

Accrediting Council

On Education in Journalism and Mass Communications

Robert H. Giles
President

May 20, 1994

Manuel Pacheco
President
University of Arizona
Tucson, AZ 85721

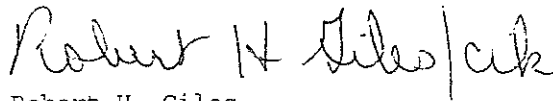
Dear President Pacheco:

The Accrediting Council on Education in Journalism and Mass Communications voted 18-7 at its May meeting to reaccredit the Department of Journalism at the University of Arizona.

The Council concurred with the decision to reaccredit made by the Accrediting Committee and the visiting team. Areas of concern appear on the page attached to this letter and will be reviewed during the next visit in the 1999-2000 academic year.

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

Sincerely,

A handwritten signature in dark ink, appearing to read "Robert H. Giles/cik". The signature is fluid and cursive, with the initials "cik" written at the end.

Robert H. Giles
President

RHG/cik

cc: Jim Patten, Head, Department of Journalism
Trevor Brown, Team Chair
Carol Reuss, ACEJMC Accrediting Committee Chair
Susanne Shaw, ACEJMC Executive Director

REPORT OF 1993-94 ON-SITE EVALUATION

ACCREDITING COUNCIL ON EDUCATION IN JOURNALISM AND MASS COMMUNICATIONS

Name of Institution: University of Arizona
Name and Title of Chief Executive Officer: Manuel Pacheco, President
Name of Unit: Department of Journalism
Name and Title of Administrator: Jim Patten, Head

Date of Evaluation: January 30 - February 2, 1994

Is this unit currently accredited? Yes

If the unit is accredited, give dates of:

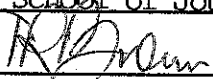
Most recent on-site evaluation: October 1987

Most recent ACEJMC action: May 1988

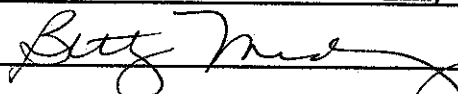
Recommendation by 1993-94 Visiting Team: Re-accreditation


Prepared and submitted by:

Team Chair

Name and Title (Please type) Trevor Brown, Dean
Organization/School School of Journalism, Indiana University
Signature 

Team Members

Name and Title (Please type) Betty Medsger, Chair
Organization/School Department of Journalism, San Francisco State University
Signature 

Name and Title (Please type) Patricia Thompson, Assistant Managing Editor
Organization/School San Jose Mercury News
Signature 

Name and Title (Please type) _____
Organization/School _____
Signature _____

Name and Title (Please type) _____
Organization/School _____
Signature _____

Name and Title (Please type) _____
Organization/School _____
Signature _____

PART I: DATA SUMMARY

Name of Institution UNIVERSITY OF ARIZONA
Name of Unit JOURNALISM Academic Year 1993-94

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 will provide team members with updated information for items 1 through 9.

1. Total unit budget for this year: \$25,292
Percentage increase or decrease in three years: 11.89% decrease
Amount spent this year on full-time faculty salaries: \$ 336,533
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 12 Percent of FTE all are .25 FTE
3. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Attach a separate page if necessary.

See attached.
4. Number of undergraduate majors by sequence. (Indicate total.)

Fall 1993: 271
5. Number of graduate students enrolled: Fall 1993: 35
6. Number of credit hours students may earn for internship experience. (Specify semester-hour or quarter-hour credit.) Fall semester: 6 units for DeConcini
Spring semester: 6 units for Don Bolles

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

If your school is on the semester system, please give the number and percentage of graduates for each of the last two academic years who earned 90 or more semester hours outside the major and 65 or more semester hours in liberal arts and sciences.

Year	Total Graduates	90 or more semester hours outside the major		65 or more semester hours in liberal arts/sciences	
		Number	Percent	Number	Percent
1992-93 academic year	<u>58</u>	<u>57</u>	<u>98.28 %</u>	<u>58</u>	<u>100%</u>
1991-92 academic year	<u>31</u>	<u>31</u>	<u>100 %</u>	<u>31</u>	<u>100%</u>

If your school is on the quarter system, please give the number and percentage of graduates for each of the last two academic years who earned 131 or more quarter hours outside the major and 94 or more quarter hours in liberal arts and sciences.

Year	Total Graduates	131 or more quarter hours outside the major		94 or more quarter hours in liberal arts/sciences	
		Number	Percent	Number	Percent
1992-93 academic year	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
1991-92 academic year	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>

9. Attach updated copies of Tables 9 and 10 (institutional and unit salaries) from the self-study report.

10. Attach a copy of the summary of the unit's mission statement. This information was included in the self-study and will help the Accrediting Committee and the Council determine how well a program is accomplishing its goals.

11. Quality of the Self-Study: The self-study is the heart of the accrediting process and often the quality of that document determines the degree of success of the accrediting visit. At its May 1992 meeting, the Council recommended that visiting teams write a statement about the quality of the self-study. Team members should attach a page summarizing their judgment of the self-study.

FALL 1993

<u>TITLE</u>	<u>COURSE</u>	<u>ENROLLMENT</u>
Reporting the News	205 (1)	19
	205 (2)	18
	205 (4)	20
	205 (3)	18
Advanced Reportin	206 (1)	12
	206 (2)	12
	206 (3)	17
Photo Jour	301	59
Photo-J Lab	302	52
Editing	320 (1)	8
	320 (2)	8
	320 (3)	8
	320 (4)	8
	320 (5)	8
News Features	411/511	15 & 5
Reporting Public	413/513 (1)	15 & 3
Affairs	413/513 (2)	12 & 7
Travel Reporting	418/518	12 & 4
Advanced Editing	421/521	2 & 5
Publications Layout & Design	422/522	1 & 8
Tombstone Epitaph	450/550	19 & 2
El Independiente	451/551	20 & 4
Latin American Press	596h	11
Masters Report	909	14

SPRING 1994

<u>TITLE</u>	<u>COURSE</u>	<u>ENROLLMENT</u>
Reporting the News	205 (1)	17
	205 (2)	19
	205 (3)	20
Advanced Reporting	206 (1)	19
	206 (2)	13
	206 (3)	15
Photo Jour	301	69
Photo-J Lab	302	63
Editing	320 (1)	9
	320 (2)	8
	320 (3)	8
	320 (4)	9
	320 (5)	9
News Features	411/511	15 & 5
Reporting Public	413/513 (1)	18 & 2
Affairs	413/513 (2)	18 & 2
Sports	417/517	20 & 5
Publications Layout & Design	422/522	6 & 5
Tombstone Epitaph	450/550	13 & 3
El Independiente	451/551	17 & 4
Master's Report	909	4

Table 9
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. *Per the UofA Office of Institutional Research (Frank Antinoro @ 1-7807) --
MEDIAN SALARIES NOT AVAILABLE -- *MEAN SALARIES ARE PROVIDED.

