

Report of On-Site Evaluation

ACEJMC

2010 – 2011

Name of Institution: University of Kansas
Name and Title of Chief Executive Officer: Bernadette Gray-Little, Chancellor
Name of Unit: William Allen White School of Journalism and Mass Communications
Name and Title of Administrator: Ann Brill, Dean

Date of 2010 - 2011 Accrediting Visit: Oct. 17-20, 2010

If the unit is currently accredited, please provide the following information:
Date of the previous accrediting visit: Feb. 6-9, 2005
Recommendation of the previous accrediting team: Reaccredit
Previous decision of the Accrediting Council: Reaccredit

Undergraduate program recommendation by 2010 - 2011 Visiting Team: Reaccredit

Professional Graduate program recommendation by 2010-2011 Visiting Team: Reaccredit

Prepared and submitted by:

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Organization/School

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PART II — Standard 1: Mission, Governance and Administration

The policies and practices of the unit ensure that it has an effectively and fairly administered working and learning environment.

Unit performance with regard to indicators:

- (a) The unit has a mission statement and engages in strategic or long-range planning that provides vision and direction for its future, identifies needs and resources for its mission and goals and is supported by university administration outside the unit.

The University of Kansas is a public institution in Lawrence, Kansas, about 45 miles west of Kansas City. Under the Carnegie classifications, it is a Doctoral/Research University - Extensive. The William Allen White School of Journalism and Mass Communications, named after the late editor of the Emporia Gazette, has been accredited since 1947 but traces its origins to 1891, when the first journalism course was taught.

The University has more than 30,000 undergraduate and graduate students. The School is one of eight professional schools in the College of Liberal Arts on the Lawrence campus. The Edwards campus, in the Kansas City suburb of Overland Park, houses several graduate programs, including one in marketing communications that is part of this review.

In total, the School has 1,237 majors and pre-majors in two tracks: News and information (364) and Strategic Communication (499). Premajors total 374. There are 94 masters students enrolled in fall 2010.

The School engages regularly in planning. At a meeting each fall, the faculty gather to focus on the coming year. The School also develops a three-year plan for the provost and a five-year plan to cover the current term of the Dean. The three-year plan for 2011-2014 includes among its goals establishing a new doctoral program, unveiling a new undergraduate curriculum and remodeling space to enhance student services. The School has begun its 2015 five-year plan but will likely wait to complete it until the University completes its strategic plan in the spring.

- (b) The unit has policies and procedures for substantive faculty governance that ensure faculty oversight of educational policy and curriculum.

The School follows the university's policies on governance and faculty do have oversight of curriculum and educational policy. The School has a typical array of committees covering curriculum, promotion and tenure, etc. Faculty met as a whole six times in the 2009-2010 academic year.

- (c) The unit's administration provides effective leadership within the unit and effectively represents it in dealings with university administration outside the unit and constituencies external to the university.

The School has had stable leadership since the last site visit. Ann Brill, who had been on the faculty since 2000, became Dean in 2004. She is supported in her work by two associate deans -- one for undergraduate and one for graduate studies -- and a business manager. Each academic track has a chair and there are also staff coordinators for advising, communication, student recruitment and retention, and career development. In addition, the School has a network administrator and development officer.

The Dean meets weekly with an advisory group that includes the two associate deans, the two track chairs and the School's communications coordinator.

In Dean Brill's most recent review five-year review (January 2010), the provost noted "the overwhelmingly positive assessment of your leadership as Dean from all constituencies: faculty, staff, students, university administrators, and professionals outside the university." Most faculty interviewed by the site team spoke highly of her leadership skills and temperament; a few expressed a desire for greater clarity about her vision for the School's future.

- (d) The institution and/or the unit defines and uses a process for selecting and evaluating its administrators.

The Dean is appointed for a five-year term and was just reappointed in 2010 for another term. Prior to a reappointment decision, a committee evaluates the Dean and submits a recommendation to the Provost. The committee includes representatives of the school's faculty, students, at least one outside administrator and one outside faculty member and a representative from the provost's office. Should a new Dean be sought, procedures similar to those used for hiring a new faculty member are followed.

- (e) Faculty, staff and students have avenues to express concerns and have them addressed.

The School resolves student concerns in several ways. Admission issues are handled by the Curriculum Committee and may be appealed to the Admissions Committee.

For other complaints, students often turn to one of the associate deans. After being informed of the decision, the student may appeal to a Judicial Committee. The School has not had to empanel a Judicial Committee in the last six years.

Faculty and staff concerns that cannot be handled internally are handled via the University's grievance process, which is overseen by the Human Resource Department. Faculty and staff may also go directly to the University's Human Resources Department with any issues.

Undergraduate program:

COMPLIANCE

Graduate program:

The School offers a professional graduate program that leads to a Master of Science in Journalism degree. The goal of the graduate program is similar to that of the undergraduate program: to prepare students for jobs in the industry. The program emphasizes a combination of foundational journalism skills combined with critical-thinking and problem-solving capabilities. However, the School also provides the academic support structure for those students in the program who may wish to pursue a terminal degree.

The program offers three tracks of study: news and information and strategic communication on the Lawrence campus, and marketing communications on the Edwards campus in Kansas City. The marketing communications program only admits students who have at least two years professional experience and are currently working in the field. The School also offers an MSJ-JD dual-degree program with the Law School. This program is only two years old and is not part of the accrediting review.

The School has an associate dean for graduate studies and faculty development who oversees the master's program. His duties include recruiting, admissions, advising, curriculum and assessment. He also awards assistantships and fellowships. He is the chair of the School's Graduate Committee, which includes three elected faculty members, who serve staggered three-year terms. The marketing communications program on the Edwards campus has a full-time coordinator.

The Lawrence campus programs have a traditional professionally oriented graduate student body that admits about 18 students per year. Currently there are 38 students in the program on campus. Most complete the degree in four semesters. On average, the Edwards campus admits 25 students per year. Currently there are 56 students enrolled. These are working professionals and typically take 2-3 courses per year. Students have a maximum of seven years to receive their degree, most completing the coursework in 4.5 years (12 semesters).

Graduate program:**COMPLIANCE**

PART II — Standard 2: Curriculum and Instruction

The unit provides a curriculum and instruction that enable students to learn the knowledge, competencies and values the Council defines for preparing students to work in a diverse global and domestic society.

