McCoy, building technology and resource coordinator.

With four fulltime professional academic advisors and an assistant dean, Gaylord College offers a full-time office dedicated to students needing academic advising, career guidance, internship assistance, referrals for personal crises and other issues impacting life outside the classroom.

Students in the Gaylord College are required to be advised each long academic semester. The academic advisors also incorporate elements of career and internship advising into their overall advising approach. The advisors in the College advise all Journalism and Mass Communication students from pre-journalism through completion of their declared majors. Freshmen students with fewer than 24 semester credit hours also receive advisement from academic specialists in OU's University College.

Students make an appointment via the [iadvise.ou.edu](https://iadvise.ou.edu) electronic appointment scheduler with their dedicated advisor once each regular semester regarding progress to date, what is left to take and what they advise the student to take for a given term or terms. Gaylord majors have the opportunity to be advised before enrollment windows open at OU.

Due to the recent pandemic, all advising (Sp20, Su20 & Fa20) appointments went to a Zoom format instead of face-to-face advisement. During the spring 21 semester, students could select 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 service they needed but guarantee a level of safety for the student and the advisor. Advisors are also available by email and telephone. The advising staff is very accessible and responsive to student needs and inquiries. Regardless of what mode of service a student selects, a professional academic advisor is reviewing each student's academic progress every semester.

Seniors are required to meet with their academic advisors face-to-face 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. It is also a great time for the advisors to discuss college-to-work transition, internships and career issues.

The bachelor of arts degree that all majors in the college complete has a requirement of 124 credit hours for graduation. Numbers of hours in Journalism and Mass Communication vary across the five majors, but the maximum number of hours (Journalism) is 50. Therefore, all students have to take more than 72 hours outside JMC. Degree check sheets for each major spell out program requirements, and academic advisors monitor student compliance as they progress through the program and as they receive final degree checks confirming they are on track to meet requirements for graduation.

Gaylord College students are also 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.

Even though Gaylord staffs academic advisors in the college, students have access to faculty members for questions about classes, tracks and internships. Gaylord faculty members are known for taking an active role in advising students regarding internship and career choices. This companion piece to the academic advising process offers more in-depth discussions between academic advising staff and faculty regarding strategies and tactics to help students net the ideal internship or position themselves for career entry. In assessment conversations every semester with senior Capstone students, called Dialogue with the Deans, students routinely praise the accessibility of faculty, including how faculty seem to go out of their way to help students make connections that often lead to internship opportunities and professional jobs.

A new OU program called Academic Life Coaching rolled out in 2016. Assistant Dean Walker was trained and certified in life coaching and works with students to identify stressors and establish goals that lead to academic success and degree completion. She works with two to three students a semester in this role, which goes beyond normal academic advising. For more information on the Academic Life Coaching program see <https://www.ou.edu/alc>.

3. Describe the unit's process for evaluating its advising and counseling services. Include measurements of the accuracy of academic advising, student and faculty opinion of the quality of advising, or other indices of the effectiveness of advising. Discuss the results of these assessments.

Two of the instruments in the College's assessment plan (detailed in Standard 9) include questions about advising. The student satisfaction survey is given to seniors every semester, and the alumni satisfaction survey is given annually to alumni one and five years after graduation. Both surveys ask about advising effectiveness, the student's assigned advisor and access to advising records. The student satisfaction survey provides the most up-to-date snapshot because of the proximity in time between the experience of the student and the survey. College leadership, including the assistant dean for student affairs as well as faculty review the results of these surveys every year.

Results in both surveys for the most recent year fully analyzed, 2019-20, show favorable means: higher than 5 on a 7-point scale. The alumni mean (5.15) was lower than the mean of current students (5.61). Here is a further breakdown for the student survey, also including 2020-21 means.

Students ranked **EFFECTIVE ADVISEMENT** on a mean score from 1 to 7:

- Spring 2019     5.65
- Fall 2019       5.16
- Spring 2020    5.36
- Fall 2020       5.67
- Spring 2021    5.61

Students ranked **ASSIGNED ADVISOR** on a mean score from 1 to 7:

- Spring 2019     5.78
- Fall 2019       5.45
- Spring 2020    5.73
- Fall 2020       5.98
- Spring 2021    5.81

Students ranked **ACCESS TO RECORDS** on a mean score from 1 to 7:

- Spring 2019     5.86
- Fall 2019       5.57
- Spring 2020    5.76
- Fall 2020       5.88
- Spring 2021    5.72

#### 4. Describe student media, student professional organizations or other extra-curricular activities and opportunities provided by the unit or the institution that are relevant to the curriculum and develop students' professional and intellectual abilities and interests.

**Gaylord News** sends students to Washington, D.C., to be Oklahoma's new Capitol correspondents, covering national news for an Oklahoma audience. Professors Mike Boettcher and John Schmeltzer created the immersive reporting program in 2018, recognizing that many media outlets stopped covering Washington and the last fulltime reporter from an Oklahoma media outlet had retired. Gaylord News fills the need to cover the Oklahoma congressional delegation and news on national issues affecting Oklahoma. Through the program, Gaylord students have the ability to reach thousands of Oklahomans.

**Student Media at the University of Oklahoma** is the home of *The Oklahoma Daily*, the award-winning, independent student-run news organization that provides experience in all phases of multimedia community journalism operations. That includes reporting, photography, videography, copy editing, design, social media management, sales and marketing. The Daily's work is presented on oudaily.com, which has an average of 60,000 unique weekly visitors, in addition to a weekly newspaper, Crimson Quarterly magazine, a Football Preview tabloid, a New to OU magazine, fall and spring Living Guides and other special publications. All these endeavors include for-credit educational opportunities for students to grow as aspiring media professionals while building portfolios that routinely lead to internships and employment in the state, region and across the nation. Any OU student is eligible to work at The Daily, though most commonly it is staffed and led by those pursuing Gaylord College majors. (OU Student Media is administratively independent of the college.)

**OU Nightly**, the award-winning student newscast, is produced nightly throughout the semester and broadcast on OUTV and on Cox Communication cable channels across Oklahoma. Students have the opportunity to learn to perform crew, technical, editorial, production and on-air duties associated with a live newscast. OU Nightly has run Spanish language news briefs several times a week (depending on student availability). In spring 2021 it did a weekly Russian language news brief. Both of those aired on the OU Nightly website. Broadcast Journalism students also produce programs for elections and other special events. Gaylord College students learn about the campus community, the city of Norman and Cleveland County by engaging and reporting on the issues of the day – telling stories on the conflicts, problems, challenges and successes of surrounding communities.

**Gaylord Hall Productions** is the college's nationally award-winning contract production unit. Students have the opportunity to work on both local and national professional projects for actual clients. Students experience the full range of major productions from producing and cinematography to working with a client and delivering multi-faceted media.

**The Set** is a syndicated television music magazine that can be seen statewide on Cox Communications cable on-demand channels. Local and regional bands turn Gaylord College's Studio D into a music studio and perform musical selections in a multi-camera environment.

**Big Friday Sports** is a weekly supplement to OU Nightly and focuses exclusively on sports. This show is an opportunity for students interested in sports journalism to create, produce, and work on-air for a sports media product.

**OU Sooner Sports Pad** is a student-driven sports magazine program and was one of the first original programs on the new Sooner Sports TV network in partnership with FOX Sports Southwest (now Bally Sports Southwest). The 30-minute live airing program is produced in front of a studio audience. The program airs on OUTV and FOX Sports Southwest, to as many as 10 million television households. It is the only student-run television show in America that reaches a live national audience. OU Sooner Sports Pad is produced in association with SoonerVision. With the high-definition upgrade of Gaylord facilities in 2014, the program is now run totally from Gaylord Hall in partnership with SoonerVision and OU Athletics.

**Routes TV** is an on-campus multimedia journalism experience combining long-form reporting with multimedia elements and entertainment-style production. Students from Broadcast and Multimedia Journalism and Creative Media Production have the opportunity to use their skills. Offered each semester, Routes TV culminates with a one-hour, in-depth show on a particular topic.

**Lindsey + Asp**, a student-run strategic communication agency, is nationally recognized by the advertising and public relations industry for preparing graduates to "hit the ground running" upon placement in their first full-time position. The agency provides ongoing marketing expertise to a roster of local, regional, and national clients centered around the changing attitudes and media behaviors of a youth audience, by a youth audience. A team of 50+ student communicators help clients spark their thinking with the latest youth news and insights. The agency has provided hands-on, immersive experiential learning opportunities for more than 1,000 students of diverse backgrounds.

**AdClub** is an organization primarily for Advertising students, though it is open to all majors. The AdClub hosts several industry guest speakers throughout the year. The club organized yearly trips to agencies in Dallas, New York and Kansas City to visit advertising agencies and meet professionals working in the field. The club reorganized in 2019 with several popular in-house events. The pandemic curbed its activity, but the group plans to continue in fall 2021.

**Public Relations Student Society of America**, the Gaylord College organization for Public Relations majors, is one of Gaylord's most active student organizations. It provides networking opportunities, group activities and events, as well as the chance to meet industry professionals. Gaylord College students are also active in the national organization, with two students holding a national office.

**Professional Writing Students Association** is the Gaylord College organization devoted to Professional Writing majors. The club provides a forum for writers to meet with their peers and published authors. Reorganized in 2019, the students hosted open mic nights and poetry readings.

**Magazine Interest Group** is an organization for students interested in careers in magazines: consumer, trade or organizational. Members of the group have visited magazine offices in New York City and Dallas. It began to reorganize under new faculty leadership in 2019, but COVID halted the group.

**The Society of Professional Journalists** student chapter focuses on students interested in a career in print, online or broadcast news. Gaylord student officers organize guest speakers and meetings discussing opportunities in journalism. The Society of Professional Journalists holds service-learning and networking opportunities for student journalists, as well as hosting national and regional conferences. Gaylord staff have been national board members.

**Oklahoma College Broadcasters** is a professional organization for broadcast journalism and broadcast electronic media offering mentorship from upperclassmen and insight to the world of broadcasting from professional guest speakers. Anyone with interest in the field may attend meetings. Guest speakers cover a variety of topics including how to sessions from makeup specialists.

**The National Association of Black Journalists** is a Gaylord chapter of the national organization of journalists, students and media-related professionals that provides quality programs and services to and advocates on behalf of Black journalists worldwide. OU Gaylord College African American journalism students attend and participate in NABJ's annual conference.

**The Native American Journalists Association** is the Gaylord chapter of the national organization that serves and empowers Native journalists through programs and actions designed to enrich journalism and promote Native cultures. Gaylord College Native American journalism students attend and participate in NAJA's annual conference.

**The National Association of Hispanic Journalists** is the Gaylord Chapter of an organization dedicated to the recognition and professional advancement of Hispanics in the news industry.

**Gaylord Ambassadors** is a student organization designed to assist the Gaylord College in its recruiting, outreach and other external efforts with prospective students, alumni and other special guests.

**KGOU radio station** provides students with the opportunity to work as producers or on-air talent at this National Public Radio station located on the campus of the University of Oklahoma. Gaylord students enroll in the radio practicum and many go on to internships and full-time positions.

**The Association for Women in Sports Media** is a national organization whose members support the advancement and growth of women – both professionals and students – in sports media. OU's AWSM Chapter is one of 18 student chapters across the country.

**Kappa Tau Alpha (KTA)** honor society recognizes academic excellence and promotes scholarship in Journalism and Mass Communication. Students at the undergraduate and graduate levels are recognized every spring prior to the spring convocation ceremony.

Gaylord College also hosts a variety of speakers and guests from the journalism and mass communication fields. Many of these guests are listed in Standard 3, Question 12.

5. Describe the unit's career counseling and placement strategy for assistance in students' searches for employment. List placement statistics for the three most recent years before the self-study year for which accurate information is available.

The Gaylord Student Services Center, with its four advisors and director, works with students looking for for-credit internships. From the advising perspective, students work with advisors during the enrollment season to plan their college career paths. This includes choosing class schedules and strategizing how internship, work or study abroad may fit. Students wanting to take an internship for credit enroll in JMC-3800 after securing a placement at a company. (Details on the for-credit internship process are in Standard 2, Question 6.) While faculty and advisors may help the student find a placement, it is up to the student to secure the job. They receive opportunities to meet hiring managers at two job fairs Gaylord holds every year: The Gaylord internship and career fair in the fall, which caters to all students, and Top Jobs in the spring, which caters to students interested in strategic communications. This year, a third fair is planned for students in the Creative Media Production major.

Gaylord College students also have access to personnel and services for internships and career guidance through OU's central Career Services office. An assistant director within Career Services now is a coordinating advocate for Gaylord College and its students and provides direct programming in Gaylord Hall for students. Since 2010, Gaylord College and Career Services have worked together to host the internship and career fair to be held annually in October, hosted inside Gaylord Hall. Due to COVID-19, the internship/career fair was not held in fall 2020. Each year the number of employers and students has increased. With this Gaylord College has decided to move the internship/career fair to the Oklahoma Memorial Union. The move will allow more employers and students to attend and still meet the social distance guidelines set forth by the university. The career fair held in Gaylord College has been well received by both students and professionals coming to hire interns and employees. Student attendance at the career fairs since 2015 has been 110, 108, 89, 134 and 146, respectively. Participating employers since 2015 have been 29, 30, 26, 35 and 22, respectively. The Gaylord College continues to work to attract more industry-related companies to better connect students with their professions of choice.

According to a report from Career Services, Gaylord graduates seeking employment showed an overall high rate of success, though the rate fluctuated. On average, 84.4 percent of graduates from 2017 to 2020 seeking employment found job placements.

- 2017-2018: 81 percent of graduates seeking employment were successful.
- 2018-2019: 94 percent of graduates seeking employment were successful.
- 2019-2020: 78 percent of graduates seeking employment were successful.

The accompanying reports from OU Career Services (see **Digital Files 6.2-4 JMC Career Services Placement Summaries**) list the employers that hired our graduates. They include: Fox Sports Oklahoma; Hearst Television KOCO 5 (Oklahoma City), Dallas Cowboys,

Advertising Agency 20, FleishmanHillard global PR and marketing agency, The Walt Disney Company and The Pittsburgh Steelers, among many others.

6. Discuss the processes in place to collect, maintain and analyze enrollment, retention and graduation rates within the major and in comparison to university rates. Discuss the findings of the analysis. Provide the URL where the unit shares its most recent retention and graduation data with the public.

The 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. In keeping with ACEJMC requirements, the College maintains a cumulative, updated Public Accountability webpage at: <https://www.ou.edu/gaylord/about/public-accountability>

The associate dean and assistant dean have been assembling the data annually for several years and taking note of any significant concerns emerging in data trends, but the picture has been positive for both retention and graduation. Retention in the College has been consistently strong. Looking at cohort years since 2014, one-year retention rates have ranged from 95.5 percent to 98.2 percent, and two-year rates have been consistently above 90 percent. Three-year rates have been above 80 percent and as high as 88.6 percent.

Four-year graduation rates in the college have consistently been about 20 percentage points higher than the overall OU rate back to the 2011 cohort year. The long-term trend has been upward, with the highest graduation rates in the two most recent reporting years (69.8 percent for the 2015 cohort and 71.4 percent for the 2016 cohort). Six-year college graduation rates have also steadily been well above the OU rate and have been higher than 80 percent back to 2009.

Undergraduate enrollment has risen from 1079 in 2014 to 1368 in 2020, with a peak of 1420 in 2019. Graduate enrollment has fluctuated during the same period of time with a low of 57 in 2017 and highs of 69 in 2014 and 2018. College leadership has steadily monitored enrollment during these years. As discussed in Supplementary Information Question 3 and Standard 4 Question 6, undergraduate enrollment growth, while an encouraging sign of interest in our programs, has posed resource challenges as the college has worked to add full-time and part-time faculty to keep up with growth. (Though not a focus of undergraduate accreditation, the graduate program is starting to experience renewed enrollment growth because of the newly-created online MA program in Strategic Communication and Digital Strategy. Revenue from the program, though, is providing a basis for additional hiring to support it.)

