

April 27, 1970

President Richard A. Harvill  
The University of Arizona  
Tucson, Arizona 85721

Dear President Harvill:

I am happy to report to you that the American Council on Education for Journalism has reaccredited the Department of Journalism at the University of Arizona and specifically its news-editorial sequence.

I believe the visitors' report speaks for itself and I hope that if you have questions you will write us.

Sincerely yours,

Milton Gross  
Secretary-Treasurer

MEG:bk

enc.

cc: Prof. Philip Mangelisdorf

bcc: Frank Ahlgren

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JOURNALISM ACCREDITATION REPORT

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Accrediting Committee

American Council on Education for Journalism

(CONFIDENTIAL)

Institution: University of Arizona

Date of Evaluation: January 8-9, 1970

Members of Accrediting Team:

Neale Copple, Director, School of Journalism, University  
of Nebraska. (chairman)

W. E. Garets, Professor of Journalism, Texas Technological  
University

Sequences Recommended for Accreditation:

News-Editorial.

SUMMARY OF ACCREDITATION PRE-VISIT REPORT

Department of Journalism, University of Arizona.

1. Total annual journalism budget (not including student newspaper)

Amount of budget: \$69,950 Total Increases over 3 years: \$7,100

Amount spent on fulltime and parttime teachers salaries: \$42,250

2. Salary information (fulltime faculty members only)

	No.	Salary Range	Mos.	Increases over 3 yrs.	Ages
Administrator	1	\$15,200	10	\$7,400	45
Professors	1	\$12,200	10	\$2,700	38
Assoc. Professors	-	-	-	-	-
Ass't. Professors	3	\$11,800 - \$10,000	10	\$1,800 - \$3,500	34-36

3. Percentage of total credit hours earned in general education and journalism by a sampling of the last graduating class (every 3rd person on alphabetical list).

	Size of Sample: 5	Median	High	Low
Percentage range of hours earned in general education		71	78	69
Percentage range of hours earned in journalism		29	31	22

4. Juniors and seniors enrolled in sequences for which accreditation is sought.

News-Editorial - 61

5. Undergraduate degrees conferred in each sequence for which accreditation is sought. (during year preceding visit)

News-Editorial - 24

6. Total sequences offered: 1

7. Fulltime journalism majors (all classes included).

Total: 128 Men: 58 Women: 70 No. of graduate students: 0

A. Administrative Relationships and Duties

1. University administration support of journalism unit, journalism faculty relations with journalism administration, administrative and faculty relations with media, administrative encouragement of faculty research:

Excellent support from the administration along with a good deal of awareness and understanding of the progress being made by the unit. Journalism faculty and the administrator enjoy a fine relationship. As well as could be judged, media relationships are good. The administration is not demanding research because the faculty is, by and large, too busy to undertake any. (A recommendation on this point later in the report.)

2. Faculty salaries, teaching loads, promotion policies, participation in educational policy making:

Salaries are competitive nationally on the assistant professor level but somewhat low at the two higher ranks. Improvement is assured by the administration. Teaching loads should be lowered. Faculty are so enthusiastic and committed that they willingly carry loads that take away time that might be spent in writing and research. Enrollment should be controlled or additional faculty employed in the near future. Promotion policies are reasonable. Participation in educational policy making is the best the team has observed.

3. Keeping of student records, placement of journalism graduates, journalism alumni relations, student recruitment activities, personal student advising by faculty and administration:

Student records are adequate. Placement is handled individually and informally but seems satisfactory considering the size of the graduating class. Administrator probably hasn't the time needed to improve alumni relations. Student recruitment is not a problem. All faculty are available and eager to advise students. Student-faculty relations are excellent.

B. Budget and Facilities

1. Journalism quarters, budget, availability and effective use of faculty travel funds, student scholarship funds:

Quarters are adequate. The department will not be able to grow unless additional space is provided. The budget is tight though sufficient. Out-of-state travel funds are not in the budget and must be requested through the dean. The team recommends that the faculty and administrator participate more actively in national associations. Student scholarship funds are minimal though probably adequate.

2. Availability of journalism books, newspapers, periodicals and magazines:

Books and some periodicals are readily available in two small reading rooms. Newspapers are housed in a cramped space at the back of the main class and lab room. They are not as usable as they should be.

C. Faculty, Scholarly and Academic Standards

1. Administrative adherence to stated degree requirements, journalism student admission standards, academic achievement (grades) of journalism students, student use of library facilities:

An examination of transcripts of the last 25 graduates indicated adherence to

standards and above average academic achievement. On a scale placing 3 as average every student was above average and only three were close to average. Use of library facilities was good.

2. Faculty morale, professional experience of faculty, academic and professional achievement of faculty, research productivity, faculty participation in professional activities (consulting, summer refresher jobs, association work, etc.):

Faculty morale is unshakeable. There is a close working relationship based partly upon earlier professional relationships between four of the five teachers. The faculty is aware of the possible danger of too much hiring of like persons. The professional achievements are excellent, but academic achievement may have suffered in the interest of building the program. (One could call the "building" academic achievement.) Research productivity also has suffered for the same reason.

