

STRATEGIC PLAN

AUGUST 2009 – MAY 2013

**THE SCHOOL OF JOURNALISM AND MASS COMMUNICATION
UNIVERSITY OF COLORADO — BOULDER**

REVISED SPRING 2009

PREFACE

In December 2001, then-Dean Del Brinkman launched a focused effort within CU's School of Journalism and Mass Communication to write a strategic plan for the School. With the encouragement of Provost Phil DiStefano, the aim of the report, as Dean Brinkman instructed, was to chart a vision for "how to make a good School great." The resulting report offered a philosophical foundation for a strategic plan. Several of its recommendations have been adopted in the four years since it was written, including an internal restructuring of the School. But the School is now in need of a document that establishes priorities for faculty effort, faculty hiring and private fund-raising, and offers a tactical strategy and a timetable for implementation.

In CU's current era of heightened accountability, each school and college is now required not only to create a detailed strategic plan but to relate every funding request to some aspect of its plan. Each school's plan is also expected to reflect the priorities of the campus strategic plan, Flagship 2030. With CU's budget contraction, each school must identify its strengths and propose ways to build on them, to the end that we will achieve greater distinction through focused strategic planning, rather than by attempting to provide anything and everything.

Fortunately, the School is able to benefit from the planning begun in 2001, but it clearly had some unfinished business to attend to. In 2006 the Faculty Strategic Plan Committee undertook to distill the information and opinions given in numerous faculty meetings and memos. Again in 2008-09, the faculty met to update the document. This time Dean Voakes appointed "clusters" based on the most pressing topics to have emerged from the first faculty retreat, in September '08. The clusters met through the academic year and presented their findings and recommendations to the full faculty in April '09.

What follows is a summary of where we are in mid-2009, and where we want to be by 2013. With this document, the School hopes to lay out the specific steps by which this good school will become great.

I. WHAT WE BELIEVE

THROUGH OUR TEACHING, RESEARCH, CREATIVE WORK AND OUTREACH, WE WANT TO BE THE SCHOOL THAT PRODUCES POSITIVE SOCIAL CHANGE.

A. Our Mission

The School of Journalism and Mass Communication believes that a well-informed public is the basis of democracy and that media are responsible for providing the information and critical analysis the public requires, to think and act responsibly. The School is therefore committed to defining and upholding the highest professional standards of journalistic practice and mediated communication across existing and emerging media, and to providing international leadership in research and teaching about the historical and contemporary significance of the role of the media in society. In pursuit of these goals the School fosters a dynamic and supportive student-faculty community characterized by diversity, creativity, and adventurous but disciplined thinking. The School engages in intellectual partnerships with other academic disciplines and communities beyond the university, which enrich both professional practice and scholarship.

B. Our Vision, Our Values

Our mission reflects the spirit of CU's declared mission, which is "to advance and impart knowledge across a comprehensive range of academic disciplines to benefit the people of Colorado, the nation, and the world. This is done by educating undergraduate and graduate students in the accumulated knowledge of humankind, discovering new knowledge through research and creative work, and fostering critical thought, artistic creativity, professional competence and responsible citizenship." In 2002 President Elizabeth Hoffman called for a culture of excellence, with increasing resources, wisely used, and where diversity is pursued and the infrastructure integrated.

Certain core values and basic identities have historically informed strong communication practice and strong scholarship. The School's media scholarship and creative work is an indispensable asset in sustaining a dynamic curriculum that provides depth and breadth to historical, ethical, legal and theoretical understandings. We believe that each of these areas—history, ethics, law, and theory—are essential to excellent professional and graduate education and lay the foundation for reflective leadership at all levels in a highly mediated world.

Professional and graduate education, as well as scholarship fostered in the context of a School of Journalism and Mass Communication, share a commitment to what one might call higher-order values that serve democratic culture: civic life, civility, rights and responsibilities, creativity, and a profound understanding of the world around us. Our philosophical commitment to professional innovation and reform provides the core rationale for the research mission of the School. Both applied scholarship and research aimed at knowledge creation offer new insights that inform how we think about civically responsible media and professional education.

To fulfill that commitment, we must give our students the intellectual tools that enable them to understand a complex world, the moral compass to help guide difficult professional and personal decisions and the professional knowledge that will allow them to explicate reality for the public. That places a large responsibility on the shoulders of media educators. It's a responsibility our School must embrace if we are to nurture the democratic project. As will be evident in the action plan part of this document, we have already developed thematic strengths in several areas at the School of Journalism and Mass Communication that relate to these commitments, and our intention is to build upon these strengths.

The media occupy a place where truth should be spoken – whether commercial, reportorial or scholarly. One of the most insidious enemies to the success of democracy is media's subtle, passive support of prevailing sentiment. Democracy thrives on dissent, on opposition, on diversity of voices. Without that, positive change and societal progress become impossible.

The media comprise the institutions in contemporary society that are best able to deliver those necessary alternative viewpoints. Yet the media today, far too often, abdicate their responsibility to challenge the prevailing mores and opinions, their responsibility to speak truth to power; their responsibility to enable creative and empowering exchanges of ideas. We want to be the school that restores the media's will to take on those responsibilities.

While professional environments by necessity must promote some degree of standardization in practice, schools of journalism and mass communication provide an alternative venue for initiatives that allow young people to imagine new paradigms. This School will become the nation's premier *staging ground* for this

exploration. We will hammer home the distinction between the *conventions* of journalism, advertising, and other media professions and the *principles* of responsible practice. To do this, we will become the most recognized School in the nation for developing curricula that integrate skills and practice with theoretical perspectives from the humanities and the social sciences. We will allow ample opportunities for practical experiments as well as scholarly reflections on these and similar efforts at the undergraduate and graduate levels. Our students will not simply adopt standard techniques and narratives; they will not assume that the reality of media content is desirable, or inevitable. They will possess the inspiration and insights to identify the best of current practices in the media and to challenge their professional counterparts to do better.

Our students will do this as media consumers, scholars who study and offer understandings of the evolving role of media in society, or as crafters of media policy, but most importantly as media practitioners. Our neophyte professionals and scholars will enter careers with a concrete goal in mind: To apply their theoretical perspectives, technical expertise, creativity and critical thinking skills to reform and to improve (i.e. to recreate) both norms of professional practice and of media consumption. The underlying philosophical vision is that our educating is reformist in nature and intent. Our reform, however, will be supportive—advocated from within rather than from some distant, superior presumption. Our reform is motivated by a dedication to the constant improvement of media and an enlightened understanding among wider publics of the workings of media in a democracy. In this vision, we see not only our School as a leader in media education, but our students as leaders in a shared quest for ever-improving professional standards that lead to greater democratic participation and an increased protection of human rights worldwide.

We will accomplish this by focusing on three commitments: *to innovation, to empowerment, and to excellence*. Our intent is that these educational commitments will translate into professional and scholarly dispositions that will allow for dynamics between media and their audiences that are built on credibility, trust, and respect. When this happens, media will come closer to realizing their potential to democratic communication.

