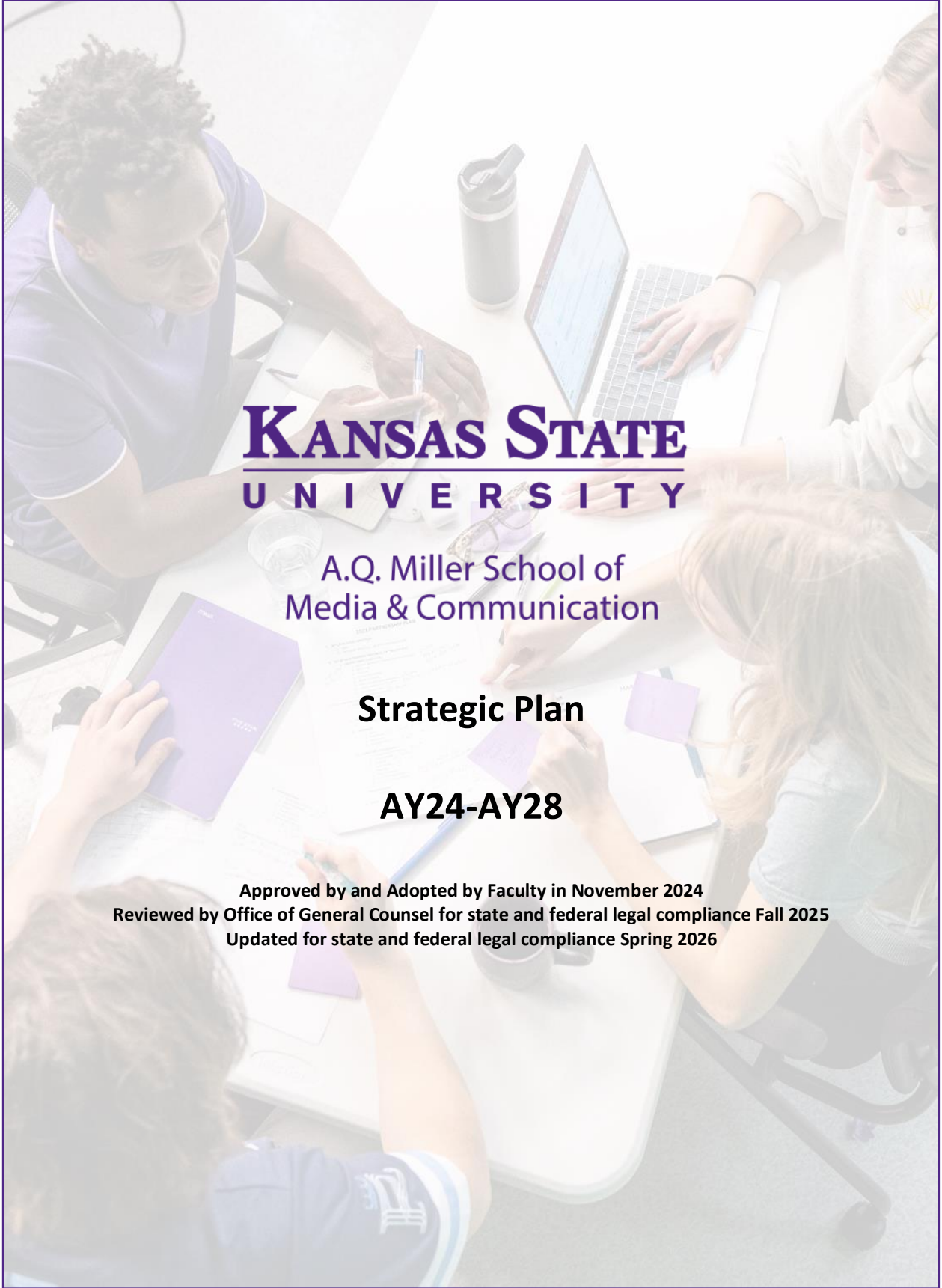




KANSAS STATE **UNIVERSITY**

**A.Q. Miller School of
Media & Communication**

Strategic Plan

AY24-AY28

**Approved by and Adopted by Faculty in November 2024
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Overview

The A.Q. Miller School of Media and Communication at Kansas State University strives to change lives, relationships, communities, and workplaces by building knowledge and skill in media and communication. With its rich history involving the study and practice of journalism, communication, advertising, and public relations, the School is embarking on its next phase of transformation.

This document captures the focus areas, goals, and activities for that transformation. These items emerged from many months of discussion prior to the creation of the School and during the first year of the School's existence. Faculty, staff, and students held a number of conversations about our aspirations, strengths, responsibilities, and uniqueness. This document likewise accounts for the evolution of Kansas State University and the College of Arts and Sciences as they re-develop their respective strategic plans in light of maintaining its land grant mission within a broader change of higher education. Finally, the document interweaves standards, best practices, indicators, and other details from our accrediting body, the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). We are proud to be accredited by ACEJMC and will seek reaccreditation by this body during the period of time referenced by this Strategic Plan.



Mission, Vision, and Values

Vision

The A.Q. Miller School will be a productive, collaborative powerhouse in media and communication known for preparing students, workplaces, and communities to address the challenges of today and create opportunities for tomorrow; building knowledge and practice in media and communication through research, creativity, and innovation; and engaging campus, community, and industry partners to cultivate communication, inspire stories, and elevate voice.

Mission

The A.Q. Miller School of Media and Communication develops and empowers skilled, mindful, creative, and ethical communicators for the common good.

Values

Curiosity and Discovery

We value the process of discovering more about ourselves, our worlds, and our possibilities. Curiosity drives discovery and helps us to connect, create, advocate, and inspire. We honor the past while looking forward to our futures.

Career and Citizenship

We value the whole person and are committed to helping people to be ready for all of life: professional, civic, relational, and beyond. We believe that well-rounded people are best suited to lead in times of change.

Advocacy and Empowerment

We value the importance of pursuing progress. Preparing learners to advocate for progress empowers them to live out their values and carry out the land grant mission of Kansas State University.

People and Relationships

We strive to consider, meaningfully engage in, and represent the multicultural, global society we serve. We are at our best when we build strong and meaningful relationships, when we strive for enhancing opportunity and empowering positive transformation, and when we build communities that elevate all people.

Focus Area One: Providing Excellent Curricular and Co-Curricular Programs and Learning Experiences

Overview

We will provide excellent learning and development experience for people of all ages, stages, and backgrounds. We will do this by pursuing excellence in teaching, providing curricular and co-curricular learning opportunities that prepare students for all of life, and by creating an engaging and supportive environment that promotes student success and well-being. We create opportunities for students to prepare for futures that don't exist yet—because they are creating it.

Background

Communication and media knowledge and skill are crucial for making progress in all aspects of the human experience: the professional and the civic, the relational and the individual, the organizational and the cultural, and beyond. Not only do employers rate such skill and knowledge as necessary and desirable, but our civic and societal discourses and experiences point to the necessity for developing skilled, mindful, creative, and ethical communicators.

The A.Q. Miller School of Media and Communication strives to be *the* home – at K-State, in Kansas, and beyond – for outstanding, forward-thinking, and impactful experiences and programs for all groups of learners. Through our courses, programs, and credentials at the undergraduate and graduate levels, we aim to prepare students to pursue their goals and to develop holistically. Moreover, because we know that students learn best and faculty teach best in constructive environments, we affirm the importance of maintaining a culture and climate of development, growth, engagement, support, and belonging.



Goals and Action Items

Goal 1: We will pursue instructional excellence inside and outside the classroom.

- **Action 1.1** Support participation in activities that foster teaching excellence.
 - Provide professional development funds to all faculty in alignment with professional responsibilities.
 - Ensure that processes and spaces are in place for faculty and students to have access to technology and software needed to promote effective instruction and learning.
 - Ensure that graduate faculty are scheduled to teach graduate courses regularly.
- **Action 1.2** Implement processes that promote professional development in teaching.
 - Identify indicators of excellent individual instruction that can be used along with university course evaluation systems (e.g., TEVALs).
 - Develop & maintain practices within the School to support faculty professional development in teaching and advising.

- Identify and maintain a list of activities external to SMC that advance teaching excellence.
 - Implement practices pertaining to course rotations that facilitate faculty development.
 - Connect faculty with resources outside the School to support teaching development.
 - Ensure that graduate students teaching a course other than public speaking are paired with a mentor / supervisor.
 - Refine pre-year and in-year training to sharpen graduate students' pedagogy skills.
 - Define processes for GTAs teaching courses other than public speaking to submit their course evaluations to a supervisor and receive timely formative and summative feedback.
- **Action 1.3** Regularly nominate faculty and graduate students for awards
 - Nominate at least two faculty members per year for institutional teaching awards.
 - Nominate at least one graduate student per year for institutional teaching awards.

Goal 2: We will provide outstanding and accessible curricular and co-curricular learning opportunities that enable learners to achieve their goals, promote whole-person development, create a sense of community, and prepare for futures that do not yet exist.

