

Report of On-Site Evaluation

ACEJMC
Undergraduate program
2016–2017

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 2016 - 2017 Accrediting Visit: October 30 - November 2, 2016

Date of the previous accrediting visit: October 2010

Recommendation of the previous site visit team: Accreditation

Previous decision of the Accrediting Council: Accreditation

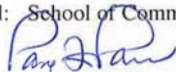
Recommendation by 2016 - 2017 Visiting Team: Accreditation

Prepared and submitted by:

Team Chair

Name and Title: Paul Parsons, Professor and Dean
Organization/School: School of Communications, Elon University

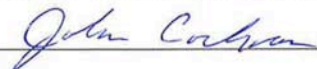
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Team Members

Name and Title: John Cochran, Senior Correspondent (retired)
Organization/School: ABC News, Washington, D.C.

Signature



Name and Title: Caryl Cooper, Associate Professor
Organization/School: Department of Advertising & Public Relations, University of Alabama

Signature



Name and Title: Diana Martinelli, Associate Dean and Widmeyer Professor of Public Relations
Organization/School: Reed College of Media, West Virginia University

Signature



PART I: General information

Name of Institution: The University of Kansas

Name of Unit: The William Allen White School of Journalism and Mass Communications

Year of Visit: 2016

1. Check the regional association by which the institution now is accredited.

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

2. What is the institution's type of control? Check more than one if necessary.

- Private
- Public
- Other (specify)

3. Provide assurance that the institution has legal authorization to provide education beyond the secondary level in your state. It is not necessary to include entire authorizing documents. Public institutions may cite legislative acts; private institutions may cite charters or other authorizing documents.

The University of Kansas was organized under an Act by the legislature of the State of Kansas signed by Governor Thomas Carney, March 1, 1864.

“The object of the university shall be to provide the inhabitants of this State with the means of acquiring a thorough knowledge of the various branches of literature, science and the arts.”

Furthermore, according to documents, “the government of the university shall vest in a board of regents...the members of the board of regents shall be appointed by the Governor of the State, by and with the advice and consent of the Senate, two-thirds of the Senators concurring therein...”

4. Has the journalism/mass communications unit been evaluated previously by the Accrediting Council on Education in Journalism and Mass Communications?

- Yes
- No

If yes, what was the date of the last accrediting visit? **October 17-20, 2010**

5. When was the unit or sequences within the unit first accredited by ACEJMC? 1947

6. Attach a copy of the unit's mission statement. If the professional graduate program is included in the review for accreditation, attach a copy of any separate mission statement for the graduate program also.

The mission of the William Allen White School of Journalism and Mass Communications is to teach students to think critically and creatively while preparing them for careers in journalism, mass communications and related fields and for graduate study.

7. What are the type and length of terms?

Semesters of 15 weeks

Summer sessions of 4 and 8 weeks

Mid-winter sessions of 4 weeks

8. Check the programs offered in journalism/mass communications:

Bachelor's degree

Master's degree

Ph.D. degree

9. List the specific undergraduate and professional master's degrees being reviewed by ACEJMC.

*Indicate online degrees.

News and Information (BSJ)

Strategic Communication (BSJ)

Journalism Minor

**10. Credit hours required by the university for an undergraduate degree:
(Specify semester-hour or quarter-hour credit)**

Bachelor of Science: 120 semester hours

Credit hours required for a professional master's degree:

N/A

11. Give the number of credit hours students may earn for internship experience. Specify semester-hour or quarter-hour credit.

Students may enroll for 1 or 2 semester hours

12. List each professional journalism or mass communications sequence or specialty offered and give the name of the person in charge.

<u>Name of Sequence</u>	<u>Person in Charge</u>
News/Information	Genelle Belmas
Strategic Communication	Kerry Benson

13. Number of full-time students enrolled in the institution:

2015 (latest statistics available)

Lawrence Campus	24,708
KU Medical Center	3,383
Total:	28,091

Total enrollment for six regents institutions: 94,280

14. Number of undergraduate majors in the unit, by sequence and total (if the unit has pre-major students, list them as a single total):

Breakdown of majors as of Fall 2016

News-Information	291
Strategic Communication	574
Pre-majors	165
Total	1,030

15. Number of graduate students enrolled:

NA

16. Number of students in each section of all skills courses (news writing, reporting, editing, photography, advertising copy, broadcast news, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Attach separate pages if necessary.

Jour 150 Stand and Deliver

Section	Spring 2016	Fall 2016
1	16	17
2	19	17
3	14	17
4	18	18

Jour 304 Media Writing

Section	Spring 2016	Fall 2016
1	16	10
2	13	14
3	17	14

4	12	14
5	15	16
6	17	13
7	15	16
8	15	16
9	N/A	16

Jour 410 Photojournalism I

Section	Spring 2016	Fall 2016
1	N/A	11

Jour 415 Multimedia Reporting

Section	Spring 2016	Fall 2016
1	16	14
2	15	14

Jour 419 Multimedia Editing

Section	Spring 2016	Fall 2016
1	7	16
2	16	17
3	13	NA

Jour 550 Digital Media

Section	Spring 2016	Fall 2016
1	13	5
2	6	7
3	15	14

Jour 488 Laboratory in Media II

Section	Spring 2016	Fall 2016
1	28	18

Jour 560 Message Development

Section	Spring 2016	Fall 2016
1	18	17
2	17	16
3	19	17
4	17	16
5	16	15

6	N/A	17
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Jour 612 Visual Design and Production

Section	Spring 2016	Fall 2016
1	16	10

Jour 620 TV News

Section	Spring 2016	Fall 2016
	N/A	10

Jour 630 Depth Reporting

Section	Spring 2016	Fall 2016
	N/A	11

Jour 636 Statehouse Reporting

Section	Spring 2016	Fall 2016
1	11	N/A

Jour 640 Strategic Campaigns*

Section	Spring 2016	Fall 2016
1	36	33
2	36	33
3	35	31

*Exception for campaigns courses

Jour 690 Media Innovation

Section	Spring 2016*	Fall 2016
1	24	15

* Students worked on projects in teams for this one session

17. Total expenditures planned by the unit for the 2016-2017 academic year:

The School is budgeted to spend \$4,749,395 in academic year 2016-2017.

Percentage increase or decrease in three years:

This amount represents a 6 percent decline in public support and a 12.7 percent increase in the use of private dollars since 2013-2014.

Amount spent this year on full-time faculty salaries:

The amount expected to be spent for full-time faculty salaries this year is \$2,486,395.

18. List name and rank of all full-time faculty. Identify those not teaching because of leaves, sabbaticals, etc., during the term in which the visit will occur.

