

Accrediting Council

On Education in Journalism and Mass Communications

Susanne Shaw
Executive Director

May 18, 2000

Peter Likins
President
Administration Building
PO Box 210066
University of Arizona
Tucson, AZ 85721

Dear President Likins:

The Accrediting Council on Education in Journalism and Mass Communications voted 26-4, with one member abstaining, at its May 5-6 meeting in New York City to re-accredit the Department of Journalism at the University of Arizona.

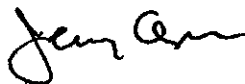
The Council concurred with the recommendations for re-accreditation made by the Accrediting Committee and the visiting team. The next visit for the Department of Journalism will be during the 2005-2006 academic year. The visiting team will pay particular attention to the Department's noncompliance with Standard 9: Scholarship, Research, Creative and Professional Activities.

The Council adopted in September 1997 a new policy regarding interim reports. According to this policy, units that received accreditation or re-accreditation in May 2000 will file interim reports in the summer of 2002. You will receive more information and an interim report form well in advance of the due date.

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.

Best wishes.

Sincerely,



Jerry Ceppos
President

JC/cik

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

Accrediting Council

On Education in Journalism and Mass Communications

Susanne Shaw
Executive Director

March 30, 2000

Jim Patten
Head
Department of Journalism
University of Arizona
Tucson, AZ 85721

Dear Jim:

We thank you for attending the meeting of the Accrediting Committee on March 25 in Chicago. The Committee reviewed the visit report by Jimmy Gentry.

As you know, the Committee voted unanimously to recommend to the Council that the Department of Journalism at the University of Arizona be re-accredited.

The Council will review the visit report and the Committee's recommendation before making its decision on the Department of Journalism. The meeting will be May 5-6 in New York City at The Freedom Forum Media Studies Center. If you have questions about this meeting, please contact Susanne Shaw.

If you wish to respond to the Committee's action, please send your response to Susanne by **April 21** so that she can distribute it to Council members.

Sincerely,



Trevor Brown
Chair, ACEJMC Accrediting Committee

cc: Peter Likins, President, University of Arizona
Jimmy Gentry, Team Chair
Jerry Ceppos, ACEJMC President
Susanne Shaw, ACEJMC Executive Director

Report of On-Site Evaluation

ACEJMC

1999 - 2000

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

Date of 1999 - 2000 Accrediting Visit:

If the unit is currently accredited, please provide the following information:

Date of the previous accrediting visit
Recommendation of the previous accrediting team
Previous decision of the Accrediting Council


Recommendation by 1999 - 2000 Visiting Team: Re-accreditation

Prepared and submitted by:

Team Chair

Name and Title James K. Gentry, Dean
Organization/School School of Journalism and Mass Communications, University of Kansas

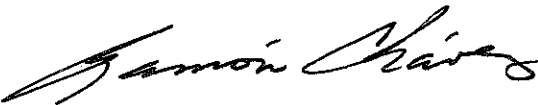
Signature



Team Members

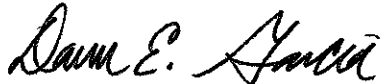
Name and Title Ray Chavez, Associate Professor
Organization/School School of Journalism and Mass Communication, University of Colorado

Signature



Name and Title Dawn Garcia, Assistant Managing Editor
Organization/School San Jose Mercury News

Signature



Name and Title
Organization/School

Signature

Name and Title
Organization/School

Signature

Name and Title
Organization/School

Signature

Report of on-site evaluation for 1999 - 2000 -

General Information

This General Information section will be included in its entirety in the site team's report, and it must present the most current information available. Before the site visit, the unit should review its responses to the questions below (especially 13 – 19 and 22) and update them as necessary. The unit then should print a copy of this section for each team member and present the new material to the team upon its arrival on campus. The team will include this section in the site team report.

Name of Institution: University of Arizona

Name of Unit: Department of Journalism Year of Visit: 2000

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

- ☐ Middle States Association of Colleges and Schools
- ☐ New England Association of Schools and Colleges
- ☒ North Central Association of Colleges and Schools
- ☐ Northwest Association of Schools and Colleges
- ☐ Southern Association of Colleges and Schools
- ☐ Western Association of Schools and Colleges

2. What is the institution's type of control? Check more than one if necessary.

- ☐ Private
- ☒ Public
- ☐ Other (specify)

3. Include a statement (charter, citation of legislative act, etc.) that shows the institution has legal authorization to provide an education beyond a secondary school in your state.

See attached "Legal Authority"

4. Has the journalism/mass communications unit been evaluated previously by the Accrediting Council on Education in Journalism and Mass Communications?

- ☒ Yes
- ☐ No

If yes, what was the date of the last accrediting visit? 1994

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

1963-64

6. Attach a copy of the unit's mission statement. If the professional graduate program is included in the review for accreditation, attach a copy of any separate mission statement for the graduate program also.

See attached Mission Statement

7. What are the type and length of terms?

Semesters of 15 weeks

Quarters of _____ weeks

Summer sessions of _____ weeks

Intersessions of _____ weeks

8. Check the programs offered in journalism/mass communications:

☒ Four-year program leading to Bachelor's degree

☒ Graduate work leading to Master's degree

☐ Graduate work leading to Ph.D. degree

9. Does the unit intend its Master's degree program(s) to be evaluated by the Accrediting Council on Education in Journalism and Mass Communications? (Note: The Council accredits Master's degree programs only if they are professional in nature rather than academic.)

☐ Yes

☒ No

10. Give the number of credit hours required for graduation. Specify semester-hour or quarter-hour credit.

120 semester hours

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

No policy except adherence to 90-30 guidelines

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

News-editorial

Jim Patten

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

34,326 in Fall, 1999. Spring, 2000 numbers will be available on February 2.

