



Stony Brook University
School of Journalism

STRATEGIC PLAN

REVISED, OCTOBER 2014

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Nikon's Joseph Carey instructs multimedia photojournalism students about how to light portraits using Speedlights. The company loans the School of Journalism about \$80,000 in equipment each year as part of the School Locker Program.



INTRODUCTION AND OVERVIEW

In the fall of 2010, the School of Journalism, barely marking its fourth birthday, was asked by then incoming university president, Samuel Stanley Jr., MD, to present its first 10-year strategic plan.

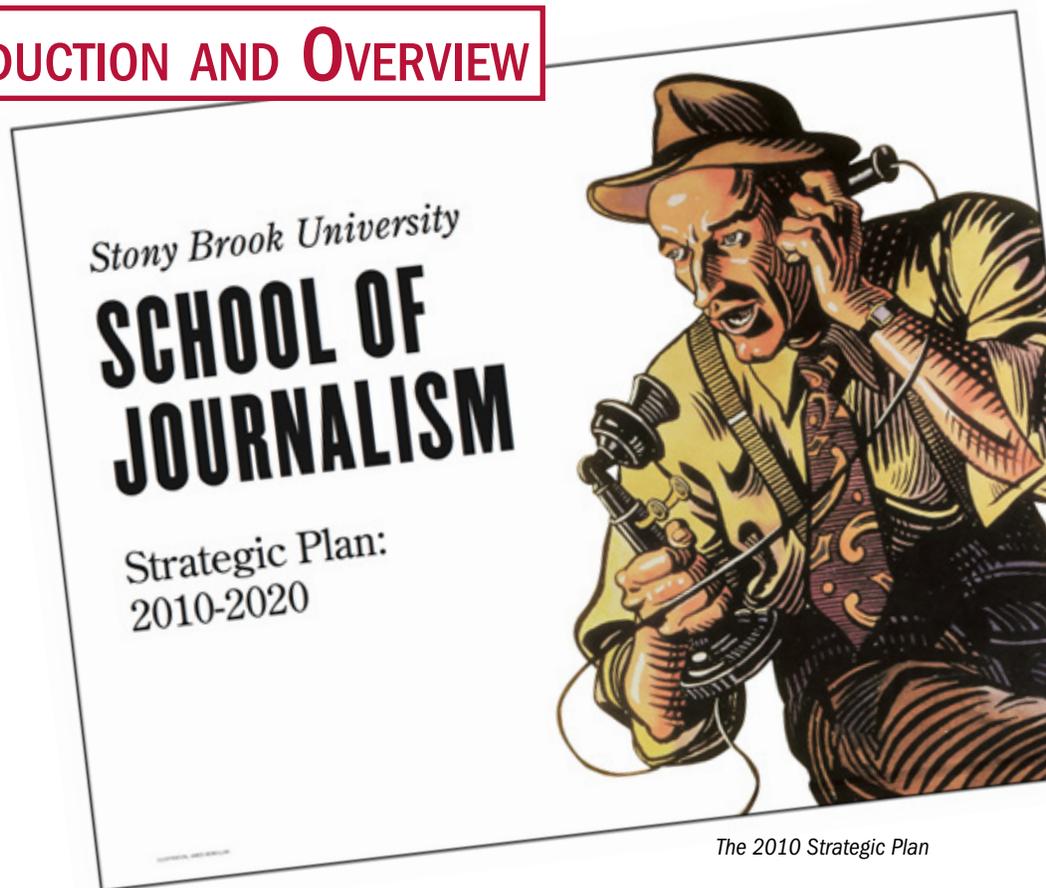
This document updates that plan four years later. It is a reflection of goals already achieved and those still unmet, new goals presented by new opportunities, revised budgetary projections conforming to new realities and the recent adoption of a new strategic plan for the university. Most important, this updated plan remains an aspirational blueprint to guide the trajectory of the school in the years ahead.

Our core mission is unchanged: to become one of the outstanding journalism schools in the United States amidst an evolving communications revolution that often makes it harder, not easier, to determine the truth. That means our mission includes preparing not only the journalists of the future, but also the news consumers of the future.

While our mission has not changed, our thinking about it continues to evolve. We are convinced more than ever, for example, that the key to the success of our undergraduate program will be teaching students to become enterprising reporters. Without scaling back our ambitious digital or multi-media initiatives, we believe the elemental need in the future will be for journalists who can find news stories others have overlooked, get to the bottom of complicated and contentious stories and respond quickly and authoritatively to disinformation.

As a result, over the past two years, we already have revised our undergraduate curriculum, infusing the program with more emphasis on reporting skills and experiences, beginning with a new course called “The Mind of a Reporter.”

The revised curriculum is one of the accomplishments of what has been a busy — some would say an intense — four years of dramatic growth.



The 2010 Strategic Plan

When we wrote our original plan, only about 75 students had graduated from our program; that number has tripled. And within a year of graduation, more than 60 percent of those graduates were working in the news media, according to our alumni surveys. (Overall, about 90 percent were employed or in graduate school.)

When we wrote our original plan, about 6,000 students — 90 percent of whom were not majoring in journalism — had enrolled in our pioneering News Literacy course. That number has reached 10,000 this fall. And a version of the course, after spreading to dozens of American universities, is now taught in Hong Kong, mainland China, Poland, Vietnam, Russia, Australia and Israel.

When we wrote the original plan, we had raised about \$3.5 million in external funding. Four years later, that number is about \$8 million and we have more than doubled our number of student scholarships. The growth has been driven, in part, by the impact and expanding influence of

our Center for Communicating Science — renamed two years ago after Alan Alda, an active member of our faculty and the Center’s muse.

During the past four years, faculty in the Alda Center have taught more than 300 graduate science students on campus and conducted communications workshops and presentations for more than 1,000 working scientists from 100 institutions. This fall, SOJ faculty began training all incoming students in our School of Medicine. Four years ago, the Center had barely opened its doors. An updated strategic blueprint for the Center follows later in this plan and includes a proposal for the Center’s first undergraduate course next spring.

The increase in external funding also has been nourished by a new venture: The Marie Colvin Center for International Reporting, which makes its first appearance in this plan.

Marie Colvin was a Long Island native and acclaimed war correspondent who was



killed covering the war in Syria in February of 2012. For 30 years, her work took her to conflict zones across the world; she often stayed behind as other reporters fled, reporting on the lives of innocent civilians caught in the crossfire. She is a remarkable role model for all of our students, particularly our young women, who make up more than 60 per cent of our enrollment.

Working closely with the Colvin family during the past two years, we have raised more than \$500,000 to memorialize Marie, support efforts to prepare the next generation of foreign correspondents, and heighten awareness for the need for more international reporting. Christiane Amanpour delivered the inaugural Marie Colvin Center lecture in February of 2013 and promptly donated \$50,000 to the Center.

Funds from the Center will be used, in part, to dramatically expand overseas reporting opportunities for students enrolled in our Journalism Without Walls courses, which already have sent students during our winter and summer semesters to China, Russia, Cuba, Turkey and Kenya. A new goal included in this plan proposes that a minimum of one-third of our students graduate with an overseas reporting experience. We believe these experiences can be transformative, even for students who do not have a long-term interest in international reporting. Many of our students have rarely traveled outside of New York.

Finally, the school launched perhaps its most significant new initiative last year by deciding to seek accreditation from the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). Of the approximately 500 school of communications and journalism in the nation, about 100 have gained accreditation. It is a rigorous process in which the school must meet nine standards of excellence, ranging from assessment to diversity. The president's new strategic plan calls for all schools and colleges on campus to earn accreditation where appropriate.

All of this activity raises several key questions. We are still a young school. Eight years after the school was founded as the first and still the only journalism school

in the SUNY system, and four years into its first strategic plan, has our ambition exceeded our reach? How successful have we been in managing our growth so far and what, if anything, has suffered?

In the fall of 2009, about a year before we completed our original plan, Trevor Brown, the former dean of the School of Journalism at Indiana University, and Edward Sylvester, a journalism professor and former science writer at the Walter Cronkite School of Journalism at Arizona State, visited Stony Brook to review our proposal for a new master's program. After



We go into the final six years of this plan not only with a history of accomplishment, but also with serious challenges.

their two-day visit, in which they met with faculty, toured the newsroom and observed classes, they noted in their report, "...the school has matured in range and ambition with astonishing speed: it seems to have leapt from infancy to post-adolescence in four years."

But in endorsing our new master's program, there were cautionary words, as well. They wondered about the extreme demands on the faculty, and the lack of administrative infrastructure and asked: "The dean and faculty have shown they can do many things exceptionally well... We wonder only how elastic their human and materials resources and whether they will nip and tuck to make all this happen?"

The caution was well founded: Given pressing demands, there has been little opportunity "to nip and tuck." We go into the final six years of this plan not only with a history of accomplishment, but also

with some serious challenges. As we noted in our original draft, "There will be a need to both consolidate and assess the gains of the first five years ... it will be a time to reassess our curriculum and learning outcomes, raise the quality of our students and address the need for more tenured faculty." It also will be a time to rethink the management structure of the school given our ambitious goals.

Among our concerns:

Our undergraduate enrollment remains unpredictable from year to year and we have not yet developed a coherent enrollment strategy or an effective recruitment campaign to steadily increase our numbers. After rapid growth, our enrollment has plateaued at about 250 majors; our goal remains to exceed 300 majors by the end of this plan, while boosting student quality. As our visibility has grown, we find ourselves competing for top students not only with other public universities, but with outstanding journalism programs at private universities such as New York University and Syracuse University.

After three years, we need to gain more traction with our master's program; a new class of eight students arrived this summer. We believe the program — with a focus on health, medicine, science, the environment and technology — has significant potential to grow. We intend to expand the program by including a track in international reporting, leveraging the assets of the Colvin Center. We hope to name a permanent graduate director next year.

In the face of declining journalism enrollments nationwide, our strategy will be to grow both our undergraduate and graduate enrollments in three ways: aggressively and selectively target high-potential students; remain dynamically attentive to the changes in the external landscape in terms of career opportunities; and increasingly marry Journalism with other disciplines on campus by creating new dual-major and five-year dual-degree programs in areas such as Environmental Science, Marine Science, Sustainability Studies, Political Science and in a variety of area studies (which may serve as a precursor to a Global Studies collaboration).

Even as our Center for News Literacy



launches its most ambitious initiative — a national Digital Resource Center to scale its efforts nationwide — key grants are running out. Our News Literacy program has become one of the school’s most innovative hallmarks, bringing us national and international attention and influence. One of our still unmet goals is to identify a donor who will endow the Center. Initial endowments have been established for the Alda Center and the Colvin Center.

An ambitious element of this revised plan calls for a major fundraising initiative tied to the university’s upcoming capital campaign. The initiative would seek to raise \$10 million over five years to mark the school’s 10th birthday, beginning in 2016. In collaboration with Advancement, we have developed the outlines of “A Campaign for the Next Decade,” which enumerates seven key priorities for the future. **(Goal 3, in our major strategic goals.)**

In the past year, we have experienced our first faculty and staff turnovers. Our Associate Dean, Marcy McGinnis, the former Vice President of CBS News, departed to help head the new network Al Jazeera America. In July, Assistant Professor Ilana Ozernoy, who was the inaugural program director for the Colvin Center, resigned to join the administration of New York City’s new mayor. Our Director of Development departed for a position at Bain Capital.

We plan to have a new Associate Dean for Academic Affairs and Director of Development in place by January. But in the wake of recent budget cuts, rapidly replacing Professor Ozernoy’s position will be problematic. The cuts also are likely to slow the hiring of several additional tenure-track faculty lines included in our original plan.

Already, our fulltime faculty members are bearing heavy teaching loads and a disproportionate amount of service. Our administrative infrastructure has not kept pace with our ambition. We only have one associate dean position and one assistant dean. As a result, faculty members do not have adequate time for professional activity and scholarship, especially at a top-flight research university, a problem for our tenure-track candidates. Our faculty is clearly a community of accom-



The School of Journalism covered the 2012 presidential election — live — from its digital newsroom facility.

plished and experienced professionals with a passion for teaching. The task of growing and integrating both their professional and academic pursuits will be a priority as the school evolves.