Professors

Fine, Pamela (Knight Chair: News, Leadership and Community)
Gentry, James (Reed Professor)
Marsh, Chuck (Stauffer Professor)
Reinardy, Scott (Applegate Professor)
Rose, Janet (Professor of the Practice)
Shaw, Susanne (75% with ACEJMC)

Associate Professors

Barnett, Barbara
Belmas, Genelle
Brill, Ann
Broholm, John
Chen, Yvonne
Crawford, Jerry
Geana, Mugur
Guth, David
Holstead, Carol
Lee, Tien-Tsung (on leave Fall 2016)
Seo, Hyunjin
Utsler, Max
Volek, Tom
Ward, Doug
Williams, Michael

Assistant Professors

Bobkowski, Piotr
Erba, Joseph
Peters, Jonathan
Vu, Hong Tien

Full-Time Lecturers

Bacon, Chris (KUJH-TV Executive Producer)
Benson, Kerry (Senior Lecturer)
Butcher Cal (Media Crossroads Director)
McLendon, Lisa (Bremner Editing Center Director)
Rottinghaus, Steve (Career Development Coordinator)
Thomas, Eric (Director of KSPA and KJI)

19. List the names of part-time/adjunct faculty teaching at least one course in Spring 2016. Also list names of part-time faculty teaching Fall 2016.

Spring 2016 Part-time/Adjunct faculty

Adler, Eric
 Callahan, Kim
 Johnson, Mark
 Linville, Denise
 Loewen, Lisa
 Padget, Barbara
 Vrabac, Mike

Fall 2016 Part-time/Adjunct faculty

Adler, Eric
 Callahan, Kim
 Henning, Justin
 Loewen, Lisa
 Lynch, Brandon
 Niccum, Jon
 Warner, Barbara

Visiting Scholars (non-teaching)

Jeongsub Lim, Spring and Fall 2016

20. Schools on the semester system:

For each of the last two academic years, please give the number and percentage of graduates who earned 72 or more semester hours outside of journalism and mass communications.

Year	Total Graduates	Number	Percent
2015-2016 academic year	249	248	99.6%
2014-2015 academic year	245	245	100%

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:

The William Allen White School of Journalism and Mass Communications at the University of Kansas has an illustrious history and, for decades, has been recognized as a leader in the discipline. It has been continuously accredited since 1947.

Today, the School has 865 majors (and 165 pre-majors) and 25 full-time faculty (plus six full-time lecturers who serve as professional staff and/or teachers). All students earn a Bachelor of Science in Journalism (BSJ) degree. The School has a substantive core curriculum, and students complete either the News and Information track or the Strategic Communication track. About two-thirds of students are in the Strategic Communication track.

The university first offered a journalism course in 1891, established a journalism department in 1909, and in 1944 elevated the program to a School named for the iconic editor of the *Emporia Gazette*. The School's trademark has been its focus on professional practice and service outreach to the state.

Overall, about 25,000 students are enrolled on the university's main campus in Lawrence.

a) The unit has a written mission statement and a written strategic or long-range plan 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 School's stated mission is "to teach students to think critically and creatively while preparing them for careers in journalism, mass communications and related fields and for graduate study."

The School operates with a five-year strategic plan adopted in 2012. For instance, one goal is to create a curriculum that prepares students to thrive in a rapidly changing world and workplace. To achieve the goal, 10 tactics are identified, such as "Implement a program of professional review of student portfolios" and "Explore options besides internships and service-learning projects in which students can collaborate with professionals." Other goals include assessment of student learning, diversity, faculty development and generating additional revenue for the School.

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

The School follows university governance policies and procedures and has established seven faculty committees to ensure faculty oversight of educational policy and curriculum. These committees are Curriculum, Diversity, Graduate Program, Scholarship, Technology, Undergraduate Admissions, and a Promotion and Tenure Committee within the School. The faculty met six times during 2015-16, and detailed minutes of those meetings are online.

At the university level, a number of School faculty have been selected for important campus roles. One

professor served last year as University Senate president, and another chaired the University Core Curriculum Committee. School faculty members currently serve as the Faculty Fellow for Diversity and Equity and as the associate director for the Center for Teaching Excellence.

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.

Dean Ann Brill is in her 13th year leading the School. Her most recent review, in 2015, was based on feedback solicited from faculty, students, alumni and others. In being reappointed to a new five-year term, a committee report based on the feedback cited her strengths in managing change; building strong relationships with the professional community, staff and students; and overseeing a dramatic increase in the research productivity of the School. The concern focused on wanting her to show more active participatory leadership in guiding the School's direction. In individual interviews with the School's faculty, a significant number believe the dean provides good leadership, and several believe the School needs stronger direction in terms of its future.

The provost called the School "something we celebrate here as a jewel" and cited the dean as a dedicated and effective advocate for the School. Dean Brill currently is the only female dean at the university, and the provost said she is tasked with leading a number of high-profile search committees. A sample of professionals and alumni said she has guided the School well through enormous change in the disciplines as well as very challenging budgetary times in Kansas.

The School has two associate deans, one for undergraduate studies and one for graduate studies and faculty development. Faculty members serve as chairs of the academic tracks in News and Information and in Strategic Communication.

It should be noted that the university as a whole is facing a budget reduction from the Kansas Legislature and that faculty have received no salary increases the past two years, which add to the challenges of leading a program.

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

The university has a clear process in place for selecting and evaluating administrators. The selection process is similar to that used for hiring a new faculty member. The reappointment process involves broad feedback leading to a committee evaluation and a recommendation to the provost. The committee includes representatives of the faculty, students, at least one outside administrator and an outside faculty member, and a representative from the provost's office.

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

Faculty and staff concerns that cannot be resolved internally are handled through the university's grievance process overseen by the Human Resources Department. Student concerns often are first addressed by a track chair or an associate dean, and processes exist for admissions appeals and judicial matters. The School has not had to empanel a Judicial Committee for a student case in more than a decade.

COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

The unit provides curriculum and instruction, whether on site or online, 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:

Discussions of indicators b, c and e must describe and evaluate the individual academic sequences in the unit.

a) The unit requires that students take a minimum of 72 semester credit hours required for a baccalaureate degree outside of journalism and mass communications and meet the liberal arts and sciences-general education requirements of the institution. ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet this requirement.

The Bachelor of Science in Journalism degree requires 120 credit hours. A random sample of student transcripts demonstrated 100 percent compliance with the 72-hour requirement.

Beginning in fall 2016, a revised curriculum requires incoming freshmen and transfer students to complete at least 42 course hours in their major and a minimum of 72 hours outside of the journalism major. They may enroll in as many as 48 course hours in journalism, 18 of which can be used to fulfill the KU Core requirements. Journalism majors may complete requirements outside of the School in one of two ways: an 18-hour minor outside of journalism or a second degree outside of journalism.

