

Accrediting Council

On Education in Journalism and Mass Communications

John M. Lavine
President

May 31, 1988

Henry Koffler
President
University of Arizona
Tucson, Arizona 85721

Dear President Koffler:

At its May 7 meeting in Chicago, I am pleased to tell you that the Accrediting Council on Education in Journalism and Mass Communications approved full re-accreditation for your Department of Journalism.

In making its decision, the Council considered the report of the visiting team and the response from your University.

The Accrediting Council and its Accrediting Committee is on record as advising all units that subsequent visit teams will look very carefully for solutions to significant deficiencies noted in this year's reports, and that failure to make significant progress to correct these deficiencies could seriously jeopardize the unit's future accreditation status. The self-study report that is prepared for the school's next accreditation visit will ask how your Department of Journalism has responded to deficiencies cited in its last accreditation report.

Please accept my congratulations and best wishes for continued success for the Department of Journalism at the University of Arizona, its students and the other professional media constituencies it serves.

Sincerely,

John M. Lavine
President

JML/cik

cc: George Ridge, Head
Neale Copple, Team Chair
Ed Mullins, Chair, ACEJMC Accrediting Committee
Susanne Shaw, ACEJMC Executive Director

Accrediting Council

On Education in Journalism and Mass Communications

Susanne Shaw
Executive Director

April 1, 1988

Professor George Ridge
Head
Department of Journalism
University of Arizona
Tucson, Arizona 85721

Dear George:

The Accrediting Committee of the Accrediting Council on Education in Journalism and Mass Communications met March 24-25 in Chicago and carefully considered the site visit team's report for the University of Arizona.

The Committee's recommendation to the Council is that the Department of Journalism be re-accredited.

The Committee was concerned about the department's record of retaining minority and women faculty members and not including in the curriculum adequate instruction regarding the contributions women and minorities have made to journalism and mass communications. The Committee recommended to the Council that the department submit its plans to correct these deficiencies.

The Council will review the team report and the Committee's recommendation and make a final decision about the accreditation status for the University of Arizona when it meets at the Holiday Inn Chicago City Centre, 300 E. Ohio Street, in Chicago on May 7-8.

The Council meeting for the discussion and vote on the Department of Journalism will be conducted in open session. The team report and responses will be released to the public after the Council meeting. If you have any questions about this, please contact Susanne Shaw.

The Accrediting Committee and Accrediting Council are on record as advising all units that subsequent visit teams will look very carefully for solutions to significant deficiencies noted in current reports, and that failure to make significant progress to correct these deficiencies could seriously jeopardize the unit's future accreditation status.

If you wish to respond to the Committee's action, please send your response to Susanne Shaw by April 13 so that she can distribute it to the Council members. Susanne will send on April 18 the team reports and the school's responses to the Council.

Sincerely,

Edward Mullins
Chair, ACEJMC Accrediting Committee

cc: Henry Koffler, President, University of Arizona
Neale Copple, Team Chair
John Lavine, President, ACEJMC
Susanne Shaw, Executive Director, ACEJMC

ACCREDITING COUNCIL ON EDUCATION IN JOURNALISM AND MASS COMMUNICATIONS

REPORT OF ON-SITE EVALUATION
(CONFIDENTIAL)

Name of Institution: University of Arizona

Name and Title of Chief Executive Officer: President Henry Koffler

Name of Unit: Department of Journalism

Name and Title of Administrator: George W. Ridge, Head

Date of Evaluation: Oct. 18 - 21, 1987

Is this unit currently accredited? Yes

Accredited sequences or unit: News Editorial

If the unit is accredited, give dates of

Most recent on-site evaluation: 1981-82

Most recent ACEJMC action: Accredited

RECOMMENDATION BY SITE VISIT TEAM: Accreditation.

Prepared and submitted by:

Team Chair

Name and Title (Please type) Neale Cople, Dean - Journalism, U. of N.

Signature R. Neale Cople

Team Members

Name and Title Vernon Thompson, Associate Professor-Journalism
San Francisco State University

Signature [Signature]

Name and Title Susan H. Miller, Director of Ed. Development - Scripps Howard

Signature S. H. Miller

Name and Title _____

Signature _____

Name and Title _____

Signature _____

Name and Title _____

Signature _____

6/22/87

PART I: DATA SUMMARY

Name of Institution University of Arizona
Name of Unit Journalism Academic Year 87-88

(An earlier version of the data summary is prepared from data in the self-study report before the site visit. At the time of the site visit, the unit administrator must provide team members with updated information for Items 1 through 5.)

1. Total unit budget for this year: State Budget -- 87-88
Operations \$26,527
Percentage increase or decrease in three years:
State Budget -- 85-86, Operations 0% increase
Amount spent this year on full-time faculty salaries:
1987-88 \$344,113
2. Number of part-time faculty teaching at least one course or part of a course this academic year. Express this also as a percentage of faculty FTE.
Number 7 Percent of FTE 1.75
3. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, copywriting, etc.). List enrollment by section for the term during which the visit will occur and the immediately preceding term. Attach a separate page if necessary.
(see attached)
4. Number of undergraduate majors by sequence:
Indicate total.
279
5. Number of graduate students enrolled:
43

#3. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, copywriting, etc.). List enrollment by section for the term during which the visit will occur and the immediately preceding term.