Another priority will be to create a structure that fully harnesses and coordinates the potential of all of the school’s moving parts — especially our three Centers. This plan calls for the creation of a second Associate Dean to oversee programs, development and research for the centers. This dean may focus on the school’s overall output of research, scholarship and creative activity, as well. This plan calls for a future management structure that includes an Associate Dean for Academic Affairs (existing position), an Associate Dean for Centers and Scholarship (new), an Assistant Dean for Administration and Budget (existing) and an Assistant Dean For Student Services/Careers (new). This structure will be crucial in meeting the goals of our plan, especially with the dean focusing on a major fund-raising campaign.

Meanwhile, we are rapidly outgrowing our two-level digital classroom/newsroom

in the library. Many days it is filled with classes 10 hours a day. This comes against a backdrop of a severe space shortage across the campus.

Consequently, this revised strategic plan puts emphasis on trying to address all of these issues with specific goals, activities and timetables. Nothing less will be required if we are to make a successful transition from post-adolescence to “adulthood.”

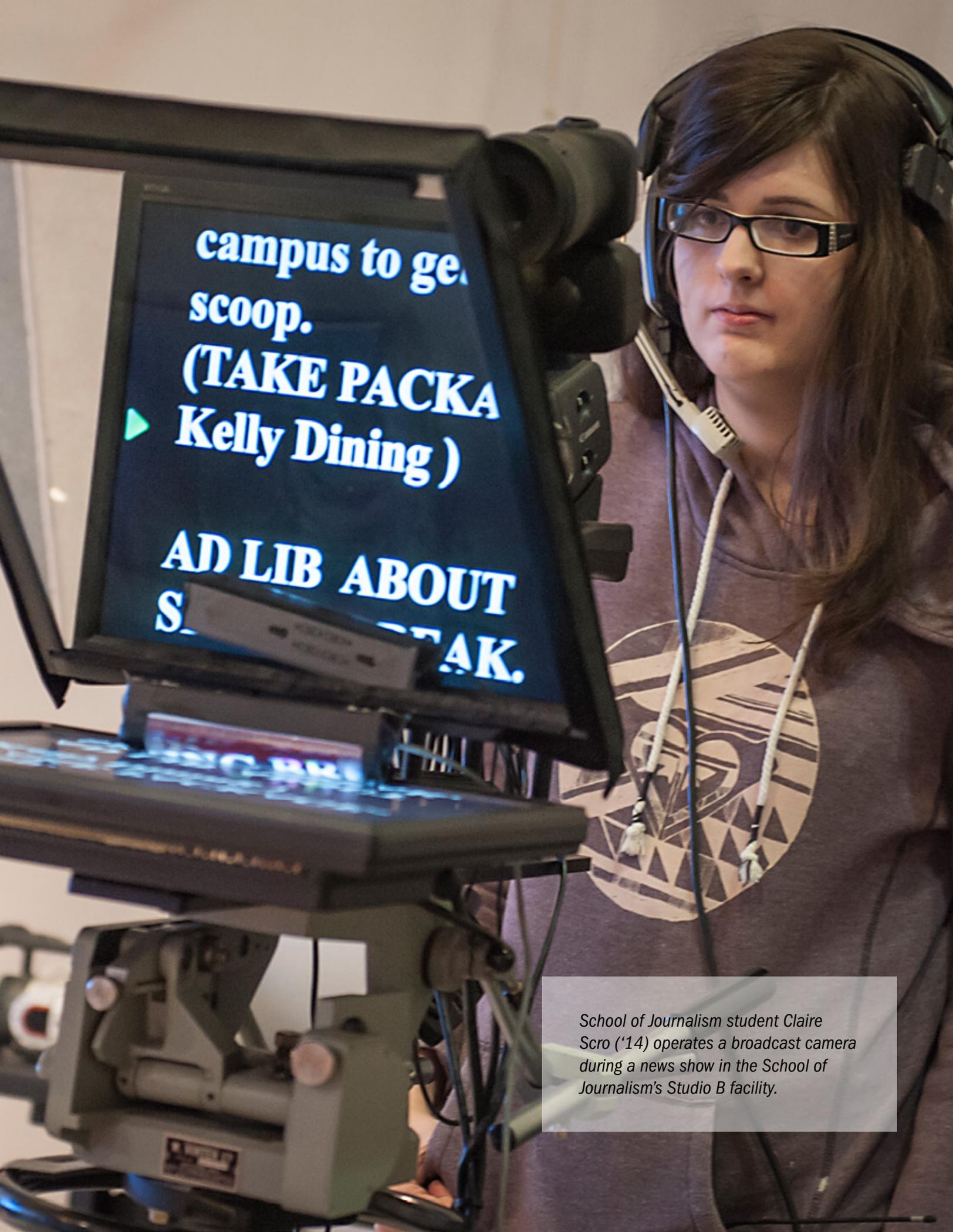
What might a dynamic adulthood look like? In a final section of this plan, we briefly envision what an exciting, expanding School of Journalism might look like even beyond the life of this plan, although we do so with some humility. As the Founding Dean, I am reminded of what a former boss once told me in my prior life as a newspaper editor. “Running a great newspaper,” he said, “is like modeling in soft clay. When you get both arms on right, a leg falls off. When you get the ears on, the nose falls off.”

I expect we forever will be a work in progress.



Howard Schneider

Howard Schneider
Dean, School of Journalism
Sept. 1, 2014



School of Journalism student Claire Scro ('14) operates a broadcast camera during a news show in the School of Journalism's Studio B facility.

OUR MISSION AND STRATEGIC VISION



School of Journalism students participate in hands-on classes in New York City and around the world.

The debate over the appropriate role of journalism schools is not new. It has raged in America for more than a century and has broken on the shores of academia in waves. The first wave brought the question of whether journalism was even a legitimate academic discipline, or merely a vocational “craft?” That question was initially settled in 1908, after considerable argument by the Missouri legislature when it finally allowed the University of Missouri to open the nation’s first School of Journalism.

Since then, the debate has been joined on several fronts. By mid twentieth-century, as “media” emerged as a defining force in American life, many journalism schools

morphed into schools of communications, offering PhD programs and an array of other media concentrations in an effort to extend their academic reach and relevancy. In many cases, the debate would now pit “practitioners” against “scholars” over the direction of the schools.

But all that would pale by what was to follow. By 2005, the journalism educational establishment, like much of the nation, was rocked by transformational, even existential changes sweeping the communications landscape. The digital revolution has unleashed a tsunami.

News consumers were being bombarded with a non-stop flood of information

and disinformation. News aggregators, algorithms and “citizen journalists” were suddenly replacing traditional journalistic gatekeepers. Lines were blurring between legitimate journalism and entertainment, propaganda, self-promotion, “native advertising” and unmediated text and images coursing through the Internet. Everyone was suddenly a potential publisher or broadcaster. The traditional business models that had supported journalism for 150 years were collapsing, as was public confidence in journalistic institutions.

Journalism schools scrambled to respond to the new realities. Curricula were hurriedly overhauled; facilities were upgraded. Centers popped up on Entrepreneurial



Journalism or Digital Innovation. New questions surfaced, ranging from whether all students should learn computer coding to whether it was now the role of j-schools not only to train journalists of the future, but to save the collapsing news industry by developing new business models, or by running their own news sites.

The fact that the New York State public system of higher education (SUNY) was so slow in recognizing the value of journalism education – there was not even a journalism major at any of its four university centers in 2005 – turned out to be a strategic advantage when we sought to establish the system's first School of Journalism in 2006. We were so late, we were early.

From the outset, we were not encumbered by a calcified curriculum, outmoded facilities or a divided faculty. We had time to assess the chaotic landscape and make a fundamental decision about the direction of the school.

Our first conclusion, in some ways, was the most important. It would no longer be sufficient, we decided, for journalism schools in the 21st century to educate only journalists, although that clearly would remain a prime mission. The schools would need to embrace a second mission of equal importance: to educate the news consumers of the future. A blizzard of information choices, coupled with the decline of professional gatekeepers and the devaluation of expertise on the Internet, made it imperative that ordinary citizens learn to decide for themselves how to judge the reliability of news and information.

An email from a former editor of *Newsday*, Tony Marro, to Founding Dean Howard Schneider, captured the spirit of the new mission best. "Maybe what schools should be doing is spending less time training journalists and more time educating citizens about why it's important that they understand what journalism is and what it isn't. The last isn't easy right now and

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it's going to get harder as honest journalism becomes a smaller and smaller part of a media world intended to proselytize and amuse. How much effort does Stony Brook make to persuade students that democracy can't function very well if citizens are getting most of their news from cable talk shows...or websites that reinforce their predispositions?"

We sought to achieve three goals in advancing this second mission.

- Become a trailblazer in responding to an important societal and civic need.
- Build a future audience for quality journalism.
- Help reposition journalism schools from being viewed too often as professional schools residing on the fringes of great universities, to schools essential to preparing *all* students on campus for citizenship in the Digital Age.

The idea of serving *both the supply side and the demand side* of journalism led directly to our pioneering Center for News Literacy. More importantly, it made us think differently about ourselves. When we created our graduate program in 2009, we designed a master's program in journalism with concentrations in health, medicine, science, technology and the environment, and graduate courses in communicating science for PhD and master's students in science and health disciplines across the

campus delivered by our Alda Center for Communicating Science.

What's important to note here is that these dual missions are really one dynamic mission: each of the parts nourishes the other. A group of our journalism students recently returned from three weeks in Beijing as a result of an initial News Literacy collaboration. The participation of the Alda Center in a recent grant to train scientists probing the geology of the moon has led to a new undergraduate course in science writing, in which our students will report on the project by following the researchers to Hawaii. Faculty routinely teach in our core journalism program and in courses and workshops offered by the Centers. The potential for cross-engagement seems unlimited.

Finally, this idea animates the Vision Statement adopted by the faculty in 2009 and amended very slightly in spring 2014 as part of this updated plan.

Our Vision:

To advance the public interest in a dramatically changing world by educating journalists, public communicators and news consumers to value and transmit information that adheres to the highest standards of clarity, accuracy and reliability.





School of Journalism students celebrate their recognition during commencement exercises at Stony Brook University.

FOUR BIG GOALS

Students in the School of Journalism learn the craft in a state-of-the-art "Newsroom" facility.

In our original strategic plan, we identified three overarching goals. We have updated and amended that list to include a fourth goal focusing on our role to support the mission and new strategic plan for the university.

What follows is a description of each goal plus specific plans to support the goal in the next academic year.

In subsequent sections, we include longer-range activities and timetables associated with each goal integrated into sections focusing on our core undergraduate and graduate programs and each of our three Centers.

Goal 1: Significantly Increase the Quality and Competiveness of our Core Undergraduate and Graduate Journalism Programs.

Overview: To achieve this goal we will have to recruit outstanding students, continue to develop a dynamic curriculum to meet changing academic needs, recruit, retain and support an excellent faculty, enhance our administrative infrastructure, and expand our facilities.

2015-16

- Achieve national accreditation by ACEJMC.
- Initiate searches for two tenure-track faculty positions, with an emphasis on recruiting candidates who will increase faculty diversity; hire at least one.
- Develop a multi-year student recruitment and enrollment plan to be implemented by a new Associate Dean.
- Provide more opportunity and support to increase the production of faculty research and creative activity; conduct at least three faculty workshops or colloquiums and initiate a mentoring program.
- Complete the revision of our undergraduate curriculum.
- Name a permanent graduate program director.
- Identify space for a wireless annex to our newsroom.

Goal 2: Grow the Potential of Our Three Centers, Particularly our Role as National Leaders in News Literacy and Communicating Science.