14. Number of undergraduate majors in the unit, by sequence and total:

Name of Sequence or Specialty

Undergraduate majors

News-editorial

289-Fall

295-Spring

Total

289-Fall

295-Spring

15. Number of graduate students enrolled:

2-Fall

0-Spring

16. 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 separate pages if necessary.

	<u>Fall, 1999</u>	<u>Spring, 2000</u>
JOUR201 (sec. 1) Photojournalism	86	99
JOUR205 (sec. 1) Reporting the News	18	21
JOUR205 (sec. 2) Reporting the News	20	21
JOUR205 (sec. 3) Reporting the News	20	21
JOUR205 (sec. 4) Reporting the News	20	—
JOUR206 (sec. 1) Advanced Reporting	19	19
JOUR206 (sec. 2) Advanced Reporting	19	19
JOUR206 (sec. 3) Advanced Reporting	—	20
JOUR320 (sec. 1) Editing	10	9
JOUR320 (sec. 2) Editing	9	6
JOUR320 (sec. 3) Editing	11	8
JOUR320 (sec. 4) Editing	7	7
JOUR320 (sec. 5) Editing	9	7
JOUR380 (sec. 1) Broadcast Writing for News and Documentary	18	—
JOUR405 (sec. 1) Advanced Public Relations	19	21
JOUR411 (sec. 1) Features	20	19
JOUR411 (sec. 2) Features	17	19
JOUR413 (sec. 1) Reporting Public Affairs	16	18
JOUR413 (sec. 2) Reporting Public Affairs	15	14
JOUR422 (sec. 1) Publications Layout and Design	19	—
JOUR450 (sec. 1) The Epitaph	18	15
JOUR451 (sec. 1) El Independiente	—	15
JOUR480 (sec. 1) Reporting Broadcast News	—	19
JOUR496M (sec. 1) Directions in News Technology	12	15

17. Total expenditures planned by unit for academic year in which visit will occur:

Percentage increase or decrease in three years:

Amount spent this year on full-time faculty salaries:

\$547,014

18. List name and rank of all full-time faculty. Identify those not teaching because of leaves, sabbaticals, etc., during the term in which the visit will occur.

Jim Patten, Soldwedel Family Professor/Associate Professor, Head
 Jacqueline Sharkey, Professor
 Jim Johnson, Associate Professor
 Bill Greer, Associate Professor
 Rebecca Payne, Assistant Professor
 Jim Mitchell, Assistant Professor
 Susan Knight, Lecturer

19. Number of part-time faculty teaching at least one course or part of a course during the term in which the visit will occur: 9
 During the preceding term: 11

20. Has the Council approved any courses taught within the unit as exemptions according to the terms contained in Standard 3: Curriculum?

 Yes
X No

21. If the answer to number 20 is yes, please list the complete titles of the courses taught inside the unit that students may count outside the unit. Also please cite the exemption criterion that each course meets. The three 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 academic (as opposed to professional) in nature and is demonstrated by the unit to be genuinely "liberal arts and sciences" in content.

Course Title	Exemption Criterion		
coursename	a	b	c
coursename	a	b	c

22. Courses outside the major and in liberal arts.

Schools on the semester system:

For each of the last two academic years, please give the number and percentage of graduates 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
1998-99 academic year	<u>46</u>	<u>40</u>	<u>87</u>	<u>46</u>	<u>100</u>
1997-98 academic year	<u>54*</u>	<u>43</u>	<u>80</u>	<u>54</u>	<u>100</u>

*Six of the 11 students below 90 have 88 or 89. [See also page 9.]

Schools on the quarter system:

For each of the last two academic years, please give the number and percentage of graduates 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
1998-99 academic year	_____	_____	_____	_____	_____
1997-98 academic year	_____	_____	_____	_____	_____

**University of Arizona Department of Journalism
Mission Statement**

The department has a three-fold mission:

1. To provide future journalists with the intellectual training and professional skills necessary to gather, evaluate, organize and disseminate information in a way that enables citizens to participate in a democratic society in a meaningful way.
2. To provide all students with the opportunity to develop and understanding of the role of the press, so they can learn to think critically about the ways in which the news media affect individuals, institutions and social values.
3. To develop a dialogue with journalism educators and professional journalists concerning the most effective ways to encourage professional standards, at a time when the profession is confronting unprecedented challenges arising from the technological changes that have created the global Information Age.

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 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.

Accreditation status is determined by the degree to which the unit's program complies with the standards of accreditation and the degree to which the program accomplishes its stated goals. An accumulation of inconsistencies and weaknesses, or a major shortcoming in one or more of the standards, may jeopardize the accreditation status of a unit.

For certain standards, it is 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.

The team must conclude its evaluations of the unit's performance regarding each of the 12 standards with either "compliance" or "non-compliance."

Standard 1: Governance/Administration

The University of Arizona is a Research I land grant university with 34,326 students enrolled in Fall 1999. The Department of Journalism was established in 1951 as part of the College of Liberal Arts. It was the first separate journalism unit at the college or university level in Arizona, beginning under a former Pulitzer Prize winner from Detroit. Early department heads believed the department was strictly a place for training newspaper journalists and that philosophy continued through the 1980s. Some of that thinking continues today.

The department is part of the College of Social and Behavioral Sciences (SBS), which includes history, philosophy, political science, sociology, anthropology and psychology. The head of the department answers to the dean of SBS, who administers policies for the 23 units in the college. In Fall 1999 the department enrolled 289 undergraduate majors in "news-editorial," its only sequence. Undergraduates must be sophomores before gaining admittance to the department. Two graduate students were enrolled in Fall 1999.

