

Report of ACEJMC Evaluation

Undergraduate program 2023-24

Name of Institution: University of Kansas

Name and Title of Chief Executive Officer: Douglas A. Girod, chancellor

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

Name and Title of Administrator: Ann M. Brill, dean

Date of 2023-2024 Accrediting Visit: October 29 - November 1, 2023

Date of the previous accrediting visit: October 30 - November 2, 2016

Recommendation of the previous site visit team: Re-accreditation

Previous decision of the Accrediting Council: Re-accreditation

Recommendation by 2023-2024 Visiting Team: Re-accreditation

Prepared and submitted by:

Team Chair

Name and Title: Alan G. Stavitsky, dean and professor

Organization/School: University of Nevada, Reno

Signature

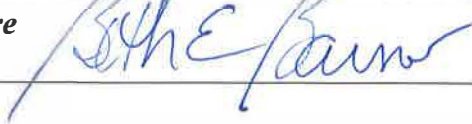


Team Member

Name and Title: Beth E. Barnes, professor emerita

Organization/School: University of Kentucky

Signature



Team Member

Name and Title: Jackie Jones, dean

Organization/School: Morgan State University

Signature



Team Member

Name and Title: Mark C. Nylander, principal

Organization/School: Nylander + Partners, LLC

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: 2023

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

Higher Learning Commission

Middle States Commission on Higher Education

New England Commission on Higher Education

Northwest Commission on Colleges and Universities

Southern Association of Colleges and School Commission on Colleges

Western Association of Schools and Colleges

2. Indicate 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. 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, give the date of the last full accrediting visit. If there was a revisit, give the date of the last full visit and the date of the revisit:

October 30, 2016 - November 2, 2016

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

1947

6. Insert here the unit’s mission statement.

See: <https://journalism.ku.edu/mission-values#:~:text=We%20teach%20students%20to%20think,fields%20and%20for%20graduate%20study>

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 degrees as well as the majors or sequences being reviewed by ACEJMC. *Indicate online degrees.

Multimedia Journalism (BSJ)

Digital Marketing Communications (BSJ)

Media Arts and Production (BSJ)

Sports Media & Society (BSJ) (Beginning Fall 2023)

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

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

Students may enroll for 1-3 semester hours

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

Name of Sequence

Person in Charge

Multimedia Journalism

Lisa McLendon

Digital Marketing Communications

Mugur Geana

Media Arts and Production

Janet Rose

Sports Media & Society

Lisa McLendon

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

2023 (latest statistics available) (as of Fall 2022 – will be updated)

Lawrence Campus	20,098
KU Medical Center	3,142
Total:	23,240

Total enrollment for six regent institutions: 88,414

14. Number of undergraduate majors in the accredited unit, by sequence. (If the unit has pre-major students, list them as a single total). Give the semester and academic year represented. Add lines as needed.

Breakdown of concentrations as of Fall 2023

Digital Marketing Communications	452
Media Arts and Production	90
Multimedia Journalism	249
Sports Media & Society	39
Pre-majors	98
Total	915*

* 817 unique BSJ students + 98 pre-journalism in the College of Liberal Arts & Sciences

The unique number of students in the School is shown in the column "Total enrollment." A student can be enrolled in multiple academic plans. Because of this, the plan rows may not total the total enrollment row.

15. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). List enrollment by section for the term during which the visit will occur and for the preceding term. Submit two semesters with the self-study and update the list as needed for spring 2024 visits. Include a separate list for online skills courses, which also must meet the 20-1 ratio. (The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)

JMC 104 Words at Work: Writing Essentials

Section	Spring 2023	Fall 2023
1	19	17
2	19	19
3	20	20
4	19	20

5	20	20
6	19	20
7	19	20
8	18	20
9	N/A	20
10	N/A	20
11	N/A	20
12	N/A	20
13	N/A	20

JMC 304 Media Writing for Audiences

Section	Spring 2023	Fall 2023
1	18	20
2	19	20
3	19	20
4	19	20
5	18	20
6	17	20
7	18	20

JMC 305 Writing for Media, Honors

Section	Spring 2023	Fall 2023
1	17	20

JMC 410 Media Photography

Section	Spring 2023	Fall 2023
1	24	24

JMC 415 Multimedia Reporting

Section	Spring 2023	Fall 2023
1	18	21
2	18	21

JMC 419 Multimedia Editing

Section	Spring 2023	Fall 2023
1	16	22
2	17	18

JMC 440 Creative Video Producing/Directing

Section	Spring 2023	Fall 2023
1	12	14

JMC 488 Laboratory in Media Production

Section	Spring 2023	Fall 2023
1	12	10

JMC 552 Broadcast Reporting

Section	Spring 2023	Fall 2023
1	9	10

JMC 553 Advanced Editing & Production

Section	Spring 2023	Fall 2023
1	8	12

JMC 560 Message Development

Section	Spring 2023	Fall 2023
1	14	13
2	13	12
3	10	19
4	N/A	17
5	N/A	8

JMC 585 Multimedia Sports Journalism

Section	Spring 2023	Fall 2023
1	17	Did not offer

JMC 610 Advanced Visual Media

Section	Spring 2023	Fall 2023
1	13	Did not offer

Jour 615 Social Media Strategic Communication

Section	Spring 2023	Fall 2023
1	17	Did not offer

JMC 620 TV News-Advanced Media

Section	Spring 2023	Fall 2023
1	13	10

JMC 630 Depth Reporting-Adv Media/Cap

Section	Spring 2023	Fall 2023
1	Did not offer	6

JMC 635 Statehouse Reporting-Adv Media/Cap

Section	Spring 2023	Fall 2023
1	5	Did not offer

JMC 640 Strategic Campaigns

Section	Spring 2023	Fall 2023
1	28	13
2	23	13
3	30	24
4	2	N/A

JMC 645 Media Arts Capstone

Section	Spring 2023	Fall 2023
1	Did not offer	7

JMC 660 Prof Capstone - Adv Media/Capstone

Section	Spring 2023	Fall 2023
1	7	6

JMC 691 Community Journalism - Adv Media/Capstone

Section	Spring 2023	Fall 2023
1	13	Did not offer

16. Total expenditures planned by the accredited unit for the 2023–2024 academic year:

Give percentage increase or decrease in three years:

From FY 2020-21 to FY 2022-23, the total expenditures have increased by 13.6%

Amount expected to be spent this year on full-time faculty salaries: During FY 2022-23, \$2,784,108 was spent on full-time faculty salaries.

17. List name and rank of all full-time faculty in the accredited unit. (Full-time faculty refers to those defined as such by the university.) Identify those not teaching because of leaves, sabbaticals, etc.

Professors

Chen, Yvonne (Lee Young Professor)

Gaston, Patricia (Lacy C. Haynes Professor of the Practice)

Reinardy, Scott (Malcolm Applegate Professor)

Rose, Janet (Professor of the Practice)

Seo, Hyunjin (Oscar Stauffer Professor)

Wolgast, Stephen (Knight Chair in Audience and Community Engagement for News, Professor of the Practice)

Associate Professors

Appelman, Allysa

Belmas, Genelle

Brill, Ann (dean)

Finneman, Teri

Geana, Mugur

Hendershot, Angie (Professor of the Practice)

Holstead, Carol

McLendon, Lisa (Associate Professor of the Practice)

Vu, Hong Tien

Ward, Doug

Assistant Professors

Bien-Aime, Steve

Conlin, Jeffrey

Diwanji, Vaibhav

Etheridge, Christopher

Greene-Blye, Melissa

Orozco Arbelaez, Margarita

Schlichting, Rebekka (Professor of the Practice)

Treaster, Alex (Professor of the Practice)

Watts, Judy

Full-Time Lecturers

Berendzen, Gerri

Butcher, Cal (Media Crossroads Director)

Jungman, Nick (University Daily Kansas Director for Strategy)

Lawrenz, Heather (Program Director & Senior Digital Media Trainer)

Rottinghaus, Steve (Career and Outreach Coordinator)

Thomas, Eric (Director of KSPA and JMW)

Tidwell, Matt (Assistant Dean for Graduate and Professional Studies)

18. List names of part-time/adjunct faculty teaching at least one course in fall 2023. Also list names of part-time faculty teaching spring 2023. (If your school has its accreditation visit in spring 2024, also provide the spring 2024 adjunct list in the updated information.)

