

Appendix 1.1

AUGUST 2016 – MAY 2020

**THE DEPARTMENT OF JOURNALISM
COLLEGE OF MEDIA, COMMUNICATION AND INFORMATION
UNIVERSITY OF COLORADO BOULDER**

ADOPTED AUGUST 2016

PREFACE

At 8 a.m. on Aug. 25, 2010, Dean Paul Voakes of the School of Journalism and Mass Communication was told by the CU-Boulder chancellor and the provost that later in the day they would announce the beginning of the process of “discontinuance” of the school. Thus began a five-year journey — of creative planning as well as operational survival — that has resulted in the formation of the College of Media, Communication and its Department of Journalism.

In the fall of 2010, interim provost Russell Moore convened a faculty committee to consider and present ideas concerning the potential benefits and opportunities associated with the possible creation of a new “School of Information” at CU Boulder. This committee, chaired by Professor Merrill Lessley, and subsequently referred to as the Information, Communication and Technology (ICT) Exploratory Committee, was asked to provide a high-level analysis of existing ICT assets (i.e., faculty, funding, facilities, etc.) on the Boulder campus.

This was also the year the school was being considered for reaccreditation by the ACEJMC. Because of obvious uncertainties as to the future of JMC education at CU-Boulder, the school was found out of compliance on administration and governance, and it was granted provisional reaccreditation.

In April 2011 the CU Board of Regents approved the discontinuance of the School of Journalism and Mass Communication, on the conditions that the Boulder campus do nothing to diminish the campus’s JMC education while new options were being explored, and that the result include a journalism program with innovative and interdisciplinary approaches to propel CU-Boulder to national leadership in media education.

Christopher Braider, a professor of French/Italian, was named interim director of the JMC program, which would be administratively housed in the Graduate School while the exploratory planning for the new college was under way. The JMC budget remained intact and its degree programs continued uninterrupted under Braider’s stewardship. In Spring 2012, after a re-visit by representatives of the Accrediting Council, the JMC program was granted full reaccreditation.

The ICT Exploratory Committee recommendations were eventually presented to a new faculty committee in the summer of 2012. This new group, known as the Information, Communication, Journalism, Media and Technology (ICJMT) Steering Committee, worked diligently through the 2012 academic year and, in the spring of 2013, presented its findings and recommendations to Provost Moore. The ICJMT Steering Committee was chaired by Professor Andrew Calabrese. The primary thrust of this report was that CU Boulder should consider creating a new college that would house programs ranging from journalism and mass communication, communication, social media and film studies to music, theatre and dance, art, art history and experimental digital arts and technology.

Throughout the early stages of this planning process for a possible new college at CU Boulder, both the ICT Exploratory Committee and the ICJMT Steering Committee held numerous public forums for campus and community groups. The process has been open, with numerous faculty groups formed to determine how this new college might serve the Boulder campus, its faculty, its students and the surrounding community. Throughout deliberations, there were many moments when interested and helpful experts from across the nation, both in academia and industry, were consulted for input regarding the design of a new college similar to the one described in CU's proposal. Student groups were also queried for input and ideas.

After considering all recommendations made by faculty, student and community groups, the provost invited a prestigious external group of faculty from peer research institutions across the nation to visit the campus and engage in additional discussions with faculty, students and community and administrative leaders about the possible creation of this new college. After visiting the campus and holding several open forums, and reviewing all of the relevant documents, the external advisory group wrote its own report to the chancellor and provost, making specific recommendations about the mission, purpose and potential design of a new college with a strong information and communication ethos.

The Office of the Provost then studied all of the recommendations that had been forwarded about the creation of this new college. In the spring of 2013, the provost released a document to the public that described the design and mission of the new college. Then, in June of 2013, the provost convened a final faculty group that was asked to construct a detailed set of recommendations that would lead to the implementation of the new College of Communication, Media and Information (CMCI). This faculty group, the CMCI Implementation Committee (IC), chaired by now-emeritus Professor Lessley, began its deliberations in the fall of 2013.

The Implementation Committee's 11 subcommittees, most of which included student representatives, considered such issues as specific undergraduate and graduate curriculum proposals for the founding academic units (Journalism; Advertising, Public Relations and Media Design; Communication; Media Studies; Intermedia Art, Writing and Performance; Information Science; and Critical Media Practices). In addition, a special subcommittee was formed to focus on budget issues; still another group was asked to design a new and streamlined core curriculum for all undergraduate students in the college; and yet another explored student life, diversity and internships.

Another important part of the process was to share the Implementation Committee's ideas with the various public audiences involved in order to harvest their reactions and incorporate their comments. To this end, the interim director acquired the services of Savage Incites, a local marketing strategy firm. Respondents to Savage's survey were highly positive about the proposal, reflecting strong public approval for the new college.

