

**College of Journalism and Mass Communications**  
**2008 Strategic Plan**  
**March 15, 2008**

**Academic Priorities That Confirm Our Statement of Core Values**

The College of Journalism and Mass Communications (CoJMC) has six academic priorities. They are:

1. Develop full-time faculty positions for the business communication and technical communication program and assume the on-going funding for teaching communication courses in the J.D. Edwards Honors Program in Computer Science and Management.
2. Enhance the professional journalism master's degree program.
3. Provide a global perspective in all journalism courses and enhance international teaching opportunities and student projects.
4. Continue to develop greater diversity of students and faculty.
5. Continue to emphasize interdisciplinary education and practice.
6. Continue to expand and improve the capstone course in each sequence.
7. Prepare for review by the Accrediting Council on Education in Journalism and Mass Communications and continue to enhance assessment.

**Core Values**

The six academic priorities identified in this strategic plan reflect the core values of the college, values based on the First Amendment of the Constitution of the United States. The First Amendment states:

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

**Freedom of Expression**

The First Amendment makes it clear that freedom of expression is a bedrock principle on which our nation was founded, and our college embraces and celebrates that freedom. We foster freedom of expression by helping students understand the relationship between free speech and a democracy, and that understanding is at the heart of the mission of the College of Journalism and Mass Communications.

**Student-Centered Learning**

The CoJMC is a student-centered college; student learning is the top priority. Faculty study the pedagogy and apply successful techniques to classroom teaching.

Moreover, the college nurtures learning outside the classroom. The culture of the college fosters such learning through an open-door policy and faculty rewards for devotion to student learning. In fact, college policies insist on faculty being available to meet with students whenever they are not teaching or in meetings.

### **Academic and Career Advising**

This academic year (2007-2008) is the third year the college has had one faculty member designated as advising coordinator. Because advising can help ensure that students graduate in four years, the coordinator is vital to students of the college. Effective advising by a specialist is one way to accomplish this goal and is part of our commitment to serving students. While all faculty are available to answer students' questions, the advising coordinator supervises advising in the college and keeps up on academic requirements and policies.

Career advising is part of every faculty member's responsibility. Each faculty member is in touch with contacts in media professions and is able to provide students with information about various career opportunities and contact information. Current internships and jobs are posted on boards throughout the college, and students are able to refer to these at any time.

### **Dedication to Teaching Excellence**

The college is uncompromising in its dedication to excellence. As a result, the goal is to be a positive influence on students, the university, the community and the world, all the while fostering democratic values. The college carefully evaluates the quality of the courses, the faculty and the equipment to be sure they meet or exceed standards of excellence as well as the standards of peer institutions.

According to the University of Nebraska Role and Mission Statement, "a fundamental mission of the University of Nebraska-Lincoln is teaching." The teaching mission for the College of Journalism and Mass Communications is to develop writing and editing skills, visual and design skills and technical and theoretical foundations to provoke creative and critical thinking by professionals.

Our faculty members conduct research, take part in scholarly endeavors, engage in creative activities, instruct undergraduate and graduate students and provide services for practicing journalists, viewers, listeners and readers throughout the state, region, nation and world.

Student work appears in print, on the air and on the Internet. It has been presented to media professionals around the world and has been judged in national competitions as some of the best student work. The work of our students tells our story better than all the data and rhetoric we can provide about our program.

Our faculty members take teaching seriously. They spend an enormous number of hours both within and outside the classroom, working closely with students to produce

outstanding work. Such devotion to students' personal growth produces excellence and endears us to our graduates and to professionals throughout the nation.

### **Teaching Students to Become Responsible and Ethical Communicators**

Teaching students to become responsible, ethical communicators is the foundation of everything the college does. Audiences trust that media professionals will provide accurate, timely and ethical information that helps them to experience a higher quality of life. The objective of the college's required courses in senior-level media law and media ethics is that students will recognize the heavy responsibility of representing the First Amendment as media professionals.

### **International Emphasis**

The college has taken this mission of fostering free expression abroad, where, in partnership with other educational institutions, it sponsors successful ongoing media training projects at Addis Ababa University, Ethiopia, and at the Kosovo Institute of Journalism and Communication in Pristina, Kosovo. The college is currently working with partners to help sponsor a Media Development Center in Kyrgyzstan at American University-Central Asia, the only liberal arts institution in Central Asia founded on an American model. The ultimate goal of these programs is to help build a free and independent media that will lead to democracy.

