

# Accrediting Council

On Education in Journalism and Mass Communication

Saundra Keyes  
President

May 16, 2006

Peter Likins  
President  
University of Arizona  
Tucson, AZ 85721

Dear President Likins:

The Accrediting Council on Education in Journalism and Mass Communications voted unanimously, with one member abstaining, at its May 5 meeting at The Poynter Institute to re-accredit the Department of Journalism at the University of Arizona.

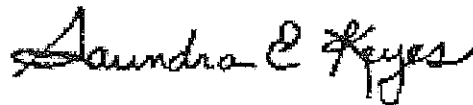
The Council concurred with the recommendations for re-accreditation made by the Accrediting Committee and the visit report and reviewed the April 2 response from Edward Donnerstein, dean of the College of Social and Behavioral Sciences. The next visit for the Department of Journalism will be during the 2011-2012 academic year.

Although the Council voted for re-accreditation, members discussed the site team's finding of non-compliance with Standard 5: Scholarship: Research, Creative and Professional Activity and the fact that the department has been judged in non-compliance for the scholarship standard for the last three accreditation visits. The Council expects the Department to address the problems that led to this non-compliance before the next review.

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,



Saundra Keyes  
President

cc: Jacqueline Sharkey, head, Department of Journalism  
Edward Donnerstein, dean, College of Social  
And Behavioral Sciences  
Pam Luecke, team chair  
Doug Anderson, chair, Accrediting Committee  
Susanne Shaw, executive director, ACEJMC

# Accrediting Council

On Education in Journalism and Mass Communications

Susanne Shaw  
Executive Director

March 17, 2006

Jacqueline E. Sharkey  
Head  
Department of Journalism  
Marshall Building, Room 334  
University of Arizona  
Tucson, AZ 85721

Dear Jackie:

Thank you and Edward Donnerstein, dean of the College of Social and Behavioral Sciences, for attending the meeting of the Accrediting Committee on March 11-12 in Chicago. The Committee reviewed the visit report presented by Pam Luecke and your Feb. 24 response to the report.

As you know, the Committee voted unanimously, with five members abstaining, to recommend to the Council that the Department of Journalism at the University of Arizona be reaccredited.

The Committee discussed the Department's non-compliance on Standard 5: Scholarship: Research, Creative and Professional Activity. The department has been judged in non-compliance for the scholarship standard for the last three accreditation visits.

If you wish to respond to the Committee's action, please send your response to Susanne Shaw by **Monday, April 10**, so that she can distribute it to Council members. A copy of any response also should be sent to Pam Luecke.

The Council will review the team report and the Committee's recommendation before making its decision on the Department of Journalism. The meeting will be May 5-6 at the Poynter Institute in St. Petersburg, Fla.

If you have questions about the Committee or Council meetings, please contact Susanne.

Sincerely,



Douglas Anderson  
Chair, Accrediting Committee

cc: Peter Likins, President, University of Arizona  
Edward Donnerstein, Dean, College of Social and Behavioral Sciences  
Pam Luecke, Team Chair  
Saundra Keyes, ACEJMC President  
Susanne Shaw, ACEJMC Executive Director

# Report of On-Site Evaluation

## ACEJMC

2005 – 2006

Name of Institution: University of Arizona  
Name and Title of Chief Executive Officer: Peter W. Likins  
Name of Unit: Department of Journalism  
Name and Title of Administrator: Jacqueline Sharkey

Date of 2005 - 2006 Accrediting Visit: Feb. 12-15, 2006

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

Date of the previous accrediting visit: Jan. 23-26, 2000  
Recommendation of the previous accrediting team: Accreditation  
Previous decision of the Accrediting Council: Accreditation

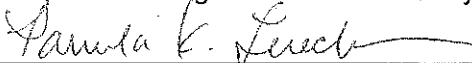
Recommendation by 2005 - 2006 Visiting Team: Re-accreditation \_\_\_\_\_

*Prepared and submitted by:*

### Team Chair

Name and Title: Pamela K. Luecke  
Organization/School: Washington and Lee University


**Signature** \_\_\_\_\_



### Team Members

Name and Title: Peter Bhatia  
Organization/School: The Oregonian

**Signature** \_\_\_\_\_



Name and Title: Ford Risley  
Organization/School: Pennsylvania State University

**Signature** \_\_\_\_\_



Name and Title \_\_\_\_\_  
Organization/School \_\_\_\_\_

**Signature** \_\_\_\_\_

Name and Title \_\_\_\_\_  
Organization/School \_\_\_\_\_

**Signature** \_\_\_\_\_

Name and Title \_\_\_\_\_  
Organization/School \_\_\_\_\_

**Signature** \_\_\_\_\_

## PART I: 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 – 20) 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 when members arrive on campus. The team will include the revised material in the site team report.*

*In addition, if any significant changes not covered in this section have occurred since the original self-study report was submitted, the unit should describe and document those changes and present this new material to the team when members arrive.*

*Name of Institution:* University of Arizona

*Name of Unit:* Department of Journalism *Year of Visit:* 2006

*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. Indicate the institution's type of control; check more than one if necessary.*

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

*3. Provide assurance that the institution has legal authorization to provide education beyond the secondary level in your state. It is not necessary to include entire authorizing documents. Public institutions may cite legislative acts; private institutions may cite charters or other authorizing documents.*

Legal authorization is provided by the Arizona Constitution, Article 11, Sections 4 and 5, and Arizona Revised Statutes, Sections 15-1601 and 15-1626.

*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, give the date of the last accrediting visit: Jan. 23-26, 2000

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

1964

*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.*

#### Department of Journalism Mission Statement

The department has a four-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 an understanding of the role of the press in a multicultural society, so they can learn to think critically about the ways in which the news media affect individuals, institutions and social values. This objective includes enabling students to understand the legal and ethical issues that are an integral part of the journalism profession.
3. To encourage faculty scholarship that reflects a balance of theoretical and professional approaches to exploring the role and impact of the news media at a time when information generated by news organizations has become a major component of international cross-border data flow.
4. 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.

The department's mission is based on two fundamental ideas: (1) Journalists fulfill a crucial role in a democracy, providing the public with independent, objective information about issues and events so citizens can make informed judgments about policy and policy

makers. (2) Information provided by the news media forms the foundation for much of the research in other fields, such as history and political science.

As the above items indicate, some media-related subjects are outside the scope of the department's mission. The department does not engage in research or teaching in the fields of advertising, creative writing, media arts or public relations. Given the importance of the press as a democratic institution, and its significance for the research and teaching agendas of other social sciences, the faculty has decided that journalism will be the sole focus of the UA program.

*7. What are the type and length of terms?*

Semesters of 16 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
- ☒ n/a

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

120 semester-hour credits

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

3 semester-hour credits (maximum)

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

Name of Sequence or Specialty

News/Editorial

Person in Charge

Jacqueline E. Sharkey

Department Head

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

36,932 in Fall 2005

14. Number of undergraduate majors in the unit, by sequence and total (if the unit has pre-major students, list them as a single total):

Name of Sequence or Specialty

News/Editorial

Undergraduate majors

633 in Fall 2005

593 in Spring 2006

15. Number of graduate students enrolled:

N/A

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.

The table on the following page shows the number of students in skills classes in Fall 2005 and Spring 2006.

