2004-2005 Journalism

Mission
The mission of the School of Journalism is to explore and to help students explore the institutions, procedures, professional skills, and audiences of journalism and mass communication. Our subject is how the media mediate, and what this process of mediation means for public life in America and around the world. This mission is both an academic and a professional one; it is about learning, teaching, and doing. To this end, we are committed to scholarly research in journalism and mass communication, to liberal education in the arts and sciences, and to professional training in media work.

Mission of the Baccalaureate Program
The mission of the baccalaureate program of the School of Journalism is to help students learn to read, think, and communicate clearly, critically, and creatively. The school is committed to liberal education in the arts and sciences, as well as to professional training in the skills of journalism and mass communication. The school believes that both breadth and depth of learning must characterize the undergraduate experience. To this end, the Bachelor of Arts in Journalism degree emphasizes:

- development of basic skills in writing, critical thinking, independent learning, mathematics, foreign language, computers, and new information technologies;
- exposure to a broad range of coursework in the disciplines of the liberal arts and science, both in the School of Liberal Arts and the School of Science and within the School of Journalism;
- study of human culture outside the United States and of selected minority cultures within the United States;
- training in statistical analysis and quantitative and qualitative research; training in the professional skills of journalism and mass communication, including reporting, writing, editing, visual communication, new communications technology, and collaborative group work;
- study of the institutions, processes, and effects of mass media in society;
- study in depth of a field or discipline in the arts and sciences, other than journalism and mass communications;
- preparation for a lifetime of learning.

Goals and Objectives

1. Connect the research and creative strengths of IUPUI with the opportunities and needs of Indianapolis and Central Indiana

2. Publish the second book from the School’s Voices of the Turtle project about Woodland Indians.

Campus Planning Theme: Research, Scholarship and Creative Activity
Secondary Goals:
Sub Unit: None
Time Frame: Spring 2003

Actions taken for 2004-2005:

Nearly complete first draft is in the hands of an IU Press editor. This manuscript is near completion. Additional historic materials were discovered that were incorporated into the book.

Evidence of Progress for 2004-2005:
Activities planned for 2005-2006:

Finish writing, layout and photographs.

The finished manuscript has been accepted by IU Press. However, the press has only agreed to publish black and white photographs in one signature. We, and the subjects of the book, want color photographs to appear with each person’s chapter. To accomplish this goal, we need to raise $15,000 in subvention. We have raised approximately $5,000.

A grant proposal is under review by Conoco Phillips for the remainder of the funding needed. We may hear about the grant in November or December of 2005.

 Coordinate school and campus promotional materials and approaches to prospective students

1. Revise the School of Journalism web site

   Campus Planning Theme: Teaching and Learning
   Secondary Goals:
   Sub Unit: None
   Time Frame: May 2004

Actions taken for 2004-2005:

Over the last year, our web site has enjoyed increased use. Traffic has increased by about 33 percent over last year with a 100 percent increase in October 2005 (35,000 page views). We have made a concentrated effort to keep the information current and updated with regular news items. We have a new section on jobs and internships and we issue J-Grams (a push-pull e-mail we send to all majors weekly). J-Gram content includes news notices and information appropriate to journalism majors to help them make course selections, highlight internship opportunities and prepare seniors and graduates for the job market.

Evidence of Progress for 2004-2005:

New section in operation.

Activities planned for 2005-2006:

We anticipate adding a new section in January of 2006 after a complete redesign of the web site that focuses on high school juniors and seniors and provides information that will help them make choices about universities and majors and promotes IUPUI and the School of Journalism.

2. Develop School of Journalism promotional materials

   Campus Planning Theme: Teaching and Learning
   Secondary Goals:
   Sub Unit: None
   Time Frame: August 2004
Actions taken for 2004-2005:

Our brochures have been updated to reflect the new university image standards and new graphic look. One new general brochure will be printed in November 2005 and additional brochures are printed locally as needed.

Evidence of Progress for 2004-2005:

New photographs completed by August, 2004; new brochures on hand; marketing plan under way. Evaluations scheduled for October 2006.

Activities planned for 2005-2006:

The school will obtain branded pens to use as a promotional item with high school students. This has proved a surprisingly popular item and useful as a result. In addition, an information packet is under development to use with high school journalism and newspaper advisors and teachers, and for high school students interested in journalism. This will be used for the first time in January 2006.

Create new professional interaction and experience opportunities for students.