The School also offers a minor in journalism, and these minors have the same admission requirements as majors. The minor cannot exceed 24 credit hours.

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

The School's curriculum is grounded in the educational goals of the KU Core curriculum designed to yield fundamental skills, build a broad background of knowledge, generate capacities and opportunities for blending and creating ideas, strengthen an appreciation of cultural and global diversity, and cultivate ethical integrity. Each goal has at least two learning outcomes. The learning outcomes use much of the wording found in ACEJMC's 12 values and competencies. Each course is aligned to at least one core educational goal and one learning outcome. The university encourages departments to have their courses vetted for inclusion in the core curriculum. The School allows eight of its courses to count toward the KU Core requirement to encourage students to broaden their educational experience outside of the School.

Students choose one of two tracks to fulfill the B.S. in Journalism degree: News and Information or Strategic Communication. All students share a common core of seven required courses (21 credits):

- Media and Society
- Visual Storytelling
- Infomania: Information Management (research, sourcing, critical thinking)

- Media Writing
- Ethics and Professional Practice
- First Amendment and Society
- A diversity course (several course options are available)

Students in the News and Information track also must take multimedia reporting, multimedia editing, digital media, and two advanced media courses that serve as capstones. These advanced media courses may include working for campus or community media (such as the *University Daily Kansan*, campus television station KUJH, Kansan.com, Media Informatics Lab or community-based journalism outlets).

Besides the School's core, students in the Strategic Communication track also must take introduction to strategic communication, advertising and public relations principles, research methods, message development, and a strategic campaigns capstone.

The School's curriculum shows a balance between theory/conceptual courses and skills courses. Most theory and conceptual courses are in the School's core. Historical concepts are taught in Media and Society and more deeply in the History of Journalism and Mass Communication elective.

c) Instruction, whether on-site or online, is demanding and current, and is responsive to professional expectations of digital, technological and multimedia competencies. Achievements in teaching and learning are recognized and valued.

Technology is integrated throughout the majority of the curriculum. Most syllabi contain the course's technology requirements or address technology proficiency goals. The curriculum includes courses with the primary purpose of making sure students are familiar with the technology used in the profession. Those in the advanced and capstone courses are required to demonstrate their familiarity by creating content for various platforms including print, broadcast, photo and online technologies. The School's technology specialist schedules workshops with individuals and holds workshops for all students. In addition, JTech Fridays, scheduled two times per month, give students the opportunity to get help with projects and develop their proficiency in a variety of software programs. Some strategic communication students indicated a desire for more formal instruction in the software programs (such as Adobe platforms and Excel) that they are expected to use in classes and in the profession. They said uneven teaching of these skills in some sections of foundational courses left them feeling unprepared to handle later course assignments. Some strategic communication students believed more digitally oriented course content would make them more competitive for jobs.

Some faculty, too, acknowledged that although digital content (e.g., data analytics, SEO) are incorporated into a number of courses, the effort could be more holistically adopted. Still, students overall very much appreciated their hands-on courses and learning opportunities; their teachers' professional experience; attentiveness and openness to student views and perspectives; and the undergraduate research opportunities afforded them.

According to the small number of news and information students who spoke to the site team, courses generally made sense to them. One student said a lower-level core course did not prepare her as well as she would have liked in terms of video production. All of the students believed advisers had pointed them toward courses that would benefit them in the real world.

A small number of students felt there should have been more focus on diversity, even in professional skills courses, and some students believed their summer online core course experience did not equally

mirror what was learned in the on-the-ground section. However, by and large, students believed they made the right choice in coming to the School and are pleased with their academic experience.

d) Student-faculty classroom ratios facilitate effective teaching and learning in all courses; the ratio in skills and laboratory sections, whether on-site or online, should not exceed 20-1. (Campaigns classes are exempt from the 20-1 ratio.)

Smaller classes facilitate the interaction between the student and faculty, as well as the success of the skills courses. The faculty-student ratio in the School's lab courses does not exceed the 20:1 ratio requirement.

(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. Schools may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits (or nine quarter credit hours). Students may take up to two semester courses (or their equivalent) at an appropriate professional organization where the unit can show ongoing and extensive dual supervision by the unit's faculty and professionals. Students may take up to three semester courses (or their equivalent) at a professional media outlet owned and operated by the institution where full-time faculty are in charge and where the primary function of the media outlet is to instruct students.

In addition to the experiential courses, the School recommends that students obtain professional experience prior to graduation through paid and unpaid internships in media companies and organizations, and through academic and professional practicums. Students cannot earn more than four credit hours in internships and practicums. In 2015, 40 students earned internship credit and 50 had paid internships.

The School's internship coordinator oversees the internship program and places students in paid and unpaid, academic-credit internships with local, regional and national organizations. The School's internship policy provides information about internships, qualifications and instructions for enrolling in an internship class. The School's Career Center advertises internships on its searchable website and helps students develop their resumes and prepare for interviews. Following the internship, employers are required to complete a Likert-type survey that asks about the students' performance. These closely match ACEJMC values and competencies and helps the Career Center identify potential learning or curricular deficiencies.

COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

The unit has an inclusive program that values domestic and global diversity, and serves and reflects society.

Unit performance with regard to indicators:

a) The unit has a written diversity 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. The diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the unit's definition of diversity and identify the under-represented groups.

The School has long had a written diversity plan. First, though, a word about the definition of diversity. The School complies with the university's definition of diversity bound by demographic characteristics (primarily race, ethnicity and gender) and broadens the definition to include sexual identity, physical abilities, disabilities, socioeconomic class, and a variety of identities, experiences, perspectives and actions. This perspective is reflected in the terms used throughout Standard 3. Rather than identify specific groups as required, the School's Standard 3 report uses terms such as "minority," "students of color," "underserved groups," "diverse populations" and "non-white" interchangeably and randomly throughout the section. Including these terms illustrates the complexity of addressing domestic diversity as Standard 3 is intended to do. Defining these terms in relation to the topics discussed in this standard would strengthen, rather than dilute or detract from, the narrative of the School's diversity efforts.

The School's previous diversity plan was finalized in 2011-12, with a process that included the assistance of a Campaigns class to explore student recruitment, particularly recruitment of minorities and men. Faculty and staff held focus groups and discussed the recruitment of students, faculty and staff and formed subgroups to draft recommendations presented and approved at a faculty retreat.

