

## **School of Journalism and Mass Communications Faculty Meeting Minutes - December 13, 2019**

Faculty and staff in attendance: Julie Adam, Kerry Benson, Gerri Berendzen, Peter Bobkowski, Ann Brill, Cal Butcher, Yvonne Chen, Cade Cruickshank, Chad Curtis, Joseph Erba, Teri Finneman, Pat Gaston, Mugur Geana, David Guth, Angie Hendershot, Penny Hodge, Carol Holstead, Jammie Johnson, Mark Johnson, Himee Kamatuka, Rob Karwath, Heather Lawrenz, Tien Lee, Frances Lyons, Chuck Marsh, Dan McCarthy, Lisa McLendon, Eddie Munoz, Kerry Navinsky, Jennifer Paasch, Scott Reinardy, Janet Rose, Steve Rottinghaus, Hyunjin Seo, Marlys Shulda, Matt Tidwell, Gayle Vannicola, Hong Vu, Doug Ward, Mike Williams and Stephen Wolgast.

### **Updates (Brill)**

Building – mostly on schedule

- “Family” opening, Tuesday, Jan. 21, 10:30 a.m., for students, faculty and staff (students will be dismissed early from classes to participate)
- KU opening, Thursday, Jan 23, 3 p.m., for major donors, KU students, faculty and staff. Chancellor Girod will attend.
- Open House, Sunday, Feb. 9, 2 - 4 p.m., for KU and public
- Other changes to the building – Pepsi vending machine and another vending machine stocked with healthy snack alternatives will be available in the Resource Center; 204 SF will be the only standing computer lab; graduate student offices will be in Dole

Budget model

- Credit hours (65%)
- Research (20%) – expenditures and other metrics, critical need to keep PRO files current
- 15% – Diversity Equity and Inclusion, student success, faculty development, outreach, judicious use of resources
- Incoming Provost Bichelmeyer may modify the budget model
- The practice of Edwards Campus credit hours being credited to Schools and depts. will be discontinued.
- Research expenditures and research activities are “counted”
- Faculty must keep PRO records up to date. PRO information will help determine the School’s budget improvement. Data will be pulled from PRO no earlier than Feb. 1.

Changes to Matt Tidwell’s role

- Dr. Tidwell will serve as Assistant Dean for Graduate and Professional Studies

Searches (Bobkowski)

- Peter Bobkowski is head of the search committee for three faculty positions. The committee video-conferenced with 15-20 interested persons. Six to eight candidates will visit campus.

Grants awarded

- KU Latin American Studies Center has been awarded a grant from the Tinker Foundation. Faculty is encouraged to consider applying to the grant.
- W.T. Kemper Foundation Board to edit WAW film to 56 minutes for PBS programming.

### **Video presentation of School/world history (Guth)**

- A video history of the School, produced by Associate Professor Emeritus David Guth, was shown to faculty and staff. The video is displayed on the first floor of Stauffer-Flint Hall. Guth said the video would not have been possible without the cooperation of many in the KU community, especially Julie Adam, Chad Curtis and J. Schafer at Kansas Public Radio.

### **Curriculum discussion and vote**

Context and charge to committee members Hyunjin Seo, Gerri Berendzen, Patricia Gaston, and Yvonne Chen

- Listening Tour – committee members met with faculty groups
- Research

- Deliberations
- Presentation – core curriculum, developed by curriculum revision committee

Vote: Adopt curriculum revisions

Yvonne Chen explained the core course discussions and motioned that the proposed core curriculum be accepted with the understanding that the curriculum revision committee will make modifications as reflected in the discussions at the faculty meeting and have the modifications approved by the elected Curriculum and Assessment Committee.

Mugur Geana seconded the motion and discussion followed. Peter Bobkowski, Lisa McClendon, Frances Lyons and Heather Lawrenz took questions.

After discussion Chad Curtis called for a vote and Steve Wolgast seconded. A vote was taken with 19 for adoption, one opposed and four abstained. The revised core courses will be incorporated during the Fall 2020 semester.

### **Announcements**

Heather recap of Adobe challenge

Spring suffragette events (Finneman)

P&T reminders if going for promotion

Other announcements - more students are needed to apply for J-School scholarships

Meeting adjourned.

## Core Courses (rev. 12/11/19)

**Rationale:** The revised core reflects an updated, more standardized and more rigorous approach to the fundamentals of mass communication, to better prepare our students for working in the industry now and in the future. Based on alumni surveys, interviews with industry professionals and faculty experience, the revised core is expanded from the current curriculum and includes dedicated technology requirements.

As with the current core, students need to pass each course with a C or better to progress.

