Those in attendance were Julie Adam, Patrick Allen, Ashley Anguiano, Chris Bacon, Barbara Barnett, Genelle Belmas, Tim Bengtson, Kerry Benson, Peter Bobkowski, Ann Brill, John Broholm, Cal Butcher, Yvonne Chen, Joseph Erba, Mugur Geana, David Guth, Penny Hodge, Carol Holstead, Jammie Johnson, Tien Lee, Denise Linville, Frances Lyons, Dan McCarthy, Lisa McLendon, Kerry Navinskey, Jon Peters, Scott Reinardy, Monique Robinson, Janet Rose, Steve Rottinghaus, Hyunjin Seo, Susanne Shaw, Eric Thomas, Max Utsier, Gayle Vannicola, Mike Vrabac, Hong Vu, Doug Ward and Mike Williams.

Review of strategic plan – The 2015 – 2016 academic year priorities (attached) were reviewed and graded by faculty. Priorities for AY 2016-2017 were discussed. Mugur Geana moved to accept them and Mike Williams seconded the motion. There was no discussion and a vote was called with all in favor.

Diversity plan – The plan has undergone revisions and review (attached). Diversity committee members were Jerry Crawford, Joseph Erba, Mugur Geana and Jammie Johnson.

Committee ballots – Only one committee member term was to expire in AY2016 - Pam Fine, curriculum committee. Yvonne Chen was nominated and elected by ballot vote to the curriculum committee to serve a three-year term expiring in AY2019.

Committee reports – Barbara Barnett, curriculum committee chair, presented three course proposals for faculty consideration.

J-200 – Topics in Journalism. Course mirrors established J-500 and J-700 courses and permits faculty to teach one-time courses on special topics or try out new courses intended for freshmen and sophomores. It will be a lecture course with expected enrollment of 100 students and fills a need for lower-level courses for our students.

J-260 – Agency: Introduction. This StratCom course is the formal intro class for working in the Agency. The goal of this course is to familiarize students with the business, roles, scope and culture of the strategic communications business, including its advertising, public relations and related components. It includes an introduction to brand and creative messaging strategy, critical and creative thinking processes. It also focuses on developing a toolbox of principles for evaluating critical thinking and creative ideas.

J-699 – Reporting & Editing for Print & Online – Advanced Media. An intense eight-week reporting and editing experience on The University Daily Kansan, its website kansan.com, and KUJH-TV. The catalogue copy has been modified to reflect the wider scope of the N&I course beyond only working for the UDK.

Scott Reinardy motioned for adoption of the three proposals. Peter Bobkowski seconded the motion. After discussion a vote was called with all in favor. Motion carried.

Meeting adjourned.

Priorities for AY 2015-2016: Reaccreditation; Curriculum; Diversity; Engagement – professional, civic, interdisciplinary, academic; Marketing; Fundraising
Strategic Plan
Annual Review Summary
William Allen White School of Journalism
and Mass Communications
May 2016

Priorities Academic Year
2015-2016

<table>
<thead>
<tr>
<th>Top Priorities</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reaccreditation</td>
<td>Goal 1 - Increase freshman enrollment and credit hour production.</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Goal 2 - Launch certificates in master’s program.</td>
</tr>
<tr>
<td>Diversity</td>
<td>Goal 3 - Prepare for AY2017 national reaccreditation. <em>We are still in the process of writing the self study.</em></td>
</tr>
<tr>
<td>Engagement</td>
<td>Goal 4 - Increase experiential learning opportunities for students.</td>
</tr>
<tr>
<td>Marketing</td>
<td>Goal 5 - Fundraising – reach our target for Fair Above as it concludes in 2016.</td>
</tr>
</tbody>
</table>
Strategic Plan
Annual Review Summary
Goal Grade Card  AY 2015-16

<table>
<thead>
<tr>
<th>Goals</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal I - Increase freshman enrollment and credit hour production</td>
<td></td>
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<tr>
<td>Goal II - Launch certificates in master's program</td>
<td></td>
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<tr>
<td>Goal III - Prepare for AY2017 national reaccreditation</td>
<td></td>
</tr>
<tr>
<td>Goal IV - Increase experiential learning opportunities</td>
<td></td>
</tr>
<tr>
<td>Goal V - Fundraising – reach our target for Far Above</td>
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</tr>
</tbody>
</table>

Strategic Plan 2016 Revision
William Allen White
School of Journalism and Mass Communications

• Goal I - Recruit, value, develop and retain excellent and diverse students
• Goal II - Recruit, value, develop and retain an excellent and diverse faculty and staff
• Goal III - Prepare doctoral students as innovators and leaders who are ready to meet the demands of the academy and our global society
• Goal IV - Enhance research broadly with special emphasis upon areas of present and emerging strength in order to push the boundaries of knowledge and benefit society
• Goal V - Engage local, state, national and global communities as partners in scholarly activities that have direct public impact
• Goal VI - Responsibly steward fiscal and physical resources and energize supporters to expand the resource base
• Goal VII - Expand a culture and climate of diversity throughout the intellectual fabric of the school
Priorities for Academic Year 2016-2017

- Successful reaccreditation
- Establish a diversity committee and budget
- Increase enrollment, especially graduate student enrollment
- Restructure KU Edwards program, including hiring a director, creating advisory board
- Target engagement with other KU units, private partnerships, and Ft. Leavenworth for courses, student and research engagement
- Establish new fundraising goals and objectives

Thanks for another great year!
Enjoy your summer
Diversity Plan—Draft (04/26/16)

**Diversity Statement:** The William Allen White School of Journalism and Mass Communications (hereafter, J-School) aims to create and maintain an environment that values diversity by:

- Respecting the identities and experiences of students, faculty and staff
- Enhancing cultural competency skills for students, faculty and staff
- Including social justice in learning, teaching and mentoring activities
- Encouraging a variety of respectful opinions pertaining to current societal matters
- Supporting interdisciplinary collaborations

**Diversity Conceptualization:** Diversity is an evolving concept, which encompasses a multitude of experiences, perspectives, identities, and actions.

