UNIVERSITY OF ARKANSAS SCHOOL OF JOURNALISM AND STRATEGIC MEDIA
STRATEGIC PLAN | 2022 - 2028
2022-2028 Strategic Plan – Revised and Reapproved May 6, 2022

This strategic plan covers the period of school years 2022-2023 through 2027-2028.

MISSION STATEMENT
The School of Journalism and Strategic Media at the University of Arkansas prepares students to be innovative and ethical media professionals and scholars in the digital world. The faculty is engaged in scholarly and professional pursuits, bringing fresh approaches to challenges faced by media. Our students gain conceptual knowledge and practical skills from a curriculum that emphasizes critical thinking and mastery of state-of-the-art technology. Students learn the importance of diversity, which requires the inclusion of voices from all economic backgrounds, ages, races, genders, and religions in pursuit of accurate coverage of our pluralistic society.

DIVERSITY STATEMENT
The School of Journalism and Strategic Media is committed to providing a learning atmosphere that recognizes and appreciates diversity in all its forms, and that will be a fundamental and guiding principle in this course. We live in a world of diversity – in age, socio-economic class, race, ethnicity, religion, physical ability, gender identification, sexual identification.

As Americans we recognize that this diversity enriches our lives and our experience of the world. As journalists, we recognize how this diversity enriches our professional work. We also recognize that we have the valuable opportunity and responsibility to help increase tolerance and understanding in American society by providing our audiences with accurate and truthful information that is respectful of the vulnerabilities and dignity of those in the news.

STRATEGIC PRIORITIES
Commitment to Diversity, Equity, and Inclusion
To build and embrace a journalism and strategic media program that reflects the diversity of our state and equips our students, faculty and staff with the tools, training and support necessary for them to adopt best practices for diversity in media.

Digital Media Immersion
To offer students early and ongoing hands-on learning in preparation for an evolving media landscape in the digital media age.

Journalism and Strategic Media Excellence
To maintain our standing as a journalism and strategic media school of choice for academic excellence, national recognition, alumni success, and dedication to the highest standards of professional and ethical media practices.

SCHOOL OF JOURNALISM AND STRATEGIC MEDIA STRATEGIC PLAN

This strategic plan is for the period of 2022-2023 through the 2027-2028 school years.

GOAL 1: Maintain accreditation from the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) by 2023 and remain in compliance on all standards.

➢ Action 1: Revise the curriculum grid to show how competencies are addressed in required courses.

➢ Action 2: Revise the strategic plan for 2022-2023 through 2027-2028.

➢ Action 3: Continue to adhere to, routinely evaluate and adapt our Diversity, Equity and Inclusion Plan in accordance to the needs of our students, faculty and staff as well as the standards and guidelines instituted by the University of Arkansas – Fayetteville (a land grant institution) which includes the following: foster an inclusive environment and sense of belonging, maintain a diverse faculty, staff, and student body, embrace an anti-racism culture that strongly admonishes discrimination and harassment, and create the necessary supports enabling diversity and inclusion to be built into curricula.

➢ Action 4: Complete the ACEJMC self-study by July 2022 for ACEJMC reaccreditation that highlights our many improvements and upgrades since our last site visit, specifically focusing on improvements in assessment, diversity and inclusion, curriculum and facilities.

➢ Action 5: Have a preparatory site visit in Summer 2022 or Fall 2022.

➢ Action 6: Submit the self-study before the ACEJMC deadline of noon on Thursday, November 17, 2022.

➢ Action 7: Host a successful site visit on February 12-15, 2023.

➢ Action 8: After the February 2023 site visit, update and revise the self-study, strategic plan, diversity plan, and assessment plan as needed.

GOAL 2: Continue to incorporate best practices for diversity, equity and inclusion in the classroom and curriculum development, hiring practices, student recruitment and retention, and faculty preparation and accommodation.

➢ Action 1: Review and revise the diversity plan for the School with detailed goals for incorporating diversity, equity and inclusion into all aspects of operation.