3. Ratio of journalism to liberal arts courses, breadth and depth of liberal arts course requirements, emphasis on history and communications study and understanding:

The team members were satisfied with the efforts to keep to the 25-75 ratio of journalism to liberal arts. There was evidence of slipping up to 30 percent, but this did not appear to be a trend. The committee felt there might be some weaknesses in the depth of the liberal arts work. Requirements make it possible to escape such depth. At the senior level good history and communications study is available. A system of student selection of these courses may weaken their overall effectiveness.

#### D. Students and Graduates

1. Student morale and respect for journalism unit, student-faculty relations, professional achievement of journalism graduates:

One of the enviable strengths of this program is student morale. Students point proudly to the fact that their journalism instructors are considered among the best on the campus, not just by journalism students but by many others. Two of the professors have been placed nearly at the top of the entire campus by the new student rating system. Professional achievement by graduates is acceptable and occasionally outstanding. Larger graduating classes could tend to reduce this quality if support does not parallel growth.

2. Additional:

The high student-faculty morale has a direct relationship with the current effectiveness of the teaching. At the present rate of growth (about 15 percent a year) this relationship could easily be endangered. In an effort to maintain student morale, faculty members are now stretched in time and effort almost to the danger point. Only a short time at the present growth rate could, without additional staff positions, deteriorate both the high student morale and faculty support of the program.

A. Scholarship and Teaching

1. Teaching Effectiveness, vitality of faculty, adherence to curriculum objectives:

The team observed some highly effective teaching. Students praised the innovative attempts of several faculty. All faculty are relatively young. They are highly enthusiastic and dedicated. There seems to be good adherence to curriculum objectives.

2. Quality of instruction in news writing and reporting, news editing, journalism law, editorial writing, feature writing, photography:

The quality of instruction in all classes, along with the student-faculty relationship, is the most impressive feature of this department and overrides weaknesses found in facilities and some other areas. As the department grows, the present virtual tutorial method of teaching some writing courses will have to be abandoned in favor of more formally scheduled labs. The committee feels this step will need to be taken very soon.

3. Emphasis on social responsibility of media, emphasis on interpretation and backgrounding of news, evidence of student understanding of trends and developments in news-editorial field:

Faculty are current. Emphasis on social responsibility seems to be placed in several courses in addition to such specific ones as Press and Society and News and Mass Media.

4. Use of media (campus and/or commercial) in teaching, integration of laboratory work in curriculum, opportunity for contact with typographic problems and information.

There seems to be good use of media in teaching. The department has no official connection with the student daily though many majors work on the campus paper. Lab work will have to be expanded as noted above. Although there is no course in typography, principles and problems are dealt with in at least two courses: editing and magazine.

B. Equipment

1. Amount and use of equipment available for teaching:

Equipment barely meets the needs of the department. If there is to be continued growth there will have to be more lab space and facilities. Visual aids should be expanded. Equipment available gets good use.

C. Relationships with Professionals

1. Opportunity for student contact with news-editorial professionals, evidence of effective faculty relationships with professionals and professional organizations, professional services to the media:

Students have ample contact with professionals. The department head has established excellent rapport with the local press. There is a fine service program for media of the state.

SUMMARY

To avoid confusion the following comments are divided into categories. Comments listed under "Praise" indicate noteworthy quality - well above average. Comments listed under "Suggestions" are designed to help the program and do not in themselves indicate performance that should not be accredited. Comments listed under "Criticism" indicate performance that falls below accreditation standards.

PRAISE:

1. Very high student and faculty morale. Students and faculty are happy and productive.
2. Teaching quality and student advising are excellent. (Much advising is informal and faculty members have open doors of which the students are very aware.)
3. The journalism administrator is effective in his work with the faculty and the administration. Faculty support is almost fierce.
4. There is understanding of journalism problems in the college dean's office.
5. Key departments in the college respect the journalism department and are willing to cooperate.

SUGGESTIONS:

1. There is danger of losing the excellent faculty and student morale if staff, budget, and facilities do not keep up the expanding enrollment.
2. The program could be strengthened with additional requirements in English. The journalism department could benefit from more use of a good creative writing sequence in English.
3. The journalism administrator and staff are experimenting with course format, but need to do more. Certain professional courses taught on a traditional three-one-hour-meetings-a-week schedule might improve with a lecture-laboratory arrangement that would put the instructor and students together for more formally scheduled hours in longer blocks of time.
4. Staff members, the department, and the university would benefit from more participation in national professional and academic associations.
5. Although sources may be limited, the administrator and the staff should try to build more outside funds for enrichment of their program. If possible, university sources should help.
6. As the program grows, some consideration should be given to hiring of a person or persons highly trained in communications research.
7. Consideration should be given to requiring some economics course or courses.