

William Allen White School of Journalism and Mass Communications

FIVE-YEAR STRATEGIC PLAN

Approved by faculty vote March 9, 2012

GOAL I: Strengthen recruitment, teaching and mentoring to prepare undergraduate students for lifelong learning, leadership and success.

STRATEGY 1: Create a curriculum that prepares students to thrive in a rapidly changing world and workplace.

OBJECTIVE A: Implement a curriculum that prepares students to perform at a high level in existing organizations, the ability to thrive as independent/entrepreneurial workers and the ability to quickly change and adapt to emerging opportunities.

TACTIC 1: Implement new undergraduate curriculum, beginning in Fall Semester 2012.

TACTIC 2: Explore the possibility of offering mini-courses. In one three-credit-hour block, for example, students could choose three of five course offerings, each counting for one credit hour.

TACTIC 3: Ensure that each undergraduate track includes instruction in how to bid for jobs how to write contracts, how to bill for time, how to make presentations and how to use social media to market a business.

TACTIC 4: Explore requiring relevant courses in the Business School, such as Financial Accounting (Acct 200) and Entrepreneurship: Starting Your Own Business (Entr 301).

TACTIC 5: Implement a program of professional review of student portfolios.

TACTIC 6: Within appropriate courses, continue to seek service-learning opportunities and real work for real clients.

TACTIC 7: Continue to assist students in securing internships in news/information and strategic communication workplaces.

TACTIC 8: Explore options besides internships and service-learning projects in which students can collaborate with professionals -- e.g. special events within the School.

TACTIC 9: Compile a list of elective courses throughout the University that emphasize elements of entrepreneurship. Explore how such courses might help students fulfill School and University general education requirement

TACTIC 10: Continue to determine which courses would be beneficial online/distance-learning courses. Given the University's new (2011) Independent Study policies, determine the scheduling of such courses, set enrollment caps, designate instructors and monitor the development of such courses.

OBJECTIVE B: Increase student and faculty understanding, adoption and mastery of multimedia, particularly in skills courses.

TACTIC 1: Ensure that each writing class includes writing for print, broadcast, online and social media.

TACTIC 2: Ensure that each student has an online portfolio of multimedia work for real clients.

TACTIC 3: In all appropriate courses, emphasize that multimedia technology and venues will change; the constants are skills in idea generation/research, idea organization and idea expression.

TACTIC 4: Create a for-credit, competitive-entry multimedia strategic communication laboratory/agency, staffed by strategic communication students. The lab/agency's first client could be the School and its BRAG committee (see VI.A.2).

TACTIC 5: Implement multimedia instructional programs for faculty.

OBJECTIVE C: Devise a system to make curriculum review and revision ongoing and easier.

TACTIC 1: Implement a system of regular reports regarding assessments of student learning to the Curriculum Committee and track heads.

TACTIC 2: Consider implementing a system in which each skills course has a “maestro” faculty member who leads discussions of possible course revisions.

TACTIC 3: Create a knowledge map for students and faculty that shows how particular ideas and techniques continue and grow from course to course; revise as necessary.

OBJECTIVE D: Strengthen focus on writing skills in all levels and all tracks.

TACTIC 1: Develop rubrics for key assignments; monitor class performance on those assignments for strengths and weaknesses. Share findings.

TACTIC 2: Explore ways to increase student exposure to Grammar and Usage (Jour 002), including expanded enrollment and auditing opportunities.

TACTIC 3: Create an online, numbered list of common grammar (including punctuation) errors. The list would include a concise explanation of the problem and the solutions as well as examples of correct and incorrect usage. Teachers could familiarize themselves with the list and direct students to it as needed -- e.g. “See #17.”

TACTIC 4: Consider implementing an in-house student writing awards program, administered through the Bremner Center.

OBJECTIVE E: Define “critical thinking” (including problem solving and emotional intelligence) and suggest ways that faculty members can increase emphases on critical thinking in classes.

TACTIC 1: Adopt, as the School’s definition of critical thinking, the definition developed for Media and Society (Jour 101): Critical thinking is a mental process that is goal-oriented, objective, comprehensive and systematic (COGS).