On June 27, 2014, the Regents approved the creation of the CMCI – the first new college on the CU-Boulder campus in more than 50 years. The provost appointed Braider “transitional dean” for 2014-15, and he announced a national search for the college’s founding dean.

Dean Lori Bergen began her tenure in July 2015, and the new college was launched in August 2015. True to the early CMCI vision, the college currently consists of six departments:

- Journalism
- Communication
- Information Science
- Advertising, Public Relations and Media Design (APRD)
- Critical Media Practices
- Media Studies

It also includes the Intermedia Arts, Writing and Performance (IAWP) program, which currently offers only the Ph.D. Three of the new college’s departments – Journalism, APRD and Media Studies – comprise the curricular span of the former School of Journalism and Mass Communication. These three departments also roster the faculty of the former SJMC.

In her first year as founding dean, Bergen led the faculty and staff through a series of meetings, retreats and collaborations to create a shared vision and strategic themes for the new college. These five themes emerged as guiding principles as the college looked beyond its first year:

- Inclusive Excellence
- Academic Excellence
- Creativity and Innovation
- Resource Responsibility and Sustainability
- Public Service and Global Citizenship

What follows is a summary of where the Department of Journalism finds itself in the summer of 2016, and where we want to be by 2020. Our goals and strategic objectives are very much in line with the themes of the college as a whole (as developed over 2015-16 by CMCI faculty and staff).

With this document, the Department of Journalism hopes to lay out the specific steps by which this good department will become great.

I. WHAT WE BELIEVE

THROUGH OUR TEACHING, RESEARCH, CREATIVE WORK AND OUTREACH, WE CONTRIBUTE TO THE JOURNALISM RENAISSANCE OF THE 21ST CENTURY.

A. Our Mission

The Department of Journalism is founded on the principle that a well-informed and engaged public is essential to democracy—perhaps more so now, at a time of dizzying change, than it has ever been; and that, in the face of this change, journalism retains a unique role in contributing to civic life and to the quality of public discourse.

We put this principle to work by helping students become constructive participants in an ever-evolving global media landscape, where distinctions between producers and consumers of content have blurred. More specifically, we prepare them, at both the undergraduate and graduate levels, for careers in journalism and other fields of public communication. We train students to gather information from a diversity of sources, to analyze it critically, and to report what is significant, through stories and other media forms across multiple platforms. As part of this work, we encourage ethical awareness so that students will think independently, being prepared to reflect on and to help shape media practices and norms rather than take them at face value.

We believe in the integration of classroom instruction with practical experience. Many of our students work for, and manage, campus online news and entertainment sites, television programs and a radio station. They intern at broadcast stations, newspapers, magazines, websites and social media companies. Lastly, as a faculty, and with the help of colleagues elsewhere in CMCI who are working on new and innovative forms of human communication, we are committed to improving journalism through pioneering research and creative work.

B. Our Vision, Our Values

Our mission reflects the CMCI's vision, which is an aspiration to become “the premier college of communication, information and media in the US and beyond, an inclusive community of scholars and artists, globally recognized for creative, innovative and interdisciplinary collaborations, public scholarship and academic programs. As a visible, inspirational, nimble and

constantly evolving college, CMCI challenges students through experiential learning, collaborative research and creative work, and unique community partnerships to go forth with the confidence, knowledge and skill in media, communication and information necessary to be proactive leaders for positive change in the world.”

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. Our applied scholarship offers 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 effectively to explicate reality for the public. That places a large responsibility on the shoulders of media educators. It’s a responsibility our department must embrace if we are to nurture the democratic project. As will be evident in the action plan in this document, we have already developed thematic strengths in several areas that relate to these commitments, and our intention is to build upon these strengths.

The news 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 a department that restores the media’s will to take on those responsibilities.

While professional environments by necessity must promote some degree of standardization in practice, journalism education provides an alternative venue for initiatives that allow young people not only to experiment with new technologies but to

imagine new paradigms. We will hammer home the distinction between the *conventions* of journalism and other media professions and the *principles* of responsible practice. To do this, we will 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 who study the evolving role of media in society but most importantly as media practitioners. Our neophyte professionals will enter careers with a concrete goal in mind: To apply their 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, theoretical 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 department 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 seek to make this vision real in the context of a new kind of college – one dedicated to interdisciplinary collaboration. Therefore, our strategic plan is written in ways that synchronize with the strategic vision of the entire college.

The plan focuses on four thematic commitments: *to creativity and innovation, to professional and academic excellence, to diversity and inclusiveness, and to public engagement and global citizenship.*

II. Analysis of Our Current Environment

The Department of Journalism operates within a vital and prestigious academic environment. The University of Colorado Boulder is one of 34 U.S. public research universities to belong to the Association of American Universities. It offers 86 majors at the bachelor's level, 71 at the master's level and 51 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 between 35 and 40 percent.

