

***CoJMC Strategic Planning
Workshop
Oct. 2, 2020***



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Agenda

- Welcome
- Strategic planning
 - Purpose and process
 - Task forces
 - Expectations
 - Timeline
- Resource reminders
- Distinctive capabilities and measures
- Task force meetings



Welcome!



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Welcome Alumni and Friends

- Greg Andersen, CEO, Bailey Lauerman
- Harry Argue, Banking Industry Consultant
- Matt Boyd, Assistant VP, UNL Foundation
- LaSharah Bunting, Director/Journalism, Knight Foundation
- Chad Davis, Chief Innovation Officer, NET
- Lyle Denniston, Dean Emeritus, Supreme Court Press Corps
- Sandy Dose, SVP/Investments, Stifel Financial Corp.
- Deb Fiddelke, Chief Communication and Marketing Officer, UNL
- Mary Garbacz, Emeriti Professor of Practice, UNL ALEC
- Chelsea Hampton, Doctoral Student, University of Florida
- Lauryn Higgins, News Assistant, New York Times
- Margaret Holman, President, Holman Consulting



Welcome Alumni and Friends

- Steve Jordon, Business Reporter, Omaha World-Herald (retired)
- Adam Kroft, CEO, redthread
- Phyllis Larsen, Emeritus Faculty, UNL CoJMC
- Paula Lavigne, Reporter, ESPN
- Nancy Mitchell, Emeritus Faculty, UNL CoJMC
- Kelly Mosier, Director of Hudl Studios, Hudl
- Mike Reilley, Data and Journalism Professor, UIC
- Tyler Thomas, Senior Director of Integrated Content, UNL
- Allen Vaughan, General Manager, Daily Nebraskan
- Lyn Wineman, President and Chief Strategist, KidGlov
- Kellie Wostrel, SVP and PR Director, Swanson Russell



Welcome Students

- Jasmine Alexander, Graduate Student
- Caelan Debban, Senior BRDC, SPMC
- Dylan DeVries, Senior ADPR
- Cody Frederick, Senior SPMC & JOUR
- Paige Heinemann, Senior ADPR
- Tabitha Lincoln, Junior ADPR & BRDC
- Nick McConnell, Junior JOUR & BRDC
- Emily Morrow, Senior BRDC & ADPR
- Regan Vaccaro, Junior SPMC, BRDC
- Madeline Wiseman, Graduate Student



Strategic Planning Purpose and Process



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Strategic Planning Purpose

- **Clearly articulates our mission** as a college and our near and longer-term strategic goals, as well as the means to achieve both
- **Creates an institutional culture** that is forward looking rather than reactive
- **Promotes unity of purpose** amongst the faculty, staff, administration and other stakeholders
- **Clearly outlines characteristics, distinctions and attributes** we need to develop to achieve our goals
- **Charts a course** toward creating these distinctions and articulates the actions that need to be taken
- **Sets benchmarks** and measures that must be met along the way to bring the plan to fruition



Strategic Planning Process

- **Inclusive:** Engages critical internal and external stakeholders – faculty, staff, alumni, students, industry partners, etc.
- **Transparent:** Open to criticism and feedback – monthly meetings, updates, materials online for review and comment
- **Grounded:** Requires a clear understanding of the environment – academic, industry, financial, political
- **Market-driven:** Requires positioning to create and sustain competitive advantages
- **Decisive:** Focuses on hard choices and does not fall into the trap of seeking *unanimity*
- **Purposeful:** Holds us accountable!





Task Forces

- Mission, Vision and Values
- People and Internal Relations
- External Relations
- Scholarship and Creative Activity
- Graduate Education
- Undergraduate Education
- Experiential Learning

External Review Committee

Expectations of Committee Members

- Be an enthusiastic sponsor of the process
- Secure the participation of fellow planning team members
- Get buy-in from the broader community
- Engender a climate of openness to change and renewal
- Be willing to put everything on the table
- Sustain commitment to the process
- Sustain communications; keep everyone informed
- Know when to, and be willing to, make the decision
- Be accountable for leading implementation
- Be ambitious!



Expectations of Task Force Co-Chairs

- Provide unbiased process management
- Help the team to stay on task
- Elicit participation from all team members
- Assist in raising and engaging on tough issues
- Be a catalyst for challenging current paradigms
- Enable academic leaders to focus on issues
- Help the team reach as much closure as possible
- Map alignment with the N2025



Expectations of the External Review Committee

- Provide a common language
- Organize the conclusions in a “headline” format
- Identify relationships among the plan elements
- Assist in identifying gaps in the plan



Timeline

Today:

- Overview of process
- Overview of distinctive capabilities and measures
- Task force meetings

Nov. 6:

- Presentation of distinctive capabilities and measures
- Discussion
- Overview of strategies
- Task force meetings



Timeline

Dec. 4:

- Presentation of strategies
- External review committee feedback
- Discussion
- Overview of operational measures
- Task force meetings