## Standard 7:

### Resources, Facilities, and Equipment



#### Executive summary:

- ▶ The College's budget of more than \$5 million is funded through three sources: state allocation, student fees and private funding.
- ▶ With 19% of funding coming from private sources, the management of foundation accounts is an important part of the budget picture. Fees comprise 20% of Gaylord College's budget. As the budget cuts have impacted the state budget, more employees have been transferred to fee accounts, including all but one of the academic advising staff and a portion of the IT staff and engineer.
- ▶ In terms of facilities and equipment, the university has been incredibly generous. Gaylord Hall is a showpiece on campus and a natural magnet for students. The list of facilities and equipment in Question 5 highlights these strengths.

- ▶ Our university salary and operating budgets are thin when the number of majors and number of co-curricular activities are considered. We operate the fourth-largest academic college on campus, offering B.A. through Ph.D. with 26 tenure-track faculty (2020-21 including a vacant position), 10 contract faculty and a lean staff of 15. Many departments with fewer students have more faculty.
- ▶ In the years following the last site visit in 2014, Gaylord College has taken budget cuts from our state funding in 5 out of 7 years, absorbed through across-the-board belt-tightening. These cumulative cuts have greatly limited our financial flexibility. We have hardly any ongoing funds for counter-raises, compression adjustments, etc. We have also eliminated 5 full-time staff positions, but some of this personnel loss was covered by our new business partnership with Shared Business Services Center.
- ▶ For future planning, we have expanded our program with a new online master's degree to add a new revenue stream. With this new funding, we have added two new faculty lines. As the program grows, this new revenue will add financial flexibility to the College that could allow for more graduate assistantships, faculty and/or staff positions and other discretionary funding.

## 1. Table 10: “Budget”

<b>Table 10 - Budget</b>	<b>2018- 2019</b>	<b>2019 - 2020</b>	<b>2020 - 2021</b>
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
<b>Total Annual Journalism/Mass Comm Budget</b>	<b>\$5,882,010</b>	<b>\$6,127,579</b>	<b>\$6,055,026</b>

## 2. Describe the process through which the unit develops its budget, including preparation of the budget request and spending plan, review and approval, and the role of faculty in the process.

The budget process at the College level begins with submission to the provost of a list of priorities the College is requesting funding for in addition to the current education and general operating budget allocation. The education and general operating budget is funded through student tuition and fees as well as state appropriations.

To determine the additional funding needs of the College, faculty members have the opportunity to discuss specific needs with their area heads, who in turn meet with the dean regularly to evaluate area needs and College resources. We also rely on our Technology and Student Services Committees to assess and recommend resource planning. The IT director manages the update/replacement costs for existing computer labs and faculty/staff machines. Our faculty holding chairs and professorships are given an annual spending budget they can use to supplement travel, research, supplies or student salaries.

The actual process of preparing the budget for the next fiscal year takes place in April with the preparation of budget worksheets the University Budget Office distributes to each College. The worksheets consist of the current year's operating budget and a revision area to make adjustments for items such as new faculty hires and additional commitments the provost/president's office has approved. This document represents the upcoming fiscal year budget. The Operating Budget Detail consists of categories for salary, travel, communications, postage, computing and related expenses, maintenance and repair of facilities, professional and technical fees, and a miscellaneous category called contract and related current expense. A review of current-year disbursements combined with a projection of expenditures for the next fiscal year dictate any adjustments made to the budget categories. The College addresses adjustments to salary in a separate process. Once the dean reviews the revised budget, the College submits it to the Budget Office.

3. Describe the adequacy of resources for the unit and the sources of revenue for those resources (university funds, fees, private funding, other). Describe how the unit will supplement its annual budget from other sources or reallocate resources to reach its strategic goals.

We are fortunate to have three robust sources of funding: (1) state allocation; (2) student fees; and (3) private funding. Chart 1 shows our dependence on each. Our future success depends on how these three major accounts are managed, leveraging the strengths of each.

<b>CHART 1: ANNUAL INCOME BY SOURCE</b>				
<b>Source</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>%</b>
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%
<b>TOTAL INCOME</b>	<b>\$5,881,550</b>	<b>\$5,811,407</b>	<b>\$6,408,989</b>	

With 19% of the College's funding coming from private sources, the management of foundation accounts is an important part of the budget picture. Chart 2 shows the amount of funding the College received during the past year. It includes both endowments and one-time gifts. Chart 3 shows the amounts paid out from foundation accounts.

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

<b>CHART 3: FOUNDATION PAYMENTS</b>				
<b>FY 2021</b>	<b>Chairs/Profs</b>	<b>Scholarships</b>	<b>Other</b>	<b>TOTAL</b>
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
<b>TOTAL PAYMENTS</b>	<b>\$7,407</b>	<b>\$175,733</b>	<b>\$248,538</b>	<b>\$431,678</b>

Fees comprise 20% of Gaylord College's budget. As budget cuts have impacted the state budget, more employees have been transferred to fee accounts, including all but one of the academic advising staff and a portion of the IT staff and engineer. When employees are transferred to fee accounts, the College must pay fringe benefits as well as their salaries, increasing each employee's cost by one-third. Chart 4 shows where technology fees and course fees have been spent.

<b>CHART 4: STUDENT FEE EXPENDITURES</b>	
<b>FY21</b>	<b>Fee Expense</b>
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
<b>TOTAL</b>	<b>\$1,185,732</b>

#### 4. Describe how the resources provided by the institution compare with the resources for similar units on your campus.

In terms of facilities and equipment, the university has been incredibly generous with our college. We have first-class facilities in every area. Gaylord Hall is a showpiece on campus and a natural magnet for students. Many on campus envy our facilities and technology.

Our university salary and operating budgets are thin when the number of majors and number of co-curricular activities are considered. We operate the fourth-largest academic college on campus, offering B.A. through Ph.D. with 26 tenure-track faculty (2020-21 including a vacant position), 10 contract faculty and a lean staff of 15. Many departments with fewer students have more faculty. The College has leaned increasingly on endowment and fee accounts to finance ordinary needs such as academic advising and IT support.

In the years following the last site visit in 2014, Gaylord College has taken budget cuts from our state funding in five out of seven years (Chart 5). We have been able to absorb these cuts by doing across-the-board belt tightening. These cumulative cuts have greatly limited our financial flexibility. We have hardly any ongoing funds for counter-raises, compression adjustments, etc. We have also eliminated five full-time staff positions, but some of this personnel loss was covered by our new business partnership with Shared Business Services Center. For future planning, we have expanded our program with a new online master's degree to add a new revenue stream. With this new funding, we have added two new faculty lines. As the program grows, this new revenue will add new financial flexibility that could allow for more graduate assistantships, faculty and/or staff positions, and other discretionary funding.

Over the years, we have become more dependent on student fees for supporting some of our staff positions. Nearly all our course fee income and more than 1/3 of our technology fee income goes to personnel support. For the last several years, new increases in fees have been frozen, further limiting our revenue stream.

CHART 5: BUDGET CUTS						
FY15	FY16	FY17	FY18	FY19	FY20	FY21
Targeted	none	2%	3%	Targeted	none	2%

5. Describe the unit's classrooms, offices, computer labs or other building spaces, as well as technology support services. If the unit administers university media or student publications, include a description of equipment and facilities devoted to those operations.

**The College moved into the new building, Gaylord Hall, in August 2004. Gaylord Hall, Phase I consists of:**

**Lecture Classrooms**

- Two 60-person seminar classrooms (2020, 2030)
- One 34 + instructor seminar classroom (2025)
- One 33 + instructor classroom (2500, Library)
- One 14 + instructor classroom (2520)

**Three Computer Classrooms**

- 1020      16 + Instructor
- 1030      16 + Instructor
- 1040      16 + Instructor

**Newsroom/Computer Classroom Lab**

- 32-person capacity with 28 computers

**Studio area consisting of:**

- Two studios
  - 45x32 with news set, grid and multi-cam
  - Open lab with riser stage, multi-cam (4 cameras)
- Two production control rooms
- One audio production control room
- Two audio recording, podcast and editing room
- One audio voice recording room.
- One graphics lab/weather center
- One Green Room
- 10 editing bays with newer Mac pros added Summer 2021
- Master control
- Equipment repair area

**Cage/ Equipment storage**

- The primary Cage was moved to the second floor, adjacent to the former library, as we had outgrown our space on the first floor. Student check-out equipment is housed there.
- The previous Cage area now holds faculty equipment and equipment moved from master control.

**Student Services area consisting of:**

- Reception area
- Testing area
- Interview room
- Records room
- Workroom
- Six offices
- One conference room

**Administrative area (dean's suite) consisting of:**

- Reception area
- File room
- Workroom
- Conference room
- Dean's office
- Associate dean's office
- Eight offices

**Faculty space consisting of:**

- 32 faculty offices
- 1 shared adjunct office
- Two small conference rooms
- Faculty workroom/mailroom
- One Oklahoma Scholastic Media office
- Several storage closets

**Gaylord Hall, Phase II (built August 2009) includes:**

- The Ethics and Excellence in Journalism Auditorium featuring a sound stage, green room, audio control room shared with Studio D
- Studio D, which is a second production studio with infinity wall, green screen and small control room shared with the auditorium
- The Inasmuch Commons area featuring a student lounge and modular wall that creates an all-purpose classroom adjoining a catering kitchen
- One 26 + instructor computer training classroom (1120)
- One 16 + instructor computer classroom (1130)
- One 31+instructor seminar classroom (3150)
- One 41+instructor seminar classroom (3160)
- An Affinity Lounge for underrepresented students (3102) – Formerly the International Lounge, changed in 2019 in response to racist occurrences on campus
- 20-person focus group room (2165)
- Observation deck for focus group room
- Post-production Suite 4k editing suite with Mac pro computer and for editing (2169)

**Also in Phase II are:**

**A Graduate program area consisting of:**

- Office for director of graduate studies
- Six faculty/staff offices
- Conference room
- 14 Ph.D. cubicles
- 18 graduate assistant cubicles
- A graduate seminar room

**The Lindsey+Asp student-run Advertising/PR Agency consisting of:**

- Conference room
- Five war rooms for student collaboration
- Workroom
- Production room
- Two faculty offices

**Creative Lab**

- Two IT staff offices separated by a server room.
- Lab with 24 computers – open to all students enrolled in JMC courses. The latest Macintosh computers feature a wide array of software applications including Microsoft Office, Adobe Creative Suite, Apple Final Cut Pro, AVID Media Composer, SPSS, and more.

**Podcast suite (under construction; opening fall 2021)**

- Room dedicated to short- and long-form interviews and stories
- Video and audio recording
- Equipment:
  - RODECaster Pro Audio Board; Blackmagic ATEM mini Video Switcher; RODE Podmics Microphones; Blackmagic Pocket Cinema Camera 4k; Mac Mini computer

**Technology support includes the following Gaylord College staff:**

**Yvette Walker, assistant dean for student affairs and administration.** She is responsible for student services and the administration of Gaylord Hall, including, but not limited to, building maintenance, security and technology. She supervises **Tony McCoy, building technology resources coordinator.**

**Buddy Wiedemann, director of IT.** He is responsible for all computing technologies. He supervises **Software Specialist Michael Acker.**

**David Candy, broadcast engineer.** He is responsible for all technology related to broadcasting, video, audio and broadcast infrastructure.

## Post Phase II Infrastructure History

Beginning in late 2011 and through 2013, the College added Apple TV to the projectors in the classrooms and auditorium so faculty and students can present from iOS devices and newer MacBook Pros without being tethered by adapters and cables.

In the summer of 2012, the College added a 128 Terabyte Promise Raid storage for use by all students. Not only does it provide network “cloud” storage for all classes, but it also allows for server-based editing over fiber-optic connections from 20 student lab locations and six faculty offices. Along with that installation the College upgraded the network in Phase I of Gaylord Hall to Gigabit Ethernet to match the network of Phase II and to provide consistent fast network speed throughout both buildings.

In 2014, the OU administration funded a \$1.4 million high-definition upgrade for the College’s TV production facilities. The installation work was completed during the fall 2014 semester.

In the summer of 2018, the Edith Kinney Gaylord Library was converted into a classroom space based on increasing enrollment and lack of a need for a physical library because of centrally available OU library resources. A podium with a microphone system and two rolling TV monitors provides the audio-visual. (In summer 2021, we upgraded the size of the TV monitors.) Former heavy wooden tables and chairs were replaced with a system of rolling tables and chairs that could easily change layouts based on the instructor’s needs.

In the summer of 2018, classrooms and teaching spaces were upgraded. This included a new 4K laser projector and sound equipment in the auditorium, new Crestron computer controllers in all classrooms and spaces with lecturer desks and podiums, and new 80-inch LED flat screen monitors on the walls.

## 6. Describe the unit's most urgent needs for resources, if any, and the plan to address these needs.

Our challenge with physical resources now is to maintain our facilities into the future. Continued building maintenance costs can vary from year to year. We have two new renovation projects in 2021, one to upgrade our existing suite of edit bays, the other to repurpose an existing space into the podcast suite mentioned in Question 5. Replacement costs for several original pieces of equipment will be high. The desire to stay market-competitive with our broadcast systems, which allows for the best student experience, has led us to upgrade our broadcast technology in the 2022 fiscal year to a new system. Computer replacement costs strain our technology fee budget as we strive to provide students with a range of hardware and software to meet their needs.

Our greatest resource needs, however, involve people. As noted in Question 3, our university salary and operating budgets are thin for our number of majors. Our full-time faculty size is small not only relation to some departments on campus but also in relation to other top programs nationally in our field. Enrollment growth, a favorable reflection of interest in our programs, has strained our ability to meet student needs with available resources. Although we have received some new faculty lines through provost's office approval processes, the number has not kept pace with enrollment growth. We also have significant needs in staff. After university administration identified the College as critical in its need for an additional academic advisor, we received funding for a fourth person but have sought one more to further strengthen our ability to serve students. We also work without a designated communications director and with only two full-time administrative assistants in the College.

We noted in Supplementary Information Question 6 that these realities were not identified for the first time during the self-study process, but that process – along with the review of the College's achievements and innovations of the past seven years – has driven home the need to continue addressing these issues with university administration to maintain the quality and scope of our programs. The creation of the online master's program in Strategic Communication and Digital Strategy is helping to meet a university priority and creating a new revenue stream for the College. The program has already enabled us to add two new faculty lines, and we expect it to create new financial flexibility that could allow for more faculty and/or staff positions and support for graduate assistantships. However, we plan to continue to pursue approval of faculty lines aggressively through the provost's office, both to address pressing teaching needs and to keep building our strengths in line with the strategic plans of the College and OU.

## Standard 8:

### Professional and Public Service



#### Executive Summary:

- ▶ The College sponsors, hosts or affiliates with a wide range of professional and public service activities. Among these are annual high school journalism conferences, the summer Oklahoma Institute for Diversity in Journalism for high school students, the National Press Photographers Association Annual News Video Workshop, Gaylord News, the AEJMC Midwinter Conference and activities of the Lindsey + Asp student ad and PR agency and OU Nightly newscast.
- ▶ Twenty-eight faculty members have participated individually in professional and public service activities since the last accreditation review, as detailed in an attached list.

- ▶ The college uses the Board of Visitors, the JayMac alumni association, adjunct instructors, visiting speakers and involvement with many professional organizations as sources of input on the curriculum and innovations in the field. Every Board of Visitors meeting includes exchanges between board members and Gaylord faculty members.
- ▶ Board of Visitors members and JayMac board members have helped the College hand-deliver OU admission boxes to prospective students across the country. Such personal outreach has helped grow enrollment while strengthening ties with key alumni. Many members of the Board of Visitors and JayMac have spoken to Gaylord classes and have acted as mentors to current students and young graduates.
- ▶ The College has sent faculty to a variety of programs and workshops to bring them closer to the industry and trends in the fields. Examples of these include the Edelman New Media Summit, the Miami New Media Workshop, AEJMC Multimedia for Educators Workshop in Chicago and the OAB faculty internship.
- ▶ The quarterly e-newsletter showcases the work and accomplishments of Gaylord College students, faculty and alumni, and promotes alumni and college events. JayMac also spotlights alums with interesting stories that show the vast range of career fields a Gaylord graduate has access to with a journalism degree.
- ▶ Oklahoma Scholastic Media, housed in the College and headed by a faculty member, draws about 1,000 teachers and students to campus for its two annual conferences. Several low-income schools now receive free membership in the organization. OSM has an active program of contests, rankings and awards. A summer program trains scholastic media advisors, and the Oklahoma Institute for Diversity in Journalism offers journalism experience to promising historically underrepresented high school students.