- **Action 2.1** Provide outstanding academic programs that effectively prepare learners of all ages and stages to achieve their goals and be ready for all of life.
 - Identify indicators of health and excellence in program health and outcomes, in alignment with our Mission, Vision and Values and with ACEJMC accreditation standards.
 - Assess program health and excellence regularly and throughout curricula using internal and external processes.
 - Develop and grow collaborative, innovative, interdisciplinary academic offerings that attract diverse groups of learners, including offerings adapted to workforce development and economic development.
 - Ensure that course offerings, learning objectives, and co-curricular activities reflect the modern media and technology environment.
 - Ensure that course offering rotations enable timely and successful completion of credential, being mindful of frequency, schedule, and modality of offerings.
 - Provide graduate offerings with an eye towards recruitment, preparation, flexibility, and faculty strengths.
 - Identify SMC courses that complement programs throughout the school.
 - Continue to assess and improve potential and existing programmatic and curricular partnerships outside the School to ensure that they are mutually healthy, sustainable, and aligned with School goals.
- **Action 2.2** Offer a range of co-curricular opportunities for students, provide organizations the capacity needed to pursue excellence, and encourage co-curricular involvement.
 - Provide an orientation experience to students that increases their knowledge and awareness of co-curricular opportunities, particularly within the School.
 - Raise the visibility of co-curricular opportunities on a variety of platforms.
 - Generate scholarship opportunities that are connected with co-curricular involvement.
 - Develop additional funding sources to increase organizational capacity.
 - Integrate co-curricular organizations and involvement into curricula.

- Assess accessibility of co-curricular organizations and identify action steps for making progress with regard to equal opportunity and access for all.
- **Action 2.3** Offer a range of RSCAD opportunities for students, provide faculty the capacity needed to partner with students in RSCAD activities, and encourage RSCAD involvement.
 - Provide an orientation experience to students that increases their knowledge and awareness of RSCAD opportunities, particularly within the School.
 - Raise the visibility of RSCAD on a variety of platforms.
 - Generate scholarship opportunities that are connected with RSCAD involvement.
 - Develop additional funding sources to increase student RSCAD involvement.
 - Integrate RSCAD involvement into curricula.
 - Assess accessibility of RSCAD activities and identify action steps for making progress with regard to equal opportunity and access for all.
- **Action 2.4** Advance incorporation of engaged learning opportunities throughout curricula.
 - Identify ways in which engaged learning opportunities are incorporated in program curricula.
 - Offer professional development opportunities focused on engaged teaching & learning.
 - Work with the Office of Engagement to promote engaged teaching & learning.
- **Action 2.5** Increase persistence and graduation rates.
 - Identify factors for undergraduate and graduate students that depress persistence and graduation likelihood.
 - Identify courses where grades are predictive of non-persistence and/or non-graduation.
 - Identify university support processes and develop School support processes if appropriate to promote persistence and graduation.

Goal 3: We will develop and maintain a supportive climate that promotes student success, connection, and well-being.

- **Action 3.1** Ensure that we are preparing students for civic and professional pursuits by increasing knowledge and skill in topics related to cultural competencies.
 - Review curricula to identify how and where cultural competencies and related skills are being developed.
 - Identify practices and indicators for assessing effectiveness in developing cultural competency and-related knowledge and skills.
 - Provide professional development related to developing cultural competency-related knowledge and skill.
- **Action 3.2** Develop and maintain a sense of community among students, faculty, & alumni, both within and across academic programs.
 - Redesign MC 100 to be applicable, informative, and useful for all students enrolled in major undergraduate programs.
 - Develop and put on events that foster connection among students, faculty, and alumni.
 - Develop roster of alumni to invite for guest lectures and involve alumni in classes.
 - Evaluate impact and sustainability of an alumni-student mentoring program.

- **Action 3.3** Develop and maintain practices that heighten students' enjoyment of learning, facilitate work/life balance, protect mental health, and connect students with the support they need to be successful and healthy.
 - Revise MC 100 to incorporate recommendations on ways to maintain health and balance.
 - Incorporate support group contact info (e.g., Lafene, CAPS, Student Support & Accountability) into all syllabi.
 - Provide professional development opportunities on promoting student health and balance.
 - Create space that promotes collaboration and community.
 - Address ADA-inaccessible areas.
 - Review and address curricula, operation, and policies that could be exclusionary.
 - Procure artwork and posters that demonstrate equal opportunity and access for all.
 - Work with CAPP to request M/W schedule for select courses.
 - Evaluate & identify revisions to graduate course scheduling.

Focus Area Two: Pursuing Faculty and Staff Excellence

Overview

We will support excellence among faculty, staff, and graduate assistance by maintaining an organizational climate that celebrates and promotes equal opportunity and access for all people; co-creating cultures of learning, teamwork, and belonging; and building infrastructures that promote equity, growth, and health.

Background

Media and communication at heart are about *people*. Whether looking from a skill-building and development perspective or from a cultural and systems perspective, the centrality of people and people in relationships is a constant.

The School of Media and Communication is the same. We are who we are because of the people who make up the School: not only our students, but also our faculty and staff. The faculty and staff bring vital and varied backgrounds, expertise, approaches, and goals to the table. Our faculty leave a lasting impact through outstanding research, effective teaching, and constructive service. Our staff are integral to progress through the many ways they make the School operate smoothly and effectively. Together, our faculty and staff are a team that pursues our vision and mission with a passion for excellence.



We affirm the importance of maintaining a climate that attracts, supports, and retains faculty and staff who embrace and celebrate difference, appreciate the ways that difference strengthens and enriches the School, pursue excellence in all facets of their work, and support one another in the pursuit of excellence.

Goals and Action Items

Goal 1: We will support and recognize professional development efforts of faculty, staff, and graduate assistants.

- **Action 1.1** Identify and support involvement in professional development activities for faculty, staff, and graduate assistants.
 - Percentage of faculty and staff who receive professional development funds by SMC.
 - Percentage of graduate students who apply for professional development funds by SMC each year.
 - Faculty, staff, and graduate student perception of sufficiency and helpfulness of professional development funding as part of climate survey.
 - Percentage of research faculty who attend grant-writing training each year.

- Percentage of research faculty who submit external grant applications as PI or co-PI each year.
- Percentage of research faculty who submit internal grant applications as PI each year.
- Number of brownbag sessions offered in SMC each year.
- Number of professional development sessions offered in SMC each year.
- **Action 1.2** Develop and maintain a supportive peer mentoring process and peer teaching observation process that promote professional development.
 - Develop and implement processes for peer teaching observations.
 - Develop and implement framework for peer mentoring within SMC.
 - Ensure that all graduate assistants have access to peer mentoring opportunities.
- **Action 1.3** Ensure that professional development remains a component of annual evaluation processes.
 - Assess annual evaluation processes each year to ensure that the process is both formative and summative.

Goal 2: We will maintain an **an inclusive, accessible, and supportive** climate that promotes faculty and staff excellence, connection, and well-being.

- **Action 2.1** Provide formal and informal opportunities and spaces to connect, and encourage faculty, staff, and graduate assistants to participate in those opportunities.
 - Offer brownbag sessions open to faculty, staff, and graduate assistants at regular intervals throughout the academic year.
 - Ensure that scheduling builds in regular times for meeting and connecting.
 - Work informally and formally to develop norms of proactive collaboration, support, and involvement.
 - Work to ensure that faculty who are on hybrid or remote work arrangements are able to be included in opportunities and meetings effectively.
- **Action 2.2** Develop and maintain policies and practices that promote fairness, balance, health, and alignment in terms of workload expectation, compensation, and evaluation.
 - Ensure that faculty schedules equitably build in sufficient time for teaching, research, service, and professional development.
 - Evaluate the number of committees needed and expectations associated with committee and administrative work.
 - Advocate for graduate assistant student salaries and support.
 - Work towards salary and workload equity across faculty and staff.
- **Action 2.3** Develop and maintain processes and practices that reflect principles of voice, fairness, involvement, collaboration, and inclusion.
 - Annually review policies and processes to ensure these principles are being enacted.
 - Annually conduct a climate survey that assesses performance on these principles.

Goal 3: We will develop and maintain a climate and culture that attracts and retains talented faculty and staff.

- **Action 3.1** Develop a faculty and staff recruitment plan in coordination with the college.

- Identify appropriate metrics by which to identify and evaluate hiring needs, with particular focus to building an intellectual and ideologically diverse faculty and staff.
 - Take proactive steps to recruit and retain faculty and staff who bring professional expertise and varied perspectives, including from groups with limited representation in the fields of journalism and media communication, to enrich the educational experience.
 - Work with the college to develop a hiring plan that is consistent with School and college metrics.
 - Work with the foundation to develop funds for chaired positions.
- **Action 3.2** Identify and address factors that inhibit faculty and staff retention.
 - Work with Human Resources and the College of Arts and Sciences to identify and address factors that data demonstrate are most influential on people's attitudes towards persistence and/or non-persistence.
 - Work with the Office of Data, Assessment and Institutional Research, Human Resources, and the College of Arts and Sciences to survey faculty and staff on climate and retention dynamics.
 - Regularly carry out climate surveys within the School to assess climate and culture health.
 - Identify and address factors that are contributing to fragmentation, siloing, and intragroup strain / conflict.