Unit performance with regard to indicators:

- (a) The unit requires that students take a minimum of 80 semester credit hours or 116 quarter credit hours outside of the unit and a minimum of 65 semester credit hours or 94 quarter credit hours in the liberal arts and sciences (as defined by the institution) outside of the unit.

Student records indicate that students are taking 80 hours outside the school in liberal arts and sciences. The school is in 100% compliance with the 80/65 rule. To graduate from the University of Kansas students must complete a minimum of 124 hours; for a degree from the journalism school they must complete a minimum of 33 hours and a maximum of 39 hours.

- (b) The unit provides a balance between theoretical and conceptual courses and professional skills courses to achieve the range of student competencies listed by the Council.

Ten years ago the School went through a major curriculum revision, eliminating separate sequences such as newspaper, magazine, broadcast etc. in favor of a more blended approach. The School now offers students two tracks: News and Information or Strategic Communication. A new journalism minor has been established in News and Media Innovation.

Between the core and required courses in each track, students take both theoretical and conceptual courses as well as skills courses. Students in either track share four core courses: Media and Society, Research and Writing, First Amendment and Society and Ethics and Media. Students in both tracks are required to complete a capstone experience.

The core covers training in many of the professional values and competencies required by ACEJMC. For example, the Media and Society course, according to a course syllabus, lists the following learning goals:

- Learn to think critically and analyze the media messages we see and hear;
- Consider how mass media shape our personal views, ideas, and perspectives, as well as how media shape our culture;
- Discuss the history of mass media, to understand how the media landscape has changed and continues to evolve;
- Think about the relationship between media and audiences and learn how to meet the needs of diverse audiences;
- Understand better how the First Amendment affects the media messages we transmit and receive;
- Emphasize ethics.

The Research and Writing course lists among learning outcomes that students will learn to:

- Write clear, brief and accurate stories using correct grammar, spelling, punctuation and syntax.
- Develop story-telling skills for the mass media.
- Develop news judgment and prepare messages targeted for appropriate audiences.
- Observe, interview and gather research and understand the process of verifying information.
- Write effective, concise leads and logically organized, coherent news and feature stories.
- Think critically and independently, keeping objectivity in mind at all times.

Through a review of syllabi, observation of classes and interviews with faculty and students, there was good evidence the professional values and competencies are being well covered.

Students and faculty both report that digital communications, citizen journalism, web-based research and emerging best practices in social media are increasingly a part of the classroom experience across the curriculum.

In meetings with students, they indicated the desire for more detailed instruction in multimedia, in design, and in how to use various software packages.

Overall, the team found a program in transition, not unlike any other program in the country right now. Once ahead of the curriculum curve, the KU faculty is working to try to make sure the curriculum keeps up with the fast-changing media environment.

News and Information: In the News and Information track, students are prepared for careers in reporting, writing and editing for the media.

News and information students are required to complete a Multimedia Reporting and Multimedia Editing course, two more advanced media courses, such as Advanced Photojournalism, Depth Reporting, TV News 1 and 2, etc.

In addition they take nine hours of elective courses within those offered by the School of Journalism and Mass Communications.

News and information students must also complete a capstone experience – two advanced courses which require work for campus media, such as the University Daily Kansan, Kansas.com, or university television station KUJH.

Strategic Communication: The goal of the strategic communication curriculum is to offer integrated preparation in the marketing communications disciplines. The student in this track takes the core courses required of all students, plus required track-specific courses – Strategic Communication, Message Development and a capstone course in Strategic Campaigns. Each capstone course has its own set of prerequisites.

The curriculum appears adequately designed to accomplish what it intends. It seeks to prepare the student not only to work in public relations, advertising, marketing communications and related fields, but also to develop the transferable skills required to adjust to ongoing change within those fields.

(c) Instruction is demanding and current; achievements in teaching and learning are recognized and valued.

The team found strong classroom instruction, a dedication to undergraduate education and students who overall were pleased with the quality of the education they are receiving.

Faculty, under the Dean's leadership, are working on a major curriculum revision. Faculty indicated they have been involved for a year in discussions and deliberation over how to ensure that the curriculum stays current and relevant. A new curriculum plan has been proposed, and deliberation continues. Students indicated that current instruction was demanding.

The unit for many years has emphasized undergraduate teaching as a core value. Several of the faculty have been recognized for teaching excellence, one receiving the Gene Budig Professorship in Writing, an award recognizing top achievement at the university for teaching writing, and several others receiving the Honor for Outstanding Progressive Educator Award from the senior class of the University of Kansas. This is perhaps the most prestigious teaching award made at KU.

(d) Student-faculty classroom ratios facilitate effective teaching and learning in all courses; a student-teacher ratio of 15-1 in skills and laboratory sections is strongly recommended and the ratio in each section should not exceed 20-1.

Student-faculty ratio in skills classes and labs fell within the guidelines set by ACEJMC.

(e) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit.

Students are allowed, but not required, to do an internship for credit. They can receive up to three credit hours for one or more unpaid internships. Students may not receive course credit for a paid internship. The school employs a career development coordinator who helps students find internships and supervises them, once an internship is secured.

The site team contacted and got feedback from a number of employers who regularly hire KU interns and graduates from both tracks. These employers included media companies, communications agencies, the military and non-profits. All organizations consulted used superlatives to describe the KU students and alumni. Comments include "... among the best interns we've had," "prepared to enter the workforce" and "have had great real world experience."

Everyone had suggestions: "Make sure they are coming out with working knowledge of social media." "... more experience with software, especially InDesign and PhotoShop." Desirable – "a focus on mobile applications."

While the interns are universally given high marks, the mechanics of the intern program seem not to be on par with best practices at peer institutions. For example there is no upfront agreement between student and employer (by way of contract, mutually agreed parameters or other vehicle) nor any form of mid-stream assessment/feedback from both student and employer.

Undergraduate program:

COMPLIANCE

Graduate program:

Prospective students apply online through the University of Kansas website. GRE scores are required, although GMAT scores are acceptable in lieu of the GRE for the Edwards campus program. Requirements include a 3.0 GPA, 75th percentile in verbal (580) and analytical writing (4.5). International students must submit TOEFL (25) or IELTS (5.5) scores.