Overview: While we continue to build our core journalism programs, the School of Journalism has quickly vaulted onto the national stage because of its two innovative centers: The Center for News Literacy and the Alan Alda Center for Communicating Science. Each has grown beyond expectations. Each has drawn national, even international attention.

To achieve this goal, however, both Centers will need to find ways to effectively scale their programs, develop more comprehensive assessment metrics and re-evaluate their personnel needs. They also are in very different stages of maturity. The Center for News Literacy is eight years old and its first wave of major grant support is coming to an end. The Alda Center for Communicating Science is benefiting from three expanding sources of revenue: foundation grants, philanthropy and entrepreneurial activity.



We also believe the Marie Colvin Center for International Reporting, if it fulfills its potential, can be a third area of distinction for the school, helping to recruit top undergraduate students, expand our graduate program, attract world-class faculty, expand our donor base and raise the school's visibility.

Finally, we believe that to fully harness the potential of all three Centers, we will need to name a second Associate Dean who will focus on programs, development and research for the Centers, integrating, coordinating and leveraging their strengths and activities. We hope to fill this position by 2015-16.

What follows are the key goals for each of the Centers.

2015-16

Center for News Literacy:

- Launch the News Literacy National Digital Resource Center aimed at supporting college instructors and K-12 teachers with curated materials.
- Develop an online News Literacy course for Community College students.
- Formalize MOUs for our first two overseas News Literacy Centers, one for Asia at the University of Hong Kong and one focusing on Eastern Europe at Adam Mickiewicz University in Poznan, Poland.
- Identify two new sources of potential grant revenue, as well as possible endowment support.
- Sustain and grow enrollment among Stony Brook undergraduates with the goal of teaching a minimum of 500 students per year.
- Secure trademark and copyright protection for key intellectual property.

2015-16

Alda Center:

- Complete the building of an interactive web-based Alda Learning Center, populated with multimedia learning tutorials.



Chief International Correspondent for CNN Christiane Amanpour talks to School of Journalism students after delivering the inaugural talk in the Marie Colvin Distinguished Lecture series.

- Add two positions, a director of teaching and curriculum and a “community manager,” to oversee the Learning Center and support a growing network of Alda “affiliates” (Dartmouth College and the American Chemical Society are current affiliates). Add a minimum of three new affiliates, including at least one medical school.
- Complete and assess instruction of all first-year SBU medical students.
- Introduce our first undergraduate course in oral communications, “Talking Science,” to upper-division science and health majors.
- Establish a longitudinal survey of students and working scientists who have gone through Alda courses and programs as part of an assessment program.
- Build a business plan with our new Director of Development that incorporates multiple revenue streams.
- Secure trademark and copyright protection for key intellectual property.
- Develop a plan to grow the Alda footprint in New York City.

2015-16

Colvin Center:

- Name a permanent director.
- Finalize an agreement with the GlobalPost news site to establish the

Center's first jointly-funded traveling fellowship to be awarded to an outstanding student or recent graduate.

- Organize two overseas reporting trips, including one to India.
- Host the third Colvin Memorial Lecture with Ann Curry as the speaker.

Goal 3: Support the Growing Ambition of the School by Significantly Boosting External Funding.

This goal affects every aspect of the school and has been amended from our original plan. Our first draft called for a revenue target of \$25 million in external funding by 2020. This amended target brings the total from its current figure of about \$8 million to \$15 million by the end of the plan in 2020 and to \$18 million by 2021-22. While we think we have done an outstanding job during the initial years of the plan, we think the new target is still aggressive, but more attainable based on several years of experience

A key factor will be our success in tying a major fundraising drive to the university's upcoming capital campaign. Our goal will be to raise \$10 million over five years to mark the school's 10th birthday, beginning in 2016. The “Campaign for the Next Decade” is likely to extend beyond the life of this plan. In discussions with Advancement, we have set the following priorities, some of which may provide naming opportunities.

From the outset, we viewed the School of Journalism as playing a central role in the mission of the university, teaching undergraduates from every discipline how to successfully navigate through the current information tsunami...

A Campaign for the Next Decade

- Raise about \$10 million to commemorate the 10th anniversary of the SBU School of Journalism

[\$10 million comprised of initiatives below]

Endowed Chair

- Raise funds for one endowed chair [\$1.5 million]

Center for News Literacy

- Create a \$3 million endowment to sustain the Center [\$3 million]
- Create grant, fundraising, and new revenue initiatives to sustain and expand the center and to promulgate its curriculum
- Develop ongoing funding to support a digital resource center to expand educational and training opportunities [\$300,000 with six sponsorships of \$50,000 per]

Alan Alda Center for Communicating Science

- Raise \$3 million to reach \$5 million endowment [\$3 million]
- Develop a federally- and other-funded research program to develop deep knowledge and best practices for how scientific information is consumed and understood

Marie Colvin Center

- Raise \$1.5 million to endow the center and support its work in training students in international journalism while giving them experiences abroad [\$1.5 million]

Robert W. Greene High School Journalism Center

- Raise \$500,000 to endow the center, providing high school students with interest in journalism with summer learning opportunity [\$500,000]

Newsroom of the Future

- Raise \$500,000 to construct a state-of-the-art multimedia “newsroom of the future” to complement current facilities [\$500,000]

Dean’s Fund for Excellence

- Develop plan for raising significant annual funds to robustly support the dean’s fund for excellence, allowing the SOJ dean the flexibility to respond to critical opportunities as they arise [\$500,000]

There have been some restraints on our ability to fundraise, more so recently. We still have no well-established alumni base to speak of. There are few media companies or entrepreneurs in our immediate Long Island catch basin. We have been without a fulltime Director of Development for more than a year, and without an Associate Dean, a key fundraiser, for nearly as long. We plan to fill both positions by January.

Still, we have demonstrated that we can attract large national donors, especially through our Centers. We have been supported by some of the leading foundations in the country: The Ford Foundation, the MacArthur Foundation, the Kavli Foundation, the Knight Foundation and the McCormick Foundation. We have established initial endowments for the Alda Center and the Colvin Center. We have

more than doubled the number of our student scholarships, half of them endowed. We support our Robert W. Greene Summer Institute for High School Journalists largely through private donations.

And we think we have a compelling story to tell potential donors, given our diverse student body and the relevant and innovative missions of our core program and three Centers

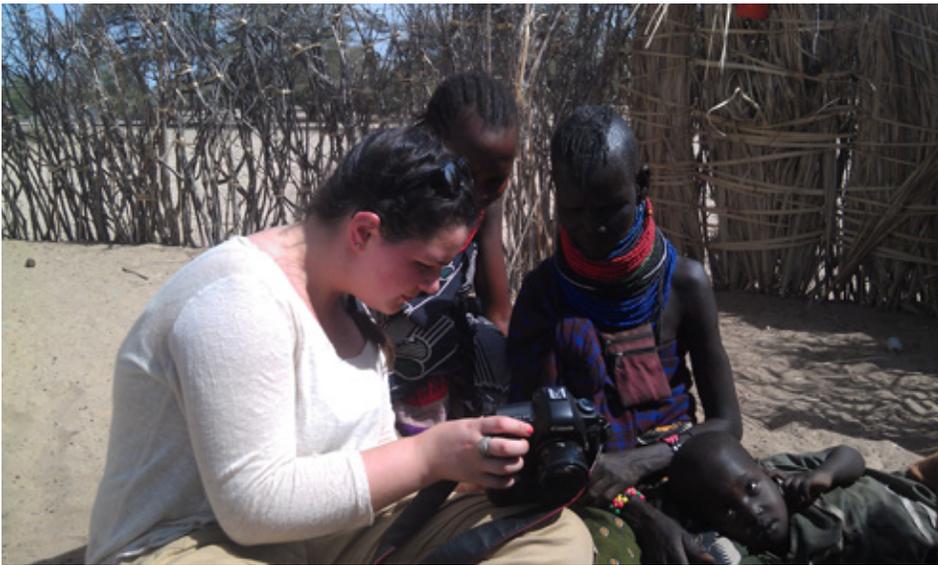
2015-16

- Hire a fulltime development director and identify major two-year goals and targets.
- Build a business plan for the Alda Center that includes specific revenue targets for funds generated by workshops, philanthropy and grants from foundations and government agencies, with a target of raising an additional \$1 million in three years.
- Develop a proposal to endow the Center for News Literacy and identify at least two potential donors.
- Work with university Advancement officials to finalize and launch a coordinated strategy for our “Campaign for the Next Decade.”
- Create a “sponsorship” program to fund the ongoing operation of the National Digital Resource Center, seeking funds from leading news media companies.

Goal 4: Support Stony Brook University’s Strategic Plan to Become One of the Premier Research Universities in the World

In the fall of 2013, Stony Brook University developed an updated Strategic Plan as part of its successful Middle States re-accreditation application. The president and provost subsequently asked all deans to update their plans and align them with the university’s strategic goals.

From the outset, we viewed the School of Journalism as playing a central role in the mission of the university, teaching undergraduates from every discipline how to successfully navigate through the current information tsunami, and teaching graduate science students vital communications



Journalism Without Walls student Rebecca Anzel shares photos with residents of Kenya's Turkana region in a January 2013 by the School of Journalism.

skills to effectively explain to the public what they do and why it matters. We also believe the school has an ongoing role to play in the everyday fabric of the university, ranging from providing live coverage of major campus events like Wolfstock to coaching groups of meteorology students about how to present the weather on television.

So one way to support the university's strategic plan is simply for the School of Journalism to successfully execute its own mission. But in several specific ways, our strategic goals and priorities align perfectly with the university's plan. For example, the university plan is "committed to moving toward accreditation of all schools and colleges in areas where accrediting agencies exist." The plan also states: "Increase the number of science students who receive training through the Alda Center, with the ultimate goal of providing communications training to all doctoral students."

One potential obstacle to the latter will be budgetary. To scale our efforts, the SOJ faculty will be teaching News Literacy

and Communicating Science to hundreds of non-journalism undergraduates and graduate students each semester. It will be crucial that implementation of our new budget model support these efforts. Still unresolved is a mechanism to fund PhD students.

2015-16 (University goals in italics)

- *Grow study-abroad opportunities.* With a boost from Colvin Center funding, we will begin to scale up our efforts so that a minimum of one-third of all journalism students participate in overseas reporting experiences. We plan a reporting trip to India in the summer of 2015.
- *Increase global impact through well-resourced engagement with select international partners.* As noted above, we plan to sign MOUs with two overseas News Literacy university partners in Hong Kong and Poland. In addition, we have developed ongoing relationships with several other partners, including the Communications University of China in Beijing and

the Higher School of Economics in Moscow.

- *Examine the development of an academic program in Global Studies.* A representative of the SOJ, though our Colvin Center, will participate in developing the program.
- *Implement the new undergraduate general education curriculum.* The new general education curriculum includes News Literacy in which we will teach as many as 500 students each academic year. Likewise, under the new curriculum, the Alda Center will offer a new undergraduate course in oral communications for science and health majors called "Talking Science."
- *Develop innovative academic programs for undergraduates and graduate students...increase interdisciplinary programs...increase enrollment in accelerated five-year dual degree programs.* We will develop a proposal for a five-year dual degree program offering a BS in Environmental Science or Sustainability Studies and an MS in Journalism.
- *Develop professional certificates for doctoral students.* We will develop a new Graduate Certificate in Communicating Science, as a companion to our current Graduate Certificate in Health Communications.
- *Increase the number of science students who receive communications training from the Alda Center.* We propose to increase by a third the number of graduate students enrolled in communications courses and deliver training to all incoming medical students.
- Finally, in consultation with the Provost and Dean of the Graduate School, develop a financial model to fund expanded training for doctoral students.



Arianna Huffington talks with School of Journalism Dean Howard Schneider after a talk at Stony Brook University's Staller Center.



JOURNALISM PROGRAM, 2014-2020



The School of Journalism received a donated studio setup from TV55 on Long Island. Students use it to produce three weekly broadcasts.