Seven specialty graduate programs are ranked in the Top Ten nationally (U.S. News & World Report, 2016). Forbes magazine rated this campus at #18 in its list of “most entrepreneurial universities in the nation (2015). U.S. News & World Report recently ranked CU-Boulder 37th among the nation’s top 50 public national universities offering doctoral programs.

The Department of Journalism 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 department has strived to remain among the nation’s higher-quality schools of journalism and mass communication.

Like every unit on the Boulder campus, this department strives for excellence under less-than-ideal financial circumstances. For most of the current decade the entire university has suffered unsteady growth, at best, in financial resources. The Colorado Legislature, coping with a stubbornly slow rate of recovery from the “Great Recession” of 2008, and still constrained by an earlier “taxpayers’ revolt” initiative that severely restricts the state’s abilities to tax and spend, has reduced its levels of support for public higher education. Unlike nearly every peer institution in the nation, per-student tuition and fees exceed the per-student appropriation from the state government. In fiscal 1990, 25.1 percent of the university’s operating budget was derived from direct allocations from the state; by fiscal 2017, that has fallen to 4.9 percent.

Still, the central administration of the campus has devoted extraordinary “startup” resources to the new College of Media, Communication and Information. The provost has told the dean that at some point in the next few years the college must sustain itself with revenues derived from student tuitions and other college-specific sources, but during the “launch” period of 2015-2017 the administration has provided funding sufficient to create two new academic units and add significant faculty numbers to three other units. For the Department of Journalism, this has meant the 2015 addition of its first-ever Visiting Professor of Professional Practice (Ross Taylor); and the hiring of Assistant Professor Mei-Ling McNamara in 2016, both of whom bring expertise in visual journalism, and authorization to hire up to four tenure-line faculty members – in various fields of emerging media – during AY 2017.

STRENGTHS	Comment
BALANCED, CONTEMPORARY CURRICULUM	The new Department of Journalism has abolished the medium-specific sequences of previous decades; now all students are multimedia students. The new curriculum requires students to take at least 12 credit hours of conceptual courses in Journalism, as part of their 36-hour degree program.
FACULTY BALANCE	Faculty have either strong academic credentials or strong professional experience; several have both.

SPECIALIZED PROGRAMS	The Center for Environmental Journalism is internationally renowned. In just four years, the CU News Corps has established a reputation for creating in-depth content on Colorado issues that few professional news organization are able to produce.
RESPECTED FACULTY	Teaching is rated strong in relation to Boulder campus. Some faculty hold leadership positions in national associations.
ACCREDITATION	The program has been continuously accredited since 1948 with only two years of probation (1999 and 2011).
ADEQUATE BUDGET	The department's salaries exceed our ASJMC peers' at assistant and full professor rank, and lag slightly at associate rank.
FACULTY GOVERNANCE	Faculty participate fully in the governance of the department, and Journalism representatives hold leadership roles in the CMCI governance structure. The Journalism faculty meets at least once a month.
STUDENT-/FACULTY RATIO	All skills courses have 20 students or less. Doctoral and masters level seminars have 10 students or less.
FACILITIES/EQUIPMENT	The Armory is adequate; equipment is adequate.
OUTREACH TO PROFESSIONALS	Journalism's Professional Advisory Board has 10 members, most of them accomplished media leaders in Colorado. The department maintains a robust internship system that connects students with a variety of media organizations in Colorado and across the nation. The department operates a Hearst Professional in Residence program, bringing in three or four prominent professionals each academic year.
SUCCESSFUL STUDENTS	Undergraduate students represent the department well in national journalism competitions. The vast majority of our undergraduate students find media employment with 18 months of graduating.
WELL-KNOWN ALUMNI	Alumni include John Branch, lead reporter of the New York Times' Pulitzer Prize-winning "Snowfall," and several other highly recognized journalists.
COMMITMENT TO DIVERSITY	Pathways to Excellence summer bridge program (for first-generation incoming first-year students) received system-wide recognition in 2016. Concerted efforts to improve appreciation of diversity in our curriculum, and a good scholarship array for first-gen/students of color.

WEAKNESSES	Comment
TECHNOLOGICAL INNOVATIONS	The department's faculty is strong in many conceptual and skills areas, but it is not as strong in technological areas such as coding, entrepreneurial journalism, social-media journalism, mobile app development or data journalism/ data visualization.
FACILITIES	The Armory is an aging building with a number of minor defects.
FACULTY, STUDENT DIVERSITY	Despite extraordinary efforts to recruit and retain students of color, we find ourselves with low rates of student diversity, and low percentages of female faculty and faculty of color. When the JMC faculty was split into three departments, Journalism emerged with highest percentage of white males.
EXTERNAL FUNDING	Compared to the fund-raising activity of the former School of JMC, little fund-raising was attempted for Journalism programs during the transition to the CMCI. The department must work now to reinvigorate its donor base and its endowments, beyond its robust scholarship endowments.