- **WHERE WE ARE TODAY**

Because of its strong enrollment and wide array of programs, the School has become the leading journalism and mass communication program in the Rocky Mountain West. Based on a broad grounding in the liberal arts, the undergraduate and master's curricula have a long tradition of mixing journalistic skills (emphasizing writing, editing, production and public communication in various media) and an interdisciplinary set of courses integrating the social sciences and humanities with media-related issues in politics, law, history, society, economics, new technologies and culture. For nearly twenty years, the School has also provided education integrating the humanities and the social sciences at the Ph.D. level, preparing students for professions as media educators, media scholars, media policymakers, and leaders in news media around the world.

Our intention, therefore, is to build upon these strengths in civic engagement, environmental and science journalism, religion and media, and media and politics as we build our program through innovation, empowerment, and excellence. We believe that our work as scholars and teachers in these areas inform professional and scholarly dispositions while also providing valuable insights into public life in our highly mediated contemporary context.

The School has also enjoyed a tradition of service to a wide array of state and national communities in journalism and communication. Faculty members and administrators have, over the years, held leadership posts in all of our field's major professional and educational organizations. Faculty and students in the Ph.D. and master's programs have presented award-winning academic research in hundreds of important scholarly venues.

The School in recent years has developed thematic centers for research, teaching and service. Most prominent among these is the Center for Environmental Journalism, founded in 1992 and the home of the Scripps Fellowships, the leading mid-career fellowship for environmental journalists. This program offers opportunities for focused scholarly and practical efforts, particularly at the masters and undergraduate levels. The creation of the Center for Media, Religion and Culture (2005) has affirmed and extended the School's leading scholarship in this area over the past decade, and continues to offer opportunities for Ph.D. and masters level students to pursue research in this and in related interdisciplinary areas.

The School in the new century has experienced an unprecedented increase in undergraduate student interest. The number of declared "pre-journalism" majors has risen steadily from about 500 in 2000 to 960 in Fall 2009. The combination of journalism enrollment and pre-journalism declarations has made journalism/mass communication the second most popular major on the CU-boulder campus (behind psychology). Because the School lacks the space, faculty and other resources to expand to meet the pre-journalism demand, it has raised its admissions standards and capped undergraduate enrollment at about 610 (not including pre-journalism students). The cap notwithstanding, this represents a 52 percent increase in undergraduate enrollment since 1999, largely the result of a faculty decision to admit sophomores. The master's enrollment, meanwhile, dropped significantly after the School determined that its Integrated Marketing Communication masters program was not central to the School's core mission and was therefore eliminated. This move enabled the School to better concentrate its resources in educational programs more central to its overall mission, including its strong undergraduate and Ph.D. programs and its masters programs in newsgathering and media studies. In the late 1990s the School enrolled more than 100 master's candidates; currently there are 65. Since its inception in 1989, the Ph.D. program has admitted about five students per year, which results in an enrollment of 30-35 doctoral students at any one time, a figure that has remained stable despite significant increases in the number of applicants to the program. This demonstrates the possibility for growth in the Ph.D. program which in turn may lead to growth in the masters program as resources are attained to support these efforts.

The School is striving for excellence under difficult financial circumstances. More most of the current decade the entire university has suffered unsteady growth, at best, in financial resources. The Colorado Legislature, coping with declining state revenues resulting from an economy turned sour and an earlier "taxpayers' revolt" that severely restricts the state's abilities to tax and spend, has drastically reduced its levels of support for the University of Colorado.

Unlike nearly every peer institution in the nation, per-student tuition and fees exceed the per-student state appropriation.

In fiscal 1990, 25.1 percent of the university's operating budget was derived from state budget allocations; by fiscal 2008, that had fallen to 8.7 percent.

On the private side, the University of Colorado Foundation, the development and fund-raising arm of the university, has been beset twice (as with most investing agencies) by downturns in investment markets since

late 2001. The foundation made a dramatic reduction in staff in June 2003 and again in 2009, which resulted each time in the reduction of the School's development personnel. Despite the unevenness, the School's fund-raising totals have increased each from FY 2006 to FY 2009.

A less important, yet substantive, problem of public perception of the Boulder campus occurred in 2004 and 2005, when two controversies erupted concerning athletic-department misconduct and academic freedom. In the course of its public-relations counteroffensive, the campus administration was able to demonstrate that the academic and intellectual health of the Boulder campus remains robust.

Ten CU-Boulder graduate school specialty programs were ranked in the top 50 in the nation, including two in the top 10 in U.S. News & World Report's 2008 America's Best Graduate Schools issue. The university ranks in the top 20 in all seven disciplines tracked by the National Science Foundation.

CU-Boulder was one of only 19 public institutions ranked as a "Best Buy" in the 2008 edition of The Fiske Guide to Colleges.

U.S. News & World Report ranked CU-Boulder 35th among the nation's top 50 public national universities offering doctoral programs in its 2008 America's Best Colleges issue. The rankings were based on factors such as academic reputation, student retention, faculty resources, alumni giving, graduation rate and admissions selectivity.

Four faculty members are Nobel laureates.

The number of faculty who are members of the National Academy of Sciences has risen to 21.

Seven faculty members have received MacArthur Fellowships, known as "The Genius Award," and four in this decade.

The Boulder campus is one of 34 U.S. public research universities to belong to the Association of American Universities. It offers 85 majors at the bachelor's level, 70 at the master's level and 50 at the doctoral level. The Boulder campus historically has attracted large numbers of applicants from throughout the nation, and its undergraduate enrollment from outside Colorado has hovered around 35 percent.

A LOOK AT THE TOP TEN

A study conducted in 2004 by the journalism/mass communication faculty at the University of Florida concluded that the 10 top schools of journalism and mass communication in the United States share these characteristics*:

- Balanced curricula that include a mix of conceptually based courses and practical/applied (skills) courses, with support and opportunities for undergraduate and master's students to obtain internships;
- Faculty depth and expertise that includes a balance of those with strong academic credentials and those with strong professional experience. Sometimes one individual has both, but the key is that the faculty as a whole includes breadth and depth of both academic and practical background and experience;
- Specialized centers or institutes that create unusual opportunities in outreach, research or curriculum;
- Faculty noted for effective teaching as well as productive, high-quality research/creative work, and involvement and leadership in scholarly and professional associations at the national or international levels;
- Sufficient size to offer complete curricula, with sufficient faculty expertise to maximize curricular quality;
- Accreditation from The Accrediting Council for Education in Journalism and Mass Communication;
- Budget adequate to provide high quality in administration, instruction, research/creative work, facilities/equipment, and support services;
- A commitment to shared faculty governance;
- Effective leadership, both position leadership (those holding administrative positions) and leadership by influence (reputation of faculty and others among peers and key publics);

* Note: This study judged the Top 10 to be Florida, Georgia, Illinois, Indiana, Michigan State, Minnesota, Missouri, North Carolina, Syracuse, and Texas.