The history and mission of the core journalism program has been described at some length earlier in this plan. In the past eight years, we have grown to about 250 majors. We also have launched the first and only journalism MS program in the SUNY system.

The challenges ahead will be numerous: increasing the number and quality of our students at a time when journalism enrollment nationwide is in decline; supporting and growing a more diverse faculty; generating more professional and creative activity, research and scholarship; building a sufficient physical and administrative infrastructure; and maintaining a dynamic curriculum informed by timely assessment data.

As noted earlier, one of the hallmarks of our plan will be to drive enrollment both externally, with an aggressive but targeted recruitment effort, and internally by developing joint degree programs with other disciplines on campus, such as Global Studies and Sustainability Studies.

Finally, an overarching goal that impacts nearly all of the goals below is our decision to seek accreditation by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) in 2014-15.

What follows are our six key goals.

1. Recruit and retain high-quality students

Undergraduate:

- Grow and then cap undergraduate enrollment at 300 during the life of this plan with an emphasis on recruiting high school students with strong GPAs and a demonstrable interest in writing, journalism and video storytelling. Increase enrollment by an average of 7-10 incoming students in each of the next five years. Ongoing.
- Maximize admission of high-potential students by continuing to work with our Admissions Office to evaluate the writing samples of

“bubble” students who may be on the waiting list. Ongoing.

- Develop metrics to more accurately track retention and academic success, 2014-15.
- Introduce a pilot mentoring program that links incoming students with upper-division majors, 2015-16.
- Decrease time to graduation for transfer students by working closely with local community colleges to teach equivalent journalism courses in News Literacy and History, including development of an online News Literacy course, 2015-16.
- Offer more required courses during the summer and winter semesters to speed time to graduation, 2015-16.
- Develop new dual-major programs with at least one science and one social science department, 2016-17.
- Work with our Development Director



The challenges ahead will be numerous: increasing the number and quality of our students at a time when journalism enrollment nationwide is in decline; supporting and growing a more diverse faculty; generating more professional and creative activity, research and scholarship; building a sufficient physical and administrative infrastructure; and maintaining a dynamic curriculum informed by timely assessment data.

to raise funds to expand our Robert W. Greene Summer Institute for High School Journalists, which has been a fertile recruiting ground and important public outreach activity, 2016-2017.

Graduate:

- Hire a tenure-track professor with expertise in science or health journalism who will teach largely in the graduate program, 2014-15.
- Name a permanent graduate director, 2015-16.
- Enhance the graduate portion of the SOJ website, 2014-15.
- Increase enrollment by 1-2 students in each of the next five years. Ongoing.
- Develop a proposal for a graduate track in International Reporting in conjunction with the Colvin Center, 2016-17.
- Develop a five-year dual-degree program with at least one science department, 2016-17; if successful, expand in 2018 and beyond.
- Assess outcomes of the program after five years in terms of the core curriculum, credits required and time to graduation, 2017-18.

2. Support an Outstanding and Diverse Faculty

- Recruit four outstanding tenure-track faculty members during the life of this plan, specialists in Science, Health and Environmental Journalism, Big

Data/Advanced Reporting, Digital/Social Media and International Reporting. One hire in 2014-15; two in 2015-16; one in 2016-17. Strong emphasis on identifying candidates who will add to the diversity of the faculty and those who also have experience in areas such as demographics and immigration. (See *Diversity heading*).

- Foster annual professional development opportunities for faculty by awarding \$1,000 in annual stipends for workshops and travel. Ongoing.
- Work closely with the faculty committee on research and scholarship to provide more opportunities and support for creative activity and research. Bring a national expert to campus to conduct a faculty workshop on research and scholarship, 2014-15; establish a mentoring program for junior faculty, 2015-16.
- Approve our first faculty sabbatical, 2015-16.
- Work with our Director of Development and the Colvin Center to support a Visiting International Journalist, 2016-17.
- Work with our Director of Development to fund our first Endowed Chair, 2017-18.

3. Continuously Align Our Curriculum with the Evolving External Landscape and Assess Student Outcomes

- Complete phase two of our undergraduate curriculum revision, with emphasis on better integrating and

expanding our multimedia and social media course work, 2014-15.

- Establish a “digital academy” of timely one-credit courses and workshops that are responsive to the evolving landscape, 2015-16.
- Complete an electronic assessment review of our newly-revised foundational courses, and make revisions accordingly, 2015-16.
- In conjunction with the Colvin Center, increase financial support for international reporting trips with the goal of having a minimum of one-third of our students participate in an overseas Journalism Without Walls experience. Ongoing
- Expand our presence in New York City by enrolling more students in our Reporting in New York City course; create variations of the course that focus on reporting of Culture and the Arts, Business and Finance, Immigration, and Sports Journalism, 2015-16.
- Expand Journalism Without Walls to domestic venues, beginning with Washington, D.C., summer, 2015.
- Reassess our requirement for an outside concentration of 18 credits with an eye toward possibly requiring a minor; also consider requiring core courses in statistics, economics and government, 2015-16.
- Add new courses in Data-Driven Journalism and Advanced Reporting techniques, 2015-16.
- Develop a proposal for a branded

news service reporting on underserved areas of Long Island to spur experiential learning and as a public service, 2017-18.

- Monitor alumni surveys, feedback from our Professional Advisory Board and feedback from our external internship coordinators for changes in the landscape that could inform our curriculum. Ongoing.

4. Insure that diversity is a priority in every aspect of the school's mission and activities.

- Conduct a diversity workshop for faculty led by Arlene Morgan, co-author of *The Authentic Voice: The Best Reporting on Race and Ethnicity*, fall, 2014; and a second workshop by a leading expert in the field, spring, 2015.
- Hire at least two candidates for the school's next four tenure-track positions who will add to faculty diversity, 2014-17.
- Maintain a list of diverse candidates for all faculty and staff openings, include diversity experience as a required or preferred qualification in every search and include members of the Diversity Committee on search committees. Ongoing.
- To enhance instruction in the importance of diversity, the faculty has added related course outcomes, activities, readings and viewings to individual syllabuses. The Faculty Diversity Committee will inventory these additions annually beginning in 2014-15.
- Insure that at least 50 per cent of outside speakers annually will be representative of diverse groups; women, people of color, or international guests. Ongoing.
- A minimum of 50 per cent of participants in The Robert W. Greene Summer Institute for High School Journalists will be members of diverse groups by the summer of 2017.
- The School will diversify its 15-member Professional Advisory Board from



Assistant Professor Wasim Ahmad teaches students about multimedia journalism outside the Newsroom.

- three to at least six minority members, 2016-17.
- A minimum of one-third of students will participate in an international reporting experience by 2020.

5. Support the academic mission by growing and maintaining up-to-date facilities and technical expertise

- Hire a fulltime Webmaster to oversee and update the school's multiple websites and to design and manage its presence on social media, 2015-16.
- Construct a 'flash studio' - a single camera, largely automated facility that would enable students to produce daily news updates, improve presentation and verbal skills, and interview faculty and newsmakers in both a cost- and time-efficient fashion, 2015-16.
- Upgrade the school's 38 Apple workstations and increase data storage space. In conjunction, train newsroom staff as "Apple certified" to insure efficient and cost-saving maintenance, upgrading and installation of all new Apple technology, 2015-18.
- Construct a secure and professional equipment storage and check-out facility to replace the current temporary arrangement, 2016-17.

- Build a cutting-edge wireless working newsroom that will complement our current digital newsroom space and provide students with a dedicated newsgathering and news production facility, greatly expanding their ability to produce news programming, 2018-19.

6. Enhance services to foster student and alumni success

- Name a faculty coordinator for student prizes and contests, 2014-15.
- Hire an alum to coordinate and produce a quarterly alumni e-letter, 2014-15.
- Establish a pilot mentoring program for upper-division students and alumni. 2015-16.
- Offer professional training workshops for alumni on Long Island and New York City, 2015-16.
- Name an Alumni Board of Advisors, 2015-16.
- Hire a new Assistant Dean for Internships, Career Placement and Student Awards; 2016-17.
- Increase by 25 percent undergraduate and graduate scholarships, 2016-18.





Assistant Professor Barbara Selvin led a group of students on a reporting trip - and across a muddy river - in Kenya's Turkana Basin.

MARIE COLVIN CENTER, 2014-2020



Students on the Journalism Without Walls trip to Kenya covered the Turkana region and its culture.

The mission of the Marie Colvin Center for International Reporting, founded in 2012, is threefold: to help train the next generation of foreign correspondents; to raise awareness for the need for increased international news coverage; and to maximize opportunities for School of Journalism students to travel overseas.

What we have already accomplished:

- Raised more than \$500,000, nearly a quarter of the way to our goal of raising \$2 million to endow the Center.
- Established an endowed scholarship in honor of CBS producer Michael Rosenbaum to help support the Journalism Without Walls program.
- Established a board of advisors that includes top editors in the news industry and top foreign correspondents.
- Created the Marie Colvin Distinguished Lecture series to raise awareness for international reporting. Our first two speakers were Christiane Amanpour and Clarissa Ward.
- Expanded scholarship support to students participating in the Journalism Without Walls program.

Our belief is that the Center can be a signature program for the School of Journalism. To fully accomplish this, we have identified four major strategic goals for the next three to five years:

1. Significantly Extend the Reach and Impact of the Center

- Hire a fulltime director, 2014-15.
- Expand the “Journalism Without Walls” program to send at least one-third of our undergraduates on overseas reporting trips, effectively tripling the number of students who participate in the program. Ongoing.
- Establish an annual traveling fellowship jointly funded with the GlobalPost to send a student on an annual overseas reporting assignment, 2014-15.
- Create a joint reporting project with students at a university in Asia, 2015-16.
- Create program partnerships with news organizations, including internships in foreign bureaus. 2016-17.

2. Build a vibrant and sustainable program that will foster interdisciplinary cooperation across the Stony Brook campus.

Develop a new course in International Reporting, possibly based at the UN, 2015-16.

Develop a proposal for an undergraduate double-major program in Global Studies or area studies and Journalism, 2015-16.

Launch a 5-year undergraduate/MS program, combining a track in International Reporting with Political Science, Environmental Science or area/Global Studies, 2017-18.

Create a position for a professor dedicated to International Reporting, 2017-18.