1. Summarize the professional and public service activities undertaken by the unit. Include operation of campus media if under control of the unit; short courses, continuing education, institutes, high school and college press meetings; judging of contests; sponsorship of speakers addressing communication issues of public consequence and concern; and similar activities.

**Oklahoma Scholastic Media** – Gaylord College is home to Oklahoma Scholastic Media, which serves a statewide constituency of high school journalism teachers/ publications advisors and students working on high school newspapers, magazines, online news platform, and yearbooks. OSM sponsors educational conferences twice each year at OU (Spring Media Monday and Fall Media Monday), bringing in approximately 1,000 students and teachers yearly between the two events, and provides annual awards competitions, hosts monthly contests for student work and provides training and support for scholastic media teachers. (The College’s scholastic journalism activity is discussed in more detail in Question 5.)

**Oklahoma Scholastic Media Initiative** – Funded by an Ethics and Excellence in Journalism Foundation grant, the Oklahoma Scholastic Media Initiative Summer Workshop and Grant program provides grants to middle and high school educators to start or improve a student media publication. The recipient/educators are required to attend a training workshop at Gaylord College prior to receiving their grants. OSMI began in 2008 under the previous OSM director and, with the exception of 2018 and 2020, has continued yearly under the current director since 2013. The summer 2021 OSMI session will be the final year for this particular program. It has served the needs of Oklahoma scholastic media teachers well, but the OSM director believes it is time to assess the current needs of these teachers and pivot to some different training opportunities.

**Oklahoma Institute for Diversity in Journalism (OIDJ)** – The Oklahoma Institute for Diversity in Journalism began in 2004 through a grant from the Ethics and Excellence in Journalism Foundation. Its goal is to recruit students primarily from underrepresented groups to attend a summer camp-style workshop focused on learning journalism skills and producing journalism products. Since 2014, the workshop has focused on multimedia and digital journalism with student work published on the news-style website: [oidj.org](http://oidj.org). Hallmarks of the workshop have been a low student-to-teacher ratio, the involvement of professionals, the involvement of top Gaylord students, real-world media work produced and exposure to a variety of professional venues. The workshops have attracted excellent scholastic students who have produced quality work on meaningful topics, and many go on to pursue journalism education at Gaylord College or other institutions.

**National Press Photographers Association Annual News Video Workshop (NPPA)** – For 60 years, visual journalists from across the world have made their way to Norman to gain core storytelling knowledge from the best storytellers in the news business. Dubbed “The Workshop” in local television circles, the News Video Workshop is a week-long boot camp. In 1959, film professor Ned Hockman invited the NPPA board to Norman to convince them to move their new film news photographer training to OU. Ever since, OU has been the home for this prestigious week-long training. In 2013, Gaylord professor Julie Jones took over leadership and moved the workshop from OU Outreach to Gaylord Hall. Jones and her team of award-winning journalists/educators have elevated the week to 21<sup>st</sup>-century practices and issues. CNN, Sinclair Broadcast Group, Tegna and Oklahoma-owned Griffin are among the news organizations that send multiple journalists every year. Student participation is growing as well. Before 2013, few students attended. In 2019, twenty-two students paid their way and 15 Gaylord students gave up spring break to volunteer. Jones’ recommitment to news values has also increased the number of working journalists. Between 2012 and 2013 alone, the rate of working journalists increased from 30 to 70% - a rate that has held steady. Enrollment overall has increased 150% (from 61 in 2013 to 154 in 2019). The workshop is expected to return to in-session training in 2022. The workshop team is planning its second virtual training for Oct. 9, 2021. Last summer, the team hosted the first News Video Workshop virtual day, which drew over 300 attendees.

**Gaylord Hall Productions** – As the college’s contract and grant production unit, GHP is actively involved in both professional and public service activities. Current clients including the National Association of Broadcasters where GHP serves as their documentary production unit, the state of Illinois where GHP has produced numerous campaigns including the primary COVID broadcast campaign used by the Illinois Department of Public Health in 2020 and several opioid prevention campaigns. There are multiple disaster mitigation projects they are involved in focusing on how to be safe in tornadoes and earthquakes. They also do projects for multiple units across campus and work on the media aspects for multiple grants. All these opportunities provide valuable experiences for students both professionally and teach them how to use their medium to give back.

**OU Nightly** – Gaylord students produce a daily, 30-minute television newscast that is telecast throughout the Cox Communications network and includes Oklahoma’s three largest population centers, Oklahoma City, Tulsa, and Norman, accounting for nearly 500,000 homes. Broadcast Journalism students also produce programs for elections and other special events. Gaylord College students learn about the campus community, the city of Norman and Cleveland County by engaging and reporting on the issues of the day, telling the stories on the conflicts, problems, challenges and successes of these surrounding communities. In addition to reports students produce on community interest topics, campus and civic leaders are regularly invited to discuss the issues of the day on OU Nightly live in a weekly segment called “In Studio.” This segment was shuttered due to COVID, but is returning in fall 2021. In the past this segment has featured OU presidents, Norman mayors, police chiefs, fire chiefs, faculty members including Mike Boettcher, John Schmeltzer and Joe Foote, OU student body presidents and student Black Lives Matter representatives, among other guests.

**Lindsey + Asp** – Since 2009, Lindsey + Asp has provided a full range of strategic communication services for an impressive roster of clients including American Airlines, Carnival Corporation, U.S. Navy, Spotify, Dress for Success, OKC Memorial Marathon, OU Athletics, and more. Lindsey + Asp is a leading youth culture communications agency, embedded in the petri dish that is student life on the University of Oklahoma campus and housed in Gaylord College. The agency provides ongoing marketing expertise to a roster of local, regional, and national clients centered around the changing attitudes and media behaviors of a youth audience, by a youth audience. A team of 50+ student communicators help clients spark their thinking with the latest youth news and insights. In 2022, Lindsey + Asp will launch its first youth trend report via a national, longitudinal study that investigates the gaps in youth culture, values, attitudes, and media behaviors that no other youth-focused agency is answering. The research curated by the students will demonstrate how youth behavior is changing across categories to help the agency's clients see new market opportunities. Additionally, quarterly behavioral reports including category deep dives and white papers on emerging media and technologies will be released through student-created podcasts and across social media campaigns on platforms like Instagram, and TikTok.

**Spanish language News** – OU Nightly has run Spanish language news briefs several times a week (depending on student availability). In spring 2021 it did a weekly Russian language news brief. Both of those aired on the OU Nightly website.

**Gaylord News:** Through funding from the Ethics and Excellence in Journalism Foundation (now the Inasmuch Foundation), Gaylord News was born as a reporting project that embeds full-time journalism students for a semester in Washington, D.C. While there, students report on Oklahoma-related matters and their reporting gets distributed to a network of media outlets in the state and beyond. Gaylord News has recently formed a partnership with the Walter Cronkite School of Journalism and Mass Communication at Arizona State University to cover issues important to Native American communities. Gaylord News has expanded since to Gaylord News Oklahoma, where students stay based in Oklahoma and cover events around the state.

**Studi(OU)** – The College has operated a student radio station, KXOU, also known as The WIRE, which is broadcast on the Internet. WIRE programming is undergoing change with a new faculty member still to be hired. Its future is under review.

**Oklahoma Watch** – This nonprofit organization created in 2010 produces in-depth investigative journalism on important public-policy issues, including immigration, education, criminal justice, mental health, addiction and the uninsured. Oklahoma Watch was a resident in Gaylord College's Gaylord Hall until spring 2021. Gaylord still has space for Oklahoma Watch reporters who might want to use it. The dean serves on its board and is chair of the board's personnel committee. This relationship provides internships for students and faculty professional collaboration opportunities for faculty. See reports at <https://oklahomawatch.org/>

**World Journalism Education Council** – Journalism education’s first effort to bring all the journalism education organizations in the world together had strong roots at the University of Oklahoma and was founded by former Gaylord College Dean Joe Foote. The World Journalism Education Council has been actively involved in creating a Global Census of Journalism Education sponsored by the Knight Foundation. The more than 30 organizations making up the World Journalism Education Council have designated OU as the Secretariat for the organization. The Congress met in Singapore in 2007, Grahamstown, South Africa, in 2010, Mechelen, Belgium, in 2013, Auckland, New Zealand, in 2016, and Paris, France, in 2019. The next Congress is planned in China in 2023, one year later than the normal three-year cycle because of the impact of Covid-19 on international travel.

**AEJMC Mid-Winter Conferences** – The AEJMC Midwinter Conference is an annual forum for the presentation of research and debate in areas relevant to the AEJMC groups (divisions, interest groups and commissions) sponsoring the event. The conference provides a platform for presentation and extended discussions in a relaxed setting. This event allows Gaylord College faculty, and its graduate students especially, to attend a professional conference, present papers and learn more about their profession. Gaylord Hall has played host to the Midwinter Conference annually since 2009, and plans are to continue hosting this premier event in the future.

**Community Election Watch** – Election night 2016 included a series of community panels in Gaylord Hall hosted by the general manager of KGOU, the campus’ NPR affiliate. OU Nightly was on the air for more than four hours, which included live updates from the field and interviews on set. OU Nightly also did Election Night coverage again in 2018 and 2020.

2. In a digital file, list examples of professional and public service activities undertaken by members of the faculty since the last accreditation review. Limit to five examples per faculty member. The unit has the option of providing a complete list in a separate digital file. Do not include service to the unit or institution; this information should be presented in Standard 1, Question 6.

**Digital File 8.1 Professional and Public Service Activities of Faculty** lists up to five examples per faculty member for faculty who have done professional and public service.

3. Describe the unit's contact with alumni, professionals and professional organizations to keep curriculum and instruction, whether online or on-site, current and to promote the exchange of ideas. Contact may include alumni and professional involvement in advisory boards, curriculum development, guest speaking, placement, internships, and fundraising. Provide advisory board members' names and contact information.

The college continues to utilize our Board of Visitors, the JayMac alumni association, adjunct instructors, visiting speakers and involvement with many professional organizations as sources of input on the curriculum and innovations in the field. In development in 2021 is an initiative with alumni in the Dallas-Fort Worth area, where the college has many alumni and represents a vibrant media market for our graduates. (See **Digital File 8.2 Names and Contact List – Board of Visitors and Alumni Leadership.**)

The Gaylord College Board of Visitors is an active group of successful business and media professionals dedicated to ensuring the College, its students and faculty keep current. These board members 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. Every board meeting involves exchanges between board members and Gaylord faculty members.

A former chair of the Board of Visitors is leading a fundraising initiative in 2021 to reposition the College's integrated agency, Lindsey + Asp, in the years ahead. An alumni board will be created to oversee the agency.

Much work has been done since the previous site visit to reinvigorate the JayMac board and its initiatives. In place now is a working board of 25 alumni from the Norman and Oklahoma City areas who are dedicated to helping students connect with alumni through ongoing communications and personal introductions. JayMac also approves the dean's recommendations to recognize distinguished alumni and provides considerable support of the Dean's Leadership Class initiative, now in its fourth year. Board members also help identify additional employers to participate, and provide input, in the college's annual Internship and Career Fair.

Board of Visitors members and JayMac board members have helped the College hand-deliver OU admission boxes, which contain admission letters, to prospective students across the country, from suburban Boston to the San Diego area. Such personal outreach has helped grow enrollment while strengthening ties between the College and key alumni.

Many members of the Board of Visitors and JayMac have spoken to Gaylord classes, in person and via Zoom, and have acted as mentors to current students and young graduates. With one exception, the featured speaker at every convocation ceremony at Gaylord College

since December 2015 has been an alum. The lone exception was a university regent (trustee) who once served on the College's Board of Visitors.

A board consisting of alumni and other friends of the College is being assembled in 2021 to advise the new online master's degree in Strategic Communication and Digital Strategy.

Until the pandemic year, the Advertising and Public Relations faculty led student "field trips" to advertising and public relations agencies in New York, the Los Angeles area, Chicago, Kansas City, Dallas, San Francisco and beyond. These trips not only serve students well but allow faculty to keep pace with the latest trends in the field. Alumni receptions often coincide with these trips, offering the chance for alumni and donors to meet with current students visiting their respective cities and industries. These trips will resume as university travel restrictions ease.

The College has sent faculty to a variety of programs and workshops to bring them closer to the industry and trends in the fields. Examples include the Edelman New Media Summit, the Miami New Media Workshop, AEJMC Multimedia for Educators Workshop in Chicago and the OAB faculty internship. Faculty are actively involved in PRSA, AAF, AAA, the Institute for Public Relations, the Arthur Page Society, the Radio-TV Digital News Association, the Society of Professional Journalists, the National Association of Broadcasters, the Broadcast Education Association and the Oklahoma Association of Broadcasters. (Robert "Pritch" Pritchard, who retired from the faculty in spring 2021, served on the national board of PRSA for two years, a first for a Gaylord faculty member.)

For the past 60 years, faculty and staff of the Journalism program have hosted the spring workshop for NPPA, bringing top-notch photojournalists from across the country for a week of training and exchange of ideas. See above in Question 1 for program details.

4. Describe the unit's methods for communicating with alumni, such as newsletters or other publications. Provide the web link for communication during the previous academic year or provide print copies in the workroom.

### **Quarterly E-Newsletter**

The quarterly e-newsletter showcases the work and accomplishments of Gaylord College students, faculty and alumni, as well as promotes alumni and college events. Videos are frequently linked in the newsletter. The JayMac Alumni page on the website hosts a signup box for guests to add their names to the mailing list. The newsletter averages a 30% open rate.

Each e-newsletter also includes an option for recipients to unsubscribe. All e-mail changes, bounces and unsubscribes are forwarded to the central Development Office for updating in the master alumni database.

The current issue of the newsletter is on this page, and archived versions are toward the bottom: <https://ou.edu/gaylord/jaymac/connect/newsletter>

### **Alumni Spotlights**

JayMac also creates alumni spotlights on alums with interesting stories that show the range of career fields a Gaylord graduate has access to with a Journalism degree. These were produced monthly but were narrowed to publication every three weeks to highlight even more alumni.

Alumni Spotlights can be found at: <https://ou.edu/gaylord/jaymac/connect/spotlights-newsletters>

Print products aimed at alumni, donors and others were eliminated via an OU presidential edict in 2018.

### **Social Media**

The OU Gaylord College of JMC Alumni Facebook page (<https://www.facebook.com/GaylordCollegeAlumni>) has 892 follows (836 likes) and strives to promote the work that alumni do in their communities. During the summer of 2021, there was increased engagement through the Alumni Spotlight posts. The Gaylord alumni (@oujaymac) Instagram page has 238 followers as of this writing and will continue to feature alumni spotlights as well as showcase photos and videos from programs and events. On Twitter (@oujaymac), the JMC Alumni page has 202 followers.

In fall 2021, the board will investigate TikTok as a possibility to increase outreach. Students and alumni are encouraged to join all three of these social media channels for more information and to make connections with fellow Gaylord College alums.

## 5. Describe the unit's support of scholastic (high school) journalism, including workshops, visiting lectures, critiques of student work, etc.

### Oklahoma Scholastic Media

The Gaylord College is proud to support the Oklahoma Scholastic Media (OSM) association, headquartered in Gaylord Hall. Created in 1916 and previously known as the Oklahoma Interscholastic Press Association, OSM is the oldest continuously running state organization of its kind. Each year, OSM hosts two major workshops on campus for middle school and high school students and teachers. Since 2014, the fall workshop has been averaging 640 attendees, and the spring semester is averaging about 360, bringing in approximately 1,000 teachers and students yearly to campus. Participation in the fall workshop is traditionally larger because high schools in Oklahoma have more yearbooks than news publications. Fall Media Monday is yearbook focused; Spring Media Monday is news publication focused, including traditional print newspapers and magazines, online publications and broadcast outlets.