Spring 1987

| | | |
|-------|-----------------|----|
| J-205 | 1) | 18 |
| | 2) | 18 |
| | 3) | 13 |
| | 4) | 12 |
| J-206 | 1) | 21 |
| | 2) | 20 |
| | 3) | 19 |
| | 4) | 19 |
| J-302 | 1) | 5 |
| Lab | 2) | 6 |
| | 3) | 6 |
| | 4) | 6 |
| | 5) | 6 |
| | 6) | 7 |
| | 7) | 6 |
| | 8) | 6 |
| J-320 | 1) | 7 |
| | 2) | 6 |
| | 3) | 6 |
| | 4) | 7 |
| | 5) | 6 |
| | 6) | 6 |
| | 7) | 6 |
| | 8) | 5 |
| J-411 | | 19 |
| J-413 | | 17 |
| J-414 | | 3 |
| J-419 | Was not offered | |
| J-450 | | 22 |

Fall 1987

| | | |
|-------|----|----|
| J-205 | 1) | 20 |
| | 2) | 15 |
| | 3) | 17 |
| | 4) | 17 |
| | 5) | 18 |
| | 6) | 17 |
| J-206 | 1) | 17 |
| | 2) | 21 |
| J-302 | 1) | 8 |
| Lab | 2) | 8 |
| | 3) | 8 |
| | 4) | 10 |
| | 5) | 8 |
| | 6) | 10 |
| | 7) | 10 |
| J-320 | 1) | 5 |
| | 2) | 6 |
| | 3) | 6 |
| | 4) | 6 |
| | 5) | 7 |
| | 6) | 6 |
| J-411 | | 18 |
| J-413 | 1) | 16 |
| | 2) | 18 |
| J-414 | | 9 |
| J-419 | | 12 |
| J-450 | | 21 |

PART I: DATA SUMMARY

6. Number of credit hours students may earn for internship experience. (Specify semester-hour or quarter-hour credit.) (See attached)
7. Number of credit hours required for graduation. (Specify semester-hour or quarter-hour credit.)

Undergraduate: 125

Graduate: 30

8. COURSES OUTSIDE THE MAJOR AND IN LIBERAL ARTS. Indicate if you wish to be evaluated by the interpretation of the curriculum standard that calls for (A) a maximum of approximately 25 percent of credit hours in journalism and mass communications and 75 percent of credit hours in liberal arts and sciences OR (B) a minimum of 90 semester hours outside journalism and mass communications with at least 65 semester hours in liberal arts and sciences.

(A) ~~XXXX~~ maximum of 25 percent in journalism and mass communications and 75 percent in liberal arts and sciences.

(B) _____ minimum of 90 hours outside journalism and mass communications and minimum of 65 hours in liberal arts and sciences.

- 8A. (For units electing option A above). Percentage of total undergraduate credits earned in general education and in journalism/mass communications for all students in the graduation classes. Use information about the two most recent graduation classes from Tables 6 and 7 in the self-study report. Please give the year used for the graduation class. For example, Spring 1986 class.

| Year <u>86-87</u> | <u># of Graduates</u> | <u>High</u> | <u>Low</u> | <u>Average</u> XXXXX |
|---|-----------------------|-------------|------------|------------------------------------|
| Percentage of hours earned outside journalism/mass communications | <u>44</u> | <u>83%</u> | <u>71%</u> | <u>77%</u> |

| | | | | |
|--|-----------|------------|------------|------------|
| Year <u>86-87</u> | | | | |
| Percentage of hours earned in journalism/mass communications | <u>44</u> | <u>29%</u> | <u>17%</u> | <u>23%</u> |

| Year <u>85-86</u> | <u># of Graduates</u> | <u>High</u> | <u>Low</u> | <u>Average</u> XXXXX |
|---|-----------------------|-------------|------------|------------------------------------|
| Percentage of hours earned outside journalism/mass communications | <u>39</u> | <u>81%</u> | <u>65%</u> | <u>77%</u> |

| | | | | |
|--|-----------|------------|------------|------------|
| Year <u>85-86</u> | | | | |
| Percentage of hours earned in journalism/mass communications | <u>39</u> | <u>35%</u> | <u>19%</u> | <u>23%</u> |

#6. Number of credit hours students may earn for internship experience.
(Specify semester-hour or quarter-hour credit.)
Varies.

Internship, is strictly limited to a small number of programs, which include the Don Bolles Fellowship (1 student per year), the DeConcini Fellowship (1 student per year) and the Guadalajara Exchange program (no more than 2 students per year). There is the possibility that other internships are granted at the discretion of individual professors, but I know of none at this juncture and it would not exceed 2 or 3 students a year.

8B. (For units electing option B above). Number and percentage of graduates in each of the last two graduation classes who earned 90 or more semester hours outside the major and 65 or more semester hours in liberal arts and sciences. Please give the year used for the graduation class. For example, Spring 1986 class.

| Year | Total Graduates | 90 or more credits outside the major | | 65 or more credits in liberal arts/sciences | |
|-------|-----------------|--------------------------------------|-------|---|-------|
| | | No. | Pct. | No. | Pct. |
| _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |

9. Attach updated copies of Tables 12 and 13 (institutional and unit salaries) from the self-study report.

(See attached)

Table 12
Institutional Salary Range

Indicate the range of salaries paid at present to ranked full-time faculty members throughout the institution. Show the salary ranges by rank, gender, and race. Report salaries as nine-month equivalents.