Fall 2023 Part-time/Adjunct Faculty:

Cotti, Ted

Day, David

Dinkel, Shelby

Hair, Margaret

Hinrich, Jill

Howard, Dustin

Johnson, Mark

Loewen, Lisa

Manglos, Diana

Metz Howard, Christine

Patrick, David

Pettengill, Nathan

Stude, Ty

Voth, Stefanie

Wallace, Alva

Spring 2023 Part-time/Adjunct Faculty:

Anderson, Jason

Cotti, Ted

DeSimone, J.J.

Diepenbrock, George

Dinkel, Shelby

Hair, Margaret

Heapes, Tom
 Hinrich, Jill
 Johnson, Mark
 Loewen, Lisa
 Manglos, Diana
 Pettengill, Nathan
 Physioc, Heather
 Vrabeck, Mike
 Wallace, Alva
 Watson, John
 Wise, Hannah

19. For each of the last two academic years, please give the total number of graduates from the unit.

2022-23 academic year:

	Undergraduate Total
August 2022	29
December 2022	38
May 2023	153
August 2023	20

2021-22 academic year:

	Undergraduate Total
August 2021	15
December 2021	45
May 2022	157

PART II — Standard 1: Mission, Governance and Administration

Journalism education at the University of Kansas dates to 1891 when the first course was offered, taught by a local editor. Journalism courses have been taught continuously since 1903. The William Allen White School of Journalism and Public Information was established in 1944 to honor the legendary editor of the Emporia Gazette upon his death. The school was first accredited in 1947 and has been continually re-accredited to this day. It is the only named school at KU. Its name was changed to the William Allen White School of Journalism and Mass Communications in 1982.

The school moved into its current building, Stauffer-Flint Hall, in 1952. The building has undergone renovation in 1982 and 2019. Broadcast facilities and some faculty offices were moved into the then-new Dole Center in 1990.

From the self-study: “The School’s trademark has been its focus on professional practice and service: hands-on education in the classroom and outreach to the state, region, nation and world through research and service.”

Unit performance with regard to indicators:

(a) The unit has a written mission statement and a written strategic long-range plan that provides vision and direction for its future, meaningful short-term measurements, identifies needs and resources for its mission and goals and is supported by university administration outside the unit.

The unit posts its mission statement and strategic plan in a prominent, easy-to-find place on its website.

Describe in detail how the mission statement/strategic plan is implemented, plays into the daily life of the unit and its effectiveness in driving progress. Who has responsibility for keeping the plan updated? Is it revised regularly to deal with rapidly changing issues of instruction and technology?

The school has a written mission statement and a strategic plan. The mission statement and strategic plan are readily accessible on the website, in the About section. The mission statement dates to 1997 with a revision in 2022.

The school's strategic plan, "JMC Rising," was adopted in 2022, in alignment with the university's strategic plan, "Jayhawks Rising." (The university plan has three priority areas: student success, health and vibrant communities, and research and discovery.) The school's plan is clearly integrated into the life of the school. The dean regularly discusses it at faculty meetings and the plan drives the school's setting of fundraising priorities. For example, in keeping with the university plan's student-success priority, the school has focused current development efforts on raising additional funds for scholarships, for paid internships, and for building curricula around financial literacy.

(b) 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.

Characterize in depth the leadership of the unit as an agent for progress, advocate for the unit's fields of study within the university and aggressive connector with alumni. What significant achievements can be attributed to the leader? Has the leader built partnerships within the university? Is the leader seen as a strong advocate on matters of diversity, inclusion and equity? Is faculty and student diversity improving? Do scholars and professionals work collaboratively? Is creativity in curriculum, teaching and research sought and rewarded? Is the leader driving forward the curriculum (while respecting faculty governance and required process) to keep up with a rapidly changing media world?

The school has benefited from stable, long-term leadership. The dean has been in the role since 2004 when she was named interim and became permanent dean the following year after a national search. Faculty praised her leadership style and said they felt well supported and trusted by the dean. One faculty member said, "The answer is almost always a 'yes'" when something is needed. Scholarly oriented and professionally oriented faculty work well together.

The provost, who is an alumna of the school, expressed confidence in the dean's leadership, noting that she is well regarded as an innovator. The provost applauded the dean's fundraising ability as well as the creation of new academic programs that are helping to drive enrollment growth. The dean is helping the school "grow (itself) into a better future," according to the provost, after years of campus-wide budget cuts.

Leaders of other campus units told the site team that the dean is widely respected across the university and is a collaborative partner in interdisciplinary affairs. Students spoke of the dean as supportive and "always around."

Faculty also spoke highly of the two associate deans as being supportive and collaborative. School leadership is demonstrably committed to diversity, inclusion, equity and belonging.

(c) The unit annually updates its data on the ACEJMC searchable database website (<https://lookup.acejmc.org>).

The school's data is annually updated on the ACEJMC database.

(d) The unit gathers, maintains and analyzes enrollment, retention and graduation data and posts them annually in a prominent, easy-to-find place on its websites.

On indicators (e), (f) and (g) the site team should make sure the unit operates within accepted academic norms and need only report in detail on extraordinary situations, cases or variances from policy.

The school gathers, maintains and analyzes enrollment, retention and graduation data, which are posted prominently on its website.

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

The school follows KU policies regarding faculty governance.

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

The school follows KU policies for selecting and evaluating administrators.

(g) Faculty, staff and students have avenues to express concerns and have them addressed. The school has policies governing grievances, grade appeals, and academic misconduct.

SUMMARY:

The school's strategic plan was adopted in 2022 and aligns with the university's strategic plan. The school's plan is clearly integrated into the life of the school. The school has benefited from stable, innovative, supportive leadership from the dean. The dean is widely respected by faculty, the provost and other university leaders, and by students and alumni.

Overall evaluation compliance/non-compliance: COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

Unit performance with regard to indicators:

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

(a) Students in the unit complete academic requirements for a baccalaureate degree that meet the liberal arts and sciences/general education requirements of the institution. Programs may identify classes within the unit that contribute to a liberal arts and social sciences perspective for graduates from the unit.

To complete the Bachelor of Science degree, students must earn a total of 120 credit hours, with 48 hours required within the unit and at least 60 outside of it, including the KU Core, which consists of courses on: critical thinking, quantitative literacy, written communication, oral communication, breadth of knowledge, human diversity, global community, social responsibility and ethics, integration and creativity.

Students may not exceed 60 credit hours within the unit. Additionally, students are required to complete a non-journalism minor (18 credit hours) or a second degree outside the school.

To be included as part of the KU Core, the school's courses must be reviewed by the university every six years. There is no limit to the number of courses that can be approved as university core courses.

There are courses that satisfy both the school's core as well as the KU Core. The school's courses may be counted twice to meet all core requirements.

(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 values and competencies listed by the Council.

With core assessments, student and alumni feedback and the university's core curriculum, the school overhauled its curriculum and instruction. The updated curriculum reflects the current multimedia media environment, which is aimed at ensuring students get experience across all media platforms.

The curriculum provides a carefully calibrated menu of core courses for each concentration, which includes the aforementioned theory, writing essentials, research, and data storytelling. Experiential learning courses include strategic campaigns, magazine production, and community journalism.

Courses were reviewed and modified where needed and several new core courses were added to address weaknesses in fundamental writing, technology, and data skills. Media law and ethics were merged into one course, JMC 408 Media Law and Ethics, which addresses speech, persuasive media, press issues, privacy, intellectual property, and libel.

The school maps courses, lists the ACEJMC values and competencies, and the level at which the courses address the ACEJMC values and competencies (awareness, understanding, and/or application).

(c) Instruction, whether on-site or online, synchronous or asynchronous, is demanding and current, and is responsive to professional expectations of digital and technological media competencies.

The Curriculum and Assessment Committee meets with associate and assistant deans, and concentration chairs to regularly review core curriculum and ensure it meets professional expectations, as well as a variety of modalities.