**Table 1.1-1** Enrollment in journalism skills classes – Fall 2005 and Spring 2006

<b>Course Number</b>	<b>Section Number</b>	<b>Course Title</b>	<b>Enrollment Fall 2005</b>	<b>Enrollment Spring 2006</b>
201	1	Photojournalism/ Visual Communication	107	N/A
202	1	Photojournalism Lab	108	N/A
205	1	Reporting the News	19	N/A
205	2	Reporting the News	18	16
205	3	Reporting the News	13	20
205	4	Reporting the News	18	19
205	5	Reporting the News	20	20
205	6	Reporting the News	19	N/A
205	7	Reporting the News	14	N/A
206	1	Advanced Reporting	N/A	20
206	2	Advanced Reporting	17	18
206	3	Advanced Reporting	11	19
206	4	Advanced Reporting	18	18
206	5	Advanced Reporting	17	N/A
206	6	Advanced Reporting	20	18
320A	1	Editing	19	16
320A	2	Editing	18	17
320A	3	Editing	12	18
320A	4	Editing	20	20
320A	5	Editing	17	N/A
380	1	Writing for News & Documentary	21 <sup>a</sup>	18
380	2	Writing for News & Documentary	18	16
411	1	Feature Writing	18	15
411	2	Feature Writing	14	19
411	3	Feature Writing	18	N/A
413	1	Reporting Public Affairs	20	20
413	2	Reporting Public Affairs	18	20
413	3	Reporting Public Affairs	20	20
422	1	Publications Layout & Design	20	N/A
450	1	The Tombstone Epitaph	19	20
451	1	El Independiente	20	17
480	1	Cat's Eye	20	20
497B	1	Advanced Photojournalism	11	N/A
498D	1	Online Journalism	N/A	14

<sup>a</sup> Registration error



17. *Total expenditures planned by the unit for the 2005 – 2006 academic year:  
 Percentage increase or decrease in three years:  
 Amount spent this year on full-time faculty salaries:*

**Table 1.1-2** Projected expenditures – Academic Year 2005-06

Projected 2005-2006 total Journalism expenditures	\$ 1,131,177
Change from 2002-2003	+ 76.0%
2005-2006 full-time Journalism faculty salaries	\$ 296,000
Change from 2002-2003	+ 27.9%

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.*

Professors

Jacqueline Sharkey, Department Head (not teaching in Academic Year 2005-06 because of duties relating to accreditation and department's first Academic Program Review)

Associate Professors

Bill Greer

Maggy Zanger

Assistant Professors

Iris Chyi

Susan Knight

Jeannine Relly

Instructors/Lecturers

Celeste González de Bustamante, multi-year lecturer<sup>1</sup>

Kevin Kemper, adjunct instructor<sup>2</sup>

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:*

16

<sup>1</sup> Ms. González de Bustamante will become an assistant professor of practice when she finishes her doctorate in history at the University of Arizona in May 2006. UA doctoral candidates may not hold a position with the word "professor" in the title.

<sup>2</sup> Mr. Kemper will be an adjunct instructor until he finishes his doctorate in journalism from the University of Missouri in Spring 2006. He then will become a tenure-track assistant professor.

*During the preceding term:*

19

*20. 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 80 or more semester hours outside the major and 65 or more semester hours in liberal arts and sciences.

**Table 1.1-3** Courses outside the major and in liberal arts

Year	Total graduates	80 or more semester hours outside the major		65 or more semester hours in liberal arts/sciences	
		Number	Percent	Number	Percent
AY 2004-05	96	96	100	96	100
AY 2003-04	109	109	100	109	100

*21. Attach the unit's written plan for assessment of student learning outcomes. This plan must include the dates of its adoption and of implementation of its components.*

The plan is attached and included as Appendix D.

Please note that the Journalism Department has had a written plan for learning-outcomes assessment since 1999. The plan was extensively expanded and updated in Fall 2004. It was adopted by the faculty and sent to the associate dean for instruction in the College of Social and Behavioral Sciences on Nov. 29, 2004. All components of this plan have been standard practice in the department for more than a decade.

THE UNIVERSITY OF  
**ARIZONA**  
TUCSON ARIZONA

Department of Journalism  
College of Social & Behavioral Sciences  
Marshall Building, Room 334

P.O. Box 210158B  
Tucson, Arizona 85721  
Phone: 520-621-7556  
Fax: 520-621-7557

**STUDENT ASSESSMENT PLAN**  
**DEPARTMENT OF JOURNALISM**  
**November 2004**

**Overview of Undergraduate Program**

The Department of Journalism offers a bachelor's degree, and courses in an interdisciplinary International Journalism program. The department's mission is to provide students with the intellectual foundation and professional skills that are essential for journalists working in a global information age.

The department carries out this mission by combining theory and skills classes in a curriculum that includes required courses in media law, ethics, and the role of the press in a democratic society, accompanied by a core sequence of research, writing, and visual communication classes. All seniors are required to take a capstone class, which involves working for a news medium produced by the department that serves a real community. The department also provides funding for students to cover the state legislature each year. The students' articles are distributed through the department's Community News Service to news media in small cities and towns throughout Arizona.

The Journalism bachelor's degree program has been accredited for more than two decades by the Accrediting Council on Education in Journalism and Mass Communications. Under accrediting guidelines, skills classes are limited to 20 students, who receive continual feedback from the faculty about their research, writing, and oral presentations.

In addition to the undergraduate degree, the department offers courses in an International Journalism program developed in collaboration with the Center for Latin American Studies, the Center for Middle Eastern Studies, and the Department of Near Eastern Studies. The program is designed to enable students to learn how to produce informed, comprehensive reports about political, economic, and social issues in other countries, and the effects these issues have on the American people. The program involves classwork and fieldwork supervised by faculty members who have many years of experience covering Latin America and the Middle East. In Spring 2004, the first International Journalism class went to Chile

and produced a series of articles and photographs that were published in the *Tucson Citizen*.

The department assesses learning outcomes in numerous ways. As described above, the faculty incorporates into all core skills classes embedded assignments designed to foster critical thinking, information literacy, mathematical and problem-solving skills, as well as proficiency in writing and visual communication. Students in these classes submit final projects designed to help them evaluate which knowledge areas and skills they have mastered, and which need additional work. The department uses the University student-evaluation questionnaires for every class.

Students are encouraged to develop a portfolio of articles and photographs, as well as a résumé, which can be submitted on a voluntary basis for faculty critiques. Students are encouraged to pursue internships, and the senior undergraduate advisor acts as the department's internship coordinator. The department maintains an extensive alumni database, and many alumni who are executives and managers in the news media and other information industries hire Journalism graduates. This provides the department with important information about the students' learning outcomes, and enables the department to update the curriculum to ensure it is in line with professional standards.

To help new faculty utilize these instruments most effectively, the department has an annual orientation, during which new instructors are given a handbook that explains department assignment and grading policies, and provides sample syllabi. One experienced faculty member who has won several teaching awards has been designated by the Department Head as the mentor for new faculty.

The success of the department's program and assessment measures can be seen by the facts that students have obtained internships and employment with local, national, and international news media; have taken leadership positions with major news organizations, such as *The New York Times*; have produced articles and photographs that have changed federal and state laws and policies; and have won major journalism awards, including several Pulitzer Prizes.

## **Learning Outcomes for Undergraduate Program**

### **Outcomes for All Majors**

Understand the role of the press in a democracy. This requires knowledge of the historical and contemporary relationship among the press, the public, and the government, and the relevance of journalism to individuals, institutions, and society.

Understand the relationship between information and core democratic values. Be able to think critically about the ways in which political, economic, cultural, and social factors influence, and are influenced by, the information that the news media present.

Understand the legal framework in which the role and responsibilities of the press have evolved, including the Constitution, Bill of Rights, and federal and state court decisions concerning the news media.

Understand the regulatory and policy issues on the state, federal, and international levels that affect the norms, practices, and public perceptions of the news media in the United States.

Understand the relationship among journalism, information technology and society, and the ways in which technological developments affect the content and dissemination of news.

Understand the integrative nature of journalism, including cross-disciplinary contributions to other fields in the social and behavioral sciences, such as history and political science.