Students are admitted based upon the above criteria and the recommendations made by the graduate committee and the associate dean of graduate studies and faculty development, the coordinator of the marketing communications program. Students applying to the marketing communications program must have two years of professional experience.

The marketing communications track at the Edwards campus has been in existence for approximately 15 years. In 2007, a coordinator of the program was hired and the program has flourished since that time. This program has strong professional components and has earned a well-deserved reputation as a source for hiring marketing communicators in the Kansas City area. All of the coursework is strictly graduate-level. There is no overlap of courses between the campuses. Marketing communications students earn a total of 36 hours, 16 of which are required core courses, including a capstone course. An additional 24 hours of professional courses are required from a specified list, and two electives. Students within this program praise the teaching and the coursework. Four full-time faculty members teach in this program on a regular basis and adjuncts make up the remainder of the courses. Adjuncts are hired from the Kansas City area and are screened by the coordinator of the program. All adjuncts have extensive professional experience in the areas in which they teach.

Graduate students on the Lawrence campus complete 36 hours regardless of their chosen track. A student entering the news and information or the strategic communications courses of study should have basic journalism skills. If they do not meet that requirement, they must complete JOUR 445 (Multimedia Writing and Production) and JOUR 419 (Multimedia Editing). These courses do not count toward the 36-hour credit requirement.

This program is the more traditional professional curriculum. Students are required to take 16 hours of required core courses: JOUR 618 (First Amendment and Society), JOUR 801 (Research I: Theory), JOUR 802 (Research II: Methods), and JOUR 803 (Survey of Mass Media and Popular Culture). In addition, students must take at least one seminar JOUR 804, and master's project/thesis courses JOUR 898 and JOUR 899.

Fifteen credit hours must come from the professional courses that align with the individual tracks of news and information or strategic communications. The majority of these professional courses include both graduate and undergraduate students. There were some requests among the graduate students that there be more graduate-only courses. Some said there was too much “busy work” for graduate students and expressed their desire to have more rigorous discussions and expectations. The self-study points out that undergraduate/graduate courses should provide “additional, conceptually challenging assignments.” Unfortunately, in reviewing syllabi for these courses, only one class (JOUR 608 Ethics and Media) explicitly stated additional assignments for graduate students. Students said there was inconsistency in this area.

One area they identified was in the JOUR 676 (Strategic Campaigns), which is required for the strategic communication track. Multiple sections are taught every semester and some students feel there is unevenness among the expectations and rigor.

Graduate students on the Lawrence campus can choose to do a professional project or write a thesis. The majority of students write a thesis. While this is somewhat unusual for a “professional” graduate program, students say that writing a thesis is easier because JOUR 801 and JOUR 803 are very research based, focusing on literature reviews and research methods. There is no similar course provided for students who desire the project option, making it difficult to determine how to proceed through the process of a project. It is also worth noting that students felt uncomfortable with some of the statistical analyses required for a thesis as they were not required to take a statistics course.

Students were not able to identify where issues of diversity were discussed and they wanted more elective choices, and on the Lawrence campus, they asked for more rigor. Overall, graduate students in all tracks were pleased with the master’s program.

Graduate program:

COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

The unit has a diverse and inclusive program that serves and reflects society.

Unit performance with regard to indicators:

- (a) The unit has a written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan.

Among the values adopted by faculty in 1997 was the statement that the School values a “diverse, collaborative and dynamic student centered environment.” The School’s Diversity Statement was adopted in 2003 and six key goals/areas are documented below:

- The School will continue to aggressively recruit women and minorities to regular full-time appointments.
- Half of the finalists for all searches in the School, for the next three years, will be women and/or minorities.
- A portion of the School’s private resources will be used to provide research support and other opportunities for women and minority faculty, and to advance the study of diversity issues.
- The School will encourage discussions of diversity...
- The School will continue to develop support systems for students of color, striving to make them feel welcome here, providing help with financial support in the form of scholarships, grants, etc.
- The School’s publications, public appearances and programs will emphasize the diversity commitment.

The School’s Diversity Statement could benefit from more measurable goals and annual updating on action items. The site-team also felt the students would benefit from a better understanding of the statement’s purpose.

- (b) The unit’s curriculum fosters understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation.

The School’s curriculum does address diversity and inclusivity. In 2007, the School added a three credit-hour diversity requirement for all undergraduate majors. It can be fulfilled in a variety of ways, including taking a course in the School, taking an approved course outside of the School, studying abroad, or majoring or minoring in a foreign language.

The School has added several electives to satisfy its new diversity requirement. They focus on ethnic diversity as well as age, gender, disability, sexual preference, global diversity and environmental justice. It also appears that faculty have made a concerted effort to include diversity components in their syllabi and readings. The self-study said a recent survey of faculty members indicated that 93 percent believe they incorporate diversity into their courses. A fall 2010 survey of undergraduate

students in the School showed that two-thirds report diversity issues are discussed occasionally or regularly in class. Similarly, faculty include people of diverse backgrounds among their speakers. The list of guest speakers provided to the team included media professionals who reflect the world's growing diversity in gender, color and other qualities. The School said it asks that all visitors address diversity in their presentations.

Despite the presence of diversity themes in the curriculum, there is room for improvement in student understanding. The fall 2010 student survey showed about two-thirds of freshmen and sophomores cannot name any minorities in journalism, but slightly more than half of juniors and seniors can name at least one. This is a surprise, particularly since Leonard Pitts was the recipient of the School's William Allen White Award in 2010 and was prominently featured in photos from the event in the main entrance to the building during the site team's visit in October 2010. Photos by a KU alum from Venezuela were also displayed along the main classroom hallway in Stauffer-Flint Hall.

The site-team's conversations with a dozen undergraduate students in two group sessions also showed an uneven comprehension of diversity. Many did not understand why they are required to take a diversity class and, when asked about the meaning of diversity, several struggled to articulate how it is incorporated in classes at the School.

Some students described the School's culture as a "monoculture" and one student leader outside of the School said there was a perception that the School and student-produced media are not particularly welcoming to students of color. However, one African-American graduate student stated he had worked for the Daily Kansan in the previous year.

- (c) The unit demonstrates effective efforts to recruit women and minority faculty and professional staff and supports their retention, progress and success.