➢ Action 2: Continue to develop and introduce new diversity courses into the School's core Diversity Requirement for journalism majors, as all majors must take at least one (1) three-credit course on diversity.

➢ Action 3: Increase the number of diverse guest speakers, visiting professors

and noted journalists for appearances in classes and enriching sponsored workshops.

➢ Action 4: Increase the diversity of the faculty by actively recruiting, interviewing, hiring, and retaining qualified diverse candidates.

➢ Action 5: Use the most effective search processes and recruitment strategies for hiring diverse faculty.

Action Steps:
- Follow the Office of Equal Opportunity and Compliance (OEOC) guidelines for recruiting diverse faculty.
- Seek additional outlets or techniques for reaching more diverse candidates.

Responsibility for actions:
 The chair will ensure that search committees follow current OEOC guidelines for recruiting diverse faculty.
 The chair will remain current with ACEJMC guidelines for recruiting diverse faculty and ensure search committees follow these ACEJMC guidelines.
 Search committee chairs and members will follow current OEOC and ACEJMC guidelines for recruiting diverse faculty.
 Search committee chairs and members will seek to interview diverse faculty (although the OEOC does not identify the race or ethnic background of candidates).
 Search committee chairs and members will recommend qualified diverse faculty for hiring where possible.
 The chair and faculty will hire diverse faculty where possible.

Timetable: 1 to 5 years (ongoing)

➢ Action 6: Increase the number of diverse students in the School.

Action Steps:
- Determine whether the number of diverse students in the department is increasing by requesting an annual report of enrollment each Fall semester from the Fulbright College.
- Evaluate what recruitment programs and techniques are working, and which are not.
- Consider new strategies, tactics, programs and/or techniques for recruiting diverse students.

Responsibility for actions:
 The chair, vice chair, and diversity committee will advise, support and/or encourage the recruitment of diverse students, ensuring the School's climate is conducive to enrolling and retaining diverse students.
 The chair and vice chair will work with the teaching assistant professor responsible for recruiting diverse students to find out what resources are needed.
 The staff (Hanna Williams), working with the chair and vice chair, will request an annual report of enrollment each fall semester (after the 11th day of classes) which includes enrollment by all ADPR or JOUR majors, concentrations, levels (freshman, sophomore, junior or senior),

race/ethnicity, and each student's email address.

The staff member will present the enrollment data to the chair and vice chair for consideration.

The chair will share the enrollment data with the faculty, asking for strategies and tactics for improving recruitment and retention of diverse students.

The teaching assistant professor responsible for recruiting diverse students will report on student recruitment at the first faculty meeting each fall, and if needed, recommend new strategies and/or tactics to the chair and faculty.

The Lemke Journalism Project coordinator will report on student recruitment at the first faculty meeting each fall, and if needed, recommend new strategies and/or tactics to the chair and faculty.

The Arkansas Scholastic Press Association executive director will report on student recruitment at the first faculty meeting each fall, and if needed, recommend new strategies and/or tactics to the chair and faculty.

Timetable: 1 to 5 years (ongoing)

> ➢ Action 7: Maintain a welcoming and inclusive climate in the School.

Action Steps:
- Ensure diverse candidates and faculty feel welcome in the School.
- Ensure the concerns of diverse candidates and faculty are heard and addressed.

Responsibility for actions:

The chair will meet with, support, and encourage diverse faculty, ensure the department's climate is conducive to hiring and retaining diverse faculty, and address concerns as they arise.

The chair will ensure faculty can raise questions, concerns, and issues in faculty meetings, including by asking faculty for anything they wish to add to the agenda before every faculty meeting.

The chair will support diverse faculty for School, Fulbright College and University of Arkansas opportunities or resources wherever possible (including grants, travel funds, etc.).

Diverse faculty notify the chair or vice chair of any concerns that arise affecting the climate or inclusiveness of the School.

Diverse faculty who believe their concerns are not satisfactorily addressed by the chair and vice chair may contact or schedule a meeting with the Fulbright College's director of diversity and inclusion, to determine how to best address any concerns that arise affecting the climate or inclusiveness of the School. The director will make recommendations to the chair and vice chair for addressing concerns raised by diverse faculty.

