

Self-Study Report for Accreditation in Journalism and Mass Communications

Undergraduate and graduate site visit during 2011-2012
September 2010

Submitted to the
Accrediting Council on Education in Journalism and Mass Communications

Name of Institution: University of Arizona

Name of Journalism/Mass Communications Unit:

School of Journalism

Address: 845 N. Park Ave., Room 334, P.O. Box 210158B, Tucson, AZ 85721-0158

Date of Scheduled Accrediting Visit: Jan. 22-25, 2012

We hereby submit the following report as required by the Accrediting Council on Education in Journalism and Mass Communications for the purpose of an accreditation review.

Journalism/mass communications administrator:

Name: David Cuillier

Title: Interim Director

Signature: 

Administrator to whom journalism/mass communications administrator reports:

Name: John Paul Jones III

Title: Dean, College of Social and Behavioral Sciences

Signature: 

PART I

GENERAL INFORMATION

Name of Institution: University of Arizona

Name of Unit: School of Journalism

Year of Visit: 2012

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 following 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	
203	1	Photojournalism Lab	16 (in each of 4 labs)	
205	1	Reporting the News	19	
205	2	Reporting the News	17	
205	3	Reporting the News	20	
306	1	Advanced Reporting	14	
306	2	Advanced Reporting	16	
306	3	Advanced Reporting	16	
307	1	Principles of Multimedia	17	
307	2	Principles of Multimedia	11	
307	3	Principles of Multimedia	20	
320A	1	Editing	17	
320A	2	Editing	18	
380	1	Television News Writing	20	
385	1	Beginning TV Reporting & Production	19	
405	1	Arizona Daily Star Apprenticeship	10	
411	1	Feature Writing	17	
411	2	Feature Writing	14	
413	1	Reporting Public Affairs	16	
413	2	Reporting Public Affairs	17	
413	3	Reporting Public Affairs	11	
413	4	Reporting Public Affairs	20	
422	1	Publication Design	11	
472	1	Science Journalism	11	
472	2	Science Journalism	12	
490A	1	The Tombstone Epitaph	8	
490B	1	El Independiente	10	
490C	1	Arizona Cat's Eye	11	
490D	1	Border Beat	11	
493	1	Internship	17	
497D	1	Arizona-Sonora News Service	3	

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

Professors of Practice

Full Professors of Practice

- Bruce Itule (.48 FTE, appointed in 2007, retiring December 2011)
- Mort Rosenblum (.20 FTE, appointed in 2008)
- Nancy Sharkey (.70 FTE, appointed in 2010)

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.

- 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

Will provide list at time of visit

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 1

MISSION, GOVERNANCE AND ADMINISTRATION

Executive summary

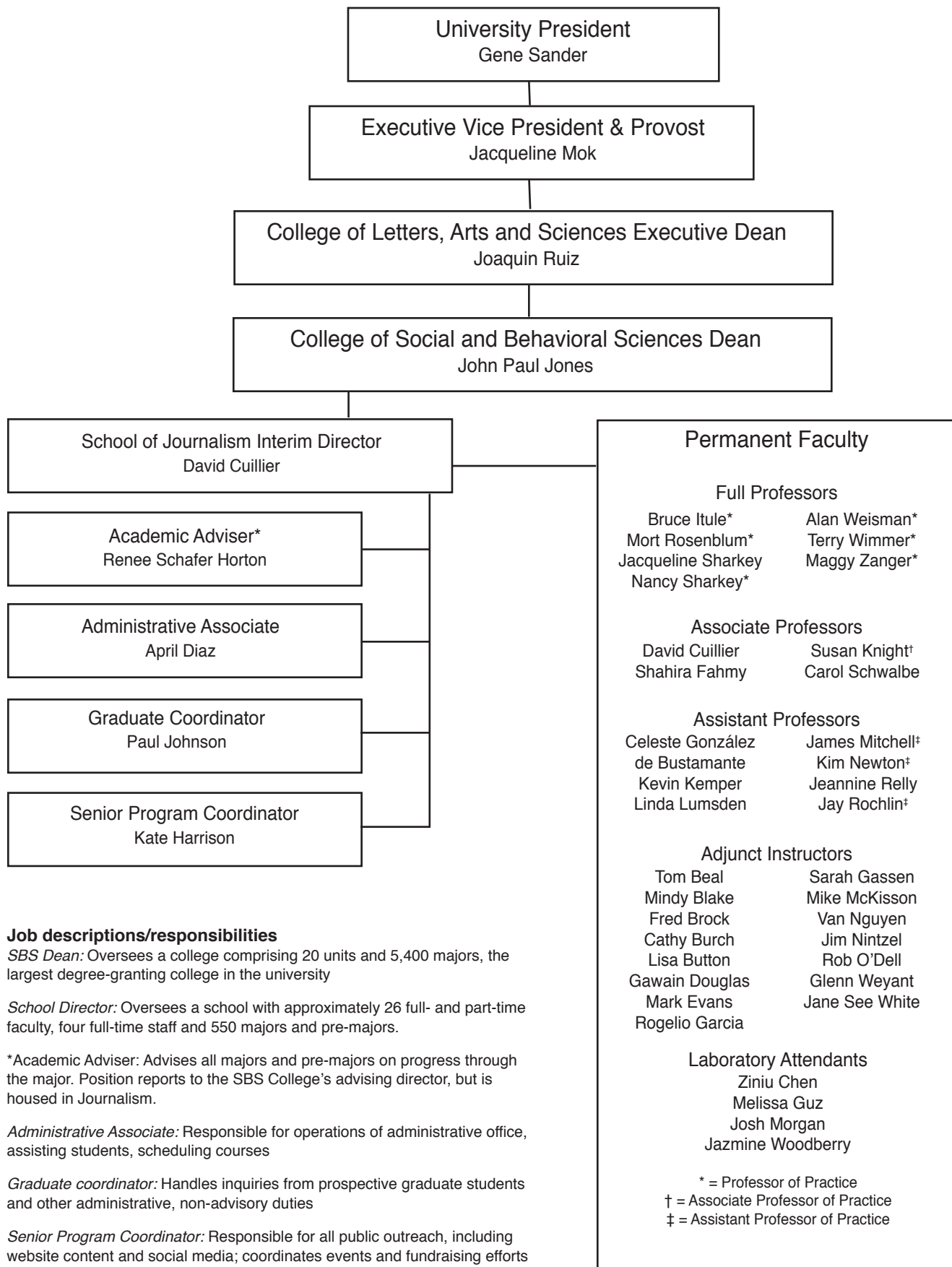
The School of Journalism has advanced steadily from 2005 to 2011 through the leadership of Jacqueline Sharkey, long-time director of the school, and strong shared faculty governance. In the past six years, Professor Sharkey transformed the department into a school, she got much-needed program fees passed to sustain teaching initiatives, and she led school emphases in international journalism and science/environmental journalism. In July 2011, following a stellar administrative review and request to continue as director for another five years, Sharkey decided to instead take a research leave and sabbatical, and Dr. David Cuillier became interim director as an internal search is conducted for a permanent director through fall 2011. Under the new leadership the school continues to forge ahead with a clear vision of “just journalism,” updated diversity and assessment plans, a new strategic plan, and continued dedication to serving students, the journalism profession and society.

- 1. Attach an organizational chart of the unit showing the reporting lines from the institution’s chief executive officer to the persons at the lowest level of administrative responsibility within the unit. Include both names and titles. Briefly describe the administrative responsibilities of each person shown within the unit and of the person to whom the unit administrator reports.**

See next page.

University of Arizona School of Journalism

Organization chart with personnel and reporting lines, Fall 2011



2. Describe the unit's process for strategic or long-range planning. Attach a copy of the unit's strategic or long-range plan. This plan should give the date of adoption/revision and the timeline for achieving stated goals.

All major planning decisions are made by the faculty acting as a committee of the whole. See the next page for the school's new strategic plan, adopted in 2011 with the advent of new school leadership. The school has developed specific plans in the past, such as a faculty development plan in 2002 to outline the growth of faculty, eventually more than doubling the number of permanent faculty from seven to 18. The new plan, created under the buy-in from faculty and direction of Interim Director David Cuillier, is the school's first comprehensive long-term strategic plan.

Faculty met in a retreat in May 2011 to discuss priorities and strategies for advancing the school's mission, particularly in building upon its core strengths, such as international journalism. Results from the meeting were synthesized by the interim director and provided to the faculty for discussion, amendments, and adoption in fall 2011. The three main areas of the plan focus on:

1. building core strengths (e.g., starting a global journalism center);
2. enhancing curriculum to meet today's media needs (e.g., technology skills); and
3. increasing revenues to compensate for continued budget cuts.

The plan will guide decisions by the director and faculty, will be reviewed annually by the faculty at a fall retreat, and will be updated as needed, with a complete revisit every five years.

See next page for the strategic plan.

STRATEGIC PLAN

SCHOOL OF JOURNALISM
UNIVERSITY OF ARIZONA
2011

The strategic plan, approved by faculty Oct. 19, 2011, lays out the priorities for advancing the school's mission through 2016, based on faculty discussions at a retreat May 9, 2011. This plan will be reviewed annually at a faculty retreat and updated in 2016 and as conditions warrant.

SCHOOL OF JOURNALISM BACKGROUND

The University of Arizona founded its Journalism Department in 1951 and it became regarded as a leading academic department of print journalism, offering graduate and undergraduate degrees. By the late 1980s, the department had a dozen faculty members, about 240 undergraduate majors and 40 master's students. In 1994 university administrators decided to close the department, leading to a public outcry, and the decision was rescinded in 1996. However, by that time the department was down to six tenure-track positions and one multi-year lecturer, had suffered a decline in majors, and was forced to suspend its master's program. In 1999 the department began rebuilding, renovating three computer labs with \$350,000 from outside donors. By 2005 the number of undergraduate majors had risen to more than 600 with still just seven faculty members. Under the leadership of Director Jacqueline Sharkey, the department began developing strong relationships with Latin American Studies and the Center for Middle Eastern Studies, moved into the Marshall Building, more than doubled the number of world-class professional and research faculty, implemented program fees, redesigned the curriculum to reflect the industry needs of today in multimedia, restarted the master's program, changed the unit designation from department to school, and launched new interdisciplinary graduate degrees in regional studies and the sciences – all of that despite increasingly limited university resources. Now, building from a solid foundation, the school is in a prime position to become a world leader in educating journalists dedicated to seeking truth, exposing injustice, and serving the public.

SCHOOL OF JOURNALISM MISSION

Through its 60 years of existence, the school has maintained its core mission 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). We focus exclusively on journalism (not public relations or related communication fields), regardless of the medium (broadcast, print, online, etc.). We endeavor to be one of the top schools of journalism in the world for graduating ethical, dogged, skilled, perceptive journalists, and producing top research, all that enhance democracy and greater societal understanding in Arizona, the United States and internationally.

GOALS

The faculty identified three major over-arching goals for advancing the mission of the school for the next five years. Arizona has its five “C’s” (copper, cotton, cattle, citrus and climate), so we will focus on our three “C” areas (Core strengths, Curriculum, Cash):

1. BUILD CORE STRENGTHS

Bolster our core strengths in border/international journalism, science/environmental journalism and public affairs journalism. This is essential for building the strengths of our faculty and mission, and distinguishing, or branding, ourselves from other universities. The school can’t provide everything for everyone, but it can provide a quality education in crucial societal areas that are underserved elsewhere.

2. ENHANCE CURRICULUM

Increase opportunities for students to apply new technology and other skills to become competitive and successful in their careers, while still maintaining a strong liberal arts education. This will require a review of the undergraduate and graduate curriculum, initiatives in recruitment and retention, and responding to the technological needs of today’s journalists (e.g., social media skills, mobile applications).

3. RAISE CASH

Increase financial resources to expand opportunities for students and faculty. As the university continues to cut budgets, the school will be forced to become more entrepreneurial to move ahead.

The means for carrying out these goals, including objectives and strategies, are explained in the following pages. The person or committee responsible for implementing the objective is listed in parentheses.

GOAL 1: BUILD CORE STRENGTHS

OBJECTIVE A: Explore developing undergraduate emphases in our core strengths

Integrate the school's core strengths (international/border journalism, science/environmental journalism, public affairs journalism) into the undergraduate curriculum to provide students opportunities for specialization.

Year 1 (2011-12) - Determination

- Examine creation of emphases in our three core strengths, perhaps starting with international journalism. Figure out whether we should do this or not (Faculty Undergraduate Curriculum Committee, spring 2012)
- Expand study abroad opportunities for undergraduate students (Associate Director with faculty, spring 2012)
- Examine online courses/degrees/certificates in international journalism

Year 2-3 (2012-14) - Implementation

- Implement emphases, if the faculty chooses, and online offerings

OBJECTIVE B: Increase interdisciplinary research and teaching in the sciences

Develop more dual-degree programs with the sciences, as well as programs or certificates that would appeal to the sciences.

Year 1 (2011-12)

- Develop dual-degree with Soil, Water & Environmental Science, implement 2012-13 (Professor Carol Schwalbe)

Year 2 (2012-13)

- Examine possibility of "Writing for the Public" minor or certificate for non-journalism majors, with classes offered summers (Director and Associate Director)

OBJECTIVE C: Increase opportunities for international and national travel

Provide funding for faculty to travel for conferences, research, and opportunities to build program offerings and reputation. Also provide resources for students to be able to conduct journalism abroad.

Year 1 (2012-13)

- Director looks for opportunities in budget to provide funding for faculty development. Looks into creating an endowed fund. See Goal 3 below.
- Director pursues creating an endowed fund for student international travel, particularly study abroad.

OBJECTIVE D: Create a Center for Global Journalism

Foster democracy, environmental awareness and human rights through research and professional education in international/border reporting, press rights and freedom of information.

Year 1 (2011-12) - Development, research and vision

- Create committee with chair (done October 2011); Professor Celeste González de Bustamante to lead committee and then as faculty director of the center once done with tenure-oriented research May 2012
- Develop name, mission statement and goals (winter 2011)
- Identify partners (winter 2011)
- Identify potential funding avenues (winter 2011)
- Acquire approval for part-time administrator, possibly from positions that will open through retirements (winter 2011)
- Identify specific projects and grant applications (spring 2012)
 - Journalism in the U.S.-Mexico borderlands
 - Refugee journalists program
 - Crisis and trauma reporting project
 - International journalist, educator and student exchanges
 - Coordinate a network of experts in journalism and FOI to travel the world for training and consultation
 - Provide teaching materials and resources online
 - Support international journalists working within conditions of restricted freedom and human rights, perhaps working with international non-governmental groups

Year 2 (2012-13) - Funding and set-up

- Post position for a part-time administrator (summer 2012), to start summer 2013 or earlier, dependent on SBS support or grant funding
- Apply for grants (fall 2012)
- Develop website (spring 2013)
- Acquire equipment and space for programs (spring 2013)

Year 3 (2013-14) - Implementation

- Official launch with publicity (fall 2013)

Year 4 (2014-15) - Develop and expand

- Acquire funding for a named chair to run center in any number of areas that would fit our strengths

Year 5 (2015-16) - Evaluate

- Continue to identify funding possibilities
- Add faculty and programs
- Evaluate and adjust

GOAL 2: ENHANCE CURRICULUM

OBJECTIVE A: Evaluate curriculum and new learning opportunities

Continue to identify objectives for all courses in the curriculum, outline measures to gauge outcomes, and refine assessment procedures for improving the curriculum. Ensure core writing/reporting courses remain strong, as well as a broad-based liberal arts education.