During the height of the Covid-19 pandemic, students, faculty, and parents were surveyed to help guide the school on how best to deliver remote instruction. Surveying has continued to seek feedback from students about learning preferences, instructor communication, availability of technology, internet, food and housing, and mental health support. Faculty are asked about teaching preferences, and the technology used in remote teaching. Survey results helped the school in course scheduling, instruction modalities and instructor assignments.

Also, during the pandemic, a 62-page Covid handbook was created to help students, faculty and staff navigate remotely and upon return to campus. The handbook provided a building and classroom plan, health and safety protocols and active learning and engagement tips. Faculty were given recommended syllabi language for faculty, as well as technological resources and survey results.

Several faculty interviewed by the site team said the proactive approach mitigated skill loss for those students in remote or hybrid instruction.

(d) The unit demonstrates efforts to connect faculty and administrators to the professions they represent, with a specific understanding of the changing skills needed to be successful in the workplace.

Faculty and staff meet with professionals, attend discipline-related conferences and conduct research in their fields. All lecturers must have practical experience in their areas before being hired. Many continue to work professionally after coming to the school. Lecturers who do not have a master's degree must have at least seven years of professional experience to be deemed qualified to teach in the school.

(e) Student-faculty classroom ratios facilitate effective teaching and learning in all courses. Except for campaigns courses, the ratio in skills and laboratory sections, whether on-site or online, should not exceed 20-1.

All but three skills and lab courses (out of 44 total in the two semesters prior to the site team visit) met the 20-1 ratio. Media Photography had 24 students in spring and fall 2023. Two sections of JMC 415 Multimedia Reporting had 21 students in fall 2023 and one section of Multimedia Editing had 22 students in fall 2023.

(f) 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. Units 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 hours).

When students take courses for internship credit at appropriate professional organizations, the unit must show ongoing and extensive dual supervision by the unit's faculty and professionals.

Students may take up to nine semester credits (or their equivalent) at professional media outlets 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.

Internships are not required, but the school reports that 82 percent of students completed at least one and 28 percent completed at least two before graduation. When accepting an internship, students enroll in JMC 507 for one-to-three credits. Requirements include working at least 40 hours for one credit, at least 80 hours for two hours of credit, and at least 120 hours for three hours of credit.

At the beginning of the semester, providers of for-credit internships receive the syllabus for JMC 507 – Practicum in Journalism. The syllabus outlines the expectations and deliverables for the interns receiving credit. Students are required to submit a “midterm” update to the Career and Outreach Coordinator to indicate they are on track to complete the work. Employers receive online evaluation forms from the school, to be completed at the end of the internship.

At the end of the internship, students must submit a four-page paper about the experience, five work samples, an updated resume and updated LinkedIn profile in addition to the evaluation Forms. Students are graded satisfactory/unsatisfactory.

Additionally, the Outreach and Student Advancement Coordinator has developed two classes to prepare students for internships and jobs. JMC 205 is an introductory course that helps students start planning their careers, and JMC 505 prepares students for internships and jobs by developing their resumes, and guiding them in letter writing, interviewing and professional presentation. The coordinator also meets individually with students seeking internships, and posts intern and full-time positions to the school’s job board.

SUMMARY:

The school took seriously the call to review and make adjustments and/or major changes to its curriculum. The plan balances theoretical and practical learning, measuring outcomes, and ensuring regular, consistent reviews to ensure student and faculty success.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 3: Assessment of Learning Outcomes

Unit performance with regard to indicators:

(a) The unit has a written assessment plan that has been implemented, is up to date and addresses contemporary curricular issues, including instruction related to the rapidly changing digital media world.

The school's current assessment plan was developed in 2019 and most recently revised in December 2022. It includes both programmatic assessment elements and annual course evaluations. The programmatic assessment components are very much tied to evaluating students' attainment of ACEJMC's professional values and competencies with the goal of making sure that students are prepared to contribute to the professions.

The unit posts its assessment plan in a prominent, easy-to-find place on its website.

The assessment plan is posted on the school's website, located in the About section, easily found from the homepage.

(b) The unit defines the goals for learning that students must achieve, including the professional Values and Competencies" of the Council. (See Standard 2: Curriculum and Instruction.)

The school has developed 25 "core learning objectives" that map on to and elaborate on ACEJMC's professional values and competencies. (For example, ACEJMC's "apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work" is addressed by KU's "use appropriate strategies to acquire, assess and analyze information from diverse sources"; "use reliable human and/or non-human sources to support ideas"; and "attribute sources using professional JMC practice.") The eight courses in the school's core curriculum have been mapped onto each objective and consequently onto the professional values and competencies, noting whether or not that objective is covered in the particular course and at what level: awareness, understanding, application or some combination of the three.

The school is currently working through a process of implementing course-level evaluation methods to assess each of the relevant values and competencies in both the school core and the cores of each of the concentrations. At the time of the site visit, this work had been completed for five of the school's eight core courses and four of the courses within concentration cores. There

is a schedule that lays out when all remaining required courses will be included in this process. (Note that ALL courses in the school are assessed annually to determine if the student learning outcomes for the course have been met. This has been a requirement for all faculty members since 2022 and is part of the annual faculty evaluation process. Faculty members who do not include course assessments in their evaluation are rated “does not meet expectation” on their teaching; this can affect both future course assignments and salary increases. In talking with individual faculty members, it was clear that assessment is part of the mindset in the school.)

All course syllabi list learning objectives that include the relevant professional values and competencies from ACEJMC. In many cases, the full list of values and competencies is also included in a separate part of the syllabus. Students indicated that they were familiar with the professional values and competencies and felt that they were fully addressed within the curriculum.

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

The school’s programmatic assessment plan includes three direct measures and three indirect measures. Two of the three direct measures apply to students in all concentrations while a third is specific to the Digital Marketing Communications concentration. (The introductory portion of the plan could be strengthened by explicitly stating this.)

Direct measures

Direct measures common to all concentrations are internship evaluations provided by site supervisors and e-Portfolio evaluations.

While internships are not required in any concentration, 82 percent of the school’s students complete at least one internship for credit while at KU. Ten of the questions on the evaluation form tie directly to ACEJMC’s professional values and competencies.

Students begin to compile an e-Portfolio in their earliest courses, although more of the material comes from upper-level, more applied courses, including some in the school core. A sampling of graduating students’ e-Portfolios is reviewed annually by media professionals.

The third direct measure, project evaluations, is specific to the Digital Marketing Communications concentration. These are the final projects from the required campaigns capstone. Capstone campaigns are developed for professional clients, and those clients provide feedback on the campaign.

Indirect measures

The three indirect measures included in the assessment plan are alumni surveys, student internship reviews and student competitions.

The school conducts an alumni survey every three years; the most recent survey was conducted in 2021. Results of the two most recent surveys guided many of the school's curriculum revisions, discussed in more detail under indicator (e).

The student internship reviews provide students with the opportunity to reflect on their internship experience and report any difficulties experienced at the internship site. The primary focus of the review instrument is on the student's perceived preparation for what the internship required, again keyed to many of the professional values and competencies, as well as identifying areas for self-improvement.

KU students and KU student media participate in a number of local, regional and national competitions, including Hearst, Kansas Association of Broadcasters, Kansas Press Association, SPJ Mark of Excellence and National Native Media Awards. The primary competitive venues for students in the Digital Marketing Communications concentration are the American Advertising Federation's National Student Advertising Competition, the Bateman Case Study Competition and the College Media Business & Advertising Managers Awards.

(d) At least one direct and/or indirect measure should include journalism and mass communication professionals engaged in assessment data collection.

As noted above, journalism and mass communication professionals are the primary evaluators for all three of the school's direct measures. They provide the internship site supervisor evaluations, critique e-Portfolios and provide feedback on projects. They also serve as the judges for the various competitions entered by KU students. And, because many of the school's graduates are working in the profession, their views are also reflected in the alumni survey.

(e) The unit collects and reports data from its assessment activities and applies the data to improve curriculum and instruction. There is substantial, concrete evidence of "closing the loop," generally and specifically. Multiple examples of "closing the loop" are evident.