MEDIAN SALARIES NOT AVAILABLE ————— MEAN SALARIES ARE PROVIDED					
RANK	NUMBER	ACTUAL SALARY RANGE High Median Low			NUMBER ON NINE-MONTH APPOINTMENT
Administrators		This information is not available — per Frank Antinoro, the University of Arizona does not break down any information on the administrators' salary.			
Male	240				
Female	75				
Minority Majority					
Professors		\$138,548 - 67,525 - 36,443			517
Male	589	not available			
Female	77	not available			
Minority Majority		not available not available			
Associate Professors		\$ 78,200 - 47,762 - 30,929			314
Male	322	not available			
Female	107	not available			
Minority Majority		not available not available			
Assistant Professors		\$ 78,642 - 41,978 - 29,000			243
Male	222	not available			
Female	163	not available			
Minority Majority		not available not available			
Instructors		This information is not available. Per Frank Antinoro, the University of Arizona is gradually phasing out this category.			
Male					
Female					
Minority Majority					

NOTE: Faculty consists of 76.5% male and 23.5% female.
9.6% of all faculty are minorities.

Table 10
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.

RANK	NUMBER	ACTUAL SALARY RANGE			NUMBER ON NINE-MONTH APPOINTMENT
		High	Median	Low	
Administrators		Actual Salary			
Male	1	\$ 61,000			
Female					
Minority Majority	1				
Professors		Actual Salaries			
Male	2	\$ 61,000 \$ 54,214 (\$32,528 ---on sabbatical)			
Female	1	\$ 50,725			
Minority Majority	3				3
Associate Professors		Actual Salaries			
Male	3	\$ 37,875 (\$22,725 ---on sabbatical)			
Female		\$ 36,004			
Minority Majority	3	\$ 34,729			3
Assistant Professors		Actual Salary			
Male					
Female	1	\$ 39,615 (\$0 ---on			leave without pay)
Minority Majority	1				1
Instructors		Actual Salary			
Male	1	\$ 37,822			1
Female					
Minority Majority	1				

MISSION STATEMENT

The Department of Journalism is distinctive for maintaining an environment that encourages students to develop intellectual skills, which has led to high credibility with local, national, and international news organizations.

The department's approach to scholarship and teaching serves several goals: to enable students to cope with the increasing intellectual demands that will be placed upon the press in the decades ahead, to educate students in other majors about the role of an independent press in the modern global society, and to foster vigorous and informed evaluation of the media.

The department regards teaching students the analytical and technical skills needed for gathering and reporting information about events and issues to be the cornerstone of journalism education. For students with other majors, the disciplined approach required for researching, writing, and disseminating news serves as a foundation for careers in related fields. The department believes that an understanding of the function and processes of the news media will enable all students to think critically about the ways in which the media shape cultural, political, and social values.

Both the undergraduate and graduate program are oriented toward instruction that is intellectually stimulating and professionally relevant. Every course emphasizes the ethical dimensions of journalism. The department also offers laboratory classes that produce newspapers in two small cities. These newspapers (one of which is bilingual) are the only local news media in these communities.

The department serves several constituencies, including:

A. Students. The department promotes the interest of majors and non-majors through courses taught by faculty who are distinguished professionals and productive in scholarship and the practice of journalism.

B. Journalism education. The faculty play a national role in journalism education. They contribute to the literature, both professional publications and peer-reviewed academic journals, and act as spokesmen and spokeswoman for the role of media studies at the university level and the importance of the professional perspective in the development of curricula.

C. The profession. The department works with local, national, and international news organizations to develop courses and additional activities that will provide students with the intellectual and practical experience that will enable them to work effectively in the field.

D. The University. The department provides general education courses that examine the role and effects of the media on individuals, institutions, and societies. Students prepare for careers in law, politics, business, and other professions by taking such courses.

E. The Community. The department serves the local, national, and global community by providing courses that contribute to the development of ideas about citizenship, the reciprocal relationship between the responsibilities and rights of the media, and the need for citizens to maintain access to the media to receive and impart information on public policy.

PART II: EVALUATION

The recommendation regarding accreditation. The following guidelines will be used by the site visit team, the Accrediting Committee and the Accrediting Council in making a judgment about the accreditation status of a unit.

The accreditation status is determined by the degree to which the unit's program meets the specific standards. An accumulation of inconsistencies and weaknesses as well as a major shortcoming in one or more of the standards may jeopardize the accreditation status of a unit.

The Accrediting Committee and the Accrediting Council will base their decisions on the information and explanations presented in this report, so the site visit team has an extremely important obligation to provide sufficient information and explanation. Teams must avoid words that can have different meanings for different people and must use clear, concrete phrases.

For certain standards, it will be appropriate for the team to comment about individual sequences in the unit. IT IS NECESSARY THAT THIS BE DONE FOR THE CURRICULUM STANDARD. Most of the comments however, should be about general unit compliance or non-compliance with the standards.

Team chairs and members must not suggest to schools or departments that they follow model curricula designed by another organization because these curricula have not been adopted by the Accrediting Council.

The site visit team may offer suggestions for improvement but should avoid stipulations about specific courses or improvements, because each unit must be free to structure its program to meet its own goals and to meet the standards.

Each visit report must say compliance or non-compliance at the bottom of the page for each of the 12 standards in the team visit report.

1. Governance/Administration

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.

Evidence:

- a. Effectiveness of the administration and the governance of the unit as shown in the self-study report.
- b. Position specifications for chief administrative officer and other administrators within the unit.
- c. Indication of how unit governance occurs through regular meetings of full faculty, committee activity, etc.
- d. Minutes of regular faculty meetings, committee reports, and other evidence of governance.
- e. Faculty responses to questions about their role, individually and collectively, in governance.
- f. Files showing how the most recent administrative and faculty appointments were made (search committee, etc.).
- g. Assessment of unit administrator by higher administration officials (liberal arts dean, provost, etc.).

Team Evaluation:

1. Governance/Administration

In difficult financial circumstances at the University of Arizona, the head of the Department of Journalism has created a sense of progress and possibility. Despite an 11.89 percent reduction in operating budget over the past three years, the head has shown leadership and creativity in moving the department forward, particularly in curriculum and computerization. The dean of social and behavioral sciences, to whom the department reports, speaks highly of the head's effectiveness in describing and advocating the department's distinctively professional and teaching mission in a mainly research unit of the university.

Students, who have long admired the head as a teacher, now praise his ready accessibility as an administrator and adviser. At a time when the dean has authorized no new lines for the department, students also appreciate the head's success in hiring part-time teachers with diverse interests and experience in print journalism to complement the strengths of the full-time faculty.

Because the full-time faculty is small (only nine members), governance is relatively informal. The faculty operates mainly as a committee of the whole as needed and the head has considerable freedom to act. Faculty members said, however, that they would like to see more communication and earlier discussion of important issues before decisions are taken.

One price of informality has been lingering uncertainty for a tightly focused professional program about requirements for tenure and promotion when many perceive that the university's standards and emphases have changed. We recommend a frank discussion of tenure and promotion by the faculty as a whole, perhaps involving someone from the dean's office to provide the campus perspective.