The School has clearly made substantial progress in diversifying its faculty since the last site-team visit.

During the 2004-2005 academic year, the School's faculty had one international faculty member of Asian descent, one part-time African American faculty member and two faculty members who identified themselves as "descendants of American Indians but are not on tribal rolls." The faculty now has two African-American females, an Asian-American female, a native American female, an African-American male, an Asian-American male and one Romanian-born male professor with an M.D. (Note: One of the African-American women professors is in a one-year visiting appointment and the native American woman is a one-year visiting associate professor. Both women started in fall 2010.)

The diverse faculty appointments have led to increased collaborations with the KU Med Center and the Center for Global and International Studies, international visibility and more than \$4 million in grant dollars toward health care information research.

Interviews indicate non-tenured faculty of color who are interested in tenure have been paired with mentors and understand tenure requirements. The four most recently tenured faculty members include a white female, an Asian male, an Asian female and a white male.

The school has 12 female faculty members and 20 males. The Dean, a white woman, is currently recruiting for two full-time faculty positions. Recent full-time faculty openings were advertised in a variety of publications, including the Chronicle of Higher Education and Diverse Issues in Higher Education.

Faculty and staff said the working climate and resource allocation commitments indicate there is a supportive environment for diversity – be it providing “bridge money” to recruit and pay junior faculty members’ salaries to pairing minority faculty members with mentors.

The School’s support staff of 14 includes 12 females and two males. There is one African-American on the support staff and the remaining 13 are white.

- (d) The unit demonstrates effective efforts to help recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.

While the University’s undergraduate population has grown from 8.7 percent minority in 2000-2001 to 11.4 percent in 2008-09, the School’s minority enrollment was just 7.1 percent in 2008-09. Data provided by the unit show the School’s student population was 86.11 percent white vs. 75.6 percent white for the entire university during the 2009-10 academic year, and this 11 percentage point disparity is a concern. International students represented 1.97 percent of the School’s undergraduate population vs. 7.2 percent of the University population, and race identity was unknown for 3.56 percent at the School vs. 4.8 percent for the University. Data provided by the School for 2009-10 showed the following breakdowns for its student population:

Blacks/African American:	16
American Indian/Alaska native:	5
Asian	23
Hispanic	24
White	701
International students (any race)	16
Unknown	29

The numbers appear to be improving, though. According to data from the School, 8 percent of 353 students in the School's traditional fall 2010 incoming class identified themselves as minorities. Of the 109 freshmen directly admitted to the School in fall 2010 (a new option), 13 percent are racial minorities. As reported by students, the raw numbers show:

Asian	2
Black	2
Hispanic	3
2 or more	7
White	94
International	1

Of the 863 undergraduate students enrolled in the fall 2010, there were 609 females and 254 males. In the freshman class of students admitted to the School for fall 2010, females total 83 vs. 26 for men.

The self-study states that recruiting minority students is a challenge for the School, because of its location and population base, which is 90 percent white. Yet Lawrence is only about an hour from Kansas City and a half-hour from Topeka, two metro areas with substantial minority populations that are underrepresented at the unit.

The School has had three recruitment officers in the last three years. Although the turnover has been largely due to personal reasons, administration and faculty acknowledge this is a concern. The current recruitment officer has been in place since February 2010.

Recruitment materials reviewed on the web and video displays showcased ethnic and racial diversity among students and faculty. Of the 16 School recruitment ambassadors, only one is a minority student. Funding for the Multicultural Scholars Program, which has eight minority students, has grown from \$10,000 in 2008-09 to \$75,000 during the 2010-2011 school year.

The University's Master Calendar for the Office of Admissions and Scholarships identified seven events, including three symposiums, targeting Latinos, Blacks and Asians in fall 2010 and four multicultural events in the fall and spring semesters. The School, however, appears to have no specifically documented multicultural action plan to target students of color and measure success at this time. Such a plan is an important opportunity for improvement; utilizing the diverse faculty could strengthen recruitment efforts in the nearby metro areas.

(e) The unit has a climate that is free of harassment and discrimination, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

Interviews with faculty, staff and students indicate that all are aware of state and federal laws regarding harassment and discrimination. These issues also are covered in the University's policy manual, which is loaded on the University website. While the campus is ADA accessible, the 94 steps or steep driveway between the Dole Center and Stauffer-Flint could prove to be a challenge for a physically disabled student. So far, the school is managing the step situation adequately.

Undergraduate program:

COMPLIANCE

Graduate Program:

Twenty-five of the School's full-time faculty are part of the graduate faculty. There's a good mix of male and female instructors in the graduate program with nine female and 16 male faculty members. The graduate faculty race/ethnic breakdown is summarized below:

White	18
Native American	2
Asian	3
African-American	1
Unknown	1

There are 94 students enrolled in the graduate program with 38 at the Lawrence campus (including two minorities) and 56 (including four minorities) at the Edwards campus. It appears the School has been more successful recruiting international students than students of color in the U.S. for the graduate program. Seven of 38 students at the Lawrence campus are international students representing the following nations: China (2), Germany (1), India (1), Iraq (1), Russia (1) and Vietnam (1). There are four Fulbright scholars among the international students.

Female students outnumber males in the graduate program, 55 to 39.

Graduate program:

COMPLIANCE

PART II — Standard 4: Full-Time and Part-Time Faculty

The unit hires, supports and evaluates a capable faculty with a balance of academic and professional credentials appropriate for the unit's mission.

Unit performance with regard to indicators:

- (a) The unit has written criteria for selecting and evaluating the performance of all full-time and part-time faculty and instructional staff.

The University's faculty manual defines the process and criteria for selecting and evaluating faculty. This information also is available on the KU website. The minimum criteria for appointment, reappointment, promotion and tenure in the School is documented. Personnel files for faculty members and instructional staff are updated annually and include the following:

- Student evaluation results
- Track chair evaluation form
- Self-evaluation form
- Current CV
- Progress toward tenure report (for non-tenured faculty)

The tenure and promotion process is clearly documented, and can be accessed via the University's website.

Annual reviews also are conducted for University support staff, per University requirements.

- (b) Full-time faculty have primary responsibility for teaching, research/creative activity and service.

The self-study and interviews indicate the faculty is engaged in teaching, research/creative activity and service. Since 2008, at least 83 percent of courses have been consistently taught by full-time faculty members.