We See Opportunities

Synergies within the New College. The department is realizing new connections with academic units and other programs across the CMCI, most notably Information Science and Critical Media Practice. The college seems intent on growing its faculty with interdisciplinary combinations in mind, and the department seems open to those opportunities. As one example, a Journalism faculty member is part of the team that has established a year-long, common course for all CMCI first-year students, “Concepts and Creativity.” The course attends to four themes that represent teaching and learning throughout the college: The story, the conversation, the image, and the data.

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 journalism-technology partnerships in the country is Google News Lab, and Google has established a substantial presence in Boulder that includes the News Lab. The department has begun a training program with Google News Lab that could lead to not only better prepared students and better educated faculty, but an extended relationship with Google that will keep us ahead of most journalism programs around the country.

Doctoral Education. The department is part of a new Ph.D. program that includes a Journalism Studies sequence, which never existed in the former SJMC. The program is still a partner with the doctoral programs in Media Studies, Communication and Advertising/PR/Design, but students are now able to plan a course of study with Journalism in clear focus.

Professional Master's Program. The department is positioned to join the campus-wide initiative to create a non-traditional, one-year program that offers a combination of residential and online coursework for a master's in journalism. The business model for these programs is highly entrepreneurial, and a successful professional master's could bring substantial new revenue to the department (and to the college).

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 university's life. The college lacks state funds needed for a new building, renovations, and technology and equipment beyond what the university can normally replace. The university's strategy has been to raise non-resident tuition, but at some point CU will hit a price point at which recruiting non-resident students will become increasingly difficult.

The rapidly changing media landscape. Academic institutions generally, and journalism programs in particular, face the challenge, especially in curriculum reform, of keeping up with constant changes in popular uses of media and technological changes in media production. Faculty need to keep their own knowledge bases current in these areas.

The rapidly changing business models and labor markets into which we graduate our students. 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. Our New Strategy: Think. Innovate. Create.

As stated above, we will take a unique approach to our commitment to helping media produce positive social change. We will do so with four thematic commitments, each of which is also a Strategic Theme of the new strategic plan for the CMCI: **Creativity and Innovation, Diversity and Inclusive Excellence, Academic and Professional Excellence, and Public Service and Global Citizenship**. And because we are operating within a cohesive and inclusive college, we will also contribute to the CMCI's strategic themes that are more relevant to a college's governance goals (Resource Responsibility and Sustainability and A Culture of Integrity, Generosity and Respect) than to a department's educational goals.

The overriding attitude in this plan is innovative and 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 journalism 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 interest of the marginalized, the underserved, and the disadvantaged.

A. **Creativity and Innovation** means exploring new combinations of technologies to reach media audiences, especially young audiences, and sharing what we find with the media professions.

Through leadership in technological innovation, we can build the reputation of CMCI and the Department of Journalism as an incubator for creating new ideas, with a culture to bring them to fruition as innovation. In doing so, we will increase the opportunities for students to explore the possibilities of media technologies; attract attention from industry and other schools for experimental uses of technology.

To achieve creativity and innovation, we will adopt five strategies:

- 1) Increase faculty and student expertise in current and **emerging technologies** for journalism – in research and creative work as well as in the classroom.
- 2) Create a **“FutureWatch”** team of faculty and graduate students, tasked with the proactive identification of trends in journalism practice, in technology and in media scholarship.

3) Encourage **experimentation in pedagogy**, including new forms of experiential learning and interdisciplinary, collaborative teaching with CMCI partners.

4) Explore and develop innovative opportunities for **individualized majors** and minors for Journalism students.

5) Develop new methods for **evaluating research** and creative work that value nontraditional outcomes, including digital forms of creativity and multimedia scholarship.

B. Inclusive Excellence means cultivating an environment that fully integrates diversity – race, socioeconomic status, gender, sexuality, ability, age, geography and religion – and regards competence in this inclusiveness as requisite for excellence in journalistic practice. In embracing this perspective, all our measures of faculty excellence – across teaching, research/creative work, and service -- are simultaneously measures of inclusivity.

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

1) Work to build an **inclusive environment**: free of discrimination and emphasizing respect, tolerance and empathy.

2) Revise the **curriculum** to raise student awareness of multicultural issues and other dimensions of inclusivity.

3) In **programming and public events**, ensure diversity.

4) Increase **student diversity** – among undergraduate and graduate students – and provide the infrastructure to support student success.

5) Recruit, and create system of support for, **diverse faculty and staff**.

C. Academic and Professional Excellence means we value the highest levels of teaching and scholarship, especially excellence that is nontraditional. In our students, faculty and staff, we reward intellectual curiosity, critical thinking, and creative problem-solving. With this excellence we will increase our connections with – and contributions to – the media industries. We will bring the industry to our department, 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.

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.