Through these partnerships and other programs, the college has cultivated a vibrant international emphasis. Fostering international experiences and education is an important core value. The college wants to develop highly educated graduates who are aware of their relationship to the global society

To develop international scholarship, the college focuses on these areas:

- **International depth reporting projects.** The college's students and faculty have developed an international reputation for their work on depth reporting projects involving foreign countries such as Cuba, Sri Lanka, France and Germany. Many of those won prestigious awards.

The international depth-reporting projects produced by the college include the following:

- *Cuba: An Elusive Truth*, a magazine, and *Cuba: Illogical Temple*, a documentary, took a group of students to Florida and Cuba in 2003 to interview officials, political dissidents and regular Cuban citizens about the country's political and social issues. The magazine was nominated for a Pulitzer Prize; the documentary was honored with a Bronze Oscar in the Student Academy Awards.
- *I Love You -- Neither Do I*, a magazine, and *I Love You, I Hate You, Too*, a documentary, sent student reporters to France in 2005 to explore the thin line between love and hate that the United States and France have danced across for more than 200 years.

- *In the Wake of Catastrophe* (2006) took a class to Sri Lanka and New Orleans, where students compared and contrasted the aftermath of the tsunami that hit Sri Lanka on Dec. 26, 2004, with that of Hurricane Katrina, which hit the U.S. Gulf Coast on Aug. 29, 2005. Students produced a magazine and a documentary.
  - *Renovating the Republic* (2007) let students closely examine the complicated and complex relationship between Germany and the United States and report their results in a magazine. In *Breaking Down Barriers*, students produced a documentary on immigration and education that compared and contrasted the challenges faced by Hispanic immigrants in Nebraska to those faced by Turkish immigrants in Germany.
  - A magazine and documentary about the \$3 billion international quilt industry is to be completed by the end of the spring 2008 semester. As part of this report, students traveled to England to visit museum curators in London and both sponsors and participants at an international quilt festival in Birmingham.
- **International teaching opportunities.** The many faculty members who have helped train journalists in Ethiopia and Kosovo say it was a “life-changing experience” that enables them to bring more depth and diversity to their teaching in Nebraska.
  - **Recruitment of international students.** Involvement in partnerships with Ethiopia, Kosovo and Kyrgyzstan helps the college attract more international students each year. Because of its collaboration with a variety of international partners, the college is becoming known as a place for international graduate students to study. Eight of our students represent the following countries: Ecuador, Germany, China, India, Zambia and Ethiopia.
  - **Summer study abroad opportunities.** To help connect the classroom with real-world international experiences, the college launched a series of study abroad courses in summer 2006.

In one class, students spent five weeks in Paris learning the French language and touring advertising agencies, design studios, newspapers and journalism schools. In another, they traveled to Dresden, Germany, to participate in an international communications conference and toured ad agencies and businesses in Berlin and Munich. In a third class, they studied digital photography in the south of France. The fourth class explored the challenges of mass communicators in the Mexican communities of Cozumel and Cancun.

### **Diversity of Opinions and Viewpoints**

Only through respecting others’ opinions and viewpoints can students learn to understand the true value of freedom of expression. Students in the college learn to listen to a variety of perspectives and present them objectively. Faculty members encourage students to

learn about a variety of viewpoints and opinions through coursework, internships and international experiences.

### **Research about Media Interaction with Society**

Students learn about media interaction with society through specific coursework and hands-on work with academic, business and civic communities throughout the state, nation and in various parts of the world. These opportunities allow students to discover insights about themselves, about audiences and about society.

### **Influence of Media on and by Democratic Society**

Faculty recognize that media have a great influence on a democratic society — and that a democratic society influences media as well. They charge students with understanding these relationships and respecting the influence of their daily decisions on the function of society. Our introductory course — for students in all majors — emphasizes the importance of independent media for a democracy. Our senior-level media law and media ethics courses — for students in all majors — do the same. Each course, in each sequence, at each level, including the skills courses, helps students see how specific skills and ideas relate to a basic commitment to free expression. In other words, our academic priorities are based on a commitment to excellence and to freedom of expression.

### **Embracing Change**

The students understand that change is part of the media business, and recognizing the importance of change attracts bright, motivated students to our college. Developing technology allows media professionals to perform their jobs more quickly, efficiently and with better quality, and our students are eager to meet the challenges. An ever-changing society brings with it different challenges to media professionals, and students learn to understand a changing society through coursework and through the practice of the profession.

### **Challenges to Our Core Values**

The college continues to face two major challenges to our core values: inability to purchase adequate instructional equipment and lack of adequate office, classroom and student laboratory space. Fortunately, careful planning and the assistance of the university have enabled us to make some progress in both areas but not nearly to the extent that is required.