The diversity plan featured six broad objectives:

- Publicize the School's commitment to diversity, equity and inclusion
- Establish a more diverse campus community (faculty, staff, student recruitment and retention)
- Create a more positive and diverse campus climate
- Align efforts with the university strategic plan
- Outreach and engagement
- Enhance and strengthen diversity research and discovery

Each objective contained a number of action steps (a total of 47) to be accomplished. Although the site team noted that a timeline, assessment measures and an annual reporting process were not included, the previous site team found the School's diversity plan acceptable but noted that it could benefit from more measurable goals and annual updating on action items.

The School adopted a new diversity plan in spring 2016 in response to issues that arose on the university campus as well as racial events at the University of Missouri and Ithaca College. A review of the revised diversity plan that began in fall 2016 is beyond the scope of this accreditation review because its action steps have not been implemented or measured. However, the following comments on the new diversity plan are intended to help the School in its reporting over the course of the new reaccreditation cycle. The 2016 plan appears to be flexible enough to adjust to students' social and academic needs as they evolve.

It includes a total of 33 action steps but the omission of a timeline for completion, assessment measures or an annual reporting mechanism remain.

b) The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of domestic concerns about gender, race, ethnicity and sexual orientation. The unit's curriculum includes instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.

The School strives to ensure that all students have an understanding and appreciation of diversity. To ensure that students have opportunities to understand other peoples and cultures, the School in 2005 initiated a diversity requirement for graduation and increased the number of courses that could fulfill the requirement: Current Issues in Journalism, Diversity in Media, International Journalism and International Strategic Communication. On-site interviews with students provided differing perspectives on one of the courses. An African-American student commented that the size of the class (100 students) made her feel isolated when contributing comments during discussions. A white student said he enjoyed the discussions and appreciated the professor because he didn't interject his opinions into discussions.

In addition, students have other options for fulfilling the diversity requirement: Completing a university study abroad program or global awareness program, completing an approved course offered in the College of Liberal Arts and Sciences, or completing a minor or area requirement in an approved field, such as Latin American Studies, African-American Studies or Women's Studies.

Other courses in the School's curriculum contain a significant amount of diversity-related content: Media and Society, Visual Storytelling, Media Writing and Topics in Journalism. A statement about respecting the needs of diverse audiences, publics and markets is in most course syllabi.

Professionals and experts are invited routinely to bring diverse perspectives and discuss issues of racial, ethnic and gender diversity. Past speakers have ranged from local community organizers to delegations from China and the UK. Minority and female guest speakers are invited to discuss workplace opportunities and challenges and the value of diversity, equity and inclusion. Although the School describes these efforts as an "aggressive enlistment" of professionals who are people of color, the number of domestic minorities and female guest speakers is not specified in the self study.

c) The unit demonstrates effective efforts to recruit women and domestic minority faculty and professional staff and, where feasible, recruits international faculty and professional staff.

The School employs 25 full-time faculty members with professorial rank and six full-time lecturers who are teachers and administrative staff. The 2010 site team report indicated that the School's faculty included 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. Despite the School's recruitment efforts, the number of full-time domestic minority faculty has decreased. The 2016 self-study reports that the faculty now includes one African-American, three Asian-Americans, and two international faculty members. No African-American faculty were hired over the past six years.

The School states that it is committed to increasing the diversity of its faculty and staff, but acknowledges that it has difficulty attracting potential candidates because the population of Lawrence is 88 percent white. As a result, the School's recruitment strategies include advertising on websites and in publications targeted to diverse populations. The School's faculty members contact potential minority candidates and alert them to job openings and adjunct teaching positions.

The School had better success with recruiting and retaining women. The dean is a woman, as are both chairs of curriculum tracks. Nine of the 25 full-time faculty with professorial rank are women.

The School's goal is to ensure that half of all finalists for job searches are women and/or minorities. Data from the self-study showed that 45 percent of candidates in the hiring pool for full-time faculty positions the past two years were women (two offers were made to and accepted by female candidates). One-third of candidates for part-time positions were women (five offers were offered to and four offers were accepted by female candidates).

Due to the competition for minority faculty, the school invites minorities and women as guest speakers to discuss diversity-related issues with students. Some of these efforts were contributing factors in the successful recruitment of minorities. Since the last accreditation report, the School hired seven new faculty members, including three women, two international faculty members and three naturalized citizens of international descent.

The School has had success with the retention of its faculty. During the reaccreditation cycle, of the seven faculty who received tenure, two were women, one was African American, one was international and two were naturalized citizens of international descent. All pre-tenured School faculty members are assigned mentor committees to help them navigate the promotion and tenure process. The School also worked with the university's Center for Teaching Excellence to assist women and minority faculty navigate the unique challenges they face in the classroom and in student opinion surveys. The School developed additional measures to ensure the success of its minority faculty by providing course-release time and sharing course management responsibilities to increase research productivity.

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.

The School concedes that recruiting domestic minority students is difficult due to the demographic composition of the state: Kansas is 88 percent white, 6 percent African-American, 11 percent Hispanic/Latino, 3 percent Asian-American and 1 percent Native American. The university is noted for increasing minority enrollment from 11 percent in 2008-09 to 19 percent this year. The School's minority student population has grown as well, from 9 percent in 2005-06 to 19 percent in 2016. Female students account for 70 percent of the School's enrollment.

The coordinator for student recruiting and retention (a Latina and recent hire) visits area schools that are identified as having high-ability students. Because minority students may have a difficult time imagining student life at an institution with a small minority population, the School makes sure that prospective students meet with faculty members and administrators of the same race or ethnicity when visiting the School. Minority students are included in all aspects of recruiting so prospective students can get additional perspectives about student life at the university. The School's Jayhawk Media workshop, a five-day residential summer workshop on KU's campus, also serves to recruit minority students. The School supports students with full scholarships as well as the staff from high schools with a high percentage of minority students.

The university has a competitive admissions policy: students with the highest GPAs (minimum 2.5 GPA) fill 90 percent of the student openings. The remaining 10 percent of the seats are reserved so that the School's admission committee reviews applicant petitions with special circumstances. Once they are accepted, the School offers scholarships and academic support to attract highly qualified minority

students. Scholarship programs include the Tanaka-Miller Scholarship Fund and the Rising Student Scholarship that offers renewable four-year scholarships to freshmen and renewable two-year scholarships to transfer students. The School reports that \$41,500 was awarded to non-white students specifically through targeted diversity scholarships. Overall, the university reports that 35 percent of all students in the School receive some type of financial aid and that 10 percent of those receiving aid are minority students. In addition to scholarship support, the School also offers scholastic and other support through the University's Multicultural Scholars Program, a summer workshop for high school students and a key recruiting tool. All students must maintain a minimum 2.5 GPA.