The campus administration recently required departments to conduct annual peer review of faculty performance. Because the university has awarded virtually no salary raises for the past four years, some departments apparently have ignored the requirement or responded without conviction. The Department of Journalism seems to have been among the few conscientiously to institute formal peer review. While the effort is to the department's credit, its effect seems to have been more destructive than constructive. We urge the department to consider a more collegial, impersonal process.

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 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.

Evidence:

- a. The detailed budget of the unit.
- b. The specific allocation of funds, including salary ranges for administrators and for faculty by age, rank, gender, and race and all other specific records needed to assess adequacy of budget.
- c. Comparison of unit budget data with data obtained in surveys and studies of similar programs.
- d. Responses from unit and higher administrators to questions from the visiting team.
- e. Responses from faculty and staff to questions from the visiting team, especially with regard to salary and support for faculty and staff.
- f. Responses from students to questions from the visiting team, especially with regard to student financial assistance.

Team Evaluation:

2. Budget

Given the needs of modern journalism education, technically the budget is inadequate. Especially crippling the program's development and potential is the loss of two lines; the demands of almost 300 undergraduate majors and 35 graduate students are stretching the capacity of nine full-time faculty members. Over the past three years, the department's operating budget has been cut 11.89 percent. Last year each faculty member at the University of Arizona received a \$1,000 raise. For each of the three years before that, no raises were awarded. Given their years in rank, associate professors in the journalism department have particularly low salaries, well below the campus average and below that of peers in journalism programs of comparable stature. Such compensation is scant incentive in a discipline that is labor intensive and is now challenged with some need for retraining its professoriate.

The department has a faculty of enviable maturity, professional experience and commitment, but it has a near desperate need for younger, more diverse colleagues from a world of journalism in dramatic transition. The inability to replace the two vacated lines profoundly limits the program in gender and race, in curricular development, and in scholarship and professional activity. To meet demand, the faculty has had to move to a three-course teaching assignment per semester in a research unit with a 2-2 or lower teaching average.

Limitations in number of faculty and in resources continue to frustrate the department's intentions to reduce the overlap in coursework between the bachelor's and master's programs.

The department needs more and more sophisticated computers to enable the introduction of computer-assisted journalism and advances in desktop publishing. The department may also want to modernize its photojournalism facilities, though that specialization is not a major focus of the program.

Were it not for the department's fundraising success (ranking it third in 1992-93 in gifts among 20 social and behavioral science departments and programs), Journalism could not maintain a program that meets minimal ACEJMC standards. Private funds typically add to a program's normal activities -- in student scholarships and faculty travel, for example. They still do, but a portion must now go to basic operating expenses.

In describing the budget as "technically inadequate," we emphasize that the university has not singled out Journalism for particular pain. In distributing financial pain among units and departments, the University is an equal opportunity employer. We were impressed, in fact, that even as she referred to the professional focus of the journalism department as an anomaly in her unit, the dean of social and behavioral sciences expressed strong commitment to the department, describing herself as a trustee of the program for the university.

Under the circumstances and with the advantage of private resources, the journalism department's budget is adequate. Our judgment, however, is that despite the creativity of its leadership and the commitment of its faculty, the department is poised to stagnate and to graduate students marvelously prepared for journalism in the early 1990s but not necessarily for journalism in the late 1990s, still less for the 21st century.

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.

Graduate programs will concentrate on skills and other professional courses but they should not be limited to such courses.

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.

To implement this standard in 1985, the Council did a survey of accredited schools and found that the lowest number of credits required for graduation was 120 for an undergraduate degree in schools on the semester system and that 175 was the lowest number of hours for schools on the quarter system. Using those two numbers as the "floor" for semester and quarter programs, the Council determined that students in units on the semester system must take a minimum of 90 semester hours in courses outside the major area of journalism and mass communications, with no fewer than 65 semester hours in the basic liberal arts and sciences. For units on the quarter system, the equivalent of 120 semester hours is 175 quarter hours; the equivalent of 90 semester hours is 131 quarter hours; and the equivalent to 65 semester hours is 94 quarter hours.

Because universities require different numbers of credit hours for graduation, the policy outlined in 1-5 was adopted by the Council in September 1992 and revised in May 1993:

1. Students, in the undergraduate program, must take a minimum of 90 semester hours in courses outside the major area of journalism and mass communications, with no fewer than 65 semester hours in the basic liberal arts and sciences. This requirement is based on 120 semester hours required for graduation. For schools on the quarter system, 131 quarter hours are equivalent to 90 semester hours and 94 quarter hours are equivalent to 65 semester hours.
2. However, a unit with a curriculum requiring between 120 and 124 semester hours for graduation may count up to six hours of journalism/mass communications courses that are liberal arts and sciences in nature as part of the "90" (but not the basic "65") and, therefore, "outside" or exempt from the major if such courses meet at least one of the criteria listed below. A unit with a curriculum requiring between 125 and 128 semester hours for graduation may count up to three hours of courses as "part" of the "90" and therefore "outside" or exempt from the major if they meet at least one of the criteria listed below: [A unit on the quarter system requiring between 175 and 183 hours may count up to eight quarter hours or two courses that are liberal arts and sciences in nature as part of the "131" (but not the basic "94") and, therefore, "outside" or exempt from the major if such courses meet at least one of the criteria listed below. A unit on the quarter system with a curriculum requiring between 184 and 188 quarter hours may count one course or four quarter hours as "part" of the "131" and, therefore, "outside" or exempt from the major if they meet at least one of the criteria listed below.]
3. The exemption criteria are:
 - (a) The course(s) is part of the general education requirements or electives of the university, or
 - (b) The course(s) can be used to satisfy a basic or advanced writing requirement of the university and is otherwise not required for graduation from a professional curriculum, or
 - (c) The course(s) is primarily offered to upper division students as a general elective, is academic (as opposed to professional) in nature and is demonstrated by the unit to be genuinely "liberal arts and sciences" in content.

4. A committee of Council and Committee members will review material on selected courses that units submit for exemption.
5. The Council places no limit on the number of courses that a unit may submit for exemption. However, depending on the number of hours required for graduation by the institution, no more than one or two courses for each student may be selected.

To ensure compliance with this standard, and to ensure accurate data, ACEJMC requires that each unit seeking accreditation or re-accreditation include in its self-study report the number of semester or quarter hours taken in non-journalism and mass communications and in liberal arts, sciences and social sciences by all members of each graduating class in the two academic years before an accreditation visit.

This complete class census is necessary to prove compliance under the curriculum standard by at least 95 percent of the graduation classes in the two academic years before an accreditation visit.

The Accrediting Council will count courses taught outside of the journalism and mass communications unit the same as the university counts them. Also, no course taught in the journalism and mass communications unit may be counted in the minimum requirement of 65 hours in the liberal arts and sciences. The unit must stipulate in the pre-visit materials which journalism/mass communications courses it proposes as exempt from the major and are to be counted as part of the 90 hour minimum.