The primary mission of the school (in summary) is three-fold: 1. To provide future journalists with the intellectual training and professional skills necessary to gather, evaluate, organize and disseminate information in a way that enables citizens to participate in a democratic society in a meaningful way; 2. To provide all students with the opportunity to develop an understanding of the role of the press; and 3. To develop a dialogue with journalism educators and professional journalists concerning the most effective ways to encourage professional standards.

The head of the department is Jim Patten, who is serving his second five-year term as head. He was selected by a unanimous vote of the faculty in 1991 and re-elected to a second term in 1996 after a thorough review headed by an outside faculty member.

In general, the department head has done a solid job of leadership, bringing the unit through the desperate period of 1994-96 – when elimination of the journalism program seemed likely – and positioning it for the future. Briefly, in 1994 a Strategic Planning Committee of the College of Social and Behavioral Sciences recommended shutting down the department. Among the reasons for the decision was a committee determination that the department was not central to the mission of SBS. The department head immediately marshaled support from inside and outside the university to defend the unit. More than 1,200 letters of protest were sent to the university, its president and the regents. In the end, the university backed down and in spring 1998 the department received a public apology from the new president of the university. The dean of SBS has described herself good naturedly as "wicked but now

thoroughly repentant” for her involvement in the effort. To its credit, the department used those two years to examine itself, to enlist new supporters and to raise much-needed funding.

Today the department is one in transition, which is causing some uncertainty. Transitions include: a new curriculum is under consideration; the traditionally newspaper-oriented program is expanding to include broadcast courses after earlier adding advertising and public relations; the department is still uncertain about its relationship with the dean of SBS; the department is wrestling with what is acceptable scholarly, creative activity and public service in a unit that prides itself on its teaching, and the current department head is expected to retire during the 2000-2001 school year (two current members of the department have already expressed interest in the position).

Because the faculty is small (only seven full-time members in spring 2000), governance is relatively informal. Certain policy matters are left to the head, such as hiring adjunct faculty members. All major policy issues are determined by the faculty acting as a committee of the whole. In 1966 the department head’s review committee recommended that faculty governance was an area of concern that should be addressed. Specifically, the committee recommended creation of an executive committee and having “a clear and open process in place to solicit faculty input in a more rigorous manner.” The 1994 site visit report made a similar recommendation. Although some progress has been made in this area, more work is needed.

The department head is respected by his colleagues and students praised his responsiveness to their concerns. The dean said that despite the problems of 1994-96 she felt she and the department head had been able to maintain a respectful, professional relationship. She said, “I have a lot of respect for Jim, both as a person and as a department head.”

COMPLIANCE

Standard 2: Budget

The University of Arizona has a long history of budget challenges. In the early 1990s, the university went through three straight years of awarding no raises. The 1994 site team described the journalism department budget as "technically inadequate." Shortly after that, the unit was consumed by the 1994-96 effort to dismantle the department. In a remarkable turn of events, however, what looked like the death knell for the department has been turned into a bright future, especially from a financial perspective.

During the current department head's time in office, the unit has made remarkable progress in fundraising. Under his watch, the department has raised some \$700,000. Even before the troubles of 1994-96, the department had recorded some success with an annual gift of \$20,000 to \$45,000 from the Scripps League. Recent successes include: \$75,000 from an Arizona publisher and \$25,000 from another publisher. The Freedom Forum provided a \$75,000 award for a Professional-in-Residence in calendar 1997. In addition, two computer grants from the university totaled \$74,000, a donor gave \$65,000 for a lectureship in ethics in journalism, alumni gave about \$25,000 to a general fundraising drive, and the department head and one faculty member have made substantial contributions.

As a result of some of this support, the department is opening a \$85,000 lab equipped with four G4 computers, 17 iMac computers, two printers, all new furnishings and connectivity. The department also just opened a new seminar and reading room made possible by gift funds.

The most significant success occurred in 1998 when an elderly Tucson couple gave its home to the department, which yielded \$229,000. The couple also designated the department as virtually its only heir to an estate worth some \$4 million. Journalism faculty hope this gift will ensure the future of the unit.

Despite this good news, state funds are limited and are not likely to improve significantly. Journalism salaries are notably below their national peers, according to the Association of American University Data Exchange. Assistant professors are \$8,200 below average, associate professors are \$12,700 below average, and full professors are \$7,700 below average.

According to the dean of Social and Behavioral Sciences, the department can expect to continue to receive its allocation of six full-time tenure or tenure track faculty and no more. The dean also financially supports the department's hiring of one full-time adjunct. The dean said the department's operating funds are high for the number of faculty and students the unit has. Journalism's operating funds increased by 30 percent

for 1999-2000 to \$32,977. The dean says the department is underfunded but not by comparison with most of the units in her college.

In calendar 1998-99, the department budget of \$520,966 included \$42,275 or 8 percent in soft money. For the previous two years, the soft money contribution to the budget was almost 6 percent and 8.5 percent, respectively.

COMPLIANCE

Standard 3: Curriculum

The 90/65 rule: Although the department is not in 100 percent compliance with the 90/65 rule, it has taken the necessary steps to correct the situation. Eleven of 54 students were found to be shy of the required 90 credit hours in liberal arts, with six of these falling short by only one to two credits. The problem was due to errors caused by turnover in the adviser positions, the department head said. The team believes steps have been taken to assure compliance with current and future enrollees in the major. Although journalism will continue to require 26 hours for the major, the new curriculum requires 21 hours in specified courses, compared with the previous 24 in specified courses.

