Highlights:

- Students noted for having among the highest grade point average on campus, ACT scores, study abroad participation and honor program participation – all while continuing to graduate in four years.
- Recruited faculty members who have increased the School's diversity and scholarly activity while maintaining the School's reputation for quality teaching and contributions to the greater university community.
- Recruited a physician/PhD in mass communications to direct a new lab in Stauffer-Flint that measures biological reactions to messages and hired an internationally known environmental journalist.
- Grant activity and private fundraising now meets many of the School's needs.
- Awarded $350,000 in grants from the McCormick Foundation as seed money to establish a relationship with Ft. Leavenworth as a partner in studying the media and the military, as well as work with the Fort in training officers to work with the media. A third national workshop for journalists covering the military will be held in September 2010. A web site and scholarly papers are among the scholarly outcomes. We also are in the beginning stages of a new MA aimed at strategic communications in the military. Finally, a new course titled “Media and the Military” is offered annually for KU students and officers from the Fort. The students from both institutions work collaboratively to understand the other’s perspectives.
- Three-time consecutive winner of the national Hearst Intercollegiate Writing competition. This competition is often referred to as the collegiate “Pulitzer Prizes.” Students continue to win numerous other state, regional and national awards. Students also work with faculty to serve the state and region in a campaigns class that is the capstone course for strategic communication students.
- Continued development of a mentoring program for new faculty to balance the demands of academic life while providing annual assessment of their allocation of effort. This program has been cited nationally as a model for faculty development.
- Began a joint degree program with the Law School leading to JD and MS degrees. Also began a minor in News and Innovation to prepare non-Journalism students for the world of changing media-related occupations.
- Continue to be known state and nationally for the achievements of our alumni, who consistently cite the skills, passion and integrity they learned in the School as the foundation for their successes.
William Allen White School of Journalism and Mass Communications

...Because people need to know

Centrality to mission

The first journalism course was offered at KU in 1891, and journalism classes have been taught continuously since 1903. In 1909, KU authorized a new department of journalism within the College of Arts and Sciences. The journalism program retained that status until 1944. After the death of William Allen White, the world-famous editor of the Emporia Gazette, the Kansas Board of Regents established the William Allen White School of Journalism and Public Information. The School was among the first group of journalism programs to achieve national accreditation in 1948. In 1982, the name of the School was changed to the William Allen White School of Journalism and Mass Communications.

The School offers two degree programs – an undergraduate bachelor of science in journalism and a professional master’s degree (Lawrence and Edwards campus). The undergraduate degree has two fields of study: News and Information, and Strategic Communication. The Journalism graduate program offers three courses of study: News and Information, Strategic Communications and Marketing Communications (Edwards Campus). The School also has a program with the KU Law School that combines the Master of Science (M.S.) in Journalism and the Juris Doctor (J.D.). A doctoral program in Journalism and Mass Communications is in the process of earning Regents’ approval. In October 2010, the School will seek reaccreditation with the Accrediting Council on Education in Journalism and Mass Communication.

The School’s trademark has been its focus on professional practice and service: hands-on education in the classroom and outreach to the state, region, nation and world through research and service. The School maintains relationships with its many media partners—in advertising and public relations, broadcasting, magazines and newspapers—and the education of students is cross platform and cross cultural.

William Allen White’s legacy to the state and profession are celebrated every February when the School and its Foundation honor a nationally known journalist whose career embodies the spirit of inquiry and enterprise that continues to model the best of William Allen White and the best of the profession. Honorees from the past six years have been Leonard Pitts, Tom Curley, Seymour M. Hersh, Richard C. Clarkson, Gordon Parks and Gerald Seib. Other National Citation winners have included Arthur Sulzberger, Molly Ivins, Bob Woodward, Albert Hunt, David Broder, Hedrick Smith, Ellen Goodman, Hodding Carter, Charlayne Hunter-Gault, Walter Cronkite and Helen Thomas.