Year 1 (2011-12) Identify course objectives

- Identify objectives for each required course (Faculty Undergraduate Curriculum Committee, fall 2011)
- Identify objectives for elective courses (Faculty Undergraduate Curriculum Committee, spring 2012)
- Decide where in the curriculum to fit grammar, math, professionalism, internships and other topics (Faculty Undergraduate Curriculum Committee, spring 2012)
- Identify measurable outcomes for the courses and communicate to faculty to incorporate in their courses (Faculty Undergraduate Curriculum Committee, spring 2012)

Year 2 (2012-13) Evaluate outcomes

- Evaluate courses and make adjustments as necessary (Faculty Undergraduate Curriculum Committee)

OBJECTIVE B: Increase multimedia opportunities for students

Ensure every student graduates with the knowledge and skills to apply new technology required in the new media environment, while still possessing the knowledge of the fundamental principles and practices of journalism.

Year 1 (2011-12) Revamp school media

- Create one website to coordinate school media (spring 2012)
- Figure out how to best configure school media so every student produces online media, to implement fall 2012 (School Media Committee, spring 2012)
- Configure a part-time school media position (spring 2012)

Year 2 (2012-13) Expand new media offerings

- Offer new course in entrepreneurial journalism (fall 2012)
- Offer new graduate course in advanced reporting and multimedia (fall 2012)
- Integrate video-news courses and possibly radio in converged school media (School Media Committee)
- Evaluate long-term needs for computers, software and other equipment (School Media and Technology committees and the Journalism Student Advisory Council)
- Look for a full-time online journalism expert to join the faculty

OBJECTIVE C: Enhance student experience through extracurricular activities

Attract and retain quality students, and enhance their classroom education, by amplifying their experience in the school through professional development and engagement activities.

Year 1 (2011-12) Enhance professional connections and engagement

- Appoint a faculty member or committee to serve as student engagement coordinator (fall 2011)
- Create system to update consistently the school Facebook page - appoint social media editor for the school (Mike McKisson appointed, fall 2011)
- Create diversity committee to help recruit and retain students with diverse backgrounds (fall 2011)
- Purchase and install a big-screen TV in the reading room for weekly movie nights, and buy portable screen for projector for similar gatherings (spring 2012)

OBJECTIVE D: Build the master's program toward offering a doctoral degree

Develop the master's program to the point of being able to begin a doctoral degree in 5-10 years.

Year 1 (2011-12) Increase size and quality of entering master's classes

- Recruit from NAU and units within the UA (Graduate Studies Director, ongoing)
- Seek TA/RA funding from the university and external grants and gifts (Director)
- Seek additional tuition waivers and fellowships from the university (Director)
- Advertise at AEJMC, on relevant websites and through publicity (e.g., Romenesko)

Years 2-3 (2012-14) Build graduate curriculum

- Continue building master's courses, moving away from co-convened classes

Years 4-6 (2014-16) Move toward independent Ph.D.

- Hire two more tenure-track faculty members
- Submit application materials for the Ph.D.

Years 7-9 (2016-18) Implement Ph.D.

- Implement Ph.D.
- Seek ACEJMC accreditation for the master's program

GOAL 3: RAISE CASH

OBJECTIVE A: Expand online offerings in degree programs

Increase revenue from summer/winter classes, Outreach College, or both.

Year 1 (2011-12) Examine new degree programs and offerings

- Identify potential journalism minor offered in the summer online or through Outreach College
- Expand evening/weekend courses to provide adjunct funding (Associate Director)

OBJECTIVE B: Increase grant funding from sources that provide ICR

Increase grant funding that includes indirect costs.

Year 1 (2011-12) Grant preparations

- Work with individual faculty on grant applications that fit with the mission of the program (Director)
- Hire a part-time coordinator for the Global Journalism Center to write grants (spring 2012 or fall 2012)

OBJECTIVE C: Seek support from like-minded individuals and groups

Develop relationships and seek support from people and entities that believe in our mission.

Years 1-5 (2011-16) Increase donor solicitations and outreach

- Commit a larger proportion of the Director's time to fundraising (with the Associate Director taking over administrative tasks)
- Increase alumni and professional outreach by making staff adjustments to allow the senior program coordinator more time to provide support (spring 2012)
- Continue to develop relationships with industry, particularly local newspapers and TV stations, but also national operations and non-traditional media, such as Google
- Take advantage of 60th anniversary by having a special fund-raising mailing (spring 2012)

OBJECTIVE D: Look for funds from entrepreneurial operations

Explore new initiatives that might provide advertising returns, such as offering advertising on current school media or collaborations with other local media that would provide the school a portion of their revenues.

3. Describe the unit's policies and procedures for faculty governance. Provide copies of faculty policy manuals, handbooks or other documents specifying policies, procedures and the roles of faculty and students in governance and in development of educational policy and curriculum.

The school interim director has a collaborative style of administration, and the faculty makes decisions as a committee of the whole. Discussions are held during biweekly faculty meetings. Any faculty member can ask that an issue be added to the meeting 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.

This inclusive governance is in the spirit of the school's policies, which state:

All administrative and educational policies of the school director remain subject to review by the faculty. The ideas, goals, undertakings and achievements of the school should be a matter of personal satisfaction to each member, and publicly attributable not to an individual, but to the school.¹

The school policy reflects the spirit of the state's faculty governance law, and university and Faculty Senate documents regarding shared governance. For more details, see the school's Policy and Procedure Manual for Faculty and Staff (Appendix A). Decisions about educational policy and curriculum are made by the entire faculty in open meetings. Some examples of decisions in educational policy and curriculum made through faculty governance during the past six years include:

- The faculty decided that multimedia skills were essential for every student, so they voted to require a new course, Jour 307 Principles of Multimedia, to be taken by students while they are enrolled in advanced reporting. Currently, faculty members are reshaping the required school media courses to better expose students to new technology and social media.
- Some faculty believed that the school could become a “default major” for those who can't make it into the business school. Therefore, the faculty approved a 2.5 grade-point-average requirement to enter the major, starting in 2006. While not too stringent, it made a difference: The average journalism student GPA increased from 2.96 in 2005 to 3.16 in 2010, exceeding the university average of 2.96.
- Faculty and assessment procedures identified a problem with students coming into skills classes without a solid foundational knowledge of what journalism is. Therefore, the faculty decided to start a new required course for pre-majors: Jour 105 Principles of Journalism. The class has vastly improved students' knowledge about their major before taking the bulk of their core classes.

¹University of Arizona School of Journalism Faculty Hiring and Promotion Policies, p. 2. See Appendix E.

- Diversity is of paramount importance in the School of Journalism, with a long tradition of serving multicultural communities and students. Efforts among faculty contributed to an increase in racial minority students from 19.7 percent in 2005 to 32.5 percent in 2011, exceeding the university rate of 30.9 percent. Faculty, however, believed more needed to be done, so in fall 2011, under the new school leadership, a diversity committee was formed and efforts redoubled to not only focus on racial issues, but also those of disabilities, sexual orientation, and intellectual diversity.

4. How often did the faculty meet during the most recent academic year?

The faculty meets every two weeks, on Wednesday mornings, during the academic year. They do not meet over the summer. On occasion, the faculty meets weekly to discuss pressing issues.

5. List faculty membership and responsibilities of the unit's standing and ad hoc committees.

The following are school standing committees, listed in alphabetical order, and the general responsibilities of each. Major work done by these committees is brought to the faculty for review, comment and approval. Some tasks are carried out by ad-hoc committees formed temporarily for specific purposes, such as hiring.

Diversity Committee – Responsible for creating and implementing a plan and initiatives to grow and protect diversity and inclusiveness among students, faculty, staff, curriculum, and those we cover in our school media and courses.

Chair: Kevin R. Kemper

Members: Susan Knight, Lisa Button

Liaison: Linda Lumsden for Graduate Program Committee

Global Journalism Committee – Responsible for developing the international journalism emphasis in the school, particularly in creating a center that would serve as an umbrella for the various initiatives. The committee also would attend to any border or travel issues, such as border safety, conferring with relevant faculty as needed.

Chair: Celeste González de Bustamante

Members: Maggy Zanger, Jeannine Relly, Lisa Button; Mort Rosenblum consulted but not expected to attend meetings

Liaison: Kevin Kemper, for Legal Issues Advisory Committee

Graduate Program Committee – Responsible for ongoing review of graduate courses, sequences and content, including interdisciplinary content in the international journalism program. This committee also is reviewing applications from prospective students, and will be establishing other policies relating to the graduate program.

Chair: Linda Lumsden (Director of Graduate Studies)

Members: Celeste González de Bustamante, Jay Rochlin, Carol Schwalbe, Terry Wimmer, Maggy Zanger. Graduate coordinator Paul Johnson is an ex officio member.

Legal Issues Advisory Committee – Responsible for providing advice to the faculty and the director concerning legal issues involving faculty, staff or students, including those arising from any research, teaching or service activities.

Chair: Jim Mitchell

Members: Kevin Kemper

Outcomes Assessment Committee – Responsible for implementing the assessment plan, including coordinating the gathering of data and making recommendations for curriculum change. Produce an annual assessment report for faculty review at a fall retreat.

Chair: Nancy Sharkey

Members: David Cuillier, Renee Schafer Horton, Kate Harrison

Liaisons: Susan Knight, for Undergraduate Curriculum Committee

Student Affairs Committee – Responsible for issues, policies and events involving students, such as annual scholarships and student awards. The ways in which this committee might work with academic advisors and the staff continue to be defined.

Chair: Terry Wimmer

Members: Susan Knight, Jay Rochlin

School Media Committee – Responsible for advancing and coordinating school media, particularly in developing strong web/multimedia opportunities for students.

Chair: Terry Wimmer

Members: Bruce Itule, Celeste González de Bustamante, Kim Newton, Jay Rochlin, Maggy Zanger, Jim Mitchell, Mike McKisson

Liaison: Susan Knight, for Undergraduate Curriculum Committee

Technology Committee – Responsible for a continual review and planning process for instructional technology. The committee will consult with all faculty, technology instruction personnel, and the school director regarding current and long-term needs for computer laboratories, seminar rooms, and the school's server facility. The committee also will explore what technology resources the college and the university can offer that would enhance the school's skills sequence. The committee will meet with the school director to discuss technology issues, needs, budgets and plans on a regular basis.

Chair: Kim Newton

Members: Mike McKisson

Liaison: Rogelio García, for video-news classes

Undergraduate Curriculum Committee – Responsible for ongoing review of undergraduate courses, sequences and content. This committee has primary responsibility for the school's ongoing undergraduate curriculum review – including the infusion of additional multiplatform components into each class. As the review continues, the committee also will set outcomes for each undergraduate class. A liaison from this

committee will stay in touch with the Outcomes Assessment Committee and the School Media Committee.

Chair: Susan Knight (Director of Undergraduate Studies)

Members: Jim Mitchell, Kim Newton, Jay Rochlin, Carol Schwalbe, Terry Wimmer

Liaisons: Celeste González de Bustamante, for video-news classes, and the Honors coordinator.

Coordinators

In addition to committees, faculty and staff are assigned service duties to coordinate various activities.

Director of Undergraduate Studies	Susan Knight
Director of Graduate Studies	Linda Lumsden
Diversity Coordinator	Kevin Kemper
Disabilities Coordinator (DRC liaison)	Susan Knight
High School Recruitment	Lisa Button
Finley competition Coordinator	Sarah Gassen
Teaching Mentor	Susan Knight
Science/Environmental Journalism Coordinator	Carol Schwalbe
Club advising	
Society of Professional Journalists	Carol Schwalbe
Native American Journalists Association	Kevin Kemper
National Association of Hispanic Journalists	Jay Rochlin
Journalism Student Advisory Council	David Cuillier
New York Times Institute Liaison	Nancy Sharkey
Professional and Community Outreach	Kate Harrison
Alumni Relations	Kate Harrison
Honors Coordinator	Susan Knight
Study Abroad Coordinator	Nancy Sharkey
Course Scheduling Coordinator	Nancy Sharkey
Institutional Research Board Representative	Shahira Fahmy
Kappa Tau Alpha Adviser	Terry Wimmer
Articulation Coordinators	Susan Knight, Renee Schafer Horton
Liaison to MENAS and CMES	Maggy Zanger
Faculty Handbook Coordinator	Kate Harrison
Academic Integrity Coordinator	Terry Wimmer
Graduate Engagement Coordinator	Linda Lumsden

6. Describe the procedures for selecting and appointing unit administrators.

The sole unit administrator is the school director, who has a five-year term. When this position is open, the dean of the College of Social and Behavioral Sciences designates a search committee. In the past, this committee has comprised all faculty members, with the associate dean for academic affairs acting as committee head. In fall 2011, the School of Journalism associate director (Nancy Sharkey, no relation to Jacqueline Sharkey) was the head of the committee of the whole for the internal search. One candidate, David Cuillier, made a presentation to the committee on Sept. 19, 2011, and then faculty members voted by secret ballot. The vote was forwarded to the dean, who may accept or reject the faculty vote; however, during the past 20 years, the dean always has accepted the faculty's recommendation. The dean offered the position to Professor Cuillier, and as of Nov. 30, 2011, the two were negotiating the terms of a five-year contract.

7. Describe the process for evaluating unit administrators.

The director undergoes a review by school faculty each spring during the peer-review process, which covers the previous calendar year. This process, which is anonymous, is done in accordance with procedures developed by the College of Social and Behavioral Sciences, which houses the School of Journalism, and the university. The school uses a numeric rating system for these reviews. The ratings are: 1 – Unsatisfactory, 2 – Satisfactory, 3 – Meritorious, 4 – Excellent, 5 – Outstanding.

The school director is reviewed by the dean each year. A college-level review is conducted during the school director's fifth year. Three committee members are chosen by journalism faculty members from their own ranks by secret ballot. The dean appoints an outside member of the college faculty to be head of the review committee. The dean also may appoint committee members who represent the constituencies that the school is expected to serve. Anonymous questionnaires are distributed to all full-time and part-time faculty and staff, and to selected student groups. These are returned directly 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 school director's appointment should be renewed for 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, mandated by the Arizona Board of Regents, are conducted every seven years. Review committee members are chosen by the provost's office from a list submitted by the school director. The committees comprise three faculty members or administrators in the same

field who work at other universities; one of these academics is designated by the UA provost as committee chair. Four additional members represent the college, university, alumni and local community. The School of Journalism's first Academic Program Review was conducted in fall 2005. The site visit occurred in September and the final report was issued in October. (See Appendix B.) The next Academic Program Review will be conducted in spring 2011, based on the bulk of the information gathered for the ACEJMC self-study.

8. Report the results of the most recent evaluation of unit administrators.

The current interim director, David Cuillier, has not been reviewed as an administrator. The previous director, Jacqueline Sharkey, underwent a five-year review in spring 2011, which was overwhelmingly positive. While the five-year review is not considered a public record by the University of Arizona, Sharkey's previous annual review is included as Appendix C.

9. Describe the unit's process for timely and equitable resolution of complaints and concerns expressed by faculty, staff or students.

a. Faculty

At the start of each academic year, the school director leads orientations for full-time and adjunct faculty members so general issues can be discussed, and new Board of Regents, university and college policies can be explained. Any faculty member can add an item to the agenda for these meetings.

During the year, full-time faculty members raise general concerns at faculty meetings. Any faculty member can place an item on the agenda or can raise an issue as new business. For example, professors of practice raised a concern in fall 2007 that no guidelines existed for promotion to the ranks of Associate Professor of Practice and Professor of Practice. After a discussion at a faculty meeting, the Faculty Affairs Committee was asked to do research about guidelines in schools and departments at the university and peer institutions. The committee produced draft guidelines that the faculty and director reviewed, revised, and approved. The director sent the guidelines to the college, where the dean approved them in spring 2008. The guidelines have been used as a model for other units in the College of Social and Behavioral Sciences that are seeking to develop clear promotion standards for clinical faculty.