Every faculty and staff member is responsible for ensuring a welcoming and inclusive climate among all faculty, staff and students in the School, including obtaining training the latest policies, practices and diversity workshops offered by the UA, Fulbright College, relevant journalism and mass communication organizations and/or diverse organizations.

All faculty and staff are responsible for taking the initiative to ensure the climate is welcoming and inclusive in the School, Fulbright College, and UA committees, classes, and other meetings or activities.

Timetable: 1 to 5 years (ongoing)

➢ Action 8: Begin awarding a minimum of one four-year scholarship to an incoming student from a diverse or underserved group with financial need. If the student continues to perform well/satisfactorily in courses taken in the school, continue the scholarship until graduation.

Action Steps:
- Have the ASPA Director, LJP Director, the School's Diversity Director of Recruitment, and any faculty recommend incoming students for the scholarship, and have those students apply. The winner must commit to being a major in one of the concentrations or majors offered in the School. The student may switch concentrations or majors, as long as he/she/they remain a major in the School until they complete the program.
- The scholarship committee and faculty consider the applicants, if there is more than one. Then, the winner is selected in the annual scholarship meeting, and awarded a minimum of $5,000 (or the most available) annually, depending upon the amount available (due to the stock market, etc.)
- The chair selects a student mentor and a faculty mentor for the winner, in consultation with the ASPA, LJP and Diversity directors.
- The student mentor meets with the student a minimum of two times each semester to keep track of the student's progress.
- The faculty mentor follows the student's academic progress and provides advice as needed.
- The faculty mentor notifies the chair and scholarship committee of the student's progress.
- If the student earns a grade of B or higher in courses in the School, he/she/they may continue receiving the scholarship annually until graduation.
- If the student does not succeed academically and loses the scholarship, the faculty mentor, chair and/or other faculty will work with the student to help find other options for remaining at the UA, whether he/she/they continue as a major in the School or not.

Responsibility for actions:
- The faculty mentor is responsible for providing support and advice to the student. The faculty mentor is responsible for notifying the chair and Director of Diversity for the School if any issues arise that are hampering the student's progress.
- The student mentor is responsible for providing support and advice to the student. The student mentor is responsible for notifying the faculty mentor and/or chair if any issues arise that are hampering the student's progress.
- The chair and faculty mentor, and if needed, the ASPA Director, LJP Director, and the School's Diversity Director of Recruitment, are responsible for communicating at the end of every semester after final grades are submitted about the progress of the student.
- The School staff may provide assistance in obtaining grades and recording the academic progress of the student.
- If the student fails to earn a 3.0 GPA in courses taken in the School, the chair, faculty mentor, and Director of Diversity must develop and implement an action plan for the student.
- If the student fails to earn a 3.0 GPA for a second semester, he/she/they may lose the scholarship. Any appeals or decisions are made by the chair, faculty mentor, scholarship committee, and the School's Director of Diversity.

- If a student loses the scholarship, the next year the scholarship is awarded to a new incoming diverse student with financial need.
- After four years, all School faculty will consider whether any changes are needed, etc., before awarding the scholarship to another diverse student or students with need, depending on the resources available at the time.

Timetable: Beginning in Spring 2023 and ongoing thereafter

GOAL 3: Stay current in digital and technology training for the profession.

➢ Action 1: Review whether the digital requirement is improving the digital skills of our graduates.

➢ Action 2: Revise or introduce new courses, concentrations, or majors regarding digital training in the appropriate current or emerging mass media platforms.

