

VISION

The School of Journalism and Mass Communications operates from a core belief that a well-informed public is the basis of democracy and that the media are responsible for providing the information and critical analysis the public requires to think and act responsibly. At the same time we recognize the challenges presented by emerging technology amidst global shifts in cultural norms, political populations and rapidly developing countries. Subsequently, our vision for the future is specific to our school as a whole, our faculty and our students.

Our School: We seek to become the nation's premier staging ground for the use of new technology to challenge how media operate and discover new possibilities for the media to effect positive culture change.

Our Faculty & Staff: We seek to provide international leadership in research and teaching about the significance of the role of the media in society and the impact of emerging technologies.

Our Students: We seek to equip our students to face these global changes by providing them:

1. Intellectual tools enabling them to understand a complex world;
2. The moral compass to help guide difficult professional and personal decisions;
3. Professional knowledge equipping them to explain truth to the public.

CRITICAL SUCCESS FACTORS

This vision for the future springs from the environment in which we find ourselves. Given our unique situation as a part of the University of Colorado, Boulder and the Denver metropolitan area, we plan to leverage these attributes through specific strategic initiatives to reach our goals.

Our university: Our ideals and objectives reflect the spirit of CU's mission "to benefit the people of Colorado, the nation and the world...through research, creative work, professional competence and responsible citizenship." Our role as part of the University of Colorado, Boulder and our location are integral in our core strengths, mission and strategies.

Our partnerships: Our participation in the creation, and ongoing activities, of the ATLAS and TAM programs is a clear example of our future. Through SJMC's interaction and cooperation with industry and academic units across campus we can increase the opportunities for students to explore the use of emerging media technologies.

Our strengths: SJMC's Center for Environmental Journalism and the Center for Media, Religion and Culture have established the School's reputation in scholarship. In addition to our continued pursuit of emerging technologies, we will focus on civic engagement issues that are so critical to our plans. Strong partnership opportunities exist, particularly with the Institute for Ethical and Civic Engagement.

Our resources: The close proximity of major-market media in Denver and the recent relocation of Crispin/Porter, one of the most prominent cutting-edge ad agencies in America, provides wide-ranging opportunities from internships and work-experience programs to adjunct faculty and guest speakers – and even the possibility of actual partnerships. The presence of Crispin/Porter presents the opportunity to build on our already wide-spread reputation for one of the top creative advertising sequences in the country.

Our world: With our endowed chair in Global Media Studies and the newly-appointed UNESCO chair, the School is poised to become a leader in international journalism education. Already, the School has developed a web-based resource highlighting faculty who research and teach in international studies.

HOW WE'LL GET THERE

A clear view for the future and a set of critical strengths translate into distinct opportunities for the School. Subsequently we have established three strategic areas to reach the future that we envision.

Innovate:

We will use technology to challenge how media currently operate and discover new possibilities for the media to effect positive cultural change. Key tactics include:

- Expand the Campus Press operation to leverage new technology and opportunities with ATLAS facilities into a converged multimedia operation
- FutureWatch: The proactive identification of trends in media practice, technology and scholarship.

Engage:

We will actively seek to apply civic responsibility in our work, research and teaching to our students and to media professionals and educators throughout the world. Key tactics include:

- Create coursework, symposia, lectures and research to establish our position as the leading school in Ethical and Civic Engagement
- Partner with faculty abroad, particularly in developing countries and expand student opportunities to study and engage in these countries
- Assure that the School is a welcome place for diverse students and faculty

Connect:

We will increase the connections between the School and media professions, bringing the industry to our School and sending our students and faculty out to the professional world. Key tactics include:

- Improve and increase our communication with the professional world and expand guest lecturers and professionals in residence
- Increase the opportunities for students to engage, interact and take leadership in professional environments and in research
- Expand our pursuit of specialized learning, building on our current Centers of Excellence, through cross-campus collaboration
- Encourage the University of Colorado, Boulder to join communication-related units on campus to create the College of Communication for greater effectiveness and efficiency

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 (adopted in 2001). 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 has some unfinished business to attend to. When Dean Voakes hired strategic consultant Kay Grace in Spring 2005, the planning process was revived. Through a series of four workshops with the faculty, student representatives and SJMC Advisory Board members, the School clarified its values, its vision, its mission, and its new programmatic goals. The Faculty Strategic Plan Committee, comprised of professors David Slayden, Mindy Cheval, Lynn Schofield Clark and Mike McDevitt and Dean Voakes, undertook to distill the information and opinions given in numerous faculty meetings and memos.

When the committee needed further input from faculty, especially the sequence heads, they received it. The committee's intention from the outset has been to serve not as creators of the School's vision but as editors of the vision of the faculty, students and advisory board. What follows is a summary of where we are in early 2006 and where we want to be by 2011. With this document, the committee 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 the 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.

We believe that 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.

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.

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.

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 the 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 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.

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.

We have worked with the Institute for Ethical and Civic Engagement in the development of teaching and research initiatives in communication ethics and have sought out connections with other departments, campus groups, and schools that share our interests in this area.

We have been leaders in the area of environmental and science journalism, working with colleagues in Earth Sciences, the Environmental Science Policy Certificate, and the Carbon, Climate, and Society Initiative while successfully acquiring grants that have brought practicing journalists to our campus for deepened study in the area of environmental journalism.

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 in democratic communication.

II. 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.

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.

Through work with colleagues in Religious Studies, Anthropology, and Sociology, as well as through significant grants, acclaimed scholarly output, and interdisciplinary and international public presentations, we have also achieved international renown as a leader in the area of media and religion.

As a sizable number of colleagues in the School of Journalism and Mass Communication work in the area of media and politics, we have also developed strong relationships with colleagues in Political Science, Fine Arts, Communication, and Women's Studies.