However, no progress has occurred in purchasing the big-ticket items we need to be competitive with peer institutions, such as a new audio board for KRNU-FM or equipment for the television studio. Those items are vital for the college to be competitive in attracting top students.

### **Equipment**

Without a state-appropriated budget for equipment, the college uses \$50,000 in interest from an endowment, as well as technical instruction funds, to purchase computers and video editing and camera equipment. Students in our college compete against students in peer institutions in national championships, and each of the peer institutions (even Baylor University) has at least \$300,000 a year in equipment funding. The comparable college at Penn State, for example, spent about \$500,000 on equipment last year.

Clearly, this college is equipment-intensive; all professional majors require small-section coursework and extensive use of instructional technology. Some 85 percent of the course sections in this college depend on technology-driven instruction. The college must keep pace with hardware, software and maintenance. Five years ago, the college had fewer than 100 computers; now more than 320 computers are used each day. The college policy is to buy new computers only when necessary. We had 1.0 FTE of technology support when we had only 100 computers. We need at least 2.0 FTE of technology support; the demand for support is tremendous on this sophisticated equipment.

### **Space**

The college already is cramped for office, classroom and student laboratory space. Increasing technology needs have required more space to be allotted for video editing equipment. Storage closets have been turned into editing rooms; faculty share offices (sometimes as many as five to an office); and classrooms are consistently filled.

## **Annual Highlights Summary**

The year 2007 was a remarkably successful one for the CoJMC. The college was invited in September to become part of one the country's most ambitious and important journalism education initiatives—the Carnegie-Knight Initiative on the Future of Journalism Education.

Meanwhile, students earned numerous awards, including two national championships in the annual Hearst competition. The faculty added three accomplished leaders from the professional ranks. The generosity of our donors made fiscal year 2007 the third-best fund-raising year in the college's history. And the 2007 freshman class is arguably more talented and more diverse than any in the college's history.

College leaders project that overall the number of students majoring in news-editorial and broadcasting will continue to grow albeit slightly, while the area of advertising and promotion will witness great growth.

## **Strategic Plan Priorities**

Our strategic plan calls for thoughtful allocation of resources and careful attention to logistical details. Here are our academic priorities:

### ***Academic Priority #1:***

## **Develop Full-Time Faculty Positions for the Business Communication and Technical Communication Program and Assume the On-Going Funding for Teaching Communication Courses in the J.D. Edwards Honors Program in Computer Science and Management**

Our college's commitment to writing excellence has expanded as we have been designated the home for courses in business communication and technical communication. The college focuses on teaching students to communicate to a variety of audiences using a variety of media. The emphasis is on communicating information using a practical, easy-to-understand style.

Our immediate goal for the business communication and technical communication program is to launch a national search for a highly qualified technical communication faculty member. We are requesting \$60,000 in salary. A long-term goal is to hire a full-time faculty member to teach business communication courses.

The college wishes to hire a full-time technical communication faculty member as soon as possible to offer stability and continuity to these important and relevant service courses. The CoJMC part-time instructors teach 41 sections of these courses per semester, including two communication courses in the J.D. Edwards Honors Program in Computer Science and Management.

The college is now being asked by the J.D. Edwards program to assume on-going budgetary support for the two instructors who teach the honors courses, Introductory Communications I and II and Applied Communications I and II. The college asks for \$20,000 annually to pay for the salaries of the two part-time instructors.

We have made great progress in expanding and improving the existing service courses, rewriting them as needed in conjunction with specialists in those areas, to be certain the courses meet the exact needs of the colleges we serve. We stay in close contact with the colleges we serve in these courses, and these conversations have resulted in updated courses that deliver the latest and best information to the students. We believe we have been successful in this endeavor, and we continue our efforts.

Here are the specifics of the program:

### **Technical Communication**

The college teaches two rigorous technical communication courses (Technical Communication I and Technical Communication II) as service courses for students in the colleges of Engineering and Agricultural Sciences and Natural Resources (CASNR), as well as for a few other majors. Students may choose one of the two courses based on the student's year in school. The college worked with Engineering and CASNR to recognize the value of allowing students to take both technical communication courses if they so desire. Students in Technical Communication I now work on projects constituting an 80 percent written effort and 20 percent oral. Students in Technical Communication II work on projects representing the reverse: 80 percent oral communication and 20 percent

written. The second course also reflects the desire of Engineering and CASNR to include instruction in speech and expert testimony

While the business communication sections have been moved into computer labs in Andersen Hall, the technical communication courses continue to be taught in classrooms on both East and City Campus. Because technical communication employs the use of technology, we also would like to teach these courses in computer labs.