More than a dozen full-time faculty members have more than 20 years of experience with KU. Many faculty members have substantial professional experience, including senior news management positions in newspaper companies, public relations and sales executives, broadcasters, market researchers and even news bloggers. Some faculty members have worked with students on international projects around the globe with teaching expeditions in Costa Rica or Italy. Faculty also have conducted research and seminars in numerous foreign countries, including Romania, Turkey, China, Ghana and Costa Rica.

There are 33 full-time faculty members including the dean. The full-time faculty breakout by ranks follows: four full professors, 15 associate professors, four assistant professors, eight non-tenured lecturers and two visiting professors. Academic credentials among full-time faculty show that 16 members have doctorates including one who also has a medical degree from Romania and there is one with a juris doctorate. Fifteen full-time faculty members have master's degrees. The Knight chair has a bachelor's degree with more than 25 years of professional experience and she is pursuing a master's degree.

Among the 16 part-time faculty members two hold Ph.D.s, two J.D.s, eight master's degrees and four have bachelor's degrees with relevant professional experience.

- (c) Credentials of the unit's faculty represent a balance of professional and scholarly experience and expertise kept current through faculty development opportunities, relationships with professional and scholarly associations, and appropriate supplementation of part-time and visiting faculty.

The accomplishments of faculty are well-documented and CVs for faculty members are available online. Faculty are active in a variety of professional scholarly organizations ranging from research papers, presentations and panels with a variety of organizations including AEJMC, BEA and ICA to name a few. Some faculty have prolific publication records that range from the Journal of Health Communication to PR textbooks. Faculty also are making good use of faculty development opportunities around the globe from Poynter Institute in Florida to the International Communication Conference in Singapore.

- (d) The unit regularly evaluates instruction, using multiple measures that include student input.

According to the University's Faculty Manual, key components within the evaluation process are documented. The annual review process is well documented. In addition to being reviewed by the department chair, faculty members are evaluated by students.

- (e) The faculty has respect on campus for its university citizenship and the quality of education that the unit provides.

Interviews with others on campus as well as other stakeholders such as employers and alumni indicate the School is perceived as a credible force and strong recruiter for KU. Two faculty members have developed research partnerships with the KU Medical Center in Kansas City. More than half of faculty members have provided substantial service to the University community by serving on University-wide committees and special projects. For example, the Dean served on the Provost Search Committee and chaired the University's United Way campaign. Faculty participation on University-wide projects range from identifying Fulbright Scholars to serving as an ambassador for the Center for Sustainability.

Undergraduate program:

COMPLIANCE

Graduate program:

Graduate faculty membership is granted by the University of Kansas Graduate School. Consistent with the School's mission and values, all graduate faculty members are expected to teach graduate-level courses in his/her areas of expertise. They are also expected to serve on thesis and project committees when selected by students.

Members of the faculty may be approved for three types of graduate faculty membership: regular member, special member or an ad hoc member. Regular graduate faculty members comprise those assistant, associate and full professors hired on a tenure track or with tenure. They become graduate faculty upon appointment. Special status members are faculty who hold appointments with the expectation of continuing year to year. To serve as a graduate faculty member, they must have an advanced degree and expertise in a relevant area of media communication. They are vetted and approved for graduate faculty status by the track chairs and by the School's graduate committee. Ad-hoc members are adjuncts and are hired to teach specific courses over a specified period of time. They must have an advanced degree, but may not chair a project or thesis.

Graduate program:

COMPLIANCE

PART II — Standard 5: Scholarship: Research, Creative and Professional Activity

With unit support, faculty members contribute to the advancement of scholarly and professional knowledge and engage in scholarship (research, creative and professional activity) that contributes to their development.

Unit performance with regard to indicators:

- (a) The unit requires, supports and rewards faculty research, creative activity and/or professional activity.

In the last two accreditation visits, the School was found out of compliance on the Scholarship standard. But the team found that much work had been done in the past six years to put more emphasis on research and creative activity. The faculty has produced 64 published, refereed journal articles since the last site team visit. This marks considerable growth, largely because of the addition of several new faculty members who are among the most productive scholars on the faculty, but also because of increased productivity by several long-time faculty members

In the three years before the site team visit, three faculty members were promoted and tenured. Overall productivity in scholarship and creative work has increased. As well, three faculty members received significant grant funding, ranging from awards of \$65,000 to \$1.1 million.

- (b) The unit specifies expectations for research, creative activity and/or professional activity in criteria for hiring, promotion and tenure.

The School uses the university standards for scholarship, research, and creative work and professional activity; these appear in university documents and on the university's website.

- (c) Evaluation criteria for promotion, tenure and merit recognition account for and acknowledge activities appropriate to faculty members' professional as well as scholarly specializations.

The School has clearly stated criteria for evaluation of both scholarly and creative work.

- (d) Faculty members communicate the results of research, creative and/or professional activity to other scholars, educators and practitioners through presentations, productions, exhibitions, workshops and publications appropriate to the activity and to the mission of the unit and institution.

In the six years previous to the site team visit, faculty members participated in 124 conference presentations of research and creative work as well as 102 creative and professional presentations, indicating a commitment in addition to publishing, of communicating to other scholars, educators and practitioners to the work they were doing.

(e) The unit fosters a climate that supports intellectual curiosity, critical analysis and the expression of differing points of view.

In 2005 the school added the position of Associate Dean for Graduate Studies and Faculty Development. This dean mentors junior faculty.

The increased scholarship of the past six years grew in large part from an increased emphasis on research and creative work by the Dean. This can be seen in both the hiring of more research-productive faculty with Ph.D's and in an increase in productivity among existing faculty members. Greater scholarship has resulted in more successful promotions to the associate rank with tenure. All evidence is the School plans to continue along this path, increasing still the amount of research and creative work produced in the unit.

Undergraduate program:

COMPLIANCE

Graduate Program

All full-time undergraduate faculty may also teach in the graduate program, so their performance on the research and scholarship standard is the same. The faculty are active in supervising graduate projects and theses for master's students on the Lawrence campus.

Graduate program:

COMPLIANCE

PART II — Standard 6: Student Services

The unit provides students with the support and services that promote learning and ensure timely completion of their program of study.