- Overall instructional student-faculty ratio (SFR) no higher than 35:1 (and generally lower, averaging approximately 29:1); instructional SFR in professional skills classes at a maximum of 20:1 (and often as low as 15:1).
- Sufficient quantity and quality of facilities and equipment to sustain high-quality teaching, research/creative work, and service;
- Regular, systematic, and high-quality outreach to professionals practicing in the fields for which the programs prepare students;
- Undergraduate, master's and doctoral students who can compete successfully with students from other programs throughout the country in a range of activities
- Alumni who include nationally known practitioners and leaders in their fields and in the academy;
- A commitment to preparing future journalism and communications professionals to work in a diverse, multicultural, global community;
- A faculty and student body that are inclusive across race, ethnicity and gender, and a curriculum that exposes students to issues of inclusiveness affecting journalism and communication;
- Ability to attract external funding, through philanthropy or contracts/grants.

The School of Journalism and Mass Communication is one of two accredited journalism/mass communication programs in the state. Throughout its budgetary hardships and inconsistencies in leadership of the last several years, the School itself has strived to remain among the nation's higher-quality schools of journalism and mass communication.

- The School's operating budget from general funds (including salaries) has risen (despite the budget cuts in 2003 and 2004) by 29 percent between fiscal 2002 and fiscal 2009.
- The School has raised its admissions standards to where the average grade-point average of the student admitted in Spring 2009 was 3.3. In addition to satisfying course prerequisites and maintaining a high grade-point average, applicants must now write an admission essay.
- Faculty salaries have generally kept pace with those of peers nationally. For 2007-08, the average SJMC associate professor's salary was less than \$1,000 below the average salary for journalism/mass communication associate professors among the AAU (Association of American Universities). The average assistant professor's salary in the School was about \$1,000 higher than the AAU average for assistant professors in this field. Full professors' were at the AAU average.
- The quality of teaching remains high at the School. Since 1997, the average student rating of instructors in the School has been higher than the Boulder campus average every semester.
- At a time when faculty searches were suspended in many units, the School has hired eight new full-time faculty members (including its first-ever endowed chair) since 2004.
- Students at the undergraduate and masters level continue to receive recognition in national competitions in advertising and journalism, and to acquire internships and positions at leading news organizations and public relations and advertising agencies in the state and beyond. Students at the masters and doctoral level have received several prestigious awards in recent years, including the Nafziger-White dissertation award from the Association of Education in Journalism and Mass Communication and several Best Paper awards at the International Communication Association and the National Communication Association, among others.
- The School consistently benefits from loyal and communicative alumni, who regularly provide job and networking contacts for students and new graduates and who are featured in a well-read alumni newsletter. The School also benefits from an energetic, involved and loyal Advisory Board.

STRENGTHS AND WEAKNESSES

Attribute	Comment
BALANCED CURRICULA	In addition to freshman intro course, 2009 curriculum requires "Principles" course media law and capstone conceptual course. Because of Media Studies option, students have several elective choices in conceptual courses.
FACULTY BALANCE	Faculty have either strong academic credentials or strong professional experience; several have both.
SPECIALIZED CENTERS	CEJ and Center for Religion, Media and Culture. Faculty eagerness to establish additional centers of excellence.
RESPECTED FACULTY	Teaching is rated strong in relation to Boulder campus. Some faculty hold leadership positions in associations; some are nationally or globally renowned for their research or creative work.
ACCREDITATION	The School has been continuously accredited since 1948 with only one year of probation (1999).
ADEQUATE BUDGET	The School's salaries exceed our ASJMC peers' at assistant and full professor rank, and lag slightly at associate rank.
FACULTY GOVERNANCE	Faculty evaluate peers' annual performance; there are eight standing faculty committees; faculty sit on dean's executive committee. Faculty meet at least once a month.
EFFECTIVE LEADERSHIP	Dean has been in office six years (and was reappointed by the provost at the end of year five).

STRENGTHS AND WEAKNESSES

Attribute	Comment
STUDENT-/FACULTY RATIO	Most but not all skills courses have 20 students or less. Doctoral and masters level seminars have 15 students or less.
FACILITIES/EQUIPMENT	The Armory is barely adequate; it cannot accommodate growth, either in faculty offices or student facilities. Equipment is adequate, also barely.
OUTREACH TO PROFESSIONALS	Strong regular outreach to media communities in Colorado. Advisory Board has 24 members, most of them accomplished media leaders in Colorado.
SUCCESSFUL STUDENTS	Doctoral students and Ph.D. graduates have earned increasing recognition in national academic venues. Undergraduate students consistently excel in national mass communication competitions.
WELL-KNOWN ALUMNI	16 Ph.D. grads are at AAU universities and 5 at prestigious international universities. Several M.A. Newsgathering alumni work at major national news organizations. At the undergraduate level, about 65% of graduates find media employment and 25% go on to graduate or professional schools.
COMMITMENT TO DIVERSITY	Concerted efforts to improve appreciation of diversity in our curriculum, and good SJMC scholarship array for first-gen/students of color, but overall university climate presents challenges.
FACULTY, STUDENT BODY INCLUSIVE	Unusually high percentage of female faculty. Low percentages of students of color at all levels, but entire campus is low.
EXTERNAL FUNDING	Major external support is for CEJ and CMRC, but not a well developed donor base at mid-range or higher. Endowment for School only \$3.8 million.

Thus: We're not a Top 10 school currently by these highlights, but we are close to becoming one.

WE HAVE OPPORTUNITIES

Connections Across Disciplines. The School has established connections with academic units and other programs across campus, and with other disciplines in the broader academic community, that enable faculty to share richly textured understandings of journalism and mass communication. One faculty is a key leader in the campus-wide Environmental Studies Certificate program; another is overseeing the development of an interdisciplinary program between International Media and International Affairs (A&S) and is involved in the Asian Studies program one is appointed to Religious Studies and another to American Studies, and another is spearheading an interdisciplinary program between Women's Studies and the SJMC. The CU-Boulder campus seems intent on growing its faculty with interdisciplinary combinations in mind, and the School is well positioned for that.

Helping media industries as they struggle with emerging technologies, media and markets. The campus opened the ATLAS building in 2006, as a showcase of technology for media, and teaching and learning, techniques. The SJMC has conducted classes there from the start. Several members of the SJMC faculty serve on ATLAS committees and have provided intellectual leadership to the university ATLAS and TAM programs. The School has also joined the new ATLAS Ph.D. program, which furthers a partnership with ATLAS that will likely increase our access to technology in other ways. SJMC's involvement with ATLAS will allow students and faculty to explore the uses and issues involved with emerging media. This learning should give us insight that will be valuable to the professions.

Increased focus and resources on journalism in developing countries. With its endowed chair in Global Media Studies and UNESCO chair, the School is poised to become a leader in international education in journalism.

Access to Major-Market Media. Denver is a major media market providing opportunities for internships, work-experience programs, adjunct faculty and guest speakers.

Industry Connections. One of the most prominent, cutting-edge ad agencies in America (Crispin Porter + Bogusky) has established facilities in Boulder and has begun to partner with the SJMC in significant ways. Our advertising program already had a national reputation in creative. This will enable us to build on that reputation and broaden the program's range and impact.

Graduate Education. With the reduced size of the master's program, the School has been able to concentrate on its strengths and build a graduate student body reflective of those strengths. With its global media studies program and other initiatives supportive of scholarship such as the CEJ and the CMRC, the SJMC is well positioned for growth in graduate education, with particular appeal for international students.