Both workshops have a significant educational component, providing about 30 breakout sessions (panels, lectures, keynote speakers, demonstrations, critique sessions, etc.) taught by media professionals and university professors and graduate students on concepts and skills for working in the media. Each event concludes with an awards ceremony for students' individual work and the overall publications. In fall, the awards go to yearbooks. In the spring, awards go to newspapers, online news sites, broadcast outlets and magazines. OSM judges rank entries and submit feedback for each student entry. To reward and encourage small schools and middle schools to join and compete, OSM divides its members into three divisions based mostly on school population, with other factors such as funding and age range of students considered.

Melanie Wilderman, associate professor of journalism, became executive director of OSM in July 2013 and has continued to strengthen this established organization. Standout accomplishments since fall of 2014 include:

- Best attendance in over a decade for multiple spring and fall conferences, with highest spring attendance at 442 in 2016 and highest fall attendance at 775 in 2019.
- Giving lower-income schools access to OSM with the support of Gaylord College Dean Ed Kelley. He supported OSM's initiative to provide low-income schools with free membership to OSM, which allows them to compete and be part of the organization at no cost to the school. Gaylord College covers this expense, up to \$250 per each school per year. Since 2017, five schools from lower socio-economic areas have taken part, and we work every year to add more.
- The OSM staff raised just over \$10,000 between two fundraising campaigns in 2017 and 2018, using OU's crowdfunding platform ThousandStrong.

- Significantly increased the number of online news publications in OSM's membership from four online publications in 2013 to approximately 20 online publications in 2021. This focus is detailed more specifically in the segment about the grant program OSMI below.
- Starting in 2016, moved the majority of contest submissions to an online platform to save time and resources.
- Beginning in 2016, added new "On Deadline" competition to the spring statewide contest to encourage journalism students to work and submit entries on a quick deadline, emulating professional standards.

## Contests for Scholastic Media Students

### Monthly Contests

OSM sponsors monthly writing, photography, and design contests for member schools. Although monthly contests are aimed more specifically at students working on newspapers, online publications, magazines and broadcast outlets, they are open to yearbook students as well. For all publications except yearbook, students entering monthly contests are working toward qualifying for the annual Spring Media Monday statewide contest by earning one of the top two ratings on their submissions: Superior or Excellent; the lower ratings of Distinguished Merit or Merit do not qualify students to compete in the annual competition.

OSM hires professional media judges to provide constructive criticism for each submission. OSM then e-mails schools their comments from the judges each month, and advisors can use the feedback as teaching tools. Based on data from 2014 – 2019, OSM receives and judges between 900 and 1,000 monthly contest entries annually.

### Annual Contests

**Individual Student Competitions:** Each spring, Oklahoma Scholastic Media runs an annual statewide writing, design and photography contests for students who have received ratings of excellent or superior in various categories during monthly qualifying contests for newspapers, magazines, online publications and broadcast outlets. The qualifying monthly contests, which run August through March, feed into the end-of-year awards at the Spring Media Monday conference.

Each fall, OSM awards individual students at the Fall Media Monday event for work in writing, design and photography in their previous academic year's yearbooks. Based on data averaged from competitions between fall 2014 and fall 2019 (pandemic numbers excluded as low outliers) OSM receives and judges:

- 900 individual category entries for yearbooks each fall
- 550 individual category entries for news publications each spring

**Annual Publications “Critical Service” Competitions & Awards:** Oklahoma Scholastic Media also awards ratings holistically to newspapers, magazines, online publication and broadcast outlets in the spring and to yearbooks in the fall; those that earn highest honors for their publications are eligible for All-Oklahoma and Sweepstakes awards.

Based on numbers from 2014-2019, an average of 44 schools participate in the yearbook competition each fall, and 27 news publications compete in the newspaper, magazine, online publication and broadcast competition each spring.

A description of the OSM rankings and awards follows:

- **Publication Rankings:** Member publications earn an overall distinction based on a critical service review of the full publication from a media professional serving as judge. From lowest rank to highest, these distinctions include: **Award of Merit, Award of Distinguished Merit, Award of Honors, Award of Highest Honors.**
- Those publications receiving the rank of **Highest Honors** are then considered for the additional **All-Oklahoma** distinction, indicating the top-scoring publications in each division; usually, two to five publications are named **All-Oklahoma** per division yearly.
- Finally, the *top-scoring publication in each division* is further awarded the **James F. Paschal Memorial Sweepstakes Award**. A former OU professor, Paschal served as the director of OSM (known then as OIPA) from 1963 to 1991 and is remembered fondly for his dedication to scholastic journalism. A **Spirit Award**, also named for Paschal, is given to the one school in each division that boasts the largest attendance at Spring Media Monday.
- **Liz Burdette Memorial Yearbook Advisor of the Year:** OSM presents the Liz Burdette Yearbook Advisor of the Year Award each fall to a high school yearbook advisor who best represents the dedication to and skill in advising student yearbooks that defined Burdette’s long career. A long-time member of the Oklahoma City education community, Mary Elizabeth Burdette died March 20, 2011.
- **The Lois A. Thomas Newspaper Advisor of the Year:** Named for Thomas, journalism teacher and publications advisor at Putnam City High School in Oklahoma City, this award recognizes excellence in scholastic media advising of a news publication and service to the field. OSM presents this award annually each spring. She died Aug. 22, 2007.

### **New Awards Since 2017**

- The already established, but newly named in 2018, **Karen Beavers Memorial Editor of the Year** award, was renamed in memory of former Lawton High School Advisor, Karen Beavers, who died in 2018. It is given in the spring to the newspaper editor of the year and in the fall to the yearbook editor of the year. This award is to honor Mrs. Beavers for her ability to nurture excellent student leaders.
- Based on donations of \$1,000 or more from OSM’s 2017 or 2018 fundraisers, three additional awards have been named:
  - An already-established award, Designer of the Year, given in the spring to a

newspaper, digital publication, or magazine designer, will now be known as the Laura Schaub Designer of the Year award. Schaub served as director, before our name change, when OSM was known as Oklahoma Interscholastic Press Association, from 1991-2003.

- The Oklahoma-based nonprofit organization Visionary Oklahoma Women has a mission to “foster creativity that enhances global prosperity.” Collectively, the women of VOW sponsor the Visionary Oklahoma Women Award of Journalistic & Creative Excellence for the student journalist who best showcased coverage of women’s issues and/or empowerment of women through creative journalistic work.
- Dr. Michael Cookson is chairman of and a professor for the Department of Urology at the University of Oklahoma Heath Science Center. Before going to medical school, Cookson earned a journalism degree at OU. He sponsors the Michael Cookson Award for Journalism Coverage of Healthcare & Medicine.

### **Pandemic-Related Challenges for OSM Addressed**

Beginning in March 2020 we began to see drastically decreased entries as schools dealt with the pandemic. Some of our member schools did not continue work on publications during the lockdown, and most who did continue were working at reduced capacity. Although we had to cancel Spring Media Monday in 2020, we were able to judge all the students’ work and give awards. By fall 2020, we were able to regroup and run a virtual conference, which we also did for spring 2021. Contests and awards continued during the pandemic, although most schools were not able to enter as much work, and not as many schools or students were able to attend the virtual conferences.

Despite the challenges the pandemic brought to OSM, the organization worked to adapt and keep opportunities going for member schools and students, and the scholastic students produced some great work during a difficult time.

### **Oklahoma Scholastic Media Initiative (OSMI)**

OSMI is a summer training workshop and grant program for middle school or high school media advisors, running 3 to 5 days, usually in June or July. Media professionals and university media professors teach sessions during the workshop on a range of topics appropriate to the type of publications the participants advise. OSM director Wilderman has continued to maintain and reapply for the grant, first secured by former director Kathryn Jenson White in 2008, and has directed the OSMI workshop since summer 2013.

During the first five years (2008-2012), OSMI awarded grants to fund 20 new startup newspapers, 31 improvements to existing newspapers and five improvements to existing yearbooks. During the sixth year, the focus shifted to funding for starting or improving online publications at the request of EEJF. Since this shift in 2013, OSMI has provided training and funds to start 37 online news publications and to improve 38 online news publications.

A specific benefit to switching the focus to online publications in 2013 has been a significant increase in the number of online publications in OSM’s membership, meaning more scholastic students around the state are working on digital publications and keeping on track

with professional industry standards. In academic year 2010-11, zero schools competed in OSM with an online publication. In 2012-13, after OSMI switched focus to online publication grants, four online publications started competing; this number increased incrementally each year since. We now stand at 20-25 online publications that maintain membership and regularly compete in OSM contests.

Starting in 2017, OSM partnered with School Newspapers Online (SNO), a company that specializes in helping college and high school news staffs make the transition to online publishing. SNO offers WordPress website hosting and solutions as well as mobile apps and workflow software. During the 2017 and 2019 programs, SNO representatives taught part of the OSMI curriculum and provided guidance for teachers who were new to online publications. Going forward, OSM plans to look for opportunities to grow this partnership, as it had benefited member schools and teachers greatly.

### **Oklahoma Institute for Diversity in Journalism**

OIDJ is an annual summer workshop hosted at Gaylord College for promising historically underrepresented high school students with the goal to expose youths to careers in journalism. Since it began in 2004, OIDJ has provided opportunities for students who would otherwise lack access to training or who face barriers to pursuing careers in journalism. Journalism professionals and educators coach the students on story ideas and news gathering, reporting and interviewing, writing, videography, photography and multimedia creation. In addition, students get a week of the college experience: staying in the dorms and eating on campus and attending specially designed classes on aspects of journalism, ethics and community relations. Student participants research, report, write, shoot video and edit stories on a variety of topics and news events, and their work is published on the OIDJ website, [oidj.org](http://oidj.org).

OIDJ is funded by several organizations including the Ethics in Excellence in Journalism Foundation (primary benefactor), Dow Jones News Fund, *The Oklahoman* and *The Norman Transcript*. The summer camp averages between 15 and 20 participants, and recruitment efforts focus on bringing in a diverse group of participants and professionals. For example, in the 2019 workshop, the class included 13 students of the following demographics: six Caucasian, three African American, two Hispanic, one Native American and one Multiracial. Additionally, five of the students attended schools in lower socioeconomic areas. The 2019 OIDJ instructors and staff included the following cultural and/or ethnic identifications: African American, Caucasian, South Asian, Hispanic and Native American. (The 2019 workshop was the most recent traditional OIDJ experience, as 2020 was virtual and 2021 was a scaled-down version, both due to the pandemic.)

Since 2014, three people have served as directors of OIDJ: Wilderman; the college's former community inclusivity officer, Dorion Billups; and Assistant Dean of Student Affairs Yvette Walker. Each has worked extensively with general recruitment efforts as well as diversity and inclusivity efforts within the College. As of 2021, the College has hosted 17 OIDJ summer workshops. Since its inception, many participants have gone on to college and majored in journalism and related areas of study, at OU and elsewhere, with many landing jobs in the industry.

## Additional High School Outreach

- **“What is Home?” Kirkpatrick Foundation Grant.** The Institute for the Study of Human Flourishing, in collaboration with the Gaylord College of Journalism and Mass Communication, received a \$29,800 grant from the Kirkpatrick Foundation to support "What is Home?" a digital storytelling project involving students from Norman High School and Clinton High School. Under the guidance of Gaylord College Dean Ed Kelley, in fall 2020, a point person and a mentor from each school were selected to design a process for students to apply for the project. Students selected for the process began work on 5 to 10-minute videos on the topic of "What is Home?"
- OU students, supervised by Lee Reynolds of Gaylord College, mentored the high school students through the process. The project concluded with an event to showcase the students' work. Participants from Clinton High School and Norman High School gave final presentations and showed their videos in May 2021, delivered virtually due to COVID-19 guidelines. Two of the participating students have committed to come to Gaylord College in fall 2021, and a third student has visited and expressed interest in coming to Gaylord in 2022.

## Standard 9:

### Assessment of Learning Outcomes



#### Executive Summary:

- ▶ While collection and use of assessment data continued after the last accreditation review, the College faculty and leadership worked to make substantial changes to the plan. An extended period of discussion and review was informed by input from the 2014 site team report, the OU Office of Academic Assessment, the OU Academic Program Review process and the College faculty's development of a new strategic plan. The culmination of this review was faculty approval of a revised plan in spring 2019.
- ▶ The revised plan focuses more thoroughly on learning outcomes from the ACEJMC values and competencies and builds greater consistency in assessment across majors. Three direct and six indirect assessment mechanisms are used in the revised plan for assessment of student learning outcomes and program goals. The College's goals for student learning incorporate the 12 values and competencies.

- ▶ An assessment report is compiled yearly and submitted each fall to the Office of Academic Assessment, coordinated by a faculty assessment liaison in consultation with College leadership. Key takeaways from each assessment measure are provided to and discussed with faculty in a series of faculty meetings every year. Data are then provided to the area heads for major area meetings wherein plans for changes in curriculum, instruction, etc., are discussed.
- ▶ Question 3 provides a summary of findings and use of assessment measures for five of the six plan objectives, incorporating pre-2019 findings but emphasizing application of findings of the revised plan. Use and plans related to curriculum and syllabi review are discussed in Standard 2.
- ▶ The new assessment plan has strengthened the involvement of professionals, including alumni, in the assessment process. The e-portfolio, one of the direct measures in the plan, involves review by both faculty and professionals – with a sample of portfolios reviewed by both with a common rubric. A total of 12 external reviewers evaluated portfolios in the last year, encompassing all five of the College's majors.
- ▶ Gaylord College students have been successful in a range of awards competitions locally, regionally and nationally in the last seven years – as detailed in a summary list and link.
- ▶ Data from the alumni satisfaction survey have consistently shown that Gaylord graduates are satisfied with the education they received. Most respondents are involved in a profession related to their education. An additional survey of 2016 graduates in May 2021 found that of 229 graduates surveyed, 177 were employed, six were unemployed and 46 were unknowns. They were working in both traditional jobs in media-related organizations as well as in jobs in many other sectors. These are promising results in relation to how the College is preparing them for the workforce.

1. Provide a copy of the unit's written plan for assessment of student learning outcomes. This plan must include the dates of its adoption and of implementation of its components.

The College's current assessment plan is available as **Digital File 9.1 College Assessment Plan** with appendices (including assessment instruments) in **Digital Folder: College Assessment Plan Appendices**. The College has made substantial changes to the plan since the last accreditation review. Here is a brief overview of its evolution that will provide context for the changes and the rationale.

The assessment plan was the subject of an extended period of discussion and review, culminating in faculty approval of a revised plan in spring 2019. Initial discussion grew out of the 2014 site team report, which was critical of the previous plan and called for "Development and implementation of an assessment plan that is consistent across sequences in measuring learning outcomes, not course requirements." Early follow-up discussion coincided with the university Office of Academic Assessment's revision of the OU Program Assessment Report template used by departments to document annual assessment activities for certificates and degree programs, making learning outcomes a greater focus of assessment.

Further input came in 2016 and 2017 through OU's Academic Program Review process required every seven years of all units – a process that included review by the OU Academic Program Review (APR) Committee which comprises a team of faculty from various departments/disciplines across the university and OU's Academic Assessment director. The review team made this recommendation: "Streamline assessment of the undergraduate program to systematically and concretely address (as one unit), each of the 12 assessment-related values and competencies required for ACEJMC accreditation."

Also during 2016-17, college faculty and administration developed a new strategic plan that included this objective: "Clarify, communicate and assess undergraduate learning outcomes that reflect the ACEJMC values and competencies." This objective addressed the focus on learning outcomes.

In 2018 and early 2019, the College created a revised plan focusing on learning outcomes from the ACEJMC values and competencies. The plan created greater consistency in assessment across majors.

