

Accrediting Council

On Education in Journalism and Mass Communications

Susanne Shaw
Executive Director

May 2, 2012

Gene Sander
Interim President
University of Arizona
Tucson, AZ 85721

Dear President Sander:

The Accrediting Council on Education in Journalism and Mass Communications met April 27-28 in Arlington, Va., and voted 20-0, with two members abstaining, that the undergraduate program in the School of Journalism at the University of Arizona receive reaccreditation.

The Council concurred with the recommendations for reaccreditation made by the Accrediting Committee and the site team. The next visit for the undergraduate program in the School of Journalism will be during the 2017-2018 academic year.

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

Best wishes.

Sincerely,



Peter Bhatia
President

cc: David Cuillier, director, School of Journalism
Will Norton, vice chair, Accrediting Committee
Susanne Shaw, executive director, ACEJMC

Accrediting Council

On Education in Journalism and Mass Communications

Susanne Shaw
Executive Director

March 23, 2012

David Cuillier
Director
School of Journalism
PO Box 210158B
University of Arizona
Tucson, AZ 85721-0158

Dear David:

Thank you for attending the meeting of the Accrediting Committee March 17-18 in Chicago. I presented the visit report to the Committee.

As you know, the Committee voted 10-0, with one member abstaining, to recommend to the Council that the undergraduate program in the School of Journalism at the University of Arizona receive reaccreditation.

The Committee discussed the undergraduate program's non-compliance on Standard 9: Assessment of Learning Outcomes.

If you wish to respond to the Committee's action, please send your response to Susanne Shaw by Wednesday, April 11. The response will be distributed to Council members. A copy of the response also should be sent to me.

The Council will review the team report and the Committee's recommendation before making its decision on the School of Journalism. The meeting will be April 27-28 at the Westin Arlington Gateway Hotel in Arlington, Va. All accreditation decisions will be made Friday, April 27. The deadline for hotel reservations is Tuesday, March 27.

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

Sincerely,



Will Norton
Vice Chair, Accrediting Committee

cc: Gene Sander, Interim President, University of Arizona
Peter Bhatia, ACEJMC President
Susanne Shaw, ACEJMC Executive Director

Report of On-Site Evaluation

ACEJMC

Undergraduate program

2011– 2012

Name of Institution: **University of Arizona**

Name and Title of Chief Executive Officer: **Gene Sander, Interim President**

Name of Unit: **School of Journalism**

Name and Title of Administrator: **David Cuillier, Director, School of Journalism**

Date of 2011 - 2012 Accrediting Visit: **January 22 – 25, 2012**

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

Date of the previous accrediting visit: **February 12 – 15, 2006**

Recommendation of the previous accrediting team: **Re-Accreditation**

Previous decision of the Accrediting Council: **Re-Accreditation**

Recommendation by 2011 - 2012 Visiting Team: **Re-accreditation**

Prepared and submitted by:

Team Chair

Name and Title: **Will Norton, Jr., Professor and Dean**

Organization/School: **Meek School of Journalism and New Media, University of Mississippi**

Signature

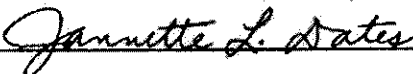


Team Members

Name and Title: **Jannette Dates, Professor and Dean**

Organization/School: **School of Communications, Howard University**

Signature



Name and Title: **Michael Limon, Business Editor,**

Organization/School: **The Salt Lake Tribune, Salt Lake City, Utah**

Signature



Name and Title: _____

Organization/School: _____

Signature _____

Name and Title: _____

Organization/School: _____

Signature _____

PART I: General information

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: Feb. 12-15, 2006

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 as well as any separate mission statement for the graduate program. Statements should give date of adoption and/or last revision.**

**MISSION STATEMENT
UNIVERSITY OF ARIZONA SCHOOL OF JOURNALISM**

The School of Journalism 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 includes an understanding of 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 school'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 School's mission. The school 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.

Reviewed and adopted: May 9, 2011

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

120 semester-hour credits

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

3 semester-hour credits (maximum)

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

<u>Name of Sequence or Specialty</u>	<u>Person in Charge</u>
Journalism	David Cuillier School Interim Director

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

39,250 in Fall 2011

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

<u>Name of Sequence or Specialty</u>	<u>Undergraduates Fall 2011</u>
Journalism	287 ¹
Pre-Journalism	255
Total	542

¹ Of the 287 students majoring in journalism, 16 are double-majors with other university departments.

14. Number of graduate students enrolled:

19 master's students, including full- and part-time non-degree-seeking students (Graduate program is not being reviewed)

15. 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 attached page shows the number of students in undergraduate journalism skills classes in fall 2011 and spring 2012 (to be updated at time of site visit).

Table 1.1-1 Enrollment in journalism skills classes – fall 2011 and spring 2012

Course Number	Section Number	Course Title	Enrollment Fall 2011	Enrollment Spring 2012
203	1	Photojournalism	64	66
203	1A	Photojournalism Lab	16	19
203	1B	Photojournalism Lab	16	14
203	1C	Photojournalism Lab	16	20
203	1D	Photojournalism Lab	16	13
205	1	Reporting the News	19	20
205	2	Reporting the News	17	20
205	3	Reporting the News	20	20
306	1	Advanced Reporting	14	20
306	2	Advanced Reporting	16	18
306	3	Advanced Reporting	16	19
307	1	Principles of Multimedia	17	20
307	2	Principles of Multimedia	11	12
307	3	Principles of Multimedia	20	11
320A	1	Editing	17	20
320A	2	Editing	18	16
320A	3	Editing	Not offered	13
380	1	Television News Writing	20	20
385	1	Beginning TV Reporting & Production	19	16
405	1	Arizona Daily Star Apprenticeship	10	9
411	1	Feature Writing	17	19
411	2	Feature Writing	14	16
413	1	Reporting Public Affairs	16	19
413	2	Reporting Public Affairs	17	13
413	3	Reporting Public Affairs	11	Not offered
413	4	Reporting Public Affairs	20	Not offered
422	1	Publication Design	11	17
472	1	Science Journalism	11	Not offered
472	2	Science Journalism	12	Not offered
490A	1	The Tombstone Epitaph	8	10
490B	1	El Independiente	10	Not offered

490C	1	Arizona Cat's Eye	11	16
490D	1	Border Beat/El Independiente	11	20
490F	1	Arizona-Sonora News Service: The Hub	Not offered	20
493	1	Internship	17	23
497C	1	International Reporting	Not offered	19
497D	1	Arizona-Sonora News Service	3	Not offered

**16. Total expenditures planned by the unit for the 2011 – 2012 academic year:
Percentage increase or decrease in three years and amount spent this year on full-time faculty salaries:**

**Table 1.1-2 Projected expenditures – Academic Year
2011-12**

Projected 2011-12 total Journalism expenditures	\$1,672,900
Change from 2008-2009	+ 5 %
2011-12 full-time Journalism faculty salaries ²	\$1,066,509
Change from 2008-2009	+ 8 %

17. List name and rank of all full-time faculty. (Full-time faculty refers to those defined as such by the university.) Identify those not teaching because of leaves, sabbaticals, etc.