General Introduction: The program has changed its curriculum to move toward more diverse media offerings. This has included the addition of broadcast and public relations courses. In this manner, the department hopes to address previous concerns about the unit's ability to anticipate the coming changes in the profession and in the industry. Another major curricular revision is likely, but the proposed changes have not gone beyond the planning stages within the department itself.

Preliminary plans for the new curriculum call for the program to be divided into three distinct areas: journalism, broadcast, and online design. Common to all three is still a directed study of journalistic preparation including coursework in beginning and advanced reporting, media law, visual imaging, and media ethics. Under the journalism sequence, students would also undergo coursework in public affairs reporting, with the capstone course being work on a publication, possibly El Independiente, the South Tucson newspaper that has been written, reported and produced by journalism students for several years.

Broadcast students would likely be involved in a senior level broadcast newswriting course. Their capstone course would likely be production of a semester documentary, "The Cat's Eye." Students in the online design sequence would also take the public affairs reporting class and production of a significant website.

Students were satisfied that their educational experience within the department was preparing them for successfully entering the profession. And records of graduates indicate that the department has been successful in placing alumni in media positions upon completion of their studies, including some in prestigious news organizations.

Print/news editorial: The strength of the department has always been its vigorous and demanding coursework in print journalism, specifically geared toward newspaper

careers. The tradition of the program has been its high degree of professional orientation with intense, hands-on training for newspaper reporting and editing positions. The reputation of the program has been well-known beyond the editors and newspaper publishers in the region, and has served the department well over the past 20 or more years.

Essential to the student experience has been work on three publications, two directly connected to the department and a third connected to the campus but outside the department. Students are involved with the first two, The Tombstone Epitaph and the bilingual (English/Spanish) El Independiente, through their coursework. Some of these same students and others are staff members of the third publication, the Arizona Daily Wildcat, the independent student newspaper. In 1998-99, expenses for student publications within the department were more than \$10,000 of the approximately \$30,000 operating budget. Preliminary plans are to eliminate ties to The Tombstone Epitaph because of budgetary constraints and to make El Independiente the capstone course and flagship publication of the program, and to refocus all resources to El Independiente.

Another initiative is to look well into the future and perhaps institute an interdisciplinary course of study, tentatively titled "Informatics." This new discipline would involve six University units: Journalism, Media Arts, Communications, Management Information Systems, Marketing, and the School for Information Resources and Library Science. These discussions are in the early stages and it remains to be seen whether the initiative will move on to more substantive stages.

Course syllabi are complete, descriptive and detailed. Expectations are clearly delineated and standards are high. Most indicate the high demands of the instructors, and many adhere to the program's tradition for issuing the "automatic e," a failing grade for factual errors and misspelled names within news articles. Students appeared proud and accepting of this long-standing department tradition, saying it prepared them well for "real world" experiences.

Broadcasting, Public Relations, New Media coursework:

The department has undertaken efforts to change its coursework in response to industry changes and to expand its media diversity. The recent addition of a full-time faculty member with professional broadcast experience will strengthen the move toward establishing a broader curriculum. Student interest in public relations careers spurred the creation of a PR course, which has been well received among undergraduates.

Online training is within its infancy stages. The primary activity is training and familiarity with internet searches for sources of information. Some instructors conduct

classroom work on web source credibility. The move to online instruction has been hampered by the lack of adequate computer hardware. However, this will be aided by the opening of the new computer lab. The Tombstone Epitaph and El Independiente also have online versions, maintained by student editors of the publication.

COMPLIANCE

Standard 4: Student Records/Advising

The department's undergraduate advising and student records are handled by a faculty member who volunteered for the task along with his teaching duties. While he enthusiastically serves almost 300 journalism students in the department through an "open-door policy," even he acknowledges the load is practically a full-time job.

Students say the adviser is very helpful and is as accessible as possible. But some were frustrated by having to wait in line so he could sign off on their class choices to ensure they have taken the prerequisites and courses in the proper sequence.

The department maintains a file for each journalism student in locked file cabinets in the department office. These files contain copies of student transcripts, grade reports, a record of scholarship awards or other honors and are available only to faculty members and the students themselves. Some files were quite full of all of the above; others contained just one or two documents. The difference could be attributed to the length of time particular students had spent in the department.

COMPLIANCE

Standard 5: Instruction/Evaluation

For the most part, journalism students interviewed were impressed with the quality of teaching in the department. Faculty were described as intelligent, helpful and caring about the students. Some described how faculty members went out of their way to be accessible to students with questions about assignments; others praised faculty who helped them with internships, job placement and “getting your foot in the door.”

The journalism classes were described as useful and standards in the department were seen as “pretty high,” especially compared to other departments in the university. Adjunct part-time faculty earned high marks as well, and were lauded for bringing real-world experience to their teaching. Students appreciated that all their classes are taught by faculty and not by teaching assistants, as occurs in many other departments on campus.

Students had special praise for department head Jim Patten, calling him “responsive,” “awesome” and “wonderful.” They said he is very involved and sits in on classes to hear their project presentations. One student said: “He sets the standards for what I want to accomplish as a journalist. I don’t want to disappoint him. He cares so much.”

However, interviews with students, written student evaluations and some visits to classes found a few problems. “The gap between the good teachers and the bad teachers is wide,” one student explained. The main problems students cited for just a few faculty were lackluster lectures, unclear assignments and grading policies, and an impersonal attitude toward students.

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

There is also an annual peer review in which each faculty member is evaluated by peers using a 10-point scale. Two faculty members expressed hope for a more formal structure for this peer review process, but did not cite it as a key concern.