Unit performance with regard to indicators:

- (a) Faculty and/or professional advising staff ensure that students are aware of unit and institutional requirements for graduation and receive career and academic advising.

Admission to the School is competitive. The advising office offers service to both pre-journalism students and journalism majors.

The School's centralized one-stop advising office is staffed by three full-time and one part-time employees. The advising function appears to provide exceptional service and is rightly considered a strength of the School. Students interviewed applauded the advising office's effectiveness. Students uniformly said they were aware of unit and institutional requirements.

- (b) Faculty are available and accessible to students.

The site team verified that faculty members have posted office hours, in addition to published telephone numbers and e-mail addresses. Their offices are located conveniently.

Each faculty member serves as a mentor to 20-30 undergraduates, offering counsel on such matters as career options and course selection. Students may request assignment to a mentor of their choice.

The faculty's accessibility, supportiveness and passion for the profession were commonly noted in student interviews. Many faculty members are also accessible as advisers to student organizations, professional associations and clubs [See (d) below].

- (c) The unit keeps students informed about the activities, requirements and policies of the unit.

Students are informed at orientation and upon admission that e-mail and the School's website are the principle vehicles for keeping students informed about its activities, policies, changes, news and requirements. An inquiry made of a small sampling of students confirmed that students rely on these two tools.

The School maintains a listserv and communicates regularly via e-mail. The School also has a Facebook website (to all appearances, not updated in the three weeks prior to the site team visit). The team was informed that students can follow School activities on Twitter and YouTube. Bulletin boards

and posters also help serve the students' information needs regarding internships, jobs, study abroad and student organizational activities and news.

- (d) The unit and the institution provide students with extra-curricular activities and opportunities that are relevant to the curriculum and develop their professional as well as intellectual abilities and interests.

The University Daily Kansan and Kansan.com (the campus newspaper and its website), Jayplay (the campus magazine), and KUJH (the student-run TV station) all offer a combination of both curricular and extra-curricular activities. Students in the news and information track must complete two campus-media courses that require hands-on experience with these media. Student participation in these media on an extra-curricular basis appears widespread.

Organizations active at the School include the Journalism Student Ambassador Program, Social Media Club, PRSSA, Ad Club, SPJ and (in conjunction with the Business School) the Marketing Club.

- (e) The unit gathers, maintains and analyzes enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success.

In addition to aggregate information on enrollment, and retention, the School tracks graduation rates for undergraduates. The School's four-year graduation rate for undergraduates, 1995-2004, was 55 percent, third highest among the University's professional schools.

More recently, the mean-years-to-degree for the School for 2008-09 was the best in the University -- 4.4, versus 5.0 for the College of Liberal Arts and Sciences and 5.1 for the Architecture School. In 2006-2007 and 2007-2008, that figure for the School was an admirable 4.3, again the best in the University.

Undergraduate program:

COMPLIANCE

Graduate program:

The School's associate dean for graduate studies and faculty development has primary responsibility for advising students in the master's program. In addition, a full-time assistant manages graduate records and does some general advising regarding hour requirements.

On the Edwards campus, the coordinator acts as an adviser to students as does a half-time assistant. In addition, the coordinator has developed a student-to-student mentoring program that has proven successful.

On average, master's students on the Lawrence campus complete their degree in 2.5 years (5 semesters). On the Edwards campus, students have a maximum of seven years to complete the degree. The average time of completion is 4.5 years (12 semesters).

Graduate program:

COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

The unit plans for, seeks and receives adequate resources to fulfill and sustain its mission.

Indicators:

Unit performance with regard to indicators:

- (a) The unit has a detailed annual budget for the allocation of its resources that is related to its long-range, strategic plan.

The School has a \$4.38 million basic budget from state resources that covers salaries and benefits, travel, equipment and other items. For many years, the School has had a differential tuition fee of \$16.50 per credit hour that generates close to \$200,000 a year to support technology.

Like many state institutions, the University of Kansas has weathered several years of tight budgets. The School's total budget for 2010-2011 has declined 5 percent since 2007-2008. In the past two years, the budget has had to be cut midyear because of state budget cuts. There have been no merit salary increases for two years except for promotions.

The School augments its state revenue with money from an endowment, which has increased significantly in recent years thanks to the fundraising success of the Dean and her development officer. Since 2004, the School's spendable balance from the endowment has grown from \$631,701 to \$2.4 million.

In addition, several faculty have received federal grants for research and the School has received grants from several foundations.

The School does plan strategically, but the self-study notes that those plans have been hard to pursue with declining and uncertain budgets: "Without resources, there can be little strategic planning." Nonetheless, the School cites as goals financial support for professorships and scholarships and a refurbishing of Stauffer-Flint Hall.

- (b) The resources that the institution provides are fair in relation to those provided other units.

The School believes it is treated equitably in terms of state and university support. Its recent budget cuts were the same as those for other schools within the university.

- (c) The facilities of the unit enable and promote effective scholarship, teaching and learning.

The School of Journalism and Mass Communications is housed in two buildings in relatively close proximity. Most student services, many of the labs and the Dean's office are located in Stauffer-Flint Hall. Down a steep hill, the remaining faculty offices, several classrooms and student media can be

found in the Dole Center. While it's never ideal to have split facilities, the teaching space appeared to be in good stead, equipped with good classroom technology. The School holds well equipped labs, primarily outfitted with modern Mac computers and excellent software packages.

Stauffer-Flint is about to go through some renovation. The student newspaper offices have recently been moved down the hill to the Dole Center and combined with the student television station newsroom. The space vacated has freed up space for additional labs and offices.

The newspaper and television news students now work side-by-side in a multimedia newsroom, also outfitted with Mac computers and state-of-the art software.

Some graduate courses are taught in a facility in a suburb of Kansas City, Overland Park. This building is well appointed with good classroom and office space.

(d) The institution and the unit provide faculty and students with equipment or access to equipment to support its curriculum and the research, creative and professional activities of the faculty.

The unit operates a small television studio, which feeds short newscasts several times a day to the local cable channel. The equipment is modern and well maintained. The school also has a number of cameras, digital recorders and accompanying equipment to allow students to capture video and audio in the field. Students can check this equipment out, along with laptop computers.

In a session with students there was a need expressed for a color printer in the labs.

(e) The institution and the unit provide sufficient library and information resources to support faculty and student research and professional development.