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 experiences should be provided in the basic skills and 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.

Graduate programs, as indicated above, will concentrate on professional courses but they should not be limited to such courses.

Evidence:

- a. The catalog, degree requirements, and outlines of courses demonstrating that students are receiving solid instruction in practical skills in addition to philosophical understanding of history, law, ethics, and communications theory.
- b. Student interviews and records showing that majors are gaining a broad education through distribution requirements in the liberal arts and sciences.
- c. Student interviews, course materials, and classroom visits showing that faculty integrate liberal arts content into journalism and mass communications courses properly and also stress how courses in other disciplines interrelate with assignments in journalism and mass communications.
- d. Student interviews and catalog statements indicating that students are taking courses in logical order and that prerequisites are carefully thought out and adhered to so that a coherent educational process is ensured.
- e. Course syllabi demonstrating systematic and comprehensive presentation of explanatory material through lectures, discussion, and laboratories providing rigorous practice in work skills.
- f. Interviews with students showing that the faculty make an effort to keep students abreast of current thinking and trends through exposure to industry periodicals and to campus visitors.

- g. Class visits, course assignments, and student interviews indicating that students are challenged to think critically about their respective disciplines in addition to mastering practical skills and concepts.
- h. Syllabi, class visits, course assignments, student interviews, and the university catalog must be examined to insure that journalism/mass communications courses exempted from the major satisfy the exemption criteria listed above.

Team Evaluation:

3. Curriculum

The Department is in full compliance with ACEJMC's 90- and 65-hour rules. In 1991-92, 100 percent of the graduating seniors had completed 90 or more semester hours outside the major, with more than 65 of those hours in liberal arts/sciences. In 1992-93, 98.28 percent of graduating seniors completed 90 or more semester hours outside the major, and 100 percent completed at least 65 hours in liberal arts/sciences.

The unit has one emphasis: news-editorial. The curriculum is focused tightly on preparing students for careers as beginning reporters. The writing courses are taught with rigorous application of the Associated Press Stylebook rules and include many out-of-class story assignments. Faculty are rightly proud of their ability to teach the basics, and students express deep appreciation for the instruction in the basics.

Advanced writing courses include sports writing, feature writing, public affairs reporting and travel writing. Depth reporting and the longer form of journalistic writing are stressed somewhat in public affairs reporting, but mostly in the feature writing class. Students expressed appreciation for the feature writing course and expressed a need for more instruction in "getting beyond the inverted pyramid." All students are required to study photojournalism, but the department, consistent with its mission to produce reporters, does not offer a full array of photojournalism courses. It aims to introduce all students to visual reporting. Likewise, it has wisely added a design and graphics course to the curriculum since the last accreditation review. Whether or not a student has a professional internship, a student graduates with a collection of published clips because every student is required to spend at least one semester enrolled in community journalism courses that involve being a staff member of a newspaper in Tombstone, AZ, a small town 70 miles from the campus, or a bilingual newspaper in South Tucson, a largely Mexican-American city adjacent to Tucson.

The 26 required units in undergraduate major courses include only six units in survey/theory courses: a communications law course and either Ethics and the News Media or The Press and Society. The ethics course deeply engages students in the study of ethical issues on current and past cases and has been a notably positive addition to the curriculum since the last accreditation review. The Press and Society course includes some historical context, which is particularly important, given the lack of a journalism history course as either a required or optional course.

The curriculum could be enriched by a greater infusion of the philosophical aspects of journalism -- either by increasing the required number of such courses or by infusing more philosophical aspects into the skills courses. Reading lists were absent from some syllabi, and students indicated they were required to read

few books about journalism.

Because of budget constraints, the master's curriculum still has to overlap with some courses in the undergraduate program. This necessity irked some master's students. All expressed a desire for more courses designed exclusively for graduate students. A new requirement that requires three faculty members to serve on the committee for each master's project appears to have enhanced the rigor of the program. Review of a sample of completed projects indicates that they are indeed ambitious in scope and thorough in execution.

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 pre-requisites, 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.

Evidence:

- a. Records kept in unit office.
- b. Matching of curriculum requirements against transcripts, student and faculty reports, etc. giving special attention to compliance with the curriculum standard.
- c. Student responses to questions from the visiting team concerning advising. If schools have professional academic advising, it should not eliminate student contact with faculty about academic and career advising.

Team Evaluation:

4. Student Records/Advising

Student records show a variety of content. Some have no more than up-to-date transcripts. Others also have scholarship applications, teachers' confidential reports about the student's performance in courses and checksheets prior to graduation. Typically the variety is a function of the time the student has spent in the program. For the purpose of helping faculty members advise, the records are adequate.

The students' enthusiasm for the quality and personal concern of faculty advising indicates that records, though important, are not as vital as they might be in a more impersonal environment. Students consistently praise the availability of faculty for academic and professional advising, for the genuineness of their personal concern, for their knowing students by name.

Students also praise the department's program for preregistration advising that makes sure most majors get into the journalism courses they need in a timely way.

Master's students praise the faculty in similar fashion. They appreciate the commitment of the graduate adviser, who has come out of retirement to direct the master's program, and the personal care they receive from other faculty members. The graduate adviser believes that faculty-student relationships and the quality and rigor of the master's program have been significantly improved by involving all fulltime faculty in admission decisions and by requiring a committee of three faculty members for each master's project.

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:

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 administrator has a special responsibility for setting and maintaining high standards of teaching. Active professional development programs should be encouraged. Instruction should be evaluated and high standards of teaching set in both practical and academic courses and among both full-time and part-time faculty.

A student-teacher ratio of 15-1 in laboratory sections is recommended. Teaching loads in the units 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 marking of papers in such courses.

Evidence:

- a. Classroom visits to assess the quality of instruction.
- b. Students' appraisal of the quality of their instruction and comparison of it with instruction in other parts of the university.
- c. Questionnaires and other instruments by which instruction is evaluated.
- d. Course syllabi and other materials distributed in the classroom.
- e. Professional development programs and workshops in teaching.
- f. The role of the unit administrator in discussions of teaching standards with faculty and other actions to encourage high quality teaching and to evaluate teaching.

Team Evaluation:

5. Instruction/Evaluation

Students praised the highly individualized instruction they receive in skills classes. Classes include much in-class writing for which they receive immediate feedback from instructors, who also meet in frequent private sessions with students to discuss work in progress and to advise them regarding overall progress and planning for internships and jobs. Students were particularly generous in their comparison of the quality and quantity of individualized instruction that takes place in this department with that available in other departments on campus.

Most faculty in the department have been teaching for at least 12 years, many for much longer. Most faculty members acquired their initial vision of journalism from very similar experiences, which, naturally, have a significant impact on the content and methods of their instruction. While there seems to be considerable respect for the overall quality of teaching, students and faculty agree that there is a need for increased vitality in some instruction. Students say, and a review of syllabi confirms, that some instructors could improve their instruction by considering new methods and additional material that the changing nature of journalism necessitates in a program dedicated, as this one is, to preparing students to enter journalism. Faculty and students agreed, for instance, on the need for including instruction in computer-assisted reporting techniques into the writing classes. Though the lack of funds has prevented the department from acquiring some of the equipment and software that would make this possible, students could be required to make use of the on-line research capabilities currently available in the main campus library. Some students said they had conducted such searches, but they said they had found these resources on their own and not been told about them, or been required to use them, by journalism instructors.