Some faculty members have earned teaching awards, including Freedom Forum National Journalism Teacher of the Year in 1998 and the Excellence in Teaching Award, a student-sponsored honor supervised by the university. While one faculty member was accepted as a Freedom Forum Teaching Fellow at Indiana University, the team noted no other evidence of development programs to encourage improvement in instructional quality.

Some progress has been made since the last site visit in preparing students to enter the changing world of journalism and new media, but students and faculty alike expressed the need for and interest in expanding the instruction in computer-assisted and online reporting techniques in their courses. Nearly all faculty are teaching web literacy to some degree; some are pushing students to take a critical look at information sources on the web as they use it as a tool in reporting.

COMPLIANCE

Standard 6: Faculty: Full-Time/Part-Time

At the time of the previous accrediting visit, the department had nine full-time faculty members. Today the department is allocated six full-time tenure or tenure-track faculty. In spring semester 2000, the department had six tenure or tenure-track faculty and one full-time adjunct. Among the department's current full-time tenure or tenure-track faculty, one is a full professor, three are associate professors and two are assistant professors. The adjunct carries the title of lecturer. One member of the full-time faculty has a Ph.D., one has a M.S.L. and an M.A., one has a J.D. degree, one has an M.S. degree, one has an M.A. degree and two have B.A. degrees. Among tenure or tenure-track faculty, four are male and two are female. The full-time adjunct is female. No full-time faculty members are ethnic minorities. One of the associate professors will retire in the academic year 2000-01. In addition, during the fall semester, nine adjuncts taught at least one course. One adjunct was an ethnic minority.

For years the unit was committed to requiring that new hires have a minimum of 10 years of professional experience rather than a graduate degree. This has changed with the department now accepting significant professional experience and a graduate degree. Vitae indicate that all have at least the required professional experience and most have maintained some contact with the profession through professional organizations, summer work in newsrooms, and establishing job/internship liaisons with hiring editors to benefit students. These contacts are valuable in placing students in internships and full-time jobs. At the same time, the vast majority of the professional experience was primarily in newspapers, which is causing some difficulty as the department seeks to further diversify its course offerings. Part-time faculty also have extensive experience in the profession.

This is a faculty that prides itself on teaching effectiveness. At the same time, it is dealing with the increasing demands of being part of a Research I university -- scholarly or creative activity is now expected of all regular faculty. Some faculty recall the days when the department head could call the dean and say that it was time to promote a faculty member, send forward the paperwork and expect approval. Most full-time faculty have 2-2 teaching loads and several have become productive researchers. Students praise the teaching of both full-time and part-time faculty, and most full-time faculty members seem to be quite accessible. Overall, the quality of in-class teaching and individual consultation appears to be competent in content and very supportive.

The previous site team noted that a legislative-mandated peer review process appeared to be having a demoralizing impact on the department. This team heard few complaints about the process. It did note that each semester the department makes public and ranks

the teaching scores of each faculty member. The team heard no complaints about this practice.

In summary, faculty are generally positive about the department, optimistic about the future and excited by the increased gift funds. They are, however, concerned that a small faculty must deal with a large number of students – 289 enrolled in fall.

COMPLIANCE

Standard 7: Internships and Work Experience

The department recognizes the value of internships and helps students find and apply for appropriate internship programs. The department limits the credit hours a student may receive for an internship, with one unit per internship preferred, although this varies.

Students reported getting much support and encouragement from the journalism faculty to secure internships. Fliers advertising a variety of internships from around the country were posted for students. Although internships are not required, one student said, "There's a huge 'get your internships' culture here" and many students said they had internships.

The self study reflected a concern by the department about the increasing trend by some broadcast stations and some newspapers to use students as "slave labor" and not pay them for their internship work. This concern resulted in a policy in the mid-1990s of no credit for internships. However, when some students who refused internships were left behind as others took the unpaid internships, the department reluctantly sought a compromise. The department now grants credit to unpaid internships for students who submit a paper, journal or a review of the students' portfolio or videotape by a faculty member.

There is no internship coordinator for the department, with all faculty sharing the task. This seems to work for the students for now.

In addition to internships, journalism students have a number of work experience opportunities available, some offered by the department and other through separate ventures on campus. El Independiente, a bilingual newspaper launched by the department in 1972, is offered as a journalism course and covers the mostly Latino city of South Tucson. It is published monthly and in the past has taken on some serious investigative issues, serving as that community's local newspaper. The department chair said he intends to increase the frequency of publication of El Independiente to twice monthly and make it the main department publication. Some faculty said they hoped that an improved and expanded El Independiente would be a vehicle for teaching about ethnic diversity in a bigger way and include coverage of U.S.-Mexico border issues and other topics for which this campus is perfectly situated.

In 1975, the department took over the publishing of a local edition of The Tombstone Epitaph when the newspaper's owners threatened to close the famous Old West paper that once covered the shoot-out at the OK Corral. The paper is taught as a journalism course. While this has been a useful and historically unique endeavor, the department is seriously considering discontinuing the local edition of the Epitaph. First, it is costly. Second, being in Tombstone, 85 miles south east of Tucson, students sometimes miss classes to put out the paper. The national edition of the Epitaph would continue (not published by the department).

Many journalism students work for The Arizona Daily Wildcat, the campus daily newspaper; the paper is not connected with the journalism department.

All three publications – El Independiente, The Tombstone Epitaph and the Arizona Daily Wildcat – have their own websites, which provide online training for some students. The director of Arizona student media said the Wildcat is increasing its training of online and new media for students who work for that publication.

Students can also get credit for covering state government in Phoenix through a Community News Service course; their stories are offered to weekly newspapers in Arizona.