The School has the highest retention and graduation rates for minority students at the university. Advisers meet with students every semester to discuss their progress and plans for graduation in a timely manner. The university offers First Year Experience programs to prepare freshmen and transfer students for the university's academic demands.

e) The unit has a climate that is free of harassment and all forms of discrimination, in keeping with the acceptable cultural practices of the population it serves, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity. Accreditation site visit teams will apply this standard in compliance with applicable federal and state laws and regulations, as well as the laws of the countries in which non-U.S. institutions are located.

These issues are covered by the university's policies posted on KU's website. While the campus is ADA accessible, the 94 steps or steep driveway between the Dole Center and Stauffer-Flint could be a challenge for a physically disabled student. So far, the School is managing the step situation adequately.

COMPLIANCE

Academic year: 2015 – 2016 Full-time faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African American	0	0	1	3
White	9	28	14	43
American Indian/Alaskan native	0	0	0	0
Asian	1	3	1	3
Hispanic/Latino (any race)	0	0	1	3
Native Hawaiian/other Pacific Islander	0	0	0	0
Two or more races	0	0	0	0
Other race	0	0	0	0
International (any race)	1	3	3	9

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 School has a strong faculty. For decades, KU was known for hiring professionals with vast experience, whether they had a terminal degree or not. In recent years, to fulfill the university's scholarly expectations, the School has been hiring tenure-track assistant professors who fit more clearly into a teacher-scholar model.

The university defines the process and criteria for selecting and evaluating faculty, and performance reviews are conducted annually for faculty members and instructional staff. When hiring full-time faculty members, the dean appoints a search committee that conducts a national search, with finalists invited to campus for interviews. When hiring part-time faculty members, the School typically turns to its existing applicant pool of those in the region. Adjuncts are appointed on a semester basis.

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

About three-quarters of all courses in the School are taught by full-time faculty. The full-time faculty also bear the scholarly and service responsibilities. Adjunct faculty are teachers only.

The common allocation of effort for full-time faculty is 40 percent teaching (four courses a year), 40 percent scholarship and 20 percent service. Adjustments are made for time spent on funded research, scholarship productivity, course assignments and service appointments. Faculty who do not have a substantive scholarly agenda will teach up to six courses a year.

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.

Twenty of the School's 25 full-time faculty have a Ph.D, and the other five have a master's degree. Collectively, they average 11 years of professional experience. The School is rather top-heavy in terms of academic rank, with six full professors, 15 associate professors and four assistant professors. The School also has six full-time lecturers, many of whom are professional staff who also teach.

d) The unit regularly evaluates instruction, whether onsite or online, using multiple measures that include student input.

Students evaluate all courses online, using a standard evaluation instrument to assess the effectiveness of the instructors and the course material covered.

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

The William Allen White School of Journalism and Mass Communications has a high degree of respect on campus. Its faculty consistently rise to levels of prominence at the university, and university leaders across campus told the site team that the School is known for being creative, agile and visible on campus. Almost half of the School's student body come from outside of Kansas, and conversations with students showed that the reputation of the School and faculty led to their decisions to come to the university.

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.

The School's standards expect scholarship (academic research and creative professional activities) to advance the body of knowledge within the disciplines of journalism and mass communications and to reach national or international audiences. The standards also support and encourage creative professional work that influences the industry or society.

According to the self-study, the School has strategically worked to change its scholarship culture by actively recruiting and hiring faculty members with established or expected scholarship records to address past weaknesses in this area. Since 2011, most faculty hires have been candidates who have Ph.D. degrees as well as teaching and professional experience. Professionally oriented faculty hires have been expected to be leaders in the profession and produce creative work.

In the past six years, all seven faculty members who have gone up for tenure or promotion have received it. Five were promoted to associate professor with tenure; two were promoted to full professor. No faculty members left the School before earning tenure. Currently, four assistant professors are tenure-track, and all of them are part of the School's formal mentoring program. The program, directed by the associate dean for graduate studies and faculty development, assigns a tenured "chair" and two other tenured faculty members to each assistant professor. The mentors meet formally and informally with the mentee and provide an annual evaluation, which is shared with the mentee and dean. Third-year reviews are more comprehensive. Assistant professors highly value these connections, which have resulted in clear direction regarding expectations and multiple collaborative research papers and projects.

One of the School's stated goals was to increase its scholarship resources for faculty. About a third of the nearly \$1 million in total grant monies received by faculty during the past three years has come from internal university and School funds to support research efforts. Until this year, the School also was generous in funding travel to support conference presentations; for example, several faculty attended the 2016 ICA conference in Japan, with support from both KU and the School. While funding is still available, travel funds have been capped because of budget cuts. The dean has allocated travel funding this year according to rank, with assistant professors receiving the most money, associate professors a lesser amount, and full professors the least because they have endowment accounts available. While some tenured professors expressed disappointment with the reduced budget allocation, they understand the rationale and importance of helping colleagues achieve promotion.

The university further supports scholarship by providing sabbaticals to faculty who have taught full time for at least six years. Four faculty members in the School have taken sabbaticals since the last review.

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

The School's Promotion and Tenure Standards and Procedures document was revised and adopted by the faculty's P&T Committee in early 2014 and approved by the university's Faculty Senate that fall. It states that a candidate's record of teaching, scholarship and service is evaluated based on the candidate's allocation of effort across these areas. While the most common allocation is 40 percent teaching, 40 percent scholarship and 20 percent service, the School sometimes adjusts those allocations of effort to account for grant work, course or service assignments.

The university and School define scholarship as including "not only traditional academic research and publication, but also the creation of artistic works or performances and any other products or activities accepted by the academic discipline as reflecting scholarly effort and achievement for purposes of promotion and tenure." All tenured faculty serve on School's P&T committee.

The School's P&T document includes evaluation criteria for both academic and creative professional activity and lists scholarship judging criteria as: 1) quality, prestige and degree of selectivity of venue; 2) breadth of exposure; and 3) impact.

Newer faculty said that they were made aware of the research expectations during the hiring process, and that these expectations have been reinforced with subsequent meetings with their mentorship committees and the dean.

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 evaluates both traditional scholarship and creative works for tenure and promotion. Both are rewarded according to the merits of their activities, which are evaluated per criteria listed in the P&T document. The School respects a diversity of activities provided they add to and advance knowledge within or through journalism and mass communications.

Some senior faculty remarked that it is clear the research expectations have increased for all faculty, and that post-tenure reviews, begun three years ago and conducted every seven years as required by the Kansas Legislature and Board of Regents, are not always easy for faculty hired and promoted under different expectations. If, during the annual review process, a faculty member is found to be underperforming in an assignment area for three consecutive years, the dean works with the faculty member to reallocate his or her workload into areas in which he or she can best contribute.

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.