Goal 4: We will be known by internal and external stakeholders as the preeminent resource and partner for media and communication knowledge, research, skill, and engagement in the region.

- **Action 4.1** Increase awareness among internal and external stakeholders of faculty, staff, and graduate student expertise and accomplishments on multiple platforms.
 - Publish & distribute public-facing communications several times per year.
 - Provide annual summaries & highlights to university officials.
 - Put on events and activities that highlight skills, focus areas, and expertise of the School.
 - Develop awareness and partnerships with area schools, industries, and community and technical schools.
 - Build our activity and engagement on multiple platforms that tells the stories of the good work happening in the Miller School.
- **Action 4.2** Work with university stakeholders, alumni, and foundation partners to build awareness and partnership opportunities.
 - Coordinate with KSU Foundation on messaging and a coordinated effort for student activity participation and faculty support for coordination.
 - Develop relationships with alumni and other partners to support key professional development, facility, and activity needs that will advance the reputation and reach of the Miller School.
 - Identify partnership opportunities that will invest in infrastructure needs of the School.
- **Action 4.3** Encourage and support RSCAD productivity and impact by research faculty, graduate students, and undergraduate students.
 - Support external grant submission.
 - Develop and maintain processes that encourage RSCAD productivity and impact.

- Offer brownbag sessions related to RSCAD productivity and impact.

Focus Area Three: Becoming a Destination for Learners

Overview

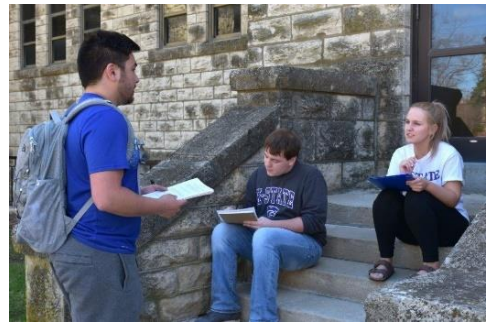
We will be the school of choice for all learners throughout our region interested in developing their skills, perspectives, and knowledge in media and communication.

Background

A number of factors shape people's interest in and access to higher education. Not only do expectations, options, and needs of learners continue to evolve, so too do cultural discourses on the purposes, values, and importance of higher education. To be attractive and competitive, to be a destination for learners, universities must adapt and must be intentional about telling their compelling stories to recruit and enroll all learners.

The School strives to be known as a media and communication powerhouse and to be a destination for learners of all backgrounds who are looking to pursue their goals, develop their skills, grow their perspective, and gain valuable experience. We affirm the importance of increasing access to higher education opportunities and strive to mitigate barriers to interest, application, enrollment, learning, and persistence.

We aim to model what a responsive, forward-looking, engaging School looks like, to partner with stakeholders inside and outside the university, and to exemplify effective practice in line with college and university expectations.



Goals and Action Items

Goal 1: We will manage and maintain school and program brands and communication strategies that highlight our strengths and resonate with learners and colleagues.

- **Action 1.1** Develop and execute a communication strategy for the School that highlights our distinctive strengths for learners of all kinds.
 - Maintain an up to date, appealing web presence.
 - Ensure that communication strategies and practices are accessible.
 - Ensure that program materials are up to date and resonant with prospective learners.
 - Maintain signage and building aesthetics that reflect our values and strengths.
 - Maintain up to date recruitment calendar and events.
- **Action 1.2** Create and disseminate resonant content through appropriate channels and modalities to students, parents, advisors, and other stakeholders.
 - See Focus Area 2, Goal 3.
 - Develop and execute practices for regularly distributing news releases highlighting School successes.

- **Action 1.3** Build and maintain a team inside and outside the School that will serve as ambassadors, advocates, and celebrants of the School for learners of all kinds.
 - Grow ambassadors until of sufficient size to be both manageable and to address recruitment & brand management needs.
 - Collaborate with the National Advisory Council.

Goal 2: We will develop and maintain processes and practices that build awareness and drive applications to our programs.

- **Action 2.1** Build and maintain awareness and understanding of programs by high school and community college guidance counselors, media advisors, and teachers in key subject areas in alignment with ACEJMC accreditation guidelines and student support best practices.
 - Communicate regularly with counselors about program updates.
 - Communication with counselors over a variety of media.
 - Ensure that communication practices and processes are aligned with counselors' wishes.
 - Hear from counselors about students' interests.
 - Ensure that all activities and processes fit within college and university processes.
- **Action 2.2** Build and maintain awareness and understanding of programs by College and University advisors and representatives.
 - Provide information sessions to A&S advisors to improve understanding of SMC programs.
 - Work with admissions reps so that they are aware of SMC programs.
 - Ensure that all activities and processes fit within college and university processes.
- **Action 2.3** Involve faculty and students in sustainable ways in the recruitment process.
 - Resource the student ambassadors appropriately and competitively.
 - Train faculty and ambassadors on effective practices regarding student recruitment.
 - Ensure equitable and feasible involvement of faculty in the recruitment process.
- **Action 2.4** Ensure that recruitment processes are accessible and promote equal access and opportunity.
 - Identify effective practices to recruit and retain faculty and staff who bring professional expertise and varied perspectives, including from groups with limited representation in the fields of journalism and media communication, to enrich the educational experience.
 - Identify targets / goals with regard to equal access and opportunity for applicants as appropriate.
 - Regularly perform reviews of recruitment materials and processes with an eye towards accessibility and equal opportunity.

Goal 3: We will develop and maintain processes and practices that elevate yield rates for admitted students.

- **Action 3.1** Involve faculty and students in sustainable ways in the recruitment process.
 - Resource the student ambassadors appropriately and competitively.
 - Connect ambassadors with faculty so that everyone can learn more about the yield process.
 - Train faculty on effective practices regarding student enrollment.
 - Ensure fair and feasible involvement of faculty in the yield process.

- Develop and host yield events pertinent to programs
- **Action 3.2.** Ensure that School resources are directed towards yield processes and that activities fit within college and university processes.
 - Evaluate ROI of yield practices.
 - Connect and coordinate regularly with college and university colleagues on yield activities.
- **Action 3.3.** Develop funding that will provide need- and merit-based scholarship funding for admitted students.
 - Work with the Foundation.
 - Connect with donors.
 - Review impact and ROI of scholarship funding on yield rates.

Goal 4: We will develop pathways for learners from community colleges, high schools, campus, and industry to pursue credit and non-credit opportunities.

- **Action 4.1** Increase awareness among internal and external stakeholders of faculty, staff, and graduate student expertise and accomplishments on multiple platforms.
- **Action 4.2** Work with campus partners to build articulation agreements with KS community colleges for each program.
 - Identify courses at each KS community college that can be transferred in for major and/or gen ed credit.
 - Connect with appropriate stakeholders at KS community colleges to develop articulation agreements.
 - Complete processes for solidifying and enacting articulation agreements.

Focus Area Four: Engaging Partners for the Common Good

Overview

We will collaborate with and be a resource for campus, community, industry, and disciplinary partners to grow skills, perspectives, and knowledge of media and communication; to contribute to economic, community, and civic opportunity; and to advocate for the common good.

Background

As a land grant university, Kansas State University is committed to advancing the common good. Engaged scholarship through teaching, research, and service is one way this commitment takes place. We understand engaged scholarship to be “a collaborative, reciprocal, and systematic process involving [scholars] and community stakeholders partnering together in a valid, ethical, and appropriate process to produce knowledge, learning, and problem-solving that is accessible to and co-created by the involved community and fellow scholars” (Department Document, p. 18). Likewise, public-facing scholarship that is accessible to external stakeholders benefits our communities by removing barriers to accessing emerging knowledge and research.



We affirm the importance of the land-grant mission. We recognize and celebrate the opportunity and responsibility to advance knowledge and skill in media and communication through co-creative partnerships, engagements, and other public-facing efforts.

Goals and Action Items

Goal 1: We will exemplify and practice engaged teaching, research, and service.

- **Action 1.1** We will pursue professional development as a faculty to maintain an up-to-date understanding of engaged scholarship (teaching, research, and service).
 - Develop professional development resources on engaged scholarship.
 - Incorporate engaged scholarship professional development activities.
- **Action 1.2** We will ensure that our individual and programmatic evaluation and assessment processes reward and incentivize engaged teaching, research, and service.
 - Identify effective practices and exemplars for incorporating engaged scholarship into evaluation and assessment processes.
 - Ensure that engaged scholarship products are recognized in department documents, including promotion and tenure documents.
 - Review programmatic SLOs to study whether engaged scholarship can be incorporated.

- **Action 1.3** We will highlight for external stakeholders our practice of engaged teaching, research, and service.

Goal 2: We will be a collaborative partner with KSU units, industry partners, and community partners to advance mutually beneficial efforts pertaining to media and communication.

- **Action 2.1** We will develop an inventory of strengths, capacities, and knowledge areas and highlight those to university stakeholders in develop opportunities for collaborative RSCAD.
- **Action 2.2** We will pursue training and other engaged scholarship partnership opportunities with community and industry partners.
 - Work with university partners to develop connections with industry & community.
 - Use external communications practices to inform industry & community members of SMC expertise.
 - Develop funding streams that will support the development of engagement opportunities.