Slight student knowledge about some subjects indicated possible weaknesses in instruction: knowledge of the evolving historical and contemporary roles of women and ethnic minority people in journalism, knowledge of the changing makeup of the U.S. population and the potential impact of those changes on newsrooms and coverage, knowledge of the technological changes that are having major impacts on the practice and delivery of journalism.

Every class is evaluated by students each semester. The results of these standardized evaluations are open documents, available to the instructors who are evaluated and to students and anyone who wishes to review them. The department head relies heavily on these evaluations when writing annual reviews of faculty members.

Though all courses are evaluated by students, and faculty members write self-evaluations of their teaching, some instructors expressed concern that they don't adequately or often discuss as

a group new teaching methods or the need for potential changes/improvements in teaching or the addition/subtraction of courses or components of courses.

The high student praise for the faculty is particularly significant in light of the increased teaching load in recent years. Faced with declining resources, full-time instructors volunteered to increase their teaching load from two courses a semester to three courses a semester.

Master's students share the high regard of undergraduates for the quality of their instruction, particularly for the personal care and attention they receive. While some said they would like more stimulating classes, most praised the emphasis on the fundamentals of the craft and the extracurricular opportunities they have for practicing what they learn in the classroom.

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 a 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. The faculty for the graduate program must be qualified to teach at an advanced level.

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.

Evidence:

- a. Faculty vitae showing teaching responsibilities, growth and productivity in research, scholarship, professional activities.
- b. Interviews with faculty members.
- c. Classroom visitations.
- d. Faculty assignments for current and previous semesters.
- e. Qualifications of part-time faculty, including vitae, and the methods by which their teaching is evaluated and supervised.
- f. Faculty balance in terms of formal education, professional experience, age, gender, race, salary, and rank.

Team Evaluation:

6. Faculty: Full-time/Part-time

At the time of the accreditation team committee visit, the faculty was greatly reduced by a combination of factors. One tenure-track woman who was hired since the last accreditation review had left for a position elsewhere. Another woman hired since the previous review was in her second year of unpaid leave.

In sum, the situation is this: Of nine full-time faculty employed by the department, four are not teaching this semester -- two are on sabbatical, one is on leave without pay, and one became seriously ill shortly before the beginning of the semester. To make up for part of this critical lack of personnel, a faculty member who retired in 1987 returned to advise graduate students for the current academic year.

This situation would be daunting, even if members lost from the faculty had been readily replaced. However, the present budget crisis in the university has prevented the university from replacing professors who have given up positions. In the face of the current year's massive loss of full-time faculty, the department head wisely asked the university's central administration for funds to hire a one-year full-time instructor. Most unfortunately, the request was turned down. The absence of regular faculty this semester has led to a greater than usual reliance on part-time faculty. Though they approach their work with great dedication and are highly valued by faculty and students, they cannot possibly make up for the loss of informal advising and other supportive functions that are unique to full-time faculty. The loss of full-time ethnic minority faculty is a serious loss. Likewise, the inability to hire younger faculty members has resulted in the loss of an infusion of new ideas, methodologies and experiences.

In the face of these various losses, faculty spirit and pride seem to be intact more than might reasonably be expected.

The faculty peer review process in the department seems to be a demoralizing problem that potentially affects every full-time faculty member every year. In a 1988 state legislative mandate, all departments in the university were required to establish methods for faculty members to evaluate each other. This department's method consists of the following steps: Each faculty member writes responses to a series of questions that require the member to list and comment on their accomplishments in the past year in teaching, research, publication, creative activity, and service. Each faculty member has access to colleagues' summaries and then evaluates all colleagues on a numerical scale regarding performance in the same areas. The department head then reviews the peer evaluations and writes a final evaluation of each faculty member. This final review is used to determine whether a merit increase in salary will be recommended. It is the major means by which salary increases are achieved in this university.

Aside from the cynicism campuswide about the fact that evaluations intended to determine merit increases currently cannot result in increases because of lack of funds, this review system, as carried out in this unit, according to most faculty members, has bred an atmosphere of insecurity, bickering and occasional horsetrading. This system needs improvement.

The faculty are committed to the key requirement for hiring being a minimum of 10 years of professional experience rather than a graduate degree. Vitae indicate that all have at least the required professional experience and most, if not all, have maintained contact with the profession through membership in professional organizations, summer work in newsrooms and establishing job/internship liaisons with hiring editors to benefit students. Among the nine faculty members, the majority have master's degrees, one has a doctoral degree, one has a law degree, two have bachelor degrees as terminal degrees.

The responsibility for hiring and mentoring part-time instructors -- 10 this semester -- is carried out primarily by the department head. New part-time instructors said the guidance is very valuable in its tone and specific recommendations. Part-time instructors are evaluated by students in the same way that full-time faculty are evaluated. They are not evaluated by full-time faculty, nor are their classes observed by full-time faculty. They report, though, that they feel free to consult with most full-time faculty members. Students said they were grateful for the infusion of energy and fresh experience provided by the part-time instructors.

Overall, the quality of in-class teaching and individual consultation appears to be competent in content and very supportive.

COMPLIANCE

7. Internships and Work Experience

Standard:

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 most 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.

Evidence:

- a. The structure and supervision of work experience programs as described in the self-study report and interviews with students, faculty, and cooperating employers.
- b. Student interviews about the quality of their work experience.
- c. Credit for work experience on official student transcripts, whether the credit is given by the unit or by any other department of the university.

Team Evaluation:

INTERNSHIPS

The department has a strong record in this area. It has a firm policy of NOT giving credit for traditional internships. It does, however, provide several opportunities for students to get in-house practical experience through the two department publications, The Tombstone Epitaph and El Independiente. Both are offered as part of the regular journalism curriculum. "El Indy" serves the mostly Latino community of South Tucson, with more than 6,000 residents, and is published four times each semester, with stories in English and Spanish. The bi-weekly Epitaph is the award-winning local newspaper for the city of Tombstone, a historic Old West town about 70 miles southeast of Tucson.

Students can also get credit for covering state government for 50 weekly newspapers as part of the Community News Service course, and the journalism and political science faculty choose one student each year to work as a press aide to Sen. Dennis Concinci for credit (a paid internship). Two other department publications providing opportunities for students - The Fax and World of Travel - were started last year.

Students seem satisfied with the amount of help they get from individual faculty members in their search for employment, and they appreciate how well-connected within the industry their instructors are. Job and internship openings are posted and placed in announcements that are read in class, and two "job days" are held each year, one for students and recruiters from Southwestern newspapers, and one focused on helping students write resumes and handle interviews.