### Media and Professionalism [101]

Credit hours	3
Format	Large lecture
Restricted enrollment	No
Prerequisites	None
Can be taken first semester	Yes
KU Core	Goal 3 Social science
Current curriculum reference	JOUR 101 and some of JOUR 608
<b>Key concepts:</b> <ul style="list-style-type: none"> <li>– News literacy.</li> <li>– Structure, function, and business models of media industries.</li> <li>– Media careers and how j-school pathways prepare for these.</li> <li>– Ethical and professional standards of media careers.</li> <li>– Personal brand (including portfolio).</li> </ul>	
<b>Learning outcomes:</b> <ul style="list-style-type: none"> <li>– Students will understand how to analyze media messages and think critically about them.</li> <li>– Students will understand the history of media industries and how they work today, the structure of media companies, and how these companies generate income.</li> <li>– Students will understand journalism and marketing workflows and routines.</li> <li>– Students will understand the breadth of careers across the media industries, and how journalism school pathways prepare for these careers.</li> <li>– Students will be familiar with the ethical codes and standards that guide media practitioners' professional conduct.</li> <li>– Students will generate digital portfolios that communicate their professional brands.</li> </ul>	

### Words at Work: Professional Writing [104]

Credit hours	3
Format	Hybrid: Online + lab (18-student lab)
Restricted enrollment	No
Prerequisites	None
Can be taken first semester	Yes
KU Core	Goal 2 Outcome 1 (Writing, proposed)
Current curriculum reference	New course
<b>Key concepts:</b> <ul style="list-style-type: none"> <li>– Mechanics: Grammar, spelling, punctuation, usage, syntax, transitions</li> <li>– Style guides and their purpose</li> <li>– Conventions and genres of professional/informational writing</li> <li>– Awareness of audiences</li> </ul>	
<b>Learning outcomes:</b> <ul style="list-style-type: none"> <li>– Students will <b>understand</b> how writing changes based on purpose and audience.</li> <li>– Students will <b>understand</b> the wide range of professional writing.</li> <li>– Students will <b>apply</b> standard professional mechanics to writing.</li> <li>– Students will <b>apply</b> conventions of professional writing through a variety of formats (e.g., bio, memo, email, web page, product description).</li> </ul>	

### Information Fluency [302]

Credit hours	3
Format	Lecture and lab (30-student lab)
Restricted enrollment	No *
Prerequisites	None *
Can be taken first semester	Yes *
KU Core	Goal 1 Outcome 1 (Critical thinking)
Current curriculum reference	JOUR 302
<b>Key concepts:</b> <ul style="list-style-type: none"> <li>– Non-human information sources (secondary research).</li> <li>– Evaluating the credibility of information sources.</li> </ul>	

**Learning objectives:**

- Students will be able to identify a topic of interest, articulate its significance, explain the necessity of researching it, and plan a research strategy.
- Students will use effective search and retrieval strategies to obtain information from these sources: digital news databases, business and nonprofit record databases, public record databases, open data, scholarly research databases, consumer research databases, social media.
- Students will apply critical thinking to evaluate their information sources, the information they collect, and their own assumptions about the topic.
- Students will be able to summarize and synthesize the information they collect, and to articulate the results of their critical thinking evaluations.
- Students will be able to attribute information completely and consistently to its sources.

\* this is a change from current restrictions and prerequisites

**Writing for Audiences [304]**

Credit hours	3
Format	Lecture + lab (18-student lab) (Hybrid to be developed)
Restricted enrollment	Journalism majors and minors
Prerequisites	JOUR 101, JOUR 104 JOUR 302 as a prereq or concurrent
Can be taken first semester	No
KU Core	Goal 2 Outcome 1 (Writing)
Current curriculum reference	JOUR 304

**Key concepts:**

- Identifying audiences
- Purposes for writing: informational vs. strategic
- Multiple platforms where writing appears
- Multimedia elements that complement writing
- Gathering information from human sources (interviewing skills)
- Synthesizing information from multiple sources

**Learning outcomes:**

- Students will **understand** how to analyze audience and purpose.
- Students will **apply** writing tactics based on purpose, platform and audience.
- Students will **apply** information-gathering strategies.
- Students will **analyze and evaluate** information gathered before writing.
- Students will **produce** professional writing in a variety of formats (e.g., news release, news story, creative brief, news feature, trend analysis)
- Students will **produce** multimedia elements appropriate to the writing.

## Visual Storytelling [300]

Credit hours	2 *
Format	Lecture
Restricted enrollment	No
Prerequisites	JOUR 101
Can be taken first semester	No
KU Core	N/A
Current curriculum reference	JOUR 300
Co-Enrollment	Recommended that students take at least one Tech Tools section concurrently with JOUR 300
<b>Key concepts:</b> <ul style="list-style-type: none"> <li>– Visual principles: Photo and video framing, form and shape, type, color</li> <li>– Terminology and tools used in visual communication</li> <li>– How visuals complement storytelling and communication strategy.</li> </ul>	
<b>Learning outcomes:</b> <ul style="list-style-type: none"> <li>– Students will <b>understand</b> the process of taking a mental concept and transforming it into a visual product.</li> <li>– Students will <b>understand</b> the words and phrases needed to communicate visual ideas</li> <li>– Students will <b>understand</b> the basics of good design, typography, color theory, photography, videography and infographics.</li> <li>– Students will <b>understand</b> how to use photography and videography to tell a story.</li> <li>– Students will <b>apply</b> this knowledge to constructively critique visual messages.</li> <li>– Students will <b>understand</b> how visual communication can meet the needs of diverse audiences.</li> </ul>	