Tenure-track faculty

Full Professors

- Jacqueline Sharkey (not teaching in Academic Year 2011-12 because of one-year research leave and sabbatical, following 11 years as school director)

Associate Professors

- David Cuillier, School Interim Director (not teaching in Fall 2011 because of duties as interim director; started at UA in 2006)
- Shahira Fahmy (appointed in 2008)
- Carol Schwalbe (.90 FTE, appointed in 2009)

Assistant Professors

- Celeste González de Bustamante (not teaching in Fall 2011 because of Udall Center fellowship; appointed in 2007)
- Kevin Kemper (appointed to tenure-track position in 2006)

² Includes salaries of all permanent faculty at .70 FTE or higher, including the director position, without university employee related expenses, such as university-paid medical benefits and social security.

- Linda Lumsden (appointed in 2006)
- Jeannine Rely (appointed to tenure-track position in 2009)

Professors of Practice

Full Professors of Practice

- Bruce Itule (.48 FTE, appointed in 2007, retired December 2011)
- Mort Rosenblum (.20 FTE, appointed in 2008)
- Nancy Sharkey (.70 FTE, appointed in 2010)
- Alan Weisman (.56 FTE, on leave of absence 2011-12 for book-writing project)
- Terry Wimmer (appointed in 2006)
- Maggy Zanger (appointed in 2005)

Associate Professors of Practice

- Susan Knight (appointed in 2004; adjunct lecturer prior since 1991)

Assistant Professors of Practice

- Kim Newton (appointed in 2007)
- James Mitchell (.80 FTE, appointed in 2009)
- Jay Rochlin (.75 FTE, appointed in 2006)

- 18. List names of part-time/adjunct faculty teaching at least one course in Fall 2011. Also list names of part-time faculty teaching Spring 2011. (If your school has its accreditation visit in Spring 2012, please provide an updated list of faculty at time of visit.)**

Spring 2011

Rhonda Bodfield
Lisa Button
Gawain Douglas
Mark Evans
Rogelio Garcia
Sarah Gassen
Stephanie Innes
Michael McKisson
Jim Nintzel
Lorraine Rivera
Jane See White

Fall 2011

Tom Beal
Mindy Blake
Fred Brock
Cathy Burch
Lisa Button
Gawain Douglas

Mark Evans
 Rogelio Garcia
 Sarah Gassen
 Van Nguyen
 Jim Nintzel
 Rob O'Dell
 Glenn Weyant
 Jane See White

Spring 2012

Fred Brock
 Cathy Burch*
 Gawain Douglas
 Mark Evans
 Rogelio Garcia
 Sarah Gassen
 Sarah Mauet
 Michael McKisson
 Jim Nintzel
 Jane See White

* Filling in as internship coordinator for Lisa Button, who is on medical leave until Fall 2012.

19. 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 2010-11		92	100	92	100
AY 2009-10		132	100	132	100

PART II — Standard I: Mission, Governance and Administration

The policies and practices of the unit ensure that it has an effectively and fairly administered working and learning environment.

Unit performance with regard to indicators:

- (a) The unit has a mission statement and engages in strategic or long-range planning that provides vision and direction for its future, identifies needs and resources for its mission and goals and is supported by university administration outside the unit.

The school has a mission statement, a strategic plan that provides vision and direction for its future, identifies needs and resources for its mission and goals, and is supported by the university administration outside the unit.

It has declared its core mission is “to empower future journalists with the intellectual training, broad liberal arts background, and professional skills necessary to gather, evaluate, organize and disseminate information that enables citizens to participate in a democratic society in a meaningful way (see school mission statement).” The faculty members “focus exclusively on journalism (not public relations or related communication fields), regardless of the medium (broadcast, print, online, etc.).”

- (b) The unit has policies and procedures for substantive faculty governance that ensure faculty oversight of educational policy and curriculum.

The unit has policies and procedures for substantive faculty governance that ensure faculty oversight of educational policy and curriculum. The faculty makes decisions as a committee of the whole. Discussions are held during biweekly meetings. Any faculty member may ask that an issue be added to the agenda. If the matter needs to be voted upon, this is done by a show of hands except in matters relating to promotions and new faculty hires (which are done by secret ballot).

- (b) The unit’s administration provides effective leadership within the unit and effectively represents it in dealings with university administration outside the unit and constituencies external to the university.

The school is led by an interim director who is negotiating the details of his appointment. He follows a director who transformed the school during her 11 years. She took over a unit that had been on the verge of elimination. She tripled the size of the faculty (from 5 to 15 FTE), moved the school into a new facility, updated the curriculum, established partnerships with other units on campus and began fundraising efforts. As a result, the school has gained new respect on campus. Faculty repeatedly told the team of their high regard for her. She has been a highly effective administrator who has mentored the interim director.

- (d) The institution and/or the unit defines and uses a process for selecting and evaluating its administrators.

The director undergoes a review by school faculty each spring. This anonymous process is done in accordance with procedures developed by the College of Social and Behavioral Sciences, the college in which the school is situated.

The dean reviews the performance of the school's director each year. A college-level review is conducted during the director's fifth year. Three committee members are selected by a ballot vote of the journalism faculty. The dean appoints an outside member of the college faculty to chair the review committee. The dean also may appoint committee members who represent constituencies that the school is expected to serve. Questionnaires are distributed to all full-time and part-time faculty, staff and selected student groups. These are returned anonymously to the committee. The committee chair also invites any member of the faculty, staff, student body, or professional or community groups to meet with the committee to discuss the work of the school director. The committee writes a report that is submitted to the dean. The report is confidential; only excerpts and summaries are presented to the director, to ensure confidentiality for persons contributing information for the report.

After the review, the dean and the director discuss whether the director should serve an additional five years. If the director decides after this discussion that she or he would like to serve another term, the faculty votes on the reappointment by secret ballot. The final decision rests with the dean.

The school director's performance also is evaluated during Academic Program Reviews. These reviews are conducted every seven years.

- (e) Faculty, staff and students have avenues to express concerns and have them addressed.

Faculty members have procedures by which their concerns may be heard. During the year, full-time faculty members may raise general concerns at meetings. Any member may place an item on the agenda. The director periodically organizes retreats during which full-time faculty members discuss issues relating to curriculum development, instruction and administration.

Compliance

PART II — Standard 2: Curriculum and Instruction

The unit provides a curriculum and instruction that enable students to learn the knowledge, competencies and values the Council defines for preparing students to work in a diverse global and domestic society.

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.

The school is in full compliance with the accreditation requirement on 80 semester credit hours outside the unit and 65 semester credit hours in the liberal arts and sciences.

- (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.

There is an appropriate balance of professional and skills courses.

JOUR 105 Principles of Journalism is a prerequisite for acceptance into the pre-major.

The first course in the core sequence, JOUR 205 Reporting the News, focuses on teaching basic research and writing skills. JOUR 203 Photojournalism focuses on basic photojournalism skills, as well as introducing multimedia through Final Cut Pro. It usually is taken at the same time as JOUR 205. JOUR 306 Advanced Reporting requires students to write more complex articles and to acquire experience covering a beat. Students generally take JOUR 307 Principles of Multimedia with Jour 306. JOUR 307 enables students to report using multiple platforms by producing slideshows, audio reports and other visual elements in their reporting. JOUR 320A Editing requires students to analyze stories and photographs in terms of content, structure and potential ethical issues and legal problems.