NOTE: Per The University of Arizona - Office of Management Analysis and Research (Frank Antinoro 621-7807) they do not break it down into Male/Female or Minority/Majority.

| RANK | Number | Actual Salary Range | | | Number on Nine-Month Appointment |
|--|--------|---|--------|--------|----------------------------------|
| | | High | Median | Low | |
| Administrators Male Female Minority Majority | | This information is not available. Per Frank Antinoro, the University of Arizona does not break down any information on the Administrators salary. | | | |
| Professors Male Female Minority Majority | 460 | 106,577 | 53,742 | 33,463 | 460 |
| Associate Professors Male Female Minority Majority | 290 | 55,864 | 39,254 | 26,361 | 290 |
| Assistant Professors Male Female Minority Majority | 206 | 48,677 | 33,973 | 21,000 | 206 |
| Instructors Male Female Minority Majority | 16 | 53,718 | 29,239 | 21,000 | 16 |

Table 13
Journalism/Mass Communications Unit Salary Range

Indicate the range of salaries paid at present to ranked, full-time faculty within the journalism/mass communications unit. Show the salary ranges by rank, gender, and race. Report the salaries as nine-month equivalents.

| RANK | Number | Actual Salary Range | | | Number on Nine-Month Appointment |
|----------------------|-------------------------------|-------------------------|--------|--------|----------------------------------|
| | | High | Median | Low | |
| Administrators | | | | | |
| Male | 1 | 61,412 -- Actual Salary | | | 0 |
| Female | | | | | |
| Minority Majority | | | | | |
| Professors | | | | | |
| Male | 2 | 47,496 | 42,496 | 37,496 | 2 |
| Female | | | | | |
| Minority Majority | | | | | |
| Associate Professors | | | | | |
| Male | 4 | 34,509 | 32,517 | 30,525 | 4 |
| Female | 1 | | | | 1 |
| Minority Majority | | | | | |
| Assistant Professors | | | | | |
| Male | 1 | 32,772 | 32,772 | 32,772 | 1 |
| Female | | | | | |
| Minority Majority | | | | | |
| Instructors | | | | | |
| Male | 1* | 13,000 -- Actual Salary | | | 1 |
| Female | (note: he is 2 instructor) | | | | |
| Minority Majority | | | | | |

Standard:

The chief administrative officer of the unit and administrative associates must provide intellectual, academic and professional leadership to advance the cause of the unit—both within the university and to outside constituencies. Faculty control over basic educational policy must be demonstrated. The chief administrative officer of the unit must have the expressed confidence of the faculty and of the higher administration.

Explanation:

The journalism and mass communications unit should have an administrative structure and pattern of faculty governance that support its overall teaching, research, and service goals within the context of the institution of which it is a part. Both the administrative operations and faculty involvement in governance should be organized to provide the strongest possible program for students in the unit and to advance the development of the purposes of the unit within its host institution. Students should be represented in governance as appropriate to the philosophy of the institution. Clearly defined structure and administrative operations well integrated with regular faculty governance are essential to the integrity of the academic unit.

Team Evaluation:

This department has a history of strong faculty governance. In fact, long-time faculty members recall periods during which full faculty votes were taken on administrative detail. However, the faculty and the head of the program seem to have established a proper balance at present. In addition, a faculty this small and this close practices a good deal of informal governance in the hallways and around the faculty office suite.

It is not necessarily a serious weakness that a kind of faculty unanimity observed on earlier accrediting visits is not so much so now. Healthy disagreement is a part of healthy academic environment. However, we do note that there are some evident splits within the department.

The administrator is experienced. This is his second time in a job that rotates primarily by faculty vote. He knows the history of the department and has had a first-hand part in a great deal of that history. He is respected by the faculty members, members and administrators of other departments and the state's professionals. He handles the day-to-day operations very well, even though he must devote a good deal of his time to reaction. In the face of a changing university, a changing profession and a more diverse faculty, he may need to spend more time in visionary leadership of the faculty members.

That is particularly true in the area of departmental mission and criteria for promotion and tenure. The faculty members, the journalism head and the dean of the college need to work together to establish agreed upon criteria that preserve the historic professional mission of the department but, at the same time, fit into the current direction of the university.

The department also needs to be certain that potential students understand the department's mission. A number of graduate

students to whom the team members talked said they had been unaware of how much the program was specialized in the preparation for newspaper careers. Perhaps more care needs to be taken in selecting graduate students who both understand and share the department's mission.

COMPLIANCE

2. Budget

Standard:

The budget must be flexible and adequate to provide a high level of quality in administration, instruction, facilities, equipment, support services and other operating expenses for each area of study.

Explanation:

A sound, high-quality educational program requires strong financial support. The journalism and mass communications unit should be supported fairly relative to other academic programs. The budget for the unit should reflect balance among the programs in faculty salaries, office and instructional space, availability of needed equipment, student financial assistance, faculty research and travel, library resources and other support services.

Team Evaluation:

In comparison to current journalism budgets over the country, this budget is adequate. Observers need to understand that the commendable efforts to provide publishing opportunities for the students require higher operating budgets than those for more traditional academic departments. A reduction of about six percent last year was taken largely from operating budgets.