To achieve Academic and Professional Excellence, we will employ eight strategies:

- 1) Create a system of **rewards and incentives** for faculty excellence that includes grants, professorships, travel funds and other scholarly support.
- 2) Install a curriculum that is **nimble** (able to be changed quickly in response to changes in journalism) and inter-disciplinary (blending concepts and techniques from Information Science and other CMCI departments).
- 3) Develop programs that will increase our interaction with the **journalistic profession**.
- 4) Work with CMCI leadership to create a dedicated **career placement** service for graduate and undergraduate students.
- 5) Enhance the quality and reputation of our already-strong center of excellence, The **Center for Environmental Journalism**, and look for analogous opportunities.
- 6) Develop an undergraduate **Honors Program** that challenges students and builds greater retention, especially among underrepresented groups.
- 7) Improve the quality of online **communication** between the department and the outside world; enable our Website to showcase the innovation and sophistication that we cherish internally.
- 8) Establish a system to **mentor** new assistant professors and instructors, to ensure ever-higher levels of excellence in the future.

D. Public Service and Global Citizenship 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, in helping to solve some of the world's most intractable problems, and (b) all our students, and the public in general, will better understand the relationship between media and societies.

This theme 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.. This will be our strategy:

- 1) Enhance our **students' awareness** and abilities in media ethics, social justice, civic engagement and social responsibility.
- 2) **Engage with the public** on multiple levels, from public scholarship and service-learning courses to local public events and invitations to organizations and citizens (to join in our programs).
- 3) Build partnerships with educational **institutions internationally**, so that we may invite students and educators from abroad to join us in Boulder, and our faculty may enjoy reciprocal experiences.
- 4) Encourage, and reduce the barriers to, **study-abroad** experiences for our students, so that they may develop global fluency.
- 5) Develop a **global dimension** to the activities of the Center for Environmental Journalism and its Scripps Fellows program.

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 department'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 department has made in more than a decade. The department 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 college's goals of enhancing interdisciplinary research and teaching.

The Plan implies a need for four extraordinary new colleagues who demonstrate a record of excellence in the following broad categories:

Position 1. Open Rank, in the area of Digital/Multimedia Journalism

The department seeks a new colleague with expertise in the area of digital journalism. We seek someone with a combination of research and applied skills in areas such as coding, emerging storytelling platforms and techniques, web design, data skills, or other innovative journalistic skills.

Position 2. Open Rank, in the area of Social Media and Journalism

The department seeks a new colleague with research and teaching experience at the nexus of social media and journalism. We are looking for someone with research and teaching experience utilizing data, analytics, mobile media, interactive news platforms,

community/audience feedback, and a clear understanding of how to gather, verify, and disseminate information across social platforms.

Position 3. Open Rank, in the area of Data Journalism

The department seeks a new colleague with a teaching and research interest in data journalism. We are looking for someone with a combination of research and applied skills in areas such as data visualization, data-driven investigative reporting, data mining, storytelling with data, social network analysis, and data analysis focusing on privacy and reliability.

Position 4. Open Rank, in the area of Journalism Entrepreneurship

The department seeks a new colleague in the area of journalism entrepreneurship. The ideal candidate will be someone with teaching and research interests around the idea of developing and studying new business models for journalism, product management of new audience-centered products, and how new institutions of journalism affect the industry’s cultures, norms and finances.

Thematically Organized Timeline for Action

Creativity and Innovation

Strategy 1: 1) Increase technological expertise	Responsibility	Academic Levels	Metric	Timing
Conduct faculty workshops to enhance skills in emerging areas of journalism technology	Chair	All	1 ½--day workshops will have been offered in each of four years, during winter break.	Spring '17 – '20
Have faculty trained and certified by Google News Lab	Chair	UG, MA	Four faculty members will have certification and teach Google-tools modules to JRNL classes.	Jan. '17
Have faculty trained in non-linear video documentary/news storytelling	Ryan	UG, MA	At least six JRNL faculty members trained in racontr content management system	Dec. '16
Obtain classroom facilities to maximize student learning of new technologies	Dean, Chair	UG, MA	Obtain funding sufficient to remodel Armory 201, 209 and 211, and Editing Bays.	Spring '18
Renew or replace software and equipment for student use	Dean, chair	All	Obtain funding sufficient to sustain regular, annual replacement of	Spring '17 – '20

			multimedia equipment	
Create a capstone course that reflects multimedia convergence in a collaborative, experiential setting	UG Curriculum Committee	UG	Capstone course will be ready to launch	Aug. '17
Conduct faculty workshops to enhance skills new-tech research methods	Assoc chair, Grad	All	1 ½-day workshops will have been offered in each of four years, in late August	Fall '16 – '19