### **Business Communication**

The college updated its business communication offerings to two courses. The first course, business communication, is oriented to first-year students. The course satisfies the ACE requirements of the university; the course is not indigenous to any major. The second course, Business Communication Strategies 220, is oriented to sophomore students and is required by the College of Business Administration (CBA); hence, it is one of our service courses for students in the College of Business and for those in a few other majors.

To serve the large number of students, CoJMC will offer 28 to 30 sections each semester of Business Communication Strategies 220. This course covers a variety of written and oral outcomes. The college is collaborating with CBA instructors to integrate some relevant “parallel instruction.” This teaching method is similar to the method of instruction used in communication instruction by our college in the J.D. Edwards Honors Program in Computer Science and Management. The College of Business Administration believes in the importance and relevance of this course.

### **History**

In 1997, the vice chancellor of the Institute of Agriculture and Natural Resources, the dean of the College of Agricultural Sciences and Natural Resources and the dean of the College of Engineering and Technology (now the College of Engineering) asked the CoJMC to assume responsibilities for instruction in technical writing (now technical communication). They believed that a professional writing program was a better match for their students’ needs than a writing and composition program. In 2002, the senior vice chancellor for academic affairs and the College of Business Administration approached this college about teaching the business writing (now business communication) course. This course had been taught in what originally was a vocational and technical education program.

We have been following a plan developed for us by a Colorado State faculty member who analyzed our technical writing program when it was moved to this college. All technical writing at Colorado State is in journalism, and that program has been active for many decades. An advisory committee helps us make modifications in these programs so we can provide the best possible instruction for the students. The committee includes an assistant dean from CBA, an associate dean from the College of Engineering, an associate dean from CASNR and the associate director of the JDEHP. They continue to

### ***Academic Priority #2:***

## **Enhance the Professional Journalism Master's Degree Program**

Through collaborations with other university units, the college intends to develop specializations in its master's degree program in the following areas: science and health writing; documentary filmmaking; and creative non-fiction writing.

### **Science Writing**

One of the proposed courses the college wishes to develop is an additional science writing course to supplement JOUR 444/844 Science Writing, which includes undergraduate and graduate students. The additional course would help us reach our goal of creating an interdisciplinary program and a science writing emphasis.

The science writing course has achieved some notable milestones since its inception. Students in the class wrote most of the articles in "Platte River Odyssey," a depth report published in May 2006 that received the 2007 Excellence in Journalism award from the Renewable Natural Resources Foundation. The organization normally honors the work of metropolitan newspapers.

Since the fall of 2007, science writing students have been contributing to a depth report on corn ethanol, to be published by the college in the late spring or summer of 2008. Additionally, a science writing student was recently admitted to the Massachusetts Institute of Technology's graduate science writing program.

The class has been offered seven semesters since fall 2004. Fifty-seven students have completed the course for credit, and four have audited it. Their writing has been published in the Lincoln Journal Star, Redwire, the Daily Nebraskan, Scarlet and on UNL Web sites.

Carolyn Johnsen, who directs the science writing program, has successfully established several interdisciplinary collaborations on the UNL campus and with partners throughout the country, and she continues to cultivate new relationships. She also has helped develop two significant campus events: "Communicating Science to Broader Audiences," a conference at UNL in April 2007 that attracted about 150 public information officers, journalists and scientists from across the nation; and science writing workshop for a national conference of editors of engineering magazines at the UNL College of Engineering in April 2005.

The science writing course serves students with majors in journalism, engineering, biochemistry, natural resources, agronomy, ecology, physiology and computer science.

### **Documentary Filmmaking**

The college would like to continue its efforts to establish a special emphasis in documentary films. A cooperative partnership with Nebraska Educational Television (NET) and the Hixson-Lied College of Fine and Performing Arts has enabled the college to share NET facilities and specialists and has resulted in several notable achievements, including dramatic improvement in the documentary course.

Staff at NET teach a class in advanced documentary production, which is listed as a CoJMC offering, but it has also drawn students from Fine and Performing Arts. In four semesters, 31 students have taken the advanced documentary course. A number of students who took the course and were student interns in the program have gone on to professional opportunities in the media. Those include a graduate who has his own blog and Web site; a student who is finishing a post graduate internship with NPR in Washington, D.C.; and student who is now a production assistant with Tower Productions in Chicago.