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 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 2005. 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 620 (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 66. 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.

During the period of the 52 percent undergraduate enrollment increase, the size of the fulltime faculty has increased by 17 percent, from 24 to 28.

The School began the new century with instability in the office of dean. Willard D. Rowland Jr., who had been dean of the School since 1987, resigned in 1999. Professor Stewart Hoover served as interim dean for 18 months until Dean Del Brinkman assumed administrative duties, in 2001. Dean Brinkman had been in the office for little more than a year when a health crisis forced his retirement. Hoover resumed the interim duties for another 18 months until July 2003, when Paul S. Voakes, the current dean, arrived.

The School is striving for excellence under difficult financial circumstances. Over the past three years the entire university has suffered setbacks in financial resources, in both the public and the private arenas. The Colorado Legislature, coping with declining state revenues resulting from an economy turned sour and a “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.

From 2001 to 2004, when the university’s overall enrollment grew from about 26,000 to 29,000, the state’s general-fund appropriations to the university fell from about \$200 million to \$150 million.

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 2005, that had fallen to 8.7 percent. Fiscal 2005 represented the third consecutive year in which the university received no increase at all in state funding.

In fiscal 1990, 20 percent of the state budget was allocated to higher education; in fiscal 2005, that had fallen to 10 percent.

In the crisis climate of 2003, the budget of every academic unit on the Boulder campus was reduced for fiscal 2004, but the budgetary caution of that year has enabled a modest increase in the fiscal 2005 and 2006 budgets. In July 2004 the legislature granted the University of Colorado “enterprise status,” which acknowledges minimal state support and frees the university to set tuitions without legislative approval and to bond against future tuition and fee revenues to renovate or construct academic buildings. Thus far, however, the governor’s office and the Colorado Commission on Higher Education seem to have lost no authority to supervise the university’s setting of tuition levels.

On the private side, the University of Colorado Foundation, the development and fund-raising arm of the university, has been beset (as with most investing agencies) by a downturn in investment markets since late 2001. The foundation made a dramatic reduction in staff in June 2003, which resulted, among many other changes, in the reduction of the School's development position from a full-time development director to a half-time development officer. This reduction, coupled with a vacancy in that position for 10 months, resulted in a stagnation of the School's fundraising results in 2003 and 2004. A turnaround of sorts has occurred: The funds raised for the School in the first half of fiscal 2006 exceed the amount raised for all of fiscal 2005.

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.

In a study published in *The Economist* in 2004, the campus was ranked 11th among “best public universities in the world.”

The university ranks in the top 20 in all seven disciplines tracked by the National Science Foundation.

Four faculty members are Nobel laureates.

The number of faculty who are members of the National Academy of Sciences has risen to 19.

Seven faculty members have received MacArthur Fellowships, known as “The Genius Award,” and four in the past five years.

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. That percentage dropped in 2004-2005 for the first time in several years, due mainly to a sharp increase in out-of-state tuition (a strategy in the campus's budget retrenchment).

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 (ACEJMC);
- 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);
- 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; and
- A commitment to preparing future journalism and communication 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.

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

The School of Journalism & 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 has risen (despite the budget cuts in 2003 and 2004) by 3 percent between fiscal 2002 and fiscal 2006.**
- **The School has raised its admissions standards to where the average grade-point average of the student admitted in Spring 2006 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 2003-04, 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' salaries here were nearly \$9,000 higher than 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 six new faculty members (including its first-ever endowed chair) since 2002. Each one of these hires was a person with a Ph.D., and several brought years of experience from sister member AAU programs.**
- **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, 2006 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. We lack adequate professional staff -- for example, for media advising.
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 is 3 years new to administration and is on a steep learning curve.

STRENGTHS AND WEAKNESSES

Attribute	Comment
STUDENT-FACULTY RATIO	Most but not all skills courses have 20 students or less. Two capstone media production courses (Campus Press and NewsTeam) have many more than 20, by design. 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. Undergraduates students consistently excel in national mass communication competitions.
WELL-KNOWN ALUMNI	14 Ph.D. grads are at AAU universities and 4 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 \$3.5 million.

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

WE HAVE OPPORTUNITIES

Development of a Donor Base. The SJMC donor base has always been considered “immature,” because of a lack of full-time development personnel in the School. The CU Foundation seems committed now to a full-time development director; and by Dec. 31, 2005, the fund-raising level for fiscal 2006 was far ahead of its 2004 and 2005 “half-year” marks. Also, Boulder is a wealthy community; this is an untapped development market for the SJMC.

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 campuswide 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 is about to open the ATLAS building, its showcase of technology for media, teaching and learning, and the SJMC will conduct 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 is also joining 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.

We will distinguish ourselves from other top programs by moving above and beyond established, predictable characteristics — by creating new knowledge, new courses and new programs that have a palpable impact on media industries and on society.

OPPORTUNITIES

Increased focus and resources on journalism in developing countries. With its endowed chair in Global Media Studies and newly-appointed UNESCO chair, the School is poised to become a leader in international education in journalism. Already, the School has developed a web-based resource highlighting faculty who research and teach in the area of international studies.

Access to Major-Market Media. Denver is a major media market providing opportunities for internships, work-experience programs, adjunct faculty and guest speakers. With the sale of the Colorado Daily, the SJMC also has a significant opportunity to widen its influence as it develops its daily online media operations.

Industry Connections. One of the most prominent, cutting-edge ad agencies in America (Crispin/Porter) is about to establish an office in Boulder and has already announced that it hopes to partner with the SJMC in significant ways. Advertising already has a national reputation in creative. This will enable us to build on that reputation and broaden the program's range and impact.