The William Allen White School is arguably a best practices exemplar for "closing the loop." The self-study documented a curricular reform and reimaging process that grew from the results of the 2019 and 2021 alumni surveys. A task force within the school identified 11 "exploration areas" coming out of alumni survey results regarding most/least valuable courses in the school and gaps in knowledge and or skills. Those areas were reporting/research, writing for news,

writing for strategic communication, editing (print, online), visual/video production, audience identification development and engagement, branding (corporate and personal), data analytics/journalism, strategic planning, integrated marketing communication and technological skills.

Faculty members, alumni and other professionals then conducted between five and 10 interviews with experts in each of the areas to determine fundamental and advanced skills related to the area and the skills students should have after taking an introductory course, an intermediate course and an advanced course in that area.

The findings from 85 interviews were reviewed by a 10 member core curriculum revision work group made up of faculty and staff members. That group identified four core content areas for the school's core curriculum. Four existing courses (Media and Society, Visual Storytelling, Information Exploration, Media Writing for Audiences) were revised based on the alumni survey and interview results, two new courses were added (Words at Work: Writing Essentials and Data Storytelling) and it was recommended to combine the formerly standalone Ethics and Professional Practice course and the First Amendment and Society course into one course, Media Law and Ethics.

The 2019 and 2022 alumni surveys also identified curricular gaps that led to the decision to create the two new concentrations, Media Arts and Production and Sports Media & Society. Alumni feedback on most and least valuable courses also led the school to rework its diversity requirement tied to the university's core, replacing a four-semester foreign language requirement with options that speak more directly to domestic and international diversity issues.

In addition, feedback from both the direct and indirect internship measures is used regularly to tweak course content to put more emphasis on skills and knowledge that either internship supervisors or students who have completed internships report as lacking.

SUMMARY:

This is a unit where faculty members are all actively engaged in assessment, and regularly evaluated based on their participation in assessment activities. All syllabi include ACEJMC's professional values and competencies; most carry the full list. The school's recent curricular changes, including changes within existing courses, the development of new courses and the creation of new concentrations, all grew out of assessment activities, providing ample evidence of "closing the loop."

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 4: Diversity and Inclusiveness

Unit performance with regard to indicators:

(a) The unit has a written diversity plan that has been implemented and discussed annually, for achieving an inclusive curriculum, a diverse, culturally proficient faculty, staff 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, identify under-represented groups and articulate key performance indicators upon which the unit intends to focus and improve.

The unit posts its diversity plan in a prominent, easy-to-find place on its website.

The William Allen White School of Journalism and Mass Communications has revised its diversity plan twice since the last site visit, including in December 2022. The current version is detailed, clear, and outlines a number of steps, including feedback and ways to close the loop to assess measures taken.

The plan outlines a list of key values by which the unit seeks to create and maintain an equitable environment that does the following:

- Respecting the identities and experiences of students, faculty and staff
- Enhancing cultural competency skills for students, faculty and staff
- Including social justice in learning, teaching and mentoring activities
- Encouraging a variety of respectful opinions pertaining to current societal matters
- Supporting interdisciplinary collaborations
- Aligning with the values and mission of the University of Kansas' office of Diversity, Equity, Inclusion & Belonging as spelled out in its RISE platform: "When we **Realize Intersectional Standards of Excellence**, we contribute to the fulfillment of KU's mission and vision by ensuring that diversity, equity, inclusion, and belonging (DEIB) are integral to every part of KU's research, scholarship, teaching, service, community engagement, and support."

The diversity plan was designed to be in alignment with the university's Rising Strategic Plan and with ACEJMC competencies. Its aim is to recognize that diversity is an evolving concept that goes beyond a narrow focus on race and gender.

The school has a Diversity, Equity, Inclusion and Belonging (DEIB) Standing Elected Committee made up of three elected faculty members, one elected staff member, two

undergraduate students, one graduate student, and the school's equity advisor. The equity advisor chairs the committee and members elect a vice chair annually. Faculty and staff members will serve a three-year term. Undergraduate and graduate students will serve a minimum one-year term.

The plan is reviewed annually by faculty and the DEIB committee meets several times a semester. It spells out efforts that provide metrics for how well the unit is performing, including reviewing syllabi to ensure DEIB content is included in courses, bringing visitors to the school each semester, posting events around campus as well as those hosted by the school, and providing links to diversity-oriented professional organizations, such as NABJ, the Indigenous Journalism Association (formerly the Native American Journalists Association) and the National Lesbian and Gay Journalists Association.

The committee's charge includes proposing an annual budget to the dean, which includes funds for a summer applied research competitive award, and compiling an annual report to be distributed to the faculty at the final faculty meeting at the end of the academic year.

The school's diversity plan also includes four key indicators that will help to measure the progress of the plan. Those metrics include developing an academic environment that helps foster cultural competency and social justice; efforts to recruit and retain students from underserved communities; efforts to recruit and retain faculty and staff, and develop a culture of curiosity and inclusion, which leads to projects and collaborations outside of the school, both domestically and globally.

(b) The unit's curriculum creates culturally proficient communicators capable of learning with, working on and advancing the value of diverse teams. The unit's curriculum includes instruction on issues and perspectives relating to mass communications across diverse cultures in a global society.

The curriculum provides multiple opportunities for students to study, research and cover a variety of global perspectives and issues. In its diversity requirement, students can elect to take Current Issues in Journalism, Diversity in the Media, International Journalism and Global Communications.

Other experiential learning includes The Eudora Times, a local community news outlet, and Statehouse Reporting, which contributes to the KU Statehouse Wire Service. There's also The Agency, Steamwhistle Creative, KUJH-TV, the University Daily Kansan, Good Morning Indian Country (GMIC), Crossroads Media, and the Center for Digital Inclusion.

GMIC is a two-year-old program, which is the only student-led broadcast of Native American news in the country. It has won major awards at the newly renamed Indigenous Journalism

Association (formerly NAJA) convention. The Eudora Times is a student-produced online publication that is focused on the town of Eudora, Kansas, which lost its local newspaper. The site is a recipient of a Poynter/Koch grant, which enabled it to hire a managing editor.

(c) The unit demonstrates effective efforts to enhance all faculty members' understanding of diversity, equity, inclusion and ability to develop culturally proficient communicators capable of learning with, working on and advancing the value of diverse teams. The unit also demonstrates intentional efforts to recruit and retain faculty and professional staff who are from demographics that are historically, domestically marginalized.

The school has focused on expanding faculty understanding of diversity, equity, inclusion and belonging through several research projects. One faculty member, who is an expert in studying marginalized populations and technology, earned a \$1.4 million National Science Foundation grant for a project that examined technology education for women transitioning from incarceration. Another faculty member coordinated an effort to bring "Good Morning Indian Country" (GMIC) to the school, in partnership with Haskell University students. GMIC is a morning news and information program to increase the representation of indigenous issues.

Since the last review, 11 faculty retired - 10 were tenured faculty - all of them white and eight of them men. There were several additional retirements and departures. The school launched four major searches, which resulted in 17 faculty hires. Ten were tenured or tenure-track positions and seven were professors of the practice. Nine of the 17 were women and eight of the hires identified with underrepresented groups. One of the hires also self-identified as international.

In addition retention packages were offered to four faculty, including two international faculty and one Black/African American faculty. Three of the four remained with the school.

The school has advertised positions with the Association for Education in Journalism and Mass Communication (AEJMC), Broadcast Education Association (BEA), the National Communication Association (NCA) and other sites. Additionally, faculty have played a part by actively recruiting a more diverse pool of candidates.

The school has a mentoring program for all new hires. Members of the mentor committee work with faculty to provide support and guidance on balancing out the demands of teaching service and/or research/creative work. The school also arranges for a local realtor to take candidates on a tour of Lawrence to get a feel for the area.

The unit draws on a current pool of adjunct candidates, but has no formal policy for hiring lecturers and tends to give preference to already vetted candidates in the pool. Considering the

university's proximity to Kansas City, it may be overlooking an opportunity to diversify the adjunct/lecturer pool.

(d) In alignment with the institution's mission, the unit demonstrates effective efforts to help recruit, retain and graduate a student population reflecting the diversity of the population the institution aims to serve.

The school has intentionally sought to increase diverse student enrollment. Since the last site visit, the percentage of domestic minority students increased by 15.8 percent and their overall presence in the program now stands at 22 percent.