Since the last accreditation review, faculty published 107 articles in refereed journals; presented 80 refereed conference papers at national and international venues for AEJMC, BEA, ICA and others; received 86 grants (external and internal); wrote 28 book chapters, produced 10 scholarly books and four textbooks; and received numerous honors and awards, including top paper awards at AEJMC. Faculty also produced more than 100 other publications and creative works in outlets such as *The Chronicle of*

Higher Education, The New York Times, Columbia Journalism Review and American Journalism Review.

The diversity of the communications field is respected at the School, as demonstrated by the variety of conferences and publications where work was presented and published.

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

The intellectual breadth of the faculty as a whole is robust, with persons holding doctorates in not only communications-related fields, but also in medicine, law, English and linguistics. Faculty who engage in scholarship remark that there is support and recognition for their work, and the School's "Monday Memo" electronic newsletter sent to faculty, staff, students and alumni summarizes the School's successes and news each week, and scholarship activities are highlighted first. Overall, the culture of the School is focused both on strong professional practice and strong support for faculty engaged in more traditional forms of scholarship. Faculty are encouraged to explore the issues and practices that benefit the region, and through such efforts as the Center for Excellence in Health Communication to Underserved Populations, underserved and at-risk populations locally, nationally and internationally are being reached with health messages, and undergraduate and graduate students are participating in the center's outreach-focused research.

While not all faculty have agreed on such issues as resource allocations or curricular changes, the faculty appear collegial and dedicated to student and School successes and understand that the increased focus on scholarship helps build reputation and complies with the standards of a Research 1 university.

COMPLIANCE

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				Totals (28)
		Full Professors (5)	Associate Professors (15)	Assistant Professors (5)	Other Faculty** (3)	
Awards and Honors (includes internal School awards)	82	6	30	46	0	82
Grants Received Internal	25	5	11	9	0	25
Grants Received External	51	10	28	13	0	51
Scholarly Books, Sole- or Co-authored	10	3	7	0	0	10
Textbooks, Sole- or Co-authored	4	2	2	0	0	4
Books Edited	0	0	0	0	0	0
Book Chapters	28	3	6	17	0	26
Monographs	0	0	0	0	0	0
Articles in Refereed Journals	107	22	48	37	0	107
Refereed Conference Papers	80	8	33	39	0	80
Invited Academic Papers	84	13	22	29	0	64
Encyclopedia Entries	3	0	2	1	0	3
Book Reviews	1	1	0	0	0	1
Articles in Non-refereed Publications	31	7	17	7	0	31
Juried Creative Works	1	0	1	0	0	1
Non-juried Creative Works	1	0	1	0	0	1
Other (specified)	108	2	85	21	0	108

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.

The School's student services unit comprises student recruitment and retention, advising, mentoring and coaching, career preparation and counseling. An assistant dean of student services position was created in 2014 to lead the School's Advising Center. She advises students and supervises two full-time advisers, a recruiter and a career counselor.

New students to the School attend an evening orientation session, which is held twice during the fall semester. Advising appointments may be made through an online scheduler, plus walk-ins are welcome during normal business hours. An online records tool used by the university gives students and advisers the ability to review their academic progress at any time.

With more than 1,000 students (School majors, plus pre-majors and journalism minors), the advising load may appear heavy; however, a number of students praised their advisers for knowing them personally and being accessible. Some students indicated they had not made an appointment with the career counselor due to time constraints, but one student praised the office for working with a student via email when her schedule made it difficult to meet in person.

The Advising Center uses senior exit surveys to measure student satisfaction. In the latest survey, 73 percent of students agreed that they had received adequate advising, and more than half reported strong agreement with the statement. In conversations with students, some frustration was voiced about inconsistent counsel regarding prerequisites. Some students said their advisers worked with them to take strategic communication courses concurrently that normally would require taking them in sequence, while another student said she was not advised of this option and as a result must stay another semester to complete her capstone course.

Meaningfully, a survey of all graduating seniors at the university found the School's student satisfaction levels among KU's highest, with 79 percent indicating they would choose the School again, compared to 60.5 percent of university students at large indicating they would return.

The full-time career counselor holds workshops/seminars throughout the year to help prepare students for internship and career opportunities. Topics include resume writing, cover letters, interview tips and social media presence. He also teaches a one-credit-hour course that includes professional preparation and posts job and internship positions on bulletin boards and the School website pages dedicated to career resources. He organizes a School career fair each semester; the one scheduled for November 2016 lists nearly 20 employers who committed to attend, and the School hosts an annual alumni networking event around Homecoming that brings back successful, diverse and relatively young alumni – an event that students appreciated and one African-American student praised as “inspirational.”

The School subscribes to the university's Career Services Alliance, which offers resources for students and is used by other KU professional schools such as engineering, music and business.

Faculty are expected to mentor students about professional directions and pertinent courses, while the advising staff handles the details of student course schedules and graduation progress. Graduation audits are conducted in students' penultimate semester to help ensure timely graduation.

b) Faculty are available and accessible to students.

Although faculty office hours are not posted on faculty office doors, they list their office hours on course syllabi. Students report the faculty are easily found, are approachable and make themselves available by appointment. The School gives an annual mentoring award to a faculty member.

Adjunct faculty have shared or private offices within the main School buildings and also hold office hours. In addition to being listed on syllabi, all faculty office hours are maintained by the dean's administrative assistant.

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

Students receive advising information, out-of-class learning opportunities, and other School-related information via email, flyers, instructors, and face-to-face meetings with academic advisers. An electronic "Monday Memo" distributed to all faculty, staff, students and alumni highlights faculty and student successes.

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.

Students have a wealth of media and professional experience options at KU. The Bremner Editing Center provides one-on-one writing/editing coaching by request. Staffed five days a week and located in the heart of the School, the center works with students to help them strengthen their writing and grammar skills. Professional media opportunities include working for the independent, national award-winning student newspaper, the *University Daily Kansan*, which publishes twice a week, and its online component *Kansan.com*. The paper periodically produces supplemental special sections, such as for Homecoming or the upcoming basketball season. Students in editing and reporting classes, as well as one of the capstone reporting experiences available to students at the Statehouse, contribute to the paper. The *Kansan's* national award-winning sales team includes advertising and other students who place, produce and sell ads to support the paper, and whose efforts contribute significant amounts of revenue. These students work with two full-time experienced professionals.

Students also write, produce and anchor a student newscast on KUJH-TV that airs between 15 and 30 minutes three times a week and is broadcast on the local cable channel and information televisions around campus. The relatively new Media Crossroads offers students across campus the chance to come up with their own show ideas and to produce them. Among the many shows being produced are "Good Morning KU," sports magazine shows, a show about greek life, and in-depth coverage of particular sports. Students also cover every KU sports event not broadcast by a network. The Crossroads shows are streamed so that anyone anywhere may view them. Students also help ESPN and other major network production teams when they are on campus. The Basic Video Production course affords students, even freshmen, the opportunity to earn credit while working in these areas.