Action Steps:
- Use the results of the annual survey of cohort graduates to track whether self-ratings of digital training improve. Use responses to the item "Using the tools of technology" to assess whether students' ratings of their digital education improved after the digital requirement was instituted in Fall 2020, and continue to improve.
- Use internship supervisor assessments of intern performance to assess whether digital skills are improving among interns. Use responses to the item "The intern's handling of the tools and technologies appropriate for the profession of this internship" to assess whether supervisor ratings of the digital skills of interns improved after the digital requirement was instituted in Fall 2020, and continue to improve.
- Use the results of the annual senior exit survey administered in JOUR 4981 to assess how well graduates feel they have been trained in digital skills.
- Use the results of early, midpoint, capstone, and other assessment reports to assess how well cohort students are performing on applying current tools and technologies and understanding the digital world.
- Use the recommendations of professionals via the Alumni Board, guest speakers, the visiting Ethics professor, etc., to assess how well students are performing on digital skills or what digital skills training is needed.
- Stay current with trends in curriculum by engaging with the industry, professionals, and other ACEJMC accredited schools or programs.
- Support faculty skills development in current and emerging mass media platforms by providing funding for training and equipment.

Responsibility for actions:

The assessment committee chair will compile the annual report of the digital skills items from the annual survey of graduates, internship supervisor reports, and annual senior exit survey to the School's administration and faculty in a fall faculty meeting each year.

The assessment committee chair and concentration/major coordinators will report on the results of early, midpoint and/or capstone assessments, including regarding digital skills, in a fall

faculty meeting annually.

       The chair will report on recommendations from the Alumni Board regarding digital education in a fall faculty meeting annually.

       Faculty will report on digital education recommendations from professional contacts, guest speakers, the visiting Ethics professor, and other professionals in a fall faculty meeting annually.

       The faculty will discuss the results and make recommendations and suggestions to the assessment committee.

       The assessment committee will consider the faculty discussion and make recommendations for updating digital training, as needed, to the faculty, and when approved, to the vice chair.

       The vice chair will finalize any recommended course and/or program proposals recommended, obtain the final approval from faculty, then submit and shepherd the course or program changes through the UA's approval process.

Timetable: 1 to 5 years (ongoing)

GOAL 4: Review requirements and courses to improve the ACEJMC Competencies (summarized here).
- apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invites ACEJMC is located;
- demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications;
- demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts;
- present images and information effectively and creatively, using appropriate tools and technologies;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
    - demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
    - apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work;
    - effectively and correctly apply basic numerical and statistical concepts;
    - critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
    - apply tools and technologies appropriate for the communications professions in which they work.

➢ Action 1: Review whether the curriculum is improving student performance in the ACEJMC Competencies.

➢ Action 2: Revise or introduce new courses, requirements, concentrations, or majors to improve student performance in the ACEJMC Competencies.

Action Steps:
- Use the results of the annual survey of cohort graduates to track whether self-ratings of training on the ACEJMC Competencies improve. Use the responses to all competency items to assess whether students' ratings of their education improved annually and continue to improve over time.
- Use internship supervisor ratings of intern performance to assess whether performance on the ACEJMC Competencies are improving. Use responses to items for all competencies to assess whether supervisor ratings of interns improved on the competencies and continue to improve.
- Use the results of the annual senior exit survey administered in JOUR 4981 to assess how well graduates feel they have been trained on the ACEJMC Competencies.
- Use the results of early, midpoint, capstone, and other assessment reports to assess how well cohort students are performing on the ACEJMC Competencies.
- Use the recommendations of professionals via the Alumni Board, guest speakers, the visiting Ethics professor, etc., to assess how well students are performing on the ACEJMC Competencies.
- Use the professional evaluations of student work to assess how well students are performing on the ACEJMC Competencies.
- Support faculty development by providing time and funding, where possible, for curriculum development and revisions based on survey and assessment results.

Responsibility for actions:

The assessment committee chair will present a report on the ACEJMC Competencies from the annual survey of graduates, internship supervisor reports, annual senior exit survey, feedback from professionals, and assessments to the School's administration and faculty in a fall faculty meeting each year.

The assessment committee chair and concentration/major coordinators will report on student performance on the competencies from the results of early, midpoint and/or capstone assessments in a fall faculty meeting annually.

The chair will report on recommendations from the Alumni Board regarding the competencies in a fall faculty meeting annually.