The following direct and indirect assessment mechanisms are used in the revised plan for assessment of student learning outcomes and program goals:

### **Curriculum Review (new measure, indirect measure of program goals)**

A curriculum review conducted every three years to evaluate course descriptions, student learning outcomes and course objectives, and introduction, practice and mastery of ACEJMC core values and competencies. Addressing previous accreditation concerns

regarding identifiable and measurable student learning outcomes in classes, and faculty knowledge of ACEJMC's competencies, where they are taught and how they are assessed. Area faculty review their own required and elective classes as well as college core courses.

### **Syllabi Review (new measure, indirect measure of program goals)**

Syllabi evaluation for each course taught at Gaylord focuses on the 12 ACEJMC core values and competencies and direct measures of each to syllabi (I.e., faculty to indicate how each student learning outcome is being evaluated – an assignment, an exam, class exercise, etc.). Addressing previous accreditation concerns regarding inconsistency in student learning outcomes noted in syllabi, referencing of ACEJMC core values and competencies, and measurement of each student learning outcome within the course. A template for evaluating the syllabi was recently developed and piloted. Changes to the process have been identified and are currently being implemented. The faculty Undergraduate Curriculum Committee will examine the results of the syllabi review.

### **Gaylord College Assessment - Comprehensive pre-post exams (revised measure, direct measure of student learning outcomes)**

Comprehensive pre-post exams are given to entry level writing students and graduating seniors. These exams consist of 50 multiple choice question (5 questions per ACEJMC core value and competency). Exams address knowledge of theory, history, ethics, law and free speech, diversity, writing, research and numerical concepts. As per OU and previous assessment suggestions, one exam was developed (instead of separate exams for each area) that addressed the ACEJMC core values and competencies. A pre-post exam method was incorporated to provide evidence of gains in learning from beginning of the core curriculum to the end.

### **Capstone E-portfolios (revised measure, direct measure of student learning outcomes)**

Capstone e-portfolios are required of all graduating seniors. Twenty percent of the e-portfolios from each capstone are randomly selected every semester and evaluated using a comprehensive rubric by major faculty and industry professionals including alumni. The E-portfolio evaluation rubric addresses ACEJMC core values and competencies in writing, critical thinking and evaluation, creativity, research and technology use. The revised measure uses one evaluative mechanism for all graduating students (instead of separate portfolio types and evaluations for each area). This revised assessment tool also helped address previous accreditation concerns regarding how alumni and industry professionals are incorporated into review of student skills.

### **Student Satisfaction Survey (revised measure, indirect measure of student learning outcomes and program goals)**

Student Satisfaction surveys are administered to students who are enrolled in the capstone courses' fall and spring semesters. The survey was changed since the last accreditation so question sets and responses were standardized, and quantitative questions addressed curriculum and instruction, internships and scholarships, facilities, advising, diversity, technology, the ACEJMC core values and competencies (CVCs), and experiential

learning. Qualitative questions regarding strengths of program, weaknesses of program and overall changes to program are asked at the end of the survey.

### **Student Awards Monitoring (revised measure, indirect measure of student learning)**

Student Awards Monitoring takes place annually to report on the status of student performance in work through student organizations, student media or internship products. This process was updated since the last site visit with a streamlined, online database so faculty and advisors can easily update and access student awards.

### **Alumni Survey (revised measure, indirect measure of student learning outcomes and program goals)**

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 CVCs and experiential learning. Like the student satisfaction surveys, these were updated so question sets and responses were standardized, and quantitative and qualitative data could be obtained.

### **Internship Surveys (revised measures, direct for supervisors/indirect for students, measures of student learning outcomes)**

Internship supervisor surveys are conducted every semester for onsite, for-credit internship supervisors (direct method). These take place at the midterm of the semester, and again at the end of the semester. In addition, students complete for-credit internships surveys (indirect method). Student internship surveys take place at the end of the semester. The surveys previously given to internship supervisors covered many "soft skills" our students needed to know for future employment. The survey was updated substantially to assess the ACEJMC CVCs as well.

### **Exit Interviews/Deans' Dialogue with graduating seniors (revised measure, indirect measure of student learning outcomes and program goals)**

Exit interviews with students in the capstone courses are conducted with deans and area heads in all major capstone courses every fall and spring semester. These sessions are conducted with each class as a group. This functions as a qualitative component in conjunction with the Student Satisfaction Survey.

The previous version of the dialogue focused on open-ended questions asking students about their experience in the college: what went well what did not go well, and suggestions for improvement. Since the last accreditation visit, some guided questions have been incorporated to directly address concepts and ideas within the ACEJMC CVCs including diversity, ethical principles, theories, critical thinking, creative thinking, independent thinking and critical evaluation.

## Assessment Measures by Years

The following table shows assessment measures employed since the preceding accreditation site visit, including measures from the previous plan and those implemented as part of the revised plan:

Assessment Measures (Year)	2014- 2015	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021
Dialogues with the Deans	X	X	X	X	X	X	X
Alumni Survey	X	X	X	X	X	X	X
Student Satisfaction Survey	C	C	C	X	X	X	X
Internship Surveys (Supervisors)	C	C	C	X	X	X	X
Internship Surveys (Students)	C	C	C	X	X	X	X
Exit Exam	X	X	X	X			
Gaylord College Assessment (pre-post exam)					X	X	X
Portfolios	X	X	X	X	X		
Capstone e-Portfolios						X	X
Student Awards Monitoring	C	C	C	C	X	X	X
Curriculum Review							X
Syllabi Review						X*	

**C= collected, but not reported on OU yearly assessment report.** The university went through a major transition in its assessment process between 2014 and 2016. Rather than the previous version that required units to generate their own reports, a uniform method of identifying student learning outcomes and direct and indirect measures was introduced over two years. At the beginning of this transition the reports were streamlined to a small number of items, therefore many of the measures (especially indirect) were not included in the annual OU assessment report.

**X= collected and reported on OU yearly assessment report**

**\*Syllabi review** is to be conducted every three years after curriculum review. Preliminary initial syllabi review was done in 2019-20 before first curriculum review, as explained in Standard 2, Question 5.

## 2. Provide the unit's definition of goals for learning that students must achieve.

The specific intended outcomes/objectives for Gaylord College are listed within the assessment plan **Digital File 9.1 College Assessment Plan** and outlined below. The outcomes/objectives incorporate the 12 ACEJMC values and competencies.

### **College/Major Intended Outcomes**

#### **Objective 1 – Common Core**

Graduates will successfully complete a common core of mass communication, writing and law courses, and a rigorous, approved, major-specific upper-division program of study, all of which focuses on successful student understanding, application and mastery of the ACEJMC core values and competencies.

#### **Objective 2 – Freedom of Speech, Concepts, Theories**

Graduates will understand and apply (a) the principles and laws of freedom of speech and press, including related U.S. constitutional guarantees, (b) information regarding a range of systems of freedom of expression globally, and (c) concepts and theories in the presentation of images and information.

#### **Objective 3 – History, Diversity, Global Society, Ethics**

Graduates will demonstrate (a) an understanding of communications history, (b) an appreciation for diversity in relation to communications, (c) an understanding of the diversity and peoples in a global society, and (d) an understanding of professional ethical principles and pursuit of truth, accuracy, fairness and diversity.

#### **Objective 4 – Numbers, Statistics, Tools & Technologies**

Graduates will apply (a) numerical and statistical concepts and (b) tools and technologies appropriate for their professions.

#### **Objective 5 – Critical Thinking, Research, Writing, Critical Evaluation**

Graduates will (a) think critically, creatively and independently; (b) conduct research and evaluate information using methods appropriate for their professions; (c) write accurately, fairly, and clearly in forms and styles appropriate for the professions, audiences and purposes they serve; and (d) critically evaluate their own work and that of others for these same qualities.

#### **Objective 6 – Positions and Graduate Education**

Graduates will take part in experiential learning throughout their Gaylord courses, which will enable them to compete successfully for entry-level communication (and communication-related) positions and/or successfully pursue graduate education opportunities.

## Direct & Indirect Measures

To assess these outcomes Gaylord College has incorporated the following direct (3) and indirect (6) measures (described previously in Question 1 – repeated here to show which objectives they measure):

- **Curriculum Review**  
(indirect, assessment of program goals, measuring Objectives 1-5) (this tool is also discussed in Standard 2 – Curriculum and Instruction).
- **Syllabi Review**  
(indirect, assessment of program goals, measuring Objectives 1-5) (this tool is summarized in Standard 2- Curriculum and Instruction).
- **Comprehensive Pre-Post Exams (i.e., Gaylord College Assessment)**  
(direct, assessment of student learning outcomes, measuring Objectives 2- law and free expression, concepts and theories, 3- history, diversity, global society, ethics, 4- numbers and statistics, tools and technologies, 5- research, writing).
- **Student E-Portfolios**  
(direct, assessment of student learning outcomes, measuring Objectives 4 – tools and technologies, 5 – critical thinking, independence, research, writing, critical evaluation, 6).
- **Student Satisfaction Surveys**  
(indirect, assessment of student learning outcomes and program goals, measuring Objectives 1, 3-6).
- **Student Awards Monitoring**  
(indirect, assessment of student learning outcomes, measuring Objectives 4 – tools and technologies, 5 - writing).
- **Alumni Surveys**  
(indirect, assessment of student learning outcomes and program goals, measuring Objectives 1, 3-6).
- **Internship Supervisor Surveys and Student Internship Surveys**  
(direct, supervisor assessment of student learning outcomes & indirect, student assessment of student learning outcomes, measuring Objectives 2-6).
- **Exit Interviews**  
(i.e., Deans' Dialogues) (indirect, assessment of student learning outcomes and program goals, measuring Objectives 1-5).

Four of the assessment measures take place during the students' senior year, in tandem with the capstone course (via a separate site in the Canvas learning management system in which students in all capstones must enroll): 1) Gaylord College Assessment Exam, 2) E-Portfolios, 3) Student Satisfaction Survey, and 4) Deans' Dialogues.

### 3. Describe the collection and reporting of data from both direct and indirect assessment measures and how the unit used its analysis of the data to improve curriculum, instruction, etc.

Provide copies of any end-of-year assessment reports. If there are multiple reports since the last accreditation review, summarize the findings and make the reports available in a separate digital file.

Annual assessment reports to the university are included in an accompanying digital folder, **Annual College Assessment Reports to the University.**

Assessment data is collected using a mix of direct (3) and indirect (6) measures (see list above). An assessment report is compiled yearly (with a university-wide exception for COVID-19 in 2020 for the 2019-20 academic year) and submitted each fall to the Office of Academic Assessment via TracDat (OU's official repository for program assessment reports). (Copies of the annual assessment reports are provided in a separate digital file.) Key takeaways from each assessment measure are provided to and discussed with faculty in a series of faculty meetings every year. Data is then provided to the area heads for major area meetings wherein plans for changes in curriculum, instruction, etc., are discussed.

A summary of findings for the assessment measures for Objectives 2-6 (outlined above) is provided here, with some examples from the assessment reports of how data were used to improve curriculum, instruction, etc. Objective 1 is assessed via curriculum and syllabi review which are detailed in Standard 2. (This summary of use of data does not include the assessment data collected in the fall 2020-spring 2021 academic year because the faculty will discuss those findings during the 2021-22 academic year.)

#### **Gaylord College Assessment: Comprehensive Pre-Post Exams (Direct Measure)**

The previous assessment plan called for five separate (Advertising, Creative Media Production, Journalism, Professional Writing, and Public Relations) exams to be implemented during the Media Law class at Gaylord. This class was one of the last classes students would take before graduation, but sometimes students took it out of order, meaning they did not have other core courses completed before taking it. In addition, students in the Media Law class were asked to complete the exam, not required, resulting in low completion rates across the majors. Finally, the five different exams had only 10 questions that were similar – making comparisons across the program difficult.

The updated assessment plan includes a 50-question pre-test (given the 1st week of Media Writing) and a post-test (given the 13th week of a graduating senior's Capstone class) that is required of students in these classes. All students across majors complete the same 50 multiple choice questions (five questions per topic) that directly correspond to the ACEJMC Core Values and Competencies of: First Amendment, Law, Theory, History, Ethics, Diversity, Writing, Technology, Research and Numerical Concepts. (First Amendment and Law are related to the same CVC but are broken out in our objectives.) The exam is available to students for one week. Though it is not timed, students must complete it in one sitting as

they do not have the ability to save and return to the exam. Students are not provided with study guides or sample questions beforehand.

The graduating students in Capstone courses who took the exam Fall 2019 and Spring 2020 (n=390) averaged 66.5% across all 50 questions compared to an average of 59.7% of students in Media Writing courses (n=366) who took the exam Fall 2019 and Spring 2020. Increases in student scores from entry level to senior level ranged from 2% (First Amendment questions) to 33.3% (law questions). The average on diversity questions dropped by 0.8%. A breakdown by each of the ACEJMC core values and competencies measured in the exam and the 2019-2020 results is as follows:

Pre-Post Exam Comparison	Entering Students (Fall '19 & Sp '20)	Graduating Students (Fall '19 & Sp '20)	Difference (Percent Change)
	N=366	N=390	
<b>First Amendment</b>	59.3	60.5	+2.0%
<b>Theory</b>	59.5	64.8	+8.9%
<b>History</b>	60.1	65.5	+9.0%
<b>Ethics</b>	58.8	67.8	+15.3%
<b>Law</b>	46.3	61.7	+33.3%
<b>Diversity</b>	58.9	58.4	-0.8%
<b>Writing</b>	73.3	76.3	+4.1%
<b>Technology</b>	68.4	79.2	+15.8%
<b>Research</b>	61.0	70.2	+15.1%
<b>Numerical Concepts</b>	51.7	60.7	+17.4%

*Note: numbers listed above are the percentage of correct responses averaged over the five questions asked for that concept.*

Overall, it is encouraging to see these indicators that students are learning from entry into the program to graduation from the program in nearly all of the ACEJMC Core Values and Competencies measured by the exam. (Future comparisons with more years available will enable us to look directly at progression for the same cohort of students.) As faculty, we have focused on those areas where the final score (i.e., Capstone percentage) is below 60%. In the latest set of exam results shown above, diversity questions were below that threshold. Earlier exam results also showed we needed to improve in ethics, history and law. Below is shown how we addressed these results.

First, results from the 2014-2015 comprehensive exit exams led faculty to determine that ethics needed to be more fully covered in introductory classes such as 1013 Intro to Media and 2033 Media Writing & Storytelling. Intro to Media instructors subsequently strengthened coverage of ethics in that class by adapting a textbook across all sections that addresses ethics in most chapters, helping instructors to address ethics within the context of a

wide range of media areas from music and movies to advertising, PR and multiple forms of journalism and professional writing. Quiz and exam questions cover these issues, and discussion sections that have been added to the class include ethical issues as the focus for three of the 12 discussion topics. Instructors for Media Writing & Storytelling have also boosted the curriculum regarding media ethics. While lectures and assignments concerning accuracy in reporting and writing as well as checking bias concerning multiculturalism were in place before 2013, and remain in the course, two additions strengthen the ethics content: 1) A revised and expanded public relations lecture and assignment that more fully addresses the nuances public relations professionals encounter in their work, with emphasis that the ethical standards encourage truth and accuracy; 2) A new media literacy component, including readings, a lecture and a written assignment, that guides students through ethical decision making in vetting quality online sources and deciphering fake news.

In 2015-2016, discussions among faculty took place determining benchmarks for success in the exit exams and how many questions were needed in each section of the exam for validity purposes. Specifically, the area of diversity was examined, with faculty deciding the questions should be re-examined. It was also determined that curriculum mapping needed to take place to examine where each of the core values and competencies were being taught across the majors – with the content being identified as introduced, intermediate/knowledge, and mastery in each class where it was taught. Finally, a discussion about how advertising, public relations and professional writing could incorporate more ethics training into their courses (as journalism and creative media production had these discussions built into their capstones) took place.

New history questions introduced in the 2016-2017 exam showed large discrepancies in proficiencies among the majors. It was determined that history objectives in current course designs needed to be evaluated, and each major needed to make certain these were being stressed at different levels (i.e., introduced, intermediate/knowledge, mastery) throughout the curriculum. This discussion was a precursor to the development of a comprehensive and shared curriculum mapping process that was incorporated into the revised college assessment plan approved in 2019. The mapping process would clarify for each of the college's programs where a particular concept was introduced, where it was practiced at an intermediate level, and which class or classes focused on the mastery of that concept. The 2016-2017 exam results in the law portion led faculty to discuss different types of knowledge (theoretical vs. professional) that we would like our students to have.