Experiential learning for strategic communication students is available through The Agency, now in its third year. The Agency's founding was driven largely by alumni who worked as professionals in the

advertising and public relations realms. They donated money and offer some client work to the students. The Agency has paying clients and also serves others in the university and local community. The Agency has a full-time professional adviser who has major market and agency experience and a Ph.D. Students have produced corporate communications-styled documentary work, branding and other advertising, social media and public relations products for clients. Students interested in working at The Agency are required to take a course that orients students to the basics of agency life, creativity, responsibilities to clients, and return on investment. The Agency now also includes a new creative arm called Steamwhistle Creative, which started this year to give students additional creative experience and the agency more client options.

Student organizations include Ad Club; the newly rechartered Public Relations Student Society of America chapter, which had been dormant for a couple of years; and the relatively new News and Info Club. These organizations give students the opportunity to know others in their professional areas of interest and to hear from and network with professionals. Although campus radio station KJHK-FM is no longer affiliated with the School, students often work there, and it is listed on the School's website as an opportunity. Given the large student body and interest in broadcasting production and sports, the School may want to consider establishing other student organizations, such as the Radio Television Digital News Association (RTDNA) or the Association of Women in Sports.

The curriculum provides experiential education for both News and Information and Strategic Communication students. For example, News and Information students are required to complete two advanced media courses that give them hands-on experience working with media outlets. Strategic Communication classes also provide service-learning opportunities, including the capstone classes, which work with nonprofit clients to conduct research and develop and present full campaign plans. The School offers internship credit for external experiences. Last year, 40 students earned academic credit for an unpaid internship experience, with another 50 students working at paid internships. Internship locations include those in Lawrence, Kansas City and cities such as Chicago and New York. The career resources webpage highlights several students' internship blog posts, which include posts about their work at MLB.com, *The Hollywood Reporter*, advertising and PR agencies, *People*, *The Washington Post*, Kansas City Chamber of Commerce, an art gallery, and the *Kansas City Star*.

e) The accredited unit must gather, maintain and analyze enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success. The unit annually publishes retention and graduation information on its website.

Retention and graduation information is included on an "accreditation" page on the School's website. It includes enrollment information broken down by gender and minority population, retention and graduation rates for the last six years.

The School's freshman to sophomore retention rate is the highest at the university at 91 percent. The most recent overall retention rate is from 2012 and shows a 63 percent retention rate within the School. In the School's 2015 graduating class, 80 percent were graduated within four years. The School also reports the highest retention and graduation rates at the university for people of color.

The School also posts its internship and six-month post-graduation employment survey results on its website. More than 85 percent of the class of 2015 reported having completed at least one internship, with 29 percent reporting three or more. Of that class, 82 percent of survey respondents were employed

within six months, and nearly 90 percent of them were employed in journalism or strategic communication positions; another 5 percent reported being in graduate school.

COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

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

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 \$4.75 million budget, which was approved by the provost after consultation with the dean. The dean receives input for her recommendations from faculty members and an advisory group. The faculty has been heavily involved as the School has faced two years of budget cuts. The 2014-15 budget was higher by almost \$123,000. Even so, there were no notable cuts except for drops in the full-time faculty salary budget and supplies. The School's annual budget is always designed with its strategic plan in mind. But realization of that strategy is uncertain because future funding is uncertain.

Through imaginative (and perfectly legal and ethical) bookkeeping, the School – faced with the loss of two faculty lines – managed to keep one of them primarily by dipping more deeply into its endowment, which now accounts for about 6 percent of the budget. This is not a sustainable solution over the long run. Fees and grants also are important for funding.

b) The resources that the institution provides are adequate to achieve the unit's mission. The resources are fair in relation to those provided other units.

The self-study states that it is difficult to provide comparisons with other units, but that in general it has been treated fairly. Its cuts were larger than those for some units and smaller in comparison to others. The site team found some dissatisfaction during discussions. One example given was that the law school, though smaller in size, did not suffer cuts as large as those inflicted on the journalism school. The provost confirmed this, but added that there were special circumstances regarding the law school.

The School has cited three areas of greatest need: scholarships, professorships and facilities. During a just-completed capital campaign, donors began funding three new professorships. But more faculty members are needed. One example is audiovisual courses taught in the Dole Center where teachers are stretched to meet the need. Fundraising has doubled the scholarships and award dollars. The School works with the university to provide improvements in classrooms and technology. In all three areas of need, the School believes that, despite progress, more is needed. Its endowment and private support exceeds those of similarly sized units. It has also had some success in securing foundation grants.

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

The School wants and needs to continue to improve facilities. The School is housed in two buildings close to each other and in the heart of the campus. Stauffer-Flint Hall, one of the oldest buildings on campus, is well maintained with one exception. Due to cost, the university has decided to do nothing about the basement that floods during heavy rainfall. Stauffer-Flint houses classrooms, administrative offices, the headquarters of the Kansas Scholastic Press Association and the headquarters of ACEJMC. Of particular note is the Experimental Research Media Lab, which aims to measure audience mood, emotional response and physiological reaction to media messages.

The second building, Dole Center, opened in 1990 and is shared with other units. The School occupies most of the second floor, which houses the student newspaper, campus TV station, online news site and a multimedia newsroom.

Media Crossroads is an interactive, multimedia center for all students interested in TV or video production, not just those in the School. It is located in the university library across from Stauffer-Flint. It has the capability to send live shots anywhere on the globe.

While facilities could use some updating, they are adequate.

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 School has tried, with some success, to stay abreast of the latest in technologies. Computers are plentiful, labs are on a three-year replacement rotation, and software is regularly updated and upgraded. All faculty and staff have computers (Mac or PC according to personal preference) that are less than five years old.

Most of the broadcast equipment is not state of the art, but more than adequate. Portable equipment is of good, not great, quality, and some control room equipment is more suited to remotes. Students say they have no problems accessing broadcasting equipment.

All classrooms are Skype-capable for interaction with outside guests. Stauffer-Flint classrooms have a sophisticated projection system. A multi-camera system in a conference room permits strategic communications students to livestream focus group meetings. Clients can access these meetings by using a password, thereby protecting the content from others including competitors.

The School's streaming capabilities also enable it to provide coverage in remote locations such as political campaign events. The School is able to collect metrics of viewer numbers and locations. Agreements with the Dole Institute of Politics and KU Athletics enable much of the live coverage. Remote capabilities at Media Crossroads permit live interaction around the world.

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

Students and faculty say their online access to information is more than adequate. A bonus is that the main KU library is across the street from Stauffer-Flint.