The school also works with the university admissions office to recruit a more diverse student population. School recruiters attend all Diversity and Access Initiative programs sponsored by the admissions office, including a recruitment event specifically for underrepresented domestic minorities and first-generation college students. The office also sponsors a Hispanic Development Fund visit day, and Asian American, Native American, LGBTQIA and African American Leadership Symposiums.

All first-year students in the school are required to meet with an advisor three times during their first semester to check in on the transition to college. The school also has a Multicultural Scholars Program, which works with students from underrepresented minority or socioeconomic groups, or first-generation college students. The program provides a financial scholarship, mentorship, and social/cultural events for the students.

(e) The unit demonstrates that it has an inclusive climate, 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.

The unit routinely surveys faculty, staff and students about its diversity and belonging efforts. The results help the school provide a better understanding of its environment and, when shared with stakeholders, is aimed at helping them develop and/or improve DEIB initiatives.

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.

Academic year: 2022 – 2023 Full-time faculty

		Female		Male		Total
		#	% of Total Faculty	#	% of Total Faculty	
Employment Status	Group					
Full-Time	Black/African-American	1	3.7	0	0	1
	White	8	29.6	10	37	18
	Asian	2	7.4	2	7.4	4
	Hispanic/Latino (any race)	1	3.7	1	3.7	2
	American Indian/Alaskan Native	2	7.4	0	0	2
	Two or more races	0	0	0	0	0
	International (any race)	0	0	0	0	1
Total*		14	51.8	13	48.1	27

* In Fall 2023, three new faculty joined the School: A Hispanic/Latino woman, a White woman, and a Black man. Meanwhile, two white men and a Hispanic/Latino man left the faculty.

SUMMARY:

The School took advantage of major turnover to make significant strides in recruitment, hiring, admissions, and curriculum change. The diversity plan is rich in detail, and outlines efforts on a series of fronts to build and sustain its efforts.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 5: Faculty

Unit performance with regard to indicators:

(a) Full-time faculty have primary responsibility for curricula, oversight of courses, research/creative activity and service.

As discussed in Standard 3, many full-time faculty were involved in the recent reviews of the school core, the courses in the existing concentrations, and the creation of the two new concentrations. All changes were voted on by the full-time faculty; as might be expected with any major curriculum change, decisions were not unanimous, but nearly all faculty supported the changes.

Full-time tenured/tenure-track faculty members generally teach two courses each semester; faculty with research dollars can buy themselves out of a course in consultation with the dean. Some tenured/tenure-track also oversee immersive learning opportunities that when not directly tied to a course are uncompensated work over and above their agreed-upon effort. (This is currently the case for two faculty members.) Tenured and tenure-track faculty have scholarship expectations as well; generally, this accounts for 40 percent of their time (with another 40 percent for teaching and 20 percent for service).

Professors of the Practice and multi-term lecturers have varying course loads depending on their other responsibilities, such as directing centers or projects within the school. These faculty members generally do not have scholarship expectations, although many are engaged in creative activity; instead, their effort is divided between teaching and service at varying levels.

During the 2022-23 academic year, 68 percent of course sections were taught by full-time faculty.

(b) The unit's faculty (full- and part-time) are highly qualified and keep their expertise current through professional development opportunities and maintain relationships with professional and scholarly associations.

This is a very highly qualified faculty. Sixty-two percent hold PhDs, 35 percent hold MAs, and one holds both an MD and a PhD. The unit is also very strong on professional experience: 16 of 31 full-time faculty members in spring 2023 had between 11 and 20 years experience in the

media industries, five had worked between 21 and 30 years and two had more than 30 years of media work experience.

Among the 14 part-time faculty in spring 2023, all but four held at least a master's degree and all but one had more than 10 years professional experience. (The one exception had worked for seven years.) Five had more than 30 years of professional experience. Most part-time faculty members are drawn from the nearby Kansas City media market.

The school provides travel funding for faculty. Over the past three years, this funding averaged \$51,000/year. The school also provides other funding for research support and professional and career development. Thirty-one full-time faculty members took advantage of these funds during the review period. KU also offers a number of funding sources; school faculty members received support from 14 of these sources during the review period.

Full-time faculty members are active in major academic associations including ACES: The Society for Editing, American Academy of Advertising, Association for Education in Journalism and Mass Communication, Broadcast Education Association, International Communication Association, Journalism Education Association and National Communication Association. Many serve as reviewers for conference submissions and major journals in the field. Both full-time and part-time faculty are also engaged in a number of local, state and regional professional organizations.

(c) The unit requires, supports and rewards faculty research, creative activity and/or professional activity. Expectations for promotion and tenure are clear.

Both the school and university have written guidelines for promotion and tenure processes and standards. The university is increasingly looking at scholarship holistically, expecting faculty members' research, creative and/or professional activities to be engaged with their teaching and service contributions. When units submit proposals for new faculty lines, those need to speak to how the new hire will advance both scholarship and teaching within the unit and how the requested position will aid in addressing global challenges within the discipline.

In its guidelines regarding scholarship, the school expects contributions from faculty members that add to "the body of knowledge and the professional practice." The school paid particular attention several years ago to clarifying its standards regarding creative activity, looking at several peer institutions' practices for guidance. Given the increasing breadth of the school's offerings and the range of professional and academic backgrounds of its faculty, and growing collaborative research work across campus, similar attention may need to be given moving forward to how best to evaluate areas of specialized research and/or creative activity where

publication venues and expectations may differ from traditional journalism and mass communications scholarship.

The school takes a thoughtful, supportive approach to mentoring faculty members through promotion and tenure. Junior faculty in tenure-eligible positions are assigned a three-member mentoring committee. The junior faculty member meets with their committee at least annually, although junior faculty members report that informal meetings with members of the mentoring committee take place more frequently. The associate dean for faculty research and development sets out clear expectations for the mentoring committees. Tenure-track junior faculty members said expectations for tenure and promotion are clear and that they believe they understand both the process and what will be required for success.

Mentoring committee members perform peer evaluations of teaching, answer questions about the tenure and promotion process, offer advice on the candidate's program of research and/or creative activity and help manage service expectations. The junior faculty member also meets with the associate dean for research and faculty development at least annually. Because the school currently has a relatively small number of full and associate professors, many are serving on more than one mentoring committee, increasing their service load in practice if not on paper.

Tenured associate professors progressing toward promotion to full professor still engage with their mentoring committee, but also receive more guidance from the associate dean. The school's leadership anticipates that several current associate professors will be ready to go up for promotion in the next few years.

Faculty members in Professors of the Practice lines are reviewed every three years to determine whether they will be renewed for an additional three years. (There is no limit on the number of renewals.) They are also reviewed annually by their concentration chair. Long-term lecturers are also reviewed annually by their concentration chair. Part-time faculty are reviewed each semester, again by their concentration chair.

(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.

The Scholarship, Research, Creative and Professional Activities table (see below) summarizes the work of 30 full-time faculty members active in the school during the review period. As can be seen, the school has a very strong record of scholarship, including conference presentations, journal articles and internal and external grants. Several of the categories in the table reflect the sustained creative activity of faculty members in the Professors of the Practice classification.

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				Totals (30)
		Full Professors (7)	Associate Professors (10)	Assistant Professors (8)	Other Faculty** (5)	
Awards and Honors	55	18	22	11	4	55
Grants Received Internal	53	20	24	8	1	53
Grants Received External	46	19	23	4	0	46
Scholarly Books, Sole- or Co-authored	3	2	1	0	0	3
Textbooks, Sole- or Co-authored	2	1	1	0	0	2
Books Edited	2	1	1	0	0	2
Book Chapters	35	15	17	5	1	38
Monographs	0	0	0	0	0	0
Articles in Refereed Journals	141	52	68	29	2	151
Refereed Conference Papers	165	66	81	29	8	184
Invited Academic Papers	77	34	31	15	0	80
Encyclopedia Entries	6	4	2	0	0	6
Book Reviews	5	3	0	2	0	5
Articles in Non-refereed Publications	23	10	11	2	0	23
Juried Creative Works	3	0	0	3	0	3
Non-juried Creative Works	31	15	12	2	2	31
Other (please specify)***	67	25	31	9	8	73

*Co-authored work should be counted as a single publication in the unit totals. However, if, for example, two members of the faculty are co-authors on the same journal article, it would be reported as a publication for both authors. **Includes all full-time faculty who do not hold listed ranks, such as instructors and others on term appointments. Many faculty in this category may hold teaching appointments without significant scholarship, research or creative requirements. ***Includes extended abstracts (27), podcasts (25) and industry reports (21).