New Media. Denver's news outlets are national leaders in development of new media, including convergence of television, newspapers and other media, and citizen journalism. The availability of experts in these fields, the recent sale of The Campus Press' strongest competitor, The Colorado Daily, and the new ATLAS offer outstanding training and research prospects for all SJMC students. As these factors coalesce, the School has a major opportunity to widen its influence, recruitment and national reputation by creating a state-of-the-art online, convergent media capability.

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 School's Program Plan for a new building was approved in 2002 but has been "on hold" at the Boulder Campus Planning Commission ever since, pending a renewal of state funding for capital construction. 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 occurs.

College of Communication. SJMC may be able to join other communication-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 2004-05 state appropriation per in-state resident FTE of \$3,134 ranks lowest. CU-Boulder's resident tuitions plus student fees (\$4,341) is third-lowest. The combined state appropriation per resident and tuition ranks lowest and is \$7,802 less than the average for all institutions, and \$5,753 less than the average for campuses without a medical school.

High non-resident tuition. At more than \$22,000 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.

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.

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, honesty 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 interests 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.

Our strategy:

Use technology to challenge how media currently operate and discover new possibilities for the 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.

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.

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.

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 enhance diversity, we have five strategies:

- 1) We will create a more inclusive, respectful environment for students, staff and faculty from all backgrounds.
- 2) We will enhance our students’ awareness of multicultural issues.
- 3) We will work to improve recruitment of students of color to the School, and their rates of retention and graduation.
- 4) We will improve the percentage of graduate students who are persons of color.
- 5) We will establish a more diverse faculty, including adjunct faculty.

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.

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:

- o Increase the reputation of SJMC in the professional communities.
- o Make SJMC one of the top places for industry to come when looking for interaction with the academic world.
- o Increase the opportunities for students to gain high-level professional experience while still in a learning environment.
- o Increase the opportunities for all students to interact and learn from professionals practicing in their fields.
- o Increase the opportunities for undergraduate and graduate students to practice their art in a professional setting
- o Increase the opportunities for masters students to pursue leadership opportunities in the U.S. and abroad
- o 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 serve as a bridge between the execution driven, practical world of industry and the idea generation and experimentation of academe. We will use three 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) Develop programs that will increase interaction with the professions by bringing industry leaders to CU.

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.

Specifically, we will reach these goals with three strategies:

- 1) We will provide a leading-edge curriculum that prepares students to become well-rounded and ethical professionals whose understanding of their professions draws upon a wide variety of disciplinary insights.
- 2) 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.
- 3) We will reach out to colleagues across campus and to media professionals with projects that yield specialized understandings of media's role in religion, in public understanding of environmental issues, in politics, and in commercial culture.

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.

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.

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; an action plan for FY 2007 fund-raising, created in consultation with the University of Colorado Foundation, can be found as Appendix I.

But the Plan also will call upon the University for support, chiefly in the area of human resources. A careful reading of this Plan indicates a vital need for the following one professional-exempt position and five faculty positions. 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 five areas (listed here alphabetically, in no particular order of preference):

Advertising. The natural progression of the excellence (and national reputation) of the School's undergraduate advertising program is to create a graduate portfolio program that is competitive with Virginia Commonwealth University's AdCenter (currently the top graduate program). This person will play a central role in developing both the strategic and executional innovations— via media of all type —in the rapid evolution of advertising. A graduate program of this type would further leverage the ad sequence's already considerable network of industry people and provide new opportunities for investment in the School, from industry. The opportunities for partnership with industry and with other academic units across campus—beginning with the ATLAS Institute, Fine Arts and Cognitive Science— are plentiful, and exciting.

Advertising's opportunities for partnership with industry and with other academic units across campus—beginning with the ATLAS Institute, Fine Arts, Cognitive Science, and Engineering—are plentiful, and exciting.

Media & Religion. The School's newest center of excellence is the Center for Media, Religion and Culture, which received its "center" designation in Fall 2005. The center recently received a \$749,000 grant from the Lilly endowment to study "Media, Meaning and Work" over the next three years, and the center serves as secretariat to the international association of scholars of media and religion. Outreach and research opportunities abound, but the center currently operates with only one faculty member (supported by a small team of graduate students). The addition of a faculty member here will help fulfill the center's promise and expand curriculum in this area. Partnership opportunities: Religious Studies, Cultural Anthropology.

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 in 2005, 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. Partnership opportunities: Political Science, Philosophy, Institute for Ethics and Civic Engagement.

Online Media. 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 online media. The hiring of an expert in this area not only would benefit our students and provide instructional support for the transformed *Campus Press* (see above), but a steady exploration of new functions, 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. Partnership opportunities: ATLAS, Fine Arts.

Science/Environmental Communication. One of the Boulder campus's centers of excellence is the Center for Environmental Journalism, which enjoys a national reputation as the host of the Ted Scripps Fellowship program. The center is now poised to complement its national outreach excellence with an enhanced, interdisciplinary academic base. An expert in the fast-growing field of science communication would enable us not only to expand our course offerings in specialized forms of reporting but (if the new colleague were a scholar) also to attract doctoral students in this field. This would enhance the ties that already exist with the campus's Environmental Studies programs and other natural-science units. Partnership opportunities: Environmental Studies, Cooperative Institute for Research in Environmental Sciences (CIRES).

Media & Religion has partnership opportunities with Religious Studies, Fine Arts, and Cultural Anthropology.

Media Ethics/Civic Engagement/Politics has partnership opportunities with Political Science, Philosophy, Institute for Ethics and Civic Engagement, Communication.

Online Media has partnership opportunities with ATLAS, Fine Arts, Film Studies, Communication, Computer Science/Engineering.

Science/Environmental Communication has Partnership opportunities with Environmental Studies, Cooperative Institute for Research in Environmental Sciences (CIRES).

Implications for Professional Staff Hiring.