A New Building. The success of the programs outlined in this Strategic Plan, along with the current and anticipated growth in student demand for our programs, suggest that the need for a new building will only intensify in the coming years. The dean and advisory board will marshal and cultivate resources, both private and public, so that we will be prepared to respond quickly when state approval for a new building occurs.

Converged School or College. SJMC stands ready to explore possible combinations with other communication- and information-technology-related units on campus for greater efficiency and to solidify the School's core presence on the Boulder campus.

WE SEE THREATS

Lack of state funding. The persistence of budgetary problems in the state government has taken a toll on some aspects of the School's life. We lack state funds needed for a new building, renovations, and technology and equipment beyond what ITS normally replaces.

Low in-state tuition and low state appropriation. Among the 25 public research universities with available data, CU-Boulder's state appropriation per in-state resident FTE ranks among the nation's lowest. CU-Boulder's resident tuitions plus student fees is among the lowest.

High non-resident tuition. At more than \$23,000 per year, our tuition makes it difficult to recruit non-resident students.

Curriculum fragmentation. We have seen a fragmentation of curriculum relating to journalism and mass communication. Courses historically housed in SJMC are being added in technology centers, business schools, communication departments, etc.

The rapidly changing media landscape. Academic institutions generally, and journalism/mass communication schools in particular, face the challenge of keeping up with constant changes in popular uses of media and technological changes in media production.

Thus it is more important than ever that the School, beginning with this Strategic Plan, show the Boulder campus, the university and its external constituents that it plays a vital and unique role in Colorado, the nation and the world.

III. INNOVATION. EMPOWERMENT. EXCELLENCE.

As stated above, we will take a unique approach to our commitment to helping media produce positive social change. We will do so with three thematic commitments: to innovation, to empowerment, and to excellence. The overriding attitude is reformist. Rather than emulate current standard professional practices, we will focus our own and our students' attention on the highest echelons of quality in the media world. We will explore new ways of applying theories of media and culture to professional practice and to democratic participation. The positive change we seek is the creation of new generations of media professionals and scholars whose innovations serve to reverse the current popular contempt for professional media and address the failures of the media to live up to its potential to aid dissent and democracy. We seek to replace the arrogance, cynicism and detachment that characterize many media outlets, with attitudes of truthfulness, honest and commitment to society's progress. And we seek to address the alienation, restlessness, and injustices experienced by those in society through the contribution toward a media that better represents the interest of the marginalized, underserved, and disadvantaged.

A. "Innovation" means exploring new combinations of technologies to reach media audiences, especially young audiences, and sharing what we find with the media professions. The positive change we seek is to make newsgathering and advertising more transparent to the public, and to convince audiences that media professions are increasingly partners with citizens in the communication of important information.

Through leadership in technological innovation, we can build the reputation of SJMC as an innovator in the use of technology for teaching and learning; increase the opportunities for students to explore the possibilities of

media technologies; attract attention from industry and other schools for experimental uses of technology; increase the opportunities for students to practice their art with new technologies, and reach a wide and diverse audience, enabling SJMC faculty and students to be viewed (and view themselves) as citizens of the world.

Our strategy:

Use technology to challenge how media currently operate and discover new, Web-based, multimedia possibilities for media to effect positive cultural change.

A second strategy of innovation involves FutureWatch, the proactive identification of trends in media practice, in technology and in media scholarship. Only by looking at the horizon will we be able to help our students and the media industries prepare adequately for the future.

B. "Empowerment" means encouraging students to apply civic responsibility in their media work, and to use their media skills to empower audiences to engage in democratic practices. We will build on our shared commitments in teaching and research in media, politics, ethics and civic engagement so that (a) journalism students can come to appreciate the significance of their professional role in public life, (b) advertising students can learn how best to promote worthy ideas in public life, and (c) all our students, and the public in general, will better understand the relationship between media and political practices, societies and identities. The positive change we seek is that increasing numbers of media professionals and scholars will strive to do the right thing, and will want to help democracies succeed.

Empowerment is also directed to media professionals and media educators throughout the world, especially in developing countries, to strengthen their skills (and in the process strengthen our own skills) by partnering with our faculty and students. The positive change we seek is to enable professionals worldwide to more commonly approach their work with respect, openness, independence and honesty, and for scholars worldwide to address ways in which media can play a role in addressing social problems. This will be our strategy:

We will enhance our students' and our own understandings of other cultures by expanding their opportunities to study and engage in media abroad, and to extend our learning to educators and media professionals of other nations.

We will bridge media theory with media practice wherever and whenever we can, in our coursework and in outreach to the professions, so that our students and our external constituents will be more aware of the transformative power of media. We will create an awareness in our students of the tremendous ethical obligations of media practitioners, and of the media's uniquely powerful role in civic engagement.

Empowerment is also directed to persons traditionally denied equal opportunity to pursue media work, by making this School a welcome place for diverse students and faculty, and a place that is unusually knowledgeable about media diversity. We seek to increase the authenticity and inclusivity of media campaigns, stories and representations.

To achieve empowerment in these ways, we will have eight strategies:

- 1) We will enhance our students' awareness and abilities in civic engagement and responsibility.
- 2) We will enhance our students' awareness and abilities in media ethics.
- 3) We will increase opportunities for partnerships with institutions internationally, and for teaching and learning experiences abroad.
- 4) We will work to enhance the climate of tolerance and inclusiveness among our students and faculty.
- 5) We will work to enhance our faculty and students' awareness of multicultural issues.
- 6) We will strive to increase diversity among our graduate student body.
- 7) We will increase diversity through undergraduate recruitment and retention.
- 8) We will establish a more diverse faculty, including adjunct faculty.

C. "Excellence" means we will increase the connections between the School and media professions. We will bring the industry to our School, with guest lecturers and professionals in residence who represent the top echelons of professional practice. We will send our students and faculty out to the professional world, with well-prepared interns, faculty who address important concerns of the profession, and a prominent online profile. The positive change we seek is to increase the sharing of innovations we discover with the professional world more directly.

In doing this we can:

- Increase the reputation of SJMC in the professional communities.
- Make SJMC one of the top places for industry to come when looking for interaction with the academic world.
- Increase the opportunities for students to gain high-level professional experience while still in a learning environment.
- Increase the opportunities for all students to interact and learn from professionals practicing in their fields.
- Increase the opportunities for undergraduate and graduate students to practice their art in a professional setting.
- Increase the opportunities for master's students to pursue leadership opportunities in the U.S. and abroad.
- Increase the opportunities for our doctoral students to take leadership in the development of scholarship that supports a more equitable society through the reform and reconsideration of current media systems and practices.

We will also achieve Excellence with our interdisciplinarity, both among our fields within the School and among our colleagues on the CU-Boulder campus. This will not only raise the quality of our work in journalism and mass communication; it will publicize the substantive, high quality work this School does. More broadly, it will enable students and faculty throughout the campus to better understand the significance of media in all facets of the contemporary world. Curricula and research partnerships with other disciplines on campus will provide insight as to how experts in various fields can enhance their contributions to community life, public opinion formation, and policymaking by deploying more effective communication strategies and utilizing emerging media technology. Cross-disciplinary collaboration will also enable our students and faculty to bring greater expertise to their media work. The positive changes we seek are to increase general popular understandings of media practices and values, and to increase the expertise with which media professionals approach their subjects.