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

The provost spoke approvingly of the faculty's educational and scholarly contributions and noted that a number of the school's faculty members are participating in research projects across campus. She said that the school is perceived well on campus and that the William Allen White name embodies a standard of excellence that the school upholds. Many of the senior faculty members serve on university level committees. The guests at the luncheon with other campus representatives, industry members and alumni similarly spoke very positively of the school's contributions. As noted in the table above, school faculty members have received a number of internal grants, further evidence of the school's standing within the university.

SUMMARY:

KU has a very strong faculty boasting both strong professional experience and appropriate academic credentials. Faculty members are engaged in a range of research, creative and professional activity, including interdisciplinary work across the KU campus and work that blends with and supports the school's professional service activities and classroom teaching.

This is also a very hard-working faculty. Students spoke enthusiastically about the seemingly round-the-clock availability of many faculty members and their outstanding teaching. As noted above, this is a productive faculty in terms of scholarship, and a faculty where many of the tenured faculty members have heavy service commitments. Under those circumstances, burnout might be a worry, but if those strains are present, the maturing of the faculty over the next several years should help to offset that, at least where service is concerned.

The previous site team visit report noted that the school was top-heavy; with the large number of retirements and subsequent new hires, this is now a young faculty with many promising assistant professors, associate professors well along the road toward promotion, and several newly-minted full professors. There is a strong sense of collegiality and enthusiasm among this group that contributes to a feeling of family and shared purpose across the school; everyone is working hard, but they're also all in it together.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 6: Student Services

Unit performance with regard to indicators:

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

The school's student services umbrella covers student recruitment and retention, advising, mentoring, coaching, career preparation and counseling.

The school's administrative structure includes several positions devoted to student success. The Associate Dean for Student Success oversees academic scheduling, admissions, and student advising. The Assistant Dean for Student Services is responsible for the accurate and proper maintenance of all student records. Her office and staff serve all of the school's students, helping them develop an academic plan, and conduct graduation checks. The Outreach and Student Advancement Coordinator reports to the Assistant Dean for Student Services and oversees all the records relating to student placement in internships and works with the dean's office to ensure that the school is gathering and maintaining data regarding job placement, internship feedback, and other information to help the school maintain a relevant curriculum.

The Scholarship Committee is one of six standing faculty committees. Appointed annually by the dean, membership includes the Associate Dean for Student Success, the Assistant Dean representing student services, faculty members from the concentrations, and the undergraduate recruitment coordinator. The committee promotes scholarship application and availability to current and incoming students and meets to review and match students with need and scholarships. The committee dispenses funds and requests additional funds if possible from the dean (discretionary funds at her disposal).

Involving students in the decision-making process was instrumental in how the school proceeded during the pandemic. The school conducted three student surveys asking about learning preferences and instructor communication, as well as available resources including technology, internet access, food and housing availability, and mental health support. A 62-page Covid handbook was developed and included a building and classroom plan, health and safety protocols, active learning and engagement tips, suggested syllabi language for faculty, technological resources, and the survey results.

In subsequent student surveys, students expressed how well the school did in providing remote instruction, particularly in comparison with other units at the University. In the September 2020 student survey (n = 193), 61 percent were neutral or agreed/strongly agreed that online JMC

instruction was as effective as in-person. Also, 78 percent of students said the school's instruction was about the same or effective/extremely effective compared to other units' classes.

The school developed several student-assistance programs during the Covid-19 pandemic, many of which have continued. The Buck 42 Club, supported by alumni donations, provides thousands of dollars in food, housing, and medical assistance. In December 2020, the School also created the Emergency Assistance Fund to provide immediate financial support for JMC students. According to a 2017 University study, 54 percent of KU student respondents would be considered food insecure according to the U.S. Department of Agriculture (USDA) guidelines. The School created the Nutrition Nook, a free food pantry for students with financial donations collected during monthly faculty and staff meetings.

(b) Professional advisers, and faculty where appropriate, provide students with academic and career advice.

Since the last assessment, the University adopted a centralized advising system in Fall 2022 to provide more consistency and continuity for students across campus. The change from unit-level to a university-wide advising structure in academic year 2022 – 2023 was a significant change for the school. Previously, the school had its own unit-specific advising office that included three full-time advisers who helped students develop their graduation plans, determine semester-by-semester course schedules and enroll in classes.

With the shift to centralized advising, one of the school's advisers was promoted to assistant director of advising but remained with the school, while another remained an adviser in the school. The University also provided two new advisers to the school. Retaining an adviser and director in the school and being able to house all four in the school have mitigated some concerns. Because the university-wide structure was implemented in Fall 2022, there is no data indicating how the change has affected students. Advisers at the school expect the move to centralized advising will provide longer-term benefits than the unit-based advising structure.

Advisers connect with students at orientation and are responsible for ensuring students meet the requirements to complete their degrees, work out the details of student course schedules, and provide career counseling. Students acknowledged that advisers are accessible and available for scheduling appointments and are a valuable resource for navigating issues regarding curriculum and career choices.

Faculty members are responsible for the mentoring aspects of advising. Faculty are expected to be available to meet with students to discuss career goals, general course options and pathways, internships and job opportunities, and course electives that best help students to achieve their academic and professional goals. Faculty office hours are included in all course syllabi. Students described faculty as approachable and helpful and are interested in doing what is best for the students.

In senior exit surveys, JMC students report that they are satisfied with the quality of advising they receive. Fifty-two percent of graduating seniors said they “strongly agree” that they had received adequate advising in the school, and 73 percent “agree” or “strongly agree” with the statement.

A survey conducted by the university for all graduating seniors found that students ranked their satisfaction level with the school as among the highest at the university. The survey asked graduating seniors if they would come back to the university and repeat their educational experience if they had a chance to do it all over again. While the university received an impressive response of 60.5 percent of seniors who said they would come back to KU, the school received an impressive 79 percent of graduates.

The school offers a Career Center staffed by a full-time professional staff member. Students as well as employers are served through this center, assisting students with preparing applications for internships and jobs, and helping employers locate capable candidates for internships and jobs. The Career Coordinator records the “Cheers to Careers” program in the school’s television/video studio that is broadcast to students.

(c) The unit keeps students informed about its policies, activities and requirements.

ACEJMC’s 10 values and competencies are embedded in the school’s outcomes, beginning with the introductory JMC 101 class and extending through the capstone courses. To inform students, the values and competencies are included as part of the boilerplate language for every syllabus in the school. There is also a poster of the values and competencies located on the second floor of Stauffer-Flint Hall, next to the Honor Code across from the dean’s office. Both have been prominently displayed since 2019 when the Honor Code was endorsed by students and faculty.

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 at 3 p.m. every Monday to all faculty, staff, students and alumni highlights faculty and student successes.

A Career Center section on the school’s website provides information and updates on the school’s Career Fair, a list of job and internship postings, an internship experience blog, alumni job statistics, information about the school’s Mentorship Program, and On the Job profiles with Jayhawk Journalists.

Added as part of the 2019 renovation of Stauffer-Flint Hall, a constantly running and customizable news ticker, donated by an alumnus, frames the television/video studio window on the first floor of the building. The ticker shares headlines from student media and J-School information, and is visible to students in the main common area of the building as well as anyone passing by on Jayhawk Boulevard.

The school solicits input and feedback from students through a number of standing advisory committees, special project committees and surveys. Additional effort can be taken to close the loop with students on the direction and decisions made resulting from the students' input.

(d) The unit and institution provide extra-curricular activities and opportunities relevant to the curriculum and that help develop the students' professional and intellectual abilities and interests.