Faculty salaries are regionally competitive. On a national basis the administrator's salary is average. The full professor salaries are average. The associate professor salaries are average. And the assistant professor salaries are slightly above average.

Private funds assist greatly in such areas as faculty travel. Both the administrator and the faculty members probably should give additional effort to raising outside funds.

The undergraduate scholarship program is well-financed. Last year 41 students received scholarships ranging from \$250 to \$1,500, with an average of \$500. Graduate scholarships and fellowships need enhancement.

The bilingual newspaper was suspended, but will be reinstated after a person to manage it is hired. While that newspaper and the Tombstone newspaper have posed some curriculum issues, both the journalism unit and the university need to keep in mind the value of the bilingual newspaper to both the community and the education of journalism students. Obviously, financing is always an issue for such publications. Later in this report we discuss the curricular issues.

COMPLIANCE

3. Curriculum

Standard:

The unit's curriculum must provide students with a solid opportunity to learn not only why and how to communicate but also what to communicate. This requirement calls for a reasonable balance between journalism and mass communications courses and courses in other disciplines, primarily in the liberal arts and sciences. Balance also should be provided between instruction in practical skills and in the more philosophical aspects of journalism and mass communications.

Explanation:

Today's world is complex and fast-paced. To prepare students for such a world, a sound educational program should provide a broad exposure to the liberal arts and sciences, up-to-date instruction in the skills necessary to practice journalism and mass communications and understanding of the role of the mass media as important social institutions.

Consequently, no more than approximately twenty-five (25) percent of a student's work should be in journalism and mass communications courses, including journalism and mass communications courses taken outside the unit.

The new definition of the ACEJMC liberal arts standard defines the old 75/25 rule more specifically to require that students take a minimum of 90 semester hours in courses outside the major area of journalism and mass communications, with no less than 65 semester hours in basic liberal arts and science courses.

Students should be exposed to liberal arts and sciences content and concepts in their journalism and mass communications courses. However, it is important that they receive their instruction in general education and the liberal arts and sciences in departments primarily concerned with a given discipline. It is equally important that they receive such instruction from faculty members who have been educated in those disciplines and who continue to be active scholars in those areas of expertise.

The unit curriculum proper should be systematic and comprehensive. Students should receive rigorous practical training and demanding scholarly instruction. Courses should be offered in an order to ensure that students learn to gather, analyze, organize, synthesize and communicate information in a format appropriate to their areas of specialization. Competence in English should be stressed everywhere, and demonstration of such competence should be a requirement for graduation. Theoretical instruction and practical laboratory experience should be provided in the basic skills of writing, reporting, editing, visual communication, layout and design and other fundamental techniques appropriate for such specialties as advertising, public relations and broadcasting. Whatever the specialization, the skills work should be offered in a context of philosophical instruction in such areas as history, law, ethics and mass communications theory.

The unit should concentrate its professional courses in the last two years of a four-year program and should not offer more than two full-year professional courses (or equivalent) below the junior year.

Team Evaluation:

The curriculum strikes a good balance between basic skills courses and those in other disciplines, especially liberal arts and sciences, in compliance with the 75/25 accrediting standard. The department has also pursued joint teaching projects with other departments (i.e., the new journalism-philosophy ethics course) to take advantage of outside faculty expertise. Students receive rigorous practical training in basic reporting skills, as professionals throughout the state attest.

There is, however, some question about the adequacy of training in analytical techniques. The profession increasingly stresses the importance of providing perspective and analysis in all types of stories. Students do not seem to be learning how to conceptualize or write perspective and put facts into context. Perspective paragraphs (also known as "nutgraphs") are not routinely required.

The profession also increasingly is looking for graduates with strong training in copy editing, writing, photo and layout. The current curriculum provides only cursory attention to these areas. Given these industry trends, there should probably be a better balance in skills courses among reporting, writing, editing, photo and design. There may also be need for a separate course in in-depth reporting, stressing issues and investigative techniques.

There is also some question whether The Tombstone Epitaph is the best forum for providing practical experience within an academic setting. This required course entails students' living and working in Tombstone for several two-to-three-day periods during a semester, thus missing other campus courses. The newspaper experience ultimately is similar to that which the students receive during summer internships or working on the campus paper. Two other publications temporarily folded in favor of the Epitaph -- a community Hispanic newspaper in South Tucson and a media review -- would both seem to offer journalistic experience not available elsewhere to the students, have the potential to be more intellectually demanding, and have the additional advantage of not requiring students to travel 70 miles out of town.

As for the graduate program, the last accrediting team recommended that the graduate curriculum become more graduate and less undergraduate. There still is room for that kind of upgrading. However, it is evident that a number of changes have taken place. Regularly offered graduate-only seminars have been added. The "masters report," a kind of graduate project, has been upgraded from one hour of credit to three hours of credit. The "masters reports" also have grown closer to a thesis format. And some elements of research methods have been introduced, particularly in the seminars. A thesis option is available, but many of the graduate students to whom the team members talked said they were not aware of the option. For certain of the graduate students,

particularly those interested in applying for doctoral-level studies, the thesis option might be valuable and should be publicized. Also, in the interests of academic vigor, the faculty might consider an even more demanding "masters report" with additional credit.