We will serve as a bridge between the execution driven, practical world of industry and the idea generation and experimentation of academe. We will use 10 strategies:

- 1) Develop programs that will increase interaction with the professions (journalism, advertising, and academic) by sending SJMC students, graduates, faculty to these industries.
- 2) Improve the amount and quality of electronic communication between the School and the outside world; provide the opportunity for students to practice their art and exhibit it via new media.
- 3) We will provide a leading-edge curriculum that not only reflects 21st century media practice but also prepares students to become well-rounded and ethical professionals whose understanding of their professions draws upon a wide variety of disciplinary insights.
- 4) Through cross-disciplinary research excellence, we will develop new knowledge at the forefront of the media professions that enhances the well-being of individuals and of society.
- 5) We will enhance our already-strong center of excellence: The Center for Environmental Journalism.
- 6) We will enhance another of our strong centers of excellence: The Center for Media, Religion and Culture.
- 7) We will pursue strong connections, in teaching as well as scholarship, with other disciplines at CU-Boulder.
- 8) We will lay the groundwork for establishing additional centers of excellence.
- 9) We will explore options in enhancing our physical surroundings in order to further our programmatic excellence.
- 10) We will promote faculty excellence by strengthening our peer mentoring of assistant professors.

Additionally, the administration of the School will play a role in advocating and supporting excellence, in ways that are less visible than the programs described elsewhere in this Plan.

The dean, advisory board, associate deans and development staff will work to provide supplemental compensation for faculty excellence, an increase in the number of endowed scholarships (especially scholarships for first-generation and minority students), and a readiness to respond to a university-wide capital campaign that might include a new building for the School.

In sum, our intention is that by committing in these ways to innovation, empowerment and excellence, the reputation of this School will be such that we are regarded as a leader not only in media research and professional education, but in the integration of scholarship with practice. When our faculty publish research or creative work, or speak at public arenas, their work will have an impact on the industry, on the academic community, or on both. The positive change we seek is to provide guidance or problem-solving research – to policy makers, to media professions or to other educators – from reliable resources within the academy.

Implications for Faculty Hiring

The School's Strategic Plan is ambitious, and its successful implementation will require the acquisition of certain additional resources. Many of these we plan to secure from private funding sources outside the university. But the Plan also will call upon the University for support, chiefly in the area of human resources. The faculty positions represent the most significant investment in human resources the School has made in more than a decade. The School has taken care, in this Plan, to envision faculty hires that not only support the Plan's principal goals but also hold potential for partnerships in cognate areas across the Boulder campus, in keeping with the campus's goals of enhancing interdisciplinary research and teaching. At the end of each position description below, the most promising cross-campus partnerships are listed.

The School seeks faculty colleagues with expertise in the following three areas:

Digital Journalism. The convergence of radio, television and print journalism into a Web-based delivery system is no longer the stuff of futuristic dreams. Journalism graduates are increasingly expected to work comfortably and capably on a number of technology platforms, and if this School is to embrace Innovation as one of its strategic themes, it must excel in the instruction of digital media. The new roles and new techniques of new media would serve to inform our constituent industries, whose leaders tell us they look increasingly to the academy for help in coping with this fast-changing environment.

Media Ethics/Civic Engagement/Politics. Civic engagement is at the core of the reformist spirit of the Strategic Plan. While the School faculty has many members with an interest in this critical intersection of media practice and scholarship, it would benefit tremendously from the addition of a media expert whose energy is dedicated

to this area. Because of the School's early leadership in the campus initiative on ethics and civic engagement, we would be able to parlay that commitment into a host of interdisciplinary activities and courses that explore the media's role in the success of the democratic project, which we could easily frame to include the media's ethical responsibilities.

Digital Media. This emerging, practice in mass communication requires expertise in creative content (transcending the traditional PR/advertising/journalism distinctions), digital technologies and small-business acumen. Because the faculty comes largely from traditional fields of practice and JMC scholarship, most of us lack expertise in these emerging areas. Yet our students increasingly will expect these areas as necessary components for professional media success. Given our increasingly close partnership with ATLAS, it is likely that we will share students and other faculty with this institute in the future.

Consonance with Flagship 2030

The faculty has revised this Plan for 2009 with the initiatives of Flagship 2030 in mind. In the Action Plan below, each objective is specifically linked to one or more of the initiatives in Flagship 2030. The Appendices list (and briefly describe) the campus plan's eight Core Initiatives and ten Flagship Initiatives.

Thematically Organized Timeline for Action

Innovation

Strategy 1: Multimedia Technology	Responsibility	Academic Levels	Metric	Timing	Flagship 2030
Conduct faculty workshops to enhance skills in emerging areas of media technology	Dean, Tech Committee	All	2-3-day workshops will have been offered in each of four years, during winter break	Spring '12	Enhancing Education & Scholarship (Core Initiative #1) Investing in the Tools for Success (Core Initiative #6)
Enable CU Independent to transition to a space more central to the campus, with appropriate technology	Dean, CUI adviser	UG	CUI will have found adequate space for business offices and newsroom	Fall '10	Making Enterprise Work (Flagship Initiative #10)
Create a learning space for the Digital Newsroom and other courses	Dean, News Sequence	UG, MA	Space formerly occupied by CUI will have been converted to a "digital news" lab	Fall '10	Enhancing Education & Scholarship (Core Initiative #1)
Develop courses that experiment in new forms of journalism and study their efficacy	Dean, News Sequence	UG, MA	Report on Resolving Door project will have been submitted to funder, McCormick Foundation	Fall '11	Enhancing Education & Scholarship (Core Initiative #1)
Fund research that explores or exemplifies new media	Dean	All	Three SJMC-funded projects will have been published/distributed	Fall '12	Fostering Research Excellence (Core Initiative #2) Colorado's Research Diamond (Flagship Initiative #4)
Revise UG curriculum to reflect multimedia and other technological changes in media practice	News Sequence	UG	New core and new system of electives will be in force	Fall '10	Enhancing Education & Scholarship (Core Initiative #1) Investing in the Tools for Success (Core Initiative #6)
Strategy 2: FutureWatch	Responsibility	Academic Levels	Metric	Timing	Flagship 2030
Stay abreast of changes on the media horizon	All	All	A standing committee will have been formed to stay abreast of media changes	Spring '10	Colorado's Research Diamond (Flagship Initiative #4)