Faculty will report on recommendations regarding the competencies from professional contacts, guest speakers, the visiting Ethics professor, and other professionals in a fall faculty meeting annually

The faculty will discuss the results and make recommendations and suggestions regarding any competencies that need to be improved to the assessment committee.

The assessment committee will consider the faculty discussion and make recommendations for updating training or the curriculum, as needed, to the faculty and when approved, to the vice chair.

The vice chair will finalize any recommended course and/or program proposals regarding the competencies, obtain the final approval from faculty as needed, then submit and shepherd the course or program changes through the UA's approval process.

Timetable: 1 to 5 years (ongoing)

GOAL 5: Review recent major curriculum changes to ensure they improve student performance in the relevant ACEJMC Competencies.

- ➤ Action 1: Review whether requiring Marketing 3633 Marketing Research, starting in Fall 2020, helped to improve numerical and statistical learning and application in the ADPR major.

- ➤ Action 2: Review whether the revised Journalism Concentration and courses, implemented in Fall 2022, improved student performance on the ACEJMC Competencies.

- ➤ Action 3: Review whether the new Multimedia Storytelling & Production Concentration, implemented in Fall 2022, provides a good training in the ACEJMC Competencies.

- ➤ Action 4: Review whether the new Grammar, Spelling and Punctuation (GSP) Requirement is improving student performance in the ACEJMC Competencies.

Action Steps:
- Use the results of the annual survey of cohort graduates to track whether self-ratings of training on the ACEJMC Competencies improve. For ADPR majors, see whether ratings for applying basic numerical and statistical concepts improve, when considering performance on all competency items. For the two Concentrations, use the responses to all competency items to assess whether students' ratings of their education improved annually and continue to improve over time.
- Use internship supervisor ratings of intern performance to assess whether performance on the ACEJMC Competencies are improving. Use responses to items for all competencies to assess whether supervisor ratings of interns improved on the competencies and continue to improve.
  For ADPR majors, also consider the ratings for "Using and interpreting numbers."
- Use the results of the annual senior exit survey administered in JOUR 4981 to assess how well graduates feel they have been trained on the ACEJMC Competencies, also considering applying basic numerical and statistical concepts for ADPR majors.
- Use the results of early, midpoint, capstone, and other assessment reports to assess how well cohort students are performing on the ACEJMC Competencies, and for ADPR majors, also consider performance on applying basic numerical and statistical concepts.
- Use the recommendations of professionals via the Alumni Board, guest speakers, the visiting Ethics professor, etc., to assess how well students are performing on the ACEJMC Competencies, with special consideration for ADPR and applying basic numerical and statistical concepts.

Responsibility for actions:
> The assessment committee chair will present a report from the annual survey of graduates, internship supervisor reports, annual senior exit survey, feedback from professionals, and assessments to the School's administration and faculty in a fall faculty meeting each year.
> The assessment committee chair and concentration/major coordinators will report on the results of early, midpoint and/or capstone assessments, including regarding numerical skills for ADPR, in a fall faculty meeting annually.
> The chair will report on recommendations from the Alumni Board in a fall faculty meeting

annually.

Faculty will report on recommendations from professional contacts, guest speakers, the visiting Ethics professor, and other professionals in a fall faculty meeting annually.

The faculty will discuss the results and make recommendations and suggestions regarding any competencies that need to be improved to the assessment committee.

The assessment committee will consider the faculty discussion and make recommendations for updating training in the concentrations or ADPR major for numerical skills, as needed, to the faculty and when approved, to the vice chair.

The vice chair will finalize any recommended course and/or program proposals, obtain the final approval from faculty, then submit and shepherd the course or program changes through the UA's approval process.

Timetable: 1 to 5 years (ongoing)

GOAL 6: Create a plan for faculty changes, growth, diversity, and retention.

Anticipate and plan for the retirement of tenured faculty members.
- Gerald Jordan is retiring in May 2022;
- Rick Stockdell is retiring in December 2022;
- Jan LeBlanc Wicks is retiring in May 2023; and
- Larry Foley may retire in the next five years.