Understand the processes through which knowledge is generated in the field of journalism. Be able to use research methodologies for locating and evaluating information and sources, including principles of mathematics and statistical analysis.

Be able to organize research findings into verbal, written, or visual reports that utilize appropriate print, video, and web technologies to provide the public with information about the causes and consequences of events and issues.

Be able to function as a member of, and leader of, a team working to produce reports in a journalistic context.

Understand and be committed to the highest ethical standards, as articulated by professional journalism organizations.

Understand how to work as a journalist serving diverse, multicultural communities.

Be able to analyze and critically evaluate news coverage on the local, national, and international levels.

Be able to self-initiate opportunities for learning and discovery.

Be able to transfer knowledge and skills to other professions, and to assume leadership roles in an increasingly technological and knowledge-based society.

## **Assessment Activities for Undergraduate Program**

### **Course-embedded evaluations of students' work**

Each journalism class has embedded research, writing, and visual communication assignments designed to measure students' knowledge, and skills in the area of critical thinking, information literacy, mathematics, problem-solving and writing. Sample assignments include doing research and interviewing government officials about local issues, writing reports about speeches and government meetings, and analyzing data and writing articles explaining official reports, surveys, and polls to a general audience. All these assignments are modeled on standard types of professional assignments, so students have the opportunity to model professional norms and behaviors. All assignments are graded by faculty; no graduate teaching assistants are involved in the department's core curriculum. Assignments in many skills courses can be rewritten or re-photographed after the initial grade has been given, just as assignments in professional news media can be redone after an editor has had an opportunity to review the first draft of articles, or initial photographs. These rewrites or re-shoots also are graded by the faculty.

In required lecture classes in law, ethics, and the role of the press in society, embedded tests and research papers also measure critical thinking, information literacy, numeracy, and writing skills, as well as knowledge of legal and ethical standards in the United States and other nations, and philosophical frameworks for analyzing and resolving real-world problems.

### **Capstone courses**

Students must choose among three capstone courses, all of which involve producing news media that serve real communities. In these classes, students do all the research, writing, photography, editing, and design. They also maintain the news medium's web site. Two courses involve newspapers. One is *El Independiente*, the bilingual newspaper that the department has been publishing for residents of South Tucson - whose population is 85 percent Latino - for more than a quarter-century. The other is the *Tombstone Epitaph*, which covers events and issues in that historic city. The third capstone course, Cat's Eye, involves producing reports for local television news programs.

In all these classes, students receive real-world experience with critical thinking, information literacy, problem-solving, oral presentations, teamwork, professional standards and behaviors, and written and visual communication.

## **Peer and team critiques**

In reporting, editing, and visual communication classes, instructors organize peer critiques of research, writing, editing, and photography assignments. Some critiques are done verbally in class, and others are done in writing as out-of-class assignments. In newspaper capstone courses, more experienced students are the editors of the publication, while others are the staff. Editors and staffers collaborate on reporting and photography assignments, and editors provide a critique of the submitted work. Before publication, the faculty instructor also reviews and grades the work (as well as the editors' performance in supervising and editing each assignment). In the television course, students work in teams of two, and each assignment is given a critique by students in class, and reviewed by the instructors.

These critiques enable faculty to assess students' critical thinking, information literacy, verbal presentation, writing, and visual communication skills, as well as the ability to work as part of a team.

## **Independent study and research projects**

Journalism students have the opportunity to prepare written proposals for independent study or research projects, and to present the projects to the individual faculty members with whom the students would like to work. The faculty usually supervises up to a dozen projects each year. These projects allow students to conduct in-depth explorations of specific knowledge areas, and offer additional opportunities for developing critical thinking, information literacy, problem-solving, oral presentation, writing, and visual communication skills about specific topics. In the past, such projects have included working with databases for a computer-assisted reporting project, and writing a research paper on the contributions of women photojournalists in the 19th Century.

## **Student evaluations of courses and instructors**

The department utilizes the standard University teaching-evaluation forms in every class (including pre-session and summer session courses). The department considers four ratings to be especially important. They are overall rating of teaching effectiveness, overall course rating, overall amount learned, and students treated with respect. These ratings are specifically discussed in the Department Head's annual evaluation of each faculty member.



## **Faculty mentoring**

Journalism provides formal and informal mentoring. Formal mentoring includes internship supervision, handled by the department's senior undergraduate advisor. Other formal mentoring includes a series of seminars in Fall semester each year, during which professional journalists discuss preparation of résumés and portfolios, and advice on job interviews. These journalists, who in Fall 2004 included a vice president of Knight Ridder and a top editor at the *Los Angeles Times*, also are available to review students' résumés, stories, and photographs.

Throughout the year, the faculty - all of whom have experience as journalists - also provide informal mentoring, including portfolio reviews, and assistance with locating job and internship opportunities. All these activities enable the faculty to do additional assessments of students' critical thinking, oral presentation, written and visual communication skills; ability to do self-evaluations and to work with a team; and level of professional awareness.

## **Student internships**

Students are encouraged to apply for unpaid internships that offer genuine opportunities for experiential learning and professional critiques of their work. One unit of academic credit is provided for each semester of internship work. The department's internship program is coordinated by the senior undergraduate advisor, who is in contact with internship directors at news media and other information industries, and who reviews student reports of internship experiences.

Students also are encouraged to apply for professional, paid internships organized by news media and other information industries. Internships sponsored by major news organizations include the MetPro program at the *Los Angeles Times*, the Dow Jones-Wall Street Journal editing program, and the Chips Quinn program run by the Freedom Forum, the largest journalism foundation in the United States. These programs offer students the opportunity to work as reporters, editors, and photographers at news media around the country.

## **Alumni networking**

Journalism maintains an extensive alumni network, and many students are provided internships or hired by alumni working for news organizations, government information offices, or other information businesses throughout the country. These alumni provide continual feedback about student learning outcomes, from a professional perspective. They tell the Department Head and faculty how well students do on employment tests, which explore general knowledge, critical thinking, information literacy, and writing, editing, and visual communication proficiency. Alumni tell the department how well students perform on the job, noting strengths and areas in which Journalism could provide additional instruction or experiential learning.

Many alumni communicate with the department about their employment or graduate school experiences so this information can be included in the alumni newsletter that Journalism publishes twice a year. This information provides an informal snapshot of the professional performance of many department graduates.

### **External advisory council of professionals and educators**

The Journalism Advisory Council comprises professionals from the news media and other information industries, as well as journalism educators. The local component of the Advisory Council includes journalists, executives, and educators from Arizona. The national component includes members who work for national news media, such as *The New York Times* and *The Wall Street Journal*. These professionals provide information about what these industries are looking for in terms of student's general knowledge and skills, which enable the faculty to update the curriculum and learning-outcome goals to provide cutting-edge professional instruction. The Journalism Advisory Council members also help establish contacts for internships and jobs.

## **Assessment Findings and Changes Made on the Basis of Findings for Undergraduate Program**

This section of the Department of Journalism Assessment Plan outlines the findings produced by assessment instruments during the past five years, and steps that the department has taken to utilize these findings to improve instruction and learning.

### Finding

The writing, editing, and photography classes in the core curriculum needed to include more interactive elements.

### Changes made

- The Department Head raised hundreds of thousands of dollars to increase the number of interactive instructional computer laboratories from one to five, and to ensure that all laboratories had real-time Internet access.

- The Department Head made a commitment to renew hardware and software on a regular basis, in order for students to receive cutting-edge experiential learning opportunities and professional training.

- After the technology was in place, the faculty incorporated more interactive elements into the core curriculum. Faculty now use the instructional computer laboratories to implement real-time discussions of reports found on news-media web sites; to facilitate other information literacy exercises; to provide immediate instructor reviews of students' work in class, and to enable students to conduct peer critiques during class.