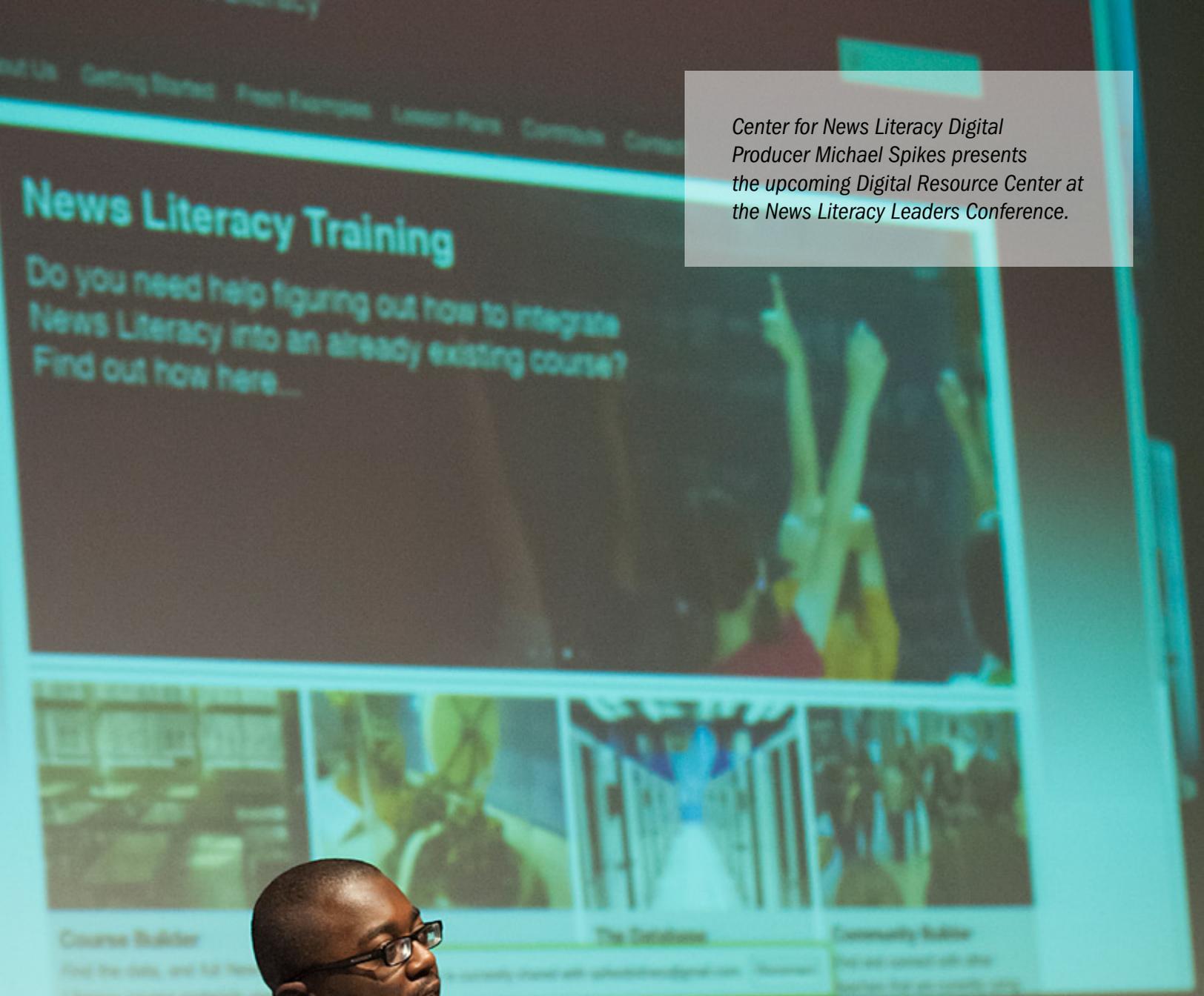
3. Raise awareness of the need for increased international news coverage.

- Host our third annual Memorial Colvin lecture with Ann Curry, spring 2015.
- Establish a Visiting Journalist-in-Residence program that rewards tenacious overseas reporting by inviting top foreign correspondents to Stony Brook for a semester of teaching and scholarship, 2016-17.
- Expand the Colvin Distinguished Lecture Series by holding panels, conferences and talks at SBU centering on international news development; stream the events on the web, 2017-18.

4. Establish revenue streams that can support the goals outlined in this strategic plan.

- Insure that increased funding for the Colvin Center is a key priority in our new “Next Decade” fundraising campaign. Ongoing.





Center for News Literacy Digital Producer Michael Spikes presents the upcoming Digital Resource Center at the News Literacy Leaders Conference.



Center for News Literacy
STONY BROOK UNIVERSITY SCHOOL OF JOURNALISM



NEWS LITERACY, 2014-2020



School of Journalism lecturer Richard Hornik is in the process of expanding News Literacy's reach in Hong Kong.

The mission of the Center for News Literacy is to educate the next generation of news consumers and citizens on how to make reliable news and information choices. The Center does this in multiple ways: it teaches thousands of Stony Brook students a 3-credit general education course; it shares its materials and methods with scores of other universities and colleges; it conducts teacher training programs for K-12 instructors; it collaborates with a growing number of international partners.

What follows are our five key goals.

1. Extend the impact of Stony Brook's News Literacy lessons by spreading our branded materials with new digital tools.

- Launch an interactive, web-based National Digital Resource Center for instructors with advanced search to make full use of curated Stony Brook course materials and media, 2014-15.
- Secure trademark and copyright

protection for intellectual property, 2014-15.

- Develop an online version of the News Literacy course for Community Colleges, 2015-16.
- Produce a digital multimedia/and or conventional News Literacy textbook for national distribution, 2017-18.

2. Extend News Literacy education to international partners, especially in global areas of transition.

- Approve MOUs with the University of Hong Kong and Adam Mickiewicz University in Poznan, Poland, to develop News Literacy hubs for Asia and Eastern Europe. Hubs would develop university-level courses and train college and high school instructors, 2015-16.
- Work with faculty at the Communications University of China in Beijing

and at Moscow's Higher School of Economics to introduce a News Literacy course, 2015-16.

- Establish a "virtual student" exchange of News Literacy students across the globe via Skype, 2015-2016; launch global essay contest, 2015-16.
- Establish a News Literacy Visiting Scholars program; SBU would host two international scholars per academic year for up to four weeks each, 2015-16
- Host multi-language versions of News Literacy material in a section of the Digital Resource Center, 2016-17.
- Convene an International News Literacy Conference for current and future partners, including participants from mainland China, Hong Kong Vietnam, Israel, Poland, Bhutan and Russia, and Australia, 2017-18.





Center for News Literacy director Dean Miller interviews journalist Carl Bernstein for a “My Life As “ lecture.

3. Establish Stony Brook as the leader in News Literacy research and assessment

- Collect and analyze past student survey data gathered on media use, news awareness and attitudes toward the news media; recruit a doctoral student to help lead the effort: 2015-16.
- Develop standardized student surveys and assessment tools for use in comparative studies with domestic and international partners, 2015-16.
- Use a pilot program developed at I.S. 303 in Brooklyn as a research project to assess the effectiveness of News Literacy curriculum in middle schools, 2016-17.
- Prepare and publish at least three articles in peer-reviewed journals based on Center research, 2015-17.

4. Solidify News Literacy’s role as a defining skill of Stony Brook Graduates

In 2014, we enrolled the 10,000th Stony Brook undergraduate in News Literacy, accounting for almost one-quarter of every freshman class in the past six years. Our challenge going forward will be two-fold: the expiration of a \$1.8 million Knight Foundation grant that subsidized instruction; changes in the university general education curriculum that may provide students with less incentive to enroll.

- Work with the provost to secure funding for the instruction of non-journalism students under a new budget model to be adopted by the university, 2015-16.
- Develop an upper-division News Literacy elective course on “The Internet, Social Media and Civic Life,” possibly as a cross-listed course with other departments, 2015-16.

5. Build a sustainable funding model and infrastructure to support the goals of the Center

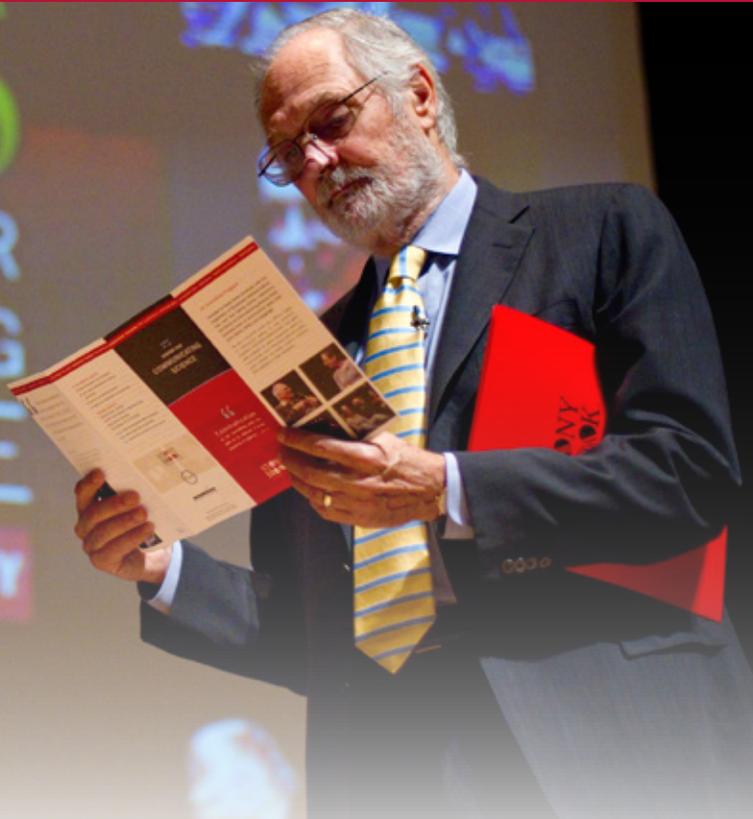
- As part of our fundraising “Campaign for the Next Decade” secure a multi-million-dollar endowment for the Center, 2015-19.
- Identify at least two new sources of grant funding, 2014-15.
- Develop a “sponsorship program” to support ongoing operation of the Digital Resource Center, 2014-15
- Begin charging Digital Resource Center users for premium services, 2016-17.
- Hire a DRC editor/curator, 2014-15.
- Hire a News Literacy curriculum director, 2015-16.



Participants in a workshop at the 2011 Center for Communicating Science Conference work out of Studio A at Stony Brook University to improve their skills.

ALAN ALDA CENTER, 2014-2020

THE CENTER FOR
COMMUNICATING
SCIENCE
STONY BROOK UNIVERSITY



Alan Alda at the Center for Communicating Science opening in 2010.

The mission of the Alan Alda Center for Communicating Science is to change the way scientists are educated and to make sure that Stony Brook University plays a national leadership role in that transformation. We seek to embed communications training in the education of scientists, engineers and health professionals, so that they are able to communicate effectively with people outside their discipline, including the lay public, policymakers and the press.

One of our long-term goals is to provide opportunities for training in communication of science for *all* Stony Brook undergraduates, graduate students, postdoctoral researchers and faculty in the sciences who want such training.

To work toward sustainability, we have expanded our sources of external revenue and begun building an endowment, with \$2 million raised so far through the Stars of Stony Brook Gala in 2013. One of our short-term priorities is to build a three-year business plan to ensure that the Center's growth in

personnel and activities is entirely supported by non-state revenue with the exception of enhanced tuition sharing. That would mean generating an additional \$250,000-\$300,000 annually in workshop fees, philanthropy and tuition during the life of this plan.

What follows are five key goals for the life of this plan.

1. Make Stony Brook University a model for the integration of communications training into every aspect of science and medical education.

- Significantly expand participation of training for graduate students. In 2013-14, the Alda Center taught 198 credits of instruction to 123 graduate science students. Over the next three years, we intend to double those numbers, so that in the year 2016-17, we will be providing 400 credits of instruction to 260 students. We estimate that 260 unique students would repre-

sent about half our target population, if we intend to provide some training to all interested students during their tenure at the university.

- Develop a new Graduate Certificate program in Science Communications as a companion to the current certificate in Health Communications, 2015-16.
- Rigorously assess different models for delivering communications training to Teaching Assistants in Biology and Chemistry as a prelude to embedding and expanding instruction for other TAs, 2015-16.
- Provide and expand outlets for graduate students to use their newly-acquired skills before a variety of audiences. Double the number of Science Unplugged presentations our students give in schools and libraries from 12 venues, with a total audience of 2,000 in 2013-14, to 24 venues, with an



audience of 4,000, in 2016-17.

Explore adding a “Skype a Scientist” feature in which our students could appear virtually in classes, talking and answering questions. If successful, export these models to our affiliates.

- Expand our mission to include undergraduates. Begin teaching Talking Science (JRN 365), a 3-credit course in oral communication of science for undergraduate science and health majors, expanding the number of sections as demand dictates, spring 2015.
- Work with the Dean of Health Sciences to deliver communications training to all medical students, and offer such training to all nursing and dental medicine students, through a combination of workshops embedded within the School of Medicine curriculum and a program of expanded electives for nursing and dental students. The number of medical students served will increase fivefold, from about 25 a year to about 130 per year. The number of nursing and dental students would triple, from about 12 to 36, 2014-2016.
- Provide opportunities for training for West Campus and School of Medicine faculty and postdocs by offering a minimum of two workshops a year for faculty members, 2015-2016.

2. Cement and expand Stony Brook’s position as a national leader in efforts to embed communication skills in the education of future and current scientists.