The School alumni list contains some of the most prestigious journalists in the state, region, and nation. A few examples include Dan Austin (director of the Voice of America), David Hunke (publisher of USA Today), Mike Swenson (CEO of Barkley, the largest employee-owned public relations firm in the United States), David Peacock (President of Anheuser-Busch), Derek Schmidt (former Kansas Senate Majority Leader), Mark Zieman (publisher of the Kansas City Star), and many other notable alumni.
What we do and why we do it?

Bachelor of Science in Journalism (BSJ)

Beginning in Fall 2010, the School is now a four-year program, admitting qualified freshmen, continuing KU students and transfer students. Also new in Fall 2010 is the Journalism Minor in News and Innovation. In 1989, the School was the first journalism school in the country to remodel its curriculum to reflect the multimedia/convergence changes now reflected in the industry. In addition, the School was among the first nationally to develop a strategic communication curriculum that combines aspects of public relations, advertising and market research.

- Industry reports show increasing demand for journalists with online/digital and social media skills as well as advertising and public relations skills (2009, VSS Communications Industry Forecast).
- Americans are spending more time following the news. A national survey finds people are spending as much time seeking news as in the mid-90s and that rather than replacing traditional news sources, Americans are adding the use of new technologies to their news-seeking habits (Pew Research Center for the People and the Press, September 12, 2010. Online at http://pewresearch.org/pubs/1725/where-people-get-news-print-online-readership-cable-news-viewers
- The job outlook for strategic communication specialists is projected to grow much faster than average, with keen competition for entry-level jobs (Occupational Outlook Handbook, 2010-2011 Edition).

Until Fall 2010, students were either admitted directly as freshmen based on very high standards (30 ACT, 33 English ACT and 3.95 high school GPA) or applied for competitive admission based on an enrollment management plan. Now, students with a 24 overall ACT and a 3.0 high school GPA can apply. These changes in admission standards reflect our peer institutions’ admissions policies. Students must maintain a minimum of 2.5 to be in good standing in the School.

In 2002, the School worked with the Provost Office to institute an enrollment management plan. Since 2005, enrollment in the School has been stable.

- In Fall 2005, the School enrolled 730 students (282 in NI; 448 in SC); in Fall 2009, the School enrolled 775 students (273 NI; 502 in SC).
- ACT scores of JMC students showed improvement during the last five years, with an average score in FY05 of 24.8; comparative data in FY09 showed an average ACT score of 25.2
- Minority enrollment in Fall 2005 was 9.6%; in Fall 2009 it decreased to 8.4%. However, Fall 2005 was the highest minority percentage in the last 10 years; the 10-year average is 7.85% minority enrollment.
- The percentage of female students also held steady, with Fall 2005 female enrollment at 67.7%; Fall 2009 was 70.2%. Our data is consistent with national enrollments at other journalism schools.
- Enrollment of Kansas residents followed similar, consistent patterns with Fall 2005 showing 66% KS residents and Fall 2009 showing 70.2% KS residents.
• The mean age of 21 for graduating seniors is consistent from 2005 – 2009. The average time for students in the School to graduate is 4.4 years, with a median of 4 years to graduation.

• Senior exit interviews show a high degree of satisfaction with their education in the School. All indicators within the School’s control were in the 75th percentile other than availability of major courses, which was just slightly below.

Student success is measured in a variety of indirect and direct measures:
• Students must pass a grammar test or the basic grammar course to continue in the School beyond the freshmen level.
• Accredited schools of journalism require that 65 of the 124 courses taken at KU must be in the Arts and Sciences. Many students double major and most have at least one minor in the liberal arts.
• We are the only school of journalism that continues to attract recruiters looking for hires on the advertising and business sides of such businesses as the Associated Press, Gannett, Washington Post, McClatchy and others. This year, again, KU was the only journalism school from which Gannett hired advertising students for their new two-year management-training program.
• In three of the last five years, the School won the prestigious Hearst Intercollegiate Writing Competition, which is only open to accredited schools and has the nickname of being the Intercollegiate Pulitzer Prize. National awards are the norm for our students.
• The capstone course in Strategic Communication attracts clients such as Sprint, MacDonald’s, Kansas Speedway, NASA, various state and regional NGOs, and KU entities. Students compete within the class to earn the client’s promotional campaigns. Clients have adopted numerous aspects of these campaigns.
• Students in the School have one of the highest percentages of travel abroad experience at KU.
• The School is one of few journalism schools with a diversity requirement. We also are in the minority of programs in requiring a course in ethics as part of our core requirements.
• Our internal senior exit surveys, grammar test, and assessment tests are done annually with thorough analysis and revision of courses and curriculum helping to use this data in improving courses.
• Employer feedback, both for internships and graduate hires, shows a high level of satisfaction with the education we are providing.
• The School uses a variety of methods to assess student learning. More information is available online at http://www.cte.ku.edu/gallery/portfolios/journalism/index.shtml