Students then have the option of taking JOUR 411 Feature Writing or JOUR 380 Writing for News and Documentary. In JOUR 380 students are taught to prepare video-news reports, with an emphasis on integrating words and images. In the features class, the focus is long-form journalism, learning research and writing techniques for different media, including newspapers, magazines and the Web.

JOUR 413 Reporting Public Affairs is required of all majors. It provides them with experience covering government policy and agencies, and exposes students to investigative journalism.

The school offers classes in law, ethics, history and theory to balance courses that are primarily skills oriented.

JOUR 208 Law of the Press is a prerequisite for other courses. During most of the last

four decades, the law course has been taught by faculty members who were attorneys with considerable journalism experience.

JOUR 439 Ethics and the News Media has been taught since the mid-1980s by a senior faculty member in the unit.

JOUR 477 History of American Journalism is an elective.

JOUR 470 Press and Society has a substantial ethics component and may substitute for the JOUR 439 ethics course. This course contains a substantial unit on mass communication theory. Also, pre-journalism majors are introduced to mass communication theory in their first course, JOUR 105 Principles of Journalism.

Law and ethics also are covered in journalism skills classes.

- (c) Instruction is demanding and current; achievements in teaching and learning are recognized and valued.

Instruction is intense. Evaluation is rigorous, and requirements are demanding.

- (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.

The school is in full compliance. Classes do not exceed the 20-1 ratio.

- (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.

The school supplements classroom activities with an internship program that places students with local news organizations during the academic year and national and international organizations during the summer. Students may work in unpaid internships that produce academic credit or in paid internships that do not produce credit. Both types of internships are supervised by the school's internship coordinator.

Through interdisciplinary initiatives the school has partnerships with academic units within and beyond the College of Social and Behavioral Sciences, including the Center for Latin American Studies; School for Middle Eastern and North African Studies; Department of Communication; Department of Spanish and Portuguese; Soil, Water and Environmental Science; the School of Government and Public Policy; and the School of Information Resources and Library Science.

International journalism

The Latin American component is accentuated by several faculty members who have experience reporting or studying in Central America and South America. The Middle Eastern component is

taught by a former faculty member at the American University in Cairo and former Iraq country director of the Institute for War and Peace Reporting, an organization that trains Iraqi journalists to work for independent news media. Faculty members teach seminar classes such as News Analysis: Media Coverage of International Crises, and U.S. Press Coverage of Latin America. One faculty member covered the Contras in Central America. Another worked for the Associated Press in the Caribbean. Still another is bilingual and an expert in Mexican television news. A fourth faculty member was a photographer and photo editor in Asia and Europe. Finally, a former chief international correspondent for The Associated Press and former executive editor of the *International Herald Tribune*, teaches an eight-week, two-unit class in international reporting each year.

Science/environmental journalism

The science/environment emphasis was started a few years ago. A professor who was an editor for *National Geographic* and has been involved in the sciences for a number of years, teaches a science journalism course that offers an opportunity for students to spend intensive time in the university's Biosphere II research facility. The school offers a competitive NASA internship for science writing and a science internship funded by Wick Communications, a chain of newspapers in the Southwest. The school has fostered collaborations with science units on campus through its graduate dual-degree programs and will continue to build partnerships on this science-rich campus. Other faculty members have expertise in environmental journalism, including a professor who has written four books, produced an international documentary series for National Public Radio and written for publications such as *The New York Times Magazine*, the *Los Angeles Times Magazine* and *Harper's*. He is author of the *The World Without Us*, which is listed on the *New York Times* best-seller list.

Compliance

PART II — Standard 3: Diversity and Inclusiveness

The unit has a diverse and inclusive program that serves and reflects society.

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.

Since 2002 the unit has had a written diversity plan. It has been updated periodically, and the most recent revision was approved by the faculty in October 2011. The school's diversity coordinator is responsible for implementing the plan and for assessing progress through the work of the diversity coordinator.

The diversity coordinator and school director meet regularly to discuss and plan implementation strategies; in addition, diversity issues and policies that could have significance for students, staff or faculty are discussed at biweekly faculty meetings. The school also receives feedback from students. Their ideas have led to changes in the ways that diversity coordinators set up communication networks with students from underrepresented groups, and the types of professional mentoring that faculty members provide. Each year the committee produces a diversity report, including recommendations for operational changes.

Three adjunct faculty members (the full-time adjunct/intern coordinator and two others) are Hispanic. With a student body that is nearly 20 percent Hispanic, it is short sighted to not have a fulltime Hispanic presence on the school's faculty. The team was not more concerned about this discrepancy because two or more of the full-time faculty members are consistently seen by most as Hispanic (although they are not). These faculty members are fluent in Spanish and spend great amounts of time on research projects related to the border community's needs. They also mentor students working in the part of Tucson where Hispanic immigrants live and work, and they help them learn to write for publications that are focused on this border community.

No African Americans (tenured or on a tenure track) are faculty members or adjunct faculty members. This is significant, as well, because the school's third-largest minority group (black students) has limited opportunities to see people in leadership roles that look like them. Among the visiting professionals some are identified as African American and some are Hispanic as well.

Asian Americans are the second largest minority student group, and one full-time faculty member and one adjunct faculty member are Asian Americans.

The self-study report indicates that the school has a long tradition of incorporating diversity and inclusiveness into its curriculum and that in the last six years newer initiatives have led to operational changes and significant results, including the following: from 2005-2011, the percentage of minority journalism majors increased from 19.5 percent to 32.5 percent.

The report notes that in 2007 the school established a National Association of Hispanic Journalists student chapter; in 2008 it established a student chapter of the Native American Journalists Association. The school hosts The New York Times Student Journalism Institute for minority college students every other January and has hosted a summer high school minority workshop for more than 30 years. The latter won a national multicultural award in 2010. The school works to infuse diversity throughout the curriculum, including in the new classes in border coverage and school media such as Arizona-Sonora News Service and Border Beat that cover disenfranchised communities.

Making the case that it fares well comparatively, the school offers the following data related to populations: a) black Americans are 4.1 % of the area population, 6.3 % of the high school population, and 5 % of the school population; b) Hispanic/Latino are 29.6 % of the area population, 38.6 % of the high school population and 19 % of the school's population; c) American Indian/Alaskan Natives are 4.6 % of the area population, 6.1 % of the high school population and 2.8 % of the school population; d) Asians make up 2.8 % of the area population, 2.8 % of the high school population and 4.8 % of the school population.

In the school, among the minorities, there are no black faculty members, 5.6% are Hispanic/Latino, 5.6 % are American Indian/Alaskan Native and 5.6 % are Asian.

In the school, among the minorities, within the student body 19 percent are Hispanic, 5.7 percent are Asian and 5 percent are black.

- (b) The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation.

The curriculum is designed to reflect a university-wide emphasis on multicultural education and professional journalism's need for a more representative work force. School courses include materials related to issues that arise in a diverse society.

Students are introduced to diversity issues in their first class as pre-majors, Principles of Journalism (Jour 105). In that course, students are introduced to the idea that journalists have an obligation to serve all people, regardless of race and beliefs. One exercise has students break into groups to brainstorm adjectives and nouns they associate with different races. When those words are written on a board, the students are helped to realize the extent of the stereotypes they inherently hold, and the need to unpack their own beliefs and better understand other cultures.