**Diversity Rationale:** The J-School recognizes the need to use a narrow conceptualization of diversity based on certain demographic characteristics (mainly race and gender) in order to comply with demands from the University of Kansas and accreditation organizations. The J-School also recognizes that this focus on race and gender when measuring the diversity of a particular unit is the result of a society that has been built on and continues to function in a system of institutional racism and sexism. Given this legacy, the J-School encompasses race and gender in its definition of diversity and broadens it by being more inclusive of people's multiple identities, how these identities intersect, and how they change over time and based on context. Moving beyond identity, and exploring other facets of diversity, the J-School conceptualizes diversity as the variety of experiences, perspectives, identities and actions.

**Diversity Committee:** Diversity and Inclusion Action Group (DIAG). Membership will consist of three elected faculty members, one elected staff member, three undergraduate students, one graduate student, and two at-large, ad-hoc, non-voting members appointed by the Dean. DIAG members will elect a chair (faculty or staff). Chair serve a two-year term; a chair-elect will be elected mid-term. Faculty and staff members will serve at least a two-year term. Undergraduate and graduate students will serve a minimum one-year term. DIAG will propose an annual budget to the dean, including $5,000 for a summer applied research award.

**Diversity Action Steps:** All steps are measurable in order to assess the implementation of the diversity plan.

**Action Steps I:**

**Develop an academic environment fostering cultural competency and social justice**

- Assess overall cultural competency levels of the J-School (students, faculty and staff) using a cultural competency assessment at least every four years.
- Discuss results of cultural competency assessment and future steps.
- Defend the actions and rights of students, staff and faculty while they exercise their free expression and interpretation of diversity.
- Encourage and promote the inclusion of diversity in syllabi to meet ACEJMC diversity standard.
- Feature syllabus links and web page to various 'diversity-oriented' professional associations, such as the National Association of Black Journalists, the National Lesbian and Gay Journalists Association, the Native American Journalists Association, etc., to be updated annually.
- Encourage instructors to post on Blackboard events organized/sponsored by the Office of Multicultural Affairs and use extra credit as incentive for their students to attend some of these events every semester.
- Work with the Resource Center Administrator to create a display panel in the Resource Center highlighting student/course accomplishments that reflect the diversity of experiences in the J-School.
• Celebrate and share cultural experiences through events and guest lectures open to all.
• Encourage and promote the free circulation and exchange of ideas as an essential component of diversity by hosting School-wide discussions about current events pertaining to diversity matters.

Action Steps II:
Recruit and retain students who belong to underrepresented groups that reflect demographics trend in the U.S. in general and in higher education in particular
• Collaborate with JOUR 304 Media Writing students and instructors to create profiles of diverse students to be posted on the J-School’s website.
• Increase financial resources devoted to supporting the Journalism Multicultural Scholars Program.
• Visit high schools in Kansas and throughout the country with high diverse populations.
• Recruit diverse J-School ambassadors to travel to high schools and participate in college fairs in nearby cities.
• Recruit alumni to reach out to students.
• Collaborate with JOUR 560 Message Development students and instructors to develop print and online materials in Spanish geared at Spanish-speaking family members of potential students.
• Focus on recruiting efforts not only in creating a racially-diverse environment, but also in fostering a diverse ideological and cultural environment.
• Increase mentoring and leadership opportunities for students.

Action Steps III:
Recruit and retain employees (faculty and staff) who belong to underrepresented groups that reflect demographics trends in the U.S. in general and in higher education in particular
• Develop advertisements for new employees that encourage diverse candidates to apply.
• Consider the inclusion of faculty and staff who belong to underrepresented groups when forming search committees.
• Nominate a professor for the university’s Langston Hughes professorship (committee assignment?).
• Develop a faculty exchange program with Historically Black Colleges and Universities, and Latino-Serving Institutions (committee assignment?).
• Develop exchange programs with universities outside the United States.
• Promote recruitment of faculty and staff with diverse cultural, life and social experiences.
• Increase mentoring and service opportunities for faculty and staff (committee assignment?).

Action Steps IV:
Develop a culture based on intellectual curiosity and inclusiveness (research paradigms, theoretical perspectives, etc.)
• Showcase student and faculty research projects online and in Stauffer-Flint Hall.
• Collaborate with programs and centers, including International Studies and the Global Health Initiative, and the Center for Excellence in Health Communication to Underserved Populations (CEHCUP).
• Establish research partnerships with Haskell University and HBCUs.
• Develop community-based participatory research (CBPR) projects focused on working with underrepresented populations.
• Expand our research collaboration to other areas of the globe to communities in need of our expertise.
• Establish a summer grant for J-School collaborative research projects that explore diversity matters and have a direct impact on items in this diversity action plan.