Resources Worksheet

Goals, Areas, and Action Steps	Resources Needed
Focus Area 1: Curricular and Co-Curricular Programs & Learning Experiences	
Goal 1: We will pursue instructional excellence inside and outside the classroom	
Action 1.1 Support engagement in activities that foster teaching excellence.	
○ Provide professional development funds to all faculty in alignment with professional responsibilities.	▪ Professional development funding
○ Ensure that processes and spaces are in place for faculty and students to have access to technology and software needed to promote effective instruction and learning.	▪ Funding for technology, software, & furniture ▪ Practice / recording space for remote lectures ▪ Access to video editing software for remote lectures
○ Ensure that graduate faculty are scheduled to teach graduate courses regularly.	▪ Course scheduling norms & expectations
Action 1.2 Implement processes that promote professional development in teaching.	
○ Identify indicators of excellent individual instruction that can be used along with university course evaluation systems (e.g., TEVALs).	▪ Review of other units' indicators ▪ Review of literature that identifies other indicators ▪ Development of peer assessment instrument
○ Develop & maintain practices within the School to support faculty professional development in teaching and advising.	▪ Brownbag sessions & funding
○ Identify and maintain a list of activities external	▪ Identification of Pro Devo opportunities outside SMC

Goals, Areas, and Action Steps	Resources Needed
to SMC that advance teaching excellence.	
○ Implement practices pertaining to course rotations that facilitate faculty development.	▪ Course scheduling norms & expectations ▪ Investigate course scheduling software pragmatics
○ Connect faculty with resources outside the School to support teaching development.	▪ Funding for participation ▪ Highlight KSU resources on Teams
○ Ensure that graduate students teaching a course other than public speaking are paired with a mentor / supervisor.	▪ GTA support & faculty mentor policies & procedures that guide assignments
○ Refine pre-year and in-year training to sharpen graduate students' pedagogy skills.	▪ Funding to support revision of pedagogy training (use OATI funding)
○ Define processes for GTAs teaching courses other than public speaking to submit their course evaluations to a supervisor and receive timely formative and summative feedback	▪ GTA support & faculty mentor policies & procedures that guide assignments
Action 1.3 Regularly put faculty and graduate students up for awards	
○ Nominate at least two faculty members per year for institutional awards	▪ Create KSU awards lists, timelines, & needs
○ Nominate at least one graduate student per year for institutional awards	▪ Create KSU awards lists, timelines, & needs
Goal 2: We will provide outstanding and accessible curricular and co-curricular learning opportunities that enable learners to achieve their goals, promote whole-person development, create a sense of community, and prepare for futures that do not yet exist.	
Action 2.1 Provide outstanding academic programs that effectively prepare learners of all ages and stages to achieve their goals and be ready for all of life.	
○ Identify indicators of health and excellence in	▪ Use APRR process to identify & review indicators ▪ Connect indicators with program SLOs

Goals, Areas, and Action Steps	Resources Needed
program health and outcomes.	Assure assessment metrics and processes are in alignment with ACEJMC indicators/best practices.
Assess program health and excellence regularly and throughout curricula using internal and external processes.	- APRR - Seek and secure Re-Accreditation during this cycle - SLO assessment - Revise SLOs - Connect each course with at least 1 SLO - Incorporate SLO assessment into Canvas / grade reporting
Develop and grow collaborative, innovative, interdisciplinary academic offerings that attract diverse groups of learners, including offerings adapted to workforce development and economic development.	- Identify growth areas in conjunction with Office of Academic Affairs and Innovation - Hold discussions with other unit faculty - Develop non-credit microcredentials geared toward industry - Develop for-credit microcredentials geared toward students and/or industry - Develop for-credit certificate programs geared toward students - Develop for-credit certificate programs geared toward industry
Ensure that course offering rotations enable timely and successful completion of credential, being mindful of frequency, schedule, and modality of offerings.	Course scheduling norms & expectations
Provide graduate offerings with an eye towards recruitment, preparation, flexibility, and faculty strengths.	- Finalize feasible master's offerings - Review enrollment demographics in grad courses - Develop accelerated program(s) - Revise coordination w/ doctoral program
Identify SMC courses that complement programs throughout the school.	- Collaboration between academic program leads - Connection of courses to programs' SLOs
Continue to assess and improve potential and existing programmatic and curricular partnerships to ensure that they are healthy, sustainable, and aligned with School goals.	Tools to identify and collect evidence of "closing the loop" (as indicated in ACJEMC accreditation guidelines) on an annual and cyclical basis
Action 2.2 Offer a range of co-curricular opportunities for students, provide organizations the capacity needed to pursue excellence, and encourage co-curricular involvement.	

Goals, Areas, and Action Steps	Resources Needed
○ Provide an orientation experience to students that increases their knowledge and awareness of co-curricular opportunities, particularly within the School.	▪ Revamp MC100 ▪ Include ACEJMC Indicators in MC100
○ Raise the visibility of co-curricular on a variety of platforms.	▪ Incorporate co-curriculars onto social media ▪ Highlight co-curriculars in recruitment processes ▪ Highlight co-curriculars in publications (e.g., Miller Minute) ▪ Develop visuals across buildings to highlight co-curriculars ▪ Incorporate signage to make it easier to find meeting spaces ▪ Develop meeting spaces for student organizations
○ Generate scholarship opportunities that are connected with co-curricular involvement.	▪ Work with Foundation team to develop a fundraising plan. ▪ Incorporate fundraising activities into co-curricular operational activities.
○ Develop additional funding sources to increase organizational capacity.	▪ Work with Foundation team to develop a fundraising plan. ▪ Implement plan & set goals. ▪ Incorporate fundraising activities into co-curricular operational activities.
○ Integrate co-curricular organizations and involvement into curricula.	▪ Investigate connection of co-curricular activity w/ programs' SLOs.
○ Assess inclusivity of co-curricular organizations and identify action steps for making progress with equal access and opportunity	▪ Assess the degree to which co-curricular activities present hurdles for student participation. ▪ Identify demographic benchmarks for programs. ▪ Identify recruiting and funding practices that would improve equal access and opportunity for co-curriculars.
Action 2.3 Offer a range of RSCAD opportunities for students, provide faculty the capacity needed to partner with students in RSCAD activities, and encourage RSCAD involvement.	
○ Provide an orientation experience to students that increases their knowledge and awareness of RSCAD opportunities, particularly within the School.	▪ Revamp MC100 to include RSCAD opportunities

Goals, Areas, and Action Steps	Resources Needed
○ Raise the visibility of RSCAD on a variety of platforms.	▪ Incorporate co-curriculars onto social media ▪ Highlight co-curriculars in recruitment processes ▪ Highlight co-curriculars in publications (e.g., Miller Minute) ▪ Develop visuals across buildings to highlight co-curriculars ▪ Incorporate signage to make it easier to find meeting spaces ▪ Develop meeting spaces for student organizations
○ Generate scholarship opportunities that are connected with RSCAD involvement.	▪ Make sure students are aware of RSCAD scholarships ▪ Encourage grant activity that includes GRAs.
○ Develop additional funding sources to increase student RSCAD involvement.	▪ Work with Foundation team to develop a fundraising plan. ▪ Implement plan & set goals.
○ Integrate RSCAD involvement into curricula.	▪ Investigate connection of RSCAD activity w/ programs' SLOs.
○ Assess inclusivity of RSCAD activities, and identify action steps for making progress with regard to equal access and opportunity	▪ Assess the degree to which RSCAD activities present hurdles for student participation. ▪ Identify recruiting and funding practices that would improve equal access and opportunity of RSCAD participation.
Action 2.4 Advance incorporation of engaged learning opportunities throughout curricula.	
○ Identify ways in which engaged learning opportunities are incorporated in program curricula.	▪ Survey work of other universities on engaged teaching.
○ Offer professional development opportunities focused on engaged teaching & learning.	▪ Develop brownbag offerings related to engaged teaching.
○ Work with the Office of Engagement to promote engaged teaching & learning	
Action 2.5 Increase persistence and graduation rates.	
○ Identify factors for undergraduate and graduate students that	

Goals, Areas, and Action Steps	Resources Needed
depress persistence and graduation likelihood.	
○ Identify courses where grades are predictive of non-persistence and/or non-graduation.	
○ Identify university support processes and develop School support processes if appropriate to promote persistence and graduation.	
Goal 3: We will develop and maintain an engaged, , diverse, equitable, and supportive climate that promotes student success, connection, and well-being.	
Action 3.1 Ensure that we are preparing students for civic and professional pursuits by increasing knowledge and skill in topics related to cultural competencies.	
○ Review curricula to identify how and where cultural competency-based-related knowledge and skill are being developed.	▪ Survey how other units are defining cultural competency-based knowledge & skill
○ Identify practices and indicators for assessing effectiveness in developing cultural competency-based knowledge and skill.	▪ Survey of how other units are operationalizing cultural competency-based knowledge & skill
○ Provide professional development related to developing cultural competency-based knowledge and skill.	▪ Develop brownbag offerings related to engaged teaching.
Action 3.2 Develop and maintain a sense of community among students, faculty, & alumni, both within and across academic programs.	
○ Redesign MC 100 to be applicable, informative, and useful for all students enrolled in major undergraduate programs.	
○ Develop and put on events that are foster	▪ Funding