The professional-exempt staff position will be that of **Multimedia News Adviser**. The School this year has begun the transformation of *The Campus Press* from a little-read weekly newspaper to a robust, interactive, daily online news outlet. With a fund-raising campaign that is still only three months old (as of March 1), the School has raised (from 39 different gifts) \$91,000, with an additional \$80,000 formally pledged, to support this project. To our alumni and our friends in the media industries, this is clearly one of the most exciting enterprises the School has undertaken in recent years. The School is also benefiting from state-of-the-art guidance from members of its advisory board who are involved in online media.

The School intends to ask the university to join in a partnership with our private-sector backers and existing School funds by investing in this professional-exempt position. Because online news media (including some college media) have begun realizing profits from online advertising, our goal is that in five years this position will be funded by the revenues of the online news outlet itself.

The theme of this entire Strategic Plan is to reform not only media technologies but also common understandings of the media's role in a community. In fact, this project connects directly with all three thematic pillars of this Plan: Innovation, Excellence and Empowerment. It has the potential to fulfill a news medium's ultimate goal of creating a "public sphere" — in this case, for the students, staff and faculty of CU-Boulder — for the presentation and free-wheeling, open discussion of the day's issues. Therefore, this project gives the School a unique laboratory for combining theoretical experimentation with practical innovation.

We have the opportunity to become a national leader in student media.

But no student-staffed, daily news medium in the country operates without at least one full-time professional staff member, serving as publisher, business manager and overall adviser.

Consonance with the Boulder Campus Strategic Plan

The current campus plan was first adopted in 1997 and has been revised several times since. The current plan focuses on four specific areas: undergraduate education, graduate education and research, diversity, and technology. The SJMC Strategic Plan is compatible with the campus plan at several levels.

The campus goals for technology are reflected in this Plan's emphasis on Innovation — specifically, the transformation of *The Campus Press* and the priority given to a faculty hire in online media and a staff hire to advise the new media outlet.

Diversity is reflected in this Plan's emphasis on Empowerment — specifically, the media's obligation to enhance the diversity of voices in America and throughout the world, and in the priority given to a faculty hire in media ethics and civic engagement.

Enhanced graduate education and research are reflected in this Plan's emphasis on Excellence — specifically, with the attention given to interdisciplinary connections among SJMC sequences and across campus among cognate areas. With every hire we make in the next five years, we will look especially for interdisciplinary interests.

Enhanced undergraduate experience is reflected in all three of this Plan's pillars: Excellence, especially with the various types of "Connections" we envision for our students with our professional communities; Innovation, especially with the cutting-edge student media we envision; and Empowerment, especially with our value system that stresses ethics, diversity and civic engagement.

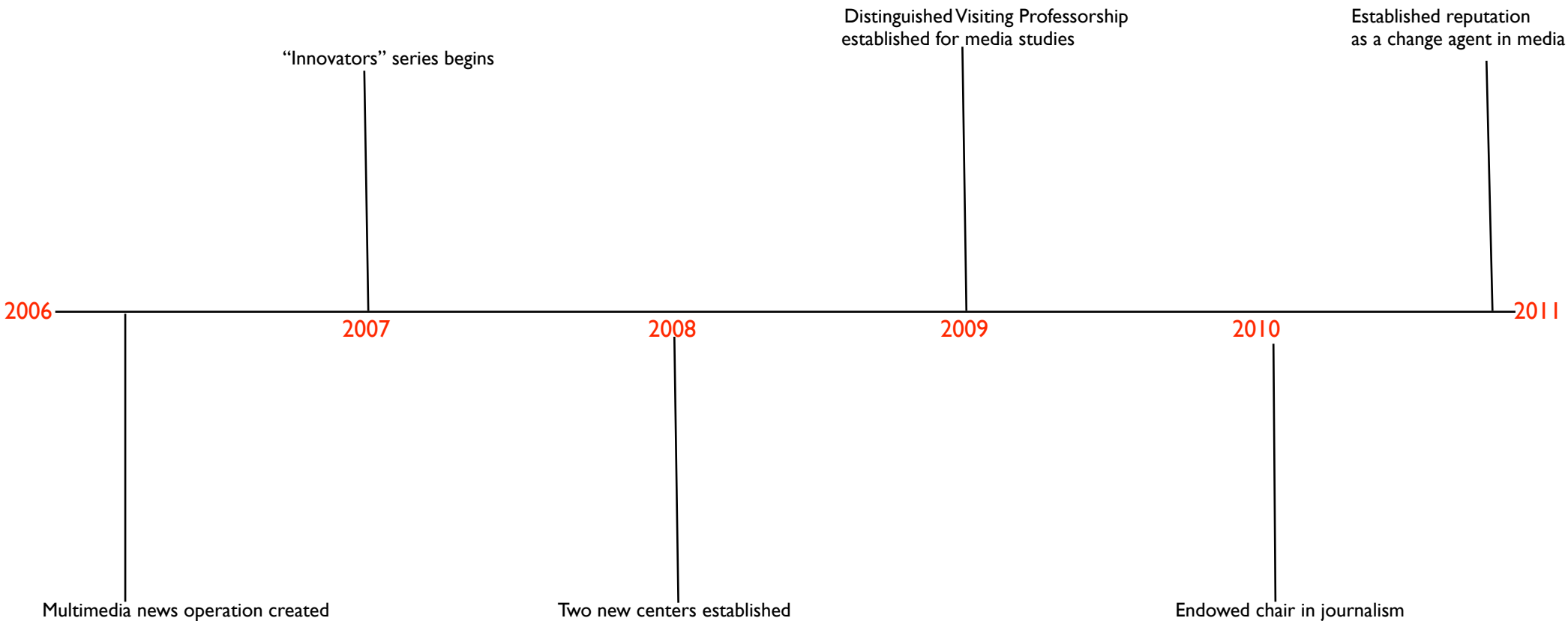
IV. HOW WILL WE GET THERE?

