

**School of Journalism  
Faculty Meeting  
October 23, 2015**

Those in attendance were Julie Adam, Chris Bacon, Tim Bengtson, Kerry Benson, Peter Bobkowski, Ann Brill, John Broholm, Yvonne Chen, Kelly Crane, Jerry Crawford, Joseph Erba, Goran Ghafour, David Guth, Penny Hodge, Carol Holstead, Jammie Johnson, Tien Lee, Denise Linville, Frances Lyons, Chuck Marsh, Lisa McLendon, Kerry Navinsky, Jon Peters, Scott Reinardy, Janet Rose, Hyunjin Seo, Susanne Shaw, Eric Thomas, Max Utsler, Hong Vu, and Mike Williams.

Updates (Brill) Dean Brill reminded faculty and staff of the upcoming J-School Generations and stated we have a great roster of alums presenting to classes.

Alumni survey (Reinardy) Prof. Scott Reinardy and Goran Ghafour, GTA and PhD student, presented Curriculum 2020 research findings (see attached).

AEJMC diversity award (Guth) Assoc. Prof. David Guth will collect applications for the 2016 AEJMC Equity and Diversity Award. Applications are due 1/8/2016. Letters of recommendation from outside sources are encouraged. For more information see <http://www.aejmc.org/home/scholarship/aejmc-awards/>

Follow up on strategic planning (Brill) Faculty and staff broke into groups to discuss the School's strengths, weaknesses, opportunities and threats (SWOT). Results are below.

Strengths: pervasive law and ethics; loyal and skilled alums; service learning; experiential learning; "new blood"; proximity to Kansas City; good student support; multi-platform; interdisciplinary; student/faculty engagement; history; resources; confidence to change

Weaknesses: more consistency in curriculum; disconnect with campus media; data analysis; disconnect with news; lack of recognition; class sizes – too big; broadcast facilities, especially audio; faculty absenteeism (not here); lack of specialties in curriculum; focus on numbers from KU; technical instruction; quality of student writing

Opportunities: meaningful outreach to state, industry; big demand for information; collaboration; emphasis on research; leaders, not followers; use of adaptive learning to teach writing; immerse students in major markets; KSPA!; engage alumni; degree in three; new ideas with new hires

Threats: politics; industry instability; finance-driven curriculum; finance-driven research; mandates; paperwork; competitive changes in higher education; lack of public trust; our complacency; "inch deep, mile wide"; reputation; program on solidation; K-12 testing + grads = less critical thinking; ego-centric students; transactional shifts; generation "z"

Meeting adjourned.

Calendar reminders: Oct. 29 – 31 – Generations!

*Priorities for AY 2014-2015: Reaccreditation; Curriculum; Diversity; Engagement – professional, civic, interdisciplinary, academic; Marketing; Fundraising*

# Curriculum 2020

*Developing a new vision for KU's School of Journalism and Mass Communications*  
By Goran Ghafour, Ren-Whei Harn and Scott Reinardy

## **Project Purpose**

The purpose of this project is to examine journalism education by reviewing journalism and mass communications academic curricula, professional job postings, and survey results of alumni.

## **Methodology**

In an effort to triangulate the information, in the summer 2015 data were collected from three sources. The data include curricula of 44 accredited journalism programs, 198 job descriptions from eight industries, and a survey of 123 graduates (2011-2015) of the William Allen White School of Journalism and Mass Communications.

## **Phase 1: Analysis of 44 Accredited Journalism Programs**

**RQ1)** What are the top specializations or tracks being offered in accredited Journalism and Mass Communications colleges and universities?

<b>Tracks/Specializations</b>	<b>Schools</b>
Advertising	70%
Public Relations	70%
Broadcast	70%
Print and Digital News	59%
Photojournalism	50%
Strategic Communication	48%
Visual Design	46%
Magazine	43%
Multimedia	41%

**RQ2)** What are the top core classes being required by accredited Journalism and Mass Communications programs?

<b>Course</b>	<b>Schools</b>
Media Writing	82%
Law	66%
Media Ethics	59%
Media Ethics & Law*	23%
Multimedia Reporting	59%
Digital Media	57%
Visual Journalism	55%

**Notes:** 41 Percent of schools require internships and 89 percent required capstone courses as a graduate requirement. 27 percent require a minor.

## **Phase 2: Analysis of Job Descriptions**

**RQ1)** What are the top five required knowledge skills in journalism and mass communications jobs?

Research 90%  
Writing & Editing 85%  
Communication 82%  
Social Media 76%  
Deadliner 74%

**RQ2)** What are the top five required tech skills in the journalism job market?

Office 77%

PC 55%

Mac 39%

Layout Editing 31%

Video Editing 29%

### **Phase 3: Analysis of Alumni Survey**

**RQ1)** What KU journalism and mass communications classes were most useful?

<b>Class</b>	<b>Respondents</b>
Experiential/Campaigns	n = 67 (55%)
Campaigns	n = 58 (48%)
Writing	n = 34 (28%)
Research/Reporting	n = 30 (25%)

**RQ2)** What journalism and mass communications skills learned at KU have you found most useful in your job?

<b>Skill</b>	<b>Respondents</b>
Writing*	n = 64 (52%)
Research	n = 30 (25%)
Editing**	n = 25 (20%)
AP Style	n = 14 (11%)

\* Includes news, copywriting, public relations, basic writing

\*\* Includes copy editing and video editing

**RQ3)** Upon graduation, what journalism and mass communication skills are most important?

<b>Skill</b>	<b>Respondents</b>
Writing*	n = 31 (26%)
Communication	n = 22 (18%)
Research/Reporting	n = 15 (12%)
Social media	n = 13 (11%)

\* Includes news, copywriting, public relations, basic writing

**RQ4:** What important journalism and mass communication skills were NOT learned while at KU?

<b>Skill</b>	<b>Respondents</b>
Technology*	n = 33 (29%)
Social media	n = 21 (18%)

- Includes HTML, SEO, CSS, Adobe, data analytics, among others

### **Recommendations**

- Continue to develop experiential learning opportunities alongside professionals that produce a tangible, high quality result.
- 59% of news and information respondents said a capstone would be beneficial. The capstone would include an experiential learning opportunity that produced a professional result.
- Consider offering a technology elective class or make the class a requirement for incoming students to teach students HTML, SEO, CSS, Adobe, and data analytics, among other required skills.