Strengths, productivity and qualifications of the faculty

The School is undergoing a culture change from primarily a teaching unit to one that more appropriately balances teaching and research. Faculty members have a long history of teaching awards, and in fact earned the first KU Center for Teaching Excellence Award. Those awards came in the midst of an average teaching load of 5-6 courses a year. The School has implemented changes to course load to reflect the typical faculty allocation of effort with 40% teaching, 40% research, and 20% service. Additional faculty members have allowed the School to reduce the teaching load of some faculty members who have increased their research productivity, including
securing outside funding through grants and research projects. The need for more media research is reflected in requests from media industries that are looking more to higher education for research in the changing media environment.

And, the School’s reviewers wrote in the 2005 reaccreditation report that the School’s faculty members need to create more scholarship in the form of original research. Journalism accreditation defines scholarship as including traditional academic research as well as creative work, such as photojournalism exhibits, national and international print, broadcast and new media production, etc. Part of this history is the faculty’s productivity in teaching. While the School seeks more of a balance with teaching and research, the tenure/tenure-track faculty continue to provide the clear majority of instruction and credit hour production.

- In Fall 2005, the School had 18 FTE, down from 20 the previous year; in Fall 2009, the School had 22 FTE, including three faculty members who are supported in part with funds from the Provost Office for opportunities of hire.
- The School reallocated funding from three staff positions to create new faculty positions over the last five years.
- In Fall 2005, the School had 15 tenured faculty members; in Fall 2009, that increased to 17.
- Women now constitute 35.3% of the faculty, up from 33.3% in Fall 2005.
- There were no minority faculty members in Fall 2005; in Fall 2009, we had 9.1%.
- 100% of our faculty members have terminal degrees.
- The average age of the School’s faculty is 54.

In addition to the above data, the School’s hires in the last five years have included the following:
- The nation’s only medical doctor who also has a PhD in mass communications.
- An internationally known environmental journalist who has authored several books, appeared on Oprah, appeared on panels with President Bill Clinton, and is among our highest-rated teaching professors.
- The Knight Chair on the Press, Leadership and Community who works with media throughout the United States on media programs and just received a $100,000 grant to improve election coverage.
- Two faculty members who hold joint appointments with the KU Medical School and are instrumental in studying minority use of medical information.
- Four additional faculty members who represent minority populations.

In 2005, the School gained the new position of associate dean for graduate studies and research. The associate dean, among other roles, oversees a structured mentoring program for all pre-tenured faculty members. That mentoring program has been cited nationally as a model in faculty development. Just as important, it has been a key factor in our ability to hire, retain and tenure new faculty members.

Today, the School also supports more graduate student assistants who support faculty research and learn from these mentors how to conduct and evaluate research. We also support seven graduate teaching assistants. These graduate students contribute to the work of faculty members in scholarship and teaching and, more important, they become part of the community of scholars.
Curriculum and impact on students

When the School revised its curriculum in 1999 to reflect the impending multimedia environment, it was not just an innovative leader. Some considered the changes made at the School to be too ahead of current media trends and needs. In 2009, the accrediting council for journalism education made “new media” a mandate for every accredited school. Having multimedia skills positions our students for a variety of traditional and new media employment opportunities. At the same time, the School has maintained its national reputation for high standards in reporting, writing, editing and presentation skills.

The success of the curriculum and subsequent student learning is underscored by the School being among the University’s best performing units with the highest number of students graduating in four years. The School also is cited in the 2010-2011 Fiske Guide to Colleges for its high academic standards and affordability.