The scheduling of courses seems to be a major problem for both undergraduate and graduate students. The department does not seem to offer enough sections of required courses. Perhaps better planning and reinstitution of prerequisites would permit better calculations of student demand for particular classes. The department might also consider giving graduating seniors and graduate students priority in registering for required courses. We assume the department would also need the support of the dean to ensure the availability of sufficient part-time instructional funds to provide additional sections of these classes.

COMPLIANCE

4. Student Records/Advising

Standard:

Student records must be accurate and up-to-date and cover all major aspects of each student's education. A systematic and effective advising system must be maintained.

Explanation:

A systematic, orderly, up-to-date system of student record-keeping and a well-organized and executed advising system are among the keys to a sound educational program. Units must maintain accurate enrollment records for the unit as a whole and all departments, programs, or specialties within it. They must carefully monitor and strictly enforce curriculum prerequisites, requirements and the order in which courses are taken. They must regularly review university distribution requirements, selection of electives and all non-professional courses so that they fall within institution and unit regulations, as well as within the spirit of the accrediting process. Regular, individual advising at the unit and/or faculty level should occur each semester concerning both a student's program and other matters relating to career choice, placement, internships, etc.

Team Evaluation:

Student records are adequate, if a bit sparse. They would be strengthened by the addition of such information as that about internships and other part-time professional work. The records are adequately safeguarded in the interest of privacy. The records do include a running record of the students' progress toward their degrees.

Students are enthusiastic in their praises for advising in the journalism unit compared to that elsewhere on the campus. Journalism faculty members are described as available and caring.

We observed that a little more organizing might improve the already-good advising record. Also, later in this report we discuss organization of placement and internships. That organization might also improve the student files and the advising.

Graduate advising was highly praised by the graduate students to whom the team members talked. Here, as elsewhere in this report, we would caution that graduate advising should consciously promote the scholarly vigor necessary in a good graduate program.

COMPLIANCE

5. Instruction/Evaluation

Standard:

High standards in instruction must be maintained by every means available, and a regular program of evaluation must be undertaken for all teaching staff.

Explanation:

High-quality instruction is crucial to effective education. Quality instruction should be encouraged in every way. The quality of instruction should be monitored carefully and deficiencies promptly corrected, insofar as possible. The unit head has a special responsibility for setting and maintaining high standards of teaching. Instruction should be evaluated and high standards of teaching set in both practical and academic courses and among both regular and part-time faculty.

A student-teacher ratio of 15-1 in laboratory courses is strongly recommended. Teaching loads in the unit should be consistent with overall policy of the institution and should take account of the intensiveness of desirable student-teacher contact and the heavy load of effective paper-grading in such courses.

Team Evaluation:

Journalism instruction in the department is good. The faculty outside the department say that the journalism faculty has a campus reputation for "strong teaching." Several faculty members, including Jacqueline Sharkey and Don Carson, were mentioned as faculty members who were recognized as strong teachers.

It was also mentioned in the pre-visit report that Jim Patten recently received a \$500 award from the School of Behavioral Science faculty for the Five-Star Teaching Award.

The evaluation of full-time and part-time instructors is conducted on a regular basis. The faculty evaluation form is the same used university-wide. The faculty believes the form is flexible enough to meet their needs. The unit head said faculty use specific questions and responses on the form to monitor feedback.

The student-teacher ratio in laboratory courses is also adequate. Students seemed to respond well and actively participate in the classes that were observed by the team.

Department teaching loads also appeared to be in balance. Teaching loads also reflected the uneven responsibilities of those teaching practical and those teaching academic-oriented courses.

The team was concerned that not enough attention was focused on the copy editing course. The course should be improved and importance emphasized. The one-hour lecture and two-hour lab should be better coordinated. There is a need to better equip journalism graduates with copy editing and lay-out and design skills, given recent changes in journalism technology and direction.

In addition, the unit head must become more vigilant in motivating the faculty to intellectually challenge students. Students interviewed by the team indicated that there was a distinct unevenness across the faculty in this area.

Graduate instruction appears to have increased in intellectual vigor since the last accrediting report. However, there still is room for improvement. Also, there should be room for a little more diversity in designing programs for individual graduate students. For example, one student indicated an interest in photography. Some of the graduate students have unrealistic expectations of the program, but a graduate program, particularly, should provide a little less lock-step and a little more creativity in curriculum. In any event, every effort should be made to make the program intellectually demanding and exciting. Graduate students, like many undergraduate students, complained about not being able to enroll in the required courses to matriculate on a timely basis.

COMPLIANCE

6. Faculty: Full-Time/Part-Time

Standard:

Faculty must be academically and professionally qualified for their responsibilities, and full-time faculty must have primary responsibility for teaching, research and service.

Explanation:

At the heart of high-quality education in any field is the caliber of the faculty. All faculty must be academically and professionally qualified for their respective responsibilities. Practical expertise is highly valued for those teaching skills courses. Appropriate academic expertise is most desirable for those teaching courses such as law, history, public opinion, media effects, etc.

Faculties should be comprised primarily of full-time personnel. Part-time faculty can make valuable supplementary contributions to a unit's overall program, but should not be expected to accept primary responsibility for the unit's curriculum or any substantial portion of it. When part-time faculty, including graduate students who serve as teachers-of-record, are employed, there shall be a written policy covering their selection, supervision and evaluation. It is also important that units have a written policy providing for out-of-class contact between students and part-time faculty.