- The department has started an "assignments bank," where faculty can put copies of interactive assignments that have worked well, so other instructors can utilize these assignments.

### Finding

In the wake of September 11, 2001, the faculty, alumni, and students were in agreement that there was a great need to increase curricular emphasis on global awareness, so the department could enable future journalists to obtain a better understanding of the history, politics, and cultures of other nations.

### Changes Made

- The department started an interdisciplinary International Journalism program, in collaboration with the Center for Latin American Studies, the Center for Middle Eastern Studies, and the Department of Near Eastern Studies. The program, funded with U.S. Department of Education grants, provides students with classwork that enables them to acquire greater knowledge of nations in Latin America and the Middle East, and an opportunity to do fieldwork in those regions.

- Journalism plans to expand the coverage area of *El Independiente*, the capstone bilingual newspaper, to include the Mexico-U.S. border, so students can gain more experience doing written and visual reports in a multicultural environment.

### Finding

Students needed additional opportunities to develop visual communication skills, and experience with producing video-news reports that could be included in a professional portfolio, to meet increasing industry demand for these skills.

### Changes Made

- The department began offering a color photojournalism course during every summer pre-session, to supplement the required class in beginning photojournalism.

- The department added a video-news capstone course, in which students produce news segments shown on local television network affiliates.

- Journalism started an internship program with KUAT-TV, which enables advanced students to work on *Arizona Illustrated*, the station's weeknight news program.

- The faculty are doing preliminary research into utilizing "convergence" - that is, enabling students to work with multiple media platforms - in lower-division reporting classes.

### Finding

Students needed additional instruction about mathematics and statistics, and opportunities to develop quantitative skills.

### Changes Made

- Faculty began developing additional in-class exercises and out-of-class assignments that involved the use of mathematics and statistics.
- Faculty are doing preliminary work on an undergraduate research methods class, which will provide students with additional instruction and assignments designed to increase mathematical skills, and provide additional experience with gathering and analyzing quantitative data.

### Finding

Students needed additional instruction in computer-assisted reporting, which involves data base creation and management.

### Changes Made

- Lectures and guest speakers on computer-assisted-reporting have been incorporated into the Reporting Public Affairs class, and the Directions in News Technology class.
- The faculty are doing preliminary work on a new undergraduate computer-assisted-reporting class.

### Finding

Students needed additional access to internships that offered academic credit. Such internships need to be supervised by the department, to ensure that students have significant experiential learning opportunities.

### Changes Made

- The Department Head appointed the senior academic advisor to be the internship coordinator. The advisor maintains an file of available internships, posts notices about internships on a listserv and bulletin boards, matches students with internships, and acts as a liaison with internship directors at news media and other information industries.

### Finding

Students wanted more opportunities to model professional behavior, to interact with professional journalists, and to attend professional conferences.

#### Changes Made

- The department is requiring more out-of-class assignments in lower-level reporting classes, so students have additional opportunities to work in a professional context by producing written and visual reports about real events and issues on campus and in the community.

- A faculty member agreed to be the advisor for a new student chapter of the Society of Professional Journalists (SPJ). Members receive mentoring from professional journalism organizations, and attend professional conferences.

- Members of the student SPJ chapter are now providing mentoring of their own, for students in the Amphitheater High School journalism class.

#### Finding

Students and recent graduates expressed a desire to provide the department with input about instructional and curriculum issues that went beyond what University course-evaluation forms could provide.

#### Changes Made

- The Department Head created the Student Advisory Council, open to any major or minor, to consult directly with the Head about course content, curriculum development, and learning outcomes.

- The Student Advisory Council and the faculty have worked together to design and begin testing a senior survey to provide additional information about the above issues.

### Finding

As undergraduate enrollment rose sharply, and the department increasingly began to rely on part-time faculty, there was a greater need to orient them about learning-outcome objectives and effective instructional strategies for each class in the core curriculum.

### Changes Made

- The Department Head developed an orientation program for new faculty and a handbook explaining course guidelines, grading policies, syllabi preparation, and other instructional issues. The handbook is revised every year.
- The Department Head appointed a highly experienced faculty member who has won teaching awards to be a mentor for new faculty.

**Overview of Graduate Program**

No graduate students at present time.

**Learning Outcomes for Graduate Program**

No graduate students at present time.

**Assessment Activities for Graduate Program**

No graduate students at present time.

**Assessment Findings and Changes Made on the Basis of Findings  
for Graduate Program**

No graduate students at present time.

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## **PART II — Standard 1: Mission, Governance and Administration**

### **Unit performance with regard to indicators:**

The University of Arizona is a Research I land-grant institution with 36,932 students enrolled in fall 2005. Its journalism department was established in 1951 and has been accredited since 1964. The department has a clearly stated four-fold mission: addressing student training and learning, faculty scholarship and interaction with the profession.

It is part of the College of Social and Behavioral Sciences and has had to fight for survival for the past decade because of earlier administrative disinterest and tight budgets.

The last strategic plan was written in 2002 and the department plans another in spring 2006, following this accreditation cycle and a regent-mandated 2005 Academic Program Review. The department has a six-page document listing standards for hiring, guidelines for promotion and tenure, promotion procedures, and the role of the department head. Other documents outline departmental policies for such matters as grading, student collaboration and model syllabi.

Jacqueline Sharkey, a respected investigative reporter who joined the faculty in 1984, has been the permanent department head since 2001. In large part because of her vision and tenacity, the department has developed a sharp focus and new momentum. It has also become the fifth-most popular major on campus and the third-largest within the College of Social and Behavioral Sciences (behind Psychology and Political Science).

Prof. Sharkey is greatly admired by her faculty and colleagues throughout the university. As one professor put it: "She put this department on her back and carried it." She played a key role in a state committee to review university health benefits and is viewed by many colleagues throughout the university as an inspiring and effective advocate. Administrators compliment her thoroughness when making the department's case for procedural changes or new resources.

The faculty members conduct peer reviews each spring. In the spring of 2005, Prof. Sharkey received an overall rating of 4.57 on a 5-point scale. Her rating on administration was 4.67. (The other measures are service, teaching and research.)

Prof. Sharkey's five-year appointment as department head expires this summer and the site team sensed she would be offered another five-year appointment. At the time of the site visit, the dean had just received a major review of her, required by the Board of Regents. Her review committee was chaired by the head of the anthropology department and included three journalism professors, who were selected by faculty vote. Both the chair of the review committee and the dean told the committee that the review's contents were overwhelmingly positive.

Because the unit has only eight full-time faculty members and two permanent part-time, the unit's governance is informal and decisions are made as a committee of the whole. Faculty members agree that the department head's leadership style is open and collaborative. Meetings are typically held every other week and any member may put a topic on the agenda. The duty of keeping minutes is rotated.

The department head meets each year with faculty members to discuss their performance and goals. In conversations with faculty members, the team heard few complaints about the department head or about how their concerns are addressed.

The department has plans for rapid expansion; it has added two full-time faculty this spring and four more will arrive in the fall. The department head has a letter of commitment signed by the dean for another 10 faculty by 2011. She realizes this growth may require changes in the way the department operates and she is considering forming some faculty committees in the fall.

The rapid growth of the major without a corresponding increase in resources has led to concerns by students about class accessibility. Students have expressed those concerns through e-mails to professors, the department head, advisors, college deans, the college president and the executive director of ACEJMC. In response to the most recent concerns, the department asked one faculty member who will join the department full-time in the fall to teach part-time this term. That has made it possible to offer an additional section of a required capstone course, allowing virtually all seniors to graduate on time.