Goals, Areas, and Action Steps	Resources Needed
connection among students, faculty, and alumni.	
○ Develop roster of alumni to invite for guest lectures and involve alumni in classes.	
○ Evaluate impact and sustainability of an alumni-student mentoring program.	▪ Review of similar practices in other units that can serve as a model
Action 3.3 Develop and maintain practices that heighten students' enjoyment of learning, facilitate work/life balance, protect mental health, and connect students with the support they need to be successful and healthy.	
○ Revise MC 100 to incorporate recommendations on ways to maintain health and balance.	
○ Incorporate contact information of support groups (e.g., Lafene, CAPS, Student Success & Accountability) into all syllabi	▪ Gather this information into a resource document for faculty
○ Provide professional development opportunities on ways to promote student health and balance.	▪ Develop brownbag offerings related to student health & balance.
○ Create space that promotes collaboration, belonging, equal access and opportunity and community.	▪ Identify photos / art that demonstrate equal access and opportunity ▪ Work on making spaces accessible
○ Address ADA-inaccessible areas.	▪ Work on making spaces accessible
○ Review and address curricula, operation, and policies that could be exclusionary.	
○ Procure artwork and posters that demonstrate	▪ Funding

Goals, Areas, and Action Steps	Resources Needed
equal access to opportunity	
○ Work with CAPP to request M/W schedule for select courses	
○ Evaluate & identify revisions to graduate course scheduling	
Focus Area 2: Faculty and Staff Excellence	
Goal 1: We will support and recognize professional development efforts of faculty, staff, and graduate assistants.	
Action 1.1 Identify and support involvement in professional development activities for faculty, staff, and graduate assistants.	
○ Provide professional development funds to all faculty, staff, and graduate assistants in alignment with professional responsibilities.	▪ Targeted funding & personalized professional development plans
○ Provide training and support for grant-writing activities.	▪ Connect faculty w/ Office of Research ▪ Training on grant-writing ▪ GTA/GRA support
○ Offer brownbag sessions open to faculty, staff, and graduate assistants at regular intervals throughout the year.	▪ Funding to support brownbags
○ Coordinate with other units and industry professionals to offer professional development opportunities for faculty, staff, and graduate assistants.	
Action 1.2 Develop and maintain a supportive peer mentoring process and peer teaching observation process that promote professional development.	
○ Develop and implement processes for peer teaching observations.	▪ Template ▪ Set of expectations & processes

Goals, Areas, and Action Steps	Resources Needed
○ Develop and implement framework for peer mentoring within SMC.	▪ Set of expectations & processes
○ Ensure that all graduate assistants have access to mentoring opportunities.	▪ Matching plan ▪ Set of expectations & processes ▪ Training for the mentor
Action 1.3 Ensure that professional development remains a component of annual evaluation processes.	
○ Assess annual evaluation processes each year to ensure that the process is both formative and summative.	
Goal 2: We will maintain an accessible and a supportive climate that promotes faculty and staff success, connection, and well-being.	
Action 2.1 Provide formal and informal opportunities and spaces to connect, and encourage faculty, staff, and graduate assistants to participate in those opportunities.	
○ Offer brownbag sessions open to faculty, staff, and graduate assistants at regular intervals throughout the academic year.	
○ Ensure that scheduling builds in regular times for meeting and connecting.	
○ Work informally and formally to develop norms of proactive collaboration, support, and involvement.	
○ Work to ensure that faculty who are on hybrid or remote work arrangements are able to be included in opportunities and meetings effectively.	▪ Technology
Action 2.2 Develop and maintain policies and practices that promote fairness, balance, health, and alignment in terms of workload expectation, compensation, and evaluation.	
○ Ensure that faculty schedules build in sufficient time for	

Goals, Areas, and Action Steps	Resources Needed
teaching, research, service, and professional development.	
○ Evaluate the number of committees needed and expectations associated with committee and administrative work.	
○ Advocate for graduate assistant student salaries and support.	
○ Work towards salary and workload equity across faculty and staff.	
Action 2.3 Develop and maintain processes and practices that reflect principles of voice, access, involvement, collaboration, and inclusion.	
○ Annually review policies and processes to ensure these principles are being enacted.	
○ Annually conduct a climate survey that assesses performance on these principles.	▪ Collaboration with university stakeholders
Goal 3: We will develop and maintain a climate and culture that attracts and retains talented faculty and staff.	
Action 3.1 Develop a faculty and staff recruitment plan in coordination with the college.	
▪ Identify appropriate metrics by which to identify and evaluate hiring needs, with particular focus to building an intellectual and ideologically diverse faculty and staff	
Take proactive steps to recruit and retain faculty and staff who bring professional expertise and varied perspectives, including from groups with limited representation in the fields of journalism and media	▪ Coordination with Human Relations

Goals, Areas, and Action Steps	Resources Needed
communication, to enrich the educational experience	
Work with the college to develop a hiring plan that is consistent with School and college metrics.	College hiring plan
Work with the foundation to develop funds for chaired positions.	Coordination with Foundation
Action 3.2 Identify and address factors that inhibit faculty and staff retention.	
Work with Human Resources and the College of Arts and Sciences to identify and address factors that data demonstrate are most influential on people's attitudes towards persistence and/or non-persistence.	- Examples of climate surveys - Variables to assess
Work with the Office of Data, Assessment and Institutional Research, Human Resources, and the College of Arts and Sciences to survey faculty and staff on climate and retention dynamics.	
Regularly carry out climate surveys within the School to assess climate and culture health.	
Identify and address factors that are contributing to fragmentation, siloing, and intragroup strain / conflict.	
Goal 4: We will be known by internal and external stakeholders as the preeminent resource and partner for media and communication knowledge, research, skill, and engagement in the region.	

Goals, Areas, and Action Steps	Resources Needed
Action 4.1 Increase awareness among internal and external stakeholders of faculty, staff, and graduate student expertise and accomplishments on multiple platforms.	
○ Publish & distribute Miller Minute editions 4-6 times per year.	▪ Part-time graduate assistance
○ Provide annual summaries & highlights to university officials.	▪ Part-time graduate assistance
○ Put on events and activities that highlight skills, focus areas, and expertise of the School.	▪ Funding
○ Develop awareness and partnerships with area schools, industries, and community and technical schools.	▪ Funding
○ Build our activity and engagement on multiple platforms that tells the stories of the good work happening in the Miller School.	▪ Funding ▪ Technology
Action 4.2 Work with university stakeholders, alumni, and foundation partners to build awareness and partnership opportunities.	
○ Coordinate with KSU Foundation on messaging and a coordinated effort for student activity participation and faculty support for coordination.	▪ Collaboration with university stakeholders
○ Develop relationships with alumni and other partners to support key professional development, facility, and activity needs that will advance the reputation and reach of the Miller School.	▪ Funding & time
○ Identify partnership opportunities that will	▪ Collaboration with foundation & Office of Research

Goals, Areas, and Action Steps	Resources Needed
invest in infrastructure needs of the School.	
Action 4.3 Encourage and support RSCAD productivity and impact by research faculty, graduate students, and undergraduate students.	
○ Support external grant submission.	▪ Access to training resources and examples ▪ Continued incorporation of grant writing in department documents
○ Develop and maintain processes that encourage RSCAD productivity and impact	
○ Offer brownbag sessions related to RSCAD productivity and impact	
Focus Area 3: Becoming a Destination for Learners	
Goal 1: We will manage and maintain school and program brands that highlight our strengths and resonate with learners and colleagues.	
Action 1.1 Develop and execute a communication strategy for the School that highlights our distinctive strengths.	
○ Maintain up-to-date website	▪ Assistance from DCM ▪ Communication flow to MRS
○ Ensure that communication strategy and practices are accessible	▪ Ongoing review
○ Ensure that program materials are up to date and resonant with prospective learners	
○ Maintain signage and building aesthetics that reflects our values and strengths	▪ Funding
○ Maintain up to date recruitment calendar and events	
Action 1.2 Create and disseminate resonant content through appropriate channels and modalities to students, parents, advisors, and other stakeholders.	
○ See Focus Area 2, Goal 3	
○ Develop and execute practices for regularly distributing news releases highlighting School successes	