As mentioned elsewhere in this report, a faculty member takes a group of minority students each year to the California Chicano News Media Association job fair to interview for jobs and internships. The department pays for a van and registration for the students.

Editors at Arizona newspapers say they hire many University of Arizona students as interns and have a strong relationship with the school.

Many journalism students work for the campus daily newspaper, The Arizona Daily Wildcat, but the paper is not an official part of the department and non-journalism students can work for the Wildcat. One member of the faculty serves on the publishing board for the newspaper. Students who work for the newspaper are paid.

The department has no centralized system nor one person in charge of internships, and some students indicated they would prefer to have a more formal system of internship coordination. At some point, when the faculty is under less pressure, the department might want to consider a more formal system. But for now, the opportunities for work experiences and the department's support for in-house and paid internships appear to be among the department's strengths.

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.

Evidence:

- a. Inspection tour of quarters and equipment.
- b. The evaluation made of the equipment and facilities in the self-study report.
- c. Observation of the adequacy, availability, and use made of equipment.
- d. Student responses to questions by the visiting team about the adequacy and accessibility of necessary equipment and facilities.
- e. Basic reference works in main library and unit reading room.
- f. Utilization of current periodicals by students in keeping abreast of the field.

Team Evaluation:

8. Equipment/Facilities

The department occupies relatively spacious quarters on two floors of a building that used to house the law school. Substantial improvements in equipment have been made. The department used to be cluttered with old typewriters, out-of-date and nonfunctioning computers and hundreds of old books and outdated maps and directories. That has all been cleaned up or replaced. With the help of alumni donations, the department was able to buy 30 Macintosh Classic II computers, a photo scanning device, four laser printers and a large-screen Centris 610 Macintosh within the past two years. This has not only vastly improved the level of equipment used by students, but also has enabled the unit to upgrade its editing courses and revive its publications and design course. One reporting lab has 20 Radio Shack laptops, and the unit chair hopes to replace those with Macs.

All full-time faculty have offices and computers, and some are hard-wired into the university's mainframe. The department needs to update its photo lab, and that is one of the goals of the unit chair. He also recognizes the need to provide more materials in the student reading room, and more privacy for the room currently used for editing and newspaper production classes. Journalism books are housed in the Main Library. There are 5,000 titles in journalism and 107 serial subscriptions. There is a general feeling that the quality of the main library is slipping because of budget cutbacks and the rising cost of subscriptions, and one instructor said the decline in quality has had a negative impact on teaching and research.

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.

Evidence:

- a. The role of scholarship, research, and professional activities in promotion and tenure.
- b. Alerting of the faculty by the unit administrators of opportunities to engage in scholarship, research, and professional activities.
- c. Discussions with faculty, examination of vitae, etc., showing that faculty have played an active role in professional organizations, engaged in research, and taken other steps to participate in scholarly or professional endeavors.
- d. Books and monographs, publications in scholarly journals, papers read at meetings, and articles in the trade and popular press demonstrating that the results of faculty scholarship have been brought to the attention of professional and research groups in communications fields both within and outside colleges and universities.
- e. Information from local and regional practitioners about the professional activities of the faculty.

Team Evaluation:

9. Faculty: Scholarship/Research/Professional Activities

The self-study includes this statement: "We try new ideas, but at our core we remain what we have always been: A teaching-first professional department made up of journalists/educators whose emphasis on the basics is non-negotiable."

That clarity of purpose has been the hallmark of this program. Its clear understanding of itself has attracted students to the program and has produced proud and successful graduates. Assuming that the faculty continue an ongoing process of reassessment and renewal regarding what is essential to prepare students in the basics, and assuming that university and private funds expand to keep the program not only viable but also innovative and growing in excellence, it can be assumed that this will continue to be a program that performs its vital and clearly defined mission well.

While this department has been clear about its requirements for hiring and its love of teaching, it has been less clear about the role and type of scholarship and research that are required to attain promotion and that, as members of the academy, it must recognize as important to the improvement of teaching and to the creation of new knowledge. Vagueness in department policy about expectations regarding both promotion and tenure has led to a serious problem in the department: four tenured professors frozen at associate professor for nearly a decade. A faculty member hired at the assistant level since the last accreditation review also expressed concern about vagueness of the requirements.

The department promotion policy is imprecise in its requirements. It speaks of "publication in the area of professional journalism" but does not spell out the quality or quantity of professional journalism needed to earn promotion or tenure. In addition, some faculty members said promotion and tenure standards have been articulated significantly differently from one department head to another since 1982. Lack of clarity in this important matter appears to be a festering problem that could lead to stagnation of spirits and instruction.

Unpromoted associate professors said they took pride in the accomplishments of their one colleague who has been promoted since the last accreditation review. They said they regarded her accomplishments in depth journalism, which were accepted by the department and the university as sufficient research and writing, as a possible model for them.

Vitae provided indicate that most faculty members have continued to engage in research that results in publication of relatively brief commentary articles about issues in the profession and short-form written and photographic feature articles about social issues and travel experiences. These

publications have been regarded positively within the profession and have led to effective public presentations by faculty members at professional meetings and at journalism education conventions. As the self-study noted, there is a "richness" in the variety of work done by the faculty, but the department needs to determine the quantity and quality of that richness that it requires for promotion and tenure.

The vitae indicate that only one faculty member, the one who achieved promotion in 1990, has conducted research that resulted in publication and broadcast of depth news, feature and analytical writing in articles and books. Her work is, indeed, an excellent model not only for her colleagues here but also for faculty members in other journalism education programs that are dedicated to preparing students for the profession and dedicated to improving the practice of journalism and serving the public with a kind of journalism accomplished by continual growth and experimentation with sophisticated research and writing methods.

Faculty members have been awarded research sabbatical and partially reduced teaching loads as a way of encouraging research and writing. However, the number of these awards diminished as the university budget shrank. This shrinkage and the apparent lack of clarity about how to achieve promotion or tenure point to the critical need for the department to develop clear standards and a mentoring atmosphere for those who seek promotion or tenure.

The previous site visit team noted this weakness:

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.

We are not convinced that the record indicates that the faculty has yet responded to this challenge.

NOT IN COMPLIANCE

10. Public Service

Standard:

Unit records must indicate that the unit is providing a coherent, creative, state-of-the-art educational 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 activities should benefit the unit's educational program. The nature and content of such activities 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.

Realizing that many of their students come from high schools or community colleges with some journalism course work and campus mass media experience, units should extend to those high schools and community colleges whatever assistance they are able to give. This assistance may include refresher workshops for teachers, workshops for minority and other high school students, encouragement of secondary and community college journalism programs to diversify their faculties and student bodies by race and ethnicity, special enrichment programs involving new technology for high school and community college students, joint efforts to safeguard student First Amendment rights, strong certification programs for teachers, on-campus journalism days, publications assistance, and/or help in maintaining journalism as a credit-bearing academic subject in high schools and community colleges.