The 2017-2018 exam results were used to assess discrepancies across the majors in each set of questions asked (only 10 questions – those on law and First Amendment – were similar across the five different exams). This led to one exam being created that addressed the ACEJMC core values and competencies shown in the table above.

Under the revised 2019 assessment plan, all students – regardless of major – take the same exam. The exam was moved to the Capstone course for each major (previously, students took the exam in Media Law, which in some cases meant students still needed to take courses that had information on the exam before graduating). Discussions regarding how many students were taking the exam per major also took place (as the exam was not required, only “suggested”). This led to the use of Canvas quiz software to track who took the exam (and

who still needed to take it), ensuring all graduating seniors completed the exam. In order to fully assess student learning from the beginning of the program to the end, a pre-post version of the exam was implemented with students taking the exam in the first week of the Media Writing (2033) course.

In Fall 2018, faculty were given the new 50-question exam, in hopes that it would be internalized by faculty and addressed in teaching at multiple times across our curriculum. Additionally, a numerical concepts unit on reporting with numbers was introduced into the Media Writing & Storytelling (2033) class as the Gaylord Assessment Exam showed lower than 60 percent scores on this set of questions.

The 2019-2020 results were used by Creative Media Production and Professional Writing to begin evaluating where the above-noted concepts were introduced, practiced and mastered. Thus, the curriculum mapping that took place has been evaluated to determine where the “middle-level attention” (i.e., practiced) is taking place in both curriculums. This has resulted in CMP developing production classes at the intermediate level, which are expected to begin Spring 2022.

The Journalism area has examined ways to make stronger connections between what the students are being taught (skills) and why they are being taught those things (concepts/understanding/theories). Furthermore, discussions on DEI have taken place – with focus on how these can be implemented in both theory and skills classes, and day-to-day interactions with different stakeholder groups.

The public relations area noted that deeper contextual understanding of ethics needed to take place, and created a unit in PR Principles, Origins and Practice (formerly intro to PR) and a new ethics course beginning Fall 2021 titled PR & Society. Freedom of speech concepts such as truthfulness, respect for others and accountability were also strengthened in the PR Principles course. PR faculty also agreed that understanding and applying concepts and theories should take place in all the core PR courses and began using data from the curriculum mapping to determine where these were being introduced versus practiced. These changes are to begin no later than spring 2022. The public relations area also changed the Capstone course from PR Campaigns to Contemporary Problems in PR – with the latter class using case studies to examine topics such as ethics, diversity in relation to strategic communication and theory. Elective courses were also added to expose students to more DEI topics. These included: Communicating Culture: Tourism and Media, Global and International PR, Cross-cultural Issues in PR, and PR for Consumer Culture.

The Advertising area made adjustments to meet the same ethics and DEI needs by making changes to Contemporary Problems in Advertising and International Advertising. Overall, discussions between the Undergraduate Curriculum Committee and those who teach introductory, intermediate and advanced (usually Capstone) courses have begun taking place regarding question content, response content and exam administration to further refine the pre-post exam as a measure. In addition, we will work with the Office of Academic Assessment in the next semesters to help conduct in depth item analysis of the examination to determine the reliability of the instrument as an assessment measure.

## **Student E-Portfolios (Direct Measure)**

The previous assessment plan called for five separate (Advertising, Creative Media Production, Journalism, Professional Writing, and Public Relations) types of senior work to be evaluated. Only one area (Creative Media Production) had students complete what could be considered a portfolio of work (a demo reel).

Advertising and Public Relations students produced campaigns for clients in groups. These group projects were evaluated by their clients. This made assessment of individual student skills difficult.

In some semesters, Journalism compiled writing assignments required in various classes throughout the curriculum into one file for each student, allowing faculty to assess the student's writing growth. In other semesters, the research paper written in the journalism students' Capstone course was the only document evaluated.

Finally, Professional Writing faculty examined the novel completed in the student's Capstone course. Each area had unique evaluation forms that did not correspond to one another (Advertising and Public Relations were most similar). The different ways students were evaluated, and different materials accepted as summaries of student work made comparisons across the program difficult.

The updated assessment plan includes required student e-portfolios that are completed during graduating seniors' Capstone courses. Students are encouraged in their lower-level courses to start collecting work samples from experiential learning courses, extracurricular activities, internships, and jobs to include in their final e-portfolios.

During their Capstone courses, graduating seniors are guided through the e-portfolio process in a Canvas site separate from the course itself. This site is the same one used to administer the exit exam and student satisfaction survey. This site contains handouts, online links, and videos that walk students through the e-portfolio process and outlines the Gaylord requirements for their site content. In addition, a faculty member offers weekly office hours to answer e-portfolio questions and workshops on various topics (i.e., resumes, building the website, writing critical reflections, etc.) every semester.

E-portfolios are required to have at least five work samples with a minimum of one writing sample, critical reflections of work samples, and a student resume. Access to E-portfolios is granted to reviewers who are faculty in the majors, industry professionals and alumni. Evaluation forms are provided via Qualtrics and include questions that directly correspond to the ACEJMC Core Values and Competencies of Writing, Technology, Thinking Critically, Creatively and Independently, Research, and Critical Evaluation of Work.

A total of 115 e-portfolios were evaluated in the Fall 2019 and Spring 2020 Capstone courses. This constituted 20% from each Capstone class= (Ad=26, CMP=16, Journ=18, PW=12, PR=43). Reviewers grade each section of the e-portfolio on the same A-F (5-1) scale. In addition to faculty across the College, the reviewers included 12 professionals with expertise across their applicable major.

A breakdown by each of the 10 ACEJMC core values and competencies measured in the 2019-2020 e-portfolios by area is as follows:

<b>Core Values &amp; Competencies 2019-20 E-Portfolio Evaluations</b>	<b>Ad</b>	<b>CMP</b>	<b>Journ</b>	<b>PW</b>	<b>PR</b>
	(n=26)	(n=16)	(n=18)	(n=12)	(n=43)
<b>Writing</b> (8 questions)	3.81	3.83	4.11	4.74	3.85
<b>Technology</b> (3 questions)	3.89	4.02	3.92	4.47	3.56
<b>Thinking Critically, Creatively, &amp; Independently</b> (8 questions)	3.59	3.74	3.68	4.69	3.55
<b>Research</b> (5 questions)	3.72	3.7	3.9	4.67	3.55
<b>Critical Evaluation of Work</b> (4 questions)	3.37	3.1	2.74	3.5	2.94
<b>Overall Grade</b>	<b>3.69</b>	<b>3.44</b>	<b>3.56</b>	<b>4.58</b>	<b>3.38</b>

*Note: Averages above are on a 5-1 (A-F) scale indicating the grade the reviewer would assign for that section.*

Data from the student portfolios, both previous and current versions, have been used in several ways. In Spring 2016, a new version of JMC 2033 Media Writing and Storytelling was introduced based on writing evaluations from the student portfolios sampled. 2016-2017 portfolio results were examined to determine if “specific targeted improvements [could] be revisited in the assessment” for each major.

The questions where reviewers evaluated strengths and weaknesses were especially helpful in determining these improvements as the other areas of evaluation differed among the majors. These differences were part of the driving force behind changes to the portfolio development and evaluation process that took place in 2019.

The results listed in the table above mark the first time the e-portfolio has been completed by all five major areas and sent to outside reviewers for evaluation. Results of this 5-1 (A-F) scale are promising, as almost every ACEJMC Core Value and Competency assessed by the e-portfolio was evaluated at the 3 (C) level or better, with the highest scores in the writing and technology sections. The lowest scores came from the section on critical evaluation of work, which is being addressed in updated handouts, videos and workshop content offered via the e-portfolio Canvas site beginning Fall 2021.

Data from 2019-2020 led the Creative Media Production area to determine that the construction of the e-portfolio needed to be introduced earlier in the program, so that students were aware they would need to accumulate work over time. In addition, it was determined that faculty students needed to move away from reels that were montages, which failed to

demonstrate storytelling, and instead move toward snapshots or clips of work that highlight various skills developed. Thus, a 1-credit portfolio class (4651 Portfolio-CMP) was created that focuses on the creation of a personal website, and communication and on demonstrating a wider scope of abilities and talents through work sample selection. This class was launched in Fall 2021.

The journalism faculty used the data to begin discussing how the ACEJMC core values and competencies of critical thinking and evaluating their own work and that of others were being addressed in classroom situations, bootcamps and e-portfolio preparation. Revised introductory classes are being created as part of the new journalism curriculum to address some of these issues. These classes include Principles of American Journalism, Journalism Writing and Editing, Visual Literacy, Digital Literacy and Reporting with Numbers and Data.

The public relations faculty have decided to address low scores on writing, technology and research by making changes to existing courses such as: PR Writing, PR Research, Measurement & Evaluation, and PR Design (formerly PR Publications). These have been improved by incorporating new tools and techniques, mobile applications and digital technologies. A special topics course on Social Media Strategies has been made into a permanent elective option, and new courses in Advanced PR Writing and Advanced PR Design are currently being created as electives.

The Public Relations and Advertising areas have “partnered” the PR Design (formerly PR Publications) and Advanced Copywriting courses on 50 percent of the assignments, resulting in higher-quality work for student portfolios.

The advertising area is addressing comments on portfolios by launching Digital Design I and Digital Design II. Both courses should help improve technology scores and overall portfolio work samples.

To address DEI scores, the Advertising faculty have worked on electives available to all majors (Gaylord 360: Storytelling Without Walls and Preparing for Life After Gaylord), as well as encouraged students to enroll in Race, Gender and the Media and new ethics and cultural competency electives such as Cross-cultural Issues in PR and Global and International PR.

### **Student Satisfaction Surveys (Indirect Measure)**

Based on findings from the yearly OU assessment, and instruction from the OU Office of Academic Assessment, updated student surveys were incorporated into the revised assessment plan. These surveys evolved considerably between 2014 and now.

They were initially revised in 2017 and again in 2018. The first iteration consisted of sections reviewing curriculum and instruction, internships and scholarships, facilities, advisement and diversity, and technology. Scales differed between each section making comparisons difficult. Not only were they numbered differently (1-5, 1-6 and 1-7), but they had different response choices (strongly disagree-strongly agree, always-never, etc.).

The most recent surveys ask all questions on a 1-7 scale where 1=strongly disagree, and 7=strongly agree. This scale allows for direct comparisons of data. In addition, sections were added for each of the ACEJMC core values and competencies, as well as a section asking about experiential learning - an important element defining Gaylord College in our mission statement. Faculty decided on a 5.0 target for each of these sections.

Surveys are administered via Qualtrics to students enrolled in their Capstone courses. Previously, these were sent via email to students the final weeks of their Media Law classes, resulting in low participation rates. Since moving the Gaylord Assessment to Canvas, the participation rates for the student satisfaction surveys have increased.

A total of 225 students from the Fall 2019 (n=118) and Spring 2020 (n=107) Capstone courses took part in the surveys.

• Advertising	Fall 20.3%	Spring 26.2%
• Creative Media Production	Fall 18.6%	Spring 14.9%
• Journalism	Fall 18.6%	Spring 17.8%
• Professional Writing	Fall 6.8%	Spring 7.5%
• Public Relations	Fall 34.7%	Spring 33.6%

A summary of results from each of the survey sections measured is as follows:

<b>Student Satisfaction Survey Summary</b>	<b>Average 1-7 Scale</b>	<b>No. of Questions Asked</b>
<b>Overall Curriculum</b>	5.41	10
<b>Internships/Scholarships</b>	4.36	7
<b>College Facilities</b>	5.79	6
<b>Student Advisement</b>	5.61	3
<b>Diversity of Students &amp; Faculty</b>	4.26	4
<b>ACEJMC Core Values &amp; Competencies*</b>	5.5	20
<b>College Technology</b>	4.23	24
<b>Experiential Learning Courses</b>	5.76	31
<b>Overall Rating of Gaylord College</b>	5.1	4

*\*Note: For the ACEJMC Core Values & Competencies item students evaluated the following CVCs lower than the 5.0 target: 1) diversity of people and cultures (4.81), 2) basic numerical and/or statistical concepts (4.51).*

Overall, these responses show that our graduating seniors perceive their instruction and experiences in most areas to be above the 5.0 target. Use of results related to curriculum and instruction is addressed below. Diversity of students and faculty is being addressed through implementation of the College's Diversity Plan (discussed in Standard 3). Further discussion is needed on the internship/scholarships and College technology results.

In addition to the quantitative measures, the surveys were updated to include three open-ended questions.

1. What do you feel is the greatest strength of the Gaylord College program?
2. What do you feel needs to be strengthened for future students in the Gaylord program?
3. Is there anything else you would like us to know about your experience with Gaylord?

Question 2 has been very helpful in identifying curriculum and instruction improvements. Responses to question 2 from the 2020-2021 student satisfaction surveys included:

<b>Student Satisfaction Survey: Qualitative Feedback</b>	
<b>College/Major Intended Outcomes/Objectives</b>	<b>Corresponding Comment(s) From Student Satisfaction Survey</b>
<b>Objective 1 – Common Core</b>	<ul style="list-style-type: none"> <li>• 2033 more inclusive of all majors</li> <li>• More elective classes</li> <li>• More collaboration between majors</li> <li>• Writing for different platforms</li> </ul>
<b>Objective 2 – Freedom of Speech, Concepts, Theories</b>	<ul style="list-style-type: none"> <li>• More on theory</li> </ul>
<b>Objective 3 – History, Diversity, Global Society, Ethics</b>	<ul style="list-style-type: none"> <li>• More on ethics</li> <li>• Emphasis on study abroad</li> <li>• Diversity and inclusion focused on</li> <li>• Multi-cultural classes offered</li> </ul>
<b>Objective 4 – Numbers, Statistics, Tools &amp; Technologies</b>	<ul style="list-style-type: none"> <li>• Math/statistics/Excel skills</li> <li>• Coding/html classes</li> <li>• Social media emphasis</li> <li>• Digital/creative classes</li> <li>• Digital/marketing skills/SEO/Data analytics</li> <li>• Video production for non-CMP students</li> <li>• Podcasting</li> <li>• More editing classes</li> <li>• An Excel course</li> <li>• Website construction, UI/UX, coding</li> <li>• More classes on Adobe platforms</li> </ul>
<b>Objective 5 – Critical Thinking, Research, Writing, Critical Evaluation</b>	<ul style="list-style-type: none"> <li>• Data collection methods</li> </ul>
<b>Objective 6 – Positions and Graduate Education</b>	<ul style="list-style-type: none"> <li>• More/earlier information about the 4+1 program</li> </ul>

Data from the student satisfaction surveys have been used in several ways. For example, data from the 2018-2019 student satisfaction surveys regarding design interests, technology training, and diversity and ethics needs were used to revise the PR curriculum that will launch in Fall 2021. The new curriculum will include a new course that focuses on ethics (PR and Society), a new capstone that focuses on strategic thinking (Contemporary Problems in Public Relations), a new course focusing on diversity (Cross-cultural public relations), and new digital offerings (e.g., Social Media Strategies, PR Design).

The revised curriculum allows students to expand their knowledge in writing, technology, diversity and design. Several new electives have been approved and/or added (i.e., theories of PR, Sports Information, Sports Promotion, etc.), with more planned for the future (i.e., PR for consumer culture, PR for causes and issues, PR for public vs. private organizations).

Data from 2019-2020 surveys were compared to Professional Writing area curriculum mapping efforts, and it was determined that practicum courses needed to expand to focus on different genres as well as providing editing skills. The latter was important to the ACEJMC core value of critically reflecting on the student's own work and that of others. Faculty also addressed issues regarding similarity of assignments across various practicums by providing explanations of the levels of skill expectations from one class to the next. The area determined that benchmarking these skill levels would receive the highest priority in evaluation of future course sequencing. Faculty discussions about the survey indicated that students were not getting enough exposure to commercial fiction writing on a global and intercultural scope. The faculty concluded that there is a need for: 1) an additional faculty line that can specifically address intercultural concerns, and 2) the conversion of a course from a more theoretical position to a focus on intercultural issues in the professional writing world.