The goal is to provide students with instruction from seasoned professionals and experience with state-of-the-art equipment so they can develop professional projects that can be broadcast statewide in Nebraska. An ongoing part of the curriculum involves screenings of the long form documentary, listening to presentations from NET staff in production techniques and producing a 15-minute documentary-style piece.

NET staff also will participate in a CoJMC depth report/documentary project about corn ethanol. A small group of students have been selected to participate in production of the 60-minute documentary under the direction of Michael Farrell.

### **Creative Nonfiction Writing**

In collaboration with the Department of English, the college has begun discussions about creating a creative non-fiction writing specialty as part of the college's professional master's degree.

This genre of writing incorporates fiction writing techniques such as point of view, dialogue and vivid description in a variety of publication styles, including narrative non-fiction, feature articles, memoir, biography and literary journalism.

### ***Academic Priority #3:***

### **Provide a Global Perspective in All Journalism Courses and Enhance International Teaching Opportunities and Student Projects**

This priority is in keeping with the college's core value of fostering international experiences and education. Now, more than ever, journalists need to be well versed in international issues at all levels. Before they can report accurately and with insight, they need to have a keen political understanding of the cultures, religions and ideologies that exist in the world. Our students need to be skilled international communicators. Including a global perspective in all of our courses will help us achieve our priority.

The college wishes to continue its strong international program, which includes depth reporting projects, international teaching opportunities, recruitment of international students and study abroad opportunities. To develop students who are skilled international mass communicators, the college provides scholarships and awards for international travel and requires its majors to have two years of a language other than

English. The college intends to focus on ways to incorporate global perspectives into more of its courses so more of its students are exposed to international issues.

The college is focusing on international projects as part of its proposal to the Carnegie-Knight Initiative on the Future of Journalism Education, which is making a limited number of grants to selected freestanding journalism schools at major American research universities.

Since 1997, the college has undertaken several international depth reporting projects, which include the production of news magazines and documentaries. Students learn magazine writing and filmmaking concepts while working with people in different cultures. Before traveling, students usually spend at least one semester researching and studying the issues facing the nation they are to visit. During their visits, they interview sources and learn more about the culture by experiencing it in person.

Two international depth reporting projects are planned to begin soon. In March, photojournalism teacher Bruce Thorson will take a group of photographers and reporters to Pristina, Kosovo, to do a photo documentary about conditions in that nation. In summer 2008, Thorson will take another group of reporters and photographers to South Africa to produce a similar project. Two additional projects are in the planning stages; one would focus on Ireland, the other on Rome.

The college continues its involvement in successful ongoing media training projects at Addis Ababa University, Ethiopia, and at the Kosovo Institute of Journalism and Communication in Pristina. A third, at American University of Central Asia in Bishkek, Kyrgyzstan, is being developed. Through that involvement, the college participates in valuable faculty and student exchanges. Several international teaching opportunities are planned. And the college would like to enroll three more international students from our international partnerships in Kyrgyzstan, Kosovo and Ethiopia.

Study abroad classes also contribute to the college's international emphasis. Classes planned for the summer 2008 will focus on advertising in Germany; digital photography in the south of France; and mass communication in Mexico.

#### ***Academic Priority #4:***

#### **Continue to Develop Greater Diversity of Students and Faculty**

The college has made progress in this area with the hiring of an additional African-American faculty member. Our immediate goal is to hire a full-time lecturer of color at a salary of \$30,000; the college would contribute \$15,000. The college also wants to continue its recruiting efforts and asks for \$10,000 to continue nationwide recruiting trips.

Significant media experience, plus the desire and ability to complete a graduate degree, is important to us in selecting faculty. If the college had salary support that could be used for attracting minority faculty into these lecturer positions, it would enable us to improve

the number of minority faculty positions. Two lecturers of color in the college are completing their master's degrees. Luis Peon-Casanova is a full-time lecturer in the advertising sequence; his expertise in graphics, his still photography and videography talents are being implemented to the fullest. Trina Creighton is a full-time lecturer in the broadcasting sequence. Her students have demonstrated the quality of her instruction by their prize-winning performances in the prestigious William Randolph Hearst student competitions.

Meanwhile, the number of students of color has increased, and they are among the best in the college. The newer faculty members have strong professional credentials that enhance the educational experiences of students in the college. Those who are minority faculty members help to recruit and maintain minority students in the college. The college's recruiting coordinator, who was hired in July 2005, continues to make positive inroads in attracting minority students to the college and increasing the quality of the incoming freshman classes.

To help us continue to improve on this great success, we are asking for \$10,000 in additional funds to continue the recruiter's nationwide recruiting trips to high school events and conventions.