A MANIFESTO FOR POSITIVE CHANGE

The overriding attitude is reformist. We will create new generations of media professionals and scholars whose innovations will reflect truthfulness, honesty and commitment to society's progress.

We also seek to foster media practices that better represent the interests of the marginalized, underserved, and disadvantaged.

A representative timeline of initiatives en route to our goal



THEMATICALLY ORGANIZED TIMELINE FOR ACTION

INNOVATION

STRATEGY I: MULTIMEDIA NEWS OPERATION	TIMING	RESPONSIBILITY	UNDERGRADUATE	M.A.	PhD
Conduct a technology assessment and final plan for Campus Press expansion; install new workstations and TV interview space.	Summer '06	NSED, BC	YES	YES	
Complete conversion of Campus Press into a renamed, principally online, interactive media outlet	Fall '06	NSED, BC, Dean	YES	YES	
With the help of industry professionals, students launch promotional campaign for new online news outlet.	Fall '06	ADVT, NSED,	YES	YES	
Complete expansion of newsroom to accommodate multimedia functions.	Summer '07	NSED	YES	YES	
Discontinue publication of print weekly and produce only an online quarterly magazine-style publication.	Fall '08	NSED	YES	YES	

THEMATICALLY ORGANIZED TIMELINE FOR ACTION

INNOVATION

STRATEGY 1: MULTIMEDIA NEWS OPERATION	TIMING	RESPONSIBILITY	UNDERGRADUATE	M.A.	PhD
Develop and integrate the curriculum necessary to support an online, daily, converged newsroom.	Fall '07	NSED, BC	YES	YES	
Daily (M-F) news and information studio-based program produced by students	Fall '07	BC	YES	YES	
Pilot one section of a M-F NewsTeam	Fall '07	BC	YES	YES	
STRATEGY 2: FUTUREWATCH					
Form standing committee to focus on the media horizon	Fall '07	ALL	YES	YES	YES

THEMATICALLY ORGANIZED TIMELINE FOR ACTION

EMPOWERMENT

CIVIC RESPONSIBILITY STRATEGY 1: FACILITATE PROFESSIONAL REFORM	TIMING	RESPONSIBILITY	UNDERGRADUATE	M.A.	PhD
Create a workshop for the integration of media research with professional practices	Fall 06	Committee of reps from all sequences	YES	YES	YES
Implement a Principles of Journalism class	Fall '06	NSED, BC	YES		
Implement curriculum that requires all ug students to take courses that treat issues of social divisions and structural inequities.	Fall '06	Curriculum Committee	YES		
Develop specialized subject tracks at the undergraduate level that engender expertise in areas such as politics, religion, and the environment.	Spring '07	MDST, NSED, BC	YES		
Establish long-term partnerships within the CU community to help solve socially relevant problems	Summer 09	ADV, CEJ	YES	YES	YES

THEMATICALLY ORGANIZED TIMELINE FOR ACTION

EMPOWERMENT

CIVIC RESPONSIBILITY STRATEGY 2: ETHICS AND CIVIC ENGAGEMENT	TIMING	RESPONSIBILITY	UNDERGRADUATE	M.A.	PhD
Create four courses in Ethics and Civic Engagement, beginning with a first-year seminar.	Fall 05-08	DEAN,ALL	YES	YES	YES
Annual Front Range Symposium for media professionals, faculty and students to meet and discuss a current topics in ethics	Fall 06	DEAN,ALL	YES		
Integrate ethics and civic engagement into coursework across the curriculum.	Fall '06 - Fall '08	Curriculum Committee	YES		
Fund faculty research that explores the pedagogy or current trends in media ethics and civic engagement.	Summer 06	DEAN	YES		
Create templates for coursework in Ethics and Civic Engagement that might be adopted elsewhere on the CU-Boulder campus or at other schools	Fall 07	DEAN,ALL	YES	YES	YES
Establish a lecture series on ethics in communication (commercial, journalistic) that includes workshop for students	Fall 08	ALL			
When first undergrad cohort admitted under the new curriculum graduates, conduct a survey of students' civic awareness.	Spring 08	DEAN, GAEDDERT			

THEMATICALLY ORGANIZED TIMELINE FOR ACTION

INTERNATIONAL

TACTIC	TIMING	RESPONSIBILITY	UNDERGRADUATE	M.A.	PhD
Offer advising workshops that explain international media studies courses	Spring 06	MDST	YES		
Introduce an International Reporting Seminar.	Sum 06	BC, NSED	YES	YES	
Implement undergraduate certificate program in International Affairs/ Journalism and Mass Communication.	Fall '06	Mody			
Seek external funding for mid-career fellowships for media practitioners and professors in developing countries.	F 07	Moritz			
Pilot an International Reporting Seminar, JOUR 4871, focused on covering war and disaster.	F 06	BC, NSED		YES	
Create an International Environmental fellowship program,	S 08	CEJ			
Create traveling scholarship for graduate students (for research or reporting projects, or internships).	F 08	Mody, Moritz		YES	YES
Create six-week summer program in London for advertising.	Sp 08	ADVT	YES		
Create reporting seminar abroad.	F 09	NSED, BC	YES	YES	
Introduce undergraduate course in media and world religions,	AY 09-10	CMRC	YES		
Identify an institutional partner at a historically minority (domestic) or a third-world institution with which to develop joint programs.	F 09-10	CMRC			