Create a student operated public relations agency

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2004-2005:

The student agency, Jaguar Communications, has been organized with five initial members and has created a business plan to govern its initial operations. It also has its first client and is just beginning work for that client. Space and tools have been allocated for the organization to conduct its business.

Evidence of Progress for 2004-2005:

Successfully completed projects and campaigns.

Activities planned for 2005-2006:

The agency will expand to allow more students to participate in the coming semesters and continue to solicit clients to provide learning opportunities for members in agency operations and real-world public relations tasks, programs, and campaigns.

Establish a Public Relations Student Society of America Chapter

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2004-2005:

The chapter has been created and already has students operating professional development programs and activities with a constitution and bylaws. Currently, students operate as a "sub chapter" of the Indiana University PRSSA chapter. The request for a Charter to establish a unique IUPUI chapter from the Public Relations Society of America (PRSA) has been completed and will be forwarded to PRSA in November 2005 for action.

Evidence of Progress for 2004-2005:

The current chapter has already conducted professional development programs and has increased its membership to twenty-two (22) students. Approval of charter by Public Relations Society of America.

Activities planned for 2005-2006:

The chapter continues to recruit and grow new members. It is anticipate that the charter application will be approved (all requirements have been met) no later than May, 2006.

Develop M.A. Proposals

Develop Proposal for M.A. with a focus in Public Relations and Health and Science

Campus Planning Theme: Teaching and Learning, Collaboration
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2004-2005:

Approval of Dean of School of Journalism to move forward on this project has been obtained. Initial research in other programs and some research needed to establish need for the degree has been completed. Initial examination of course requirements has been conducted and proposed course composition for the degree has been established. New courses needed for the degree program are under development. Initial financial analysis has been conducted. Early discussions with Kelly School of Business have been conducted to obtain partnering agreement on business courses to be included in the course of study.

Evidence of Progress for 2004-2005:

Commission for Higher Education approval of the degree.

Activities planned for 2005-2006:
Courses required to complete the course offerings will be developed by January 2006. Formal support from industry and community leaders will be complete and documented no later than February 2006. Formal proposal will be presented to the School of Journalism faculty for approval no later than February 2006 with presentation to IUPUI through normal degree process continuing until approved. Target is to have the proposal approved for initial implementation by SY2007-2008.

Develop wide-spread community participation in the development and implementation of IUPUI’s civic engagement in Indianapolis and Central Indiana

1. Continue ongoing activities

**Campus Planning Theme:** Civic Engagement  
**Secondary Goals:**  
**Sub Unit:** None  
**Time Frame:** Ongoing

Actions taken for 2004-2005:

Jim Brown is on the advisory board of the Keating Feature Writing Competition board, the School of Journalism is a cosponsor of the annual competition now in its 19th year.

Jim Brown and Deb Perkins were on the national staff of the National Jamboree of the Boy Scouts of America. Jim Brown serves on several council advisory committees of the Crossroads Council Boy Scouts of America. Brown was awarded the Silver Beaver Award for distinguished service to youth. Bob Dittmer and Deb Perkins serve on Public Relations committee of the Crossroads Council Boy Scouts of America. The School has sponsored an Explorer Post, Boy Scouts of America. Bob Dittmer is a member of the IUPUI Community Board and chair of its Positioning Committee.

One public relations class traditionally serves external clients each year with the development of a public relations campaign plan. This effort is normally for a local not-for-profit organization.

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**Evidence of Progress for 2004-2005:**

People keep asking us to be involved.

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**Activities planned for 2005-2006:**

More of the same.

Bob Dittmer will serve as National Assembly Delegate from the Hoosier Chapter to the National Assembly of the Public Relations Society of America (PRSA) in 2006.

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E-Portfolio

`Develop a School of Journalism Evaluation Matrix`  
**Campus Planning Theme:** Teaching and Learning  
**Secondary Goals:**
Sub Unit:

Time Frame:

Actions taken for 2004-2005:

Jim Brown met with Lorie Shuck of the Center for Teaching and Learning on November 4, 2005. An overall plan for a school evaluation portfolio was developed. A followup meeting with an instructional developer will help answer logistical questions that emerged in the discussion.

Evidence of Progress for 2004-2005:

Completed matrix. Student use of the matrix.

Activities planned for 2005-2006:

The IUPUI faculty will develop an evaluation matrix to be operational during spring semester 2006. Students in spring semester classes will be directed to enter some assignments in the matrix.

Future work will be helping students develop internship and job portfolios based on a selection of their work entered in the matrix.