\* this is a change from current credit hours

## Data Fluency [309]

Credit hours	3
Format	Lecture
Restricted enrollment	Journalism majors and minors
Prerequisites	JOUR 302
Can be taken first semester	No

KU Core	Goal 1 Outcome 2 (Quantitative literacy; proposed)
Current curriculum reference	New course; incorporates some of JOUR 460
<b>Key concepts:</b> <ul style="list-style-type: none"> <li>– Data vocabulary, metrics.</li> <li>– Accessing and cleaning data.</li> <li>– Data analysis (Excel, Google Sheets).</li> <li>– Data interpretation, inferences.</li> </ul>	
<b>Learning outcomes:</b> <ul style="list-style-type: none"> <li>– Students will understand the essential role of data in journalism and marketing workflows.</li> <li>– Students will understand and be able to interpret digital audience metrics.</li> <li>– Students will be able to access, import, and create datasets.</li> <li>– Students will evaluate the credibility of data by assessing its sources and creation methods.</li> <li>– Students will use spreadsheet software to clean, transform and analyze data, using sorting, filtering, formulas, and pivot table functions.</li> <li>– Students will interpret the meaning of data from spreadsheets, text, and visualizations to generate story ideas, and to inform managerial decisions.</li> <li>– Students will communicate data using text and visualizations.</li> </ul>	

### Media Law and Ethics [408]

Credit hours	3
Format	Lecture
Restricted enrollment	No
Prerequisites	JOUR 101
Can be taken first semester	No
KU Core	Goal 5 Outcome 1 (Social responsibility and ethics; needs to be re-certified)
Current curriculum reference	JOUR 608 and JOUR 618
<b>Key concepts:</b> <ul style="list-style-type: none"> <li>– Civic awareness and responsibility of media professionals.</li> <li>– Function of 1st Am. in democracy.</li> <li>– Principles of media law for the media professional.</li> <li>– Theories of ethical reasoning.</li> <li>– Ethical and professional standards.</li> </ul>	
<b>Learning outcomes</b> <ul style="list-style-type: none"> <li>– Students will understand the role of the First Amendment in facilitating the free exchange</li> </ul>	

of information.

- Students will understand First Amendment law, and how it applies to media organizations and mass communication professionals.
- Students will develop legal problem-solving skills using case studies and other applied learning.
- Students will learn to identify ethical issues, problems and dilemmas in all facets of professional communication.
- Students will become familiar with the ethical language and customs of the journalism and marketing professions.
- Students will analyze philosophies, models, case studies, and ethics codes.
- Students will apply problem-solving models to resolve ethical dilemmas.

### Tech Tools [211-220]

Credit hours	1 each (2 required)
Format	Lab
Restricted enrollment	No
Prerequisites	None
KU Core	N/A
Current curriculum reference	New courses
Opt-out option	JCCC course credit or earned Adobe Certified Associate

#### Audio / Video

Final project - Students will create a 5-minute podcast and a :30-1:30 video.

Other mini projects may be used to help students build skills.

Industry standard software: **Audition, Premiere, Rush**, plus the basics of using audio and video equipment.

#### Graphic Design

Final project - Students will create a set of flat graphic icons in Illustrator and a multipage online InDesign document.

Mini projects will help build skills. Students will understand how Illustrator products can be used in other outputs such as animation and UI/UX design.

Industry standard software: **InDesign, Illustrator, XD**.

#### Visuals

Final project - Students will produce an animated piece and an edited photo essay.

Students will build skills in basic mobile photography, image editing and illustration. Industry standard software: **Photoshop, Lightroom, After Effects.**

### **Presentation**

Final project - Students will build a unique, creative and informational slide deck. Students will understand how to make master templates and create graphics/data visualizations in PPT. Students should be aware of accessibility concerns. Industry standard software: **Powerpoint, Keynote, Google Slides.**

### **Web and Coding**

Final project - Students will create or revise a Wordpress portfolio incorporating their own CSS styles.

Other mini projects may be used to help students build skills in Wordpress or coding. Coding languages emphasized will be **HTML/CSS**. Students should be aware of accessibility concerns.

Total core: 22 credit hours

### **WAW Values**

These values came up in multiple interviews with professionals but they do not represent specific skills that can easily be taught in one class.

To foster these values consistently in core courses, we propose that a **core curriculum committee** work to integrate these values across the core courses using common syllabi, instructional practices, assignments and assessment rubrics.

Values:

- Curiosity and initiative
- Factual accuracy
- Precise, clear communication
- Deadlines
- Professional integrity