The School prides itself in being student-centered and in preparing students to think critically, to perform professionally and to adapt to a changing workplace. To paraphrase one faculty member, the School strives to “train for certainty and educate for uncertainty.”

Ten years ago, the curriculum underwent substantial revisions to eliminate a silo approach to teaching journalism and mass communications by media specialty: newspaper, broadcast, magazine, photography advertising, public relations and management. Students began at the foundation and went to the top with little to no crossover with other media.

Today, students enter one of two tracks: news and information or strategic communication. Both are multimedia in course content, approach and capstone projects. News and information focuses on research, reporting, analysis and the preparation and presentation of informative messages. Strategic communication focuses on research, analysis and the preparation and presentation of persuasive messages. Today, students have opportunities to take electives in either track.

All students must complete at least 33 course hours in their major. They may enroll in as many as 39 course hours in journalism. To meet university graduation requirements students must complete a minimum of 124 hours. A maximum of 15 miscellaneous, non-liberal arts hours is allowed within the 124-hour total.

All journalism majors complete four core courses: Jour 101, Media and Society; Jour 301, Research and Writing; Jour 608, Ethics; and Jour 618, First Amendment and Society.

Students in both sequences must complete a “capstone” experience. For students in strategic communication, this is Jour 676, Campaigns. In this summative course, students bring together skills and knowledge to develop an integrated marketing and communication plan for real-world clients. Recent clients have included the Kansas Historical Association, Chipotle, Sprint and the KU women’s basketball team. News and
information students complete a formative capstone experience that consists of two advanced media courses. These courses require students to work two semesters for campus media, including the University Daily Kansan, Kansan.com and KUJH, the campus television station.

The foundation course, Jour 101, Media and Society, is offered as an elective in the College of Liberal Arts and Sciences. Students enrolled in this course are freshmen, sophomores and juniors; seniors are not allowed to take this course except under special circumstances. For example, a non-major may be allowed to take the course if it relates to his/her KU major.

The curriculum is constantly undergoing assessment to ensure that the School is educating students for the rapidly changing media landscape.

To ensure that the School meets its commitments and the ACEJMC professional competencies and values, we are again reviewing and revising the curriculum to provide students with knowledge and skills to work effectively in a changing media environment. This latest review began in 2008-2009, when the dean charged the two track heads to gather information from their respective faculties and then subsequently appointed a committee to examine core courses for journalism students. In addition to faculty input, the committee solicited input from alumni and working professionals on student competencies. The committee presented a report to the faculty in Fall 2009. As a result of the subcommittee’s work, they proposed an expansion of the number of core courses for journalism students from four to seven and that all journalism school students would be required to take the following courses.

- **Jour 101 – Media and Society.** Currently required. This large survey course offers an introduction to media literacy, history, technology, theory and effects; the First Amendment, media law, and ethics; critical thinking and messages for diverse audiences.

- **Jour 301 – Information Gathering and Analysis.** This course is an expansion of the current version of Jour 301, Research and Writing, a three-hour course. The proposed three-hour course focuses on primary and secondary research, source credibility and the use of research to prepare informative and persuasive messages.

- **Jour 303 – Writing, Editing and Presentation.** Another expansion of the current Jour 301 course, this three-hour course builds on the skills developed in Jour 301 to help students learn how to present information in multimedia platforms.

- **Jour 310 – Visual Communication.** This large survey course is currently offered as an elective. Under proposed curriculum changes, a course in visual communication (this survey course or another course designated by the School) will be required of all students. Employer expectations indicated that graduates
should be able to work across media platforms and know how to analyze and present visual materials and information.

- Jour 400 – Media Innovation. Currently, the School does not offer this course. This new course or concentration of courses would help students think about media entrepreneurship, personal branding and understanding of media operations.

- Jour 608 – Ethics. This course is currently required of all students. It takes a case study approach to help students learn ethical frameworks for decision-making in contemporary journalism, advertising and public relations. The faculty debated combining the ethics course with a course on the First Amendment and determined the two courses, although related, should be taught separately to provide students with a depth of knowledge.