The director periodically organizes retreats during which full-time faculty members discuss issues relating to curriculum development, instruction, and administration. During the past reaccreditation period, the school held retreats at the end of Academic Years 2006-07, 2007-08 and 2010-11.

Adjunct faculty members bring general concerns to the director.

Full-time and adjunct faculty raise specific concerns with an appropriate faculty member or with the director. For example, a faculty member with an issue involving teaching might discuss the situation first with Professor Susan Knight, the director of undergraduate studies and the school's longtime teaching mentor. A faculty member with a concern about academic advising might bring the issue to the attention of the school's undergraduate advisor. If an issue can't be resolved at that level, or involves a confidential or time-sensitive situation, it is brought to the director.

If the issue or situation needs to be discussed with college or university administrators, the director consults with them. For example, a faculty member told the director in spring 2011 that he was afraid to report a disruptive student to the Dean of Students Office, because the university told students the name of the person who had reported them, and he feared retaliation. The director scheduled faculty meetings to discuss this policy, and learned that other faculty members were not reporting disruptive incidents because they shared this fear. The situation was complicated by the fact that the student was a veteran with a brain injury, and also by the need to protect the student's due process rights. The director took faculty concerns and the related disability and legal issues to college and university administrators. They organized a campus-wide meeting during which numerous faculty and staff members expressed similar concerns. The university behavioral-assessment team reviewed the situation involving the disruptive journalism student, and an associate dean of students agreed to meet with him without identifying the faculty member. She explained to the student that the director had raised issues presented by a number of faculty members, then issued behavioral guidelines. Meanwhile, the school's disabilities coordinator arranged for officials from the university Disability Resource Center to meet with faculty to discuss procedures for dealing with disruptive disabled students. (The journalism student withdrew from all classes in spring 2011 and did not enroll in the fall.)

The director also brings faculty issues to the attention of colleagues in the spirit of candor and collegiality. For example, in spring 2010 a senior faculty member sent an e-mail to all full-time faculty members publicly criticizing an assistant professor. Another faculty member responded with an e-mail defending the junior colleague. This led to an angry response from the senior faculty member. To resolve the situation, the director met individually with the three faculty members to discuss the issues raised by the e-mails. The director then sent an e-mail to all full-time and adjunct faculty providing guidelines for respectful and constructive communication with colleagues. The interim director sent another e-mail in fall 2011 encouraging constructive use of e-mail. With the exception of this example, faculty members are collegial, respectful of one another, and are united in their values and dedication to journalism education.

b. Staff

The school has two full-time staff members, and another who works part time. Two full-time staffers – the administrative associate and senior program coordinator – report directly to the director. A half-time graduate coordinator also reports to the director. A work-study student has been employed starting fall 2011 to assist in office duties.

In addition, a full-time academic advisor handles the school's course advising for undergraduate students to ensure accurate course recommendations and scheduling. The advisor, a former reporter from the *Tucson Citizen* newspaper with a teaching certificate, reports to the College of Social and Behavioral Sciences advising office but is housed in the school. Computer repairs are handled by a centralized college office, and business matters are processed by a centralized college business center. The school employs a full-time adjunct instructor who serves as internship coordinator, and another full-time adjunct who offers instructional technology support to aid in the teaching of multimedia and entrepreneurial journalism.

Staff members who report to the school interim director go directly to him with general issues. Issues that affect everyone are discussed at staff meetings, which are held on an as-needed basis. If a staff member raises a general issue that involves the faculty, that issue is discussed at a faculty meeting. For example, the graduate coordinator brings curriculum issues to the director, then attends faculty meetings where these matters are discussed.

An example of this involves staff members' efforts to increase their efficiency in spring 2009. This initiative began after the college started reducing staff levels through attrition following years of budget cuts. By fall 2008, the school has lost an academic advisor who also served as graduate coordinator. This increased the workload of the remaining staff. Meanwhile, the school's fundraising activities and fee structure had expanded, which further increased staff responsibilities. The staff met with the director in spring 2009 to discuss ideas for helping them cope with these additional duties. The staff had suggestions for ways that the faculty could help them save time. After the meeting, the director sent a memorandum to full-time and adjunct faculty, providing guidance on assisting the staff with this initiative. These ideas were discussed at a faculty meeting, and all suggestions were adopted. The director asked staff and faculty to provide additional ideas, and received so many responses that she wrote a more extensive memorandum in August 2009.

Staff members with an individual issue that they wish to be handled on a confidential basis may go directly to the school director. They also may bring issues of broader concern to the college's staff advisory council, which takes them to the dean's administrative staff.

c. Students

Students with general concerns take them to the undergraduate advisor, a faculty member or the school director. Depending on the issue, a faculty member may resolve it, put the student's concern on the agenda for a faculty meeting, or bring it to the academic advisor or the school director.

A student with a specific concern or complaint usually will take it to a faculty member or the academic advisor. Such concerns or complaints are handled on a confidential basis. If

further consultation is necessary, the faculty member or advisor discusses the situation with the school director. If the director cannot resolve the issue personally, he discusses the matter with an appropriate university administrator.

All faculty members and academic advisors have received instructions and handouts about university services available for students who have specific concerns about their physical, mental or emotional health.

Students who have issues involving final grades, academic-integrity sanctions, or sanctions resulting from other disciplinary procedures (such as the UA disruptive student policies) are directed to the university website that contains rules for appealing grades and sanctions. Faculty members who have issues relating to academic integrity are referred to the school's academic integrity officer, Professor Terry Wimmer, who offers guidance into university policy and procedures. Students who have concerns or questions about disability issues or policies can consult with the faculty member who serves as the school's disabilities coordinator, Professor Susan Knight.

Students also raise general concerns during meetings of the Journalism Student Advisory Council, organized by the director in 2007 to encourage additional communication between undergraduates and the school administration. Any journalism student may become a member of the council at any time at no cost. The director meets with the council at least once per semester, and more frequently if a major complaint or concern has been raised. The director discusses the council members' opinions and suggestions with faculty and staff, and brings that feedback to subsequent council meetings. The director meets with the council each May to discuss program fee expenditures and budget priorities for the next academic year.

One example of the council's effectiveness involves instructional technology and the curriculum. Students in spring 2007 were very concerned that university and state budget cuts had reduced funding for instructional hardware and software. They thought this situation might undermine the education and training the school could provide. The school had instituted course fees, but these were not sufficient to cover the cost of technology upgrades. So the council, in consultation with the director, began a campaign to win university and Board of Regents approval for a \$250 per semester program fee that would provide additional funding for instructional technology and curriculum development. Their nine-month effort, which included class presentations, student surveys and an appearance before the Board of Regents, resulted in approval of the program fee in December 2007.

As university tuition and fees continued to increase because of ongoing state budget reductions, students became concerned about the overall cost of their education. When the vice provost for academic affairs suggested in fall 2010 that she and the director explore ways to restructure the school's course and program fees, the Journalism Student Advisory Council joined the discussion and strongly supported the initiative. The result was that in spring 2011 the Board of Regents approved the restructuring plan, which lowered the overall cost of journalism fees for most majors.

PART II, STANDARD 2

CURRICULUM AND INSTRUCTION

Executive summary

The School of Journalism is well known on campus and off-campus for its dedication to teaching. The school's faculty members have won numerous national teaching awards, and have published textbooks and pedagogical research in *Journalism and Mass Communication Educator*. The rigorous curriculum is designed to provide students strong experiential and conceptual learning to develop the knowledge and abilities for excelling in the practice of journalism, while still maintaining a strong broad-based liberal arts education. Emphases in international journalism and science/environmental journalism enable students to develop specialties. During the past six years the school has strengthened its admission standards and integrated new-media instruction, preparing students for the new global media environment while remaining steadfast in teaching the fundamental principles and practices of journalism.

1. Discuss any testing of language competence required of students entering or graduating from the program.

The journalism program has no testing or language competence requirements for admission, but does require some course and grade requirements. Students accepted by the university may declare a journalism major their first day on campus. This means that freshmen may obtain advising services in the school, and may receive professional mentoring from the faculty. Students who are on academic probation can be admitted to the program only after they spend a semester in another department or institution and succeed in raising their GPAs to 2.0 or better. Students who have been disqualified by the college or university must spend a year improving their grades, and must have earned a GPA of 2.0 or better before they can take journalism classes.

The school does have a requirement that students earn an average of 3.0 or better in two semesters of Freshman Composition before they can take any skills classes. (Students can take lecture classes without meeting this requirement.) Students who don't earn a 3.0 average must take additional English composition courses until they achieve it. Advisors explain this requirement to incoming majors and carefully monitor grade records to ensure compliance. Also, pre-majors must pass Principles of Journalism (Jour 105) with a C or better to enter the major.

The university has a language-competency requirement for graduation. It is called the Mid-Career Writing Assessment (MCWA), and is intended to document student writing proficiency. Journalism students – who are required to take three courses in English numbered 200 or above – can fulfill this requirement by taking composition courses at this level until they earn a 3.0 in one of them. Because journalism majors must take these additional English courses, the writing assessment requirement does not entail additional coursework.

The school strongly encourages students to take a foreign language, particularly given its strong emphasis in international reporting. Many students take Spanish and other languages and then apply them by taking study abroad courses in Costa Rica and elsewhere initiated by the school in the past few years. Also, the school emphasizes the need for foreign language skills, particularly Spanish, through its border reporting classes and bilingual school newspaper, *El Independiente*.

Finally, six of the nine required journalism courses are reporting and editing classes. From the first day of the first course, students are told that the school operates classrooms as if they were newsrooms. Students lose points for every grammatical and punctuation error and every misspelled word. They automatically fail an assignment if they make a factual error. In most classes, students receive two grades on assignments: One is for content, the other for writing.

2. Describe the unit's curricular efforts to develop in its majors the professional values and competencies established by ACEJMC.

The journalism curriculum is based on the principles that provide the foundation for the ACEJMC professional competencies. The goals of the curriculum include enabling students to:

- 1. Understand and apply the principles and laws of freedom of speech and press, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.**

Students are required to take classes that emphasize the political, legal and social theories that underlie the role and responsibilities of the press. The first class required of students is Principles of Journalism (Jour 105), which emphasizes the role of journalism and the First Amendment in society. The class was started in spring 2009 to ensure all students begin the major with a grounding of the fundamental purpose of the press.

Students also must take Law of the Press (Jour 208), which covers the Constitution and Bill of Rights, the evolution of federal and state court decisions relating to journalism, and past and pending legislation concerning the news media. These required classes provide comparisons of how the First Amendment differs from press laws around the world.

More comparative work is done in elective classes, such as International Communications (Jour 471), and Freedom of Expression (Jour 404). A specialized class, Government Secrecy (Jour 447), teaches students the fundamental principles underlying freedom of information and how to access public records.

2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.

In addition to Principles of Journalism (Jour 105), which covers a basic understanding of journalism history, students also are required to take either Ethics and the News Media (Jour 439) or Press and Society (Jour 470), which examine, from different perspectives, the history of the U.S. press, and how its Constitutional foundation has shaped news media principles and practices.

3. Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.

The School of Journalism infuses throughout its curriculum opportunities for students to better understand issues of diversity and inclusiveness in journalism, particularly in relation to the diversity of peoples and cultures in a global society.

Principles of Journalism (Jour 105) first introduces students to the basic concepts, including an in-class exercise that exposes individuals to their own unintentional biases and the importance of understanding those biases. Instructors for the first writing class, Jour 205, incorporate diversity issues into the course, such as using gender-neutral language. Elective courses further cover these issues, such as Journalism, Gender and Multiculturalism (Jour 344). In the ethics course, for example, students are required to read “Covering the Uncovered: The Evolution of Diversity in News.” Students in Reporting Public Affairs (Jour 413) cover local government meetings, including agencies that serve primarily Hispanic communities.

School media courses provide a heavy emphasis on covering diverse and international cultures, particularly the Latino community and Mexico. Arizona-Sonora News Service focuses its coverage along the border, particularly issues affecting Hispanics. *The Epitaph*, the school-produced newspaper that covers the town of Tombstone, also includes border coverage. Students in the broadcast school media course, Arizona Cat’s Eye, are required to produce at least one story about the area’s connection with the Mexican border. The Web-only school media, Border Beat, focuses exclusively on border coverage.

Students also have the opportunity to produce *El Independiente*, a bilingual newspaper that has served residents of the city of South Tucson for more than 30 years. *El Independiente* is the only university-based bilingual newspaper in the country that is produced by students in a real community on a regular basis. It is the only local news medium in South Tucson, whose population of 7,500 is about 85 percent Hispanic.

The newspaper provides students with experience covering multicultural communities, and is a reflection of the school's longstanding commitment to diversity. Students who are not bilingual receive translation help from their colleagues in the Department of Spanish and Portuguese, who do translation internships with the newspaper. For more than a quarter-century, the newspaper has offered students an opportunity to do in-depth and investigative reporting. During *El Independiente's* first three years, staffers wrote stories that forced the resignation of the police chief, the recall of the mayor and City Council, and a federal investigation of the city's use of U.S. Housing and Urban Development grants. *El Independiente* has been awarded grants from the Fund for Investigative Journalism, and its staffers have won state and national honors for their work.

4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.

Because of the heavy emphasis in the school in international and border journalism, as noted above, students often are exposed to courses that provide exposure to 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).

5. Understand concepts and theories in the use and presentation of images and information.

All students are required to take Photojournalism (Jour 203) and Principles of Multimedia (Jour 307). The multimedia class was implemented in 2009 because of the demands today for every graduate to understand how to produce journalism in multiple formats and delivery options. Students learn how to produce photo slideshows, video and other visual elements across formats.

All students also are required to take Editing (Jour 320A), which provides them the introductory theories and techniques of page design. Electives include Advanced Photojournalism (Jour 497B), in which students develop online galleries of their work; Magazine Photography (Jour 406); and Publications Layout and Design (Jour 422), which prepares students for careers in that field.

6. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.

All students are required to take Ethics and the News Media (Jour 439). The ethics class provides students with philosophical frameworks for analyzing ethical dilemmas, and case studies that enable them to apply the frameworks to real issues. Further, instructors discuss ethics throughout all their courses, depending on the topic of the

class. The University of Arizona was one of the first journalism schools in the country to make an ethics course a required part of the curriculum.

7. Think critically, creatively and independently.

The teaching of critical thinking is woven through the entire curriculum, a fundamental attribute needed for any journalist or citizen. The school places strong emphasis on encouraging students to question assumptions, challenge authority, and think independently. Class exercises, particularly in Reporting Public Affairs (Jour 413), require students to learn by doing, to be dropped into a meeting or news event and figure out what is news and what is not news, and to cut through spin and obfuscation. Through these experiential courses and mentorship by faculty, students learn how to think critically.

This is a strong part of the school culture, embraced by all faculty members, who believe in the crucial role of the press as watchdog. This is evident by the faculty's backgrounds and interests, including Jacqueline Sharkey's role in exposing the U.S. government's role in aiding the Contras in Central America. Dr. David Cuillier served as freedom of information chairman for the Society of Professional Journalists 2007-2011, and will be up for election for president of the organization in 2013. Dr. Jeannine Relly studies the importance of access to information laws internationally, and Dr. Linda Lumsden has written books about the role of the radical press in challenging authority and advancing social justice.

8. Conduct research and evaluate information by methods appropriate to the communications professions in which they work.