TACTIC 2: Encourage professors to show students how critical thinking systems in individual courses -- such as the Potter Box and the

Strategic Message Planner -- conform to the COGS definition.

TACTIC 3: Compile a list of specific critical thinking tools used within the School -- e.g. the Potter Box and the strategic message planner.

TACTIC 4: Create additional case study courses that focus on problem solving; and/or increase problem-solving case study elements with existing courses.

TACTIC 5: Include in discussions of critical thinking neuroscientists' finding that, as evolved beings, "we still feel before we think." Note that some neuroscientists conclude that emotions/gut reactions "are like internal guides that point us to the proper direction in a decision-making space where we may put the instruments of logic to effective use."

STRATEGY 2: Create an effective, flexible plan to assess student-learning outcomes.

[SEE PLAN FOR ASSESSMENT OF LEARNING]

STRATEGY 3: Create and implement a student-body diversity plan with strong focuses on recruitment and retention.

[SEE DIVERSITY PLAN]

GOAL II: Prepare doctoral students as innovators and leaders who are ready to meet the demands of the academy and our global society.

STRATEGY 1: Build excellent, focused graduate programs.

OBJECTIVE A: Implement a unique doctoral program that attracts top-level graduate students and produces graduates who excel after graduation.

[SEE PLAN FOR PH.D. PROGRAM]

OBJECTIVE B: Determine the future, including focuses, of existing master's programs.

TACTIC 1: Specify an ideal brand image for each master's program.

TACTIC 2: Clarify the relationship of the Lawrence master's programs to the doctoral program.

TACTIC 3: Consider revising our Lawrence master's program so that students can pursue either a professional/project track or an academic/thesis track. Create a clear program identity and clear goals for each program.

TACTIC 4: Consider focusing on one specialty in a professional/project master's track -- e.g. science/health-care communication or business journalism.

TACTIC 5: Create an ongoing two-year course list so that master's and doctoral students know what courses will be available and can plan their programs effectively.

GOAL III: Enhance research broadly with special emphasis upon areas of present and emerging strength in order to push the boundaries of knowledge and benefit society.

OBJECTIVE A: Create a faculty development plan to enhance faculty research and creative activity.

TACTIC 1: Revise the faculty annual report to include these sections for the Research/Creative Activity Section: (1) What would be the ideal description of your research/creative activity five years from now? (2) What must you achieve between now and then to achieve that description? (3) What resources do you need to achieve that description? (4) How does your research/creative activity expand knowledge (public and/or academic) and benefit society? (5) What progress have you made to date?

TACTIC 2: Formalize faculty research roundtables. Establish a regular schedule and an organizing faculty member.

TACTIC 3: Seek interdisciplinary research projects with faculty from other academic units.

TACTIC 4: Explore ways to involve interested undergraduate and graduate students in faculty research (as more than data collectors).

TACTIC 5: Invite the School's liaison with KU Libraries to research roundtables and faculty meetings.

TACTIC 6: Consider creating an annual Research Day, in which faculty members prepare posters of research interests and achievements and display them in the hallways. Launch the day with a keynote address. Each class on Research Day could include a relevant research presentation.

TACTIC 7: Encourage faculty members to explore how their research and creative interests align with the University's strategic initiatives.

GOAL IV: Engage local, state, national and global communities as partners in scholarly activities that have direct public impact.

OBJECTIVE A: Increase such public-impact opportunities for students.

TACTIC 1: Within appropriate courses, continue to seek service-learning opportunities and real work for real clients.

TACTIC 2: Continue to assist students in securing internships in news/information and strategic communication workplaces.

TACTIC 3: Explore options besides internships and service-learning projects in which students can collaborate with professionals -- e.g. special events within the School.

TACTIC 4: Create an incubator for new-media products. Consider building ties to computer science students to develop new products or services.

TACTIC 5: Consider creating student-staffed bureaus for reporting and/or survey research that addresses underserved topics and/or regions and that addresses the University's strategic initiative themes.

TACTIC 6: Create a for-credit, competitive-entry multimedia strategic communication laboratory/agency, staffed by strategic communication students. The lab/agency's first client could be the School and its BRAG committee (see VI.A.2).