## COMPLIANCE

## **PART II — Standard 2: Curriculum and Instruction**

### **Unit performance with regard to indicators:**

- (a) The unit requires that students take a minimum of 80 semester credit hours or 116 quarter credit hours outside of the unit and a minimum of 65 semester credit hours or 94 quarter credit hours in the liberal arts and sciences (as defined by the institution) outside of the unit.
- (b) The unit provides a balance between theoretical and conceptual courses and professional skills courses to achieve the range of student competencies listed by the Council.
- (c) Instruction is demanding and current; achievements in teaching and learning are recognized and valued.
- (d) Student-faculty classroom ratios facilitate effective teaching and learning in all courses; a student-teacher ratio of 15-1 in skills and laboratory sections is strongly recommended and the ratio in each section should not exceed 20-1.
- (e) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit.

All students in the department take a core group of nine skills and conceptual courses. The skills courses include Reporting the News (Jour 205), Photojournalism/Visual Communication (Jour 203), Advanced Reporting (Jour 206), Editing (Jour 320A), Feature Writing (Jour 411) or Writing for News and Documentary (Jour 380), Reporting Public Affairs (Jour 413), and one of four capstone courses that produce a newspaper, news broadcast, or online magazine. The conceptual courses include Law of the Press (Jour 208), Ethics and the News Media (Jour 439), and Press and Society (Jour 470).

The elective courses include Magazine Color Photography (Jour 406), Community News Service (Jour 414), Publication Layout and Design (Jour 422), Information Technology and Society (Jour 485), Internship (Jour 493), Practicum (Jour 494), History of American Journalism (Jour 496c), U.S. Press Coverage of Latin America (Jour 496h), News Analysis (Jour 496i), Directions in News Technology (Jour 496m), Advanced Photojournalism (Jour 497b), International Reporting (Jour 497c) and Independent Study (Jour 499).

The strength of the department has always been in print journalism and it offers an array of courses in that medium. But the department offers far fewer courses in broadcast and online journalism. Moreover, students often cannot take courses in these areas until their senior year. As a result, students say they sometimes are not prepared for internships in these areas.

Online journalism is a new track for the department. The department is offering three courses in the area, including one that is developing the new online publication. This class was hurriedly created this

semester in response to student demand for capstone classes needed for graduation and the desire to develop online curriculum. A professor who was not scheduled to join the faculty until the fall was available and jumped in.

The course syllabi for full-time faculty generally are detailed and complete. Standards in the department's courses are rigorous and appear appropriate. For example, the department has a long-standing tradition of issuing a failing grade ("E") for any story with a factual error or misspelled name. However, the syllabi of adjunct instructors varies widely. Some are detailed and complete, but others are no more than a page and cover only the basics of a course.

Students expressed strong praise for the instruction provided by both the full-time and part-time faculty. They appreciated the professional experience that all faculty brought to the classroom. And they commented on how many faculty regularly went out of their way to help students.

Students also appreciated the chance to work on the publications and programs produced by the capstone courses: *The Tombstone Epitaph* (one of the oldest community newspapers in the southwest), *El Independiente* (a bilingual newspaper in South Tucson), Cat's Eye (a news program for the PBS affiliate), and a yet-to-be-named online magazine. Working on these publications provides students outstanding real-world experience as they serve in various roles including reporters, photographers, copy editors and managing editors.

A problem in recent years has been the department's heavy reliance on adjunct instructors. During some semesters, more than half of all courses offered by the department were taught by adjuncts. Some key courses, such as copy editing, are taught entirely by adjunct instructors. Certainly, adjuncts can be outstanding teachers — and many are — but relying too heavily on professionals who are all already working full-time waters down the quality of instruction that students have received. Students report inconsistencies in the content of the same course depending on the instructor.

The department clearly recognizes the problem and is taking steps to solve it. Two new full-time faculty have been hired and four more will come on board in the fall. The department also has appointed an experienced professor to serve as faculty teaching mentor. This professor consults with all faculty, including adjuncts, on syllabi, teaching strategies, and course materials.

Due to the big increase in the number of majors, the department has been forced to severely limit course availability for students from other departments. The department also offers no classes in the college's General Education Program. This is regrettable because some of the college courses, such as Press and Society, would be a valuable contribution to the college's general curriculum.

To its credit, the department has developed some innovative interdisciplinary partnerships with other programs at the university to broaden its course offerings. An International Journalism Program has been developed with the Center for Latin American Studies, the Center for Middle Eastern Studies, and the Department of Near Eastern Studies. Students travel to Latin America to produce stories and photographs published by the local media.

The department encourages faculty members to apply for workshops sponsored by national organizations. Since the last accreditation, two faculty members have attended a teaching workshop at

Indiana University and two have attended Poynter Institute workshops. The department has an annual award for teaching excellence.

The department was in 100 percent compliance with the 80/65 rule for the two academic years preceding the site visit.

COMPLIANCE

## **PART II — Standard 3: Diversity and Inclusiveness**

### **Unit performance with regard to indicators:**

- (a) The unit has a written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan.
- (b) The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation.
- (c) The unit demonstrates effective efforts to recruit women and minority faculty and professional staff and supports their retention, progress and success.
- (d) The unit demonstrates effective efforts to help recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.
- (e) The unit has a climate that is free of harassment and discrimination, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

The department has shown an admirable commitment to diversity, in the fullest sense of the word. One professor said with pride that diversity efforts have increased a hundredfold since the last accrediting visit, yet there is a tradition of commitment to this issue dating back more than 20 years, and it is a stated goal of the department.

On the faculty, as of spring 2006, the department has 10 permanent faculty members, of whom six are women, including the department head. Of the 10, four are minorities. The most recently hired full-time clinical faculty member is Latina and Pacific Islander, and, in a smart innovation, has been allowed to begin teaching while she completes her Ph.D. this semester at the university.

Nineteen adjuncts were employed during fall semester of 2005; 10 were women, four were minorities. Eight of 16 adjuncts in spring 2006 are women, three are minorities. These show marked improvement from the last accrediting visit.

In addition, three white faculty members (one full-time, two part-time) work with the International Journalism program and are widely recognized experts. They work in collaboration with the university's Center for Latin American Studies and the Center for Middle Eastern Studies. Legendary AP writer and Tucson native Mort Rosenblum is on campus this spring to teach an international reporting class.

Student populations lag behind the state of Arizona and the university as a whole, with 20 percent of current majors students of color. This has declined slightly from recent years, as the enrollment in the department has soared. In fact, black and Latino enrollment has actually increased numerically since 2000, a period during which the overall number of majors in the department doubled. The university reports a 24 percent minority enrollment and Arizona is about 36 percent minority. The department's students are just under two-thirds female.

Despite the challenging numbers and the difficulty of seeking parity in the rapidly growing populations of the Southwest, the department deserves credit for some outstanding efforts relating to diversity.

- All classes are expected to incorporate elements of diversity in their teaching. This includes issues relating to people with disabilities (the university is known for its programs related to students with disabilities) and is the result of an ongoing and concerted effort by the faculty member designated as a teaching mentor. Broadcast students this semester, for example, are expected to produce stories relating to political or social issues on the border.
- The school has sponsored a summer workshop for minority high school students for 20 years. In addition to teaching journalism skills and producing a seminar paper, it offers an opportunity for students growing up on reservations to envision, first, just going to college; second, considering journalism; and third, experiencing the atmosphere of a big city. The professor in charge of the workshop – whose commitment is so great he hopes to keep running the workshop after he retires – includes trips to remote parts of Arizona and New Mexico to recruit Native American kids.
- An active program helps minority students learn about internship possibilities such as the Chips Quinn programs and Arizona students are regulars at the annual California Chicano News Media Association conference in Los Angeles, one of the most venerable job fairs in the nation. A second professor has joined this effort this year.
- *The Tombstone Epitaph*, the every-other-week newspaper for the legendary town near the border, is produced by one of the journalism department's capstone courses. The publication will soon add news briefs in Spanish to serve the community of 1,200, which is about 30 percent Latino. Imagine explaining that to Wyatt Earp!
- Perhaps most unique to UA is *El Independiente*, the monthly bilingual community newspaper produced by another capstone course, which serves as the community paper for South Tucson, a predominantly Latino suburb. This year the paper's coverage area was expanded to include the border area (70 miles south), thus widening the student experience. *El Independiente* is more than two decades old and remains a model for giving students exposure to other cultures and how to cover them.