Given the heavy emphasis in the school on journalistic reporting, students learn how to effectively gather information through interviews, public records, secondary sources and first-hand experience. Students must conduct research for stories in nearly all their skills courses, typically in this order:

- Principles of Journalism (Jour 105) – introduces students to the idea of gathering information, verifying the information, and presenting it honestly and ethically
- Reporting the News (Jour 205) – introduction to basic interviewing and information gathering
- Advanced Reporting (Jour 306) – enables students to learn more sophisticated interviewing and public records research techniques
- Editing (Journ 320A) — teaches students to analyze stories and photographs in terms of content, structure and potential ethical issues and legal problems
- Feature Writing (Jour 411) – teaches students how to gather more detail and specialized information to produce in-depth features
- Reporting Public Affairs (Jour 413) – requires all students to know how to gather information regarding government issues, including covering city council meetings

- School Media – requires all students to apply their reporting skills in a real-life publication for citizens, including a newspaper, television show, and website
- Computer-Assisted Reporting (Jour 433) – an elective that provides advanced students the skills in acquiring data and analyzing it using Microsoft Excel, Microsoft Access, and mapping it visually through ArcGIS or Google Fusion Tables
- Government Secrecy (Jour 447) – an elective that teaches students how to effectively acquire public records
- Specialty courses provide students the opportunity to learn how to gather information in sports reporting, opinion writing, science journalism, and international reporting, including how to stay safe in a war zone

9. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

Solid writing skills are emphasized heavily in the school. Throughout the curriculum, students follow the guidelines in a school Reporters Handbook, which outlines style and policy issues in writing. For example, in most classes if a student spells a person's name wrong or makes a serious factual error, that assignment receives a 0 (called an "auto-E").

The first class in the core sequence, Reporting the News (Jour 205), focuses on teaching basic research and writing skills. Students usually take Photojournalism/Visual Communication (Jour 203) the same semester they take Journalism 205. The next course, Advanced Reporting (Jour 306), enables students to write more complex articles, including stories about the causes and consequences of local issues; and to acquire experience covering a beat, which could be an institution, such as the Arizona Board of Regents, or a subject area, such as higher education.

Students generally take Jour 307 with Jour 306. The 307 course enables students to report using multiple platforms by producing slideshows, audio reports and other visual elements in their reporting. Around the time students take Jour 307 they are also taking Jour 320A, Editing. It teaches 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 Feature Writing (Jour 411) or Writing for News and Documentary (Jour 380). In Journalism 380, students learn to prepare video-news reports, with an emphasis on integrating words and images. In the features class, they focus on learning research and writing techniques for different media, including newspapers, magazines and the Web.

The next course, Reporting Public Affairs (Jour 413), is required for all students. It provides them with experience covering government policy and agencies. Students write articles about city and county agencies, elected and appointed officials, and public meetings. The final assignment is an in-depth story about a significant policy

issue. Students then are required to take a school media course to further refine their writing skills.

In keeping with the professional nature of the curriculum, the school supplements classroom activities with an internship program that places students with local 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.

10. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

In addition to learning Associated Press style and grammar in beginning writing courses, students are required to take Editing (Jour 320A), where they learn to analyze stories and photographs in terms of their content, structure and style, and to examine them for potential ethical issues and legal problems such as libel. Students also learn to edit in the school media courses. They serve as editors to further their skills in developing accuracy, fairness, grammar and Associated Press style.

11. Apply basic numerical and statistical concepts.

Students are exposed to basic math for journalists beginning in their first two courses, Principles of Journalism (Jour 105) and Reporting the News (Jour 205). Basic math and statistical concepts are reinforced in Advanced Reporting (Jour 306) and Reporting Public Affairs (Jour 413). Further, in 2006, the school began teaching Computer-Assisted Reporting (Jour 433) to provide students the skills to analyze government data using Microsoft Excel, Microsoft Access and ArcGIS.

12. Apply tools and technologies appropriate for the communications professions in which they work.

The school provides students the knowledge and skills to apply tools and technologies appropriate for journalism. This has become a critical issue for the school, as it has for most schools of journalism, because of the increasing emphasis in the media today on new technology. In 2009 the school began requiring a course in multimedia journalism (Jour 307), to be taken at the same time as Advanced Reporting (Jour 306). The class teaches the concepts of multimedia and the actual software, including Final Cut Express and SoundSlides. All students learn to use digital cameras, audio recorders and microphones, Web design, social media and other tools basic to journalism today.

The editing courses teach students how to use QuarkXPress for designing pages, although in January 2012 the school will convert to InDesign, the dominant program in the industry. The computer-assisted reporting class teaches students basic and advanced data analysis software.

3. Describe the ability of students to plan individualized programs of study to meet their special interests and needs.

Students begin planning their course of study the first time they meet with the school's academic advisor. The advisor has prepared handouts showing courses that must be taken to fulfill school requirements for the major and university requirements for graduation, including those in English, mathematics and foreign languages. Establishing an early blueprint is especially important for the large number of journalism students who are double majors, because they must coordinate major requirements in two subject areas. Students majoring solely in journalism are encouraged to begin thinking immediately about developing a strong minor, since the school requires that journalism majors have a minor.

Within the journalism curriculum, students are able to specialize after they have completed 200-level and 300-level coursework. At the 300-level and 400-level, students may take either Feature Writing, Science Journalism, or Writing for News and Documentary. Students also can choose among senior school media courses that focus on print, television and Web media.

The school has two specialized emphases that provide students the ability to develop expertise in international journalism or science/environmental journalism. The courses are taught by faculty members who have covered these topics for many years.

International journalism

In the international journalism program, the Latin American component is accentuated by several faculty members who have experience reporting or studying in Central America and South America, including Dr. Celeste González de Bustamante, Dr. Jeannine Relly, and Professor Jacqueline Sharkey. The Middle Eastern component is taught by Maggy Zanger, 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. Dr. Shahira Fahmy is a native of Cairo and fluent in Arabic, among other languages. Faculty members teach seminar classes such as News Analysis: Media Coverage of International Crises, and U.S. Press Coverage of Latin America. Professor Sharkey covered the Contras in Central America. Dr. Relly worked for the Associated Press in the Caribbean. Dr. González de Bustamante is bilingual and an expert in Mexican television news. Professor Kim Newton was a photographer and photo editor in Asia and Europe. Professor Mort Rosenblum, 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 in the past few years, led by Professor Carol Schwalbe, who was an editor for *National Geographic* and has been involved in the sciences for a number of years. In fall 2011 she began teaching a new science journalism course that included the 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, as well as 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 have expertise in environmental journalism, including Professor Alan Weisman, who has written four books, produced 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 *New York Times* best-seller book *The World Without Us*.

Students also are encouraged to use internships to explore different fields. A full-time internship coordinator oversees more than 80 internships for academic credit during the year. Students have opportunities to work for campus media outside the school. The university has a campus newspaper, the *Arizona Daily Wildcat*; an AM station, KAMP-Radio; and a cable operation that serves UA dormitories, UATV. Their operations are supervised by the UA Student Media office, which is under the university office of Student Affairs.

4. Describe the unit's involvement in service courses to non-majors.

In the past decade, when the school was limited by small faculty numbers and a large number of majors, it did not teach service courses, or "general-education" classes, and instead focused on providing the best education it could for majors. However, since the school has increased its faculty and brought its majors within a reasonable number, it began teaching courses to non-majors in spring 2011 with a new class, Jour 150 News in a Digital Age. This writing-intensive course for primarily freshmen was intended to introduce non-majors to the effects of journalism on society during a time of technological change. The section had 239 students and was offered again in fall 2011 with similar enrollment.

This class also was offered in part in response to a new funding formula at the university level that apportions money to colleges based on student credit hours – the number of students taught. If colleges teach more students then they receive more money from the university; if they teach less then their budgets are reduced. This class helped the College of Social and Behavioral Sciences increase its budget. Also, another benefit of this class was that it introduced non-majors to journalism, resulting in a dozen students transferring into the journalism major.

A general-education course in science journalism has been developed by the school and is ready to implement, possibly in the 2012-13 school year, depending on faculty resources and demands by the college for increasing student credit hours. Other general-education courses might be offered in the future as well, such as a class regarding legal issues in communicating online. In addition to the general-education courses, the school also offers some elective courses open to non-majors. For example, in fall 2011, Carol Schwalbe taught a science journalism course that included students from a variety of science disciplines that enriched the experience for majors and non-majors alike.

5. Describe the teaching of ethics, law, history and theory of journalism and mass communications. If these subjects are taught as separate courses, describe instructors' qualifications. If these subjects are included in skills or other courses, tell how the faculty regularly evaluates the effectiveness of the teaching of these subjects.

The school offers discrete classes in law, ethics, history and theory. Students have been required to take the separate law and ethics classes for more than two decades; the school was one of the first in the country to require majors to take a freestanding ethics course.

- **Law of the Press** (Jour 208) is offered every semester during the academic year, and is a prerequisite for other courses. For most of the past four decades, the law course has been taught by faculty members who were attorneys with considerable journalism experience. Starting in spring 2006, the course has been taught by Dr. Kevin R. Kemper, who holds a Ph.D. and J.D., and is a former journalist. One of Professor Kemper's research areas involves studying the ways in which Native Americans today view the principle of freedom of expression. Professor of Practice Jim Mitchell, J.D., also teaches the media law course as needed. Professor Mitchell is a licensed attorney in Arizona and has extensive previous experience in broadcast journalism.
- **Ethics and the News Media** (Jour 439) is taught every fall and spring. The ethics class is taught by Dr. Linda Lumsden. The class was started in the mid-1980s with a Philosophy Department faculty member whose doctorate was in applied ethics, but was taught primarily by Professor Jacqueline Sharkey until Dr. Linda Lumsden began teaching it in 2007.
- **History of American Journalism** (Jour 477) is an elective, taught by Dr. Lumsden, an expert in journalism history. Dr. Lumsden has written three books and numerous refereed journal articles regarding the history of the radical press. She also is heavily involved with the American Journalism Historians Association, including serving on its board.
- **Press and Society** (Jour 470), also has a substantial ethics component and is taught by Dr. Lumsden. The class may substitute for the Jour 439 ethics course, and is offered during summer session and semesters when faculty members are available. This course contains a substantial unit on mass communication theory. Also, pre-journalism majors are introduced to mass communication theory in their first course, Principles of Journalism (Jour 105), which was first offered spring 2009.

Law and ethics also are covered in journalism skills classes. Guidelines and objectives for all skills classes are being developed fall 2011, and will include instructions about which legal and ethical principles should be discussed in each course. Instructors currently gauge students' knowledge of these topics through class discussions about relevant real-world cases and by evaluating students' written assignments, especially out-of-class assignments, during which students encounter ethical and legal issues. Instructors in capstone courses, where students are working for real-world news media, are especially vigilant about such issues.

The school's emphasis on ethics is reinforced by the Academic Integrity Handbook given to students in each class at the start of each semester. The handbook discusses issues such as plagiarism and fabrication, and possible sanctions for violating integrity rules. Students must sign a contract each semester stating that they have read, understood and will abide by the handbook. Faculty members receive assistance with incorporating ethics into the curriculum through the faculty workbook that accompanies the handbook, and through the school Policy and Procedure Manual (Appendix A), which facilitates discussion of issues such as the use of anonymous sources.

6. Tell how the unit ensures that the objectives of courses with multiple sections are achieved in all sections.

Faculty and adjunct instructors who teach classes of multiple sections (e.g., Jour 205: Reporting the News) are coordinated by Professor Susan Knight, Director of Undergraduate Studies. Professor Knight has been given a one-course reduction to serve as the teaching mentor for adjuncts and full-time faculty, and to ensure continuity among courses. Faculty members share syllabi, course materials and textbooks.

Also, development of the Reporter's Handbook, now used in all skills classes, was one step toward ensuring that all classes have consistent standards. This handbook sets out school policies regarding issues such as the use of confidential sources. The school policy manual also sets out additional teaching standards, including policies about e-mail interviews and phone interviews. This manual, updated annually, has helped ensure that uniform policies are in place not only in multiple sections of the same course, but across the curriculum.

Finally, the school has been developing specific guidelines and objectives for all courses in the curriculum, tied to the school's 12 learning outcomes and the assessment plan. Guidelines for all required courses have been completed, and the Faculty Undergraduate Curriculum Committee is currently working on the objectives for all other courses. Guidelines are written after extensive consultation with faculty members who teach or have taught the course, discussions with alumni and other professional journalists, and reviews of websites that deal with the topics covered in the class. After guidelines have been drafted, they are reviewed by all faculty members, then revised.

7. List achievements in teaching in the past six years: awards or citations for high-quality teaching; grants or other support for development of curriculum or courses; publications and papers on teaching; etc.

Teaching Awards

Faculty members have garnered top national awards in teaching:

- In 2011 Carol Schwalbe placed second in the TNT 21 (Teaching News Terrifically in the 21st Century) teaching ideas competition sponsored by the AEJMC Newspaper Division. Her idea helps feature-writing students find memorable characters to profile.
- In 2009 David Cuillier took first place in the national Promising Professor faculty competition awarded by the Mass Communication & Society Division of the Association for Education in Journalism and Mass Communication. He won first place in the graduate student category in 2004.
- Since 2006, school faculty have won six Great Ideas for Teaching (GIFT) awards at AEJMC, and two faculty, Carol Schwalbe and David Cuillier, have each won the GIFT grand prize twice, the only teachers in the nation to do so in the contest's 12-year history:
 - 2011: David Cuillier: "Fill 'er up: How to teach students to acquire and post data online." Tied for the top GIFT grand prize.
 - 2011: Carol Schwalbe: "Deep Diving: How to plunge into creativity and innovation in journalism skills classes" takes a total-immersion approach to problem-solving by combining brainstorming and feedback.
 - 2010: David Cuillier: "Census Elimi-Data: How to teach basic data analysis by finding the best and worst cities for date prospects" teaches students how to download and analyze census data.
 - 2007: David Cuillier: "Bleachers of Fury: How to teach freedom of information through an interactive role-playing slideshow" describes how professors can use slide-show scenarios to teach journalists the laws and ethical considerations in accessing public records.
 - 2006: David Cuillier: "Finding That Dream House Without FOI Nightmares" teaches journalism students how to access government records by backgrounding a house for sale. Winner of the GIFT grand prize.
 - 2006: Susan Knight: "No Need to Be So Tense! Or, Do I Have to Draw You a Picture?" illustrates bad and good grammar that engage the right side of students' brains.

The University of Arizona has recognized outstanding contributions to teaching:

- 2008: Susan Knight won the 2007-08 College of Social and Behavioral Sciences Dean's Award for Excellence in Teaching.
- 2008: Jeannine Relly received an Outstanding Honors Faculty Member award from the University of Arizona Honors College.

- 2008: David Cuillier was one of five finalists for the University of Arizona Five Star Faculty Award, the only university teaching award nominated and selected by students.
- 2007: Jeannine Relly was a finalist for the University of Arizona Five Star Faculty Award.
- 2007: Jeannine Relly won the Mortar Board National College Senior Honor Society Hall of Fame Award as the University of Arizona's outstanding female faculty member of the year. The award recognizes a faculty member who has demonstrated leadership, promoted high standards in the academic community and contributed outstanding service both to students and the overall welfare of the university. Students across the campus nominate faculty members.
- 2006: Susan Knight was recognized by the Mortar Board National College Senior Honor Society as an outstanding faculty member at the University of Arizona.

Faculty members have also won teaching awards from the School of Journalism. The winners of the Hugh and Jan Harelson Teaching Award are nominated by students.