Faculty should be expected to continue their growth throughout their careers, with appropriate emphasis placed on research productivity, scholarly writing and professional activities.

The faculty are highly qualified in terms of previous professional experience. Instruction is done primarily by full-time faculty. Although the faculty might be more diverse, most do have more than ten years of professional experience. Part-time instructors appear to be carefully selected and monitored and used in proper balance with full-timers.

Faculty also regularly take summer jobs in newsrooms and most continue writing for various publications. However, with one or two exceptions, they do not seem to be tackling research projects that would continue their professional development or challenge themselves intellectually.

To some extent, the faculty as a whole do not seem to be taking full advantage of the opportunities available to them. Despite the time they spend in newsrooms, their courses do not reflect the increasing emphasis in the profession on copy editing, analytical reporting, and layout and design skills. Judging from their extensive professional experience, most of the faculty are capable of much more difficult and demanding reporting and writing than they are currently producing. Properly conceived, their reporting activities could become strong, valuable qualitative

research projects. (Such projects are, for journalism faculties, the functional equivalent of quantitative research undertaken by their colleagues in other departments.) Given their strong professional training, these faculty members are much better positioned than many quantitatively trained journalism educators to identify research topics that are of high importance to the profession, and provide intelligent, well-reasoned analysis. We think the University of Arizona has a unique opportunity to create a new model for journalism research in America.

COMPLIANCE

7. Internships and Work Experience

Standard:

High quality experience in journalism and mass communications should be encouraged. Academic credit may be awarded only for carefully monitored and supervised experience in fields related to journalism and mass communications. Academic credit may be awarded for internships in fields related to journalism and mass communications, but should not exceed one semester course (or its equivalent) if the internship is away from the institution and, for the part, supervised by media professionals rather than academics. Schools may have up to two semester courses (or their equivalent) at an appropriate professional organization where the institution can show ongoing and extensive dual supervision by the institution's faculty and professionals. Schools may have up to three semester courses (or their equivalent) at a professional media outlet owned and operated by the school where full-time faculty are in charge and where the primary function of the media is to instruct students.

Explanation:

Journalism and mass communications internships, practicums and student publications can add a significant and realistic component to a student's education. Innovative programs in this area of the curriculum are encouraged. Many schools allow academic credit for work on campus student or quasi-professional publications. To ensure fairness, faculty also can craft equally outstanding academic experiences at cooperating professional media. For that reason, the focus is on internships not in isolation, but in the larger framework of how they contribute to the quality of the education that students possess when they reach graduation. When academic credit is awarded for such experiences, the unit should develop a formally structured and supervised program monitored by a regular member of the academic staff. Supervision should include consultation with the organization or business offering the internship or practicum, specification of the duties to be undertaken, regular reports from a designated supervisor at the employing firm and from the student, and faculty visits to the site of the work. When students receive academic credit for student publication work, that work should be under the direct supervision of a regular member of the academic staff.

Team Evaluation:

This department has a much better internship than it publicizes. That is partly because of an interesting viewpoint on the definition of "internship". At least some of the faculty members view an "internship" as something less than full-time summer work. They also do not like to call an "internship" something that is paid. On the other hand, the industry looks upon internships as a very positive part of assisting in the training of future journalists and the recruiting of full-time journalists after graduation. Actually, this department has an excellent internship program that needs only a little formal organization and recognition. The department needs to add a process for evaluation by both the student and the employer.

The evaluations will help the department judge the effectiveness of the instruction and can guide toward necessary changes. The formal addition of the internships to the students' records can assist in permanent placement. The recognition of the program will add lustre to the department's reputation.

Some of the newspapers that have internships with the department also ask the faculty to pick the interns. Both the newspapers and the department need to be warned that this procedure might be viewed as a limitation of equal opportunity. Also, it eliminates the valuable aspect of intern programs--the experience of applying for and interviewing for a job.

The work experience of students while in college and afterward is very good.

COMPLIANCE

8. Equipment/Facilities

Standard:

The unit must have facilities and equipment in sufficient quantity and quality to carry out its stated educational objectives.

Explanation:

A professional program worthy of accreditation should have the equipment and facilities necessary for carrying out the educational mission that it has assigned itself. The library should have at least the standard books and current periodicals in the field, and its holdings should be not only accessible to, but used by, the students and faculty. Faculty members should have offices with sufficient privacy for their own study and for conferring with students. Laboratories should have ample space and equipment for efficient instruction. Students in print journalism, broadcasting, advertising, public relations and other fields should have training in the use of the basic equipment that they will need in their careers.

Team Evaluation:

The current gathering of heterogeneous outdated computer systems on the main floor of the journalism department is adequate in light of the current use of the equipment. The equipment includes: XT IBM clones a Titus network, 10 NEC terminals, two eight-inch floppy drives, an NEC network, 19 Tandy computers, a LaserWriter and a DMP 105 printer. The faculty is shortly going on-line with desktop IBM clones.