Evidence:

- a. Records showing specific objectives of each public service program and the performance against these objectives.
- b. Comments by practitioners and other publics regarding participation in these public service programs.
- c. Content, creative experimentation, innovation, modernization, frequency of offerings, and the scope of public service programs.
- d. Evaluations from alumni and community media leaders.
- e. Records indicating involvement in assisting area high schools and community college mass media teachers and their students.

Team Evaluation:

PUBLIC SERVICE

The unit has an outstanding record of public service that supports its mission. Among its many contributions:

For 14 years, the department has been the site of the Editing Program for Minority Journalists, a mid-career training program for copy editors run by the Institute for Journalism Education. University of Arizona students work as reporters for the publication produced by program participants. Department administrators and faculty have worked hard in recent years to keep the program permanently housed at the University of Arizona.

For 38 years, the department has given the John Peter Zenger Award to a national figure for service on behalf of freedom of the press and the people's right to know. Recent winners have been Helen Thomas, Peter Arnett, Terry Anderson and Bob Maynard.

In 1992, the department began a new lectureship, the William R. Mathews Lecturesb:/PUBLIC SERVICE

The unit has an outstanding record of public service that supports its mission. Among its many contributions:

For 14 years, the department has been the site of the Editing Program for Minority Journalists, a mid-career training program for copy editors run by the Institute for Journalism Education. University of Arizona students work as reporters for the publication produced by program participants. Department administrators and faculty have worked hard in recent years to keep the program permanently housed at the University of Arizona.

For 38 years, the department has given the John Peter Zenger Award to a national figure for service on behalf of freedom of the press and the people's right to know. Recent winners have been Helen Thomas, Peter Arnett, Terry Anderson and Bob Maynard.

In 1992, the department began a new lectureship, the William R. Mathews Lectureship on Ethics in Journalism. The first speakers were David Shaw, the Los Angeles Times Pulitzer Prize-winning media critic, and Florence Graves, who broke the story of Sen. Bob Packwood's alleged sexual harassment.

Each summer, the department hosts a two-week workshop for minority high school students.

El Independiente, one of the department's newspapers, is published four times a semester and serves the mostly Latino town of South Tucson. Publication may be cut back, however, because of funding problems.

The Tombstone Epitaph - the other newspaper the unit publishes - serves the Old West town of Tombstone.

The department and its faculty have strong relationships with the Arizona press, high schools and community colleges. They often serve as speakers, judges and writing coaches.

Faculty members have been recognized nationally for their efforts in the area of diversity. Professor Donald Carson, for example, was honored in 1990 by the Institute for Journalism Education, in 1991 by the National Conference of Editorial Writers and in 1993 by the National Association of Hispanic Journalists.

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.

Evaluation:

A unit 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 contributed 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 information about how degree requirements meet job expectations.

Evidence:

- a. Alumni responses to questions provided in the self-study report.
- b. Alumni records.
- c. Indication in the self-study report on method of maintaining alumni records.
- d. Utilization of alumni in educational and public service programs, including placement, internships, fund-raising, etc.

Team Evaluation:

Graduates/Alumni

The unit appears to have a good relationship with its alumni. Money donated by alumni enabled the department to update its files in 1991. The department keeps in touch with alumni through The Cursor, a newsletter published three times a year. An open house for alumni is held each fall. Faculty members work at staying in touch with graduates and get help with placing students in jobs.

The program has an excellent reputation among Arizona editors, who say they hire many University of Arizona graduates and find them well-prepared for their jobs as beginning reporters. Graduates also seem pleased with the education they received. The unit conducted a small random survey of graduates from 1988-89. They praised the rapport among students and faculty and the basic journalism skills training, among other things. A few recommended a broader curriculum and more seminars.

COMPLIANCE

12. Minority and Female Representation

Standard:

Units must make effective efforts to recruit, advise, and retain minority students and minority and women faculty members for their intended career paths. They also must include in their courses information about the major contributions made by minorities and women to the disciplines covered in the unit.

In course offerings across the curriculum, units also must help prepare students to understand, cover, communicate with, and relate to a multi-cultural, multi-ethnic, multi-racial, and otherwise diverse society.

The unit's curriculum must reflect -- and student interviews and classroom activity and course syllabi should verify -- that the curricula components of Standard 12 are achieved. The contributions of women and minorities to journalism and mass communications must be integrated throughout the unit's program. Students also should learn to understand and relate to the areas of interest to women and minorities in a multi-cultural, multi-ethnic, multi-racial, and otherwise diverse society. Units are encouraged to take innovative and creative approaches to exposing students to minority voices and issues.

In reviewing this standard, the Council will take into consideration the geographical location of each unit, its special mission, resources, and the population its parent institution serves. But units should prepare students for professional work in a diverse society.

The Council is committed to respecting the autonomy of units with special missions. Such units are expected to meet this standard's requirements on faculty and students except where those requirements contradict specific institutional missions.

When the term "minority" is used to refer to students or faculty, the definition of that term is intended to be the same as the one used by the federal government.

Explanation:

Racial and ethnic minorities constitute an increasing percentage of the population, but they are vastly underrepresented in American journalism and mass communications student bodies and faculties and among practitioners. Women constitute a majority of the 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 industries to reflect a better representation of the populations they serve.

Evidence:

a. Units must present written plans of their own on which to base their efforts to recruit, retain, and advance women and minorities into the unit's faculty and into the unit's student bodies. (The date of acceptance of the plan by the unit must be noted pursuant to the 1990 required date for having such a plan. It is important to have the plan in place as far in advance of the visit as possible.) The plans should be concrete, with measurable goals, and they should operate regardless of whether the university has its own plan. (If the full university or entity of which the unit is a part has its own plan, that also should be reported in the unit's self-study.)

b. Units should promote course offerings of academic vigor across the curriculum that help prepare students to understand, cover, communicate with, and relate to a multi-cultural, multi-ethnic, multi-racial, and otherwise diverse society. Contributions of women and minorities to journalism and mass communications are to receive recognition throughout the unit's program. Course syllabi, assignments, and other course materials may be used as documentation.

c. Units' plans should document the number and percent of minority students currently enrolled and enrollment for the previous two years. They also should detail the units' efforts to recruit and retain minority students, and the number and percent of those students who were graduated at each commencement for the last three years.

d. Units' plans must ensure that searches are conducted in a fashion so that minorities and women are considered for employment as faculty members. As part of the unit's report, yearly, comparative data must be provided for the last three years, recording all efforts in this area.

e. For compliance with this standard, units must show that they have made substantial, good-faith efforts to find and recruit minority and women faculty and enhance their opportunities to earn promotion and tenure. Even if offers were not accepted, units must show where offers were made to such candidates. Units must fully document these efforts in their self-study.

f. If units hire adjunct faculty members, a diligent effort must be made to hire minority and women professionals.

Team Evaluation:

minority and female

The journalism department has a mixed record on diversity. While significant progress was made in hiring a more diverse faculty, retention has been a major problem. Meanwhile, the department has a strong national reputation of service to its minority students and for its service to the industry in increasing the numbers of minority professionals.