- 2011: David Cuillier
- 2010: Rogelio Garcia
- 2009: Jay Rochlin
- 2008: Kevin R. Kemper
- 2007: Maggy Zanger

Curriculum Grants and Development

Faculty members have received funding from various sources to improve classroom performance and interaction with students:

- 2011: Carol Schwalbe received an Honors College Course Development Grant (\$11,675.24) from the University of Arizona to develop and teach a course in Science Journalism.
- 2011: Carol Schwalbe received a Student/Faculty Interaction Grant (\$500) from the University of Arizona for an overnight field trip to Biosphere 2 with two Science Journalism courses.
- 2011: Jeannine Relly and Carol Schwalbe received the inaugural AEJMC Newspaper Division teaching grant (\$200) for a class field trip to Biosphere 2.
- 2011: Jacqueline Sharkey received a \$19,000 grant from the Gannett Foundation to fund the salary of an adjunct instructor and strengthen the visual journalism curriculum.
- 2010: Celeste González de Bustamante was awarded a \$2,000 Magellan Circle grant from the College of Social and Behavioral Sciences as well as a \$4,850 grant from the Marshall Foundation to help fund the Beyond the Border reporting project. Students from the University of Arizona's School of Journalism and New York University teamed up on the cross-cultural reporting project.
- In 2006 Linda Lumsden was one of 18 faculty members participating in a two-day Learner-Center Education grant at the University of Arizona aimed at making courses more learner-centered.

Publications on Teaching

Textbooks

- Green, S., Lodato, M., Schwalbe, C. B., & Silcock, B. W. (2011). *News now: Visual storytelling in the digital age*. Boston: Allyn & Bacon. (The co-authors are listed in alphabetical order.)
- Cuillier, D., & Davis, C. N. (2010). *The art of access: Strategies for acquiring public records*. Washington, D.C.: CQ Press, a division of Sage.
- Rosenblum, M. (2010). *Little Bunch of Madmen: Elements of Global Reporting*. Millbrook, N.Y.: DE.mo Design.
- Itule, Bruce, & Anderson, D. (updated 2007) *News Writing and Reporting for Today's Media*. Random House, Inc., New York: McGraw-Hill, Inc.
- Irby, J., Bird, K., English, S., & Cuillier, D. (2006). *Reporting that matters: Public affairs coverage*. Boston: Allyn & Bacon.

Peer-reviewed journal articles

- Curran, A., Grubb, M., Hallaq, T., Schwalbe, C. B. & Craig Stark. (2010, July). Weaving a plan for webcasting in higher education. *Journal of Media Education*, 1(3), 52–53. (The co-authors are listed in alphabetical order.)
- Cuillier, D., & Schwalbe, C. B. (2010). GIFTed teaching: A content analysis of 253 Great Ideas for Teaching awards in journalism and mass communication education. *Journalism & Mass Communication Educator*, 65(1), 22–39. (Lead article.)

Panels and Presentations on Teaching

Association for Education in Journalism and Mass Communication

- 2011: Carol Schwalbe organized and moderated a teaching panel called “Teaching Marathon: Magazine and Visual Communication.”
- 2011: Carol Schwalbe organized and moderated a teaching panel on “International Reporting Projects.”
- 2010: Carol Schwalbe organized and moderated a teaching panel called “Magazine Marathon: 10 Quick Teaching Tips.”
- 2010: Carol Schwalbe organized and moderated a teaching panel on “Effective Approaches to Integrating Multimedia in Reporting and Writing Classes.”
- 2009: David Cuillier and Carol Schwalbe presented a paper on “GIFTed teaching: An analysis of 228 Great Ideas for Teaching (GIFT) awards in journalism education.”
- 2009: Carol Schwalbe and David Cuillier presented a paper called “Beyond Case Studies: An analysis of teaching effectiveness in award-winning media ethics exercises.”
- 2006: Susan Knight and adjunct instructor Arlene Scadron led a session on teaching reporting skills in the wake of Hurricane Katrina. Knight emphasized taking the reporting on natural disasters past the breaking news stage to emphasize beat reporting.

University of Arizona

- 2011: Carol Schwalbe spoke to the student chapter of the Society of Professional Journalists about “Enterprising Your Idea: Taking a Project from Inception to Production.”
- 2011: Shahira Fahmy and Carol Schwalbe presented a workshop on “Chairing a Graduate Student’s Committee” to graduate students and faculty members.
- 2010: Jay Rochlin participated in a Teaching Academy session on “Engaging Students with Online Communication Tools.” The session offered examples of how faculty members have used online tools to inspire students to take more responsibility for their learning.
- 2009: Jay Rochlin gave a presentation on using blogs for instruction at the Technologies Showcase held at the Integrated Learning Center. He discussed how he uses student-created blogs to augment the teaching of skills and values, such as truth telling, ethics and critical thinking.
- 2007: Kevin R. Kemper participated in a panel discussion on “Student Engagement” sponsored by the Learning Technologies Center. Kemper was featured in a Learning Technologies Center blog posting on “Exemplary uses of D2L.”

Special Student Education Projects

- 2011: Carol Schwalbe and adjunct professor Tom Beal took 27 Science Journalism students to Biosphere 2 for an overnight field trip. Highlights included a special tour of the Biosphere, an afternoon observing and interviewing about 20 researchers, stargazing with astronomers and photographing the Biosphere lit up at night.
- 2010 and 2011: Kim Newton’s students took part in a six-week multimedia storytelling course in Orvieto, Italy. They posted photos on a blog documenting their trip.
- 2010: Celeste González de Bustamante accompanied eight students to New York City for the Beyond the Border reporting project, sponsored by the Dart Center for Journalism and Trauma. Graduate student John de Dios served as administrator for the project, approaching publications for sponsorships and helping select the student participants. *The Tucson Weekly* donated \$400 and bought several stories for publication. De Dios added content to a Beyond the Border website.
- Each spring Kim Newton’s photojournalism students shoot images for a special supplement to the campus newspaper called “One Day at the UA.” Students in editing classes taught by Bruce Itule, Carol Schwalbe and Nancy Sharkey edit the cutlines. Students in the design class taught by Gawain Douglas lay out the pages.

8. Describe professional development programs, workshops in teaching, or other methods used to stimulate and encourage effective teaching.

The school encourages faculty members to apply for workshops sponsored by national organizations. In the past six years, faculty members have attended workshops put on by the Poynter Institute and other groups. The school also supports faculty participation in university activities focused on teaching, and has paid for faculty members to attend national conferences to discuss instructional methodology and technology. For example:

- Celeste González de Bustamante participated in the first Dart Center for Journalism and Trauma academic fellowship program in New York City in 2010. The fellowship, which included 13 journalism educators from across the country, Germany and Australia, was held at the Columbia University Graduate School of Journalism. The fellowship honors those with a commitment to deepening their professional understanding of violence, conflict and tragedy and applying that to teaching.
- Susan Knight attended the Journalism Educators Symposium sponsored by the Gannett Company Inc. in McLean, Va., in 2007. The conference brought together leaders in journalism education to discuss cross-platform approaches to news.

Faculty members keep abreast of the latest issues that arise in the classroom through journalism organizations such as the the Association for Education in Journalism and Mass Communication, American Journalism Historians Association, International Communication Association, Investigative Reporters and Editors, the Society of Professional Journalists and the organizations that comprise UNITY: Journalists of Color. Faculty members also attend workshops and take part in professional development activities sponsored by these organizations on topics such as computer-assisted reporting, copy editing, public records/FOIA and preventing plagiarism.

To maintain teaching standards at the highest possible level, Susan Knight serves as the faculty teaching mentor. She works with adjunct and full-time faculty on teaching strategies, course materials and guidelines, and curriculum development. Faculty also request in-class evaluations provided by experts from the UA University Teaching Center.

9. Describe the importance of teaching in promotion and tenure decisions.

The school's policies state that success as a teacher is "the most important factor" in promotion and tenure decisions.¹ Performance will be judged on the basis of "diligence, ability, enthusiasm and the evaluations of students," mentoring activities and participation in ongoing evaluations of teaching methodologies.² The document also states that faculty members are expected to have consistently high teaching evaluations and the "capacity to command continuing respect from the news media."³

¹ *University of Arizona Journalism School Policies*, p. 3.

² *Ibid.*

³ *Ibid.*, p. 4.

10. Describe any special recognition that the unit gives to outstanding students. Exclude scholarships, which are summarized in Table 10, “Student Aid.”

The school recognizes outstanding student work each spring at a public gathering called “Just Desserts.” Faculty members nominate students for the awards, and a Faculty Affairs Committee selects the winners, based on input from faculty. The students are treated to refreshments and desserts at the event and applauded for their efforts. The awards include:

- Sherman R. Miller Award for Outstanding Senior
- Philip Mangelsdorf Award for Outstanding Newsperson of the Year
- B. P. Campbell Award for Outstanding Junior
- Outstanding Graduate Student Award
- Alex Parker Award for Reporting
- William Hattich Award for Professionalism
- Jack W. Sheaffer Award for Outstanding News Photography
- Douglas D. Martin Award for Integrity and Courage in Journalism
- J. Y. Bryan Prize for Interpretive Photography or Investigative Reporting
- Excellence in Broadcast Journalism Award
- Excellence in Newspaper Design Award
- Abe Chanin Award for Excellence in Sports Reporting
- Excellence in Multimedia Journalism Award
- Leadership and Service Award
- The Cat’s Eye Award for outstanding performance in broadcast classes
- Tombstone Epitaph John P. Clum Awards for outstanding performance
- El Independiente Awards for outstanding performance
- Certificates of Merit for outstanding academic achievement and professional performance
- Kathryn Anne Govenal Perseverance Award for unusual determination in overcoming personal obstacles

In addition, the school recognizes the best students in the beginning news writing class, Jour 205: Reporting the News, through a reporting and writing competition, called the Mark Finley Gold Pen Awards for Best Beginning Newswriter. The top students in each course section gather one night in a classroom to interview a newsmaker and write a story (fall 2011 it was the university president). The stories are judged by a panel, and the winners earn recognition and monetary prizes.

The school also recognizes students through the Kappa Tau Alpha membership for academic achievement, and for the competitive Don Bolles Fellowship for Legislative Reporting (\$4,000 stipend to live in Phoenix and cover the Arizona legislature for the school’s Arizona-Sonora News Service).

11. Attach a copy of the unit's internship policy.

The latest version of the internship policy is below, updated in fall 2011 under the new leadership of interim director David Cuillier. The policy has been fairly consistent since a full-time internship coordinator was hired in 2007. Faculty members currently are discussing a proposal that would require an internship to graduate. See Appendix D for internship evaluation forms.

SCHOOL OF JOURNALISM INTERNSHIP POLICY

The School of Journalism believes that students benefit from supplementing classroom instruction with opportunities to gain practical journalism experience through internships and fellowships. The school develops working relationships with media organizations to maximize experiential learning opportunities for our students. While the school curriculum does not require students to complete an internship to graduate, the field demands it of those contemplating a journalism career.

The internship program places students with local organizations during the academic year, and local, national and international organizations during the summer. Students may work in unpaid or paid internships for academic credit. Internships for credit are supervised by the school's internship coordinator. In addition, the internship coordinator assists students with finding and preparing for internships they choose not to take for credit.

To be eligible for JOUR 393 (full-time internship, offered in the summer only) or JOUR 493 (part-time internships, offered all semesters), students must be a journalism major, have earned a grade of "C" or better in JOUR 205 (Reporting the News), and have at least sophomore standing. Graduate students must have completed JOUR 506 or have relevant work experience; if neither has been completed, the student must get special permission from the director of graduate studies and the internship coordinator. Graduate students enroll in JOUR 593 for internship credit.

Internship credits from other educational institutions do not transfer to the University of Arizona.

10/01/2011

12. Describe the methods used to select internship sites; to supervise internship and work experience programs; to evaluate and grade students' performance in these programs; and to award credit for internships or work experiences. Provide copies of questionnaires and other instruments used to monitor and evaluate internships and work experiences.

Selection of internship sites

Students do internships in Tucson, around the state and country, and abroad. To qualify for internship credit, internships must:

- Be supervised by an experienced communications professional
- Take place with a for-profit or nonprofit organization that provides news media or involves science writing
- Have journalistic value

Exceptions may be made by the internship coordinator for related internships that offer exceptional educational experiences for journalism students.

The internship coordinator collects internship information from media contacts, websites, listservs, referrals and word of mouth. Students also find their own internships, in which case the internship coordinator follows up with the on-site supervisor.

Methods used to supervise internship

Prior to the internship: The internship coordinator establishes contact with internship supervisors via e-mail, phone and in person. On-site supervisors – editors, producers and internship coordinators – set up schedules with students and provide orientation. Supervisors at internships new to the school are sent the requirements students must meet for materials turned in at the end of the semester. The internship coordinator sets up a classroom site on the University of Arizona's academic website for instructors and students (D2L). The internship coordinator meets with each student individually to go over the internship requirements. Students fill out an application and sign an Assumption of Risk and Release Form that also confirms their agreement to abide by Academic Integrity and Code of Conduct rules of the University of Arizona.

Throughout the semester: The on-site supervisor provides feedback to the student. The internship coordinator remains available to students to answer questions or address concerns.

Midway through the semester: The internship coordinator queries the supervisor by e-mail or phone to determine each student's progress and meets with students individually to discuss progress, concerns and goals for the remainder of the semester. The internship coordinator assures that the student is on track with regard to producing work demonstrating learning at the internship.

At the end of the semester: The internship coordinator contacts the on-site supervisor for an evaluation and collects materials from students.

Methods used to evaluate performance

Internships are graded S-Superior; P-Pass; or F-Fail. The internship coordinator bases the grade on evaluations by the on-site supervisor; the quality of materials turned in at the end of the semester and their compliance with requirements; and concerns that may have arisen during the semester regarding student's attendance or performance, especially with regard to ethical or professional conduct.

Students who are evaluated with a majority of "4" or "5" ratings (out of 5) and whose work product excels are generally awarded a grade of "S." Students who do not attend their internship regularly, do not communicate with the internship coordinator or participate in a midsemester meeting, do not turn in materials and/or breach the University of Arizona Code of Conduct, Academic Integrity Code, or journalism ethics may be awarded a failing grade (F). Students who fall in between these two categories receive a passing grade (P).

Materials students must turn in during the last week of the semester are the following:

Part-time internships (JOUR 493, 1 unit)

1. A one-page, double-spaced summary of the experience to share with other students.
2. Completed Student's Internship Evaluation Form.
3. It is the student's responsibility to ensure their supervisor turns in a Supervisor's Internship Evaluation Form by mail or fax to the internship coordinator.
4. Proof of successful completion of internship

- a. *Intern in a writing position (reporter):*

A half dozen stories the student has written that have been published in print, on the Web or disseminated by a radio or television outlet (hard copy preferred, tape OK). For students in their third broadcast internship, a résumé tape is preferred. Blogs may be accepted, students should send a sample to the internship coordinator for approval. Research memos accompanied by notes are accepted if this is a major part of the student's internship. Press releases from students completing science writing internships may be accepted at the internship coordinator's discretion and should be submitted on company letterhead and signed by the supervisor; any publicity generated by the releases should be attached. Newsletter articles pending publication should be printed on company letterhead and signed by the supervisor.

- b. *Photographer:* A half dozen clips of published photos.
 - c. *Designer:* A half dozen clips of published designs.
 - d. *Copy editor:* Four headline clips and six copies of raw stories (min. 300 words) accompanied by six annotated clips of the published version. Annotated clips should be photocopied at 75 percent to allow room in the

margins for brief explanatory notes. Highlight changed sections. Listings such as calendar items or sports tabular results are not acceptable.