## COMPLIANCE

## **PART II — Standard 4: Full-Time and Part-Time Faculty**

### **Unit performance with regard to indicators:**

- (a) The unit has written criteria for selecting and evaluating the performance of all full-time and part-time faculty and instructional staff.
- (b) Full-time faculty have primary responsibility for teaching, research/creative activity and service.
- (c) Credentials of the unit's faculty represent a balance of professional and scholarly experience and expertise kept current through faculty development opportunities, relationships with professional and scholarly associations, and appropriate supplementation of part-time and visiting faculty.
- (d) The unit regularly evaluates instruction, using multiple measures that include student input.
- (e) The faculty has respect on campus for its university citizenship and the quality of education that the unit provides.

The department has eight full-time and two part-time faculty. Of the faculty, one is a full professor, three are associate professors, three are assistant professors, one is a multi-year lecturer, one is an adjunct instructor and one is an adjunct lecturer. Six of the faculty are women and four represent minority groups. One of the faculty has a Ph.D., seven have a M.A. or M.S., and one has a B.A. (The adjunct instructor recently completed his Ph.D. and the degree will be conferred in the spring. At that time he will become an assistant professor on the tenure track. The multi-year lecturer is expected to earn her Ph.D. this year. At that time, she will become as assistant professor.)

The department has two types of full-time faculty members: tenure-track faculty and clinical faculty. Tenure-track faculty are expected to teach, conduct research, and perform service. Clinical faculty are expected to teach and perform service. Of the faculty, three are tenure-track, one is an adjunct instructor who will join the tenure track in spring 2006 and four are clinical faculty.

As already noted in the report, the department makes great use of part-time instructors to teach both skills and conceptual courses. The adjuncts include several women and one member of a minority group. The part-time instructors are expected to have a bachelor's degree and significant professional experience.

The department has a tradition of hiring faculty with strong professional credentials and this continues today. All of the current faculty have worked in the news media as reporters, editors, photographers, anchors or producers. The adjunct faculty also have extensive professional experience and most continue to work in the local news media.



An increasing emphasis of the department in recent years is to hire faculty with a background and an interest in scholarly research. Recent job advertisements for faculty list as minimum qualifications “a Ph.D., a J.D. or equivalent advanced degree in a related field.” The last two faculty hired have a Ph.D. and two other faculty members are working toward their Ph.D.

All faculty members are required to conduct student evaluations of their classes each semester. The evaluations ask students to rate the teacher and course on a scale of 1 to 5 on 19 questions.

Full-time faculty are required to undergo a university-mandated peer review each year. Faculty members assemble a dossier of their teaching, research, and service during the previous year. All faculty members review the dossiers and rate each faculty member on a scale of 1 to 5 in each of three areas. The dossiers and the scores are given to the department head who conducts an independent review, taking the peer-review scores into account. The department head and the faculty member discuss the evaluation, and a final evaluation is prepared by the department head.

Part-time faculty do not go through the peer-review process. The department head reviews the student evaluations of adjuncts each semester. Adjuncts whose student evaluations fall below 4.00 on a 5.00 scale are expected to bring up the scores or they are not rehired.

The faculty takes prides in its teaching effectiveness and interviews with students bear this out. This is impressive considering the turnover among the faculty. The department’s 10 permanent faculty members are up from six at the time of the last accreditation. Only three of those six are still on the faculty.

## COMPLIANCE

## **PART II — Standard 5: Scholarship: Research, Creative and Professional Activity**

### **Unit performance with regard to indicators:**

- (a) The unit requires, supports and rewards faculty research, creative activity and/or professional activity.
- (b) The unit specifies expectations for research, creative activity and/or professional activity in criteria for hiring, promotion and tenure.
- (c) Evaluation criteria for promotion, tenure and merit recognition account for and acknowledge activities appropriate to faculty members' professional as well as scholarly specializations.
- (d) Faculty members communicate the results of research, creative and/or professional activity to other scholars, educators and practitioners through presentations, productions, exhibitions, workshops and publications appropriate to the activity and to the mission of the unit and institution.
- (e) The unit fosters a climate that supports intellectual curiosity, critical analysis and the expression of differing points of view.

Although the department is putting a greater emphasis on research, its record of scholarly work since the last accreditation remains at best modest. For years, the department's culture did not emphasize traditional academic research and scholarship. Faculty members traditionally took on professional assignments including newspaper articles, magazine stories, and, in some cases, books. But the research expectations have changed at the University of Arizona and the department has not stepped up its level of research accordingly.

The faculty continues to produce a fine array of professional work for such publications as the *American Journalism Review*, *Media Studies Journal*, the *Los Angeles Times*, and the *Tucson Citizen*, as well as broadcasts such as "Living on Earth" and "Day to Day." However, the faculty has produced only a few peer-reviewed journal articles. These include articles in *Journal of Media Economics*, *Journalism and Mass Communication Quarterly*, *Idaho Law Review* and *Loyola Law School Entertainment Law Review*. The faculty also has presented their work at relatively few academic conferences or in other types of presentations, exhibitions and workshops.

To some extent, the department's record of scholarship and research has been hurt by turnover in the faculty. Two tenure-track assistant professors left the department in recent years to pursue other opportunities. One of those faculty members had shown real research promise by publishing several law review and newspaper articles. The department's level of scholarship and research also has been hurt by the lack of senior faculty members to mentor junior faculty. Mentoring has largely fallen on the shoulders of the department head, who already has a full agenda.

The department provides travel funding for every faculty member to attend at least one conference a year. Grant money is also available for additional faculty travel. But with few exceptions, it is not clear that faculty have taken full advantage of these travel opportunities for presenting their research and scholarship.

The department head encourages scholarship and research during the annual peer-review process. The department head appears attuned to maintaining a proper workload at levels that are consistent with faculty who want to have an active research agenda. And to her credit, the department head maintains an active scholarly agenda with articles in *American Journalism Review* and other publications. In fact, she is one of the department's most widely published faculty members.

One of the promising signs for the department is that there now appears to be climate that actively supports scholarship and research. Faculty members respect one another's research agendas, and they have a shared interest in improving the level of research in the department. Moreover, the faculty seems to share a common interest in a number of research areas, most notably international journalism and media history. In particular, there would seem to be real potential in international journalism given the faculty's already strong relationship with the departments of Latin American Studies and Near Eastern Studies.

NON-COMPLIANCE

## **PART II — Standard 6: Student Services**

### **Unit performance with regard to indicators:**

- (a) Faculty and/or professional advising staff ensure that students are aware of unit and institutional requirements for graduation and receive career and academic advising.
- (b) Faculty are available and accessible to students.
- (c) The unit keeps students informed about the activities, requirements and policies of the unit.
- (d) The unit and the institution provide students with extra-curricular activities and opportunities that are relevant to the curriculum and develop their professional as well as intellectual abilities and interests.
- (e) The unit gathers, maintains and analyzes enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success.