COMPLIANCE

Standard 8: Equipment/Facilities

The department is housed in the basement of the Franklin Building, occupying 15,000 square feet of space. The structure was built in 1959 and the building is showing its age. However, there are currently no prospects for a move outside the building and no plans to further refurbish the unit. Although there have been some cosmetic improvements to the classrooms and work areas, it remains essentially a functional facility with drab surroundings. It is at the breaking point and probably could not accommodate any more students or house beyond the current number of full-time faculty. Faculty have now been assigned individual offices in the basement where previously only open office space was available. The offices are small and have windows only into the hallway.

The mainstay of the facility remains the "Great Hall," a large, subterranean room that contains enough space to accommodate a classroom setting (a large table with surrounding chairs in a seminar format) and a computer lab. Classes can run concurrently in both locations.

The most progressive addition to the facilities is a new computer lab with the latest, state-of-the-art MacIntosh G4 computers. Although the lab had not opened at the time of the site team's visit, preparations were near completion and the lab was expected to become fully functional sometime during spring semester. Students were enthusiastic about the new lab and were looking forward to its opening, based on their previous use of older MacIntosh Classic II models in another lab. In general, computers ran the gamut from Classics to the latest models. Internet access was available in the Great Hall lab area via more current model MacIntosh computers.

A "wet" darkroom is now used infrequently while a conversion to fully digital photography takes place. Another small office that previously housed the Editing Program for Minority Journalists is now available. All in all, there has been an aesthetic improvement to the facilities that has made the building more "livable" for its occupants. However, the basic problem of cramped and outdated quarters remains.

Outside the campus, the department makes use of a small apartment in Tombstone where student staff members working on the Tombstone Epitaph are housed. Additionally, the department makes use of space in the pressroom of the State Capitol for students involved in the Community News Service activities.

Of concern to the team is the initiation of a broadcast component to the curriculum and the subsequent demands for adequate equipment to teach broadcast skills and techniques. Broadcast courses previously had been taught in Media Arts before moving

to journalism in the spring 2000 semester. Broadcast instruction, by its very nature, in the future will necessitate state-of-the-art equipment. However, because broadcast coursework is in its infancy, the equipment demands had not yet arisen during the team's visit. For now, the department hopes to provide equipment through the facilities and support of local broadcast media outlets. These arrangements are adequate for the time being and until such time that the department decides on its future direction in broadcast instruction.

Currently, the program has the basic equipment available to teach a limited number of students a limited amount of broadcast skills. While in Media Arts, a class has been teaching script writing. In a second course, students have been compiling stories with the use of a camera or two. The program has used the facilities at a local television station (KVOA) to bring all the elements together in the editing process. Now the journalism department will need to provide cameras, lights and editing equipment. Then a decision will have to be made on how much emphasis to place on studio and production work, which will require more lights, cameras, switchers and other equipment.

Therefore, the department must decide whether to limit instruction to what is done now or if it wishes to take instruction to the next level. Secondly, a decision will have to be made on how much technical training will fall under the purview of the journalism curriculum; i.e., training for such skills such as camera and equipment operation. Most graduates will go to their first jobs in markets where they are likely to be a one-person operation, so some level of technical knowledge will be essential. It is not necessary to build a studio within the department to teach those skills.

On a positive note, the department has received and continues to receive a strong commitment from its Journalism Advisory Council, particularly from chairman Don Soldwedel. Soldwedel is a strong advocate of the department and sees strong funding possibilities for the program. Soldwedel, who also serves as chairman of Western Newspapers, Inc., a group of newspapers in Arizona and California, has high praise for the quality of journalism program graduates, stating that he looks to this institution for graduates who could begin work immediately at a newspaper. Other members of the council are influential state citizens who are strong advocates of the program and who can initiate funding alternatives from private and corporate donors.

COMPLIANCE

Standard 9: Faculty Scholarship/Research/Professional Activities

Based on the teaching of journalism fundamentals in the department's earlier traditional program, not much emphasis or value had been placed on research and scholarly activity by the faculty. In the past, much emphasis was placed on the professional background of individuals and their related, ongoing activities within the profession. Because of this tradition, the department has only recently begun to make progress in the area of scholarly research. Today, at best, the research and publications track record can be described as modest. However, efforts are being made to encourage and reward this kind of activity and create a new culture of intellectual growth.

The University of Arizona is a Research 1 institution, and as such there will be increasing demands by the institution to change the department's culture of minimal activity in research and scholarship. The expectations are changing for department faculty, and future promotion and tenure decisions will reflect stronger adherence to these principles. Current and future faculty members will be judged on their ability to mix their professional activities with more intellectual and scholarly pursuits.

The faculty as a whole has made gains on this front. The work of Professor Jacqueline Sharkey stands out with publication of a review, several articles in journals, scholarly presentations and invited lectures. Professor Jim Johnson has improved greatly, completing co-authorship of a second book that is in the final stages of its production. This follows on the heels of his co-authorship of a biography in 1998. He continues to publish in area newspapers and magazines. In addition, the chair has published the fifth edition of his text, *Journalism Today*, and he has had recent book reviews published.

Other faculty are making efforts but as yet have made minimal progress. Professor Bill Greer has not produced any scholarly or professional publications. Professor Rebecca Payne's potential for scholarly work has yet to be realized. And the department's new hire is unproven as a scholar.

The department has clearly demonstrated a love of teaching and the faculty can boast of its close ties to the professional industry and its practices. However, some faculty seem unclear regarding the role and type of scholarship and research that is required for promotion and tenure. Furthermore, expectations outside the department at higher administrative levels seem to suggest that a greater degree of scholarly activity will be demanded. A vagueness at the departmental level exists and faculty are unsure of the new expectations.

While impressed with the unit's promise, the team is not convinced that the faculty has yet understood the vigorous new demands it will be facing.