Of the department's 9 full-time faculty members, 2 are women (22.2%) and 1 is a minority (11%). The minority is a Hispanic woman who has been on a leave of absence without pay for two years.

Since 1980, 8 of the 12 full-time faculty hired were women, and 3 of the 12 were minority women. Two of the minority women were hired since the last accreditation visit. But the last six faculty resignations were from women. While one woman faculty member complained of a lack of support once hired, other women disputed that notion and said the department had hired outstanding women and minority faculty who left because they were lured away by what they perceived as better offers from other employers. The one "active" full-time female faculty member was granted tenure and promoted to associate professor in 1986, and was promoted to full professor four years later in 1990. She is the only journalism faculty member promoted to full professor in recent years.

Because of budget constraints, the department has been unable to hire any full-time faculty since 1989 and currently is 2.5 faculty members "under budget."

Nevertheless, the low percentages in an area with such a diverse population is cause for concern, and a problem that is clearly recognized by the faculty. As the unit chair noted in the self-study, "We look like the Senate Judiciary Committee did before the last election." The entire university faculty is 23.5 percent female and about 10 percent minority.

The journalism department has a written six-year plan calling for minorities and women to represent 30 percent of the faculty by the year 2000. But there is little reason to be optimistic that the department will be able to do any hiring in the near future.

Efforts to diversify the part-time faculty have been more successful. Of the 12 part-time instructors during the current semester, 7 are women. There are no minority part-time faculty this semester, though there have been one or two in previous semesters. The part-time faculty not only enable a better balance in gender, but also in age and experience. Students mentioned they valued the chance to receive instruction from a diverse group of teachers.

The department has a strong record in the area of recruiting and retaining women and minority students. More than 60% of student enrollment is female; minority students represent almost 20% of enrollment (2% black, 12% Hispanic, 4% Asian and about 2% American Indian). This is up from 14.5% minority in 1986. Arizona's population is about 28% minority (3% black, 19% Hispanic, 1% Asian and about 5% American Indian).

There is evidence in syllabi - and in conversations with students - that some professors discuss in their classes racial and ethnic sensitivity, contributions of minorities and women to the profession, the status of women and minorities in today's newsrooms and the importance of diversity in the industry. Based on some

students' responses, however, there is clearly room for improvement. Faculty also appear to be doing a good job of counseling minority students and helping them to realize the role they can play in the profession.

We strongly urge that the department and the university take steps to hire at least one more minority or female full-time faculty member, and that the unit continue its efforts at diversifying the part-time instructor pool by ensuring that there are minority part-time teachers each semester. It would be a shame for the department's outstanding record of service in this area to be hurt by the relative lack of diversity among its faculty.

COMPLIANCE

PART III: SUMMARY BY SITE VISIT TEAM

Institution and Unit _____

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.

SUMMARY

The program is rigorously faithful to its mission of preparing undergraduates and master's students with a firm foundation for beginning a career in newspapers. Its philosophy is that students learn best by doing, by practicing the craft in and out of the classroom under the guidance of faculty members who, as prerequisite to hiring, must have at least ten years of professional experience.

Though unswerving in commitment to its mission, the program is under significant stress because of the budget difficulties at the University of Arizona, particularly the reduction in faculty those have caused.

Strengths

The department head is effective, creative and ambitious in moving the program forward in diversity of faculty, in curricular development and in technology.

The faculty has the depth of professional experience that the focus of the program requires and is dedicated to teaching, advising and developing students in the writing, reporting and ethical fundamentals of the craft.

The students are serious, committed, and appreciative of the dedicated teaching, advising and guidance they receive.

Arizona newspapers respect the program's mission and think well of its graduates.

The programs for minority students are outstanding.

Weaknesses

The white, middle-aged male faculty offers depth in newspaper and wire service experience but is not complemented by younger colleagues who are diverse in gender, race and professional experience and in scholarly, creative and professional interests.

The curriculum needs to expand even more beyond the invaluable basics in newspaper reporting, writing and editing to teach students additional ways of attracting and holding the interest of readers.

The curriculum needs to make students even more aware of changes in audience demographics and media uses, in communication technologies and industry structures, and in the philosophical and ethical issues these changes are raising.

Restriction to nine fulltime faculty is hampering the program's development in diversity and in curriculum, particularly at the master's level.

With notable exceptions, the faculty has not adequately responded to the previous site visit team's requirement that they choose more challenging projects for their own reporting and writing.

The faculty needs to work on developing its understanding of criteria for tenure and promotion and on developing a more impersonal, constructive annual peer review process.

The program needs more computers and computer expertise for developing computer-assisted journalism, desktop publishing and exposure to electronic delivery of news and information.

Cuts in the university's library resources are affecting faculty and student access to up-to-date professional and scholarly materials in the field.

Responses to Concerns of the 1987 Site Visit Team

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 department's commitment to basics, particularly in the core courses required of all undergraduates and of graduate students with no experience or education in journalism, continues. The restriction of the faculty to nine members, even with their 3-3 teaching assignment, limits the department's ability to develop curriculum beyond the basics.

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

Budget constraints and faculty size dictate that overlap in coursework between the undergraduate and graduate curricula continues. Increased rigor in the graduate program is developing because all faculty members are involved in admission decisions and because three faculty members must serve on a committee for each master's project or thesis.

The head of the department believes that faculty members' increased involvement in the graduate program has enhanced the intellectual vigor of the whole program.

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's trends for greater emphasis on research and scholarship.

The head of the department is confident that the dean of Social and Behavioral Sciences understands and supports the historic mission of the program. The recent promotion to full rank of a journalism faculty member who publishes investigative articles in national magazines confirms that the dean and the university recognize and reward the particular way in which the faculty of a professional school discovers, knows and communicates.

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.

The experience of the faculty member promoted to full rank indicates that in supporting her, her colleagues have listened to the message of the previous site team. This site visit team can only repeat the wisdom of its predecessor, with the confidence now that the university agrees with that wisdom. As best we can tell, however, the majority of the faculty has not yet taken up the challenge of the previous site visit team.

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

With the introduction of computers into the editing classroom, courses in editing and in graphics and design have been added and strengthened.

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

Students reported no significant problems of access. The preregistration advising process seems to be working quite well.

Internship and placement programs need organization.

The limited size of the faculty, their expanded teaching load, and budget reductions have made it virtually impossible to respond to this concern. Nevertheless, students praise the individual attention they receive from faculty members, full and part time, concerned to inform them about internship and placement opportunities.

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

No significant philosophical splits seem to be dividing the faculty. Issues concerning promotion, peer review and salary do seem to be a source of individual concern.

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.

The department hired two women, both minority members, since the last accreditation visit. A newspaper lured one away; the other is still on the faculty, though on unpaid leave. Syllabi indicate that issues of diversity are incorporated into courses, a fact that discussion with students to some extent confirms.

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

Faculty members and students insist that reporting assignments compel use of library resources. Syllabi in the philosophical undergraduate and graduate courses, particularly those requiring research projects, indicate that use of the library is essential.