Students have multiple opportunities to participate in campus media and student professional associations before and after they are admitted to the school. Students learn about these opportunities at orientation, the school's Welcome Day, and when students enroll in JMC 101, Media and Society, the survey course required of all journalism majors.

The *University Daily Kansan* provides students in their first semester with opportunities for reporting, photography and video, social media or advertising. More than 120 students were involved with the *University Daily Kansan* in 2022-23, from a variety of majors, on the editorial and business sides.

KUJH-TV is an award-winning broadcast network that provides news, sports and breaking news while covering the University and Lawrence communities. KUJH-TV classes required in the MMJ concentration allow students to hone their skills on-camera or behind-the-scenes with on camera talent, writers, directors, and producers.

The Eudora Times is an award-winning, online community newspaper covering the city of Eudora, a town 15 miles east of campus with a population of about 6,500. Through classes and paid positions, students are afforded the opportunity to provide news coverage to a community situated in a news desert.

Although KJHK-FM, the campus radio station, is not affiliated with the school, students often work at KJHK as well as at school-affiliated media, in news, marketing and leadership roles.

The Agency, which is structured as a professional, full-service marketing agency, gives students the opportunity to create ad campaigns and branding messaging and marketing solutions for professional clients. Students at The Agency provide a range of strategic communication fee-based services to clients at KU and off campus, including branding, advertising, video production, multimedia research and social media. The Agency faculty director oversees the organization, but students meet with clients, make presentations and respond to client feedback. As part of The Agency, Steam Whistle Creative develops content such as video, logos, animations and other items, for Agency projects.

The school also offers a Public Relations Student Society of America (PRSSA) Chapter and the Advertising Club for students interested in advertising, public relations and marketing and networking with professionals in their area of interest.

In 2019, the school's renovation included the construction of the JBar, a space within an open gallery where students can receive technological assistance from digital media specialists and participate in technology workshops and activities. The school has hosted live Adobe Creative Jam events to encourage students to develop and practice software skills. JSchoolTech provides additional instructional materials and assistance to help fulfill students' technological needs. The Bremner Editing Center offers one-on-one editing assistance for students in the school as walk-ins or by appointment.

The curriculum provides experiential education opportunities, as well. Students enrolled in the Digital Marketing Communications, Advertising and Public Relations concentration may take courses tied in with Agency projects; however, students need not be enrolled in courses to participate in The Agency.

First-year students may enroll in JMC 210, Basic Video Production, which allows them to earn credit while gaining experience in live newsroom productions through Media Crossroads, a starting point for students in any concentration who are interested in TV or video production, and experience live in-the-field video production with KU Athletics and the Lied Center. A capstone opportunity for students continues to be the Statehouse Reporting Class, which covers the Kansas state legislature and offers content to more than 220 Kansas Press Association members throughout the state. JMC 640 Strategic Campaigns serves as the capstone class for all DMC students.

The number of students completing an internship has remained steady since the last assessment. Overall, 82 percent of the school's students participate in at least one internship before graduating. The students who interned overwhelmingly said the school's journalism courses "prepared them for the real world."

An indirect measure of assessment, described in more detail in Standard 3, is the student internship reviews. Each semester, students are asked to provide feedback regarding their internship experiences. Based on evaluations at the end of internships, most students in the school noted a high level of confidence in their skills and knowledge required while enrolled in the JOUR 507 – Practicum Journalism course for class credit. From spring 2018 to summer 2023, 229 KU journalism students participated in internships for class credit.

(e) The unit uses retention and graduation data to improve student services, such as advising, and to reduce barriers to student success.

Student Success is one of three areas of focus of JMC Rising, the school's strategic plan, that fully aligns with the University of Kansas' strategic plan titled Jayhawks Rising. The school re-evaluates its strategic plan every five years and is guided by a series of annual priorities.

As part of Student Success, the school sets recruitment, retention, and graduation goals. Additionally, goals are established for supporting student internships, increasing scholarship and award support, establishing degree paths, and ensuring the quality of academic programs. The school has increased its remote and summer options to ensure students remain on track to graduate on time.

The school's retention rates have remained steady since the last assessment, with a slight dip in numbers for retained in journalism for the Fall 2020 Freshman Admits across all year of admission categories (after 1 semester, after 1 year, after 2 years, after 3 years). Graduation rates for the school have remained consistent, as well. The school's 2021 retention (90.7 percent) and four-year graduation (87.4 percent) rates remain among the highest at the University. The school lists retention and graduation rates on its website under the heading, Enrollment, Retention and Placement.

Increased collaboration with professional media organizations and development of immersive learning opportunities allows about 85 percent of students to be employed in media positions immediately following graduation. During the past two years the school has awarded more scholarship money (\$850,000+) to more students (275+), including incoming students, than in the 120-year history of the program.

SUMMARY:

The school's student services umbrella covers student recruitment and retention, advising, mentoring, coaching, career preparation, and counseling. A recent shift to centralized advising will build on the school's previous unit-based advising structure. 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. Students have multiple opportunities to participate in campus media and student professional associations before and after they are admitted to the school. The school's retention and graduation rates have remained steady since the last assessment.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

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 self-study provided a detailed breakdown of the school's budget by categories.

The self-study set forth a systematic process by which the school determines and submits its annual budget requests, with input from the Dean's Advisory Group and the faculty, and in alignment with the school's strategic goals. The faculty's involvement was "crucial," according to the self-study, during the past three years when dealing with the pandemic and related budget cuts.

(b) Resources provided by the institution are adequate to achieve the unit's mission and are fair in relation to those provided to other units.

The self-study described resources provided by the university that are sufficient to achieve the school's mission. From the self-study: "In terms of state and university support, the School, based on its size and generation of student credit hours, is treated equitably." The self-study reports that the school's budget increased from about \$5.2 million in academic year 2021/2022 to about \$6 million in 2022/2023, primarily as a result of increased central support related to enrollment growth, which also led to increased course-fee funding.

The school augments institutional support with philanthropic contributions and grants from foundations and federal agencies. The school's current fundraising priorities are scholarships, professorships and facility upgrades.

The provost told the site team of a shift underway in institutional budgeting strategy from the previous "historical and incremental" model, in which unit budgets were generally based on prior year state support and tuition revenue, to a "resource investment" approach. Whereas the old model had resulted in cuts when state funding and enrollment declined (the self-study notes four rounds of cuts since the previous site visit), the new model factors in revenue generated by units -- such as fees, grants and philanthropy -- and therefore provides incentives to entrepreneurial units that generate such revenue and grow enrollment.

The provost characterized the William Allen White School of Journalism and Mass Communications as such a unit. The school is positioned to “grow (itself) into a better future,” the provost said.

(c) The unit’s facilities and information resources enable and promote effective scholarship, teaching and learning.

The school is housed in two buildings: its main building, 120-year-old Stauffer-Flint Hall in the heart of campus, and half of one floor in the Dole Center for Human Development, about a five-minute walk away (95 steps down the hill). Stauffer-Flint Hall includes faculty and staff offices, labs and classrooms, and the student services support center. The Dole Center houses the school’s Experimental Research Media Lab, graduate program offices and student lounge and study space, a second studio and edit bays.

Both buildings have undergone major improvements since the previous site visit.

A \$6.5-million renovation of Stauffer-Flint Hall in 2019 updated technology, consolidated student media organizations, provided common spaces for students to collaborate and connect, and established a “JBar” technology support hub. Infrastructure improvements such as a new elevator, HVAC and sprinkler systems were also included. Stauffer-Flint Hall features an attractive, welcoming lobby with seating, a “news ticker,” video screens and a view of the video studio through large glass windows.

The school’s Resource Center in Stauffer-Flint Hall houses the equipment check-out area, desktop computers for student use, class and reference reading materials, and tables and sofas for collaboration and relaxation. The computers and the tables and sofas are located on a level between the building’s first and second floors, accessible from each floor only by stairs and therefore inaccessible to students with disabilities. As noted in the self-study, the school has sought central funding in order to install an elevator but funds have been unavailable to date.

The Dole Center underwent a \$300,000 remodel that created three new classrooms to allow for flexible course scheduling.

The school’s Technology Committee utilizes about \$300,000 annually in student course fees to equip and maintain its labs, studios and classroom technology.