Jan 8:

- Presentation of operational measures
- External review committee feedback
- Discussion
- Overview of action steps
- Task force meetings



Timeline

Feb. 5:

- Presentation of action steps
- External review committee feedback
- Discussion
- Task force meetings

March 5:

- Presentation of task force plan drafts
- External review committee feedback
- Discussion
- Task force meetings



Timeline

April 2:

- Presentation of revised draft plan
- External review committee feedback
- Alignment with N2025 discussion
- Next steps

May 7:

- Presentation of final draft



Resource Reminders



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Analysis

[Purpose, Values, Hopes & Dreams](#)

[Trends, Gaps & Opportunities](#)

[Strengths, Opportunities & Aspirations](#)

UNL Strategic Plan

[N2025](#)

Background

[Higher Ed](#)

[Industries](#)

[Competition](#)

[University](#)

[College](#)

[Questions, Concerns & Insight](#)



***Distinctive Capabilities and
Measures***



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Distinctive Capabilities

Each task force will prepare a single statement describing what's distinctive about the College of Journalism and Mass Communications in the area of the task force's work.



Distinctive Capabilities

- Core competencies or special attributes that add special value to a specific segment of the marketplace of stakeholders.
- Capabilities underlie performance, enabling sustained leadership in meeting the changing needs of stakeholders.
- What core competencies characterize the College of Journalism and Mass Communications in this area?
- The statement highlights what is special and is a “to be” statement, describing the desired (future) state.



Example: Undergraduate Education (UNL-Architecture)

Distinctive Capability: We co-create custom experiential learning and synergies of knowledge to develop diverse professionals who drive design and planning for transformational impact with local and global communities.

Example: External Relations (UC Irvine-Merage School)

Distinctive Capability: Using our distinctive personalized approach to education, research and service, we facilitate enduring relationships, create lasting value, and enrich the communities we serve.



Example: People (UK-Communication & Information)

Distinctive Capability: We are an inclusive community of lifelong learners devoted to encouraging, supporting and rewarding critical, innovative thinkers, creators and doers.

Example: Scholarship and Creative Activity (UNLV-Engineering)

Distinctive Capability: We promote a climate of innovation in which faculty, students, and research staff produce high-impact research and scholarship activities that address key national needs and contribute to the economic diversification of the region.



Distinctive Capability Measures

Each task force will provide a list of measures for assessing the distinctive capability



Distinctive Capability Measures

- Quantitative or qualitative indicators of the extent to which the College of Journalism and Mass Communications is successful in achieving its distinctive capabilities and mission.
- Measures of results must have credibility with interested stakeholders.
- The headline measures may indicate broad categories, but specific, operational examples should be provided for each category of measure.



Example: External Relations (UC-Irvine, Merage School)

Distinctive Capability Measures

- Corporate participation – exec ed., firm specific programs, faculty speeches, revenue generated, consulting projects conducted, intern and full-time hiring; new vs. increased participation
- Media coverage of the school – mentions, inquiries, etc.
- Student and graduate employment – landings for summer internships and full-time employment for all programs
- Alumni engagement – volunteer programs, events, giving – new and increased, database, company involvement
- Fundraising tallies – alumni, corporate, individuals, donations
- Student satisfaction - with classmates, academic experience, co-curricular activities, and career outcomes



Example: People (UK-Communication & Information)

Distinctive Capability Measures

- Satisfaction of community members through Work-Life survey
- Establishment of a College climate survey
- Quality and diversity of faculty, staff and students
- Retention and graduation rates
- Turnover rates for faculty and staff; Need exit interview process for cause
- External recognition of faculty, staff and students
- Placement, promotion and continuous career development of faculty, staff and students



Example: Scholarship and Creative Activity (UNLV-Engineering)

Distinctive Capability Measures

- Research expenditures and related data (awards and proposal submission)
- Scholarship activities as measured by publications in high impact journals; citations; presentations at premier academic conferences; monographs published with scholarly presses; and developed and use of software & hardware
- Economic impact of the College on our community, as measured by invention disclosures, filed patents, licensing deals and number of start-ups; and consulting
- Graduate and undergraduate student participation in scholarship, as measured by number of students working in research laboratories; number of publications and software produced; and intellectual property developed by students
- Number of researchers with PhDs employed by the College
- Doctoral degrees granted by the College /number of PhD students per a faculty
- National rankings of the College and its graduate programs
- Placement of PhD graduates
- Number of nationally recognized high-volume Centers of Excellence led by COE



Assignment

- Each task force will prepare a single statement describing what's distinctive about the College of Journalism and Mass Communications in the area of the task force's work.
- Each task force will provide a list of measures for assessing the distinctive capability.
- Co-chairs will submit their task force's distinctive capability and measures to the strategic planning Box by Fri., Oct. 30.
- Co-chairs will present their task force's distinctive capability and measures to the full strategic planning committee on Friday, Nov. 6 and respond to questions and suggestions.



Task Force Meetings



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