Although the current system is much better than the manual typewriters still in use, the system should be updated in the next couple of years. Students currently complain that the equipment gobbles up stories and additional work has to be done in writing headlines because of the aging computers. The cost to improve the current operation has been dramatically reduced in recent years. Students, who are now having to write four headlines to match a story on a page, could use more advanced McIntosh technology at a reasonable cost.

The school's resource room, on the other hand, has problems. The resource room has no resources. Aside from local newspapers delivered to the campus daily, there are no professional publications on site. We suggest that the journalism facility include adequate materials so students can intelligently discuss journalism issues within the unit.

Additionally, students must be encouraged to take advantage of the central library's adequate collection of journalism publications.

The team also finds it disheartening that the Latin American publications in the central library have been cancelled. The valuable resources are used in the unit's course on Central America and for the Latin American Study Center on campus.

- COMPLIANCE

9. Faculty Scholarship/Research/Professional Activities

Standard:

Units must have specific policies and take administrative actions to require faculty scholarship, research and professional activities that go beyond the teaching function.

Explanation:

Journalism and mass communications educators have an obligation that goes beyond the classroom preparation of future practitioners. This obligation includes engaging in scholarship, research and professional activities, as well as communicating the results of those activities to other educators and to practitioners. Recognition should be given for both formal academic scholarship and for newspaper and magazine articles, books and other contributions as a practitioner. Both types of contributions should be formally credited toward promotion and tenure. Such activities enhance the quality of classroom instruction by keeping faculty current, assisting practitioners in the execution of their responsibilities and advancing the understanding of the role of journalism and mass communications in contemporary society. There should be some system of institutional support for these activities through grants, sabbaticals, leaves of absence, etc.

Team Evaluation:

Currently the unit is adrift in the academic community without a research definition mutually accepted by the academic administration.

Despite a "practical" rather than "academic" teaching orientation, the faculty have produced a surprising amount of scholarship and research.

A number of faculty have pointed proudly to Jacqueline Sharkey's qualitative research on Central America.

More qualitative faculty research might be accepted by the university tenure and promotion committees if the unit defined research in light of their practical orientation. An effort must begin to blend the dean's vision of research with that of the unit.

Faculty outside the unit say that they need better direction by the dean and the unit when questions of promotion and tenure are formally presented. The dean said each of the academic units within his charge will be evaluated based upon scholarship and research. The unit head, the faculty and the dean should reach an accord on the direction of the unit's research and scholarship.

Although the journalism faculty have published magazine articles, newspaper stories, written for a variety of professional organizations and worked summers for newspapers, there is no formal acceptance of this professional activity for promotion and tenure.

The team suggests that the faculty take advantage of its special relationship with other academic units to develop symbiotic research relationships with them and focus its own research orientation.

COMPLIANCE

10. Public Service

Standard:

Unit records must indicate that the unit is providing a coherent state-of-the-art service to both the general public and to the journalism and mass communications industry. Regular evaluation of these programs must be undertaken.

Explanation:

A unit should assume an obligation to provide creative, state-of-the-art educational services to both the general public and to the journalism and mass communications industry on a continuing basis. Such public service programs should benefit the unit's educational program. The nature and content of such programs will, and should, differ as each unit emphasizes its particular philosophy and expertise in serving community needs. Activities might include lectures, seminars, demonstrations, conferences, short-courses, simulations and other continuing education programs. Innovations in program content and in community outreach are important considerations in the interaction between units and the publics and industries that they serve.

Team Evaluation:

The journalism unit's record on public service is distinguished in view of its mission. The unit produces a newspaper for the historic town of Tombstone. The unit until recently, produced a journalism review and a bilingual newspaper. The faculty have actively participated in minority job fairs and worked with journalism industry professional organizations including: The American Society of Newspaper Editors, The Associated Press Managing Editors, Arizona Press Club, Investigative Reporters and Editors Conference, Association for Education in Journalism, Society of Professional Journalists, Sigma Delta Chi, Arizona Interscholastic Press Association and various other professional activities. The faculty has also judged many press contests.

The outstanding professional record of the faculty is among the best in the nation. This excellent public service record is reflected in the good relationship the unit has with local media.

~~Two of the faculty serve as writing coaches for the local newspapers and the unit has worked with the Institute for Journalism Education in the development of the summer minority editing workshop.~~

The team would encourage the unit to use their experience and develop programs in mid-career training for the profession.

COMPLIANCE

11. Graduates/Alumni

Standard:

A unit must assess regularly the experience of its graduates who seek work in journalism and mass communications and incorporate that assessment into its program evaluation process.

Explanation:

A program should provide its graduates who seek employment in journalism and mass communications with a distinct advantage in their first employment and with a depth of educational experience that contributes positively to their career development.

Recent graduates and all other alumni play an important role in assessing the progress and development of the unit. With a good set of records on recent graduates, the unit can determine the kinds of jobs received after graduation, the salaries received, how well the degree program prepared the student for the first job. From the rest of the alumni files, the unit continually can receive firsthand input about how degree requirements meet job expectations.

Team Evaluation:

This program has an excellent reputation regionally and, to a degree, nationally, for producing graduates who can become productive newspaper employees almost at once. Arizona editors contacted by team members had high praise for the students and the program. However, some of those editors also noted that while the graduates were prepared to deal with straight-forward, hard news, they were not so well prepared for analysis, depth and perspective. Elsewhere in this report we have made suggestions regarding instructional depth and intellectual vigor.