Present Evaluation Matrix as a Model for the System-wide School’

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit:

Time Frame:

Actions taken for 2004-2005:

NONE.

Evidence of Progress for 2004-2005:

System-wide School of Journalism use of the E-Portfolio for part of the assessment program.

Activities planned for 2005-2006:

Present our experience with the E-Portfolio Model to the Bloomington faculty in the fall of 2006 for their modification or adoption. The Bloomington implememtation depends on when the E-Portfolio technology is made available for use on other campuses.

Expand scholarship support and use strategically

Expand scholarship support and use strategically
2. Continue funding of Woodland Indian Scholarship

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: Ongoing

Actions taken for 2004-2005:

We did establish a fund with the IU Foundation which has since been shown to be against Indiana University policy. The majority of the funds in the account were derived from the sale of books. In November, 2003, an interest bearing account was established with Indiana University. The Foundation funds were transferred to the IU account.

Evidence of Progress for 2004-2005:

When fund reaches $10,000

Activities planned for 2005-2006:

Royalties from book are directed toward the scholarship.

Fund the Patrick J. McKeand scholarship

Establish scholarship

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: None
Time Frame: Five years

Actions taken for 2004-2005:

Established the Patrick McKeand scholarship fund with the IU Foundation.

The funding for this scholarship is estimated to be $15,000 or more. Much of the amount is in pledges. Funding is on schedule for completion in approximately five years. There is approximately $4,000 more in pledges to be completed.

Evidence of Progress for 2004-2005:

A fully funded $10,000 scholarship.

To date, there is $11,883.64 in the principal of the fund. So with outstanding pledges, the total will be at a minimum of $16,000.

Activities planned for 2005-2006:
A campaign, initiated by former editors of *The Sagamore* was started in October, 2003. Solicitation letters have been sent to faculty, staff and alumni.

- Increase endowments for professorships and chairs

  1. Cooperate with Dean Brad Hamm, Trevor Brown and Gene Temple to encourage funding of a journalism chair focused on philanthropy and the media.

   **Campus Planning Theme:** Teaching and Learning  
   **Secondary Goals:**  
   **Sub Unit:** None  
   **Time Frame:** 2005

   **Actions taken for 2004-2005:**

   Trevor Brown has written a proposal for a chair.

   **Evidence of Progress for 2004-2005:**

   Successful funding for the chair.

   **Activities planned for 2005-2006:**

   Work with Dean Brad Hamm, Trevor Brown and Gene Temple on this possibility.

   A conference was held for editors and other decision-makers in September, 2005. The conference was fully funded by the McCormick Foundation.

- Increase use of off-campus facilities and distributed learning opportunities

  - Convert J100, Computer Methods for Journalists to a distance learning class

   **Campus Planning Theme:** Teaching and Learning  
   **Secondary Goals:**  
   **Sub Unit:** None  
   **Time Frame:** Fall 2002

   **Actions taken for 2004-2005:**

   Hired person to develop curriculum

   **Evidence of Progress for 2004-2005:**

   Students enroll in the developed course and the course has satisfactory course evaluations.

   We have successfully developed an online version of J100 and it is now in the fourth semester of existence.
Activities planned for 2005-2006:

Will test the course in spring semester, 2002

Marketing Plan

Develop Marketing Plan

Campus Planning Theme:
Secondary Goals:
Sub Unit:
Time Frame:

Actions taken for 2004-2005:

This plan is now complete, has been approved by the faculty and staff for implementation, and elements of the plan are already being executed.

Evidence of Progress for 2004-2005:

null

Activities planned for 2005-2006:

Additional elements of the marketing plan are scheduled for future implementation. In addition, an evaluation process will be put in place to determine effectiveness of the various elements and to allow for adjustments to the plan.

Mary Benedict Issues Seminar

Plan first seminar

Campus Planning Theme: Civic Engagement
Secondary Goals:
Sub Unit: None
Time Frame: one year

Actions taken for 2004-2005:

Established a foundation account with a gift from Mary Benedict. Audrey Wilson, Mary Benedict and Jim Brown met to discuss general parameters for the annual issues seminar for area professionals and student. The planning has been delayed due to the death of Ms. Benedict and Audrey Wilson resigning from the faculty.

Evidence of Progress for 2004-2005:

Completion of the first seminar
Activities planned for 2005-2006:

Faculty will plan the topic for the first seminar during spring semester 2006. The seminar will be scheduled for the 2006-2007 academic year.