School media courses, required of all seniors to integrate all they have learned, focus on issues that expose students to diverse peoples and underrepresented communities. For example:

- *El Independiente*, which has been produced by the school for more than 30 years, is a bilingual newspaper for the largely Hispanic city of South Tucson. It publishes four times per semester.
- On the newspaper *The Tombstone Epitaph*, students cover the legendary "Old West" city of Tombstone, which is located in a border county that is 30 percent Hispanic. This provides

additional opportunities for students to gain experience covering issues involving diverse communities on an international border. It publishes seven times per semester.

- Border Beat is an online course that focuses on issues pertaining to the U.S.-Mexico border and the people who live and work alongside it. The class, for example, provides multimedia coverage of an annual volunteer-based cleft palate mission by American surgeons in Mexico.
- Arizona-Sonora News Service provides features, investigative stories and news to community papers in southeast Arizona, with a focus on covering issues of diversity.
- The broadcast school media course, Arizona Cat's Eye, requires students to produce at least one story about the area's border connections. Previous stories focused on the Day of the Dead, immigrants' Mexican restaurants, the Mexican-American Chamber of Commerce, and nuns crossing the border to provide relief to stranded Mexicans.

In addition to required courses, students are exposed to diversity issues through electives, such as Journalism, Gender and Multiculturalism (Jour 344). Because of the heavy emphasis in the school in international and border journalism, as noted above, students often learn about diverse communities and global cultures. International courses, for example, include International Media Systems (Jour 460), International Opinion Writing (Jour 458), Reporting on Latin America (Jour 488), Media Coverage of International Crises (Jour 496F), U.S. Press and Latin America (Jour 496L), and Media and Terrorism (Jour 401).

Three white faculty members (one full time, two part time) who work with the international journalism program are recognized experts in fields central to understanding political and interpersonal relationships in a diverse world. Their interdisciplinary work, undertaken in cooperation with the Center for Latin American Studies and the School for Middle Eastern and North African Studies, explores transnational issues in the Americas and critical developments in the Middle East.

The school employed 14 adjunct faculty members for the 2010-2011 academic year. Seven are women and seven are men. One woman is part Native American and one is international. Two of the male adjunct faculty members are Hispanic.

- (c) The unit demonstrates effective efforts to recruit women and minority faculty and professional staff and supports their retention, progress and success.

The school conducted no searches for permanent faculty members during the last three years. Three permanent faculty members were hired in non-competitive searches during that time. This meant that the school hired internal persons and did not take this opportunity to recruit a more ethnically diverse faculty.

Women fare well here, making up 50% of the faculty. There is one African American female staff member, who is a temporary worker.

Of the 18 faculty members at the start of calendar year 2012, five are classified by the school as minorities. The team does not see it that way, however. One is international (Egyptian citizenship), one is of mixed heritage (Spanish-French and Filipino), two are part-American Indian, and one (who retired in December) is Lebanese-American. The identification of a large

number of faculty members as minorities is questionable. Most are international faculty members who are not from one of the domestic, underrepresented minority groups, except for the two part-American Indian faculty members, who never identified themselves and would be mistaken for white American.

- (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.*

The school has programs for recruiting minority students. The most recent available figures on gender balance among journalism majors indicate that 68 percent are female. This percentage is up slightly from 64 percent in 2005, and represents the trend in college journalism education.

Minorities make up about 32.5 percent of current UA journalism majors. This marks a significant increase from 19.5 percent in 2005, and is above the university rate of 30.9 percent. The school has seen substantial percent increases among Native American, Asian, black and Hispanic students.

The school, however, does not match the overall minority percentage of 41.1 percent in the state of Arizona. It is unlikely the school will meet that soon, given the challenges in Arizona's K-12 education system to graduate students for whom English is not their first language. The school is, to some extent, hamstrung by the population of students the university admits, although it plans to continue to reach into the community and expand recruitment and retention efforts.

- (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 School of Journalism has a long tradition of incorporating diversity and inclusiveness into its curriculum, and initiatives during the past six years have led to good results. From 2005 to 2011, the percentage of minority journalism majors increased from 19.5 percent to 32.5 percent, exceeding the university's 30.9 percent rate.

Compliance

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

The unit hires, supports and evaluates a capable faculty with a balance of academic and professional credentials appropriate for the unit's mission.

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.

General criteria for selection of full-time faculty are in the University of Arizona School of Journalism Faculty Hiring and Promotion Policies. "Standards for Hiring," states the following about candidates for assistant professor positions: "Substantial professional experience as a reporter or editor is a preferred qualification, with an unquestioned reputation for excellence in journalism and a dedication to the goals of the school."

- (b) Full-time faculty have primary responsibility for teaching, research/creative activity and service.

Full-time faculty members have primary responsibility for teaching, research/creative activity and service, and the faculty has increased from five FTE at the last site visit to 15 FTE in 2012.

- (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.

Of 18 faculty members in the school, 11 are full-time, and the rest are at various part-time levels, ranging from .25 FTE to .90 FTE, with all but three part-time faculty greater than .70 FTE. The school has gone through rapid growth during the last six years: Of the 18 faculty, 13 have been appointed since 2006.

The school has a good mix of research-active, tenure-track faculty, with doctorates and long-term professionals who have master's degrees. Half the faculty members have doctorates or juris doctorates, and the other half have master's degrees. One professor of practice has a bachelor's degree (and 46 years of experience covering wars for wire services and serving as editor of the *International Herald Tribune*). Of the 18 faculty members, seven are research-active, tenure-track faculty tasked with producing peer-reviewed social-science research. One faculty member has a doctorate and juris doctorate. One has a juris doctorate. Eight have MA degrees, and one has a B.A.

The school prides itself on the fact that all of the 18 faculty members, including research-active, tenure-track faculty, have nearly 400 years of professional experience, ranging from six years to 46 years. Their experience is varied, including community newspapers in Oklahoma, television news in New York City, online editing at *National Geographic*, Pulitzer-prize winning investigative reporting at a daily metro, senior management at *The New York Times*, and news

photography in China. The school's faculty members are predominantly from newspaper backgrounds; therefore, the team was told that future hires will emphasize multimedia and broadcast along with increase in diversity on the faculty.

- (d) The unit regularly evaluates instruction, using multiple measures that include student input.

All permanent faculty, whether full time or part time, participate in a peer-review process every spring, as mandated by the Arizona Board of Regents.

The school's criteria for peer review state that evaluation of teaching should be based on student evaluations and letters, peer observations, awards, teaching loads and assignments (how many lecture courses, seminars or laboratory classes the faculty member taught) and the faculty member's involvement in developing teaching materials, revising existing courses or creating new courses.

- (e) The faculty has respect on campus for its university citizenship and the quality of education that the unit provides.

Most of the faculty members are new hires. They often have been hired with some of their salary coming from other disciplines on the campus. The respect for the faculty is evident because of their excellent academic and professional credentials and because of their partnerships with other units on the campus.

Compliance

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

With unit support, faculty members contribute to the advancement of scholarly and professional knowledge and engage in scholarship (research, creative and professional activity) that contributes to their development.