NON-COMPLIANCE

Standard 10: Public Service

In the last site visit, the department was cited for having an “outstanding record of public service that supports its mission.” Today the record is still strong but does not reach the level of outstanding. For reasons unknown to the department, the Editing Program for Minority Journalists left the school in summer 1999 after almost 20 years. The program has served as the primary source for minority copy editors in the nation’s press with more than 180 department-trained graduates now working at newspapers.

The public service component is still extremely strong, however. For 44 years the department has presented the John Peter and Anna Catherine Zenger award to a national figure for public service on behalf of freedom of the press and the people’s right to know. Winners have included Nat Hentoff, Mark Goodman, Helen Thomas, Peter Arnett and Bob Maynard.

The department also sponsors the William R. Mathews Lectureship on Ethics in Journalism. The first speaker was David Shaw, the Pulitzer Prize winning media critic of the Los Angeles Times. Other speakers have included Florence Graves, who broke the story of Sen. Robert Packwood’s alleged sexual harassment activities; Nancy Hicks Maynard, former deputy publisher of the Oakland Tribune, and Tom Rosenstiel, director of the Washington-based Project for Excellence in Journalism.

El Independiente, one of the department’s newspapers, is published monthly four times a semester and serves the mostly Latino town of South Tucson. It is quite likely that the publishing frequency will be increased. The department also publishes The Tombstone Epitaph, which serves the old west town of Tombstone.

Each summer the department hosts a two-week workshop for minority high school students. The department also provides coverage of legislative and state government to some 70 weekly and small-daily newspapers through the department’s Don Bolles Fellowship and Community News Service.

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. The department also sponsors an annual Job Day Conference that attracts recruiters from the state and region seeking to hire minority journalists.

Faculty members have been recognized nationally for their efforts in the area of diversity. Jim Patten was honored in 1997 for “Academic Excellence and Passionate Instruction” by the National Association of Hispanic Journalists. Recently retired

Professor Donald Carson was honored for his work by the Institute for Journalism Education, the National Association of Hispanic Journalists, and the National Conference of Editorial Writers.

COMPLIANCE

Standard 11: Graduates/Alumni

The department has done a commendable job of keeping track of its graduates, in particular those who have graduated within the last 10 years. Records of graduates beyond the 10 year period are also extensive and reasonably complete.

The department maintains a mailing list of 2,000 of which approximately 300 are non-graduates. This is an excellent record in light of the total 2,273 degrees that have been awarded by the department throughout its history.

Two primary reasons account for the strong record of alumni contact: continuing contact by active faculty and publication of a twice-yearly alumni newsletter. Because of the value faculty place on career placement of graduates, faculty members maintain a pulse on the career progress of alums. The alumni are considered a valuable resource in finding jobs for newer graduates. Thus, the ties are maintained through several generations.

The alumni newsletter, *The Cursor*, is distributed widely and contains a multitude of information on alums, their whereabouts and their career progress.

The recent crisis, with the attempt to eliminate the department in 1994-96, brought many of the alumni back in contact with the department in order to voice their support. This blessing in disguise probably spurred a greater, more recent contact with graduates that might not have otherwise occurred were it not for the impending doom of the department. The department had a loyal following that came to its rescue.

The department additionally hosts an annual Homecoming Day gathering and faculty members often contact alums during their travels throughout the country.

Perhaps the most visible and influential segment of alumni support is demonstrated by the composition of the aforementioned Journalism Advisory Council. The council includes a large percentage of graduates who have gone on to productive and successful careers, and who have expressed their appreciation through their continuing involvement in fundraising efforts for the department.

COMPLIANCE

Standard 12: Diversity

In 1994, the department established a written six-year plan with a goal of increasing women and minorities to comprise 30 percent of the faculty in the department by the year 2000. Today the department has exceeded that goal for women full-time faculty (43 percent are female) but none of the seven full-time journalism faculty are people of color. It should be noted that one of the women faculty members counted in that 43 percent is a non-tenure track employee. Of the six full-time tenure or tenure-track faculty, two (33 percent) are female.

That same plan called for the percentage of minority students to increase from 18 percent six years ago to 28 percent by the year 2000. That goal was not achieved, but the percentage of minority students has risen to 22 percent today.

Faculty:

Since 1994, the department has been allowed to hire two full-time faculty. One white woman, a research-active Ph.D, was hired in 1998. Recently, the department completed a search and hired a white male with a broadcast background and a law degree.

Unfortunately, the department has lost two female minority faculty: a Latina who resigned in 1992 to pursue a Ph.D, and an African-American woman who left in 1993 to return to a management position in newspapers.

Among the nine part-time adjunct faculty members at the department in fall 1999, three were women and one was a minority. At the time of the last site visit, there were 12 part-time instructors, seven of whom were women and no minorities. During the 1998-99 calendar year, one minority adjunct lecturer, George Ramos of the Los Angeles Times, taught in the department and was very well received by students. His position was funded by a grant from the Freedom Forum.

The department has taken routine steps to advertise open faculty positions with minority journalism organizations (NAHJ, NABJ, AAJA) and the department head attended the AEJMC national conference seeking minority candidates. But those actions did not bear fruit; none of the candidates for the most recent open position was a minority.

Retention of minority faculty has also been a problem; the department head and faculty members reasoned that the relatively low salaries paid in this department and the competitive market for such faculty members were partly to blame. Women and minority faculty who have worked in the department appear to have fared well in terms of pay, support from the department head and promotions; the only full professor in the

department is a woman, for example. Across the university, 12.1 percent of the faculty are minorities.