#### ***Academic Priority #5:***

#### **Continue to Emphasize Interdisciplinary Education and Practice**

A priority for the CoJMC is to assure its students are well-versed in science, history, philosophy, economics, business, political science, law and statistics so that they can be effective critical thinkers.

Our emphasis continues to be using an interdisciplinary approach to educating future journalists. This approach encompasses traditional methods as well as methods incorporating developing technology. We collaborate with other colleges, departments and individuals at this university to provide course instruction, work on grant proposals, share facilities and perform research.

Our current efforts include the following:

- **Collaborating** with the College of Arts and Sciences Mathematics Department and the College of Education and Human Sciences to develop a course designed specifically to teach journalism students the mathematical and critical thinking skills they need to be accurate and ethical. Today, more than ever, the news is filled with important numbers — statistics, graphs, percentages, probability, rates and increases. So it is especially critical for journalists to provide citizens with sound, accurate reports to make informed decisions. Those citizens also should be able to rely on media professionals to challenge potentially misleading statistics and data.

Two sections of a math course for journalists will be available to our students in the fall of 2008; one section will be paid for by the Math Department, the other by the CoJMC.

- **Partnering** with the Hixson-Lied College of Fine and Performing Arts to team teach a junior-level honors seminar called “Arts, Politics and Media.” The course, open to junior honors students from any major, examines and stresses the interconnections among the three institutions listed in its name.
- **Participating** in the visual literacy program. The college is committed to this interdisciplinary, collaborative foundation program for students in art, architecture, interior design, textiles and journalism. In today’s multimedia world, journalists need to be skilled in visual literacy so they can appreciate, interpret and create visual images in conventional and new ways. The college soon will begin a search for an assistant/associate professor who would teach three classes per semester at the graduate and undergraduate levels as part of the Visual Literacy Program of Excellence.
- **Continuing** discussions with other university departments to expand the graduate program to the doctoral level to develop individualized programs for students wishing to pursue dual majors. This goal relates to our core values in every way but most especially to student-centered learning; dedication to excellence; teaching students to become responsible, ethical communicators; international emphasis (We plan to involve our international students from the inception of this priority.); diversity of opinions and viewpoints; research about media interaction with society; and influence of media on and by a democratic society.

The college has developed a specialization in media for those who pursue a Ph.D. in political science. Two Ethiopians from the faculty of Addis Ababa University are enrolled in that program. They have master’s degrees and are taking doctoral level courses in the journalism college to earn a media specialization. They also are graduate assistants in the college.

We are expanding dialogue with other departments and with the executive associate dean of graduate studies to develop a way to cross disciplinary boundaries to offer students interested in journalism and mass communications a way to pursue doctoral studies. Initial talks suggest that partnerships can be forged with other departments that already offer doctoral degrees to develop individualized programs for students wishing to pursue dual majors at the doctoral level. The long-term goal for these efforts is to create a template that could be used across the university by doctoral students wishing to combine interests in various disciplines.

Collaboration and interdisciplinary work have no end date for this college. The more opportunities for collaboration, the richer the educational experience we can offer to our

students. We anticipate continuing change in journalism, and we are preparing our students for the future.

### ***Academic Priority #6:***

## **Continue to Expand and Improve the Capstone Course in Each Sequence**

Offering students enriching educational experiences has long been part of the CoJMC mission. Students in this college participate in a variety of hands-on journalistic experiences to give them an opportunity to put into practice what they have learned in their coursework.

The campaigns class in the advertising sequence challenges students to provide integrated marketing communication campaigns for local, state and national clients. Additionally, the advertising sequence is becoming involved with the documentary and depth reporting program, thus converging all sequences and all students.

Advertising students in campaigns classes develop advertising campaigns for non-profit and for-profit organizations, many of which have resulted in significant service.

Advertising students have produced campaigns for the following clients:

- Adidas (2000 & 2008)
- American Greeting Cards
- Ameritas
- Apple Computers – Macintosh
- Apple Computers – Macintosh Quadra
- Arbor Day Farm Tree Adventure
- Baker’s Chocolates
- Bison (Basketball)
- Cornhusker Bank
- DaVinci’s
- Downtown Lincoln Association
- Eastmont Towers Community
- Folsom Children’s Zoo
- Foundation for Lincoln Public Schools
- FreshStart Home
- Friend Terrace
- Great Plains Art Collection
- Habitat for Humanity
- Hallmark
- HDR Consulting
- Homestead National Monument
- Honda
- International Quilt Study Center
- Joslyn Institute for Sustainable Communities
- Legacy Retirement Center
- Lied Center for Performing Arts
- Lincoln Children’s Museum
- Lincoln Children’s Zoo
- Lincoln Community Playhouse (two campaigns)
- Lincoln Saltdogs
- Lincoln/Lancaster Seniors Foundation
- Maupintour
- Michael Forsberg Photography
- Mutual of Omaha
- Nation Building for Native Youth, Nick Lowery Foundation
- Native Vision, Nick Lowery Foundation
- Nebraska Alumni Association
- Nebraska Army National Guard
- Nebraska Critical Incident Stress Management Program
- Nebraska, Dept. of Economic Development, Division of Travel and Tourism
- Nebraska Foreign Language Program
- Nebraska Health & Human Services
- Nebraska Lewis & Clark Bicentennial Event
- Nebraska Mathematics and Science Coalition
- Nebraska Methodist Hospital Foundation
- Nebraska Office of Highway Safety
- Nebraska Secretary of State – State Quarter Campaign
- Nebraska State Capitol Foundation
- Nebraska State Historical Society
- Nebraska State Museum (Morrill Hall)
- Nebraska Statewide Arboretum
- Nebraska Urban Indian Health Care
- NETV
- NU Directions

- People’s City Mission
- City of Ralston
- RecruitsUnlimited.com
- Security Mutual Life
- Sheldon Art Gallery
- St. Elizabeth Sports and Physical Therapy
- Strategic Discussions for Nebraska
- TeamMates Mentoring Program
- Tobacco Free Nebraska
- UN Cooperative Extension
- UNL College of Journalism
- UNL International Quilt Study Center & Museum
- UNL Teachers College
- UN Law School
- UN Press
- UN Public Policy Center
- UNL Libraries
- UNL Visitors’ Center
- USDA Natural Resources Conservation Service
- Vise Grip
- White House Commission on Remembrance
- YWCA

In the broadcasting capstone course, students have the opportunity to learn about the profession in an on-campus television studio in which the CoJMC and the city of Lincoln collaborate to provide educational programming.

News-editorial students produce a bi-monthly newspaper as part of their capstone experience. The Redwire newspaper incorporates the work of student photographers, reporters, editors and designers.

Students are exposed to cross-platform concepts in NewsNet Nebraska, where they learn the skills to produce a multimedia news product. Media are changing, and we anticipate continuing change. Today’s journalists no longer can limit themselves to one area of expertise; they must have a broad range of skills. Our college recognizes this, and faculty are educating journalists who will be able to prepare and present reliable, ethical information to an information-hungry audience, using the latest technology to most effectively deliver the messages. An increasing number of consumers are choosing to receive news and other information on the Internet and even on cell phones. Our faculty are now teaching the skills necessary to deliver information in many ways.

Additionally, the college is continuing its depth report/documentary program for students in all three sequences. Planning for the depth reporting opportunities begins as much as a year before the semester in which students actually enroll in a class. Once a class begins, high-tech equipment is required. The college’s need for equipment, technical staff and additional operating funds is ongoing and immediate.

Advanced reporting courses in broadcasting and news-editorial sequences have provided opportunities for students to do documentaries and depth reports on many topics, both locally and internationally. Two have been nominated for the Pulitzer Prize.

News-editorial students have produced the following depth reports: *Coming of Age: The Cather Years at the University of Nebraska* (2001), about the “golden age” of the university, when some say the campus reached a flowering of intellectual activity and Cather found her literary voice; *Reflections on the Little Bighorn* (2001), which was written in conjunction with the 125<sup>th</sup> anniversary of the Battle of the Little Bighorn and tells the history of the Great Plains, the Plains Indians, the battle and the anthropological discoveries at the site; *Battle of the Bulge* (2002), which focused on fat consumption and

negative stereotypes of overweight people; *Could Terror Strike Home* (2002), which researched potential threats and potential solutions should terrorism strike in Nebraska; *Cuba: An Elusive Truth* (2003), which took a class to Cuba to research how American foreign policy affects Nebraska farmers and was subsequently nominated for a Pulitzer Prize; *I Love You—Neither Do I* (2005), which investigated the love-hate relationship with France, especially since September 11, 2001; *Cold Blood* (2005), which was written during the 40<sup>th</sup> anniversary of Truman Capote’s book, *In Cold Blood*, and investigated Capote’s work and its impact on literature and journalism and the community in which the story unfolded (*Cold Blood* was also nominated for a Pulitzer Prize); *In the Wake of Catastrophe* (2006) took a class to Sri Lanka and also to New Orleans, where students compared and contrasted the aftermath of the tsunami that hit Sri Lanka on Dec. 26, 2004, and Hurricane Katrina, which hit the U.S. Gulf Coast Aug. 29, 2005; *One Big Family, One Big House* (2006), which took an in-depth look at Lincoln’s Clinton elementary school and its role of family to the students in that lower socioeconomic class neighborhood; *Renovating the Republic* (2007), which looked at the ways Germany is dealing with its past and constructing its future.