Empowerment

Strategy 1: Civic Responsibility and Engagement	Responsibility	Academic Levels	Metric	Timing	Flagship 2030
Revise appropriate courses to emphasize civic engagement	All, Dean	MA, UG	Advertising Campaigns class will have presented campaign to engage low-income youth of Boulder County	Spring '10	Experiential Learning (Flagship Initiative #3)
Enhance SJMC pedagogy in civic engagement across the curriculum	All, Dean	UG, MA	Faculty workshop in pedagogy of civic engagement will have been offered	Spring '10	Experiential Learning (Flagship Initiative #3)
Assess whether SJMC students' knowledge of civic engagement is improving	Dean, Assessment Committee	UG, MA	Pre-test, Post-test measures will have been taken for four consecutive years	Fall '12	Enhancing Education & Scholarship (Core Initiative #1)
Revise UG curriculum to reflect multimedia and other technological changes in media practice	News Sequence	UG	New core and new system of electives will be in force	Fall '10	Enhancing Education & Scholarship (Core Initiative #1) Investing in the Tools for Success (Core Initiative #6)
Strategy 2: Ethics	Responsibility	Academic Levels	Metric	Timing	Flagship 2030
Offer faculty workshops in the pedagogy of media ethics	Dean	All	Workshops will have been offered during winter break for three consecutive years	Spring '11	Enhancing Education & Scholarship (Core Initiative #1)
Establish a lecture series on ethics communication that includes workshops for students	Dean	All	Funding will have been procured to establish lecture series	Fall '11	Enhancing Education & Scholarship (Core Initiative #1)
Conduct public symposium on ethical implications of current trends in media	Dean	All	Symposium will have been presented	Spring '10	Serving CO, the Community & Our Graduates (Core Initiative #8)

Empowerment

Strategy 3: International	Responsibility	Academic Levels	Metric	Timing	Flagship 2030
Engage institutions abroad for teaching, research or outreach partnerships	Mody, Moritz, CMRC, Dean	All	The "Top 5" institutional partners will have been identified and specific plans with each will have been adopted	Fall '10	Building Global Crossroads (Flagship Initiative #6)
Offer opportunities for mid-career international professionals or professors to visit CU-Boulder	Mody, Moritz, CMRC, CEJ, Dean	All	Funding will have been procured to sponsor extended visits from institutions/organizations abroad	Fall '10	Building Global Crossroads (Flagship Initiative #6)
Enhance opportunities for graduate-student travel (for research) abroad	Associate Dean, Dean	MA, PhD	Additional funding will have been procured to enable 5 students to travel abroad each year	Fall '12	Building Global Crossroads (Flagship Initiative #6) Fostering Research Excellence (Core Initiative #2)
Ensure that UG students are aware of the Certificate in International Media	Mody, Brown, Jones	UG	Advising session on international opportunities will be offered every semester	Fall '09	Experiential Learning (Flagship Initiative #3)
Create opportunities for experiential learning abroad	All	MA, UG	At least three summer internships will have been established	Spring '10	Experiential Learning (Flagship Initiative #3)
Create opportunities for experiential learning abroad	All	UG	A summer reporting course that includes a reporting project abroad will have become a regular summer course offering	Summer '11	Experiential Learning (Flagship Initiative #3)

Empowerment

Strategy 4: Diversity, Inclusive Environment	Responsibility	Academic Levels	Metric	Timing	Flagship 2030
Learn students' impressions of the School's climate on diversity	Martinez, Dean, Diversity Committee	All	Exit surveys with dean and FCQ items on diversity will be analyzed for a climate assessment each summer	Summer '10	Learning for a Diverse World (Core Initiative #7)
Sponsor visits from practitioners of diverse backgrounds and non-traditional media outlets	Martinez, Dean, Diversity Committee	All	At least half of the Hearst professional-in-residence guests will have been persons of diversity over the previous five years	Spring '11	Learning for a Diverse World (Core Initiative #7)
Strategy 5: Diversity, Increased Awareness of Multicultural Issues	Responsibility	Academic Levels	Metric	Timing	Flagship 2030
Ensure that new SJMC faculty are aware of the School's emphasis on diversity	Associate Dean, Dean, Diversity Committee	All	Incorporate into the SJMC new-faculty orientation the School diversity plan and diversity teaching tips	Fall '09	Learning for a Diverse World (Core Initiative #7)
Ensure that SJMC faculty are aware of best practices in integrating diversity across curriculum	Dean, Diversity Committee	All	At least one faculty member each year will report to full faculty after attending Poynter, FTEP or similar teaching workshop for diversity	Spring '10	Learning for a Diverse World (Core Initiative #7)
Develop an online SJMC resource for diversity-related materials	Diversity Committee	All	Listing of books, DVDs, Web sites, and other materials will have been published on SJMC Web site	Spring '10	Investing in the Tools for Success (Core Initiative #6) Learning for a Diverse World (Core Initiative #7)
Ensure that student journalists are sensitive to issues of diversity	CUI adviser, Dean	UG	At least two diversity-related workshops will be presented to the staff of CU Independent each year	Spring '10	Learning for a Diverse World (Core Initiative #7)
Enhance each faculty member's commitment to diversity	Dean, AEC	all	The overhaul of the annual merit-review process will place higher value on diversity-related efforts	Fall '10	Learning for a Diverse World (Core Initiative #7)

Empowerment

Strategy 6: Diversity, Graduate Students	Responsibility	Academic Levels	Metric	Timing	Flagship 2030
Increase the diversity in the SJMC graduate student enrollments	Martinez, Assoc. Dean, Diversity Committee	MA, PhD	By networking at targeted institutions and personal visits, the graduate minority proportion will have increased from 5% to 12%	Fall '11	Enhancing Graduate Education (Core Initiative #3)
Partner with a JMC undergrad dept at a highly diverse institution	Martinez, Assoc. Dean, Diversity Committee	MA	A program will have been developed whereby UG students attend SJMC for a summer and receive aid upon their later enrollment in SJMC MA program	Spring '11	Enhancing Graduate Education (Core Initiative #3) Ensuring Access (Core Initiative #4)
Strategy 7: Diversity, Recruitment and Retention	Responsibility	Academic Levels	Metric	Timing	Flagship 2030
Expose high school students of color to JMC coursework and career opportunities	Associate Dean, Dean, Diversity Committee	UG	Continue to have Journalism included in annual Upward Bound and Pre-Collegiate programs	Fall '09	Ensuring Access (Core Initiative #4)
Partner with a newspaper to upgrade journalism at a highly diverse high school	Dean, Diversity Committee, Martinez	UG	A partnership with the Denver Post will have been established and an SJMC faculty member will be assisting a Denver high school	Fall '10	Ensuring Access (Core Initiative #4) Learning for a Diverse World (Core Initiative #7)
Partner with JMC programs at diverse community colleges in Colorado	Diversity Committee, Martinez, Dean	UG	A second college will be added to the School's JMC articulation program (currently with Pueblo CC)	Spring '10	Ensuring Access (Core Initiative #4) Serving CO, Community & Our Graduates (Core Initiative #8)