- Complete building an interactive web-based Learning Center that will provide a platform for outreach and leadership. Over the next three years, we will populate this Learning Center with multimedia learning modules to continue training for people who have taken our workshops or courses; train-the-trainer materials for those who are working with us to adopt our methods, and a wide range of multimedia materials for scientists and science students at large. We also will use the Learning Center to build community among our workshop



Participants in Alda Center Workshops learn communication techniques through improvisation.

and course “alumni” and to expand our network of affiliated university programs, 2014-2015.

- Increase by 20 percent a year the number of outreach workshops and presentations we conduct at other universities, medical centers, laboratories, science meetings and government agencies, working from a baseline of the 51 events we did in 2013-14. Establish a master class/leadership workshop program to hone the skills of science leaders who already are experienced communicators for their institutions, 2014-2016.
- Develop, test and conduct at least one online course for STEM graduate students around the country, 2015-16.
- Develop a plan to extend the Center’s footprint into New York City, using the SB Manhattan office as a base, 2015-16.
- Grow the number of universities and colleges adopting the “Alda Center method” and initiating their own science communication programs. Increase the number of our affiliates from two (Dartmouth College and the American Chemical Society) to 10, 2014-17
- Expand participation in the Flame Challenge more than fourfold to involve 2,000 scientist-contestants (up from the current 425) and 100,000

schoolchildren-judges (up from the current 26,000). Increase the educational value of the contest for both groups by providing training and individual feedback to the scientists and by providing lesson plans and supplemental material to the teachers. Make these services available as part of a Flame Challenge learning community hosted on our new interactive website, 2014-2018.

- Host a national conference on education for science communication, 2017-2018.

3. Develop reliable tools and measures, both quantitative and qualitative, to assess and evaluate what we do; disseminate these tools as a service to the field of science communication training; use the results to better inform our curriculum and speed adoption elsewhere.

- Establish a longitudinal survey of students and others who have taken our courses or workshops at Stony Brook, as well as participants who have taken our workshops at other universities to assess long-term impact on retention, involvement in education and public outreach, and career development. Systematically analyze existing data that has been collected from participants since 2010, 2014-15.
- Continue the process of developing





Alda Center Lecturer and Improvisation Coordinator Valeri Lantz-Gefroh holds a group discussion on distilling your message.

and validating rubrics and other assessment tools, working with experts in assessment and evaluation at Stony Brook and at our affiliates and collaborating institutions, 2014-15.

- Participate in the preparation and publication of three articles in peer-reviewed journals in the next three years, to spread best practices based on our experiences, and to raise the profile of Stony Brook and the Alda Center in the growing field of academic research in science communication, 2014-17.

4. Establish revenue streams that can support the goals outlined in this strategic plan and also make possible future growth.

- Develop a three-year business plan in conjunction with the incoming Director of Development for the School of Journalism, 2014-15.
- Expand for-fee workshops. In 2013-14, we expect to realize \$100,000 beyond our costs of instruction. Our goal is to increase this yearly amount by 20 percent each year, reaching \$172,000 in 2016-17.

- Increase the amount of tuition we get from master's students, from \$17,135 in 2013-14 to \$50,000 in 2016-17. Establish a tuition-sharing formula that will enable us to expand our work with PhD students.
- Raise \$1 million in foundation, philanthropic and corporate support over the next three years, by pursuing expressed interest from several foundations and corporations. Open new routes of support by seeking sponsorship for the production of specific learning materials, including video productions, 2014-17.

5. Build an infrastructure that can achieve and sustain the goals in this plan, including adding staff and faculty, building collaborations, and increasing instructional and office space.

- Add a Director of Teaching and Curriculum. This faculty member would develop new courses and workshops, coordinate current courses and workshops, work in collaboration with others to assess and evaluate courses and workshops, develop in-person teaching materials and collaborate on

developing online learning modules and online courses. Adding this position is crucial if we are to improve what we do and maintain quality control as we expand, 2014-2015

- Add a web Editorial Director/Community Manager. This faculty or staff member would oversee our new online Learning Center, developing and curating multimedia materials, and initiating and running social media outreach and community-building activities among our members (alumni of our workshops and courses) and our affiliates, using the new website as a platform to build our networks and provide ongoing activities that help our users, 2014-15.
- Identify, train and monitor "away teams" of instructors to conduct our workshops at other universities and other science institutions. Over the next three years, we will recruit and train three improvisation instructors and four Distilling Your Message instructors, 2014-2017.
- If demand continues to rise as expected, name an Associate Director for Medical Communication, 2016-17.

School of Journalism student Ethan Freedman ('14, bottom left) gets caught in the middle of a scuffle while covering the 6-month anniversary of the Occupy Wall Street Protests in New York City. Freedman went with a group of students and a professor as part of a class to cover the protests.



RESOURCES: THE BUDGET



Students went into the field with a professor to cover Hurricane Sandy's devastation in the Rockaways.

Because we present an ambitious strategic plan that encompasses a core program and three Centers, we enumerate a large number of important goals and activities. How will we support these initiatives in terms of additional personnel and technology? How much will this cost? The three tables that immediately follow aggregate the answers to those questions. One table charts the trajectory of our overall budget; a second isolates our proposals for additional faculty; a third charts our proposal for incremental investment in instructional technology.

All are dependent on the following budgetary assumptions.

- Our current base budget includes salaries for our director of News Literacy, our Director of the Alda Center and a fulltime lecturer in the Alda Center. The additional growth we cite in this plan in personnel for the two Centers will be funded entirely by non-state revenues. Longer-term, our goal will be to fund all non-instructional costs for both Centers entirely through revenue generated by an endowment and ongoing philanthropy, entrepreneurial activity and grants.
- The expansion of instruction for both News Literacy and Communicating Science courses is dependent on a new budget model that generates increased tuition revenue for the School of Journalism. In the case of News Literacy, our current cost is \$130 per student each academic year beyond an enrollment of 200 students. In the case of the Alda Center, that cost is approximately \$250 per doctoral student beyond the students currently subsidized each year by the Provost at a cost of \$10,000.
- In addition, the cost of teaching all first-year medical students is about \$35,000-per year. The funding to support the initiative in 2014-15 has been approved by the Vice President for Health Sciences. The Alda Center is also training approximately 30 graduate teaching assistants per semester in the areas of Chemistry and Biology as part of a new STEM initiative. That cost is about \$15,000 per year. We anticipate making annual requests to support this effort based on the success of the program.
- Potential costs for expanding these initiatives — key strategic goals for the school and university — are not included in the accompanying tables, with the assumption that they will be “pay as we go.”
- Three of the four academic positions requested in this plan have been agreed to in principle by the Provost in discussions with the Dean. They are tenure-track professors for Health, Science and Technology, Big Data/Advanced Reporting, and Digital/Social Media. The fourth position, for a professor of International Reporting, is a new request. In addition, the school assumes it will fill the open faculty position that currently exists. An accompanying table provides a proposed timeline for the hires, although we recognize the unpredictability of state budget support.
- To execute our management reorganization proposal, we are asking for two new administrative/faculty positions: Associate Dean for Center Programs and Development; Assistant Dean for Student/Career Services.
- An accompanying table outlines our plan for incremental investment in instructional technology. Much of this is one-time cost to upgrade the hardware and software for our bi-level newsroom/classroom and television studio. Two factors are driving the increase: the need to keep current with instructional demands, especially in the area of multi-media, and the fact that our “newsroom of the future” is now eight years old. A major initiative during the life of the plan includes replacing all of our 38 workstations. Not included is a proposal to build a new, multimedia newsroom to complement our existing facilities. We anticipate that would be funded as part of our “A Campaign for the Next Decade” fundraising initiative.

School of Journalism Proposed State Budget

Year	Full-time Faculty	Staff	Part-time faculty	Other than personnel costs	Total Budget
2014-15	\$1,529,694	\$315,253	\$150,000	\$163,462	\$2,158,409
2015-16	\$1,789,694	\$315,253	\$134,000	\$171,635	\$2,410,582
2016-17	\$2,019,694	\$315,253	\$102,000	\$180,216	\$2,617,163
2017-18	\$2,099,694	\$315,253	\$86,000	\$189,227	\$2,690,174
2018-19	\$2,099,694	\$315,253	\$86,000	\$198,689	\$2,699,636
2019-20	\$2,099,694	\$315,253	\$86,000	\$208,623	\$2,709,570

*Part time faculty includes News Literacy instruction based on an enrollment of 500 students a year.

*OTPS consists of funding for the Center for News Literacy, School of Journalism and Newsroom budgets.

*OTPS assumed at 5% increase each year based on increase of cost and growth of program.

School of Journalism Faculty – State Funding

2014-15		2015-16		2016-17		2017-18	
Faculty Base: 12.2 FTE	\$1,309,694	14-15 rollover:	\$1,529,694	15-16 rollover:	\$1,789,694	16-17 rollover:	\$2,019,694
Associate Dean for Academics	\$120,000	Associate Dean for Centers & Programs	\$120,000	Assistant Dean of Career Services	\$70,000	International Reporting professor	\$80,000
Science professor	\$100,000	Online journalism professor (replacement)	\$80,000	Big Data/Advanced Reporting professor	\$80,000		
		Web lecturer	\$60,000	Digital/Social Media Professor	\$80,000		
14-15 total (14.2 FTE)	\$1,529,694	15-16 total (17.2 FTE)	\$1,789,694	16-17 total (20.2 FTE)	\$2,019,694	17-18 total (21.2 FTE)	\$2,099,694

Instructional Technology Investment: Newsroom/Studio

The current allocation for technology instruction is \$64,050. These projections are additional fiscal allocations during the life of the strategic plan.

Year	Fiscal Allocation	Description
2015-16	\$60,000	Replace Servers / Computer infrastructure, Replace 20 Computers
2016-17	\$80,000	Build Flash Studio, Upgrade News Set, Replace remaining 20 Computers
2017-18	\$60,000	Replace Control Room Equipment and Cameras
2018-19	\$50,000	Upgrade Servers and Computer Stations
2019-20	\$50,000	Replace Servers / Computer infrastructure, Replace 20 Computers
	\$300,000	Total investment





Student Jaclyn Lattanza ('15) demonstrates the School of Journalism's new live streaming technology that leverages the power of iPads at the 2013 Content & Communications World Expo at the Javits Center in New York City.

THE NEWSROOM SCHOOL of JOURNALISM

Journalism, Public Communications and Digital Citizenship

As we look toward the horizon of this plan, key questions loom. By 2020, half of our full-time faculty would be over 65, a third over 70. We anticipate many will have retired. This will be a terrific opportunity to increase faculty diversity and spark fresh thinking, but also a challenge to replace the “founding generation,” many of whom are outstanding teachers and leaders who have a deep attachment to the school.

Even more fundamental questions present themselves.

Will we be able to grow enrollment relying only on a core journalism curriculum, especially in an uncertain external environment? If not, how will we diversify our curriculum? There is little appetite at the

moment to follow the path of other communications schools and offer programs in public relations or advertising. It is likely, instead, that we will seek an answer in the evolving digital revolution, as new media jobs are created and new opportunities unfold. Will there be collaborative opportunities, for example, with Digital Arts or Computer Science?

Will the mission of our Center for News Literacy grow into a broader mandate to develop new curricula and research in the areas of how people consume and transmit news and information in the Internet age? Will we become a Center for the study of News Literacy and Digital Citizenship? Can we develop a robust research arm and a possible PhD program?

Will the mission of the Alan Alda Center for Communicating Science inevitably extend beyond science and health to encompass teaching communications skills to social scientists and other public communicators? We already have received a growing number of such requests from academics at Stony Brook and across the country.

Finally, how will all these initiatives work together to create a coherent, dynamic school of excellence and distinction?

One thing is certain. We won't wait until 2020 to begin answering these questions.