Unit performance with regard to indicators:

- (a) The unit requires, supports and rewards faculty research, creative activity and/or professional activity.

The University of Arizona is a research-intensive, land-grant university that prides itself on its research mission. The UA brings in more than \$600 million a year in grants and is ranked 16th among all public universities by the National Science Foundation. According to the university's five-year strategic plan, "The University of Arizona must be a center for excellence in education and research." In particular, the university specializes in research on the environment, southwest issues, space, public policy and biosciences.

- (b) The unit specifies expectations for research, creative activity and or professional activity in criteria for hiring, promotion and tenure.

The School of Journalism expects that "every faculty member should be an active scholar in his or her specialty and achieve a national reputation among journalism peers." Professors of practice, as well, are expected to produce "high-quality creative, scholarly, or professional work" in order to be promoted to associate professor. In line with the university's research mission, school faculty focus their journalistic and scholarly research on issues not only regarding the media's role in society, but also pertaining to border/international issues, public policy such as freedom of information, and the environment.

The school has had a long tradition of employing faculty members who have focused primarily on teaching, not research, so much so that the school was deemed non-compliant by ACEJMC on the research standard during three previous accreditation visits. While the school still prides itself on its student-focused culture and on the fact that every faculty member has, on average, 18 years of professional media experience, during the past six years the school has hired seven new, productive, award-winning research faculty members. Since 2006 faculty members have published more than 50 peer-reviewed journal articles, five scholarly books, and 60 conference papers, and have won numerous national research awards. In 2008 the school re-opened its master's program after a 15-year hiatus. The school has reached a solid balance between teaching and research, as expected at a research-intensive university. In the future the school plans to begin a doctoral program and increase research funding, the number of research faculty, and graduate assistants' positions.

- (c) Evaluation criteria for promotion, tenure and merit recognition account for and acknowledge activities appropriate to faculty members' professional as well as scholarly specializations.

There is confusion among the professors of practice about whether their creative activities, such as productions, exhibits, and the like, are given credit and equal weight to traditional research, despite the fact that the director and the dean state that there is equal credit given.

- (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.

Since 2001, one faculty member authored the book *The World Without Us*, based on extensive research about what the world and its environment would be like if humans instantly disappeared. His book was on the *New York Times* best-seller list, and he is now working on a follow-up book about what the world would be like with too many people. Two other faculty members worked together and are interviewing journalists working in northern Mexico; they helped to start the Border Journalism Network, which will include a research component for Southwest journalism. Two other faculty members study freedom of information policy within the United States and internationally, while another produces extensive research about media coverage of international media issues. Another faculty member examines press freedom among Native American tribes, particularly in the Southwest.

The school emphasizes in its policies the need for the quality of research, as well as the quantity. Faculty members are published in the field's top journals, including *Journalism and Mass Communication Quarterly* and *Mass Communication and Society*. One faculty member is associate editor of *Mass Communication and Society*. Faculty members consistently have won top paper awards at the Association for Education in Journalism and Mass Communication and International Communication Association conferences. A faculty member won the top faculty paper in the magazine division of AEJMC. Another won the top paper award from the American Journalism Historians Association three times, and she has published three scholarly books on the radical press. Faculty are attracting more grants, including \$1 million awarded in the 2011 fall semester by the State Department to help an Afghan university develop a journalism program.

Because all of the tenure-track, research-active faculty arrived or were appointed as research faculty members after 2005, only one has had the full six years to accumulate research publications. (Only one is a full professor in the school, but served from 2000 to 2011 as school director and thus suspended her research due to administrative duties.) Despite that, the permanent faculty members combined have produced more than 50 refereed journal articles, five scholarly books, 60 conference papers, and numerous other worthy works. Junior faculty members on the tenure track are highly productive researchers with numerous publications in the pipeline.

- (e) The unit fosters a climate that supports intellectual curiosity, critical analysis and the expression of differing points of view.

With its international focus and proximity to nations in Central America, as well as to the many refugees in Arizona from far east countries, the school has successfully fostered a climate where differing perspectives are embraced. This includes the school's strong interdisciplinary focus; members of the school's faculty work in close collaboration with the Center for Latin American Studies and the Department of Communication, as well as other units on campus. They work on research projects, book collaborations, and student-centered events, among other activities.

Compliance

PART II — Standard 6: Student Services

The unit provides students with the support and services that promote learning and ensure timely completion of their program of study.

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.

Although the unit considers student advising to be a strength, two key issues were noted during the last site visit. The academic advisor was enrolling students for courses by hand in a chaotic process that made it difficult for students to get into classes. Also, the advisor had the additional duty of internship coordinator, leaving career advising with too little attention, and students complaining that the department didn't do enough to encourage real-world opportunities.

Several steps have been taken to address the weaknesses, and the initiatives have yielded a more efficient advising process, as well as provided additional internship experiences, although kinks remain. Among the improvements, course enrollment for the university now is conducted online, freeing the advisor to provide more direct assistance to students. Because the current academic advisor is the unit's third in six years, continuity has been elusive, according to some students interviewed by the site team, and some classes are offered only at night (which generates more revenue for the unit), reviving the availability issue. That said, there is general agreement among administrators and students that things are headed in the right direction.

The school also hired a full-time internship coordinator in 2007, who has created a popular online database of internships for students, offered workshops on resume writing and coordinated job fairs. Although only about 80 journalism majors complete internships for credit each year (internships are not a graduation requirement), site team interviews with several employers show they are generally satisfied with UA interns' performances, and students interviewed said their experiences generally were fulfilling.

The school also has established an "apprentice" class with the *Arizona Daily Star* in which the internship coordinator and a newsroom employee combine the educational opportunities of a weekly group discussion with the traditional on-the-street experience of working in a professional newsroom. Students raved to the site visit team about this experience.

- (b) Faculty are available and accessible to students.

Students told the site team that they have great access to faculty, confirming assertions in the self-study. All offices are on the third floor of the Marshall Building, and all but a handful of journalism courses are taught in seminar rooms and laboratories on the same floor. Students flow easily and continually from classroom to office to the student reading room. Every faculty member shares a syllabus with students on the first day of class, detailing office hours. Faculty members also encourage students to contact them by email.

- (c) The unit keeps students informed about the activities, requirements and policies of the unit.

The academic advisor communicates regularly with students through a Facebook page, and an e-mail listserv, while also providing individual assistance during appointments and with walk-ins. The advising process begins when a student declares the pre-journalism major. All incoming freshmen meet with the advisor during a mandatory two-day campus orientation in the summer preceding their first semester. Going forward, students are encouraged to meet in person with the advisor at least twice a year. Pre-majors sign a contract that alerts them to deadlines for meeting requirements and details the responsibilities between advisor-advisee. The advisor has approximately 20 hours a week available for appointments and five hours a week available as walk-in hours. During the site visit, most students reported that the advisor was particularly helpful in mapping required classes. The faculty also drew praise.

- (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.

The unit excels in this area, with its initiatives spanning an array of offerings. Students have access to numerous resources for improving academic performance, including The Think Tank and The Writing Center, which feature learning-strategies workshops and tutoring; Student Computer Resources, with open-access labs and training; The Center for Exploratory Students, offering help to those with academic problems; and Strategic Alternative Learning Techniques, a fee-based tutoring program available for students with learning disabilities. In addition, minority cultural centers provide students with assistance and support.