The School has a Resource Center in its main building, Stauffer-Flint Hall, that offers an assortment of periodicals and books, reserve reference books and online subscriptions of relevant material. The center also provides laptop checkouts for students and an attractive collaborative work space with wireless Internet access. The center is open 8 a.m. to 5 p.m. Monday-Friday; some students wish it had longer hours.

The University's main library, Watson Library, is right across the street from the School and provides ample books and online resources to support the School. The self-study says University support for journalism resources at the library will double in fiscal year 2011 because of the School's introduction of a minor, admittance of first-year students and plans to start a doctoral program.

Undergrad program:

COMPLIANCE

Graduate program:

Graduate students generally have the same access to equipment and labs as undergraduate students on the Lawrence campus. There is office space for the graduate assistants and a small lounge available to graduate students off the resource center in Stauffer-Flint Hall. Students on the Edwards campus have access to those facilities available to all campus students, including computer labs, a library and meeting space.

There is no separate budget line for the graduate program. At the Lawrence campus, the majority of the graduate students are funded. Approximately \$100,000 is allotted each year for eight graduate assistantships and some graduate hourly wages. The Edwards campus is allotted \$60,000 for adjunct salaries and recruitment materials. No students receive assistantship funding at the Edwards campus, but scholarships are available.

Graduate program:**COMPLIANCE**

PART II — Standard 8: Professional and Public Service

The unit advances journalism and mass communication professions and fulfills its obligations to its community, alumni and the greater public.

Unit performance with regard to indicators:

- (a) The unit is actively engaged with alumni, professionals and professional associations to keep curriculum and teaching current and to promote the exchange of ideas.

The School is engaged with alumni and professionals in many ways. One example: Over several days in spring 2009, two faculty members of the Poynter Institute conducted workshops with students and faculty on technological developments in journalism.

- (b) The unit provides leadership in the development of high standards of professional practice through such activities as offering continuing education, promoting professional ethics, evaluating professional performance and addressing communication issues of public consequence and concern.

The School's most visible activity in promoting high professional standards is its annual William Allen White Day. This event, which brings many alumni and notable visitors to campus, honors a prominent journalist who gives a public lecture, visits with students and alumni and receives a commemorative medal from the School. The honoree in 2010 was Leonard Pitts Jr. and in 2011 will be John Carroll, former editor of the Los Angeles Times.

An event also of note is Editors Day, an annual educational conference that draws editors from the state and region and that features a nationally prominent speaker and alternates between KU and Kansas State University.

The site visit team reviewed documentation showing that faculty members are active in both professional and educational associations, at which they make presentations, convene or participate in panels, judge award competitions and/or contribute articles and other professional service. Both University's policy and the School's tradition encourage and recognize professional and community service.

Over the past three years, faculty members served as officers of many professional societies, including the Online Journalism Association, Broadcaster Education Association, AEJMC, American Journalism Historians Association, ACEJMC, International Communication Association and American Copy Editors Society.

The University and School provide space and support for the Accrediting Council on Education in Journalism and Mass Communications, which is headquartered here.

(c) The unit contributes to the improvement of journalism and mass communication as academic disciplines by supporting the faculty's involvement in academic associations and related activities.

The site team reviewed a single-spaced 18-page list detailing activities of faculty members in professional associations, academic societies and on campus. Faculty members report that the School is forthcoming in helping finance the faculty member's attendance at such conferences when serving on a panel or presenting a paper.

(d) The unit contributes to its communities through service projects, internship and job placements, and faculty involvement in civic activities related to journalism and mass communication.

The concept of service-learning receives strong support at the School. Some faculty members design class projects, especially in capstone courses, in which students apply knowledge and skill to solve a problem for a specific client (often a state agency, military body or service organization). In one recent service-learning project, for example, a campaigns class developed a program to promote responsible drinking at KU, a campaign that is currently being implemented. Another is helping the state Department of Motor Vehicles to improve the citizen's experience in obtaining or renewing a driver's license. A third project, Comprehensive Soldier Fitness, was designed to train Army information officers at Fort Leavenworth how to help soldiers returning from Afghanistan to re-adjust to spouses, families and communities.

The annual Editors Day event [above, (b)] and the Kansas Journalism Institute [below, (e)], described elsewhere, both support journalism within the locale.

(e) The unit supports scholastic journalism through such activities as faculty workshops, visiting lectures and critiques of student work.

The School serves as headquarters for the Kansas Scholastic Press Association, which serves more than 200 member high schools. A full-time professor is executive director of KSPA. In a typical year, KSPA puts on three conferences for high school students, hosts regional and statewide journalism competitions and sponsors lectures on journalism topics for high school students. The same professor also heads the Kansas Journalism Institute, a well-respected week-long summer educational camp that in 2010 drew 127 students from a multi-state area.

Undergraduate program:

COMPLIANCE

Graduate program:

The students in the marketing communications program on the Edwards campus are required to work with clients in the capstone course. This has quickly brought a high level of awareness and regard to the program for providing a strong public service to the Johnson County community. Clients have included the National Association of Intercollegiate Athletics, United Community Services, CASA of Johnson and Wyandotte Counties, Mid-America Regional Council, The Unicorn Theatre, and the Midwest Hemophilia Association.

Graduate program:**COMPLIANCE**

PART II — Standard 9: Assessment of Learning Outcomes

The unit regularly assesses student learning and uses results to improve curriculum and instruction.

Unit performance with regard to indicators:

(a) The unit defines the goals for learning that students must achieve, including the “Professional Values and Competencies” of this Council.

The School's assessment plan outlines six values that complement ACEJMC's core values and competencies. It also expressly states a commitment to those 12 values.

(b) The unit has a written assessment plan that uses multiple direct and indirect measures to assess student learning.

The School has a written assessment plan and updated it most recently in September 2010. The plan uses several direct and indirect measures. Among the direct are capstone courses and pre- and post-tests in several courses. Indirect measures include frequent student surveys and exit interviews.

(c) The unit maintains contact with its alumni to assess their experiences in the professions and to gain feedback for improving curriculum and instruction.

The School keeps in regular contact with its alumni, through both formal and informal means. Graduates return to campus to guest lecture in classes, the Dean meets with them at alumni gatherings around the country and the School's development officer contacts alumni regularly for donations.