Strategy 2: Future Watch	Responsibility	Academic Levels	Metric	Timing
Stay abreast of changes on the media horizon	All	All	A standing committee will have been formed to stay abreast of trends and changes in journalism	Fall '16
Strategy 3: Creative Pedagogy	Responsibility	Academic Levels	Metric	Timing
Create reward structure for interdepartmental team-teaching	Dean, Assoc deans, chair	MA, UG	Offer annual grant to JRNL faculty member to develop and team-teach a new multi-dept course for CMCI	Spring '17-'20
Create structure for training in new teaching methods for journalism	Chair	UG, MA	Offer annual grant to JRNL faculty member to attend "teaching innovation" workshop, and share with colleagues in CMCI.	Spring '17-'20
Strategy 4: Individualized Student Learning	Responsibility	Academic Levels	Metric	Timing
Individualized UG student learning	UG Curriculum Committee	UG	Evaluative rubrics and advising guidelines for individual majors and minors will be approved by JRNL faculty and CMCI Curr Cmtee	April '17
Strategy 5: New Evaluation Standards for Faculty Work	Responsibility	Academic Levels	Metric	Timing
Recognize non-traditional forms of research, creative work	Assoc Chair, Grad	All	Policies/Procedures document revised to reflect new ways of presenting research, creative work	Spring '17
Share new ideas in the	Assoc Chair, Grad	All	Fund one colleague per year to attend any	Fall '17 – '20

presentation of research, creative work			conference that explicitly explores new forms of JRNL research, creative	
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Diversity and Inclusive Excellence

Strategy 1: Inclusive Environment	Responsibility	Academic Levels	Metric	Timing
Learn students' impressions of the department's climate on diversity	Martinez, Dean, Diversity Committee	All	Exit surveys with chair and FCQ items on diversity will be analyzed for a climate assessment each summer. Exit surveys always ask about diversity	Fall 2017
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	Fall 2016-2020
Strategy 2: Increased Awareness of Multicultural Issues	Responsibility	Academic Levels	Metric	Timing
Ensure that new JRNL faculty are aware of the School's emphasis on diversity	Chair, Assoc Chairs, CMCI Diversity Committee	All	Incorporate into the JRNL new-faculty orientation the JRNL diversity plan and diversity teaching tips	Fall 2016 - 2020
Ensure that JRNL faculty are aware of best practices in integrating diversity across curriculum	Chair, Assoc chairs, CMCI 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	2017-2020
Develop an online JRNL resource for diversity-related materials	Chair, Assoc Chairs, CMCI Diversity Committee	All	Listing of books, DVDs, Web sites, and other materials will have been published on CMCI Web site	Spring 2017
Ensure that student journalists are sensitive to issues of diversity	CUI adviser, chair	UG	At least two diversity-related workshops will be presented to the staff of CU Independent each year	Spring 2017
Strategy 2: Increased Awareness of Multicultural Issues	Responsibility	Academic Levels	Metric	Timing
Enhance each faculty member's commitment to diversity	Chair, Assoc Chairs	All	The overhaul of the annual merit-review process will place higher value on diversity-related efforts	Spring 2017

Strategy 3: Graduate Students	Responsibility	Academic Levels	Metric	Timing
Increase the diversity in the CMCI graduate student enrollments	Martinez, Chair, Assoc Chairs	MA, PhD	By networking at targeted institutions and personal visits, the graduate minority proportion will have increased from 5% to 12%	Fall 2018- Fall 2020
Partner with a JMC undergrad dept at a highly diverse institution	Martinez, Assoc chair Grad Studies	MA	A program will have been developed whereby UG students attend SJMC for a summer and receive aid upon their later enrollment in CMCI	Spring 2018
Strategy 4: Recruitment and Retention	Responsibility	Academic Levels	Metric	Timing
Expose high school students of color to Journalism coursework and career opportunities	Chair, Assoc Chairs, Diversity Committee	UG	Continue to have Journalism included in annual Upward Bound and Pre-Collegiate programs	Spring 2017
Partner with newsrooms in newspapers and broadcast to upgrade journalism at a highly diverse high school	Chair, Assoc Chairs, Martinez	UG	A partnership with the Denver Post, Daily Camera, KCNC-TV (CBS-4) will have been established and an Journalism faculty member will be assisting a Denver high school	Fall 2017
Pathways to Excellence – a summer bridge program for diverse, incoming first-year CMCI students	Chair, Pathways Fac Director	UG	The Pathways to Excellence alums will have achieved a graduation rate of 90% or higher, after four years	Spring 2018
Strategy 4: Recruitment and Retention	Responsibility	Academic Levels	Metric	Timing
Partner with JMC programs at diverse community colleges in Colorado	Martinez, Chair and Assoc Chairs	UG	A second college will be added to the School's JMC articulation program (currently with Pueblo CC)	Fall 2018
Aggressively recruit “best and brightest” diverse 12 th -graders applying to CU	Chair, Assoc Chairs, Diversity Committee	UG	The direct-admit minority proportion will have increased from 10% to 20% over previous four years	Fall 2019