THEMATICALLY ORGANIZED TIMELINE FOR ACTION

DIVERSITY

STRATEGY I: INCLUSIVE, RESPECTFUL ENVIRONMENT	TIMING	RESPONSIBILITY	UNDERGRADUATE	M.A.	PhD
Utilize exit surveys and interviews, responses on race and gender on FCQs, and a questionnaire for faculty and staff, to assess campus climate.	Spring '06	Dean, Diversity Committee	YES	YES	YES
Sponsor a variety of lectures and other programs with media practitioners from diverse backgrounds and from non-traditional media outlets	Fall '06	Dean, Diversity Committee	YES	YES	
Institute an orientation day for new faculty, which will include the School diversity plan and help in incorporating diversity into the new instructors' teaching.	Fall '06	Dean, Diversity Committee	YES	YES	YES
Have representative faculty participate in the Poynter Institute and other national academic diversity programs as well as the campus and CU-system's diversity summits.	Spring '06	Dean	YES	YES	YES
Develop an on-line SJMC resource of readings, books, tapes, videos, and other useful materials focused on a wide range of diversity issues.ing purposes.	Spring '06	Diversity Committee	YES	YES	YES

THEMATICALLY ORGANIZED TIMELINE FOR ACTION

DIVERSITY

STRATEGY 2: ENHANCED AWARENESS OF MULTICULTURAL ISSUES	TIMING	RESPONSIBILITY	UNDERGRADUATE	M.A.	PhD
Link targeted diversity academic programs at CU to School's web page.	Spring '06	Diversity Committee	YES	YES	YES
The peer-support group MEMO, along with other J-School student groups, will be added to the J-School's website.	Fall '06	Dave Martinez	YES		
Review the Poynter Institute's "Diversity's Best Practices" to determine how to incorporate diversity into the News Editorial, Broadcasting and Advertising curriculum.	Fall '06	Diversity Committee	YES	YES	YES
Work with FTEP to provide specialized support to teach multicultural reporting and to assist faculty in adding diverse elements to their courses.	Fall '06	Diversity Committee	YES		
Place higher value on diversity efforts in teaching, in the annual evaluation process.	Spring '07	Annual Evaluation Committee	YES	YES	YES
Develop an assessment mechanism to determine the extent to which diversity issues are reflected in each course. The committee will report to the Curriculum Committee and recommend changes in curriculum and instruction.	Fall '08- Spring '09	Assessment Committee	YES	YES	YES

THEMATICALLY ORGANIZED TIMELINE FOR ACTION

DIVERSITY

STRATEGY 4: GRADUATE STUDENTS OF COLOR	TIMING	RESPONSIBILITY	UNDERGRADUATE	M.A.	PhD
Actively recruit graduate students of color through coordinated personal visits, on-site networking at targeted institutions with substantial enrollments of diverse students.	Spring '07	Associate Dean		YES	YES
Pursue proposed partnership with Dept. of Journalism/Mass Communication at a historically black college or another highly diverse college, to host juniors for a summer session in Boulder and offer financial aid upon their acceptance to the CU graduate program.	Fall '08	Associate Dean		YES	YES

THEMATICALLY ORGANIZED TIMELINE FOR ACTION

DIVERSITY

STRATEGY 3: RECRUITMENT, RETENTION AND GRADUATION RATES	TIMING	RESPONSIBILITY	UNDERGRADUATE	M.A.	PhD
Actively recruit undergraduate students of color by continuing to hold and enhance summer high school journalism/advertising (Pre-Collegiate) workshops.	Spring 06	Dean, Ass't Dean, Martinez	YES		
Enter a partnership with a Denver newspaper to create a school newspaper at a high-diversity Denver/Front Range high school where no paper now exists.	Fall '06	Diversity Committee, Moss, Martinez	YES		
Identify journalism/advertising/communication programs at community colleges in the state and maintain contacts with faculty, staff and students, especially identifying diverse/first-generation students.	Spring '07	Diversity Committee	YES		
Admit high school students with diverse backgrounds (and strong academic credentials) directly into the SJMC, with an academic performance contract.	Fall '07	Ass't Dean, Brown	YES		
Renew the School's agreement with the Office of Diversity and Equity that SJMC will operate one of the campus's CU-LEAD programs, aimed at retaining students of color who are Pre-Journalism and SJMC students.	Fall'06-Spring '10	Dean, Dave Martinez	YES		

THEMATICALLY ORGANIZED TIMELINE FOR ACTION

DIVERSITY

STRATEGY 5: FACULTY OF COLOR	TIMING	RESPONSIBILITY	UNDERGRADUATE	M.A.	PhD
Actively recruit faculty of color through personal contacts, networking, advertising and appropriate media and special interest academic organizations.	Fall '06	ALL	YES	YES	YES
Actively recruit a more diverse adjunct faculty.	Fall '06	Assistant Dean	YES	YES	

THEMATICALLY ORGANIZED TIMELINE FOR ACTION

EXCELLENCE

CONNECTIONS STRATEGY 1: SENDING STUDENTS OUT	TIMING	RESPONSIBILITY	UNDERGRADUATE	M.A.	PhD
Provide a stronger presence at the points where industry and academia connect. Improve faculty's attendance national ad/journalism conferences on a regular basis: One Show, 4As, SPJ, RTNDA etc.	Fall '06	BC, NSED, ADVT	YES	YES	
Create new internship relationships with leading environmental and scientific news outlets, such as Audubon, Grist and NPR.	Spring '07	CEJ, NSED, Kirkpatrick	YES	YES	
Strengthen internship program by increasing our relationship with national media outlets and expanding internship opportunities at organizations (i.e., for-profit, non-profit and governmental) that employ media research, analysis and outreach in their operations.	Fall '07	Kirkpatrick, MDST	YES	YES	
Develop programs to increase the number of graduates in top advertising agencies, such as trips to New York and Chicago shows/agencies; assembling resume books of our best seniors, creation of a spring show, etc.	Fall '08	ADVT	YES		
Create specific "CU" internship programs with certain ad agencies. Focus on agencies that are considered leaders in consumer insight, innovation and branded content.	Spring '08	ADVT	YES		