Students:

The department has been more successful at attracting and retaining minority students; 22 percent of the journalism department's students are minorities compared to 18 percent six years ago. Across the university, 23 percent of the student population is minority. For comparison, 18 percent of Arizona's population is projected to be minority by July 2000. Women students make up 62 percent of the department compared to 60 percent at the time of the last site visit. The state's population is 51 percent female.

In conjunction with a minority student recruitment operation within the Office of Admissions, the journalism department takes steps to recruit minority students. Its most visible effort is a two-week Summer Program for Minority Journalists offered to high school students throughout the state. The department helps minority students with money and transportation to attend the California Chicano News Media Association job conference every year; this year the faculty is also helping sponsor students to attend the Southwestern Minority Job Fair in Phoenix. Faculty also visit area high schools, especially those with high minority enrollments, to speak to students about journalism careers. The department also offers several scholarships earmarked for minority students.

During academic year 1998-99, the largest minority group represented among students in the department was Hispanic at 13 percent, followed by Asian at 5 percent, African American at 2 percent and American Indian/Alaska native at 2 percent. These percentages mirror almost exactly the ethnic breakdowns for the student population across the university.

Weaving diversity into the curriculum:

The department has built discussions of ethnic and gender diversity – and journalism's role in illuminating it for society – into the curriculum of many courses. Issues of a multi-ethnic society come up organically for students working on El Independiente, which covers a largely Latino community; students working for The Tombstone Epitaph last year produced special reports on women and minorities including a special section on Mexican-American women of Tombstone. Some students enthusiastically embraced learning about diversity in their journalism courses, saying, "in this department, I get more lessons in understanding people than anywhere else." But students did express a desire for a more diverse faculty regardless.

COMPLIANCE

PART III: Evaluation of Professional Master's Program
(complete only if applicable)

Team Evaluation:

Unit does not seek re-accreditation of graduate program, which the department has suspended pending an analysis of future directions.

PART IV: SUMMARY BY SITE VISIT TEAM

Institution and Unit:

The department is intensely focused on its mission of providing professional training for its graduates. Faculty members emphasize professional practice and analysis.

In general, the program is in reasonably good shape and increased gift funding, a committed faculty, and a strong and diverse student body giving hope for the future. At the same time, the department faces uncertainties.

1) Summarize the strengths and weaknesses of the unit.

Strengths

The department head has provided sound leadership for the unit and was a beacon of strength in the rough years of 1994-96.

The diversity of the student body creates a rich environment in which to teach and learn. Students are serious and appreciate the hard work of faculty members.

Faculty instruction provides solid basics in newswriting, reflecting the program's professional orientation, while developing much needed new directions.

The program is highly regarded by Arizona editors and publishers, and they eagerly embrace its graduates.

Weaknesses

While computing equipment concerns have largely been addressed, the department continues to be housed in what is essentially a basement.

The program has no minority faculty members and although some progress has been made, still has a print-oriented faculty in the emerging digital era. The downsizing to six full-time, tenure/tenure track faculty only makes this problem worse.

The faculty needs to continue to grow in terms of the rigor of its scholarly and creative activity.

Uncertainty in a number of areas poses new challenges for the department. Those areas include the transition to a new department head, becoming more rigorous and productive in terms of scholarship and creative activity, changing curriculum including the integration of broadcasting, and the limitations of a small faculty.

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

Standard 9: Faculty Scholarship/Research/Professional Activities

3) Summarize the problems or deficiencies that must be corrected before the next evaluation.

The unit must address the concerns articulated under the Standard 9 discussion.

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

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

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

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 downsizing of the department makes this more difficult. Since the 1994 site visit, the department has been permitted two hires. In 1998, it hired Rebecca Payne, a recent Ph.D. with a strong interest in research. The department also recently completed a search for the second hire and added a white male. Prior to this, the last

white male hired as a tenure-track faculty member was in 1983. The new hire brings an expertise in broadcast and, with a law degree, has a desire to publish in media law.

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 has been updated with the addition of courses in web design, history, digital communication, public relations/advertising and design. In addition, the department has just added two broadcasting courses. The influence of technology is discussed in courses.

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.

The department has made some progress in this area, most notably by adding a required ethics course (taught by one of the unit's best teachers), an elective history course and others. The ethics course regularly explores issues of ethics and authenticity on the web, and web sourcing. Students demonstrated a high degree of awareness of issues pertaining to demographics and were aware of issues in technological change.

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

The department has six full-time tenure or tenure-track faculty, plus one full-time adjunct. In recognition of the difficulty of doing justice to the M.A. program, the unit has suspended the program pending an analysis of future possibilities.

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.

While still needing to put more rigor in their publishing venues, several faculty have established strong records by publishing in major outlets and by writing books of significance. Recent hires show potential. Not all faculty, however, have achieved success.

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 department adopted new promotion and tenure criteria since the last site visit. One faculty member is going up for promotion to full professor and no controversy or difficulty was observed by the team. While peer review still brings a few questions, the site team found no evidence that either of these issues is a significant problem at this time.

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

The department has made significant improvement in its technology since the last site visit. A new computer lab is being opened and computing is generally adequate for students. The unit's newspapers are online and the department has a website. Faculty have computing and connectivity. A just-completed search failed to attract someone with expertise in computer assisted reporting, much to the disappointment of the department.

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

Thanks to online resources and some actions by the library, including Lexis/Nexis, faculty and students say they have no trouble accessing the kinds of resources they need.

7) 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. Summarize the team members' judgment of the self study below.

The self study was good and provided candid insights about the unit in a number of areas. It was well organized and contained useful illustrative material. When team members needed additional material, the department head was responsive to their requests. In addition, the staff members in the department office were most helpful.