Empowerment

Strategy 7 continued.: Diversity, Recruitment and Retention	Responsibility	Academic Levels	Metric	Timing	Flagship 2030
Aggressively recruit "best and brightest" diverse 12 th -graders applying to CU	Dean	UG	The direct-admit minority proportion will have increased from 10% to 20% over previous four years	Fall '10	Learning for a Diverse World (Core Initiative #7)
Improve financial incentives for UG minority students	Dean, Scholarship Committee	UG	At least half of the Hemingway Scholarships will be awarded to diverse students	Spring '10	Ensuring Access (Core Initiative #4)
Strategy 8: Diversity, Faculty	Responsibility	Academic Levels	Metric	Timing	Flagship 2030
Increase the diversity in the SJMC's fulltime faculty	Martinez, Dean, Diversity Committee, Search Committee	All	Through personal contacts, networking at targeted institutions and outreach to diverse organizations, the finalist pool for every faculty position will include at least one person of color	Spring '10	Enhancing Education & Scholarship (Core Initiative #1) Learning for a Diverse World (Core Initiative #7)
Increase the diversity in the SJMC's adjunct faculty	Martinez, Dean, Ass't Dean, Diversity Committee	MA, UG	Through personal contacts and outreach to diverse organizations, the proportion of minority adjunct faculty will grow from 2% to 10%	Fall '10	Enhancing Education & Scholarship (Core Initiative #1) Learning for a Diverse World (Core Initiative #7)

Excellence

Strategy 1: Connections with Professions	Responsibility	Academic Levels	Metric	Timing	Flagship 2030
Make faculty presence known where academic and industries connect	News and Advertising Sequences	MA, UG	Faculty members will have traveled to a total of at least four professional organizations' meetings (e.g., SPJ, RTNDA, AAAA) per year for each of last 3 years.	Fall '11	Transcending Traditional Academic Boundaries (Flagship Initiative #5)
Expand internship connections to include leading scientific and political news outlets	CEJ, News, Kirkpatrick	MA, UG	Internships with at least six new outlets will have been established.	Spring '11	Experiential Learning (Flagship Initiative #3)
Expand internship opportunities with media research and analysis organizations	Media Studies, Kirkpatrick	MA, PhD, UG	Internships with at least three organizations will have been established.	Spring '11	Experiential Learning (Flagship Initiative #3)
Establish a certificate program that involves digital media professionals as students and teachers	Advertising Sequence, Dean	UG, MA	Launch <i>Boulder Digital Works</i> on off-campus site with workshops and year-long certificate curriculum.	Spring '10	Serving CO, the Community and Our Graduates (Core Initiative #8) Transcending Traditional Academic Boundaries (Flagship Initiative #5)
Connect students with recent graduates who have found work in emerging fields	Dean, Gaeddert, Sequence Heads	UG, MA	Create Young Alumni Panel, which will meet with students twice a year	Fall '10	Serving CO, the community and our graduates (Core Initiative #8)
Bring a nationally esteemed media professional or scholar to teach SJMC courses	Dean	UG	A Distinguished Visiting Professorship will have been established, with new gift funds.	Spring '11	Enhancing Education & Scholarship (Core Initiative #1)

Excellence

Strategy 2: Improved External Communications	Responsibility	Academic Levels	Metric	Timing	Flagship 2030
Enhance information on SJMC website to help the School appear (to alums and prospective students) more active, more successful and more current.	Dean, Gaeddert, Faculty	All	Create sections on website for graduate alumni information, current/recent student work, current recent faculty work, faculty blogs	Fall '09	Investing in Tools for Success (Core Initiative #6)
Strategy 3: Curriculum	Responsibility	Academic Levels	Metric	Timing	Flagship 2030
Update undergraduate curriculum to reflect 21 st century media practice and media studies	All	MA, UG	Undergrad Curriculum Committee will have led analysis and recommendations for new UG curriculum, which faculty will have implemented.	Fall '10	Enhancing Education and Scholarship (Core Initiative #1)
Update MA/Professional curriculum to reflect 21 st century media practice and scholarship	Grad News Faculty	MA	Grad Curriculum Committee will have led analysis and recommendations for new MA/Professional Curriculum, which faculty will have implemented.	Fall '11	Investing in Tools for Success (Core Initiative #6)
Develop new courses with TAM/ATLAS in creativity and new media applications.	Advertising, News Sequences	UG	Plan for pilot of blended TAM/SJMC curriculum will have been recommended.	Spring '10	Alternative Degree Tracks (Flagship Initiative #8)
Update PhD curriculum to reflect changes in media scholarship	All	PhD	Grad Curriculum Committee will have led analysis and recommendations for new PhD curriculum, which faculty will have implemented.	Fall '12	Enhancing Graduate Education (Core Initiative #3) Alternative Degree Tracks (Flagship Initiative #8)

Excellence

Strategy 3 continued: Curriculum	Responsibility	Academic Levels	Metric	Timing	Flagship 2030
Partner with Dept. Of Communication for residential learning program emphasizing civic engagement.	Dean, Media Studies	UG	"Communication and Society" RAP will have been implemented.	Fall '10	Residential Colleges (Flagship Initiative #1)
Strategy 4: Research	Responsibility	Academic Levels	Metric	Timing	Flagship 2030
Establish refereed, online research journal	Graduate Faculty	PhD, MA	First number will have been published.	Spring '11	Fostering Research Excellence (Core Initiative #2) Investing in Tools for Success (Core Initiative #6)
Give MA students more regional and national visibility with their research /professional work.	Dean, CEJ, Graduate Faculty	MA	A fund will have been created for MA students to present research or professional work at conferences.	Fall '11	Fostering Research Excellence (Core Initiative #2)
Enable more collaborative efforts among SJMC faculty on research projects.	Dean	All	A fund will have been established to support, collaborative research efforts among faculty.	Fall '11	Fostering Research Excellence (Core Initiative #2)
Strategy 5: Environmental Journalism	Responsibility	Academic Levels	Metric	Timing	Flagship 2030
Expand academic and outreach partnerships with other CU-Boulder programs.	CEJ, News Sequence	MA, UG	At least three new partnerships (team-taught course, joint grant proposal, public program, etc.) will have been implemented.	Spring '12	Transcending Traditional Academic Boundaries (Flagship Initiative #5)
Create joint MA program with Environmental Studies	News Sequence	MA	First joint ENVS-SJMC students will have enrolled.	Fall '11	Alternative Degree Tracks (Flagship Initiative #8)

Excellence

Strategy 5 continued: Environmental Journalism	Responsibility	Academic Levels	Metric	Timing	Flagship 2030
Increase scholarship in Environmental Communication	Media Studies, News Sequences	MA, PhD	A new course on analysis of media coverage of science/environment will have been offered.	Fall '10	Foster Research Excellence (Core Initiative #2)
Expand boundaries of study/teaching of environmental communication	News Sequence, CEJ	MA, PhD	Funding will have been secured to launch a graduate program in health communication	Fall '09	Enhancing Graduate Education (Core Initiative #3)
Expand Scripps Fellows program to include international journalists	Dean, CEJ	All	Funding will have been secured to host one international environmental journalist per year	Fall '11	Building a Global Crossroads (Flagship Initiative #6)
Strategy 6: Media, Religion and Culture	Responsibility	Academic Levels	Metric	Timing	Flagship 2030
Establish a leadership role by creating international conferences on issues of media/religion/culture	CMRC	PhD, MA	CMRC will have co-sponsored four annual international conferences, two of them hosted in Boulder	Spring '12	Learning for a Diverse World (Core Initiative #7) Building a Global Crossroads (Flagship Initiative #6)
Scholars and practitioners in media and religion from across the country will advise the center	CMRC	MA, PhD	The CMRC board will have been expanded to include leaders from beyond Denver and CU-Boulder	Fall '11	Building a Global Crossroads (Flagship Initiative #6)
Add media and religion to the undergraduate curriculum	Media Studies, News Sequence	UG	Courses in Media and World Religions and Covering Religion will have been offered as Special Topics	Spring '12	Enhancing Education & Scholarship (Core Initiative #1)