Provide non-credit courses, degrees, and certificates that enhance workforce skills and contribute to Indiana's economic development

Develop new certificate program in cooperation with SPEA

**Campus Planning Theme:** Teaching and Learning, Collaboration

**Secondary Goals:**

Sub Unit:

**Time Frame:**

Actions taken for 2004-2005:

Preliminary discussions have been held on a certificate program in cooperation with SPEA. The focus would be mass media and public policy.

**Evidence of Progress for 2004-2005:**

Approval of the certificate.

Activities planned for 2005-2006:

Present a proposal to the Journalism faculty.

1. Convert Certificate in Journalism to stand-alone certificate; students must currently be enrolled in another degree program.

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

Sub Unit: None

**Time Frame:** Spring 2003

Actions taken for 2004-2005:

I was just made aware of this situation

**Evidence of Progress for 2004-2005:**

Certificate in Journalism is stand-alone.

This was successfully completed.
Activities planned for 2005-2006:

Meet with Bonnie Brownlee, associate dean for undergraduate studies, and Trevor Brown, dean

Fiscal Health

*** Fiscal health report for 2005-06 is attached as PDF file.***

We see the fiscal health of the school as stable and the budget office agrees. Sagamore reserves have declined from fiscal 2003-04 for a number of reasons including:

1. The School stopped transferring a portion of the publisher’s salary to the Sagamore account.

2. The university requires us to make every student who contributes to The Sagamore a paid employee of the university, complete with police background check. Strict adherence to university policy has increased our expenses considerably. We have made a major investment in the development of an editorial system that is a database system for news production and display for the various outlets of our news operation, The Sagamore (print and web) and JagRadio. We expect web revenues to make a significant contribution to our news operation as the system is fully implemented.

Re allocation Plan

Other Question(s)

Doubling goals. In what ways has and will your responsibility center contribute to the Chancellor’s doubling goals for enrollment (retention and graduation rates and degree conferrals), research and scholarship (grants and contracts), and civic engagement (service learning, internships, community collaborations)?

Degrees:
Beginning in January 2006, we will implement a more formal high school recruitment program. Any doubling will come through an increased number of majors.

Research:
Journalism faculty have historically pursued their research interests without seeking federal grants that result in overhead.

Civic Engagement:
Within the last two years, we have significantly increased the number of internships available for our students. Primary growth is in public relations opportunities. However, our students have never had a particular problem developing their own internship experiences.

We operate a news organization that publishes news about the campus. The Sagamore is a business that regularly provides employment for students in Journalism, Herron School of Art, Kelly School of Business, Liberal Arts and Computer Information Technology. In our opinion, there is no higher form of civic engagement than operating a news organization.

Diversity. What actions have you taken and what results have you achieved in diversifying your student body (particularly in improving the success rates of minority students) and your faculty and staff?

We measure diversity by many indicators including race, ethnicity and gender. Our efforts in our curriculum and in our student publishing opportunities put a priority on diversity of thought and culture as well as diversity of race and gender. Since we are a
Our student media organization exemplifies the kind of diversity of thought, experience, race, gender and ethnicity we would like to achieve throughout our department. Two of the four key editors on The Sagamore are African American and another is an international student from Brazil. One of the two key programming directors for JagRadio is African American. Our payroll manager for the student news organization is an international student from Eastern Europe. The rest of the Sagamore/JagRadio staffs include many students from different racial, ethnic and cultural backgrounds.

The proportion of minority students, by school, ranges from four to 20 percent. Journalism, at 15 percent, is with the eight schools with 15 percent or more. Thirteen other schools are included in the range of four to 14 percent.

Campus coordination and cooperation. Are you willing to work with an adjudicative group in resolving conflicts in course and program offerings in the spirit of reducing campus duplication and overlap? If so, what forum or format would be most helpful to you? Please cite examples of your cooperation with other units in resolving such conflicts.

In several cases, other colleges and departments are offering courses both historically and professionally linked to journalism. While we have opposed these added classes by others, the system seems to have failed. There seems little point in participating in negotiating sessions about courses that should never have been authorized in the first place.

We intend to aggressively pursue these courses in the future, conducting a complete audit of all IUPUI course offerings from other colleges, schools and departments and formally requesting the duplication of our curriculum be stopped.

To compound this issue, the campus gives internal grants to help other schools duplicate professional and intellectual knowledge traditionally and operationally in the domain of journalism.

4) What actions have you taken to promote the retention of all students, and in particular, individuals who would diversify the student body, e.g., ethnic, racial, and gender minorities?

5) What uses are you making of the student technology fee?