On another front, there are myriad opportunities on campus and off-campus for students to develop their professional and intellectual skills. Campus student media independent of the School of Journalism include the *Arizona Daily Wildcat*, KAMP Radio and UATV, which are supervised by the university's Arizona Student Media office, under the university Office of Student Affairs. These media provide 300 jobs for students that complement the journalism curriculum. Other students have part-time jobs in the university's Sports Information office, while some work for the UA Presents artist series.

Students also are exposed to *El Independiente*, a bilingual newspaper for the largely Latino city of South Tucson, which has been produced by the unit for more than 30 years and is published four times a semester; *The Tombstone Epitaph*, a newspaper that is published seven times a semester and covers the "Old West" city, which is in a border county that is 30 percent Latino; Border Beat, an online course that through multimedia coverage focuses on issues pertaining to the U.S.-Mexico border; and Arizona-Sonora News Service, which provides features, investigative stories and news to community papers in southeast Arizona, with a focus on covering issues of diversity.

After students complete internships their supervisors generate evaluations. The self-study says ratings for students have consistently increased since 2005 and, as mentioned above, supervisors confirmed to the site team that interns from the unit are solid performers. A couple of supervisors told the site team that some interns lacked database skills and other skills for a modern newsroom.

- (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.

One consequence of enrollment growth has been a sharp increase in the number of journalism degrees awarded. In Academic Year 2000-01, 59 journalism majors earned bachelor's degrees. In Academic Year 2010-11, the number had risen to 108. Overall, the retention rate at the university from the freshman to sophomore year increased about 2 percentage points, from 75 percent to 77 percent, from the 1999-2000 school year to the 2009-2010 school year, the latest period for which data are available. The university does not calculate retention rates at the department level, but the unit will begin to track those numbers later this year.

The unit does track how long it takes for students to graduate. Before 2006, when a large number of majors and low number of faculty had some students complaining they could not get the required classes to graduate within four years, about 60 percent of journalism majors were taking more than four years to do so. Increased faculty hiring and more attention to student advising since then have resulted in the four-year graduation rate rising to about 80 percent.

The unit participates in university programs that are designed to improve retention, ranging from Prodigy, which is required of first-generation college students who are on scholarship at the university, to Arizona Early Alert, which has been instituted in 12 courses that have high freshman enrollment. In the former, the freshman-sophomore retention rate was 11 percent higher than for students who did not participate in the program, while in the latter students in these classes are notified when they are falling behind in pre-identified milestones for the courses.

Compliance

PART II — Standard 7: Resources, Facilities and Equipment

The unit plans for, seeks and receives adequate resources to fulfill and sustain its mission.

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.

The unit's annual budget is modest, at \$1.597 million in 2010-11, which is up from \$1.13 million in 2005-06 but flat to \$1.599 million in 2008-09. The money comes from a combination of university-provided and self-generated funds. On the one hand the unit in the last six years has nearly tripled the number of faculty, while maintaining its computers and labs at a solid level despite university-wide budget cuts and elimination of its budget for operations and travel. On the other, it has had to accomplish this mostly through a combination of enacting course and program fees (which generate about \$100,000 annually), receiving support from donors (\$50,000), establishing evening classes (\$55,000), procuring grants (more than \$1 million) and relying on the university's Temporary Hiring Budget, whose funds cover not only adjunct salaries but those for two-thirds of the permanent faculty (negotiated on a three-year rotation).

By its own admission, the unit says it is overly reliant on the temporary funds and should transition to other sources, perhaps at the state level. That is unlikely, given that the university has seen \$260 million in cuts in the past three years. But there are even more financial storm clouds on the horizon because in addition to the unit no longer receiving money for an operations budget (\$51,000, for basics such as the phone bill), it is possible that if faculty retire or leave they will not be able to be replaced, given that it appears the university budget will be cut up to 5 percent more in 2012. To achieve its long-range, strategic goals of advancing international and science/environmental journalism, enhancing multimedia curriculum and creating a doctoral program, the unit will have to engage in even more aggressive fundraising from sources it has already tapped.

Specifically, the faculty and interim director are committed to conducting a special campaign in 2012 tied to the 60th anniversary of the unit, expanding online offerings and degree programs, enhancing grant funding through a global journalism center, establishing endowed funds and examining whether there might be advertising returns from collaborative school media ventures. A college development official told the site team that the unit has one of the highest rates of donor giving within its college and that the college has the second-highest rate of giving within the university. Because of this and the unit's recent success at landing grants, the interim director said he was optimistic many of the unit's fundraising goals could be achieved.

Although the unit has added faculty and staff in recent years to accommodate enrollment growth, the last across-the-board raise provided by the university was in 2007. Merit increases have not been provided for years. To have any hope of adding research tenure-track lines or setting up a stable budget to fund operations and faculty travel, the unit acknowledges that endowments will be vital.

- (b) The resources that the institution provides are fair in relation to those provided other units.

Institutional resources provided to schools and departments at the university vary widely. The unit has seen big swings in funding in the past five years and found itself in a comparatively poor position relative to other teaching units in 2006, by measures such as instructional salary support per student. The origin of the shortfall was historical, relating to the failed attempt in the 1990s to close the unit, during which a college dean froze journalism's full-time faculty size at seven positions. Faculty retirements and departures shrank the faculty further, even as enrollment began to rise. By 2006 the number of majors doubled, while faculty numbers remained the same (a problem noted during the last site visit).

Significant growth since 2006 has seen the number of faculty increase from eight to 18, although some of members are part time. The additional faculty members were intended to bring the unit to a reasonable level of staffing in relation to its number of majors. The unit stands at about 26 majors per FTE, the second-most efficient of the 14 units in the college after the School of Government and Public Policy (42 majors per FTE). The unit also provides the third-most degrees per FTE in the college and ranks about average in regard to "student credit hours" per FTE, which is the number of students taught (known as "butts in seats"). This is an important metric at the university because funding is tied closely to an efficiency formula based on a Responsibility Centered Management model implemented in 2011. Under this funding model, journalism is at a disadvantage because it must cap its skills courses at 20. In response to this challenge, the school began offering general-education courses in 2011 to increase its student credit hours.

- (c) The facilities of the unit enable and promote effective scholarship, teaching and learning.

Since 2004 the unit has made its home on the third floor of the Marshall Building, which was built that same year. The 11,000 or so square feet of space provides a comfortable, efficient environment for faculty, staff and students, although some faculty members have cubicles in a shared office space, which as the self-study acknowledges is unsuitable for having conversations with students. Among key features are a floor-wide network capable of gigabit-per-second data transport rates, adequately equipped classrooms, four functional computer labs, and offices that make faculty readily accessible to students. Nearly every skills-oriented class and seminar is offered on the third floor. The four computer labs are used heavily for news writing, editing, photography and school media classes.

As noted in the previous site visit report, the third floor lacks lecture halls, which means large classes are offered outside the Marshall Building. As noted in the self-study, the unit will require more resources and space to meet the goals in its strategic plan. More funds are needed to better equip the student reading room, add instructional lab space, build a large converged newsroom for school media and add office space to accommodate broader initiatives.

- (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.