- Jour 618 – First Amendment. This required course examines the historical context of the First Amendment, the role of a free press in a democracy, and the impact of technologies on First Amendment freedoms.

In Spring 2010, the faculty discussed these changes within the two tracks, and those discussions continue. Faculty are now evaluating required courses within each track, evaluating electives and considering changes in capstone experiences. The School’s plan is to have any and all changes in place for Fall 2011. Afterward, the School intends curriculum change to be ongoing rather than occasional.

**Student need and employer demand**

The last two years have seen major changes in media employment. Newspapers continue to shrink and layoff employees; broadcasting is stable, new media are growing, public relations and advertising are rebounding from the 2008 employment numbers. The School employs a full-time professional career advisor. She helps students prepare applications for internships and jobs. She also matches requests from employers with students, both current students and alumni. More information is online at [http://www.journalism.ku.edu/services/careers.shtml](http://www.journalism.ku.edu/services/careers.shtml) The School’s database contains information from 4,000 potential employers. Our most recent data, from 2007 – 2010, show that nearly half the graduating students had at least one internship before graduation.

**Service provided by program**

The public service functions of the School are many and varied. Faculty members assist the profession by participating in organizations, hosting conferences and special programs, and working with Kansas media. The School is involved in international activities as well.

The School serves high school students and teachers through the Kansas Scholastic Press Association and the summer Kansas Journalism Institute. The School serves
journalism higher education in being the home of the Accrediting Council on Education in Journalism and Mass Communication.

In their strategic communication classes, students often create projects to benefit non-profit organizations or causes in the community, state and region. Past campaigns clients have included the Kansas Department of Commerce, the Kansas Humanities Council, the Kansas City Area Development Council, Recovery and Hope Network of Kansas, Sprint, Chipotle, Cheesecake Factory, Haskell University, and many other commercial and non-profit Kansas entities. On campus, journalism students produce the University Daily Kansan newspaper, Kansan.com, the Jayplay weekly magazine supplement, and news and sports coverage for KUJH-TV and KJHK radio.

The lifeline and the lifeblood of the School lies in the strength of its relationships among students, faculty, employers, alumni and professionals. These ties have been forged over time and have been solidified by a common sense of service and by the quality of each person’s experience with the program, the administration, the faculty and students.

Faculty members contribute their expertise to professional associations, to community, state, regional and national service, and provide many service learning opportunities for students. We also work closely with the Kansas Broadcasters Association and the Kansas Press Association on programming, judging contests, career training and development, and monitoring and crafting state policies on the media.

In addition to their work on the state level, faculty members make contributions to the following national and international organizations:

- Online Journalism Association
- Broadcaster Education Association
- Association for Education in Journalism and Mass Communication
- American Journalism Historians Association
- Accrediting Council on Education in Journalism and Mass Communication
- International Communication Association
- American Copy Editors Society
- The Society of Publishers in Asia
- Inland Press Association

**Cost-effectiveness**

- The School remains above the AAU average for credit hour production. In Fall 2005, the SCH per FTE was 249.5; in Fall 2007, that decreased slightly to 245.3, but is still 108% of AAU schools, as weighted in a four-year average.
- The teaching section per FTE also has decreased (from 3.3 in Fall 2005 to 2.4 in Fall 2007), with a four-year weighted average of 108.3% of the AAU schools.
- The instructional FTE also increased: in Fall 2005, the instructional FTE for tenure/tenure-track faculty was 17.3; in Fall 2009, it was 21.
- The overall instructional SCH for this group of faculty was 4,303 in Fall 2005; but
increased to 4,581 in Fall 2009.

- Overall, the SCH per FTE decreased slightly from 212.2 in Fall 2005 to 197.6 in Fall 2009.
- Our skills courses enroll from 16-18 students, in compliance with accreditation standards for writing intensive courses.
- The research activity as measured by grant awards/external funding is comparable to other schools of journalism. In FY2005, we had 2 awards; in FY2008, we had 3, in FY2011, we have 6 awards.
- Recent research and program awards not covered in the report on federally funded research include:
  - Grants from clients in the Strategic Communication capstone, ranging from work done gratis for not-for-profit groups and organizations to $12,500 from commercial clients per class. The School conducts 7 such classes annually.
  - $200,000 from the Knight Foundation to develop new media for community newspapers
  - $350,000 from the McCormick Foundation to examine the relationship between the media and the military.
  - $100,000 from the Gaylord Foundation to improve media election coverage in Kansas and Missouri.