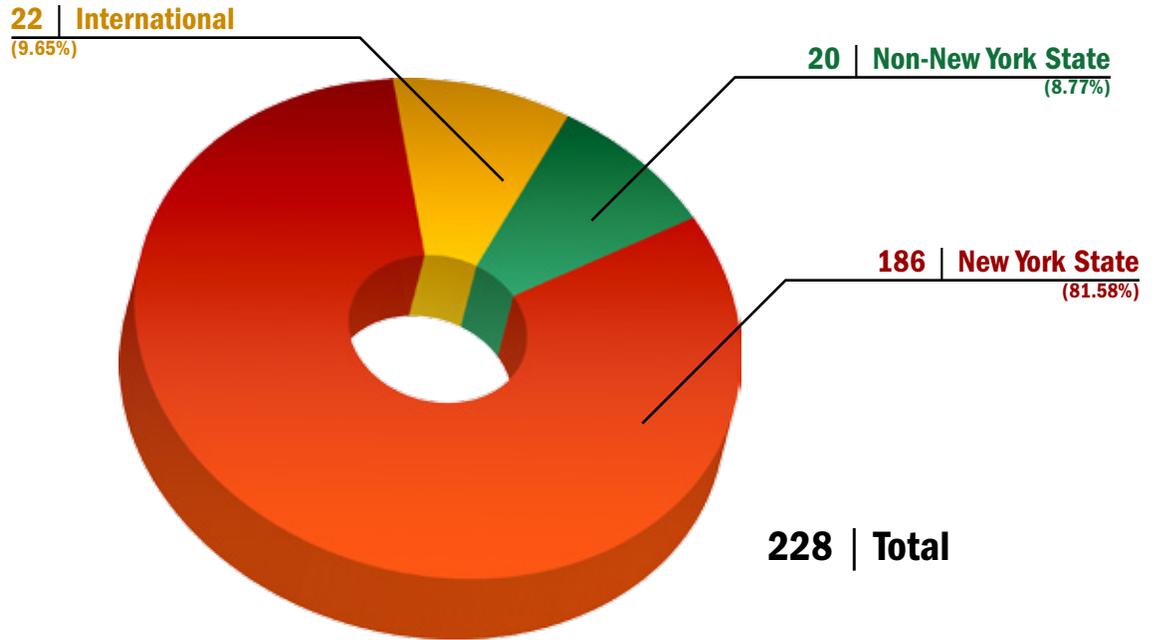
Facts, figures and information about the School of Journalism and its related centers.



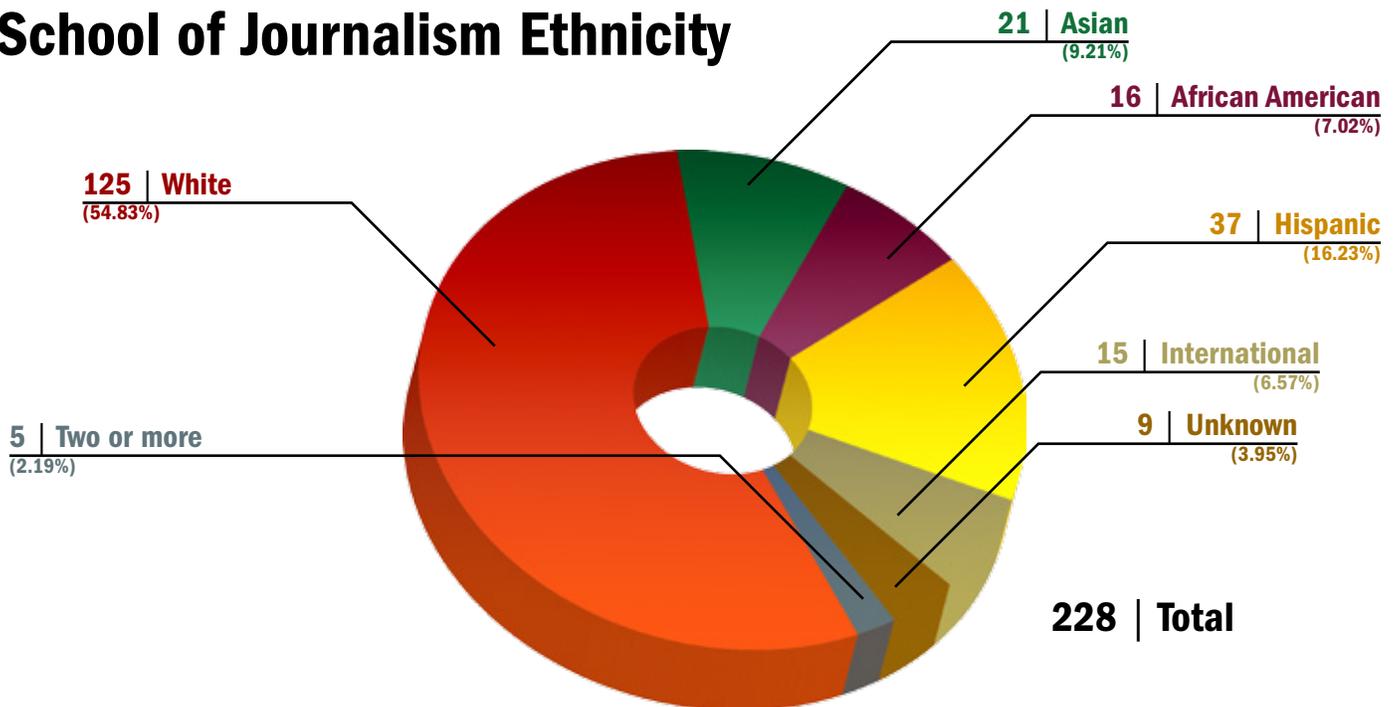
The School's Student Advisory Board organized a trip to Washington D.C. and the Newseum.



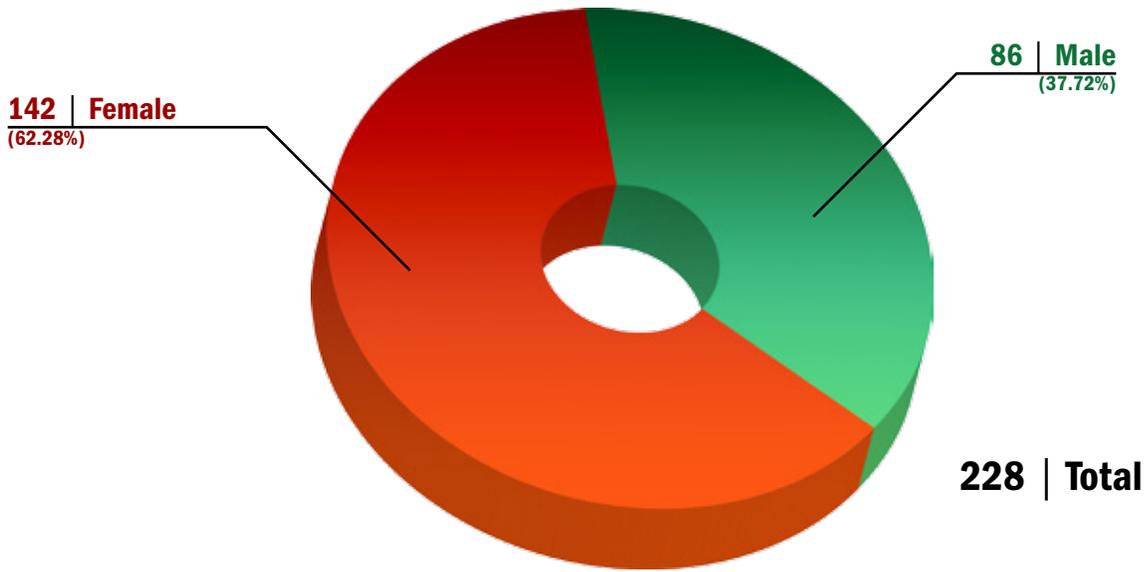
School of Journalism Residency



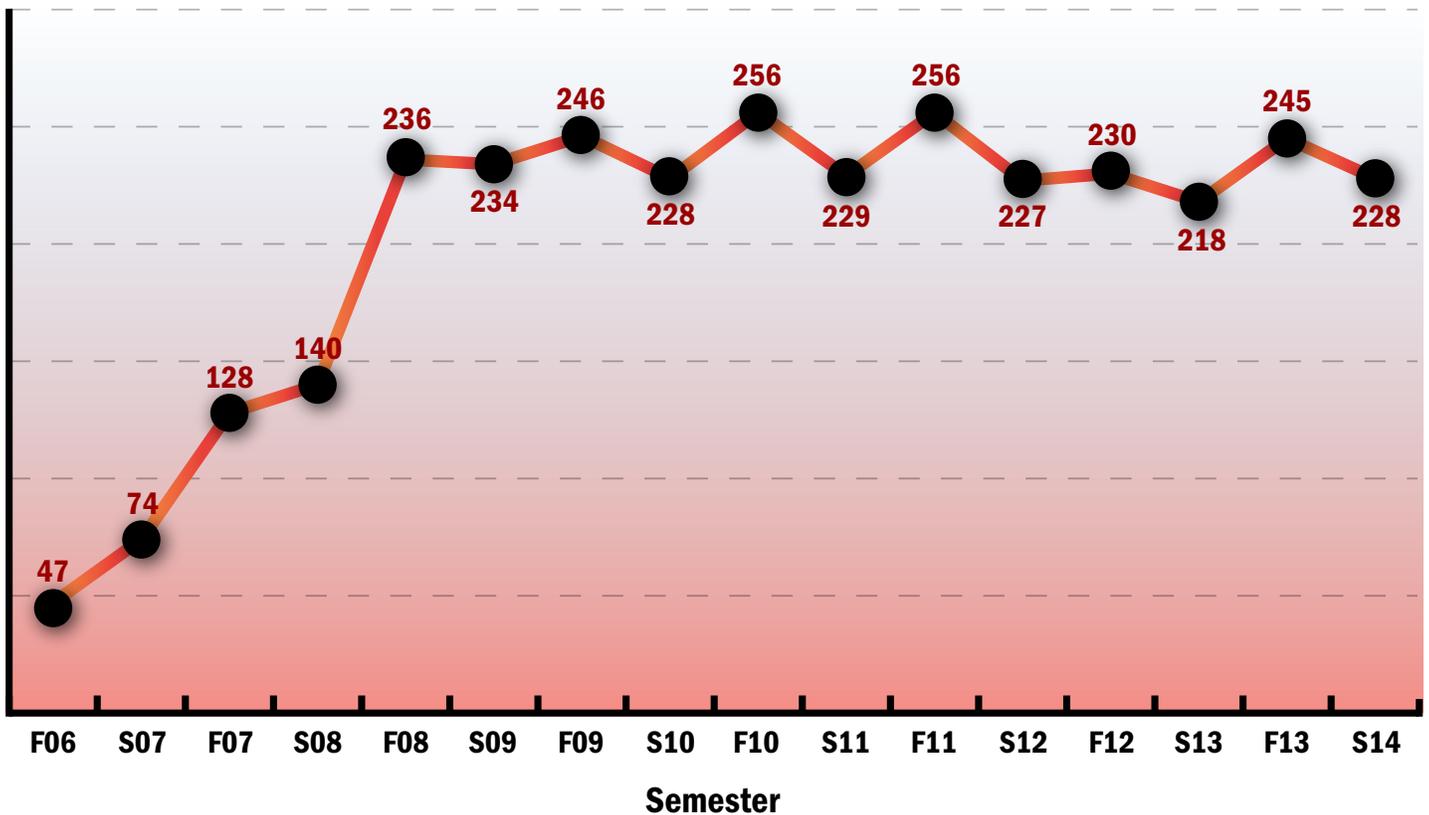
School of Journalism Ethnicity



School of Journalism Gender



School of Journalism Majors



School of Journalism Advisory Board

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NBC News

Joye Brown

Columnist
Newsday

Michael Dukmejian

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Stony Brook University

Debby Krenek

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SVP, *Cablevision Local Media*

Dave Laventhol (emeritus)

Former Publisher
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Former President
Times Mirror Co.