Student advising is a real strength of the department. The faculty is uniquely accessible to the students. As one student put it, they really do keep their office hours. Plus the excellent new space the department enjoys allows for easy flow from classroom to office for both professors and students.

The senior advisor is a popular former adjunct professor who had retired from other careers, and who came on as an advisor when the position was created three years ago. (Previously, advising had been offered by a faculty member with a one-course reduction; enrollment growth made this untenable.) The senior advisor is a much-beloved figure in the department, known for his attention to detail, his carefully kept records, his directness with the students and his extraordinary ability to remember individuals and their needs. As he put it, he found his real calling late in his career that allowed him to do good and that satisfies his “control freak” nature.

As the advisor, he created recordkeeping and information systems that had not previously existed. Wall-mounted slots outside his office are full of handouts so students know exactly what is expected of them and when. Records are either secured online or in locked cabinets in a locked room across the hall from his office. Every major and minor student will meet with an advisor at least once a semester, and extra services are available through the advisors for students struggling and through the university for those who don't meet minimum standards in the department. The surging enrollment of the department led to a second advisor being added this year, a necessity with 600 students.

Two weaknesses in this system:

- The chief advisor now hand-registers students for classes each semester. As he put it, he has had to be a gatekeeper on enrollment because of the dramatic increase in the number of

students and because the university enrollment systems were inadequate to deal with prerequisites and other specifics related to the journalism curriculum. He does this, the senior advisor said, to make sure the students get the right class at the right time. He sees 28 students a day, every day, for a month at the beginning of each term, in 15-minute increments. But because of the demand for required classes necessary for graduation, the result has been overnight lineups by students – “like festival seating” at a concert, one student said – in order to get in capstone and other required classes with limited sections and enrollments to get out in four years. While chaotic, the vast majority of students get the classes they need. But they don’t like the system. Planned enrollment controls in the department should help mitigate this problem.

- Also, the senior advisor functions as the internship coordinator for the department (although two professors take lead roles as related to interns and diversity). Given the constraints on his time and that of his advising colleague, this appears to need more attention. No internships are required for graduation and while motivated students are getting academic or paid internships (the Tucson Citizen has five academic interns from UA as of this writing), the senior advisor says fewer than 10 percent of majors are doing internships. Students complain that the department doesn’t do enough to encourage real-world experiences for students, whether it is with the student paper (which operates independently from the department) or through academic or paid internships. Students must submit a portfolio for review or write a paper after completion of their academic internship in order to get credit.

## COMPLIANCE

## **PART II — Standard 7: Resources, Facilities and Equipment**

### **Unit performance with regard to indicators:**

- (a) The unit has a detailed annual budget for the allocation of its resources that is related to its long-range, strategic plan.
- (b) The resources that the institution provides are fair in relation to those provided other units.
- (c) The facilities of the unit enable and promote effective scholarship, teaching and learning.
- (d) The institution and the unit provide faculty and students with equipment or access to equipment to support its curriculum and the research, creative and professional activities of the faculty.
- (e) The institution and the unit provide sufficient library and information resources to support faculty and student research and professional development.

### **Budget:**

The unit's 2004-05 budget of \$965,279 was a 50 percent increase from the unit's 2002-03 budget. The department's budget increased another 17 percent in 2005-06, to \$1.13 million. With nearly three-quarters of the budget going to faculty and staff salaries, the department head has little discretionary money to spend from university sources; she does, however, have several pools of foundation funds that she may tap for such needs as special projects, conference travel, lab expenses and student scholarships. Those sources can add \$20,000 to \$70,000 to the department's budget in a given year, excluding scholarships.

The unit's biggest spending increases have come in equipment, including software licenses (+354%), and part-time teaching salaries (+193%). The budget for full-time teaching salaries decreased 19 percent from 2002 to 2004-05 because of departures and retirements, but in the 2005-06 budget, the full-time teaching line is up 28 percent over 2002.

This overall increase, however, comes after several years of substandard budgets in the 1990s as the university considered closing the department altogether. Although the university has since reversed that stance, it has yet to provide financial resources commensurate with the large number of students selecting journalism as a major. The dean and the provost agree that the journalism department's budget is deficient.

The department's 2005-06 budget includes money for two full-time professors added this spring. When classes begin in fall 2006, the faculty will have a total of 12 full-time faculty (twice the number on staff in fall 2005). Ten more faculty are expected to be hired in the next five years, according to an

agreement signed by the dean on Nov. 28, 2005. All but one of those positions will be paid for with university funds; the other will come initially from federal Title VI grant money. The provost, who has not signed the dean's commitment letter, says he supports it but expects the new hires to come from reallocations by the dean.

Because the University of Arizona is a state institution, projecting its budget very far in the future is difficult. Like many states, Arizona has had severe budget shortfalls for the past few years, although it has a surplus now. Under Arizona's Constitution, though, tuition must be kept low. The self-study says the department expects allocations "to remain flat for the foreseeable future" and the journalism department plans to raise "substantial additional funds" from private sources and foundations

The department already taps alumni for annual gifts and typically receives \$7,000 or so each year from that appeal. After a special push for the program's 50th anniversary, the alumni raised \$50,000.

The self-study states that the resources given to the department are less than those of many other teaching units. The university does not now fund departments based on the number of students enrolled as majors, but the provost suggested funding policies could change under a new president, who arrives this summer.

#### Facilities:

The department's new quarters – allowing them to escape from a mold-filled basement bunker in an old building – have been received with great joy. The new facility is on the third floor of a state-of-the-art building that offers views of the nearby mountains and the campus. Professors and students have at times had to close blinds to avoid being distracted by the views. It is quite simply spectacular. The new space lacks only a large lecture hall and a television studio. Bigger classes meet in another campus building a few minutes away. Faculty offices, by most standards, are very nice, with windows and room for two to three students to easily join a professor for conversation at any time.

The department head was effective tactically in getting the best wiring possible for journalism purposes in the new space, even if some of the furniture is hand-me-down from elsewhere in the university. Plans call for moving all projection equipment into the ceilings in the near-term.

#### Equipment:

The editing labs are packed with various levels of Macintosh computers. Some students long for every machine to be of the highest level available, but the overall numbers are impressive. The main reporting class labs have 22 Macs each, the photo lab has 16 Macs and the newspaper production lab used for capstone courses has nine. Scanners and printers appear adequate for the task. Broadcast students have available four digital video kits (camera, lighting, tripod, microphone and tape-editing deck), Final Cut Pro HD video-editing software, nine Macs and 10 closed carrels. Five are used for editing stations, one

for a sound booth and one for an instructor's station, leaving room to grow. The cameras are broadcast-quality, if not state of the art, like the editing software.

Course fees (all of which stay in the department) allow computer and software updates to be regular but can't cover all the costs associated with keeping technology up to date, particularly on the video side. Course fees are capped by the university at \$50, so some other fundraising may be necessary. An overall program fee has been blocked by the regents up to now, but a window may be opening in the future.

Ironically, just as the site team arrived, a worm was discovered, causing a shutdown of all the Macs and a return to more traditional teaching techniques in many classes.

The students and faculty assured the team a shutdown of this magnitude is unusual.

## COMPLIANCE



## **PART II — Standard 8: Professional and Public Service**

### **Unit performance with regard to indicators:**

- (a) The unit is actively engaged with alumni, professionals and professional associations to keep curriculum and teaching current and to promote the exchange of ideas.
- (b) The unit provides leadership in the development of high standards of professional practice through such activities as offering continuing education, promoting professional ethics, evaluating professional performance and addressing communication issues of public consequence and concern.
- (c) The unit contributes to the improvement of journalism and mass communication as academic disciplines by supporting the faculty's involvement in academic associations and related activities.
- (d) The unit contributes to its communities through service projects, internship and job placements, and faculty involvement in civic activities related to journalism and mass communication.
- (e) The unit supports scholastic journalism through such activities as faculty workshops, visiting lectures and critiques of student work.