Students and faculty expressed satisfaction with the upgraded facilities.

(d) The institution and the unit provide faculty and students with equipment, or access to equipment, and technical assistance needed to support student learning, curriculum and the research, creative and professional activities of the faculty

The school provides students and faculty a broad range of equipment, from laptop and desktop computers to cameras and studio systems.

A check-out desk in the Resource Center on the third floor of Stauffer-Flint Hall offers 35 laptops for short-term student use; another 25 laptops are made available for an entire semester to students whose need is identified by the Scholarship Committee. There are 46 desktop computers for student use in Stauffer-Flint Hall, all with Adobe Cloud software, and another eight in the Dole Center.

Students have access to 107 cameras for video and still work, with gear ranging from beginner level to high-end equipment and ENG.

The TV and video studio is well equipped, with a Tricaster system to provide technical management of video projects, three studio cameras and a streaming system, which transmits student productions to the local cable channel as well as to a YouTube channel. (Student work includes a variety of shows produced in the school's Media Crossroads program, as well as the "Good Morning Indian Country" newscast, in partnership with Haskell Indian Nations University.)

Students expressed satisfaction with the quantity and quality of the available equipment, as well as the evening and weekend hours in which equipment check out is available.

Students also praised the school's "JBar" technology resource area as being helpful in mastering Adobe software and completing assignments. One student called it "an absolute lifesaver."

SUMMARY:

The school has a detailed annual budget that is linked to its strategic plan. The school's resources are adequate to achieve its mission and it is treated equitably in relation to other KU units. Its budget increased from about \$5.2 million in academic year 2021/2022 to about \$6 million in 2022/2023, primarily as a result of increased central support related to enrollment growth, which led to increased course-fee funding.

The school is housed in two buildings, both of which underwent major renovation since the last site visit. The school's Resource Center in Stauffer-Flint Hall is not fully accessible to all students; the school has sought university funding for installation of an elevator.

Students and faculty expressed satisfaction with the school's facilities and equipment, as well as access to technical support.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 8: Professional and Public Service

Unit performance with regard to indicators:

(a) The unit consults and communicates regularly with its alumni, and actively engages with them, other professionals and professional associations to keep curriculum and teaching current and to promote the exchange of ideas.

The school engages in regular communication with alumni with the Monday memo, a weekly email newsletter. Jayhawk Journalist, a semiannual alumni print magazine, was suspended during the COVID-19 pandemic and is archived on the school's website. The school tells its story through an active social media strategy utilizing all major channels. Regular alumni reunion events are held throughout the country to maintain alumni connections and encourage networking. As discussed in Standard 3, the school conducts an alumni survey every three years, providing graduates the opportunity to reflect on their time in the school. As previously noted, alumni and industry professionals are actively involved in assessment. Information gathered from alumni and professionals are presented to the faculty through the Curriculum and Assessment Committee (CAC).

Each semester 10-to-20 practicing professionals are hired as part-time faculty and an extensive array of alumni with a variety of professional skills are invited to meet with classes throughout the year as guest speakers. The school also hosts an alumni event twice a year, and two Career Fairs that allow students to network with businesses for internships and jobs.

To remain connected to their respective professions, the school's faculty and staff meet with professionals, attend conferences and workshops, and conduct research in the field. The conferences and organizations faculty and staff are associated include the Advertising Association of America, ACES: The Society for Editing, the Association for Education in Journalism and Mass Communication, the Association of Schools of Journalism and Mass Communication, Broadcast Education Association, College Media Association, Editorial Freelancers Association, International Association of Business Communicators, International Communication Association, Investigative Reporters and Editors, Journalism Education Association, Kansas Press Association, Native American Journalists Association, National Press Photographers' Association, Online News Association, Poynter, Public Relations Society of America, Society of Professional Journalists, and others.

(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 hosts the Jayhawk Media Workshop, a weeklong residential summer program that has been running for more than 50 years. Each year, it draws more than 150 high school students and advisors, from more than a dozen states, who stay on campus and spend five days learning and doing journalism.

In partnership with Haskell Indian Nations University, the newly renamed Indigenous Journalists Association (formerly Native American Journalists Association (NAJA)), and Native News Online, the school began hosting the Native Storytelling Workshop in 2022. The workshop is a weeklong residential summer program that strives to teach Native youth how to share their voices and stories via multimedia journalism and other media. Two school faculty members were the organizers and among the instructors of this workshop that received support from various tribal entities.

(c) 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's faculty understands that service is an essential part of being a good citizen and that all faculty members contribute to the university's performance of its larger mission. The nature of service depends on individual faculty members' allocation of effort, and on their interests and abilities. Allocation of effort for tenured and tenure-track faculty members within the school begins with the University standard of 40-40-20, which determines 40% effort in teaching, 40% in research and 20% in service. Adjustments by the Dean are made either to meet the needs of the school or as a reflection of the research, teaching and service assignments of the faculty member.

The school and faculty members host and participate in numerous annual campus events, contribute service to and serve in leadership roles with professional associations, and participate in regional and national conferences, conduct workshops and presentations with professional organizations.

(d) The unit supports scholastic journalism.

The school is the headquarters for the Kansas Scholastic Press Association. A full-time professional staff member serves as the director of KSPA and the Jayhawk Media Workshop.

KSPA sponsors training for both high school students and high school teachers/advisers each year on a broad range of topics such as photography, advertising, writing, technology and design. In addition, KSPA hosts regional and statewide journalism competitions for high school students, some of which take place on the KU campus. School faculty, alumni and upper-level students, as well as area professionals, judge hundreds of entries in dozens of categories, and offer in-depth critiques for individual publications.

School faculty have been involved with scholastic journalism organizations in leadership positions, including boards of directors for national and regional groups, and in the AEJMC Scholastic Journalism Division. Additionally, faculty members sometimes do outreach visits or mentor high school students, often combining recruiting with service.

SUMMARY:

The school engages in regular communication with alumni through a variety of digital and print communication, as well as through surveys, seminars, programs, and events. The school's faculty understands that service is an essential part of being a good citizen and they participate in numerous annual campus events, contribute service to and serve in leadership roles with professional associations, and participate in regional and national conferences, conduct workshops and presentations with professional organizations. The school is the headquarters for the Kansas Scholastic Press Association and school faculty have been involved with scholastic journalism organizations in leadership positions.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths:

- Stable, innovative, supportive leadership from the dean
- A dynamic, collegial, hard-working faculty
- A student-centric culture focused on student achievement
- A robust program of public service activities that benefits underserved communities and populations in the state and region
- Impressive evidence of closing the loop on assessment
- Strong enrollment growth tied to new academic concentrations responsive to student demand

Weaknesses:

- The school's Resource Center is not fully accessible to all students

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

N/A

3) In the case of a recommendation for accreditation or reaccreditation, *with standard(s) not in compliance*, list the deficiencies that need to be addressed before the next site team evaluation.

N/A

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

N/A

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

N/A

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

The deficiencies set out in the previous site report were:

Inconsistent instruction in multiple-section classes

The school addressed this in several ways. A syllabus audit was conducted in those classes to identify inconsistencies. Further, a course coordinator was designated for multiple-section classes to meet with the various faculty before and during the semester to help ensure consistency.

A compelling need for more domestic minority faculty

During the seven years since the last site visit, 11 faculty retired, all of whom were white and eight of them men. Seventeen faculty were hired during this period, eight of whom identify with underrepresented groups and nine of whom are women. The self-study noted that 22 percent of faculty in fall 2023 are domestic minority faculty (up from 6 percent in 2016) and 59 percent are women (up from 35 percent in 2016).

Facilities and equipment that do not meet the school's ambitions

The self-study noted that the school undertook \$6.5 million in renovations of Stauffer-Flint Hall and the Dole Center since 2016. The upgraded facilities are attractive, flexible and highly appreciated by students and faculty.

Clarity in identifying direct and indirect measures of assessment and showing clear results

The faculty adopted a new assessment plan in 2019, with an update in 2022, with three direct and three indirect measures; clear results were demonstrated.

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 generally well written and presented. Team members found the document, in some areas, was not directly responsive to the question asked.

The team appreciated the care taken by the school staff in preparing for the visit and their assistance on site.