➢ Action 1: The School's administrators must submit a hiring plan annually, typically in May or June, based on the needs of the School, enrollment in each area, and faculty departures or retirements.

➢ Action 2: Have the School's administration and faculty analyze the needs of the program to maintain a focus on ACEJMC Competencies, identifying new digital or other areas of training, consider enrollments and the need to cover classes or introduce classes in the major areas (ADPR, Broadcast, Journalism, and Multimedia Storytelling & Production), and allocate the appropriate number of open faculty lines to areas within the School.

Responsibility for actions:

The faculty in each area (major or concentration) identify the key educational needs regarding the ACEJMC Competencies, both current and in the future, in consultation with professionals.

The administration and faculty share the educational needs of each area and discuss those needs and the future educational needs of the School.

The School's administrators share with the Dean information on the area reports and summaries of the faculty discussions on current and future needs, consulting with the Dean regarding resources, enrollment trends, and other factors, to develop a hiring plan.

The School's administrators discuss the hiring plan with the faculty, based on the educational needs from each area and the discussions with the Dean.

The faculty should come to a consensus on how to proceed.

Timetable: 1 year

GOAL 7: Appoint a new chair and vice chair to regular four-year terms (or terms determined by the Fulbright College Dean).

➢ Action 1: Appoint a chair committee to poll faculty regarding the next chair and complete a report, which reports on the wishes of the faculty and includes the anonymous verbatim feedback from the faculty, and the committee's recommendations based on that feedback.

➢ Action 2: Submit the chair committee report to the Fulbright College Dean [Completed and submitted on November 15, 2021]

➢ Action 3: When a new permanent (or four-year) chair is appointed, he/she/they appoints a vice chair in consultation with the faculty and Fulbright College Dean.

➢ Action 4: When a new permanent chair and vice chair are appointed, they should poll the faculty regarding major concerns and factors to address during their four-year terms.

Timetable: 1 year (or when the Fulbright College Dean and UA Provost finalize the appointment)

GOAL 7: Identify and act on any other needs or concerns arising during the strategic plan period.

➢ Action 1: Have the new chair identify how faculty can regularly identify and raise needs or concerns (and/or continue asking faculty before each faculty meeting whether they have any items to add to the agenda).

➢ Action 2: When a new need or concern is identified as requiring action, the chair addresses it, assigns it to the vice chair to address, or appoints a faculty committee to consider the appropriate action.

➢ Action 3: The appropriate action is shared with the faculty, and if there are no major concerns or objections, the action is taken. If needed, additional consideration is given.

Responsibility for actions:

The faculty are responsible for sharing needs and concerns with the chair and/or vice chair.

The chair is responsible for addressing the new need and concern, either by addressing it, assigning it to the vice chair to address, or appointing a faculty committee to consider the appropriate action.

The chair is responsible for sharing the results with the faculty and taking the final appropriate action, considering faculty feedback.

Timetable: 1 to 5 years (ongoing)

GOAL 8: Work with Fulbright College on "named" endowment for the School of Journalism and Strategic Media.

- ➢ Action 1: Have the new chair meet with the Fulbright College Director of Development and External Relations (or the appropriate representative in that office) to develop a plan for seeking out a donor.

- ➢ Action 2: Have the new chair work with Fulbright Development to identify potential donors and assist as needed.

Responsibility for actions:

      The chair is responsible for learning, staying current with and following UA and Fulbright College rules regarding development, including whether he/she/they is/are permitted to have contact with potential donors, etc.

      The chair is responsible for developing and writing a preliminary plan, which identifies potential donors and makes recommendations on how to contact potential donors, etc.

      After completing the preliminary plan within one calendar year of his/her/their appointment, the chair meets with the appropriate Fulbright College development staffer to discuss and determine how to implement the plan.

      The chair is responsible for staying in regular contact with and assisting the development staffer as needed, always following the UA and Fulbright College development rules and regulations.

Timetable: 1 to 5 years (ongoing)