Service to the community and state is very much a part of the culture of the department. This is particularly manifested through the department's publications, *The Tombstone Epitaph*, for the famed border community south of Tucson, and *El Independiente*, a bilingual paper for heavily Latino South Tucson. Both papers are produced by department capstone classes, and are the major news products for those communities.

The department has already done substantial public service through its relatively new International Journalism Program – from Chile and Panama – with student work published in the *Tucson Citizen*. The department maintains Community News Service, which gives students the opportunity to serve as legislative correspondents for papers too small to have their own. It also awards the John Peter & Anna Catherine Zenger Award for Freedom of the Press and the People's Right to Know. The award – more than 40 years in existence – is given every other year at the Arizona Newspaper Association convention. The 2005 winner was Bill Moyers.

Faculty members have been consistent and prolific in their outreach to various communities. One professor oversees the 20-year-old summer high school program and has been a regular speaker on issues relating to diversity. Another mentors the local SPJ chapter, which provides mentoring at a local high school and stages annual events on campus. The same professor is active in issues related to students with disabilities and serves on a university committee working on these issues. She also serves

on the university's student media publications board, which sets policies for the independent student newspaper. The department head serves on the board of the Arizona Newspapers Association, is a regular public speaker, and is regarded on campus as an authoritative voice when major issues arise around international issues and challenges.

Homelands Research Group is based in the department. A professor who teaches in the International Journalism program is a founding member of the group, which produces radio, print reports and books for use of media around the world. Last year, Homelands produced a series called "Worlds of Difference," distributed via NPR. In six parts, it reports from multiple countries around the world on cultures adapting to change in economies, language, religion, ethnicity and more.

## COMPLIANCE

## PART II — Standard 9: Assessment of Learning Outcomes

### Unit performance with regard to indicators:

- (a) The unit defines the goals for learning that students must achieve, including the “Professional Values and Competencies” of this Council.
- (b) The unit has a written assessment plan that uses multiple direct and indirect measures to assess student learning.
- (c) The unit maintains contact with its alumni to assess their experiences in the professions and to gain feedback for improving curriculum and instruction.
- (d) The unit includes members of journalism and mass communication professions in its assessment process.
- (e) The unit collects and reports data from its assessment activities and uses the data to improve curriculum and instruction.

The department has had an assessment plan since 1999. A substantially revised plan dated November 2004 was included in the self-study. The department says all components of the plan have been standard practice for more than a decade.

The plan outlines 14 outcomes desired for all graduates, which align closely with the professional values and competencies of the ACEJMC. Some professors’ syllabi refer to the standards addressed in their courses; others do not.

The department says it assesses learning outcomes in several ways, including: course assignments, capstone courses, peer and team critiques, independent study and research projects, faculty mentoring, alumni networking, student course evaluations, portfolios, and internships. The assessment activities appear to be largely qualitative, rather than quantitative, and individual rather than unit-wide. The self-study included no data from any assessment tools, but did have a thorough discussion of efforts to gauge student learning and make needed curriculum adjustments.

The self-study details eight changes made to the program as a result of “findings produced by the assessment instruments” during the past five years. But the connection between some findings and outcome assessments is unclear. For example, an admirable decision to increase the curriculum’s emphasis on global awareness was made because, after 9-11, “the faculty, alumni and students were in agreement” to do so. The self-study does not cite data to indicate that its students were globally unaware — or indicate how it will measure whether its curriculum changes achieved their desired goal of greater awareness.

Similarly, the study says the students needed additional instruction about math and statistics, based on an analysis of grades made by journalism students in math department courses. The department hopes to implement a more strict math pre-major requirement, is discussing a “math for journalists” course, and is incorporating more assignments requiring numeracy in its journalism courses. What isn’t clear is how it will determine whether a particular cohort of students has become more proficient at math as a result of these curriculum changes.

The department began a trial in fall 2005 of a language, grammar and style exam for students in the first skills course. The department plans to use outcomes of the exam for “diagnostic assessment and planning purposes.” The department head says the development of additional assessment measures will likely be one of the topics at a spring retreat.

Given that this is the first year of assessment as an accrediting standard, the team felt Arizona’s assessment activity is acceptable. The department has clearly given thought to the issue and seems to have mechanisms for identifying shortcomings in its curriculum and gaps in student achievement – and a willingness to take steps to improve those situations.

#### Alumni and professionals:

The unit maintains contact with its alumni through both formal and informal means. The department has assembled a database of more than 2,000 names and addresses which is used to mail its newsletter, *The Cursor*, in October and May. The department’s Web site also allows graduates to update their e-mail and mailing addresses and file career and personal news. In summer 2005, the department created a new staff position whose responsibilities include alumni relations. The staff member is exploring expanding *The Cursor* and creating a listserv of graduates to whom she can e-mail journalism news and events.

The department’s interaction with professionals is regular, with 19 adjunct professors teaching this year. It also has an external advisory council that meets quarterly and provides insights on the changing needs of the profession.

## COMPLIANCE

## **PART IV: Summary by site visit team**

### **1) Summarize the strengths and weaknesses of the unit.**

After being slated for closure by a previous administration, the University of Arizona's journalism department has renewed spirit and great promise. What didn't kill it, made it stronger. Its move two years ago from a dingy basement to attractive new space with views of Tucson's mountains may be symbolic of its brighter future. Its faculty in fall 2006 will be twice the size of its faculty in fall 2005. After an internal academic program review in fall 2005, the department received a commitment from its dean for 10 additional faculty hires over the next five years. If these additional faculty lines materialize they will mitigate some of the program's serious problems in enrollment management and, perhaps, enable the program to resume its graduate program.

#### **Strengths**

- Well designed space in a new building.
- A tenacious, politically savvy and highly regarded department head.
- Committed, collegial and enthusiastic faculty.
- Popular appeal among students (it is the fifth-most popular major in the university).
- Promising interdisciplinary programs in international journalism, a logical niche given the university's proximity to Mexico.
- A strong print program that enables students to work on two departmental newspapers serving South Tucson and the town of Tombstone.
- A long-term commitment to diversity through teaching and curriculum and a dramatically more diverse faculty than six years ago.

#### **Weaknesses**

- Burgeoning enrollment, which has made access to some required courses difficult.
- Heavy use of adjuncts.
- A cumbersome registration system that encourages students to line up overnight for early appointment times.
- A thin curriculum for broadcasting and online journalism.
- Research output below what is expected at a Research I institution.
- A loosely coordinated internship program that results in a low percentage of students participating in professional internships.

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

Standard 5: Scholarship, Creative and Professional Activity

3) Summarize the problems or deficiencies that must be corrected before the next evaluation (i.e., related to non-compliance with standards).

This is the third time the program has been found out of compliance on Scholarship, Creative and Professional Activity. By the next accrediting visit, it must show evidence of more peer-reviewed scholarship.

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 them.

The previous accreditation report found the department out of compliance with Faculty Scholarship/Research/Professional Activities, describing its track record as “modest.” Recent hires clearly reflect the department’s intent to strengthen this dimension of its program, but it is too soon for those personnel changes to have generated significant results.

Other concerns included:

*“...The department continues to be housed in what is essentially a basement.”*

As noted above, the department is now in attractive, modern space.

*“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....”*

Of the department’s 10 permanent faculty members, four are minorities and six are women. The faculty is still print-oriented, but several recent hires bring experience with broadcast and online.

- 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.

The self-study was thorough and well written and the team appreciated that it was contained to one volume. Exhibits were organized in a useful way. The department made additional documents available to the team in a convenient way and was responsive to requests for supplemental information.