THEMATICALLY ORGANIZED TIMELINE FOR ACTION

EXCELLENCE

CONNECTIONS STRATEGY 2: E-COMMUNICATION	TIMING	RESPONSIBILITY	UNDERGRADUATE	M.A.	PhD
Re-design the CEJ existing web site to make it more user-friendly, and to better highlight existing interactive projects.	Fall '06	CEJ			
Expand faculty bios on SJMC Website to include representative publications or creative projects, and add link to SJMC's 8-episode series, "Multiversity," that showcases ethnic riches and challenges on the Boulder campus	Fall '06	Gaeddert	YES	YES	YES
Create a brochure and website describing our research in Media & Politics, relevant courses in this area, and current research projects, with the aim of recruiting graduate and undergraduate students.	Spring '07	MDST		YES	YES
Improve communication about our graduate alumni by listing Ph.D. and MA grads on website w/info on where they are, thesis title, when completed, etc.	Spring '07	Gaeddert		YES	YES
Develop a website link to be used as a vehicle for ad students and a way to communicate with the professional ad community.	Spring '07	ADVT	YES		
Introduce a quarterly, online magazine featuring the work of students. This magazine would be tied to a class where faculty would "top edit" the magazine. and get teaching and creative work credit for doing it. (This magazine would be produced each year at the SJMC on different subjects, such as environment, politics and religion.)	Fall '07	NSED, MDST, CEJ, CMRC	YES	YES	YES
Link to a website serving as a comprehensive resource integrating the CMRC's activities and goals with larger scholarly, professional, and public networks	F 08	CMRC		YES	YES

THEMATICALLY ORGANIZED TIMELINE FOR ACTION

EXCELLENCE

CONNECTIONS STRATEGY 3: BRINGING PROFESSIONS CLOSER	TIMING	RESPONSIBILITY	UNDERGRADUATE	M.A.	PhD
With Ad-Executive-in-residence program, provide a meaningful involvement between students and two industry professionals each year.	Fall '06 - Fall '10	ADVT	YES		
Begin discussions on the development of a portfolio center (for SJMC graduate students) either as a program within CU or as an outreach program with the Miami Ad School, by virtue of the 2006 move to Boulder of Crispin Porter+ Bogusky.	Fall '06 - Spring '10	ADVT	YES		
Create "Innovators" series. Give students in a senior capstone seminar the opportunity to study and work with the innovators in the commercial and media industries.	Spring '07	ALL	YES	YES	
Re-establish the Institute on the Environment for 25 working journalists.	Spring '07	CEJ			
Develop structures, such as an Advertising Advisory Board, by which sequences (or the School generally) can bring groups of professionals to the School on a regular basis to advise on the direction of programs and advise students about their work and careers.	Fall '07	ALL	YES	YES	
Create a Young Alumni Panel, to give students a visible demonstration of CU students success in the industry; give ongoing, real world feedback on jobs, needs; mentor top students, etc.	Fall '07	NSED, BC, ADVT, Gaeddert	YES	YES	
Distinguished Visiting Professorship: Bring to the School for one semester scholars or practitioners whose work is esteemed nationally and/or internationally in media research and media practice. (Possible emphases might include media and environment, media and politics, media and religion)	Fall '09	MDST	YES	YES	YES
Endowed Chair in Journalism filled by a nationally known professional journalist. This position would either be tenured and at the rank of full professor, or filled on a rotating, 3-year contractual basis.	Fall '10	Dean	YES	YES	

THEMATICALLY ORGANIZED TIMELINE FOR ACTION

INTERDISCIPLINARITY

STRATEGY 1: CURRICULUM	TIMING	RESPONSIBILITY	UNDERGRADUATE	M.A.	PhD
Launch Ads a2b, a Maymester program through Continuing Education, to introduce non-advertising majors to advertising. Start with 40 students, expand to 100.	Summer '06	ADVT	YES		
Develop grad seminar courses in political communication and sociology of news	Fall '06	MDST		YES	YES
Initiate structured faculty discussions about curriculum, e.g. <ul style="list-style-type: none"> * ways to bridge sequences and connect media theory and practice by developing faculty and student initiatives that transcend these divisions. * expanding the MA program. * admitting more students to the Ph.D. program with partial funding * joint degree program with Women's Studies * international track for MAs 	Spring '07	ALL	YES	YES	YES
Work with TAM/ATLAS to develop new courses linking creativity and new media outlets.	Spring '07	NSED, ADVT	YES	YES	
Develop cross-sequence short courses that address conditions of those living in developing countries.	Fall '07	MDST	YES		
Develop subject tracks across SJMC disciplines (News, Politics, Environment, Media & Politics, Religion, Technology).	Fall '07	Curriculum Committee	YES	YES	
Develop undergrad course in not-for-profit strategic and political communication	Fall '07	ADVT, NSED, MDST	YES	YES	
Conduct a preliminary assessment of the new Master's program curriculum to determine the level of satisfaction among faculty (via meetings/discussion) and students (via a survey). Use the survey results to determine if revisions in the MA program are warranted	Fall '07	Graduate Curriculum Committee		YES	
Conduct an assessment of undergraduate student satisfaction via surveys and selected exit interviews. Use the results to determine if modifications in the undergraduate curriculum are warranted.	Spring '08	Undergraduate Curriculum Committee	YES		
Partner with fine arts/engineering to develop one of the new residence hall programs with theme of creativity/problem solving.	Fall '08	ADVT, Dean	YES		