### Overall program quality

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William Allen White School of Journalism and Mass Communications

...Because people need to know

The School of Journalism and Mass Communication at the University of Kansas has more than 100 years of distinguished service to the state and nation. Its alumni are leaders of not only media companies, but are judges, business owners, politicians, doctors, career military officers, and other careers that demand excellence in gathering evidence, writing and presenting information. In keeping pace with the changing aspects of technology and higher education, the School remains true to the traditions on which it was founded.

Throughout history, two functions of the journalist have been central to life in any community – telling the history of the populace and speaking the truth that helps people make important decisions about their lives. Technology has come and gone, people’s media habits have changed, but those functions remain central to a functioning democracy. Recent national research finds that people are spending more time than ever with the various aspects of media and their need for news has not changed. What is changing, however, is the replacement of ink on paper for digital information.

While an important part of the media landscape, preparing students for print newspaper journalism is a small part of what the School does today. The School prides itself on being informed about the changes in media employment practices and preparing students for those changes. “Journalism” is about content, not a particular product. That is also true for the faculty and students working in the strategic communication area where advertising, public relations, integrated marketing, branding and marketing research are areas of concentration. Today, strategic communication students make up 65% of the School’s students.

In addition to nationally recognized undergraduate education, the School offers a master’s degree with three programs – a comprehensive program on the Lawrence campus, an Integrated Marketing Communication program on the Edwards campus, and a combined MS/JD program with the KU Law School. The School’s graduate program was cited as one of its strengths during the last reaccreditation visit in 2004. The School also is in the process of creating a doctoral degree program, which would be the first in the state of Kansas in Journalism and Mass Communications.

The School leads the nation in curriculum revision that teaches students what they need to know for today’s jobs while educating them for the jobs they will have throughout their long careers. The curriculum revisions are on-going and the School hires faculty members who are willing to adapt their teaching, continue to learn new technologies, and agree on the value of working in a student-centered environment. This also is reflected in the School’s teaching loads, which also are among the highest in the University.

Teaching remains central to the School’s mission and values. The challenge to the School has been to maintain excellence in teaching while creating a better balance with faculty scholarship. That has been a culture change taking place within the School during the last decade. Today, with careful hiring of new faculty, the School has a much more balance blend of teaching and research productivity. Faculty members today are hired with advanced degrees completed and we have successfully recruited some of the
most sought-after new professors in the country. It is a credit to the established faculty that they have also been willing to enhance their research productivity, as reflected in the grants we’ve received from such foundations as McCormick, Gaylord, Kettering, Sunflower Health, Knight and others. In recognizing the state’s difficult budget situation, we have also increased our efforts at securing private dollars for scholarships, programs and faculty salaries.

As reflected in this report, the School has an excellent and continuous record of achievement in student success, fiscal responsibility, faculty productivity, and service to the state and nation. Every day, the School puts its ideals into practice in teaching a higher than average faculty to student ratio, engaging in outstanding student advising, teaching practical skills courses along with critical thinking skills, and ensuring students have access to current technology and training.

Enrollment in the School has been consistent in terms of numbers, gender balance, numbers of minority students, and size of classes. This is a result of an enrollment management program put in place seven years ago. Our credit hours production per faculty member is higher than average and is a reflection of a dedicated and hard-working faculty.

The School will seek reaccreditation from the Accrediting Council for Education in Journalism and Mass Communication in Fall 2010. The self-study prepared for the site team’s visit was the result of a year-long process of analysis, especially relating to the School’s effectiveness in teaching and research. While an exhaustive process, that assessment demonstrated the School’s many successes in cost-effective yet excellent teaching, maintaining productive and positive relationships with alumni, media professionals and donors, and recruiting and retaining talented students and faculty. The School expects full reaccreditation.