Improve financial incentives for UG diverse students	Dean, Chair, Advancement Director, Scholarship Committee	UG	At least half of the Hemingway Scholarships will be awarded to diverse students	Fall 2018
Strategy 5: Faculty	Responsibility	Academic Levels	Metric	Timing
Increase the diversity in the Journalism fulltime faculty	Martinez, Dean, Search Committees, Chair	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 2016
Increase the diversity in the Journalism adjunct faculty	Martinez, Dean, Ass't Dean, Chair	MA, UG	Through personal contacts and outreach to diverse organizations, the proportion of minority adjunct faculty will grow from 5% to 15%	Fall 2017

Academic and Professional Excellence

Strategy 1: Faculty Incentives	Responsibility	Academic Levels	Metric	Timing
Redistribute JRNL Scholar's Fund to provide more funding to colleagues who submitted more research, less \$ to those producing less	Dean, chair	All	JRNL faculty will have presented at 25% more conferences than in AY 2016	May 2018
Fund a rotating professorship for the JRNL colleague with highest research/creative ratings previous three years	Chair	All	Endowment procured to provide additional \$25k to "professor's" salary each year s/he holds chair	Spring 2018
Fund a rotating Payden Professorship in Teaching Excellence for colleague with highest teaching ratings previous	Chair	All	Convert existing Payden Award to provide additional \$20k to "professor's" salary each year she holds chair	Spring 2019

three years				
Fund an internal JRNL research/creative grant	Chair	all	Rubrics, and endowed fund, are in place to grant first research/creative award of \$5,000	Spring 2018
Strategy 2: Nimble, interdisciplinary Curriculum	Responsibility	Academic Levels	Metric	Timing
Create a three-year plan of course delivery that includes regular substitution of newly relevant Special Topics courses	Associate chairs	All	Plan is viewable on CMCI Intranet	Fall 2016
(Same as above)	Associate chairs	All	JRNL offers two never-before taught courses each year	Fall 2017
Increase opportunities for students to take CMCI courses as “non-majors”	Associate Chair UG	UG	At least 20% of course offering each semester will be open to non-majors, without prereqs	Fall 2017
Create reward structure for interdepartmental team-teaching	Dean, Assoc deans, chair	MA, UG	Offer annual grant to JRNL faculty member to develop and team-teach a new multi-dept course for CMCI	Spring '17-'20

Strategy 3: Increase Interaction with Journalism Profession	Responsibility	Academic Levels	Metric	Timing
Publicize and sustain Visiting Professor faculty line	Chair	UG, MA	Line will be filled as FT faculty position, 1 or 2 years per appointment	Fall 2016 – Spring 2020
Increase frequency of Hearst Professionals in Residence	Chair	All	Oversee four two-day visits of working journalists each year	Fall 2017
Faculty attend more professional conferences, e.g. RTDNA, SPJ, ONA, etc.	Chair	MA, UG	Fund bonus stipends for three JRNL faculty to attend one conference each (\$1k each)	Fall 2018
Offer “Journalism Traveling Road Show” -- Friday workshops for news orgs and community college students in CO towns	Chair	MA, UG	First Road Show curriculum designed, first three Road Shows booked	August 2018
Participate actively in CO Press	All	MA, UG	Have at least one speaker from JRNL at	June 2020

Association conference and other events			each of last four CPA conventions	
Create a Professional Advisory Board for the JRNL department	Chair	All	The board will have met twice a year since AY 2017	June 2020
Strategy 4: Enhance Career Placement Services	Responsibility	Academic Levels	Metric	Timing
Create instructional modules for professional development for students	Associate chairs	MA, UG	Modules will have been incorporated into 2000-level syllabi	Fall 2017
Work with new CMCI Career Placement director to ensure attention to JRNL students/alums	Chair	MA, UG	JRNL is included in every activity plan of new CMCI director of career/placement	Dec. 2016
Increase JRNL representation in CMCI career fairs	Internship/career director	MA, UG	Number of journalism-related employers will have increased by 10% each year	Fall 2016-2020
Grow network of JRNL alums, to assist in job news and career advice	Chair, CMCI Career director	All	JRNL's LinkedIn network will have grown by 10% each year; number of respondents to alumni survey will have grown 10% each year	Fall 2016 - 2020
Strategy 5: Enhance CEJ, News Corps	Responsibility	Academic Levels	Metric	Timing
Revive <i>The Stand</i> , CEJ's student magazine	CEJ directors	MA	Frequency of new content has increased each year	Spring 2020
Increase JRNL curriculum in Environmental Journalism	CEJ directors	UG, MA	At least two new courses are offered, with course development funding provided the instructors	Fall 2018
Increase connections with environmental journalists	CEJ directors	All	Become the host of the HQ of the Society of Environmental Journalists	Fall 2018
Increase distribution of News Corps-produce content	News Corps instructors	UG, MA	Network of news org recipient/partners has expanded by 10% each year	Fall 2016-Spring 2020
Secure an endowment to provide travel and equipment funding for News Corps	CMCI fund-raisers, dean, chair, News corps faculty	UG, MA	News Corps enjoys a sustainable \$40,000/year for operating expenses, thanks to endowment	Fall 2018