- e. *Other (e.g., researcher, proofreader, Teleprompter operator):* A research paper of eight to 10 pages, complete with footnotes or endnotes and a bibliography. The topic should be related to the area of interest. Note that this is not a “what- I-did-in-my-internship” report. Topic must be pre-approved by the internship coordinator.

Full-time internships (JOUR 393, 3 units)

Same as above, only 10 clips or work samples must be submitted.

Graduate credit (JOUR 593, 1 unit if part-time, 3 units if full-time)

Same requirements as above, as well as one of the following:

1. A five- to eight-page research paper on a topic proposed by the student and agreed upon by the internship supervisor.
2. Submit a proposal and create a project that a) ties in with the skills learned at the internship; and b) has an intellectual component. It should be at least the equivalent of the research paper described above.
3. Create an online resume incorporating their clips from the internship and other materials.
4. Create a presentation to give in a class or public information session with journalism undergraduates. This can be in conjunction with other graduate students if others are enrolled in an internship the same semester. Summer interns only have this option if returning in the fall.
5. Create a portfolio or resume tape.

Legislative Internship (JOUR 493L, up to 6 units)

The Broadcast Legislative Internships are coordinated through the Dean of Students Office and take place at the Arizona Legislature. The internship coordinator at the school supervises the portion of the internship that is being completed for journalism credits. Students may receive up to 12 units of credit; of those, up to 6 may be for journalism credit. The internship always takes place in the spring to coincide with the legislative session. Students live in Phoenix and do the internship full time for the entire semester. Students are responsible for turning in the same materials required for full-time internships.

Questionnaires

At the end of the internships, students fill out questionnaires assessing the value of the internship and what they learned, and supervisors fill out a separate questionnaire assessing the students’ performance. See Appendix D for the questionnaires.

Methods used to award credit for internships

Part-time internships receive 1 unit of credit. Students are expected to work about 120 hours over the course of the semester, about 8 hours per week.

Full-time internships receive three units of credit. Students are expected to work about 240 hours over the course of the internship. Full-time internships are generally only approved for the summer.

Internships can be repeated for a maximum of 7 credits (e.g., two full-time and one part-time), or a maximum of three internships. Credit counts as upper-division elective, and does not substitute for any required course.

13. List and identify persons not connected with the institution who visited classes or met with students during the previous three academic years.

Titles are those that speakers held at the time they interacted with students:

- Robert Abele, freelance writer for national publications
- Carol Ann Alaimo, military reporter, *Arizona Daily Star*
- John Ames, producer, Starnet.com
- Alfredo Araiza, photographer, *Arizona Daily Star*
- Tom Arviso Jr., publisher/CEO, *Navajo Times*
- Mohammed As'ad, spokesperson, Islamic Center of Tucson
- Jo Becker, investigative reporter, *The New York Times*
- Bill Beeman, chair of anthropology and specialist in Middle East Studies, University of Minnesota
- Jennifer Block, freelance writer and author, *The Painful Truth About Childbirth and Modern Maternity Care*
- John Bolton, online editor, azstarnet.com
- Allison Breitreitz, Pima County Victim Witness
- Josh Brodesky, columnist, *Arizona Daily Star*
- Bobbie Jo Buel, executive editor, *Arizona Daily Star*
- Jacquelyn Cobbledick, copy editor, *Arizona Daily Star*
- Shannon Connor, sports editor, *Arizona Daily Star*
- Hipolito Corella, city editor, *Arizona Daily Star*
- Steve Cox, former publisher, freelancer and author of *Writing Brave and Free*
- Kari Davis, coordinator, Santa Cruz County Community Foundation
- Tony Davis, environmental reporter, *Arizona Daily Star*
- John DeTarsio, Emmy award-winning video journalist
- Bert Dover, community representative, Mormon church
- Carmen Duarte, reporter, *Arizona Daily Star*
- Fernanda Echávarri, reporter, *Arizona Daily Star*
- Gene Einfrank, general manager, Tucson City Channel 12
- Valeria Fernández, Freelance reporter, Phoenix
- Ryan Finley, sports reporter, *Arizona Daily Star*
- David Fitzsimmons, editorial cartoonist, *Arizona Daily Star*
- Ryan Gabrielson, UA School of Journalism graduate and Pulitzer Prize winner

- Kendra Gaines, word specialist and writing consultant
- Delia Gastelum, Homicide Survivors
- Paul Giblin, UA School of Journalism graduate and Pulitzer Prize winner
- James Gregg, photographer, *Arizona Daily Star*
- Peter Griffiths, U.S. Geological Survey
- Jonathan Grinfeld, professor, Missouri School of Journalism
- Morgan Grygutis, Pima County Victim Witness
- David Hatfield, editor, *Inside Tucson Business*
- Teri Hayt, managing editor, *Arizona Daily Star*
- Don Hecker, editing coach, *The New York Times*
- Toni Hellon, Pima County Superior Court records
- Vanessa Helms, Pima County Victim Witness
- Evelyn Hockstein, freelance photojournalist
- Nacho Ibarra, border editor, *Arizona Daily Star*
- Aboubakr Jamaï, publisher, *Le Journal Hebdomadaire*
- Dusty Johnson, Homicide Survivors
- Jill Jorden Spitz, assistant managing editor, *Arizona Daily Star*
- Teresa Jun, reporter, KOLD-TV
- Andrea Kelly, county and transportation reporter, *Arizona Daily Star*
- Mark Kimble, former editorial page editor, *Tucson Citizen*
- Tiffany Kjos, editor, *Arizona Daily Star's* regional sections
- Debbie Kornmiller, reader advocate, *Arizona Daily Star*
- Marc Lacey, Phoenix bureau chief, *The New York Times*
- Gayle Leland, Homicide Survivors
- Kirsten Lundberg, case studies director, Columbia Journalism School
- Jeanette Maré Packard, founder, Ben's Bells
- Michel Marizco, author, former *Arizona Daily Star* border reporter, and blogger on border issues
- Jessica Mercer, Pima County Victim Witness
- Tom Miller, author of numerous books including *On the Border*
- J. Jennings "Josh" Moss, editor, Portfolio.com
- Patti Noland, clerk, Pima County Superior Court
- Becky Pallack, higher education reporter, *Arizona Daily Star*
- Dave Perry, publisher and editor, *Northwest Explorer*
- Bob Philips, director, Santa Cruz County Community Foundation
- Jeff Platsky, digital editor, Binghamton [N.Y.] *Sun Bulletin*
- Madeline Porta, Wingspan (Southern Arizona's LGBT Community Center)
- Ernesto Portillo, editor, *La Estrella de Tucsón*
- Janet Putnam, GLBT speaker, Community Partnership quality management liaison
- Jake Rasmussen, Epic Church
- Margaret Regan, freelance writer, border reporter, and author of *The Death of Josseline: Immigration Stories from the Arizona-Mexico Borderlands*
- Ahmed Rebab, executive director of Council on American-Islamic Relations
- Cara Rene, features editor, *Tucson Citizen*

- C.T. Revere, political writer, *Tucson Citizen*
- Dave Ricker, community relations coordinator, Pima County Superior Court
- Ray Rivas, Pima County Superior Court records
- Andrea Rivera, reporter, *Arizona Daily Star*
- Margy Rochlin, freelance writer for national publications
- Berenice Rosales, reporter, *La Estrella de Tucsón*
- Nir Rosen, freelance journalist covering the Middle East
- Shelley Shelton, reporter, *Arizona Daily Star*
- Barry Siegel, winner of 2002 Pulitzer Prize for Feature Writing, former *Los Angeles Times* reporter, current head of the program for narrative journalism, University of California, Irvine.
- Dylan Smith, reporter, TucsonSentinel.com editor
- Kim Smith, courts reporter, *Arizona Daily Star*
- Manny Sotelo, former student, award-winning chief videographer/multimedia producer for KUSA-TV, Denver, officer in National Association of Hispanic Journalists national organization.
- Angela Soto, news assistant, *Arizona Daily Star*
- Meg Spratt, Dart Center for Journalism and Trauma
- Lawrence Taylor, U.S./Mexico border expert, author and anthropologist
- Nina Trasoff, representative, Tucson City Council
- Ed Tribble, reporter, KVOA-TV
- Sarah Trotto, sports writer, *Arizona Daily Star*
- Tim Vanderpool, freelance writer and border reporter
- Christopher Veck, reporter, *Arizona Republic*
- Enric Volante, computer-assisted reporting reporter, *Arizona Daily Star*
- Dave Wichner, business writer, *Arizona Daily Star*
- Rick Wiley, photo editor, *Arizona Daily Star*
- Rob Wisner, operations manager, azstarnet.com
- Michael Woodward, program coordinator, Southern Arizona Gender Alliance
- Jamar Younger, reporter, *Arizona Daily Star*

PART II, STANDARD 4

FULL-TIME AND PART-TIME FACULTY

Executive summary

The School of Journalism has undergone phenomenal growth since the last accreditation review. Since 2006, the school has appointed 13 new full-time or part-time permanent faculty members, bringing its numbers to 18. Six of those new faculty members are research-active tenure-track faculty who have significantly bolstered the school's research productivity expected at a research-intensive university. All faculty members have professional experience, averaging 18 years in the industry, in addition to a seasoned support team of adjunct instructors from local media. Three-quarters of courses are taught by permanent faculty, and professors expend considerable time serving the campus community and beyond.

1. Describe faculty balance in terms of degrees, professional experience, gender, race and rank.

The school faculty is well proportioned in terms of professional experience, degrees, gender and race. The permanent faculty comprise 18 people, of which 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 (see the table on the next page for a list of faculty). The school has gone through enormous growth in the past six years: Of the current 18 faculty, 13 have been appointed since 2006, and during that period only one faculty member has left.

- **Degrees.** 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 (as well as 46 years' experience covering wars for wire services and serving as editor of the *International Herald Tribune*). Of the 18 faculty, seven are research-active tenure-track faculty tasked with producing peer-reviewed social-science research. Here is the breakdown by highest degree obtained:
 - Doctorates 7
 - Doctorate & Juris Doctorate 1
 - Juris Doctorate 1
 - Master's 8
 - Bachelor's 1
- **Experience.** The school prides itself on the fact that all 18 faculty members, including research-active tenure-track faculty, have nearly 400 years of

professional experience combined, ranging from six years to 46 years, with a median average of 18 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 program is dominated by faculty with newspaper backgrounds, so future hires will emphasize multimedia and broadcast.

- **Race/gender.** Faculty members are evenly split between men and women. In addition, the faculty composition is racially diverse for the region, with about a quarter representing non-white ethnicities: one is Lebanese-American, one is Hispanic, two are part Native American, and one is of Egyptian citizenship. The faculty represents a diversity of political beliefs, sexual orientation and disabilities.
- **Rank.** Because of the rapid growth of the school since 2006 through the hiring of assistant professors, the faculty lack balance of experience in rank. Of the 18 faculty, only one is a tenured full professor (Professor Jacqueline Sharkey). Of the seven research-active tenure-track faculty members, three are at associate level and the other four at assistant rank. This will change during the next few years. One professor is going up for tenure and promotion this year (Dr. Linda Lumsden) and two more are scheduled next year (Drs. Kevin Kemper and Celeste González de Bustamante). Of the 10 professors of practice, five are full professors, one is associate, three are assistant professors and one is laureate.

Table II.4-1. Permanent faculty of the School of Journalism

Faculty member	Rank/title	Gender	Highest degree(s)	Professional experience
Cuillier, David	Interim Director, Associate Professor	M	PhD	12
Fahmy, Shahira	Associate Professor	F	PhD	6
González, Celeste	Assistant Professor	F	PhD	17
Itule, Bruce	Full Professor of Practice	M	MA	18
Kemper, Kevin	Assistant Professor	M	PhD/JD	7
Knight, Susan	Associate Professor of Practice	F	MA	13
Lumsden, Linda	Assistant Professor	F	PhD	12
Mitchell, James	Assistant Professor of Practice	M	JD	30
Newton, Kim	Assistant Professor of Practice	M	MS	21
Relly, Jeannine	Assistant Professor	F	PhD	12
Rochlin, Jay	Assistant Professor of Practice	M	PhD	43
Rosenblum, Mort	Full Professor of Practice	M	BA	46
Schwalbe, Carol	Associate Professor	F	MA	31
Sharkey, Jacqueline	Full Professor	F	MA, MSL	8.5
Sharkey, Nancy	Full Professor of Practice	F	MA	39
Weisman, Alan	Laureate Professor	M	MS	37
Wimmer, Terry	Full Professor of Practice	M	PhD	22
Zanger, Margaret	Full Professor of Practice	F	MA, MSL	14

2. Describe how the unit selects full-time and part-time faculty and instructional staff.

Full-Time Faculty

The school has hired two types of full-time faculty members: tenure-track faculty and professors of practice. Tenure-track faculty members have three components to their workload: teaching, research and service. Most have their time apportioned as 40 percent teaching (two classes each semester), 40 percent research and 20 percent service. Professors of practice, which may be re-appointed by contract every three years, traditionally have had two components: teaching and service. The college currently considers the load for professors of practice to be 60 percent teaching (three classes per semester) with 40 percent service. Some professors of practice have limited journalistic research components, although not at the degree expected of tenure-track faculty.

General criteria for selection of full-time faculty are detailed in University of Arizona School of Journalism Faculty Hiring and Promotion Policies (see Appendix E). Under “Standards for Hiring,” the document 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.¹

Under “Comments on the Guidelines,” the document states:

In the employment and promotion of journalism faculty members, there is one primary consideration: Is this person considered superlative on a national scale by his or her peers?²

Specific criteria for tenure-track faculty are listed in the advertisements for these positions. Previous ads for assistant professor positions list as minimum qualifications a Ph.D., J.D. or equivalent advanced degree in a related field, and teaching experience. Ads state that applicants “must demonstrate teaching excellence” and have experience “with a variety of teaching methods and perspectives.”³ Preferred qualifications include substantial journalism experience, and a record of previous journalism-related research and publication.⁴

¹ *University of Arizona School of Journalism Faculty Hiring and Promotion Policies*, p. 2.

² *Ibid.*, p. 3.

³ Ad is in Appendix F

⁴ *Ibid.*

Recruiting ads cannot be placed until the school receives permission from the dean and the provost. The recruiting process starts each spring, when department heads discuss recruitment with the dean and submit a hiring plan. The dean provides department heads with verbal authorization for a specific number of hires, and the ranks at which they may be advertised. The school director consults with the faculty about the content of the ad (especially the research and teaching specializations that should be emphasized), then submits an ad or ads for the approval of the dean and the provost. After approval has been given, recruitment begins. School of Journalism ads state that dossiers must include three writing samples, statements of research and teaching philosophies, and a list of references. The ads list September as the time that the faculty will begin reviewing dossiers, with the position remaining open until filled.

The school places ads on the university Human Resources Web site, the school's website, and on sites dedicated to education and journalism. Ads also are placed in publications such as the Association for Education in Journalism and Mass Communication newsletter, the *Chronicle of Higher Education* and *Editor & Publisher*. The school contacts major journalism organizations, including the Asian American Journalists Association, the National Association of Black Journalists, the National Association of Hispanic Journalists, the Native American Journalists Association, the National Association of Gay & Lesbian Journalists, Investigative Reporters and Editors, and the Society of Professional Journalists. Faculty contact Journalism alumni and colleagues in academia and the profession.

The school director and several faculty members attend the AEJMC convention in August, review curricula vitae and conduct interviews. When the date specified for initial review of dossiers arrives, faculty members examine each application. Faculty members fill out a worksheet about the research, teaching, service and professional experience of each candidate, and discuss the candidates at meetings in late September and October.