A magazine and documentary about the \$3 billion quilt industry is to be completed by the end of the spring 2008 semester. As part of this report, students traveled to England to visit museum curators in London and to interview both sponsors and participants at an international quilt festival in Birmingham.

Broadcasting advanced reporting students have produced documentaries to accompany some of the depth reports. They are: *Reflections on the Little Bighorn* (2001); *Cuba: An Elusive Truth* (2003); *I Love You—I Hate You, Too* (2005), to accompany the depth report titled *I Love You—Neither Do I*; *Cold Blood* (2005); *In the Wake of Catastrophe* (2006); *Breaking Down Barriers* (2007) contrasting the problems of Turkish immigrants in Germany to those of Hispanic immigrants in Nebraska.

All of these capstone courses encourage excellence and relate to the core values of the college.

### ***Academic Priority #7:***

### **Prepare for review by the Accrediting Council on Education in Journalism and Mass Communications and continue to improve assessment**

As part of our upcoming accreditation review, we must organize and complete a comprehensive self-study report before a fall 2009 site visit by the Accrediting Council on Education in Journalism and Mass Communications.

In conjunction with the upcoming review, we want to focus on improving our assessment component, which is required by our accrediting body. To help assess learning outcomes and improve student learning, the college launched an electronic-portfolio assessment project that was funded by an ITLE grant. Students receive advice about their work and

employment prospects from professionals. The electronic portfolio enhances students' professional skills through that direct interaction.

To continue the e-portfolio project, the college requests \$12,500 to help finance another graduate assistant position to provide the administrative oversight of the assessment project.

The e-portfolio is part of the college's broader assessment plan, which also includes revised on-line evaluations that reflect college outcomes; implementation of on-line exit interviews for all three college sequences; a review of core course curriculum and the graduate program; and participation in the PEARL project. Our assessment approach also is in line with the curriculum revision for the new outcomes-based general education program.

## **College History**

Mass communication education programs are derived from two models: the professional or the theoretical-empirical. The CoJMC was founded on a professional model and focuses on application of communication skills. This course of study is designed to educate future media professionals in the skills, history, law and ethics of media. Schools such as Northwestern, Cal-Berkeley and Columbia often are cited as successful examples of the professional model.

The CoJMC is the only journalism and mass communications program in Nebraska that is accredited by the Accrediting Council on Education in Journalism and Mass Communications. It has very close ties with media in the state, region and nation.

What is now the College of Journalism and Mass Communications was organized by the Board of Regents on May 22, 1923, as a school within the College of Arts and Sciences with the purpose of "coordinating the university's activities in the field of journalism." In 1924 the school was admitted to membership in the American Association of Schools and Departments of Journalism.

Before that date, in the fall of 1894, Will Owen Jones, longtime editor of *The Nebraska State Journal*, had introduced journalism instruction. Instruction was expanded in subsequent years, and coursework for the certificate in journalism was introduced in 1917. The first recipient was graduated in 1919.

Journalism at UNL began as a news-editorial department and remained that way until after World War II. By that time, some advertising courses had been introduced into the curriculum. Broadcasting, which had been taught largely in the speech department, was introduced into the school in the mid-1950s as broadcast news. Soon thereafter, the dean of the College of Arts and Sciences moved the entire broadcast program out of speech and into journalism. Both advertising and broadcasting became curricular sequences during the early 1960s.

In 1979 the Board of Regents approved free-standing status for the school. As the only “school” on campus with a dean reporting directly to the vice chancellor for academic affairs, this school did not fit the pattern of the university. Upon the suggestion of the chancellor and with the backing of a new vice chancellor, the faculty requested that “school” status be changed to “college.” Under our state constitution and statutes, only the Nebraska Legislature can name a college. It did so in the spring of 1985. Since that year, the college has offered a bachelor’s of journalism degree.

The focus of the college on excellence and professional preparation is not new. As director, William Hall made great improvements in the school, and by the early 1970s, R. Neale Copple’s leadership had brought national respect to the professional preparation the program provided. The simple tenets on which this excellence was based:

1. That the college builds a sound professional program closely coupled with a solid liberal arts education
2. That the college attempts to do very well that which it can afford to do — an emphasis on quality and not quantity