Survey results noted that the progression in Journalism area courses confused some students, so curriculum mapping efforts examined the extent to which classes followed a progressive flow and whether the ACEJMC core values and competencies were being addressed throughout. This guided much of the curriculum re-design efforts.

The Public Relations area continues to bring “real-world” projects the students noted they loved (and which added content to their e-portfolios) into as many 4000-level courses as possible. In addition, 90% of both the Advertising and Public Relations core and elective courses have begun offering some form of critical self- and peer evaluation (up from 20 percent the previous year).

Furthermore, as DEI and ethics are covered in Contemporary Problems in Advertising faculty teaching these courses have decided to meet each semester to examine learning outcomes to ensure consistency across sections.

### **Alumni Surveys (Indirect Measure)**

The updated assessment plan included changes to the former assessment plan's existing alumni surveys.

Like the student satisfaction surveys, revisions included changing the scales so that all questions were on 1-7 (strongly disagree-strongly agree) scales allowing for direct comparisons of data and adding sections addressing each of the ACEJMC core values and competencies and experiential learning.

In addition, the same three open-ended questions regarding strengths of the program, improvements to the program and additional experiences in the program were added to the alumni survey.

Surveys are administered over the summer via Qualtrics to alumni who graduated one year and five years earlier. A total of 57 alumni from 2014 and 2019 took part in the most recent survey. The breakdown by major is as follows:

- Advertising 18.2%
- Creative Media Production 4.5%
- Journalism 22.7%
- Professional Writing 13.6%
- Public Relations 36.4%

A summary of results from each of the survey sections measured is as follows:

<b>Alumni Survey Summary</b>	<b>Average 1-7 Scale</b>	<b>No. of Questions</b>
<b>Overall Curriculum</b>	5.54	10
<b>Internships/Scholarships</b>	4.55	7
<b>College Facilities</b>	6.21	6
<b>Student Advisement</b>	5.15	3
<b>Diversity of Students &amp; Faculty</b>	4.96	4
<b>ACEJMC Core Values &amp; Competencies*</b>	5.51	20
<b>College Technology</b>	3.96	24
<b>Experiential Learning Courses</b>	5.21	31
<b>Overall Rating of Gaylord College</b>	4.95	4

*Note: For the ACEJMC Core Values & Competencies item alumni evaluated the following CVCs lower than the 5.0 target: 1) freedom of expression around the world (4.87), 2) issues associated with gender, race, ethnicity, sexual orientation, etc. (4.32), 3) diversity of people and cultures (4.23), 4) basic numerical and/or statistical concepts (4.19).*

Data from the alumni surveys have consistently shown that Gaylord graduates are pleased with the overall curriculum (college outcome 1) and experiential learning (college outcome 6). In addition, the alumni have rated their training in the ACEJMC Core Values and Competencies positively overall. In addition to the alumni survey quantitative responses

(shown above) open-ended questions at the end of the survey yield a great deal of information relevant to curriculum and instruction.

Our 2019-2020 alumni survey indicated Gaylord needed the following improvements: 1) more diversity/cultural emphasis in classes, 2) less technical, more theoretical or “why” addressed in classes, and 3) more digital/social media classes offered (with emphasis on training in analytics and online engagement).

The Journalism area used information from the diversity question results and open-ended questions – which noted a lack of global perspective in the college – to make changes in class content. New classes being added include a DEI-focused course (with leadership components) and an ethics-focused class.

Results showed that alums wanted more of the “why” behind each concept, leading the Public Relations and Advertising areas to incorporate more theory into all core courses. In addition, alumni expressed interest in Strategic Communication students having better working knowledge of marketing and media analytics, digital marketing and content creation. A special topics class (Social Media Marketing) has been approved as a permanent elective and includes these topics. Similarly, the advertising area has adjusted the social media marketing course so that new content on these topics is covered.

### **Internship Supervisor Surveys (Direct Measure)**

Students are not required to complete internships while at Gaylord College, but those who complete for-credit internships are required to be assessed by their on-site supervisors. This takes place via Qualtrics survey links sent prior to Midterm and Finals each semester.

The updated assessment plan includes two surveys (Midterm and Final), with the following sections: personal characteristics (18 questions addressing items such as: sensitivity to differences among co-workers, ability to take criticism, attention to detail, etc.), performance (14 questions addressing items such as: verbal communication, visual communication, creating a compelling story, developing a strategy, etc.), and the ACEJMC core values and competencies (15 questions).

Each of these are measured on 1-7 scales (strongly disagree – strongly agree). The Midterm survey only has sections on personal characteristics and performance. The Final adds sections including ACEJMC core values and competencies. Additional open-ended questions are included on the Final supervisor survey that ask about the intern’s strengths and weaknesses, if they had the basic skills to pursue this as a career, if the supervisor would hire them, and what Gaylord College should consider adding to its curriculum (based on the interaction with the student).

The previous plan also included two surveys (Midterm and Final), but each survey had different questions and scales making comparisons between the two points in time difficult. The previous surveys consisted of sections on “soft skills” (e.g., organization, cooperation, decision making; Midterm had 15 questions and Final had 11 questions, only 11 overlapped between the two surveys) and only a few of the ACEJMC core values and competencies (i.e., writing ability, use of ethics, use of technology, ability to think creatively and independently;

Midterm had 11 questions and Final had 14 questions, only eight overlapped between the two surveys). These were asked on a 1-6 scale (not prepared – very well prepared).

The following is a summary of results from the ACEJMC core values and competencies section of the Fall 2019 and Spring 2020 Final Supervisor Surveys:

Question Asked, "I am satisfied with the intern's..."	Average 1-7 Scale
ability to used tools and technologies appropriate for the job	6.53
ability to conduct research and evaluate information	6.56
ability to use basic numerical and statistical concepts	6.09
ability to critically evaluate the work of others for accuracy and fairness, clarity, style and grammatical correctness	6.24
understanding of professional ethical principles	6.56
understanding of principles and laws of freedom of speech and press	6.26
understanding of the role of professionals and institutions in shaping communications	6.44
understanding of a range of systems of freedom of expression globally	6.15
understanding of concepts and theories in the presentation of images and information	6.47
understanding of communications history	6.06
understanding of diversity in relation to communication	6.26
understanding of the diversity of peoples in a global society	6.21
ability to pursue truth, accuracy and fairness	6.59
ability to think critically, creatively and independently	6.62
ability to write accurately, fairly, and clearly in the forms and styles appropriate for the profession	6.62

Data from the internship surveys have consistently shown that internship supervisors are pleased with the students' abilities in each of the ACEJMC Core Values and Competencies.

The 2018-2019 results showed that internship supervisors were quite pleased with Gaylord's students – to the point that many mentioned that they would hire the intern if they could. This led the journalism faculty to begin searching for new media partners in the state of Oklahoma to develop more internship opportunities that would strengthen their skill sets and chances of being hired post-graduation (as well as information on financial assistance programs to help students who could otherwise not afford to complete internships).

These findings reinforced the importance of the advertising area's hiring of two new faculty to increase creative course offerings, as well as course changes and additions. Advertising Copy and Layout was broken into two courses – Advertising Storytelling and Advertising Design & Visual Storytelling. New electives in Advanced Copywriting, Advertising Media Management, Portfolio Design and Design II (advanced design) were also added.

Another section of Social Media Marketing was added to the schedule, and a faculty member who specializes in digital analytics and search engine marketing was added.

In response to supervisor comments regarding business understanding, a course called Business of Communication was launched that is open to all Gaylord students. Finally, quantitative results showed internship supervisors felt communications history knowledge was lower than other knowledge, so faculty have begun looking for ways to incorporate this into each area's required courses.

Data from 2019-2020, combined with notes from the Dialogues with the Deans, showed Creative Media Production and Professional Writing students needed more internship opportunities. To that end, an October 2021 event is in the works to guide students toward internship placement and career development. The Journalism area has recently designated a faculty member to focus on internship opportunities. The Public Relations area has worked with the Advertising area to re-tool the student agency (Lindsey & Asp) into one that focuses on youth culture trends. They are launching a national longitudinal study where trends can be examined, and students will learn more about statistical analyses, creative tools and advanced technologies – thus addressing some of the skill sets internship supervisors have commented on.

### **Student Internship Surveys (Indirect Measure)**

Students who complete for-credit internships while at Gaylord College are required to assess their own skills at the end of the internship. This takes place via Qualtrics survey link sent prior to Finals each semester.

The updated assessment plan consists of one survey with the following sections: 1) support received during internship from supervisor, advisor, career services (15 questions), 2) the ACEJMC core values and competencies (15 questions), and 3) experiential learning (33 questions). Each of these are measured on 1-7 scales (strongly disagree – strongly agree). Additional questions are included that ask whether the internship was paid/unpaid and the type of environment: in-person/virtual/combination.

The previous version of the survey had only one section (15 questions on support received during internship from supervisor, advisor, career services) asked on 1-5 (strongly disagree to strongly agree) scales. This made comparisons between how the supervisors perceived the intern's skills and how the students perceived their own skills impossible.

Additional questions regarding the ACEJMC core values and competencies made this assessment measure directly aligned with the College's intended outcomes listed in the assessment plan.

Finally, adding questions that directly assess the cognitive, affective and behavioral aspects of experiential learning taking place during internships is important to understand the types of learning taking place outside Gaylord's classes - compared to the experiential learning opportunities provided within our classes.

The following is a summary of results from the ACEJMC core values and competencies section of the Fall 2019 and Spring 2020 Student Internship Surveys:

<b>"Based on this internship experience, I am satisfied with my..."</b>	<b>Average 1-7 Scale</b>
ability to used tools and technologies appropriate for the job	6.52
ability to conduct research and evaluate information	6.52
ability to use basic numerical and statistical concepts	6.16
ability to critically evaluate the work of others for accuracy and fairness, clarity, style and grammatical correctness	6.62
understanding of professional ethical principles	6.65
understanding of principles and laws of freedom of speech and press	6.54
understanding of the role of professionals and institutions in shaping communications	6.59
understanding of a range of systems of freedom of expression globally	6.39
understanding of concepts and theories in the presentation of images and information	6.48
understanding of communications history	6.26
understanding of diversity in relation to communication	6.55
understanding of the diversity of peoples in a global society	6.53
ability to pursue truth, accuracy and fairness	6.65
ability to think critically, creatively and independently	6.67
ability to write accurately, fairly, and clearly in the forms and styles appropriate for the profession	6.7

Data from the student internship surveys have consistently shown that students feel confident in their own abilities in each of the ACEJMC Core Values and Competencies.

Data from 2019-2020 showed that students felt they needed more internship and funding opportunities. To that end, the Journalism area has found external funding designated for internship experiences that is likely to expand Gaylord's future internship offerings.

### **Exit Interviews - Deans' Dialogues (indirect measure)**

One of the most insightful assessment measures is the Deans' Dialogues. This is a large-scale focus group that takes place in the capstone courses in all five majors each semester. The dean, associate dean, assistant dean, and area head for the major attend these sessions (along with the dean's assistant, who acts as a note-taker). These sessions give graduating seniors the opportunity to discuss what went well, what did not go well and what could be improved with the curriculum and instruction at Gaylord College.

The Deans' Dialogue draws particular interest and support from University Assessment Director Felix Wao. At his invitation, the dean and associate dean presented the dialogue as an assessment instrument at a 2018 campus-wide forum on assessment.

When the new assessment plan took effect, a few changes were made to how the Deans' Dialogues took place. Early transcripts of the focus groups showed students spent a lot of time talking about Gaylord's technology, internships, advisement, writing classes and experiential learning opportunities.

However, they also spent a lot of time critiquing Gaylord (and OU) strengths and weaknesses that had nothing to do with curriculum and instruction. The broad nature of the questions asked meant that the dialogues did not usually address a broad range of the ACEJMC Core Values and Competencies.

To better focus on the ACEJMC Core Values and Competencies, a set of questions was added to the focus group guide that directly asked about: 1) diversity based on gender, race, ethnicity and sexual orientation, 2) diversity based on peoples and cultures, 3) impact of mass communications in a global society, 3) ethical principles and work in pursuit of truth, accuracy, fairness and diversity, 4) theories in the use and presentation of images and information, 5) thinking critically, creatively, independently, and critically evaluating their own work and the work of others.

Here is a selection of comments from the Fall 2019/Spring 2020 Deans' Dialogues and how they match up with the college outcomes listed in the updated assessment plan.

College/Major Intended Outcomes/Objectives	Comments from the Deans' Dialogues
<b>Obj. 1 – Common Core</b>	<ul style="list-style-type: none"> <li>• More balance in introductory classes among all majors - “Very journalism heavy”</li> <li>• Need consistency across sections of same class/using skills throughout each course/classes “building” or “correlating” with one another</li> <li>• More collaboration with other Gaylord majors (e.g., Gaylord 360)</li> </ul>
<b>Obj. 2 – Freedom of Speech, Concepts, Theories</b>	<ul style="list-style-type: none"> <li>• More focus on “why” we do what we do, not just training us “how” to do things (i.e., theory) throughout courses – not just in capstone</li> </ul>
<b>Obj. 3 – History, Diversity, Global Society, Ethics</b>	<ul style="list-style-type: none"> <li>• More diversity in faculty and staff</li> <li>• More diversity discussions in classes – would like to dive deeper into cultural discussions and issues</li> <li>• More assignments that “get them out of their comfort zones” like in 2033</li> <li>• More international/global focus – “we often learn...the American way – we need to learn more...on the world view”</li> <li>• Students have to seek out electives on diversity topics, should be better implemented in core classes as well</li> <li>• Some diversity conversations just “re-emphasized the status quo”</li> <li>• Minority students should not feel pressured to start these conversations</li> <li>• Group work helps with diversity</li> <li>• Ethics needs discussed within every class – how it relates to choices students make</li> <li>• Need more “last 5-10 years” history instead of only “30-40 or more” years ago.</li> </ul>
<b>Obj. 4 – Numbers, Statistics, Tools &amp; Technologies</b>	<ul style="list-style-type: none"> <li>• Reorganization of the cage and the trainings have been helpful</li> <li>• Need design and digital courses that go into more depth – feel like survey courses</li> <li>• More experience with Adobe software – would like to have on student computers, not just in labs</li> <li>• An Excel class</li> <li>• More photo/video courses available for all majors</li> </ul>
<b>Obj. 5 – Critical Thinking, Research, Writing, Critical Evaluation</b>	<ul style="list-style-type: none"> <li>• Independent thinking is sometimes stifled by professor preference or assignment details</li> <li>• Would like to do more peer-reviews and feedback sessions – “we are not fully taught how to accept constructive criticism”</li> </ul>
<b>Obj. 6 – Positions and Graduate Education</b>	<ul style="list-style-type: none"> <li>• “Gaylord College really helped me find and corner my potential. It also gave me all the resources to explore it as well”</li> <li>• Innovative, real-world work experiences</li> <li>• Connections with alumni &amp; exposure to industry professionals have been invaluable</li> <li>• Opportunities available (clubs, internships, programs, career support, study abroad)</li> <li>• Gaylord students’ resumes stand out from other college students’ resumes</li> <li>• Fostering of student community – professional relationships with peers</li> </ul>

Data from the Deans' Dialogues were used in 2015-2016 to create program priorities based on student suggestions for improvement. These were incorporated into the Gaylord College Vision 2020 Strategic Plan. The plan called for changes to curriculum and assessment based on student perceptions emphasized in the exit interviews. This included using a "flipped" model for the JMC 2033 Media Writing course. Furthermore, data from the dialogues were incorporated into discussions of curriculum revision and assessment revision – both of which were additionally built into the strategic plan. Finally, it was determined that the question prompts asked in the dialogues needed revision, so they would directly address the student learning outcomes (and thus, the ACEJMC core values and competencies).