The faculty acts as a committee of the whole for all recruitment and hiring decisions. The most important criteria when selecting candidates for the short list are research and teaching, which the school considers to be of equal importance. In terms of research, the faculty analyzes the quality and quantity of the candidate's research, scholarship or creative activity, the relevance of this work to the field and the promise of future scholarly contributions. In regard to teaching, the faculty looks at the scope of teaching responsibilities, the length of time candidates have been teaching, the types of teaching strategies and technologies utilized, and teaching evaluations. The third criterion examined by the faculty is professional experience.

After all candidates have been discussed and the field narrowed, the faculty votes by secret ballot regarding whether to bring in specific candidates. When the faculty has agreed on a short list, each candidate must be approved by the dean before he or she can be invited for an interview. Short lists have ranged from one to three candidates.

All candidates who visit the campus must give a research colloquium and a teaching presentation. They meet with the faculty for a group interview using a standard list of questions, then meet with individual faculty members. After each visit, the faculty meets as soon as possible after each visit, to discuss impressions while they are fresh. After all candidates have appeared, the faculty discusses whether the school should make an offer to any of them, and if so, in what order the offer or offers should be made. The school director then negotiates the terms of each offer with the dean. These negotiations include items such as salary, moving and start-up costs, and research assistance.

After the terms have been agreed upon, the school director prepares a formal letter of offer that must be approved by the dean's office and the provost's office. After the letter has been approved, the candidate is contacted. If the candidate requests any revisions or additions to the letter, these requests must be approved by the school director, dean and provost.

The process for selecting professors of practice has been different. Some have started as adjunct faculty. For example, Professor Susan Knight, was a full-time adjunct whom former SBS Dean Holly Smith agreed to hire as a multi-year lecturer in Summer 2000. The title was changed to assistant professor of practice after the Board of Regents approved new titles in 2003. Professor Maggy Zanger was hired as a half-time associate professor of practice in 2004 to work with the international journalism program. She later accepted the school's offer of a full-time professor of practice position, which started 2005.

Since 2006, six permanent full-time or part-time professors of practice have been hired through various means. For example, Dr. Terry Wimmer, a Pulitzer-prize winning journalist, chose to be hired as a professor of practice rather than a tenure-track faculty member so he could focus on his passion of teaching. Professor Nancy Sharkey was hired in 2010 after 25 years as a senior editor at *The New York Times* to work three-quarters time, and now she serves as associate director of the school in addition to her teaching.

Part-Time Faculty

Specific qualifications for adjunct faculty include a bachelor's degree in journalism or a related field, and significant professional experience related to the class that the adjunct will be teaching.

Adjuncts are recruited in various ways. Faculty members always are looking for local professional journalists who would be effective in the classroom. The school director meets with potential adjunct candidates throughout the year, to inform them about the school, possible teaching needs, salary (\$5,000 per class) and the school's expectations regarding teaching, office hours and grading. The director also explains that the school will offer the first choice of teaching assignments to adjuncts who have worked for the school for many years.

The formal process for selecting adjunct faculty members begins in the early spring, when the school director meets with the faculty, the academic advisor and the associate director to determine how many classes should be offered during the next academic year to meet student demand. After this discussion, the associate director prepares preliminary class schedules for fall and spring. The school director uses these to calculate how many adjuncts need to be hired. The director then prepares the school's Temporary Hiring Budget request. After the dean approves the final Temporary Hiring Budget for the school, the director first contacts adjuncts whom he would like to retain the following year. The school then places an ad for adjunct faculty on the university's Human Resources Web site and in the Sunday edition of the *Arizona Daily Star*. The ad usually runs within two weeks after the start of the new fiscal year. After the ad has run, the school director contacts journalists who previously had expressed an interest in teaching to ascertain whether they want to apply for an adjunct position.

Applications are reviewed by the school director and faculty members who are on campus during the summer, and a short list is developed. The director and available faculty members interview the candidates and decide on a final selection. Because the salary and terms are not negotiable, adjuncts can be hired without prior approval from the dean or the provost. Adjuncts usually are hired for one semester, with the expectation that their contracts will be renewed if their performance meets school standards, there continues to be a need for the classes they are qualified to teach, and funding for these classes remains available.

3. Provide copies of published advertisements for faculty openings in the past six years (prior to the self-study year) that show required and preferred qualifications of candidates.

See Appendix F.

4. Describe the unit's expectations of faculty members in teaching, research, creative and professional activity, and service.

The school's policies state that success as a teacher "is the most important factor" for promotion and tenure.⁵ Faculty members are expected to show "diligence, ability, enthusiasm" and a "strong reputation for mentoring."⁶ They are expected to "contribute new ideas to the periodic re-evaluations of teaching methods."⁷

In regard to research, the document states: "Every faculty member should be an active scholar in his or her specialty and achieve a national reputation among journalism

⁵ *University of Arizona School of Journalism Faculty Hiring and Promotion Policies*, p. 3.

⁶ Ibid.

⁷ Ibid.

peers.”⁸ Publication “can take two forms: Publication in the area of professional journalism as well as that type of publication involving research and criticism contributing in a practical manner to the understanding of the field.”⁹ Faculty members are expected to publish substantive articles in scholarly or professional journals.¹⁰

Tenure-track faculty also have to meet the expectations of the college and university, which would typically entail a sustained program of scholarly research and publication of peer-reviewed journal articles, scholarly books, or other works deemed as high quality by independent peers inside and outside the university. Those at associate professor level are expected to have developed a national reputation, and those at full professor are expected to have had a significant impact on the field and have demonstrated sustained excellence in all three areas of research, teaching and service.

Service involves contributions to the school, the university and the community.¹¹ This may include activities such as leading seminars or workshops for professionals, or working in a leadership capacity with professional groups.¹² For tenure-track faculty, professional groups could include academic organizations, such as the Association for Education in Journalism and Mass Communication or the American Journalism Historians Association.

5. Describe the normal workload for a full-time faculty member. Explain how workloads are determined. If some workloads are lighter or heavier than normal, explain how these variations are determined.

Tenure-track hires have a substantial research obligation, and their workload usually is 40 percent research, 40 percent teaching and 20 percent service. A 40-percent teaching load is two courses per semester. This load is standard throughout the college, and changes in these percentages are expected to be discussed with the dean. For example, faculty members may be given a reduced teaching load during their first semester on campus, or during semesters when they have research funding. Three tenure-track faculty teach 2-1 loads because of course releases for substantial work beyond normal service: Linda Lumsden for serving as Director of Graduate Studies, Shahira Fahmy for serving as associate editor of *Mass Communication and Society*; and Carol Schwalbe for serving as editor of *Journal of Magazine & New Media Research*.

Professors of practice focus on teaching and service. Before 2011, the school counted a full-time professor of practice’s teaching load 75 percent for three classes per semester, and 25 percent for service. However, in summer 2011 the college dean required the workload be consistent with tenure-track faculty (20 percent per class), so

⁸ Ibid.

⁹ Ibid.

¹⁰ Ibid., p. 4.

¹¹ Ibid., p. 3.

¹² Ibid., p. 4.

as of fall 2011 professors of practice workload has been 60 percent teaching and 40 percent service.

Workload percentages are variable, and are determined on a year-to-year basis at the school level. For example, Associate Professor of Practice Susan Knight is given a one-course reduction each semester to serve as the faculty teaching mentor and Director of Undergraduate Studies. Her responsibilities include helping adjunct and full-time faculty implement effective teaching strategies; advising faculty members about university, college and school instructional policies; and supervising development of course guidelines. Another example is Professor of Practice Maggy Zanger, who – beginning in Fall 2011 – will receive a two-course teaching reduction as principal investigator on a \$1 million three-year State Department grant to build a journalism program in Afghanistan.

Some professors of practice have negotiated a portion of workload dedicated toward journalistic research or creative activity, such as in-depth reporting projects. Discussions are under way to decide whether some classes, such as those with more than 100 students, should count as two classes, or 40 percent of a professor's workload.

6. Describe the unit's processes and criteria for evaluating the performance of full-time and part-time faculty and instructional staff. Provide course evaluation forms, peer review forms or other documents used in evaluations.

Permanent Faculty

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 and the university. Appendix G contains peer-review policies for the Arizona Board of Regents, University of Arizona and School of Journalism, including the teacher course evaluation form used in every class.

The school's criteria for peer review are presented in a document titled, *U of A Journalism School Continuing Review Process/Criteria* (Appendix G). It states 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.¹³

¹³ *U of A Journalism Department Continuing Review Process/Criteria*, p. 1 (Appendix G)

Research and creative activity should be evaluated according to whether they lead to the “advancement of the knowledge of the discipline,” with results published in “recognized journals and other publications and appropriate audio/visual formats.”¹⁴

Service is defined as the “offering of the expertise and background of the individual faculty member in assisting the school, the university and the private sector in its growth and development.”¹⁵ The document discusses three types of service: (1) University service, which includes committee work at the school, college and university levels. (2) Professional service, which includes participation in professional and academic organizations and professional-in-residence programs. (3) Public service, which includes seminars and workshops for the general public.¹⁶ The document states that paid consulting does not count as service.¹⁷

The school uses the peer-review procedures outlined in the University Handbook of Appointed Personnel (Appendix G). Faculty members are asked each spring to assemble a dossier of their work in teaching, research and service during the previous calendar year, and their goals and expectations in each area for the next year (see letter sent to faculty in Appendix G). Because the Board of Regents mandates that tenured faculty undergo annual post-tenure review, their dossiers must date back five years.

After all dossiers have been submitted to the office staff, each faculty member checks out the dossiers, and is given a checklist and pen to rate colleagues in the areas of teaching, research and service, and a manila envelope in which to put the completed list. The school uses the standard rating system of 1 to 5, with the following designations: 1-Unsatisfactory, 2-Satisfactory, 3-Meritorious, 4-Excellent, 5-Outstanding (form in Appendix G). After all the envelopes have been turned in, the office staff calculates each faculty member’s score in teaching, research and service, and an overall score based on the workload percentage for each area.

These results and the dossiers are given to the school director, who conducts an independent review, taking the peer-review scores into account. The director then provides a preliminary written and numerical evaluation to the faculty member. The director and the faculty member meet to discuss the initial evaluation, goals and workload percentages for the next calendar year, and ways in which the school can help the faculty member achieve her or his objectives. The school director then prepares a final evaluation for the faculty member’s signature. Faculty members who disagree with the evaluation can follow the appeals procedures outlined in the University Handbook for Appointed Personnel. The university is moving toward a computerized system that will require faculty to provide their accomplishments in a standardized form online for review, which may be implemented in the school in 2012 or 2013.

¹⁴ Ibid.

¹⁵ Ibid.

¹⁶ Ibid., p. 2.

¹⁷ Ibid.

Adjunct Faculty

Adjunct do not undergo peer review. The school director reviews the student evaluations each semester to see whether any adjunct has fallen below 4.00 (on a 5.00 scale) in any of the four key evaluation categories: Overall Teaching Effectiveness, Overall Course Rating, Overall Amount Learned and Students Treated With Respect. If that occurs, the school director discusses the situation with the adjunct, to ascertain why problems may be occurring, and what the school can do to assist the adjunct, if that person will be returning. Adjunct faculty members who do not improve their scores during the next semester are not rehired.

In spring 2012, the school will develop a systematic evaluation system for adjunct faculty, particularly those teaching for the first time, to provide constructive feedback and ensure consistency across the curriculum. The system might include student surveys, in-class observation, and review of syllabi and graded assignments.

7. Describe the process for decisions regarding promotion, tenure and salary. Provide relevant faculty handbook sections and any supplementary promotion and tenure criteria and procedures adopted by the unit.

University policies for promotion and tenure are set out in Chapter 3 of the University Handbook for Appointed Personnel (Appendix G). Also, see the Arizona Board of Regents policies and college policies in Appendix H. Tenure-eligible faculty members may go up for promotion and tenure at any time during their first six years at the university, but no later than their sixth year, unless their tenure clock has been stopped.¹⁸ Candidates prepare a dossier of their teaching, research and service records, utilizing the format provided by the provost's office. This usually is done during the spring of their fifth year. The school director solicits letters from outside referees during the spring and summer, and the school-level promotion and tenure committee meets in the early fall.

If the school has a sufficient number of tenured faculty, all those faculty members evaluate the candidate as a committee of the whole. If the school does not have at least three tenured faculty members, an interdisciplinary committee is formed by the director.

The committee's recommendation and the candidate's dossier are sent to the school director, who acts as a separate level of review. The recommendations of the committee and the director are forwarded to the college promotion and tenure committee, which may agree or disagree with the recommendations of the school committee and director. The dean acts as a separate reviewer.

¹⁸ Reasons for stopping the clock can include pregnancy, for example. See *University Handbook for Appointed Personnel*, Section 8.04.02, in Appendix I.

The dossier is then submitted to the university promotion and tenure committee, which conducts its own review. Recommendations from this committee and all previous committees and administrators are forwarded to the provost and the president, who make the final decisions about promotion and tenure.

Faculty members who disagree with these decisions may appeal in accordance with procedures outlined in the University Handbook for Appointed Personnel.

For SBS faculty members who are promoted from assistant professor to associate professor, the college provides an automatic \$5,000 raise. For faculty members promoted to full professor, the college provides a \$7,000 raise.

See Question 4 of this section for more discussion about expectations for promotion, as well as Appendix E for the school's promotion policies for tenure-track faculty and professors of practice.

8. Describe faculty members' activities outside the unit in service to the campus or university.

DAVID CULLIER

Interim director and associate professor (started in 2006)

Dr. Cuillier has spoken to groups on campus regarding freedom of information and press rights. His campus service has included:

University committees

- University of Arizona Student Media Board, 2007-2009
- College of Social and Behavioral Sciences Strategic Planning Committee, 2010
- College of Social and Behavioral Sciences School of Journalism Director Review Committee, 2011

Speaking engagements

- Criminal Law and Immigration Speaker Series, James E. Rogers College of Law (September 15, 2010). Speech title: "Freedom of Information Requests in Arizona and Elsewhere."
- Udall Center for Public Policy (April 7, 2010). Speaker for fellowship series about research in Americans' attitudes toward access.
- Tuesday Talks @ University Libraries (December 1, 2009). Invited speaker to give a public talk on access to public records for Bill of Rights Day.
- Arizona Daily Wildcat staff training day (August 19, 2009). Invited speaker to discuss access to public records at the University of Arizona.
- Information Ethics Roundtable (April 3, 2009). Commentator for a panel on truth and deception for the symposium, sponsored by the UA School of Information Resources and Library Science.

- University of Arizona School of Information Resources and Library Science lunch series (February 13, 2008). Invited guest speaker regarding freedom of information.
- UA Presents panel on the Pentagon Papers (November 5, 2007). University of Arizona.
- Osher Lifelong Learning Institute at the University of Arizona (March 16, 2009). Speaker on government secrecy and access to public records.

SHAHIRA FAHMY

Associate professor (started in 2008)

Dr. Fahmy has spoken on campus on issues pertaining to her research in visual communication, including:

- University of Arizona's Honors College's Forum Lunches. "Media's Emphasis During and After The Virginia Tech Massacre," September 2010.
- Chair and discussant: "From Inside: Windows of the Soul & Photographing the Middle East for Magazines" for the symposium, "Journalistic Representations of Islam: Visual and Print." The University of Arizona Tucson, AZ, March 2010.
- "Gatekeeping Decisions: A Comparative Visual Analysis of Hurricane Katrina in U.S. Newspapers and Wire Services." Presented at the Communication Department colloquia series at the University of Arizona, March 2009.
- "Afghan Women in Western Media." Presented at the Department Lecture Series at the Department of Near Eastern Studies at the University of Arizona, December 2008.
- "Responses in the Middle East to the U.S. Presidential Election Results, With an Emphasis on Egypt, Blogging, and Media," presented at the public forum at the Center for Middle Eastern Studies at the University of Arizona: "The Middle East & the 2008 U.S. Presidential Elections." Tucson, AZ, November 2008.