Interviews with faculty and staff during the site visit reinforced the deeply held belief within the unit that its equipment and technology have transformed the environment for teaching and research, which they say is at least partly responsible for the fact that students continue to enroll in record numbers. Although there has been vast improvement from six years ago, the reality is that the equipment is barely meeting the unit's needs, and students almost unanimously feel they are being shortchanged.

Thanks to course fees (averaging \$26) instituted in 2005 and program fees (up to \$250) that were initiated in 2008, the unit has a revenue stream of sorts it can use to replenish computers and software year to year. The computers in most labs are relatively new or newer, and in good condition. One lab has 21 21.5" iMacs purchased in August 2011, while another has 21 20" iMacs purchased in 2009. But the broadcast lab has only four video camera packs available for students to check out and use for projects, and there are only four editing bays, with Mac Pros and two 24" displays in each. Only one of the video packs has an HD camera, although another tapeless model has been ordered and others are planned. A fifth pack is budgeted for the fall and a fifth studio is in the offing, the latter of which is sorely needed so that the unit might one day be able to halt its practice of staggering lab schedules to meet student demand. The photo lab is populated with 20 new iMacs (which replaced 4-year-old iMacs). Other updates are needed, particularly in software, but there has been some progress in the latter area. The unit has converted from QuarkXPress to InDesign, and has moved from Final Cut Pro to 40 licenses of Final Cut Express for video, broadcast, photo and multimedia classes. A transition to about 50 licenses of Final Cut Pro 10 is due by August. The unit has 11 handheld HD tapeless video recorders (Vixia/Canon), ranging from three years old to new, for editing, multimedia and some segments of student media. They can be checked out only for 24 hours, which leads to frustration for some students trying to complete a video project. The unit is considering a transition to some DSLR models in the next year. There is one "good" digital voice recorder in the unit; otherwise, students are expected to buy their own.

For a television studio, the unit relies on the facilities at the nearby PBS station, where "lab" work and some instruction is conducted.

Students with whom the site team spoke said access to computers was adequate, the software upgrades were welcomed and that they were resigned to video equipment shortages, given the state's budget limitations. The unit has found a way to make technology funding work for 2012, but additional sources will have to be developed to meet all of the strategic goals set out for the next five years.

- (e) The institution and the unit provide sufficient library and information resources to support faculty and student research and professional development.

The unit's student reading room on the third floor of the Marshall Building is comfortable, if a little dated (too many older computers for students' tastes), and useable, if a little lacking in amenities (a big-screen TV is planned). Dozens of newspapers, magazines and professional journals are on display.

Nearby, in the university's Main Library, there are a variety of journalism and mass communication books and periodicals. Databases and online journals are accessible on- and off-campus to all university students, faculty and staff. The University of Arizona Libraries subscribe to hundreds of electronic databases, ranging from Access World News to Lexis-Nexis Academic Universe, a perk that is wildly popular with students.

Library funding for journalism has increased in the past few years but is off its peak of \$219,731 in 2004-05. Funding for books dropped in 2010-11 from \$25,702 to \$7,539, but database resources have increased by 38 percent, and funding for journals has increased, by 66 percent.

Compliance

PART II — Standard 8: Professional and Public Service

The unit advances journalism and mass communication professions and fulfills its obligations to its community, alumni and the greater public.

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.

Outreach to alumni is achieved through a variety of methods, with varying levels of success. Since 2005, the unit has employed a full-time outreach coordinator who has initiated several efforts to strengthen relationships with alumni and industry professionals. These include establishing an alumni listserv and a unit Facebook page, and adding more alumni information to the website. She also coordinates a handful of school-sponsored events. The website provides access to the unit's e-newsletter, which offers jobs leads and a link to the university's Career Services site. And although 1,300 graduates subscribe, there has been no specific publication directed at unit alumni since budget cuts eliminated *The Cursor* in 2008. Alumni with whom the site team spoke said they generally felt connected through the mechanisms in place, with several saying they appreciated the Alumni Notes feature in the e-newsletter.

Links between faculty and alumni are mostly informal (emails, social media), but several graduates with whom the site team spoke say they continue to receive advice from instructors many years after leaving the unit.

A 20-member Advisory Council, made up mostly of alumni, meets quarterly (sometimes more often) to serve as a fundraising arm and act as a bridge between the unit and media outlets in the state and beyond. To become more effective, it is in the midst of bringing more structure to its operation, by adopting bylaws, establishing dues and setting up committees. Generally, its meetings are void of faculty and students, something it hopes to change as it moves forward in an effort to fulfill its mission of offering insights into the changing needs of the profession.

As part of assessment, starting in 2012 the unit will survey alumni six months to a year out of school on their attitudes toward what they learned and to track employment.

- (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.

In general, faculty members have a solid level of involvement in academic organizations and interact with professionals on a variety of levels. Two edit for peer-reviewed journals, while others engage with newsrooms nationally, working side-by-side with journalists to teach and learn. For example, Dr. Terry Wimmer spent summers in 2010 and 2011 working in the offices of Portfolio.com in New York as a contributing editor, tying in what he learned to online school media courses. Faculty also are active in the Association for Education in Journalism and Mass Communication, including as paper reviewers, and one testified on behalf of the Society of

Professional Journalists before Congress about U.S. government compliance with the Freedom of Information Act. In spring 2010, he appeared nationwide on behalf of SPJ, training hundreds of newspaper reporters and editors on how to use public records to strengthen their work.

- (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.

Several members of the faculty serve in leadership positions for the AEJMC, and are represented in other groups, ranging from the Broadcast Education Association and the International Communication Association to Reporters Without Borders and the Latin American Studies Association. Another organized the annual American Journalism Historians Association conference in October 2010 in Tucson. Tenure-track faculty at the university receive \$7,000 in start-up funds to travel to conferences for research and service, but there has been little or no money for travel in recent years. For its part, the unit provides course releases for service, which ostensibly allowed for two professors to serve as editors of scientific journals and others to direct study programs, but one of the former has not enjoyed a release because of new course loads.

On other fronts, faculty members have worked with the Arizona Newspapers Association to make presentations at annual conferences and judge newspaper awards. As with any institution, levels of involvement vary, but it should be noted that, at least for the purposes of the self-study, several of the faculty provided meager sketches of their activism.

- (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.

Commitment to community takes many forms. School student media serve underrepresented communities in southeast Arizona through *The Tombstone Epitaph*, which serves the border region of the iconic Old West town, and *El Independiente*, a bilingual newspaper for South Tucson, which is majority Latino.

The unit facilitates community conversations on a range of topics. Faculty often are asked to meet with news organizations to discuss specific issues. For example, after the January 2011 Tucson shooting of Rep. Gabrielle Giffords and 12 others, a professor who was a long-time editor at *The New York Times* joined with *The Times*' Phoenix bureau chief to discuss the paper's coverage of the tragedy and how university students contributed reporting. Other professors have spoken on topics ranging from the media's impact on Native American affairs to the shrinking number of international news correspondents and its effect on society. Faculty also offered seminars to senior citizens through the Osher Lifelong Learning Institute on a range of topics.

- (e) The unit supports scholastic journalism through such activities as faculty workshops, visiting lectures and critiques of student work.