There is a good program to keep in touch with alumni, although some aspects may have to be formalized as the number grows. There is a twice-yearly alumni newsletter. There also is an effort to get alums together during the homecoming weekend at the University. However, the department might be well-served both in moral and financial support if the efforts to get the alumni together on a regular basis were enhanced.

COMPLIANCE

12. Minority and Female Representation

Standard:

Organized efforts must be made to recruit, advise and retain minority students and minority and female faculty members and to include in the curriculum information for all students about contributions to journalism and mass communications made by minority and female practitioners from early America to the present.

Explanation:

Racial and ethnic minorities comprise more than twenty (20) percent of our population, but they are vastly underrepresented in American journalism and mass communications student bodies and faculties and among practitioners. Women comprise more than fifty (50) percent of our population, but they are underrepresented on journalism and mass communications faculties. Aggressive efforts by journalism and mass communications educators can help correct this imbalance. Preparing students to work in occupations protected by the First Amendment carries with it a basic obligation to see that the total environment -- the faculty, the student body and course content -- is strongly supportive of the need for America's journalism and mass communications industry adequately to reflect the mix of the populations that they serve.

Team Evaluation:

The department has a long and strong record of recruiting, advising and encouraging minority students -- perhaps one of the best in the U.S. Newspapers come from all over the country to recruit and hire the department's minority graduates. However, despite repeated efforts to recruit and retain minority and female faculty members, the current faculty includes only one tenured female and no minorities. (The students in the department are more than half female and 14 percent minority.)

In the past ten years, the department has hired three minority faculty members. None remains. In the past decade it has hired seven women and seven men for full-time positions. Only one woman remains. However, these current staffing ratios of women versus men and minorities versus non-minorities are reflected in the tenured teaching ranks throughout the university. Recent data indicated that for the past three years the tenured faculty has been approximately 90 percent male and 94 percent white, compared with national averages of 84 percent male and 90 percent non-minority. Perhaps the department and the university as a whole need to articulate vigorously a renewed commitment to the hiring and retention of women and minorities, identify what factors contribute these below-average faculty ratios, and study how the university can become more competitive in attracting and retaining female and minority faculty members.

Meanwhile, the department needs to do a better job of integrating into the journalism curriculum information about women and minorities and the contributions these groups have made to journalism and mass communications.

COMPLIANCE

Institution and Unit University of Arizona-Tucson, Department of Journalism

Summarize the strengths and weaknesses of the unit. List the standards in which the unit is not in compliance. Summarize the problems or deficiencies that must be corrected before the next evaluation. In the case of a recommendation for provisional accreditation, list the deficiencies that must be corrected before the provisional status can be removed. In the case of a recommendation for denial of accreditation, indicate the reasons that led to that recommendation.

If the unit was previously accredited, summarize the significant deficiencies noted in the last report and the actions taken to correct the deficiencies.

This is a strong professional program that lacks intellectual vigor.

The program is in compliance with all of the standards. While the record in hiring and retaining minority and women faculty members is weak--even poor--the record in working with minority students and minority professionals is excellent. Elsewhere the compliance ranges from good to excellent.

The last accrediting report called for more exclusively graduate instruction in the graduate program. While the program has a ways to go in that regard, there is no question that there has been improvement. The very nature of the graduate program--one that accepts students without undergraduate journalism education--hinders efforts to increase the graduate component of the masters program.

Strengths:

The professional credentials of the faculty members are excellent, as good as any in the country.

The students are bright and dedicated.

The department has a campus reputation for excellent teaching. Visiting team members agree, particularly in the teaching of basics.

Students view journalism advising as the strongest on campus. The visiting team members agree, but would like to see a little more organization.

Professional support, particularly among the Arizona newspapers, is very strong, and there is equal support for the faculty members.

Other university departments express strong support for the journalism unit and there is an excellent record of cooperation between those departments and the journalism department.

The student minority program is excellent, as is the program involving minority editors.

Efforts to keep the faculty members sharp as professionals are praiseworthy, even though visiting committee members are a little concerned about the translation of trends back into the classroom.

The administrator is a long-time and highly respected member of the campus community.

Innovative teaching tools, such as the Tombstone Epitaph and El Independiente, are among the few in the country, however, the faculty may have to re-examine priorities in this regard.

Weaknesses:

The team members were concerned about the depth and intellectual vigor of the program. Some attention could improve the already-excellent work on basics.

The graduate program has become more rigorous at the graduate level, but continued effort is needed.

Major problems can be avoided if there is a successful effort among the faculty members, the journalism administrator and the dean to agree upon mission and criteria that retain the program's historic professional reputation and also fit into the university trends for greater emphasis on research and scholarship.

Faculty members need to choose more challenging projects for their own reporting and writing, and structure these as qualitative research that can fulfill their department's research and scholarship mission within the university.

There is too little attention to editing, graphics, layout, etc.

Mechanical problems of access to required courses need to be solved for both graduate and undergraduate students.

Internship and placement programs need organization.

Faculty splits may provide healthy disagreement, but enhancement of those splits could lead to deterioration of a strong program.

While women and minority faculty members have been hired, they have not been retained. Information about women and minorities needs to be integrated into the curriculum.

Faculty members need to design their courses so that they force students to use the library.