Excellence

Strategy 6 continued: Media, Religion and Culture	Responsibility	Academic Levels	Metric	Timing	Flagship 2030
Expand course offering in media/religion at the graduate level	Media Studies, News Sequence	MA, PhD	Seminars in Media and World Religion and Covering Religion will have been offered as Special Topics	Spring '11	Enhancing Graduate Education (Core Initiative #3)
Increase programmatic and research collaboration between CMRC and CEJ	CMRC, CEJ	MA, PhD	The first research project integrating environmental communication and religion will have begun	Fall '11	Fostering Research Excellence (Core Initiative #2) Transcending Traditional Academic Boundaries (Flagship Initiative #5)
Strategy 7: Interdisciplinarity	Responsibility	Academic Levels	Metric	Timing	Flagship 2030
Pursue stronger connections with colleagues at CU-Boulder who share interest in media/politics, communication, anthropology, etc.	All	MA, PhD	Four colloquia featuring non-SJMC colleagues' research will have been presented at SJMC	Spring '11	Transcending Traditional Academic Boundaries (Flagship Initiative #5)
Expand the curricular connections with other cognate areas on campus	All	MA, UG, PhD	Six courses will have been added to the cross-listed roster of courses between SJMC and other colleges	Spring '12	Transcending Traditional Academic Boundaries (Flagship Initiative #5)
Expand SJMC research activity with colleagues in other units at CU-Boulder	All	MA, PhD,	Three new research projects that include non-SJMC colleagues will have been launched	Fall '11	Fostering Research Excellence (Core Initiative #2) Transcending Traditional Academic Boundaries (Flagship Initiative #5)

Excellence

Strategy 8: New Centers of Excellence	Responsibility	Academic Levels	Metric	Timing	Flagship 2030
Explore possibilities of founding new centers for research and/or outreach at SJMC	Dean's Advisory Council	PhD, MA	Criteria will have been established for developing new centers, with initial attention given to global media, media/politics, or commercial culture	Spring '10	Enhancing Education & Scholarship (Core Initiative #1) Fostering Research Excellence (Core Initiative #2)
Strategy 9: Space Enhancement	Responsibility	Academic Levels	Metric	Timing	Flagship 2030
Determine the physical and tech needs of the SJMC in the coming 5-7 years	Dean, Technology Committee	All	Spreadsheet of needs will have been revised	Fall '09	Investing in Tools for Success (Core Initiative #6)
Explore scenarios for expansion and improvement of the SJMC's physical site	Dean, Ass't Dean	All	School will have investigated (and reported to faculty) the Fleming, Armory Addition, and any other feasible scenarios	Spring '10	Investing in Tools for Success (Core Initiative #6)
Strategy 10: Faculty Support	Responsibility	Academic Levels	Metric	Timing	Flagship 2030
Faculty will be aware of the school's strategic goals and tactical plans, and will support them in their work	Dean, Personnel Committee	All	Annual Evaluation rubrics will have been revised to include evidence of individuals' support for Strategic Plan components	Spring '10	Supporting the Mission (Core Initiative #5)
Faculty mentoring will become more systematic	Dean's Advisory Council	All	Mentoring procedures will have been revised to include training; more frequent meetings and reporting	Fall '11	Enhancing Education & Scholarship (Core Initiative #1)

Appendix I (University of Colorado at Boulder Flagship 2030 Core Initiatives)

- 1. Enhancing Education and Scholarship.** Increase the size and enhance the quality of our faculty by adding 300 new tenure-track faculty in the next 10 years; create a new model for undergraduate education to better prepare CU-Boulder students for a changing world.
- 2. Fostering Research Excellence.** Support our research mission by increasing institutional funding and research expenditures by 5 percent each year; provide targeted investments in cutting-edge research and creative work.
- 3. Enhancing Graduate Education.** Increase the graduate student population from the current 15 percent of total enrollment to 20 percent.
- 4. Ensuring Access.** Double merit- and need-based financial aid within five years; initiate a statewide dialogue on expanding access to Colorado higher education.
- 5. Supporting the Mission.** Increase the university's staff to support education, research and creative work, service, and operations.
- 6. Investing in the Tools for Success.** Increase investments in new technologies, new and existing campus facilities, and library collections.
- 7. Learning for a Diverse World.** Implement new strategies for improving diversity; foster a supportive and inclusive climate for all.
- 8. Serving Colorado, the Community, and Our Graduates.** Expand outreach programming aimed at Colorado communities; enhance opportunities for lifelong and distance learning.

Appendix II (University of Colorado at Boulder Flagship 2030 Initiatives)

- 1. Residential Colleges.** We intend to build on our successful Residential Academic Programs (RAPs) by creating a new campus-wide emphasis on "residential colleges," offering a multi-year residential academic experience for every entering student.
- 2. Customized Learning.** Launch the "Colorado Undergraduate Academy" as an ongoing incubator for innovative learning methods and customized learning experiences, providing mentoring, individualized advising, and career counseling, as well as help attract more of the nation's best-qualified students to the university.
- 3. Experiential Learning.** Incorporate experiential learning programs in every student's education. These experiences may include research or creative projects with a professor, study abroad, honors or senior thesis projects, entrepreneurial initiatives, portfolios of creative work, full-time community service projects, or internships.
- 4. Colorado's Research Diamond.** Initiate a "Colorado research diamond" as a collaborative enterprise among regional universities, businesses, government, and federal laboratories to draw upon existing strengths to develop new technologies, patents, and intellectual properties—and apply them to real-world needs in Colorado and the world.
- 5. Transcending Traditional Academic Boundaries.** Continue to build upon our interdisciplinary research and creative work to become a global leader in ventures that span traditional academic fields. Strengthen the university's advocacy, support, recognition, and financial incentives for faculty and students.
- 6. Building a Global Crossroads.** Establish a "Colorado Center for Global Education, Research, and Advanced Studies" that will bring the world's best thinkers to visit, work, and study at CU-Boulder and address specific global issues facing government, business, industry, communities, the state, and society at large. Expand student and faculty exchanges around the world.

- 7. Creating University Villages.** Develop a new "university villages" concept to guide plans for the build-out of major university properties to create mixed-use, education-related spaces that meet the needs of the university, the community, and the state.
- 8. Alternative Degree Tracks.** Expand degree options to provide greater emphasis on the master's degree as a primary track, greater support for students with advanced placement credits, and concurrent bachelor's/PhD degree programs in appropriate disciplines.
- 9. Year-round Learning.** Examine changing the university's academic calendar to a three-semester, year-round schedule to expand learning and research opportunities for both students and faculty—and make better use of our resources, including facilities, personnel, and equipment.
- 10. Making Enterprise Work.** Seek greater operating flexibility and expanded resources to meet our role and mission. Be accountable under a more self-reliant and market-driven model. Enhance our private fundraising efforts in support of university initiatives.