Goals, Areas, and Action Steps	Resources Needed
Action 1.3 Build and maintain a team inside and outside the School that will serve as ambassadors, advocates, and celebrants of the School.	
○ Grow ambassadors until of sufficient size to be both manageable and to address recruitment & brand management needs.	▪ Funding ▪ Training
○ Collaborate with National Advisory Council	▪ Revision of goals & composition of National Advisory Council
Goal 2: We will develop and maintain processes and practices that build awareness and drive applications to our programs.	
Action 2.1 Build and maintain awareness and understanding of programs by high school and community college guidance counselors, media advisors, and teachers in key subject areas in alignment with ACEJMC accreditation guidelines and student support best practices.	
○ Communicate regularly with counselors about program updates	
○ Communication with counselors over a variety of media	
○ Ensure that communication practices and processes are aligned with counselors' wishes	
○ Hear from counselors about their students' interests	
○ Ensure that all activities and processes fit within college and university processes	
Action 2.2 Build and maintain awareness and understanding of programs by College and University advisors and representatives.	
○ Provide information and learning sessions to A&S advisors to improve understanding of SMC programs	
○ Work with admissions reps so that they are aware of SMC programs	

Goals, Areas, and Action Steps	Resources Needed
○ Ensure that all activities and processes fit within college and university processes.	
Action 2.3 Involve faculty and students in sustainable ways in the recruitment process.	
○ Resource the student ambassadors appropriately and competitively	
○ Train faculty on effective practices regarding student recruitment	
○ Ensure equitable and feasible involvement of faculty in the recruitment process	
Action 2.4 Ensure that recruitment processes are accessible and promote equal access and opportunity	
○ Identify effective practices to recruit and retain faculty and staff who bring professional expertise and varied perspectives, including from groups with limited representation in the fields of journalism and media communication, to enrich the educational experience.	
○ Identify targets / goals with regard to representation of applicants	
○ Regularly perform reviews of recruitment materials and processes with an eye towards accessibility and equal opportunity.	
Goal 3: We will develop and maintain processes and practices that elevate yield rates for admitted students.	
Action 3.1 Involve faculty and students in sustainable ways in the recruitment process.	

Goals, Areas, and Action Steps	Resources Needed
○ Resource the student ambassadors appropriately and competitively	
○ Train faculty and ambassadors on effective practices regarding student enrollment	
○ Ensure fair and feasible involvement of faculty in the yield process	
○ Develop and host yield events pertinent to programs	
Action 3.2. Ensure that School resources are directed towards yield processes and that activities fit within college and university processes	
○ Evaluate ROI of yield practices	
○ Connect and coordinate regularly with college and university colleagues on yield activities.	
Action 3.3. Develop funding that will provide need- and merit-based scholarship funding for admitted students.	
○ Work with the Foundation	
○ Connect with donors	
○ Review impact and ROI of scholarship funding on yield rates	
Goal 4: We will develop pathways for learners from community colleges, high schools, campus, and industry to pursue credit and non-credit opportunities.	
Action 4.1 Increase awareness among internal and external stakeholders of faculty, staff, and graduate student expertise and accomplishments on multiple platforms.	
Action 4.2 Build articulation agreements with KS community colleges for each program.	
○ Identify courses at each KS community college that can be transferred in for major and/or gen ed credit	
○ Connect with appropriate stakeholders at KS community colleges to	

Goals, Areas, and Action Steps	Resources Needed
develop articulation agreements.	
○ Complete processes for solidifying and enacting articular agreements	
Focus Area 4: Engaging Partners for the Common Good	
Goal 1: We will exemplify and practice engaged teaching, research, and service.	
Action 1.1 We will pursue professional development as a faculty to maintain an up-to-date understanding of engaged scholarship (teaching, research, and service).	
○ Develop professional development resources on engaged scholarship.	
○ Incorporate engaged scholarship professional development activities.	
Action 1.2 We will ensure that our individual and programmatic evaluation and assessment processes reward and incentivize engaged teaching, research, and service.	
○ Identify effective practices and exemplars for incorporating engaged scholarship into evaluation and assessment processes	
○ Ensure that engaged scholarship products are recognized in department documents.	
○ Review programmatic SLOs to study whether engaged scholarship can be incorporated.	
Action 1.3 We will highlight for external stakeholders our practice of engaged teaching, research, and service.	
Goal 2: We will be a collaborative partner with KSU units, industry partners, and community partners to advance mutually beneficial efforts pertaining to media and communication.	
Action 2.1 We will develop an inventory of strengths, capacities, and knowledge areas and highlight those to university stakeholders in develop opportunities for collaborative RSCAD.	
Action 2.2 We will pursue training and other engaged scholarship partnership opportunities with community and industry partners.	
○ Work with university partners to develop connections with industry & community	

Goals, Areas, and Action Steps	Resources Needed
○ Use external communications practices to inform industry & community members of SMC expertise	
○ Develop funding streams that will support the development of engagement opportunities	

Progress Indicators and Metrics Worksheet

Goals, Areas, and Action Steps	Indicators and Metrics
Focus Area 1: Curricular and Co-Curricular Programs & Learning Experiences	
Goal 1: We will pursue instructional excellence inside and outside the classroom	
Action 1.1 Support engagement in activities that foster teaching excellence.	
○ Provide professional development funds to all faculty in alignment with professional responsibilities. ○ Ensure that processes and spaces are in place for faculty and students to have access to technology and software needed to promote effective instruction and learning. ○ Ensure that graduate faculty are scheduled to teach graduate courses regularly.	▪ 100% of faculty with teaching assignments receive professional development funds ▪ 100% of faculty participate in teaching-related professional development each year ▪ 100% of graduate faculty teach at least 1 graduate course every 2 years. ▪ 100% of graduate faculty serve as major professor for at least one graduate student each year. ▪ Mean faculty TEVAL scores for items 1, 11, and 14 for SMC in at least the top quarter of A&S. ▪ Consistently high marks across SMC by UGRD and GRAD students on exit surveys for teaching quality
Action 1.2 Implement processes that promote professional development in teaching.	
○ Identify indicators of excellent individual instruction that can be used along with university course evaluation systems (e.g., TEVALs). ○ Develop & maintain practices within the School to support faculty professional development in teaching and advising. ○ Identify and maintain a list of activities external to SMC that advance teaching excellence. ○ Implement practices pertaining to course rotations that facilitate faculty development. ○ Connect faculty with resources outside the School to support teaching development. ○ Ensure that graduate students teaching a course other than public speaking are paired with a mentor / supervisor.	▪ Peer mentoring system is developed ▪ 100% of assistant professors are connected with a mentor ▪ 100% of advisors participate in advising-related professional development each year ▪ All faculty have access to a list of professional development resources ▪ 100% of GTAs are connected with a faculty mentor for teaching ▪ GTA feedback on mentoring and raining reflects satisfaction / helpfulness

Goals, Areas, and Action Steps	Indicators and Metrics
○ Refine pre-year and in-year training to sharpen graduate students' pedagogy skills. ○ Define processes for GTAs teaching courses other than public speaking to submit their course evaluations to a supervisor and receive timely formative and summative feedback	
Action 1.3 Regularly put faculty and graduate students up for awards	
○ Nominate at least two faculty members per year for institutional awards ○ Nominate at least one graduate student per year for institutional awards	▪ Two faculty members nominated each year for teaching awards ▪ One graduate student nominated each year for teaching awards
Goal 2: We will provide outstanding and accessible curricular and co-curricular learning opportunities that enable learners to achieve their goals, promote whole-person development, and create a sense of community.	
Action 2.1 Provide outstanding academic programs that effectively prepare learners of all ages and stages to achieve their goals and be ready for all of life.	
○ Identify indicators of health and excellence in program health and outcomes. ○ Assess program health and excellence regularly and throughout curricula using internal and external processes. ○ Develop and grow collaborative, innovative, interdisciplinary academic offerings that attract all of learners, including offerings adapted to workforce development and economic development. ○ Ensure that course offering rotations enable timely and successful completion of credential, being mindful of frequency, schedule, and modality of offerings. ○ Provide graduate offerings with an eye towards recruitment, preparation, flexibility, and faculty strengths. ○ Identify SMC courses that complement programs throughout the school. ○ Continue to assess and improve potential and existing programmatic and curricular partnerships to ensure that they are healthy, sustainable, and aligned with School goals.	▪ All programs revise their SLOs and indicators of health and quality ▪ SLO assessment integrated into Canvas. ▪ Consistently high marks on all student exit survey data items ▪ Consistently high marks on all areas measured through post-test assessments of knowledge ▪ Successful re-accreditation ▪ Incorporation of COMM and MC courses in programs as complementary and appropriate
Action 2.2 Offer a range of co-curricular opportunities for students, provide organizations the capacity needed to pursue excellence, and encourage co-curricular involvement.	
○ Provide an orientation experience to students that increases their knowledge and awareness of co-curricular opportunities, particularly within the School. ○ Raise the visibility of co-curricular on a variety of platforms.	▪ 100% involvement in and completion of orientation course for all UGRD majors.