THEMATICALLY ORGANIZED TIMELINE FOR ACTION

INTERDISCIPLINARITY

STRATEGY 2: RESEARCH	TIMING	RESPONSIBILITY	UNDERGRADUATE	M.A.	PhD
Initiate research effort paired with Campus Press so as to guide reform aspects of its development, inviting partners from IECE and Political Science.	Spring '07	NSED, BC, MDST	YES	YES	YES
Establish fund for MA students to present research (on environmental communication, media and politics, media and religion, commercial culture or other cross-disciplinary areas) at academic conferences	Fall '07	MDST, Dean		YES	
Create junior fellowships for MA and doctoral applicants to SJMC programs that offer content relevant to their realities	Fall '08	Associate Dean, MDST		YES	YES
Create incentive funds for collaborative research efforts involving faculty across differing sequences, and for research with an outreach dimension to the local community.	Fall '08	Dean			

THEMATICALLY ORGANIZED TIMELINE FOR ACTION

INTERDISCIPLINARITY

STRATEGY 3: SPECIALIZED UNDERSTANDINGS —ENVIRONMENT	TIMING	RESPONSIBILITY	UNDERGRADUATE	M.A.	PhD
Continue pursuing interdisciplinary collaboration with scientific and environmental initiatives on campus, such as the Environmental Studies program, the Center for Science and Technology Policy Research, the Center of the American West, and seek targets of opportunity for joint grant proposals, team-teaching, etc.	Fall '06 - Fall '10	CEJ, NSED	YES	YES	
Create a joint masters program between SJMC and Environmental Studies.	Spring '07	NSED		YES	
Introduce a graduate level course focusing on analysis of media coverage of science and/or environment, to be cross-listed with Environmental Studies and included as a course in the Graduate Certificate in Environment and Society.	Fall '07	NSED, MDST, CEJ		YES	YES
Expand environmental journalism curriculum beyond print into online and broadcast media.	Fall '07	NSED	YES	YES	

THEMATICALLY ORGANIZED TIMELINE FOR ACTION

INTERDISCIPLINARITY

STRATEGY 4: SPECIALIZED UNDERSTANDINGS: MEDIA, RELIGION AND CULTURE	TIMING	RESPONSIBILITY	UNDERGRADUATE	M.A.	PhD
Create a major conference or seminar on a key issue every two years, with conferences alternating between Boulder and international locations. The Boulder conferences will be organized to be of particular interest to journalists and other media professionals.	Spring '06 - Spring '10	CMRC			YES
Establish cross-disciplinary Campus Advisory Group for the CMRC	Fall '06	CMRC			
Continue and develop the cross-disciplinary, multi-university doctoral fellowship program in media, religion, and culture.	Fall '07	CMRC			YES
Create national Advisory Board to assist the Center in planning, network and development goals.	Spring '08	CMRC			
Seek funding for cross-disciplinary research on emerging, alternative, and immigrant religious and spiritual movements	Fall '08	CMRC		YES	YES
Develop graduate course on media and world religions	Fall '08	CMRC		YES	YES
Develop undergrad course on media and world religions	Fall '09	CMRC	YES		
Seek funding to continue audience research on religious meaning-making in the media age.	Fall '09	CMRC			YES

THEMATICALLY ORGANIZED TIMELINE FOR ACTION

INTERDISCIPLINARITY

STRATEGY 5: SPECIALIZED UNDERSTANDINGS—MEDIA & POLITICS	TIMING	RESPONSIBILITY	UNDERGRADUATE	M.A.	PhD
Initiate informal discussions among faculty whose research and teaching interests are identified with the intersection of Media and Politics.	Spring 06	MDST, BC, NSED		YES	YES
Pursue stronger connections with other units on campus (e.g., political science, sociology, history, communication, etc.) that have faculty/courses oriented to media & politics, such as cross-listing courses, inviting colleagues to colloquium, publicizing each others' courses.	Fall '06	MDST, BC, NSED	YES	YES	YES
Develop a graduate seminar and an upper division undergraduate course in the areas of a) political communication and b) the sociology of news media & newswork. Offer courses in AY 2007-08.	Fall '06	MDST	YES	YES	
Organize regular colloquies on media and politics, once a month.	Fall '06	MDST, BC, NSED	YES	YES	
Establish fund for grad student travel and research in media and politics	Fall '07	MDST, BC, NSED		YES	YES
Undertake research projects that collaboratively involve faculty and grad students in development of cross-disciplinary research on media and politics	Spring '08	MDST, BC, NSED		YES	YES

THEMATICALLY ORGANIZED TIMELINE FOR ACTION

INTERDISCIPLINARITY

STRATEGY 6: SPECIALIZED UNDERSTANDINGS : COMMERCIAL CULTURE	TIMING	RESPONSIBILITY	UNDERGRADUATE	M.A.	PhD
Establish Center for Commercial Culture, inviting faculty colleagues from business, anthropology, cognitive science, etc.	Spring '08	ADVT, MDST		YES	YES
Create distinguished lecture series on intersection of commerce and culture	Fall '08	ADVT, MDST	YES	YES	YES
Create international online journal SOLD OUT, a blind-refereed journal.	Fall '09	ADVT, MDST		YES	YES

THEMATICALLY ORGANIZED TIMELINE FOR ACTION

DEAN'S SUPPORT FOR EXCELLENCE

	TIMING	RESPONSIBILITY	UNDERGRADUATE	M.A.	PH.D.
Present annual Payden Award for faculty excellence.	Spring '06 - Spring '10	Dean			
Add new award for faculty excellence each year, for total of five different awards.	Fall '06 - Fall '10	Dean			
Add new endowed scholarship for "underrepresented" student each year.	Fall '06 - Fall '10	Dean	YES	YES	
Create SJMC Building Committee	Fall '08	Advisory Board, Dean			