In 2017-2018, Deans' Dialogue data were used to address concerns about technology availability and training, expansion of electives offered to students, and changes to major area curricula to meet industry needs.

Data from 2018-2019 led to direct changes in the Journalism area as skills related to visual literacy, news judgment, and interviewing were all mentioned by graduates. The Journalism faculty responded by creating new foundational courses in its curriculum revision plan at the beginning of the program to ensure basic journalism skills are immediately addressed. In addition, electives and upper-level courses were reimagined so that these concepts would not only be introduced, but also practiced and mastered throughout the curriculum. Finally, many of the newly redesigned courses in the Journalism curriculum plan (required, electives, practicums) included new emphasis on web layout and design and using graphics on the Web.

The 2018-2019 data were used by the Creative Media Production area to create a 1-credit intro class to clear up student confusion about the major by overviewing upcoming coursework and building student community for future group projects. A new Sound, Light, and Motion class replaced Intro to Video Production (which students thought contained too much content) and emphasized the importance of audio skills. Course repetition complaints were used to identify areas where courses could build off one another, introduce new concepts and practice/master concepts.

In the Professional Writing area, comments led faculty to create more professional outreach opportunities, introduce electives in guided reading and editing, and genre-specific offerings (i.e., Young Adult, Science Fiction and Fantasy, Mystery and Suspense).

The 2019-2020 dialogue results were used by Creative Media Production to expand the capstone to include freedom of expression topics as well as a focus on "issues and ethics." The Professional Writing area also began including freedom of expression topics such as individual creativity and commercial demands. Questions of diversity emerging from the dialogues have led the CMP area to prioritize hiring based on DEI -- and to convey how those are a priority to students.

In addition, the Professional Writing area developed new practicums that are geared toward two goals: 1) increasing the breadth and depth of what students are assigned as reading, and 2) enhancing and developing editing skills.

The Advertising area has made adjustments to the Advertising curriculum based on student discussions regarding freedom of speech during the Dialogue with the Deans sessions. Students' statements related to theories have also led to course changes with Advertising faculty adding conceptual understanding to all skills-based hybrid courses offered.

Data were used extensively in the Journalism area's final determination of new courses for the updated curriculum. Furthermore, the Dialogue with the Dean's results were combined with the Student Satisfaction Survey findings to examine current courses and find ways that workshops, special topics classes, etc. could fill the interests and needs of our students. Another concern was repetition in the broadcast classes. Discussions regarding students needing to understand the value of repeating certain skills so they could master them have begun taking place, and changing the order of the curriculum so that classes better build upon each other led the curriculum update.

In the Spring 2020 semester, students voiced specific concerns about diversity and inclusion. Journalism faculty held meetings to discuss how these concerns could be addressed in terms of curriculum development, handling classrooms and educational experiences.

### **Student Awards Monitoring (indirect measure)**

Although Gaylord College had been compiling information regarding awards won by students each year, it was not until the 2018-2019 OU assessment that awards were used to evaluate student knowledge and skills. The College keeps record of the awards through the database linked from Question 5 on major student awards.

Some of the awards won were completed as group projects in experiential learning classes, so it is not possible to know exactly how many students were involved. However, as noted in the assessment plan, these awards help us to indirectly assess student knowledge and skills as they require use of tools and technologies appropriate for their professions (outcome 3 in the assessment plan), and typically writing (outcome 4), as well. The plan connects awards monitoring only to these two competencies, but some of the awards also require students to conduct primary research and use numbers and/or statistical concepts (outcome 3), and they also involve critical thinking and critical evaluation of one's own work or the work of others (outcome 4). Overall, student awards monitoring indicates that many of our students are displaying professional competency in these areas.

Students won a total of more than 200 awards during Fall 2018-Spring 2020, the time period analyzed here. (The database is regularly updated with new awards, and a number of new awards have already been added.) In addition to local, state and regional competitions, many of these awards were from national competitions such as the Broadcast Education Association (BEA), Hearst Journalism Awards, National Broadcasting Society (NBS), the International Public Relations Research Conference (IPRRC) and the Public Relations Student Society of America (PRSSA). The BEA, Hearst and NBS awards reflect a longer-term trend of increasing student success in creative media, broadcast journalism and other journalism award competitions.

During the time period analyzed, the large majority of awards were won by students in Creative Media Production and Journalism, although students in other areas also won local and regional awards. Advertising faculty have begun integrating awards submissions into their curriculum, with professors in design and copywriting courses creating cooperative student projects with one of the aims being awards submissions. In addition, discussions of how to improve on student award preparation, submission and encouragement have begun taking place so students across the college have the opportunity to showcase their skills.

#### 4. Describe the involvement of journalism and mass communication professionals, including alumni, in the assessment process.

Based on feedback from the previous accreditation site team and the University of Oklahoma Office of Academic Assessment, the new assessment plan dramatically altered the way portfolios were created and evaluated.

In the past, each major had a very different way of compiling student work, and each had its own evaluation form. For example: Journalism faculty would evaluate a research paper written in the Capstone course, Creative Media Production faculty would evaluate a show reel, Professional Writing faculty would evaluate the novella written during Capstone, and Advertising and Public Relations would have Capstone clients evaluate student group campaigns.

In order to ensure that each area was putting forth a “body” of student work highlighting various skills students developed during their time at Gaylord, the college moved to e-portfolios for all Capstone students. In addition, a generic rubric was developed and used to evaluate the quality of e-portfolios, making direct comparisons possible.

One of the most important changes, however, was the involvement of alumni, board of visitors and mass communication professionals in evaluating the Capstone e-portfolios. At the end of each semester, the URLs are compiled for each area, and 20% are randomly selected for review. These are sent to both external (alumni, board of visitors, mass communication professionals) and internal (faculty) reviewers along with a Qualtrics link to our new evaluation form.

The new rubric asks reviewers to give an A-F grade for each component of the e-portfolio and evaluate the following ACEJMC core values and competencies: 1) write accurately, fairly and clearly in the forms and styles appropriate to the profession, 2) use of tools and technologies appropriate to the profession, 3) think critically, creatively, and independently, 4) conduct research and evaluate information using methods appropriate to their professions, and 5) critically evaluate his/her own work.

In the last year, e-portfolios were assessed by a total of 12 external reviewers, with the breakdown as follows: 3 Advertising, 2 Creative Media Production, 2 Journalism, 1 Professional Writing, and 4 Public Relations. In addition, a total of 18 faculty reviewed e-portfolios.

5. In a digital file, list the major awards won by the unit's students in local, regional or national competitions since the last accreditation review. Limit to five a year.

Five awards for each year since the past review are listed below. The following link connects to a spreadsheet showing a comprehensive list:

Link to digital file: <https://docs.google.com/spreadsheets/d/1wfnvZe-sSbMNdgkE-2nR6BMjOlhZGTeyrVdaKvRGAJE/edit?usp=sharing>

Sample of Student Awards by Year		
2014	Sponsor	SPJ (Society of Professional Journalists)
	Award	<b>1st Place - Best All-Around Television Newscast</b>
	Winner	Lauren King and Olivia McKennon, OU Nightly
	Sponsor	BEA Festival of Media Arts (Broadcast Education Assn)
	Award	<b>Best of Festival - Video</b>
	Winner	Katie Wingfield and Lindsay Webster, "Why I love Teenage Girls"
2015	Sponsor	NATAS (National Student Emmys)
	Award	<b>2nd Place TV Magazine</b>
	Winner	"Routes TV: Terror in the Heartland"
	Sponsor	Hearst
	Award	<b>TV-1 Features Top 10</b>
	Winner	Karl Macias, Erik Macias
2016	Sponsor	OKC PRSA Upper Case Awards
	Award	<b>Internal Communications</b>
	Winner	Lindsey + Asp- "OU Rugby: All In & Hype Campaign"
	Sponsor	Addy Awards
	Award	<b>Gold Addy - Student Awards Integrated Brand Campaign</b>
	Winner	"Starboard Shop's Fathom Anthem Copy"
2017	Sponsor	NBS (National Broadcasting Society)
	Award	<b>Grand Prize - Video Feature Segment</b>
	Winner	Christina DeVincenzo, "When Opportunity Knocks through Glass Ceilings"
	Sponsor	BEA Festival of Media Arts (Broadcast Education Assn)
	Award	<b>1st Place - Video Instructional/Educational,</b>
	Winner	Janelle Barrick, "The Zombie Evolution"
2018	Sponsor	NBS (National Broadcasting Society)
	Award	<b>Grand Prize - Audio Feature Segment</b>
	Winner	Sarah Hurd, "The Complexities of Free Speech on a University Campus"
	Sponsor	SPJ (Society of Professional Journalists)
	Award	<b>Television Winner - Sports Reporting</b>
	Winner	Blakely Durham and Courtney Woltjen, Sooner Sports Pad

Sample of Student Awards by Year		
2016	Sponsor	NATAS (National Student Emmys)
	Award	<b>1st Place - TV Magazine</b>
	Winner	Trevor Slack, "Oklahoma-The natural disaster state"
	Sponsor	NBS (National Broadcasting Society)
	Award	<b>Grand Prize - Video PSA</b>
	Winner	Tiffany Feese, "rainn.org PSA"
2017	Sponsor	BEA Festival of Media Arts (Broadcast Education Assn)
	Award	<b>1st Place - Instructional/Educational Video</b>
	Winner	Truman Reeves, "How to Produce a Master's Project"
	Sponsor	SPJ (Society of Professional Journalists)
	Award	<b>Television Breaking News Reporting</b>
	Winner	Ali Stratton, "Pipeline Protest"
2018	Sponsor	PRSSA
	Award	<b>Dr. F.H. Teahan Chapter Award</b>
	Winner	Stewart Harral Chapter of PRSSA
	Sponsor	NBS (National Broadcasting Society)
	Award	<b>Video PSA</b>
	Winner	Taylor Dearneal, "Domestic Abuse"
2017	Sponsor	Hearst Awards
	Award	<b>TV Features</b>
	Winner	Austin Dane
	Sponsor	BEA Festival of Media Arts (Broadcast Education Assn)
	Award	<b>1st Place - Radio Newscast</b>
	Winner	Storme Jones, "NPR One"
2018	Sponsor	SPJ (Society of Professional Journalists)
	Award	<b>Television General News Reporting</b>
	Winner	Grant Tosterud, "High School Sexual Assault"
	Sponsor	OBEA (Oklahoma Broadcast Education Assn)
	Award	1st Place Scriptwriting
	Winner	Alyssa Leo, "Anna"
2018	Sponsor	BEA (Broadcast Education Assn) On Location
	Award	<b>Best of Show</b>
	Winner	Freeman, Reeves, "First Informers: The Role of Social Media"
	Sponsor	NBS (National Broadcasting Society)
	Award	<b>Grand Prize: Outstanding Single Camera Direction</b>
	Winner	Scott Stanford, "The Power of Positivity"
2018	Sponsor	Native American Journalists Association
	Award	<b>NAJA - Facebook Journalism Project \$10,000 Scholarship</b>
	Winner	Emily Dunford (Muscogee Creek) and Storme Jones (Cherokee),
	Sponsor	BEA Festival of Media Arts (Broadcast Education Assn)
	Award	<b>1st Place: Promotional</b>
	Winner	Abbi Dedmon & Ale Fuenmayor, "NAB: Social Media"
2018	Sponsor	SPJ (Society of Professional Journalists) Regional
	Award	<b>Online in-Depth Reporting Winner</b>
2018	Winner	Bauman, Hazelrigg, Branch, "Secretive university presidential transition"

Sample of Student Awards by Year		
2019	Sponsor	BEA (Broadcast Education Assn) On Location
	Award	<b>Best of Show - News Competition</b>
	Winner	Harlee Toothman and Curt Watson, "How do we drive away Hate Speech"
	Sponsor	SPJ (Society of Professional Journalists) National
	Award	<b>Radio News Reporting: National Winner</b>
	Winner	Storme Jones, "Plastic Bag Fee"
2020	Sponsor	BEA Festival of Media Arts (Broadcast Education Assn)
	Award	<b>1st Place: Spots</b>
	Winner	Jack Tillman, "Watch What You Say"
	Sponsor	SPJ (Society of Professional Journalists) National
	Award	<b>Best Use of Multimedia Winner</b>
	Winner	Paxson Haws (OU Daily), "Five Years after SAE"
2020	Sponsor	NBS (National Broadcasting Society)
	Award	<b>Grand Prize - Music Video</b>
	Winner	Alex Kaelke, "The Heist"
	Sponsor	NBS (National Broadcasting Society)
	Award	<b>Grand Prize - Documentary</b>
	Winner	Parker Thune & Ben Possehl, "Dust to Dust"
2020	Sponsor	BEA Festival of Media Arts (Broadcast Education Assn)
	Award	<b>Scriptwriting: Original Television Series Pilot-Award of Excellence</b>
	Winner	Alayna Shore, "What Happened Last Night?"
	Sponsor	Hearst Awards
	Award	<b>Breaking News (copy) - \$3,000 prize award</b>
	Winner	Jordan Miller
2020	Sponsor	SPJ (Society of Professional Journalists)
	Award	<b>Mark Excellence Winner - Television Sports Reporting</b>
	Winner	RaShaud Buie, "Sports Safety"
	Sponsor	OBEA (Oklahoma Broadcast Education Assn)
	Award	<b>1st Place - Informational Video</b>
	Winner	Grace Axthelm & Faith Morgan, "Driving Advertising: Jim Helberg"

6. In a digital file, list by specialty each member of the graduating class of 2016 and those graduates' current jobs. If practical, give a total number of "unknowns" rather than including them in the list. Describe the program used to track graduates to assess their experience in the profession and to improve curriculum and instruction.

The alumni survey is sent out yearly to graduates one year and five years after they graduate. This tracks their immediate employment and perceptions of the Gaylord College program as well as their perceptions after several years in their profession.

Sections of the survey directly correspond to the assessment plan outcomes (2-6) and how Gaylord College can improve in the areas of: curriculum and instruction, internships and scholarships, facilities, advisement, diversity, technology, the ACEJMC core values and competencies, and experiential learning (results from these sections are highlighted above).

In addition, assessment plan outcome 6 regarding preparation for communication jobs or graduate programs is further addressed with the questions shown below.

The following are the responses from the alumni (n=57) who took part in the 2020 alumni survey.

2020 Alumni Survey	Response Type	Response
Gaylord College did a good job of preparing me for my future career.	Average on 1-7 strongly disagree to strongly agree scale	5.26
Considering everything, I am very satisfied with the education I received from Gaylord College.		5.39
I wish I had prepared for a career other than in journalism and mass communication.		3.39
I would recommend Gaylord College for students who are looking for a program in media.		5.61
Are you in or planning to attend graduate school in a field related to my program at Gaylord College?	Yes	13.6%
Are you currently employed in a media job or in another job related to your education in Gaylord College?	Yes	81.8%
Is your current job one that involves communication?	Yes	81.8%
All things considered, I am satisfied with my job.	Average on 1-7 scale	4.73

Data from the alumni survey have consistently shown that Gaylord graduates are satisfied with the education they received and would recommend the program to others. A majority of our graduates indicate they are involved in a communication profession related to the education they received at Gaylord.

In May 2021, an additional survey was sent to alumni from 2016, asking about their employment status. This survey included questions about their majors, whether they were currently employed, type of organization employed by, name of organization employed by, job title, and an open-ended question for comments. Student workers tracked non-respondents and those with expired email addresses on LinkedIn and other social media platforms. (See results in **Digital File 9.2 Current Jobs of 2016 Graduates Spreadsheet.**)

Of the 229 graduates surveyed, it was found that 177 were employed, six were unemployed and 46 were unknowns. In addition to traditional jobs in newspaper, magazine, television, film, publishing and corporate or agency advertising/public relations, Gaylord graduates were employed in areas including government, healthcare, nonprofits, education, energy, finance, information technology, law, retail and transportation. In addition, several were pursuing graduate degrees.

In regard to college outcome 6, which focuses on entry-level communication positions and/or graduate education, these are promising results. They show the experiential learning that takes place at Gaylord College is, indeed, preparing students for the workforce in the areas in which they have been trained.