COMPLIANCE

PART II — Standard 8: Professional and Public Service

The unit and its faculty advance journalism and mass communication professions and fulfill obligations to its community, alumni and the greater public.

Unit performance with regard to indicators:

a) The unit consults and communicates regularly with its alumni and is actively engaged with alumni, professionals and professional associations to keep curriculum and teaching, whether on-site or online, current and to promote the exchange of ideas.

The School is actively involved with both alumni and professionals. Contact is maintained partly through a weekly newsletter to alumni, a semi-annual newsletter, and the *Jayhawk Journalist* is mailed to 14,000 alumni and friends. Annual J-School Generations events bring alumni and students together for a valuable three-day networking opportunity. Student organizations such as the KU Ad Club bring in professionals.

A few years ago, some distinguished alumni in broadcasting believed there had been a dropoff in the skills of graduates. The School reacted positively to implement suggestions from the alumni. In 2014, a group of friends and alumni invested time and money to fund The Agency, a student-run strategic communication agency, giving students the chance to create ad campaigns, branding, messaging and marketing solutions for real-world clients at the University and in Lawrence. Students in a journalism class work with local businesses and non-profits on strategic messaging projects.

Taking great pride in being named for an iconic editor and native son, William Allen White, the School maintains close ties with state media through campus workshops and symposia. Faculty members also are active in speaking, attending conferences, or just visiting with media within Kansas and elsewhere.

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.

Even in these times of budget constraints, the faculty reports that the School usually finds the money to support these activities, including some expensive foreign travel. There have been some disappointed faculty members, but apparently not many. Both in their speeches and writings, faculty members have not only supported quality journalism but have offered ways to bring it about.

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 School urges such involvement and the faculty is eager to take part, primarily in domestic associations but also in international organizations such as the International Communication Association, United Nations Department of Public Information, and the Latin American Accrediting Council.

d) The unit contributes to its communities through unit-based service projects and events, service learning of its students and civic engagement of its faculty.

The School provided a long list of examples where faculty members are engaged in civic or other worthy projects, such as a national workshop aimed at improving coverage of military issues, judging for various journalism awards, and memberships in a wide array of organizations, including some not directly concerned with journalism such as a Lawrence anti-tobacco group.

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

The School is headquarters for the Kansas Scholastic Press Association, which sponsors lectures for high school students on such subjects as photography, advertising, writing, technology and design. It also hosts regional and statewide journalism competitions for high school students. The Jayhawk Media Workshop is a venerable summer program drawing more than 150 students and advisors from more than a dozen states each year. They engage in five days of journalism activities.

COMPLIANCE

PART II — Standard 9: Assessment of Learning Outcomes

The unit regularly assesses student learning and applies 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. (See 2. Curriculum and Instruction.)

The School lists all 12 of ACEJMC’s values and competencies on its Learning Outcomes chart and designates required and elective courses under each.

For example, the required First Amendment and Society course is aligned with ACEJMC’s value of understanding freedom of expression. Some of the 12 values and competencies, though, are not so clear in terms of instruction for all students as specified by ACEJMC. For instance, a Financial Basics for Communicators elective was the only course listed on the School’s assessment matrix for applying basic numerical concepts; the School notes that numerical concepts are addressed in other courses as well. For understanding domestic and global diversity, students are required to complete one of five course offerings. Some, such as Diversity in Media, focus on domestic diversity; others, such as International Journalism and International Strategic Communication, focus on global diversity. The School needs to ensure that the curriculum appropriately addresses all values and competencies for all student majors.

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

The School uses “Moving the Needle” as the theme of its written assessment plan. The plan lists direct measures such as faculty evaluation of student projects in the Campaigns course and pre- and post-tests in courses such as media law and media ethics, as well as indirect measures such as student internship feedback, student awards in regional and national competitions, and alumni surveys.

(The School tends to call everything a direct measure, perhaps because of assessment definitions on its campus. ACEJMC defines a direct measure as the assessment of actual student work such as a capstone project, a student portfolio and a pre- or post-test by students, whereas an indirect measure captures perceptions, attitudes and outcomes of the learning experience such as surveys, exit interviews and student awards.)

c) The unit collects and reports data from its assessment activities and applies the data to improve curriculum and instruction.

The School is recognized on campus as a leader in assessing student learning, which is a testament to its continuing efforts to do assessment well. Other schools at KU regularly consult with the School of Journalism and Mass Communications on their assessment plans and processes.

Some of the School’s measures may need rethinking because they tend to be course-focused rather than programmatically focused, and we wondered at times about the results of the pre- and post-tests.

Example: The pre-test in the opening Media and Society course asked about the key difference between advertising and public relations, and 28 percent correctly identified that advertising is a paid message while public relations is not. In the post-test, only 40 percent identified the correct answer. We would expect the faculty to look at such results and vow to do something to ensure better student learning.

Overall, the School does collect and report data from its assessment activities, but can do better in providing details about the results of assessment measures and showing how the results improved curriculum and instruction.

d) The unit maintains contact with its alumni to assess their experiences in the professions and to provide suggestions for improving curriculum and instruction.

One of the School's indirect measures is a survey of alumni in the professions. The survey asks questions about the perception of how well the School's curriculum, instruction and experiences prepared them for the workplace. The School does have an impressive and loyal alumni base.

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

Professional evaluation is a key ingredient in the School's assessment processes. Professionals and alumni review a random sample of electronic portfolios of seniors in both the News and Information track and the Strategic Communication track. In addition, media professionals commonly are involved in student award competitions at the regional and national levels. Client feedback from service-learning projects involves professionals, as does feedback from supervisors of student internships.

COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths:

- ❖ Committed students who thrive in experiential settings for learning
- ❖ A faculty that deservedly merits student respect and admiration
- ❖ A significantly enhanced scholarly profile in keeping with university expectations
- ❖ A dean who marshals resources to maintain equilibrium amid state budget cutbacks
- ❖ Commendable service to the profession, including hosting the Accrediting Council

Weaknesses:

- ❖ Inconsistent instruction in multiple-section classes
- ❖ A compelling need for more domestic minority faculty (African-American, Hispanic, Native American)
- ❖ Facilities and equipment that do not match the School's ambitions
- ❖ Clarity in identifying direct and indirect measures of assessment and showing clear results

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

3) Summarize the problems or deficiencies that should be addressed 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 should be addressed 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 the recommendation.

6) If the unit was previously accredited, summarize the significant deficiencies noted in the previous report and the actions taken to correct them. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify the standard(s) and the problems noted. Explain actions taken to correct the problems.

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

The self-study was satisfactory. It was well written but often lacked specificity, causing the site team to search for detail upon arrival.