TACTIC 7: Continue to explore service-learning/public-impact projects with international partners such as the School of Mass Communications at the University of Costa Rica.

OBJECTIVE B: Increase such public-impact opportunities for faculty.

TACTIC 1: Revamp faculty profiles on the School website. Highlight significant achievements in teaching, research and service. Include abstracts of published and presented research papers. Include CVs.

TACTIC 2: Encourage faculty to participate in the University's Open Access policy and to file research publications in the University's ScholarWorks database.

TACTIC 3: Explore the idea of interdisciplinary teaching opportunities and cross-listed courses with members of other academic units.

TACTIC 4: Seek interdisciplinary research projects with faculty from other academic units.

TACTIC 5: Consider creating an annual Research Day, in which faculty members prepare posters of research interests and achievements and display them in the hallways. Launch the day with a keynote address. Each class on Research Day could include a relevant research presentation.

TACTIC 6: Encourage the faculty's growing expertise in health-care communication research and related creative professional activities. Seek methods to document significant public-outreach efforts as major creative professional activities in terms of promotion and tenure status.

TACTIC 7: Consider creation of a KU center for strategic communication, with partners such as University Relations, to help publicize, to strategic audiences, University achievements related to the Bold Aspirations Strategic Initiatives.

GOAL V: Recruit, value, develop and retain an excellent and diverse faculty and staff.

STRATEGY 1: Ensure that overall faculty development efforts include recruitment and retention of under-represented groups within the faculty.

STRATEGY 2: Enhance faculty teaching.

OBJECTIVE A: Create a faculty development plan to enhance teaching and service. (Goal III addresses enhancement of faculty research.)

TACTIC 1: Revise the faculty annual report to include these sections for the Teaching Section: (1) What would be the ideal description of your teaching five years from now? (2) What must you achieve between now and then to achieve that description? (3) What resources do you need to achieve that description? (4) What progress have you made to date?

TACTIC 2: Reinstate periodic Friday Education (FRED) sessions in which teachers share their top teaching techniques.

TACTIC 3: Implement annual peer review sessions for tenure track faculty.

TACTIC 4: Encourage professors to routinely audit one another's classes. Professors could invite colleagues to particular sessions. Consider creating a calendar of such opportunities.

TACTIC 5: Create additional rewards and recognitions for outstanding and/or innovative teaching.

TACTIC 6: Explore the idea of interdisciplinary teaching opportunities and cross-listed courses with members of other academic units.

TACTIC 7: Encourage faculty members to explore how their teaching interests align with the University's strategic initiatives.

OBJECTIVE B: Enhance faculty service.

TACTIC 1: Continue to explore how service-learning opportunities can align with the need for real clients for particular courses.

TACTIC 2: Encourage faculty members to explore how their service interests align with the University's strategic initiatives.

GOAL VI: Responsibly steward fiscal and physical resources and energize supporters to expand the resource base.

STRATEGY 1: Generate additional recognition and revenues for the School.

OBJECTIVE A: Increase local, regional, national and international recognition of student and faculty achievements.

TACTIC 1: Specify ideal brand images for the School undergraduate programs and each School graduate program.

TACTIC 2: Create a BRAG committee (Bringing Recognition, Awards and "Green" to the School).

TACTIC 3: Revamp faculty profiles on the School website. Highlight significant achievements in teaching, research and service. Include abstracts of published and presented research papers. Include CVs.

TACTIC 4: Encourage faculty to participate in the University's Open Access policy and to file research publications in the University's ScholarWorks database.

OBJECTIVE B: Establish new potential revenue streams that align with the School and University mission and values.

TACTIC 1: Establish goals for additional money, such as assistantships for doctoral and master's students; a new or renovated building; and recruitment and retention of high-quality faculty members

TACTIC 2: Create an incubator for new-media products. Consider building ties to computer science students to develop new products or services.

TACTIC 3: Consider creating student-staffed bureaus for reporting and/or survey research that addresses underserved topics and/or regions and that addresses the University's strategic initiative themes.

GOAL VII: Review this plan periodically to ensure relevance and progress; revise as needed.

TACTIC 1: Implement periodic review by the Dean's Advisory Group. That body should review this plan to ensure progress and continued relevance.