Goals, Areas, and Action Steps	Indicators and Metrics
○ Generate scholarship opportunities that are connected with co-curricular involvement. ○ Develop additional funding sources to increase organizational capacity. ○ Integrate co-curricular organizations and involvement into curricula. ○ Assess accessibility of co-curricular organizations and identify action steps for making progress with regard to equal access and opportunity	▪ At least 30% of majors participating in SMC organizations ▪ Organizations are earning recognitions (e.g., awards) ▪ At least \$1,000 in scholarships for each organization connected with organizational involvement ▪ Involved students
Action 2.3 Offer a range of RSCAD opportunities for students, provide faculty the capacity needed to partner with students in RSCAD activities, and encourage RSCAD involvement.	
○ Provide an orientation experience to students that increases their knowledge and awareness of RSCAD opportunities, particularly within the School. ○ Raise the visibility of RSCAD on a variety of platforms. ○ Generate scholarship opportunities that are connected with RSCAD involvement. ○ Develop additional funding sources to increase student RSCAD involvement. ○ Integrate RSCAD involvement into curricula. ○ Assess accessibility of RSCAD activities. and identify action steps for making progress with regard to equal access and opportunity	▪ See metrics for Action 2.2 above, adapted for RSCAD involvement.
Action 2.4 Advance incorporation of engaged learning opportunities throughout curricula.	
○ Identify ways in which engaged learning opportunities are incorporated in program curricula. ○ Offer professional development opportunities focused on engaged teaching & learning. ○ Work with the Office of Engagement to promote engaged teaching & learning	▪ At least 1 workshop on engaged teaching put on each year by SMC ▪ At least 1 course in each program incorporating engaged learning activities / projects each semester.
Action 2.5 Increase persistence and graduation rates.	
○ Identify factors for undergraduate and graduate students that depress persistence and graduation likelihood. ○ Identify courses where grades are predictive of non-persistence and/or non-graduation. ○ Identify university support processes and develop School support processes if appropriate to promote persistence and graduation.	▪ Persistence factors identified with Institutional Research ▪ Predictive courses identified using SSC-Navigate ▪ 100% of advisors and faculty trained on intrusive advising practices ▪ At least 90% persistence rate into year 2 for all UGRD programs.

Goals, Areas, and Action Steps	Indicators and Metrics
	- At least 95% persistence rate past year 1 for all GRAD programs. - At least 50% 4-year graduation rate for all UGRD programs. - At least 65% 6-year graduation rate for all UGRD programs. - At least 85% graduation rate for all GRAD programs.
Goal 3: We will develop and maintain an engaging and supportive climate that promotes student success, connection, and well-being.	
Action 3.1 Ensure that we are preparing students for civic and professional pursuits by increasing knowledge and skill in topics related to cultural competencies in a global, multicultural world.	
Review curricula to identify how and where global or culturally competent related knowledge and skill are being developed.	- Identify SLOs and self-report factors for assessing industry-relevant global and culturally competent knowledge & skills. - Incorporate SLOs and self-report factors into course assessments, program assessments, and exit surveys.
Identify practices and indicators for assessing effectiveness in developing global or culturally competent knowledge and skill.	
Provide professional development related to developing global and/or culturally competent knowledge and skill.	
Action 3.2 Develop and maintain a sense of community among students, faculty, & alumni, both within and across academic programs.	
Redesign MC 100 to be applicable, informative, and useful for all students enrolled in major undergraduate programs.	- MC 100 course evaluation feedback is consistently positive - At least 1 event per UGRD and GRAD program, that connects students, faculty, and alumni - Up to date roster of alumni - Plans for alumni-student mentoring plan developed with NAC and with feedback from students.
Develop and put on events that foster connection among students, faculty, and alumni.	
Develop roster of alumni to invite for guest lectures and involve alumni in classes.	
Evaluate impact and sustainability of an alumni-student mentoring program.	
Action 3.3 Develop and maintain practices that heighten students’ enjoyment of learning, facilitate work/life balance, protect mental health, and connect students with the support they need to be successful and healthy.	
Revise MC 100 to incorporate recommendations on ways to maintain health and balance.	- Incorporate content on health and balance into MC 100 - Inclusion of student support information in 100% of UGRD and GRAD syllabi
Incorporate contact information of support groups (e.g., Lafene, CAPS, Student Support & Accountability) into all syllabi	
Provide professional development opportunities on ways to promote student health and balance.	

Goals, Areas, and Action Steps	Indicators and Metrics
○ Create space that promotes collaboration and community. ○ Address ADA-inaccessible areas. ○ Review and address curricula, operation, and policies that could be exclusionary. ○ Procure artwork and posters that demonstrate equal access and opportunity. ○ Work with CAPP to request M/W schedule for select courses ○ Evaluate & identify revisions to graduate course scheduling	▪ At least 75% of physical accessibility issues in Nichols & Kedzie addressed. ▪ Creation of student study and collaboration spaces ▪ M/W course rotations approved for select courses through CAPP
Focus Area 2: Faculty and Staff Excellence	
Goal 1: We will support and recognize professional development efforts of faculty, staff, and graduate assistants.	
Action 1.1 Identify and support involvement in professional development activities for faculty, staff, and graduate assistants.	
○ Provide professional development funds to all faculty, staff, and graduate assistants in alignment with professional responsibilities. ○ Provide training and support for grant-writing activities. ○ Offer brownbag sessions open to faculty, staff, and graduate assistants at regular intervals throughout the year. ○ Coordinate with other units and industry professionals to offer professional development opportunities for faculty, staff, and graduate assistants.	▪ 100% of faculty staff, and advisors have access to professional development funds ▪ Sufficient funds to support at least 60% of graduate students for conference presentation ▪ At least 3 brownbag sessions offered each semester with at least 75% faculty attendance
Action 1.2 Develop and maintain a supportive peer mentoring process and peer teaching observation process that promote professional development.	
○ Develop and implement processes for peer teaching observations. ○ Develop and implement framework for peer mentoring within SMC. ○ Ensure that all graduate assistants have access to mentoring opportunities.	▪ Formalized policies and processes for peer teaching observation. ▪ Formalized policies and processes for peer mentoring. ▪ 100% of graduate faculty trained on mentoring as a major professor.
Action 1.3 Ensure that professional development remains a component of annual evaluation processes.	
○ Assess annual evaluation processes each year to ensure that the process is both formative and summative.	▪ Annual review
Goal 2: We will maintain an engaged and supportive climate that promotes faculty and staff success, connection, and well-being.	
Action 2.1 Provide formal and informal opportunities and spaces to connect, and encourage faculty, staff, and graduate assistants to participate in those opportunities.	

Goals, Areas, and Action Steps	Indicators and Metrics
○ Offer brownbag sessions open to faculty, staff, and graduate assistants at regular intervals throughout the academic year. ○ Ensure that scheduling builds in regular times for meeting and connecting. ○ Work informally and formally to develop norms of proactive collaboration, support, and involvement. ○ Work to ensure that faculty who are on hybrid or remote work arrangements are able to be included in opportunities and meetings effectively.	▪ At least 3 brownbag events with at least an average of 75% attendance each semester ▪ Climate survey indicators showing high levels of collaboration, support, and involvement ▪ RWAs on file for all remote employees. ▪ Agreed upon expectations for all RWA employees
Action 2.2 Develop and maintain policies and practices that promote fairness, balance, health, and alignment in terms of workload expectation, compensation, and evaluation.	
○ Ensure that faculty schedules equitably build in sufficient time for teaching, research, service, and professional development. ○ Evaluate the number of committees needed and expectations associated with committee and administrative work. ○ Advocate for graduate assistant student salaries and support. ○ Work towards salary and workload equity across faculty and staff.	▪ Process for equitable service and administrative assignments
Action 2.3 Develop and maintain processes and practices that reflect principles of voice, fairness, involvement, collaboration, and inclusion.	
○ Annually review policies and processes to ensure these principles are being enacted. ○ Annually conduct a climate survey that assesses performance on these principles.	▪ Annual review of bylaws and processes ▪ Climate survey each semester ▪ High marks on all measured variables.
Goal 3: We will develop and maintain a climate and culture that attracts and retains talented faculty and staff.	
Action 3.1 Develop a faculty and staff recruitment plan in coordination with the college.	
▪ Identify appropriate metrics by which to identify and evaluate hiring needs, with particular focus to building an intellectual and ideologically diverse faculty and staff. ○ Take proactive steps to recruit and retain faculty and staff who bring professional expertise and varied perspectives, including from groups with limited representation in the fields of journalism and media communication, to enrich the educational experience. ○ Work with the college to develop a hiring plan that is consistent with School and college metrics.	▪ Hiring metrics ▪ One chaired faculty position

Goals, Areas, and Action Steps	Indicators and Metrics
Work with the foundation to develop funds for chaired positions.	
Action 3.2 Identify and address factors that inhibit faculty and staff retention.	
- Work with Human Resources and the College of Arts and Sciences to identify and address factors that data demonstrate are most influential on people's attitudes towards persistence and/or non-persistence. - Work with the Office of Data, Assessment and Institutional Research, Human Resources, and the College of Arts and Sciences to survey faculty and staff on climate and retention dynamics. - Regularly carry out climate surveys within the School to assess climate and culture health. - Identify and address factors that are contributing to fragmentation, siloing, and intragroup strain / conflict.	- Climate survey conducted annually - Analysis from ODAIR - Consistently high marks across all programmatic, demographic, and employee categorizations on climate factors
Goal 4: We will known by internal and external stakeholders as the preeminent resource and partner for media and communication knowledge, research, skill, and engagement in the region.	
Action 4.1 Increase awareness among internal and external stakeholders of faculty, staff, and graduate student expertise and accomplishments on multiple platforms.	
- Publish & distribute Miller Minute editions 4-6 times per year. - Provide annual summaries & highlights to university officials. - Put on events and activities that highlight skills, focus areas, and expertise of the School. - Develop awareness and partnerships with area schools, industries, and community and technical schools. - Build our activity and engagement on multiple platforms that tells the stories of the good work happening in the Miller School.	- Publication of Miller Minute at least 4 times per year - At least 1 event per program each year - At least 1 RSCAD and/or practice related event each year - Regular and constructive social media presence
Action 4.2 Work with university stakeholders, alumni, and foundation partners to build awareness and partnership opportunities.	
- Coordinate with KSU Foundation on messaging and a coordinated effort for student activity participation and faculty support for coordination. - Develop relationships with alumni and other partners to support key professional development, facility, and activity needs that will advance the reputation and reach of the Miller School. - Identify partnership opportunities that will invest in infrastructure needs of the School.	
Action 4.3 Encourage and support RSCAD productivity and impact by research faculty, graduate students, and undergraduate students.	