The unit's involvement in this area is varied but solid. From a high school workshop that's run for 25 years to consistent interaction with the Arizona Interscholastic Press Association to one-on-one relationships with numerous high schools, faculty and students have a genuine connection to

Tucson and southeast Arizona.

The Journalism Diversity Workshop for Arizona high school students is a 10-day event at the university that offers instruction on news writing, reporting, editing, digital design and photojournalism techniques. Content produced is shared on a website funded by the Knight Foundation. On a more individual level, members of the unit's student SPJ chapter mentor students at area high schools with high minority enrollment.

The unit's curriculum also enables its students to interact with professional journalists. The best example perhaps is Jour 405 – Study of the News: The Arizona Daily Star Apprenticeship, in which students work directly with reporters, then have the opportunity to discuss reporting issues and concerns in the classroom.

Compliance

PART II — Standard 9: Assessment of Learning Outcomes

The unit regularly assesses student learning and uses results to improve curriculum and instruction.

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.

The School of Journalism has assessed its courses continuously and made adjustments to the curriculum since developing an assessment process in 1999. The plan, updated in 2004 and then again in 2011 under the school’s new leadership, has been used to collect direct and indirect measures of student learning for the last six years. Faculty review assessment data to identify areas that can be improved, make changes in the curriculum, and then monitor outcomes to determine if the changes have improved learning.

The school has identified 12 core student learning outcomes for graduates, incorporating key principles from the school’s mission statement and all of the 12 professional values and competencies in the ACEJMC accreditation standard.

- (b) The unit has a written assessment plan that uses multiple direct and indirect measures to assess student learning.

The 2005-06 re-accreditation site team noted that the 2004 assessment plan was primarily qualitative and focused on anecdotal, individual-level assessment rather than quantitative assessment of overall student learning. The team also noted that the school lacked a way of collecting baseline data to truly assess whether changes in the curriculum helped. Based on the 2005-06 on-site evaluation comments, and the work of an Outcomes Assessment Committee, the faculty added more direct quantitative measures during the last six years, leading to changes in the curriculum and an update in the assessment plan in fall 2011.

Unfortunately, the school focused incorrectly on the direct measures and the indirect measures. Only one of the measures listed in the self-study is actually a direct measure, that is Journalism Assessment. It is correctly a pre-test and post-test model that is a multiple-choice test given to students in their very first journalism course (Jour 105) and then to students in the required senior media courses four years later to measure how well they have retained understandings and knowledge. The results are to be compared for a cohort of students from the class of 2012 to measure their learning in 10 of the 12 learning outcomes categories.

The other three measures listed as direct measures are not direct measures, as explained below:

Course-specific studies is an indirect measure unless the courses include pre-test and post-test assessments linked to some of the 12 values and competencies. That is not the case here.

Internship ratings by supervisors are an indirect measure. It can be classified as a direct measure only if all students are required to take internships and the faculty establishes agreed upon criteria

for use by internship site supervisors and students.

Faculty assessments of students' achievements in their individual classes are indirect measures, unless faculty members use specific pre- and post-tests of values and competencies in each group of classes.

- c) The unit maintains contact with its alumni to assess their experiences in the professions and to gain feedback for improving curriculum and instruction.

The school maintains an extensive network of alumni. Those who work for news organizations, government information offices or other information businesses throughout the country tell the school about internships and jobs. These alumni provide continual feedback about student learning outcomes from a professional perspective; the school's Journalism Advisory Council is made up of professionals from the media and other information businesses, as well as journalism education.

- d) The unit includes members of journalism and mass communication professions in its assessment process.

Journalism and mass communication professionals are involved in student learning outcomes assessment in several ways: a) All journalism skills courses are taught, and all assignments are graded, either by permanent school faculty who have substantial professional experience or by adjunct instructors who are working journalists; b) Professionally trained faculty members serve as mentors and informal academic advisors for students. Formal advising and additional mentoring is provided by an academic advisor, who has an extensive background as a journalist, most recently as a reporter.

The local component of the Advisory Council includes journalists, executives and educators from Arizona. The national component includes members who work for national media. These professionals provide information about what these industries are looking for in terms of students' general knowledge and skills. This enables the faculty to update the curriculum and learning-outcome goals.

- e) The unit collects and reports data from its assessment activities and uses the data to improve curriculum and instruction.

Changes in the plans for the self-study during the past several years were a result of a 2009 analysis of nine journalism programs that had passed their assessment standard in ACEJMC accreditation. Measures were tied directly to learning outcomes. The Faculty Undergraduate Curriculum Committee spent time developing objectives for every class, along with measurable outcomes, to further integrate into the assessment process. The school designed a plan for assessing student learning through a number of instruments that included many different learning measures – direct and indirect, quantitative and qualitative – expanding on the 2005-06 self-study for re-accreditation.

The self-study did not include or mention the use of portfolios (criteria for which would need to be established and defined by the faculty for measuring values and competencies), nor did it mention capstone courses for seniors, where portfolio development can occur. The unit would have been helped by the use of portfolios and capstone courses, the dominant direct measures in communication education today.

Further, an indirect measure can focus on the strengths and weaknesses of the curriculum and instruction in a program. For example, the school would gather information from exiting seniors, alumni, industry representatives and others to obtain information that could be looped back to influence the design of the curriculum.

There was confusion about the differences between direct and indirect measures in the self-study, and this affected how they were addressed by the unit during the last six years.

Non-compliance

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths

- Faculty with exceptional media experience who attract outstanding students -- many from other nations
- Legacy of former director's leadership
- International thrust in programming and in personnel
- Value-added education that prepares students to convey information in professions beyond the field of journalism
- Transition of directors that has enabled the school to maintain momentum
- Resourceful acquisition of funding
- Faculty scholarship
- Exceptional co-curricular opportunities for students
- High-level of engagement of students
- Support of scholastic journalism

Weaknesses

- Assessment; an assessment system that does not offer systematic ways of evaluating teaching/learning effectiveness or offer mechanism for making curricular adjustments.
- Diversity; a faculty with no Hispanic or African American members among the fulltime faculty, while the student body is 19 percent Hispanic and 5 percent African American.
- Not enough emphasis on multimedia in curriculum and lack of multimedia support
- Faculty cognitive dissonance concerning the role and responsibilities of tenure-track faculty professors of practice
- Resources; lack of operating budget and sufficient broadcast equipment in the unit

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

Standard 9, Assessment

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

By the next accreditation visit the school should clearly delineate between direct and indirect measures and use those measures to make improvements where necessary.

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. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify the standard(s) and the problems noted. Explain actions taken to correct the problems.

In the previous report, the school was not in compliance on Standard 5, Scholarship, Creative and Professional Activity. Note the following from that report: "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 and higher quality scholarship." This team did not believe that such a statement is prescriptive, but we observed that the school has produced more peer-reviewed scholarship.

Since 2006 faculty members have published more than 50 peer-reviewed journal articles, five scholarly books, and 60 conference papers, and have won numerous national research awards. In 2008 the school re-opened its master's program after a 15-year hiatus. The school has reached a solid balance between teaching and research, as expected at a research-intensive university. In the future the school plans to begin a doctoral program and increase research funding, the number of research faculty, and graduate assistants' positions.

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.

A document that provided the information in a manner that was clear and concise.