Strategy 6: JRNL Honors Program	Responsibility	Academic Levels	Metric	Timing
Contribute to the CMCI UG Honors curriculum	Chair, Associate chair UG	UG	A JRNL will have taught a CMCI Honors course with JRNL focus, at least once every four semesters	Fall 2020
Strategy 7: Enhance Online Communication Externally	Responsibility	Academic Levels	Metric	Timing
Produce ByLines Briefly for JRNL alums	Chair, CMCI Comms staff	All	JRNL will have produced two ByLines Briefly editions each year	Fall 2017
Faculty blogs on JRNL page on the CMCI website will ensure fresh, wise commentary	Chair, Amanda McManus	All	Each fulltime JRNL colleague will have contributed at least two topical, timely essays for the JRNL web page each academic year	May 2017
JRNL web page will be fun and interesting to visit	CMCI Comms staff, JRNL chair	All	Each month the home front will feature innovative or creative work of a student or faculty colleague	Fall 2016
Strategy 8: Mentor new faculty	Responsibility	Academic Levels	Metric	Timing
Learn best practices in academic mentoring	Chair	All	Fund one colleague to Academic Mentoring Workshop at UNM (or comparable), who reports back at workshop	Spring 2017
Include Mentoring procedures in JRNL Polices/Procedures book	Chair	All	Procedures will be in force	Spring 2017
Encourage/enable new faculty to participate in professional development activities elsewhere in CMCI or on campus	Chair	All	Each faculty member in her first three years will have engaged in prof development elsewhere on campus at least once a year	Spring 2020
Provide a new-faculty handbook for new faculty members	Chair	All	Participate in CMCI-wide development of New Faculty Handbook.	Spring 2017

Public Service and Global Citizenship

Strategy 1: Enhance students' ethics, responsibility	Responsibility	Academic Levels	Metric	Timing
Expand the curriculum in Media Ethics	Voakes, Whitt, Skewes, McDevitt	PhD, MA, UG	Advanced ethics courses will be offered annually at both 4000 and 6000 levels	AY 2018
Provide graduate curriculum in media and Public Engagement	Chair, Associate Chair Grad	MA	JRNL's MA program will have merged with Media Studies' MAPE (Master's in Public Engagement)	Spring 2018
Strategy 2: Increase public engagement	Responsibility	Academic Levels	Metric	Timing
Increase prominence and frequency of faculty's public scholarship	All	All	JRNL faculty will have produced a total of four pieces of public scholarship per year (e.g. op-ed pieces in respected magazines/newspapers, presentations at national public events, featured interviews on national radio or TV programs, etc.)	June 2020
Host timely, topical events open to Front Range residents	Chair	All	Organize and publicize one JRNL-specific public panel discussion or speaker event each year	Spring 2017
Increase JRNL's participation in CU's Conference on World Affairs	All	All	Co-sponsor a CWA guest journalist each year, either as Athenaeum or during CWI itself	AY2017
Distribute students' journalistic work for use by CO news organizations	Reporting Instructors	MA, UG	At least one reporting course will have student work published/broadcast by external news outlets each semester	Fall 2017
Strategy 3: Build international partnerships	Responsibility	Academic Levels	Metric	Timing
Develop partnerships with JRNL programs in other countries	Chair	MA, UG	Memoranda of Understanding will have been signed with four JRNL programs at foreign universities	Fall 2020
Increase faculty research in JRNL subjects	Associate chair, Grad	All	At least one research project per year will be co-authored with an international partner	Spring 2017

Enable exchanges between JRNL faculty and faculty of our international partners	Chair	All	Supported by new, dedicated funding, at least one JRNL colleague will have lectured/researched abroad each year and at least one foreign colleague will have taught/presented at JRNL each year	Spring 2019
Strategy 4: Study Abroad	Responsibility	Academic Levels	Metric	Timing
Increase JRNL students' participation in Study Abroad	Associate Chair, UG	UG	% of JRNL students in Study Abroad will have increased by 10% each year over four years	Spring 2020
Reduce financial barriers to low-income students' ability to study abroad	Chair, fund-raisers	UG	Establish endowment to provide at least \$5,000 in aid to JRNL students studying abroad each year	Spring 2019
Utilize technology to "team-teach" courses with faculty/students abroad	Chair	UG, MA	Offer at least one course a year in which at least eight class sessions are team-taught via video conference, with an international class	Spring 2018
Strategy 5: Internationalize CEJ	Responsibility	Academic Levels	Metric	Timing
Add international dimension to Scripps Fellows program	CEJ directors	MA	One Scripps Fellow from abroad is a regular part of the mix	Fall 2018
Enable exchanges of faculty and/or students for environmental-reporting activities	CEJ directors	MA	Obtain grants to fund at least one trip per year for JRNL students and faculty to report from abroad	Fall 2017