Goals, Areas, and Action Steps	Indicators and Metrics
○ Support external grant submission.	▪ At least 3 external grant submissions (with overhead) annually as PI or co-PI ▪ Average of 1.5 publications annually by research faculty ▪ Increasing h-index scores and other indicators of impact ▪ At least 1 brownbag session each semester on RSCAD
○ Develop and maintain processes that encourage RSCAD productivity and impact	
○ Offer brownbag sessions related to RSCAD productivity and impact	
Focus Area 3: Becoming a Destination for Learners	
Goal 1: We will manage and maintain school and program brands that highlight our strengths and resonate with leaners and colleagues.	
Action 1.1 Develop and execute a communication strategy for the School that highlights our distinctive strengths.	
○ Maintain up-to-date website	▪ Annual accessibility review ▪ Annual review & editing of recruitment materials ▪ Annual review & creation of recruitment calendar ▪ At least 1 program-related recruitment / yield event
○ Ensure that communication strategy and practices are accessible	
○ Ensure that program materials are up to date and resonant with prospective learners	
○ Maintain signage and building aesthetics that reflects our values and strengths	
○ Maintain up to date recruitment calendar and events	
Action 1.2 Create and disseminate resonant content through appropriate channels and modalities to students, parents, advisors, and other stakeholders.	
○ See Focus Area 2, Goal 3	▪ Responsiveness to all college & university requests ▪ At least 1 outreach wave annually to advisors for each UGRD and GRAD program ▪ Regular social media posts for all programs & School
○ Develop and execute practices for regularly distributing news releases highlighting School successes	
Action 1.3 Build and maintain a team inside and outside the School that will serve as ambassadors, advocates, and celebrants of the School.	
○ Grow ambassadors until of sufficient size to be both manageable and to address recruitment & brand management needs.	▪ Team of 10 student ambassadors with appropriate funding ▪ Involvement of NAC in UGRD and GRAD recruitment processes ▪ Involvement of NAC in advocacy & networking on behalf of School
○ Collaborate with National Advisory Council	
Goal 2: We will develop and maintain processes and practices that build awareness and drive applications to our programs.	
Action 2.1 Build and maintain awareness and understanding of programs by high school and community college guidance counselors, media advisors, and teachers in key subject areas in alignment with ACEJMC accreditation guidelines and student support best practices.	

Goals, Areas, and Action Steps	Indicators and Metrics
○ Communicate regularly with counselors about program updates ○ Communication with counselors over a variety of media ○ Ensure that communication practices and processes are aligned with counselors' wishes ○ Hear from counselors about their students' interests ○ Ensure that all activities and processes fit within college and university processes	▪ Annual growth of at least 10% in applications & admissions from first-time freshmen for each program ▪ Annual growth of at least 10% in applications & admissions from transfer students for each program ▪ Feedback from counselors on students' interests ▪ At least 1 recruitment event for each program
Action 2.2 Build and maintain awareness and understanding of programs by College and University advisors and representatives.	
○ Provide information and learning sessions to A&S advisors to improve understanding of SMC programs ○ Work with admissions reps so that they are aware of SMC programs ○ Ensure that all activities and processes fit within college and university processes.	▪ Meet with advisors at least once per year to provide UGRD program updates ▪ Meet with admissions reps at least once per year to provide UGRD program updates ▪ Regular coordination with university offices on processes
Action 2.3 Involve faculty and students in sustainable ways in the recruitment process.	
○ Resource the student ambassadors appropriately and competitively ○ Train faculty on effective practices regarding student recruitment ○ Ensure equitable and feasible involvement of faculty in the recruitment process	▪ Scholarship funding of at least \$1,500 per ambassador each year. ▪ Annual training of faculty on UGRD and GRAD recruitment ▪ Established process for equitable faculty involvement in UGRD and GRAD recruitment
Action 2.4 Ensure that recruitment processes are accessible and promote equal access and opportunity	
○ Identify effective practices to recruit and retain faculty and staff who bring professional expertise and varied perspectives, including from groups with limited representation in the fields of journalism and media communication, to enrich the educational experience. ○ Identify targets / goals with regard to representation of applicants ○ Regularly perform reviews of recruitment materials and processes with an eye towards accessibility and equal access and opportunity in alignment with ACEJMC accreditation best practices.	▪ Incorporate effective practices into UGRD and GRAD recruitment processes ▪ 10% growth in applications & admissions by UGRD and GRAD students from underrepresented groups ▪ Annual review & revision of recruitment materials for representation

Goals, Areas, and Action Steps	Indicators and Metrics
Goal 3: We will develop and maintain processes and practices that elevate yield rates for admitted students.	
Action 3.1 Involve faculty and students in sustainable ways in the recruitment process.	
○ Resource the student ambassadors appropriately and competitively	▪ 100% involvement of faculty in UGRD and GRAD program recruitment ▪ Annual training of faculty and ambassadors on recruitment ▪ At least 1 recruitment event for each program
○ Train faculty and ambassadors on effective practices regarding student enrollment	
○ Ensure fair and feasible involvement of faculty in the yield process	
○ Develop and host yield events pertinent to programs	
Action 3.2. Ensure that School resources are directed towards yield processes and that activities fit within college and university processes	
○ Evaluate ROI of yield practices	▪ Data collection and analysis on all recruitment activities to assess effectiveness
○ Connect and coordinate regularly with college and university colleagues on yield activities.	
Action 3.3. Develop funding that will provide need- and merit-based scholarship funding for admitted students.	
○ Work with the Foundation	▪ 2% growth in scholarship funding annually ▪ Data collection and analysis on recruitment scholarship effectiveness
○ Connect with donors	
○ Review impact and ROI of scholarship funding on yield rates	
Goal 4: We will develop pathways for learners from community colleges, high schools, campus, and industry to pursue credit and non-credit opportunities.	
Action 4.1 Increase awareness among internal and external stakeholders of faculty, staff, and graduate student expertise and accomplishments on multiple platforms.	
Action 4.2 Build articulation agreements with KS community colleges for each program.	
○ Identify courses at each KS community college that can be transferred in for major and/or gen ed credit	▪ 4-year curriculum map ▪ Articulation agreements for each program with at least 4 community colleges
○ Connect with appropriate stakeholders at KS community colleges to develop articulation agreements.	
○ Complete processes for solidifying and enacting articular agreements	
Focus Area 4: Engaging Partners for the Common Good	
Goal 1: We will exemplify and practice engaged teaching, research, and service.	
Action 1.1 We will pursue professional development as a faculty to maintain an up-to-date understanding of engaged scholarship (teaching, research, and service).	
○ Develop professional development resources on engaged scholarship.	▪ Library of engaged scholarship resources ▪ At least 1 activity for faculty on engaged scholarship
○ Incorporate engaged scholarship professional development activities.	

Goals, Areas, and Action Steps	Indicators and Metrics
Action 1.2 We will ensure that our individual and programmatic evaluation and assessment processes reward and incentivize engaged teaching, research, and service.	
○ Identify effective practices and exemplars for incorporating engaged scholarship into evaluation and assessment processes	▪ Engaged scholarship is accounted for in department document
○ Ensure that engaged scholarship products are recognized in department documents.	
○ Review programmatic SLOs to study whether engaged scholarship can be incorporated.	
Action 1.3 We will highlight for external stakeholders our practice of engaged teaching, research, and service.	
Goal 2: We will be a collaborative partner with KSU units, industry partners, and community partners to advance mutually beneficial efforts pertaining to media and communication.	
Action 2.1 We will develop an inventory of strengths, capacities, and knowledge areas and highlight those to university stakeholders in develop opportunities for collaborative RSCAD.	
Action 2.2 We will pursue training and other engaged scholarship partnership opportunities with community and industry partners.	
○ Work with university partners to develop connections with industry & community	▪ At least 1 engaged project annually ▪ At least \$5,000 in regular annual funding to support engaged scholarship
○ Use external communications practices to inform industry & community members of SMC expertise	
○ Develop funding streams that will support the development of engagement opportunities	