

School of Journalism and Mass Communications
Faculty Meeting
March 10, 2017

Faculty and staff in attendance were Julie Adam, Barbara Barnett, Kerry Benson, Gerri Berendzen, Peter Bobkowski, Ann Brill, John Broholm, Yvonne Chen, Joseph Erba, Pam Fine, Muger Geana, David Guth, Angie Hendershot, Penny Hodge, Carol Holstead, Jammie Johnson, Denise Linville, Frances Lyons, Chuck Marsh, Lisa McLendon, Kerry Navinsky, Laveda Peterlin, Jon Peters, Scott Reinardy, Steve Rottinghaus, Hyunjin Seo, Susanne Shaw, Eric Thomas, Matt Tidwell, Gayle Vannicola, Tom Volek, Mike Vrabac, Hong Vu, and Mike Williams.

Updates:

A search for Professor of the Practice in Broadcast to replace Chris Bacon will begin soon; two searches will be launched next year and more information will follow; Hye Jin Bang will join us in the fall as assistant professor.

Undergraduate, Graduate student updates

- Volek – latest undergrad admittance numbers are up from the previous year; proposed change to J488, increase hours from 2 to 3, a practical approach that will go to curriculum committee for vote
- Reinardy – Eight offers to PhD students with a 4/15 deadline; respectable group of master's students joining School in the fall semester; Matt Tidwell and Angie Hendershot have done a great job with the Integrated Marketing Communications Program at the KU Edwards Campus; 12 spring IMC grads; 8 on-line grads; 4-6 doctoral students for hooding

Recap of visit from Jan Slater (Brill) *Awareness, Knowledge, Application of core skills* – faculty and staff formed five groups to discuss how students demonstrate awareness, knowledge and application in these 13 categories: Understand & apply principles & laws of freedom of speech and press; Demonstrate understanding of the history & role of professionals & institutions in shaping communications; Demonstrate an understanding of gender, race ethnicity, sexual orientation & other forms of diversity domestic society in relation to mass communications; Demonstrate understanding of diversity of peoples, cultures & significance of mass communications in global society; Understand concepts & apply theories in the use & presentation of images and information; Demonstrate understanding of professional ethical principles & work ethically in pursuit of truth, accuracy, fairness & diversity; Think critically, creatively & independently; Conduct research & evaluate information; Write correctly & clearly in forms and styles for the communications professions, audiences & purposes they serve; Critically evaluate their own work & others' for accuracy, fairness, clarity, appropriate style & grammar; Apply basic numerical & statistical concepts; Apply tools & technologies; Other knowledge, skills. See below for results.

Priorities for AY 2016 – 2107: Recruitment; Reaccreditation; Curriculum: Assessment and norming; Diversity; Fundraising

SAVE THE DATE: APRIL 20, 3:30 P.M., Woodruff Auditorium, Kansas Union
Charlie Rose, National Citation Award and Scholarship & Awards Ceremony
Awareness, Knowledge, Applications of core skills

Competencies group discussions and summaries

Understand & apply principles & laws of freedom of speech and press:

How do students demonstrate AWARENESS:

- Basic understanding of copyright, libel laws
- Participating in orientation, asking question of professors
- Testing in 101
- Read, exams, discussion, quizzes
- Principle, acknowledge problems, involved in fundamental discussion, freshmen

How do students demonstrate KNOWLEDGE:

- Freedom of the press
- Exams, class discussions, media consumption
- Writing case studies, doing research
- Debates, presentations
- Examples, juniors, written and oral explanations, case studies

How do students demonstrate APPLICATION:

- FOIA Request; State House Reporting; Use of public records
- Producing own work, managing production, asking tough questions
- Internships, campus media, FOIA/KORA requests
- Case studies, testing, get involved, protest, law school
- Seniors, message development

Demonstrate understanding of the history & role of professionals & institutions in shaping communications:

How do students demonstrate AWARENESS:

- Background on profession. Provide context based on current communication tools.
- Historical references in responses, interacting with guest lecture
- Testing in 101
- Class lectures, WAW Day, speakers, history class

How do students demonstrate KNOWLEDGE:

- Knowledge can be optimal
- Exams, class discussions, evaluating guest lectures
- Research papers/projects

How do students demonstrate APPLICATION:

- No application
- Explaining why we are the way we are
- ?
- Internships, networking, J-School Generations, Interviewing, Agency, Career Fair

Demonstrate an understanding of gender, race ethnicity, sexual orientation & other forms of diversity domestic society in relation to mass communications:

How do students demonstrate AWARENESS:

Enrolling in diversity classes, joining related organizations, comprehensive exposure to different voices, engaging with international students

Testing in 101

Discussion, lecture, quizzes

How do students demonstrate KNOWLEDGE:

Exams, class discussions, asking relevant questions, critique professionals

Analyze media messages and representation

Assignments

How do students demonstrate APPLICATION:

Production of media with relevant diverse sources, reporting in community—not on community

Crafting messages, choosing sources, identifying topics to cover and audiences to reach, images – choosing appropriately

Writing inclusive stories, study government, research

Demonstrate understanding of diversity of peoples, cultures & significance of mass communications in global society:

How do students demonstrate AWARENESS:

Learning about study abroad

Testing in 101

Study, projects, papers, discussion

How do students demonstrate KNOWLEDGE:

Showing they understand media practices in other nations or differences in consumption practices

Search for information internationally

Analyze news media, campaigns, and case studies internationally

How do students demonstrate APPLICATION:

Study abroad

Crafting messages to other global markets

Study/intern abroad

Understand concepts & apply theories in the use & presentation of images and information:

How do students demonstrate AWARENESS:

Fundamentals of public speaking

Beginning use of appropriate terms or terminology

Concepts in J300

Exams, discussion, introduction of concepts, vocabulary

Understand what a good presentation looks like

How do students demonstrate KNOWLEDGE:

Critical analysis of images and info

Making graphics, taking photos, shooting video

JTech

Use of effective tools

How do students demonstrate APPLICATION:

Doing presentations

Multimedia production

Campus media, internships, campaigns, crafting visuals

Take photos, portfolios, creative visuals for presentations, design campaigns book or infographics

Ability to produce effective presentation

Demonstrate understanding of professional ethical principles & work ethically in pursuit of truth, accuracy, fairness & diversity:

How do students demonstrate AWARENESS:

Basic understanding, syllabus

Personal selection of media, challenging and asking questions

Testing in 101, recoup in 608

Understand others' value endpoints of view

How do students demonstrate KNOWLEDGE:

Focus on theories of ethics

Exams, class discussion, recognition of challenges

Analyzing ethical codes, case/situation studies, debate

Apply decision making models to case studies

The potter box, professional understanding of ethics, appropriate behavior

How do students demonstrate APPLICATION:

Service learning opportunities, teamwork, internship

Case-study/problem solving, analysis of their own specific values, challenging and asking questions

Internships, campus media, campaigns, upper-level reporting

Produce product in moral and ethical way

Think critically, creatively & independently:

How do students demonstrate AWARENESS:

Purpose-Audience-Media; Interpret media messages

Demonstrate curiosity, challenging the status quo, professors, other students and assigned readers

Everything (life in general)

Differences between teaching and spoon-feeding

Understanding different perspectives

How do students demonstrate KNOWLEDGE:

Creating free environment for speaking up; Ask 'why' and 'how' questions

Explaining ideas, Facility with basic logic

Analyzing data, news, audience, messages

Putting yourself in someone else's shoes, use of problem solving skills

How do students demonstrate APPLICATION:

Projects; Strategic thinking; Evaluate sources

Capstone projects

Doing a research project, campus media, campaigns

Overwhelmed, we think this is a big deficiency. Students have less initiative, less of a "I'll take whatever you throw at me at a time."

Communicate problem solving skills

Conduct research & evaluate information:

How do students demonstrate AWARENESS:

Secondary research, seeing the value of research

Asking questions, reading widely and staying informed

Concepts in 302

Value of research, understanding difficulties between fact and fiction, how to find the answers

How do students demonstrate KNOWLEDGE:

Methods courses

Writing good questions, developing a research strategy

Evaluation of information sources, efficient and effective search

Understand sources, use research instruments

How do students demonstrate APPLICATION:

Writing research reports; Primary research

Literature review, projects that break ground, synthesis of ideas

Choosing appropriate resources for a project, gathering relevant information from reputable sources

Developing fact and evidence based products

Write correctly & clearly in forms and styles for the communications professions, audiences & purposes they serve:

How do students demonstrate AWARENESS:

Introduce grammar

Knowing what they don't know

Start in 304

Grammar test, writing assignments

Freshmen, value of professional application in a strategic communication or news career

How do students demonstrate KNOWLEDGE:

Class discussion of writing principles

Understand professional communication formats, begin to execute these formats

Writing assignments for different audiences, end assessment

Different writing styles and how to use them

How do students demonstrate APPLICATION:

Writing assignments

Literate documents, revision, peer-editing, facility in different styles

Campus media, internships, capstones

Professional grade understanding and use of all writing skills

Critically evaluate their own work & others' for accuracy, fairness, clarity, appropriate style & grammar:

How do students demonstrate AWARENESS:

Start in 304, Bremner Center

Provide rubric and standards to grade themselves, provide overall expectations

How do students demonstrate KNOWLEDGE:

Editing marks

Detail editing, concept editing, fact-checking

Understand value of feedback in classroom

How do students demonstrate APPLICATION:

Delivery of constructive feedback

Campaigns (designated editor), campus media

Critique work using professional standards

Apply basic numerical & statistical concepts:

How do students demonstrate AWARENESS:

Acknowledge what they don't know, curiosity

Concepts in 302

Freshmen understand numerical data and its value in research

How do students demonstrate KNOWLEDGE:

Test of basic concepts, asking relevant questions

Collecting and analyzing data, performing and checking calculations

Critical thinking for data application, class assignments

How do students demonstrate APPLICATION:

Legitimate comparison of longitude data sets, briefs, use of data as supplementary evidence

Creating appropriate visualizations of data, evaluating the accuracy of polls, studies and other data (plans book), analyzing financial data

Analyze data, ability to draft meaning of data

Apply tools & technologies:

How do students demonstrate AWARENESS:

Basics of editing

Knowledge of existing technologies

Concepts in 300, 302, 210 and JTech

Freshmen basic understanding of news media and technology

How do students demonstrate KNOWLEDGE:

JTech

Comparison of tools and tech, terminology, understand combination of complementary tools

Using common media tools, using surveys

Sophomore actively use new media and technology

How do students demonstrate APPLICATION:

Design assignments (audio + video)

Production of multimedia, early adoption

Social media analytics, campus media, web analytics, A/B testing

Produce content

Other knowledge, skills:

How do students demonstrate AWARENESS:

Being here, present

Concepts in 150

How do students demonstrate KNOWLEDGE:

Civility in class discussion

Class presentations, case studies of management and sales

How do students demonstrate APPLICATION:

Group leadership, networking blog, interactions with media, creating promotions with personal brand

Giving presentations, internships, campus media (including sales at UDK), evaluation of strategies for effectiveness

NOTES: All classes should have a "to-do" component; More focus on analysis and application of data; Problems with grammar; Lack of up-to-date technology; More numerical literacy; Tackling controversy; Awareness is part of the conversation; Knowledge is what you've learned that you can talk about; Application is what you do with the information