The School communicates with its graduates more formally through various publications. Its Monday Memo newsletter is sent to both internal and external audiences, including alums, and features news about current and upcoming activities. The School's alumni newsletter, J-Links, is distributed quarterly to 14,000 people. The fall 2010 issue of the University's alumni magazine featured a cover story about the School and its plans for keeping up with the rapidly changing communication industries.

The School does not have an official alumni board, but its William Allen White Foundation trustees function in this way, to a certain extent. There are 80 trustees, most of them alums. Many visit campus each year to participate in a board meeting and attend the William Allen White Day National Citation program. The Dean is working on ways to make the trustees more active as a sounding board for the School.

(d) The unit includes members of journalism and mass communication professions in its assessment process.

The School involves professionals in assessment in several ways, but could take greater advantage of the input it receives from them. Client-feedback is part of the assessment of strategic communication courses. Professionals also evaluate students who hold internships, although internships are not required for graduation. In addition, the School recently brought five alums to campus to review a sample of Daily Kansans and evaluate the content based on the 12 competencies outlined by the Council.

(e) The unit collects and reports data from its assessment activities and uses the data to improve curriculum and instruction.

Despite collecting and sharing a fair amount of information and data from assessment measures, the School does not document as well as it could how that information is used to improve its curriculum. The self-study offered some examples of changes, but some are largely anecdotal. After receiving client input on student projects, for example, professors teaching different sections of the same strategic communications course will get together, share that information and perhaps tweak courses in response. The School's assessment process would be strengthened if a brief summary of these exchanges and responses was written up each term, so the School could determine down the road whether the changes were effective in improving student learning.

One stronger example of the use of data to prompt curricular reform is its grammar test. Based on several internal and external assessments, the School has put programs in place to improve student writing. In 2007, the School began requiring a grammar exam and directs students who do not pass the exam to take a one-credit course. (They may also turn to the director of the Bremner Editing Center for individual coaching on grammar and writing issues.) Students may not continue with journalism studies unless they pass this course with a C or better. The School has added a second exam following the mid-level writing courses in both tracks to measure improvement.

The School's planned curriculum revision, which will likely be implemented in fall 2011, followed a review that began in 2008-2009. The new features are intended to prepare students to work in a changing media environment, and were based on a number of information sources, including input from alumni and working professionals on student competencies. One curricular element will *not* change, based on assessment data. The School considered combining law and ethics into one course in the new curriculum, but because student surveys showed weak understanding of these topics, it decided to maintain them as two separate courses.

Undergraduate program:

COMPLIANCE

Graduate program:

There is no assessment plan for the graduate program, nor was any assessment data included in the self-study or provided during the campus visit. The strategic communication and news and information tracks require a capstone course as well as a final exam and a project or a thesis. There was no evidence that the capstone outcome, the final exam, the project, or the theses are measured in any way regarding the assessment of values and competencies. This is also true of the required projects produced as part of the capstone course in the marketing communications track at the Edwards campus.

Graduate program:**NON-COMPLIANCE**

PART III: Summary by site visit team (undergraduate program)

1) Summarize the strengths and weaknesses of the unit.

Strengths:

- Strong, stable leadership
- Faculty with a clear commitment to effective teaching and a growing commitment to scholarship
- Excellent student advising
- An excellent student newspaper, which is moving into the online world
- Commendable service to the profession, including hosting the Accrediting Council
- Considerable fundraising success, which has helped shore up declining state support

Weaknesses:

- A student population with lower minority representation than that of the University and a need for greater attention to minority recruitment
- An assessment plan in need of greater documentation of how the data collected drive curricular changes

2) List the standards with which the unit is not in compliance.

3) Summarize the problems or deficiencies that must be corrected before the next evaluation (i.e., related to non-compliance with standards).

4) In the case of a recommendation for provisional accreditation, list the deficiencies that must be corrected before the provisional status can be removed.

5) In the case of a recommendation for denial of accreditation, clearly and fully explain the reasons that led to that recommendation.

6) If the unit was previously accredited, summarize the significant deficiencies noted in the previous report and the actions taken to correct them.

In the last two site-team reports, the School was found out of compliance on Scholarship. The team found significant improvement on this visit after the hiring of several new professors with active research agendas and heightened scholarly and creative activity by several veterans.

The School was in compliance on Diversity last time, but this area was cited as a concern. As this report

notes, the School has increased minority representation on its faculty, brought in more speakers who represent multicultural perspectives and added a diversity requirement to its undergraduate curriculum. The diversity of the School's student body is below that of the University and warrants more attention.

7) The self-study is the heart of the accrediting process, and often the quality of that document determines the degree of success of the accrediting visit. Summarize the team members' judgment of the self-study.

The self-study was thorough, crisp and an efficient combination of paper and digital documents. The standards arrived in one hard-copy volume and the supplemental material was on a disc and jump drive. The team commends the School for its green approach to accreditation.

PART III: Summary by site visit team (graduate program)

1) Summarize the strengths and weaknesses of the unit.

Strengths:

- A strong early-to mid-career professional marketing communications track in the Kansas City market
- Project/thesis option on the Lawrence campus
- Strong commitment from faculty for teaching in the graduate program and advising projects and theses

Weaknesses:

- Lack of preparation for project option in required courses
- Lack of assessment measures
- Use of too many undergraduate courses to fulfill graduate requirements on Lawrence campus

2) List the standards with which the unit is not in compliance.

Standard 9: Assessment of Learning Outcomes

3) Summarize the problems or deficiencies that must be corrected before the next evaluation (i.e., related to non-compliance with standards).

There needs to be a clear plan for assessing all tracks of the master's degree, and data gathered and analyzed in terms of meeting learning objectives for the various tracks.

4) In the case of a recommendation for provisional accreditation, list the deficiencies that must be corrected before the provisional status can be removed.

5) In the case of a recommendation for denial of accreditation, clearly and fully explain the reasons that led to that recommendation.

6) If the unit was previously accredited, summarize the significant deficiencies noted in the

previous report and the actions taken to correct them.

- 7) The self-study is the heart of the accrediting process, and often the quality of that document determines the degree of success of the accrediting visit. Summarize the team members' judgment of the self-study.

The self-study was well written and organized. The School was responsive to supplying supplemental materials that were not asked for in the self-study.