Marcy McGinnis

Senior Vice President of Newsgathering
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Arlene Morgan

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Temple University, Journalism

Matthew Moskowitz

Producer and Editor
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Randall Pinkston

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Al Jazeera America

Ira Rosen

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NBC News

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and Chief Content Officer.
National Public Radio

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News Corp

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Chief US Correspondent
*The Daily Telegraph, Sunday Telegraph and
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Jon Williams

Managing Editor, International News
ABC News

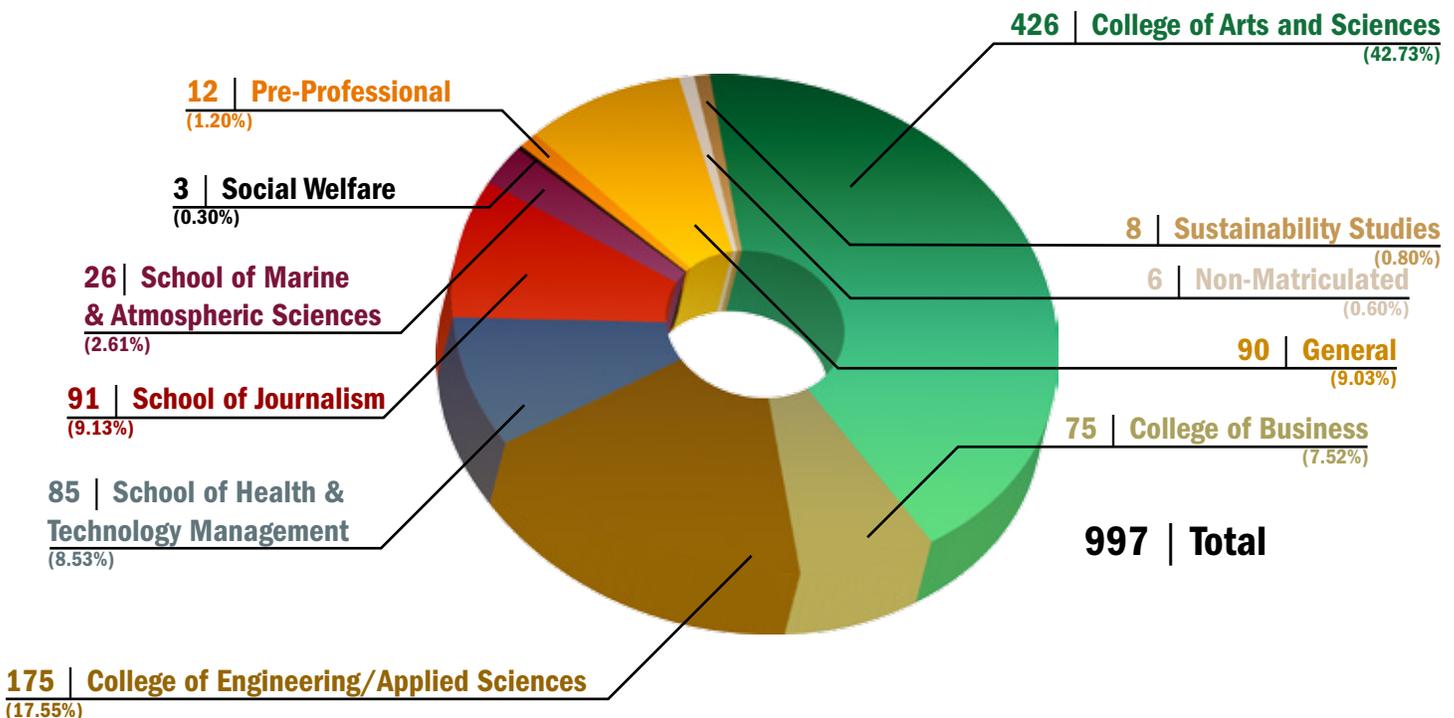


Colleges using Stony Brook Model for News Literacy

- | | | |
|---|---|---|
| 1. Baptist University (Hong Kong) | 23. Kuwait University | 46. University of Missouri at Columbia |
| 2. Beijing Normal University | 24. Louisiana State University | 47. University of Montana |
| 3. Beijing Jiaotong University | 25. Marquette University | 48. University of Nevada at Reno |
| 4. Bellarmine College- Kentucky | 26. Massachusetts College of Liberal Arts | 49. University of Southern California |
| 5. Brigham Young University | 27. Nassau County Community College, New York | 50. University of Southern Indiana |
| 6. California State University, Chico | 28. Northwestern University | 51. University of Southern Queensland |
| 7. California State University, Fullerton | 29. Onondaga Community College | 52. University of Tel Aviv |
| 8. California State University, Long Beach | 30. Pace University, New York | 53. University of Texas - Austin |
| 9. City Colleges of Chicago | 31. Pensacola State College, Florida | 54. University of Washington at Seattle |
| 10. Colby College, Maine | 32. Seton Hall University | 55. Vietnam National University of Social Sciences and Humanities (Hanoi) |
| 11. Communications University of China | 33. Skidmore College | 56. Vietnam National University of Social Sciences and Humanities (Ho Chi Minh City) |
| 12. CUNY Baruch College | 34. SUNY Albany | 57. Queensborough Community College |
| 13. CUNY City College of New York | 35. SUNY Oneonta | 58. Wake Forest University |
| 14. CUNY York College | 36. Suffolk County Community College, New York | 59. Washington and Lee University |
| 15. DePaul University, Chicago | 37. Syracuse University | 60. Washington State University |
| 16. Drexel University | 38. Texas A&M International (Laredo) | 61. Westchester Community College |
| 17. Emory University, Georgia | 39. Texas State University, San Marcos | 62. Xiamen University |
| 18. Florida Gulf Coast University | 40. University Del Sagrado Corazon (PR) | 63. Xi'an International University |
| 19. Florida International University | 41. University of Alaska - Anchorage | |
| 20. Gulf University for Science and Technology (Kuwait) | 42. University of Connecticut | |
| 21. Higher School of Economics (Moscow) | 43. University of Hawaii | |
| 22. Kansas University | 44. University of Hong Kong | |
| | 45. University of Idaho | |

* Bold indicates universities currently using our model.

News Literacy Population '13-'14



News Literacy Cumulative Enrollment



Locations of previous Alda Center Workshops

1. American Association for the Advancement of Science
2. American Chemical Society
3. Association of American Medical Colleges
4. Biotech Summit
5. Boston University
6. Brookhaven National Lab
7. Bureau of Ocean Energy Management
8. Carnegie Institute for Science
9. Carnegie Mellon
10. Chicago Field Museum
11. Cornell University
12. CUNY
13. Dartmouth University- Society of Environmental Toxicology and Chemistry
14. Federation of American Societies for Experimental biology
15. Fish & Wildlife Service
16. Forensic Sciences Conference
17. George Washington University- Research America
18. Gordon Research Conference - ACS Hong Kong
19. Health Services Research Conference
20. Hospital for Special Surgery
21. Howard Hughes Medical Institute- Janelia Research Farm
22. Hunter College
23. Indiana School of Medicine
24. Kavli Institute for Cosmological Physics
25. L'Oreal
26. Mt. Sinai Hospital
27. Multiple Sclerosis Society
28. NASA
29. Stanford University
30. The Nature Conservancy
31. University of Connecticut
32. University of Maine
33. University of Pennsylvania
34. US Army
35. Villanova

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Stony Brook Biochemistry Department

David Conover

Professor
Interim Vice President for Research
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Stony Brook Philosophy Department

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Vice-Chair
Undergraduate Program Director
*Stony Brook
Biomedical Engineering Department*

Nancy Goroff

Associate Professor
Associate Provost for the
Integration of Research, Education and
Professional Development, Associate
Dean of the Graduate School
*Stony Brook Chemistry Department, Stony
Brook Graduate School*



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*Stony Brook Department of Ecology and
Evolution*

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*Stony Brook University
English Department*

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Director, Children's Environmental Health
Centers of New York (CEHCNY)
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Anne McElroy

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Marine and Atmospheric Sciences*

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Distinguished Teaching Professor
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President, The Safina Center
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Science, School of Journalism*

Nicole S. Sampson

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Stony Brook Chemistry Department

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Stony Brook School of Journalism

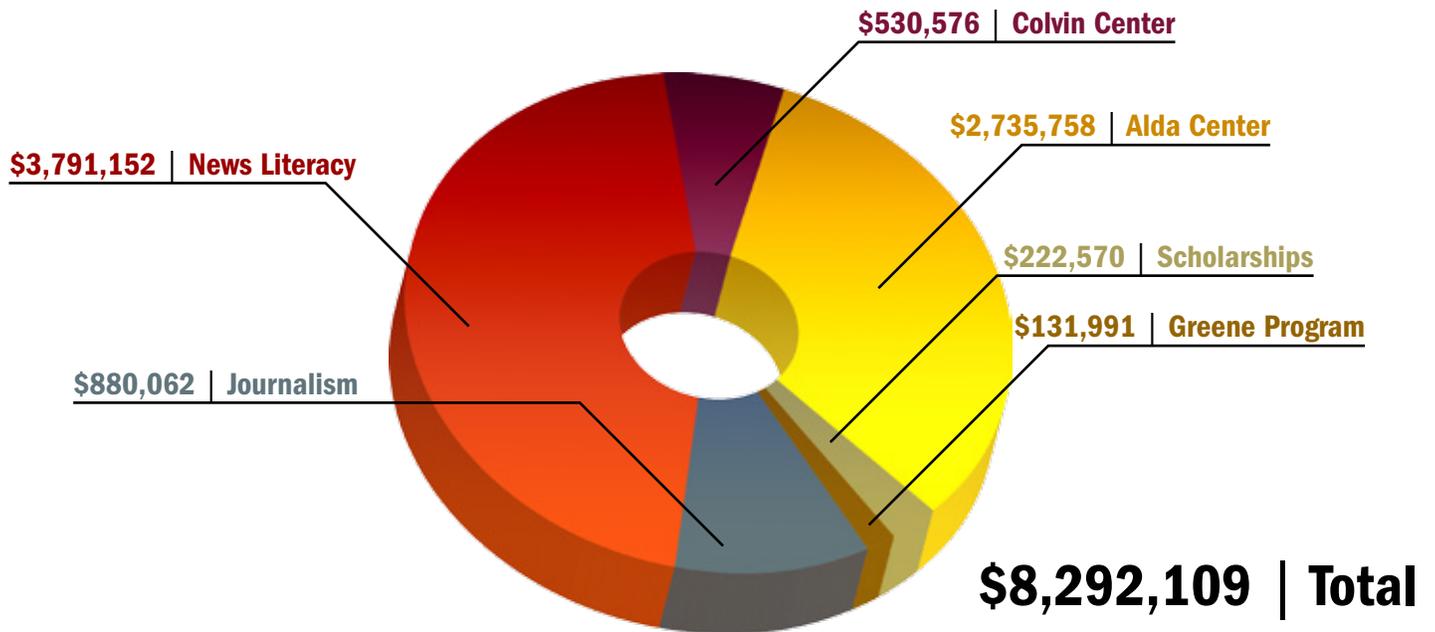
Paul Sorensen

Physicist
Brookhaven National Lab

Jan A. Witkowski

Executive Director, Banbury Center
Cold Spring Harbor Laboratory

TOTAL SCHOOL OF JOURNALISM FUNDRAISING



The Robert W. Greene Summer Institute for High School Journalists puts students through a week-long journalism bootcamp at Stony Brook University



Philly Bubaris ('13) learns to use a Nikon DSLR in a multi-media photojournalism class





Stony Brook University School of Journalism

Text: Howard Schneider, Dean Miller, Elizabeth Bass

Design: Wasim Ahmad

*Photographs: Wasim Ahmad, Sam Levitan, Barbara Selvin,
Frank Posillico, Philly Bubaris, Jasmin Frankel,
Frederic Courbet, University of Hong Kong*

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