CELESTE GONZÁLEZ DE BUSTAMANTE

Assistant professor (started in 2007)

Dr. González de Bustamante has spoken to groups on campus regarding her research in Latin American Studies with a primary focus on Mexico and Brazil.

Her campus service includes:

University committees

- Organizing Committee member, "Immigration Week: Examining Causes, Expanding Solutions." UA College of Social and Behavioral Sciences. March 20-27, 2011
- Member, College of Social and Behavioral Sciences, Grade Appeal Committee, 2007

- Co-organizer, “Research Workshop: Binational Research on Violence and Migration along the U.S.-Mexico border.” January 21-22, 2011
- Member, Center for Latin American Studies, Executive Board
- Member, Center for Latin American Studies, Brazil Studies Group

Speaking engagements

- Panelist, “The Three R’s of Immigration – Roots, Representations, and Repercussions.” UA College of Social and Behavioral Sciences Immigration Week. March 20-27, 2011.
- Invited guest speaker, “Media Coverage of Immigration and the U.S.-Mexico Border: Historical Continuities and Contemporary Challenges.” UA College of Law Immigration and Crime Speaker Series. March 9, 2011.
- Invited lecturer, “Higher Education Beyond Borders: Addressing the Needs of Immigrant and Undocumented Students.” UA Course: Debating Diversity: Approaches to Equity and Opportunity in a Changing Classroom. March 8, 2011.
- Invited lecturer, “Keeping it real along the U.S.-Mexico border: challenges and struggles in the midst of Arizona’s firestorm.” UA Libraries. December 7, 2010.
- Osher Lifelong Learning Institute at the University of Arizona (March 2009). Speaker on broadcast journalism.
- Invited discussant, “History of Brown and Red Journalism.” Mexican-American Studies symposium on Brown and Red Journalism, Spring 2009.
- Invited Guest speaker, “Where are the Latinos?” Mexican-American Studies symposium on Latinos and the media, Fall 2008.

Professional affiliations

- Co-chair, Travel Award Committee. Association of Women Faculty, Fall 2007, Spring 2009, 2010.
- Member, Association of Women Faculty, 2007 to present.
- Member, Minority Women Faculty, 2007 to present.

BRUCE ITULE

Professor of practice (.48 FTE, started in 2007)

Professor Itule focuses on editing, reporting and connection with Arizona history and media. His campus service includes:

University Committees

- Member of the College of Social and Behavioral Sciences School of Journalism Director Review Committee, 2011

KEVIN R. KEMPER

Assistant professor

Dr. Kemper focuses his speaking engagements on freedom of information and the legal structures to protect those freedoms, particularly in regard to marginalized groups. His university service includes:

University Committees

- Worked with appropriate committee and Dean of Students office to protect First Amendment rights of students during process to update Student Code of Conduct, University of Arizona, 2007-2008.
- Attended workshops and trip to Sonora for new faculty, College of Social and Behavioral Sciences, 2005-2006.

SUSAN KNIGHT

Associate professor of practice

Professor Knight has served heavily on college and university committees and is engaged in faculty mentoring, student advising and extensive university and community outreach. Her campus service includes:

University committees

- University Hearing Board (serve as member and chair on cases involving violations of academic integrity and code of conduct), 2008-10
- Disability Resource Center advisory panel/Disability Studies Initiative (work with faculty building a program, similar to ethnic studies or women's studies), 2005-10
- UA Student Media Advisory Board (interview and hire candidates for campus student newspaper, student TV station, student radio station, and advise of policy decisions, 2005-10
- Student Advisory Panel, contributing to discussion and action on: grad student grievance policy, code of academic integrity revisions, absence and administrative drop policy, electronic advisor notes policy, admissions criteria, instructor evils, differential tuition, program fees, faculty shortages, 2005-08
- Faculty Fellow (advise non-jour students in residence halls), 2006-10
- Faculty Associate for the College of Social and Behavioral Sciences (outreach to high school students re: UA), 2009-10

LINDA LUMSDEN

Assistant professor (started in 2006)

Dr. Lumsden has spoken to groups on campus regarding her research in radical journalism history, woman's journalism history, Progressive Era and American woman's suffrage history. Her campus service includes:

University Committees

- Secretary, UA Association for Women Faculty, 2007-08
- Newsletter Editor, UA Association for Women Faculty, 2007-08

Speaking engagements

- Colloquia Speaker, "Striking Images: An Analysis of the Visual Rhetoric in the Radical Press, 1900-1917," School of Journalism, spring 2009.
- Lecture/slideshow, "'Women's Lib Has No Soul'? An Analytical Challenge to Myths Surrounding the Black Press's Coverage of the

Women's Liberation Movement, 1968-1973," Women Studies Brown Bag Series, Nov. 28, 2007.

- Panelist, "Is the United States Going to War with Iran? Ask a Journalist!" Journalism Department, March 6, 2007.
- Participant, UA LCE 2006-07 ABOR Grant Workshops on Learning-Centered Education, 2006-07. Presented LCE project at final retreat, May 4, 2007.
- Speaker, "Ladies in the Street: My Work in the National Women's Party Archives," UA School of Information Resources and Library Science, Jan. 24, 2007.
- Speaker, "New Perspectives on the New Woman," UA Department of History Brown Bag Series, Dec. 6, 2006.

Professional affiliations

- Member, UA Association for Women Faculty, 2006-08

Faculty development

- Participant, FinalCut Pro Workshop at UA Multimedia Lab, Dec. 8, 2007

KIM NEWTON

Assistant professor of practice (started in 2007)

Professor Newton has served on school committees and has spoken to groups on campus regarding his areas of research and teaching in visual journalism, multimedia and international photojournalism. His university service includes:

University service

- Student Threatening Behavior Conference, Monday, Feb. 28, 2011
- In 2009, took over coordinating the One Day at the U of A publication project in cooperation with Tricia Don at the Dean of Students office. The annual project is funded by a Marshall Foundation Grant, of which the School of Journalism receives about \$1,000 to photograph, edit and design the Spring 2009 publication. Worked with editing and publication design classes to produce the final project.

Community outreach

- Spoke to Desert View High School students on the subject of my freelance career, showed portfolio and took questions Feb. 19, 2008

Faculty development

- Attended the Apple Authorized Final Cut Pro 6 – Level 101 class. Shirley Craig Weynand Training International. An Apple Authorized Training Center March 16 – 19, 2009
- Attended the National Press Photographers Convergence and Multimedia Workshop Seminar in Las Vegas, Nevada, June 6-10, 2009

University Symposiums

- Center for Middle Eastern Studies and Journalism Symposium on March 26, 2010

JEANNINE RELLY

Assistant professor (appointed to tenure-track position in 2009)

Dr. Relly has spoken to groups on campus regarding her research in political environment for journalists in developing nations with access-to-information laws.

Her campus service includes:

University committees

- Part of an interdisciplinary team of academics at the UA who worked on discussions about a new “E-society” major and minor at the university. Associate Dean Laura Briggs was the head of the group.
- Serves as school liaison to the Honors College.

JAY ROCHLIN

Assistant professor of practice (.75 FTE, started in 2006)

Dr. Rochlin has spoken to groups on campus on a variety of academic subjects including race theory and alumni issues. His campus service includes:

University committees

- Represented the Journalism School and the UA at the annual articulation (with community colleges) meeting held in Flagstaff.

Speaking engagements

- Lectured during spring semesters in the College of Education, to a graduate level class, “Race, Class, and Gender,” about qualitative research, critical race theory, and my book, *Race and Class on Campus: Conversations with Ricardo’s Daughter*.
- Was host/emcee for the first part of the inauguration of UA President Robert Shelton.

CAROL SCHWALBE

Associate professor (.90 FTE, started in 2010)

Associate Professor Schwalbe has spoken on areas regarding her research focus on the role of images in shaping ideas and public opinion during the early years of the Cold War, ethical concerns about publishing violent images and the visual framing of the Iraq War on the Internet. Her service to the university includes:

University committees

- Serves on the Phi Beta Kappa Committee, University of Arizona

JACQUELINE SHARKEY

Professor

Professor Sharkey has spoken to groups on campus regarding the role of the media, media ethics and international journalism. Her service to the university includes:

University Committees

- Member, Governing Board, Center for Middle Eastern Studies (2006-11)
- Member, Search Committee, Dean of the College of Social &

- Behavioral Sciences (2009)
- Member, Council for Research and Instructional Computing, College of Letters, Arts and Sciences (2010-11)
- Member, Outreach Committee, College of Social & Behavioral Sciences (2009)
- Member, Latin American Studies Executive Committee (2006-07)
- Member, Board of Regents Tri-University Health-Care Working Group (2006)
- Member, Campus Health Advisory Board (2006)
- Co-Coordinator, with administrators in Latin American Studies, of an international symposium on water issues sponsored under a federal Title VI grant (2006)

Speaking engagements

- Moderator, panel on global coverage of President Obama, conference on the global media sponsored by CMES (2009)
- Osher Lifelong Learning Institute at the University of Arizona (March 2009). Speaker on the role of journalism schools.

NANCY SHARKEY

Professor of practice (.70 FTE, started in 2010)

Professor Sharkey has spoken on campus and moderated a number of panels regarding journalism education and international reporting. Her campus service includes:

University Committees

- Serve on study-abroad committee and helped develop plans for Costa Rica program and helped market Orvieto program.
- Liaison to evening and weekend division, which resulted in approximately \$55,000 a year in additional annual revenue to the school.
- Represented school at faculty retreat led by provost on establishing an Institute for the Humanities
- Represent school on university subcommittee looking at e-society major.
- Represent school on university subcommittee studying a certificate program in science communication.

Speaking engagements

- Spoke at Poetry Center's workshop for Tucson High writing students.
- Moderated international reporting panel at Tucson Festival of Books

TERRY WIMMER

Professor of practice (started in 2006)

Dr. Wimmer's service to the university includes:

University Committees

- Member of the College of Social and Behavioral Sciences School of Journalism Director Review Committee, 2011.

- Worked with team from the school and Dean of Students' office to create the One Day at U.A. publication, 2007-08.
- Member, College of Social and Behavioral Sciences Grade Appeal Committee. Review appeals once a semester. Service began 2008.
- UA Media Board. Joined Fall, 2010.
- Panel member on racism and media sponsored by ASUA, Fall 2008.
- Faculty adviser, UA Surf Club, 2007-2010.

Speaking engagements

- Osher Lifelong Learning Institute at the University of Arizona (March 9, 2009). Speaker on investigative reporting.

MAGGY ZANGER

Professor of practice

Professor Zanger has spoken to groups on campus regarding her research focus on international journalism, media, conflict and humanitarian crises, community journalism, the Middle East including Iraq and Kurdistan. Her university service includes:

University committees

- Represented the School of Journalism on the "International Steering Committee," an ad hoc group of faculty who are trying to promote UA's international presence. Spring and summer, 2009.
- Faculty advisor for UA chapter of Students Taking Action Now: Darfur (STAND). 2006, 2007.

Speaking engagements

- Solicited panel members and moderated "Writing for the Media: Helping the Public Understand the Middle East & Islamic World," a half-day workshop for faculty and graduate students who focus on the Islamic world. September 25, 2009.
- Invited Panelist for "The Social Sciences and War Symposium," organized by UA Department of Anthropology and Anthropology Graduate Students at the University of Arizona, January 24, 2009.
- Panelist for "The Social Sciences and War Symposium," organized by UA Department of Anthropology and Anthropology Graduate Students at the University of Arizona, January 24, 2009.
- Chaired panel on "A Return to Public Discourse in America?" for one-day symposium, New Horizons: Obama and the Global Media, sponsored by the Center for Middle East Studies, January 23, 2009.
- Distinguished Lecture Series; featured speaker. "The Global Village is a Complex Place! Helping Students Thrive in a Multi-cultural World," University of Arizona Colleges of Fine Arts, Social and Behavioral Sciences, March 21, 2007.

9. Units should demonstrate that full-time tenured, tenure-track and fixed-term faculty have taught the majority of courses for the three years before the site visit.

Percentage of courses taught by full-time faculty:

2010-11 school year

Fall 2010: 72% of courses taught by full-time faculty

Spring 2011: 76% of courses taught by full-time faculty

Summer 2011: 63% of courses taught by full-time faculty

2009-10 school year

Fall 2009: 59% of courses taught by full-time faculty

Spring 2010: 74% of courses taught by full-time faculty

Summer 2010: 60% of courses taught by full-time faculty

2008-09 school year

Fall 2008: 55% of courses taught by full-time faculty

Spring 2009: 68% of courses taught by full-time faculty

Summer 2009: 64% of courses taught by full-time faculty

10. In cases where full-time tenured, tenure-track and fixed-term professional faculty are not teaching the majority of courses, the unit should explain how its staffing plan accomplishes the goal of reserving the primary responsibility for teaching to the full-time faculty.

Permanent faculty members are teaching the majority of courses.

PART II, STANDARD 3

DIVERSITY AND INCLUSIVENESS

Executive summary

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 significant 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. About a quarter of faculty members are minorities, and the school also employs adjunct instructors from diverse communities. The school started a National Association of Hispanic Journalists student chapter in 2007 and a Native American Journalists Association student chapter in 2008. 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 that won a national multicultural award in 2010. The school continues to infuse diversity throughout the curriculum, including new classes in border coverage and school media such as Arizona-Sonora News Service and Border Beat that cover disenfranchised communities.

1. Complete and attach the following tables:

- Table 4, Area Population
- Table 5, High School Population
- Table 6, Student Populations
- Table 7, Faculty Populations
- Table 8, Full-time Faculty Recruitment
- Table 9, Part-time/Adjunct Faculty Recruitment

See tables on following pages.

Table 4. Area Population

Service Area: State of Arizona, 2010

Because of the University of Arizona's role as a state-supported land-grant institution, we have taken the State of Arizona to be the School of Journalism's geographic service area for purposes of this table. However, many journalism students do come from elsewhere. In fall 2010, the school's student enrollment consisted of 60% Arizona residents, 38% other U.S. residents, 1% international students and 1% who listed no country of origin.¹ Therefore, the ethnic composition of UA Journalism students should not be expected to correspond exactly to the ethnic composition of the Arizona population, independent of socioeconomic factors.

Group	% of population²
Black/African American	4.1
White	73
American Indian/Alaskan native	4.6
Asian	2.8
Hispanic/Latino (any race)	29.6
Native Hawaiian/other Pacific Islander	.2
Two or more races	3.4
Other race	--
Female	49.9

¹ Source of data: UA Analytics Student Profile Census.

² Source of data: U.S. Census Bureau, Arizona QuickFacts 2010.

Table 5. Arizona High School Population

Arizona High School Student Population by Race, 2009

The Arizona Department of Education, Accountability Division, Research and Evaluation Section, has not responded to our request to produce a report providing the number of students that have graduated, by race. Therefore we are providing the following table of statewide 12th-grade enrollments by ethnicity, compiled from published ADE data.

Group¹	Grade 12²
Black/African American	6.3%
White	46%
American Indian/Alaskan native	6.1%
Asian/Pacific Islander	2.8%
Hispanic/Latino (any race)	38.6%

¹ The Arizona Department of Education does not use some U.S. Census classifications.

² Source of data: Arizona Department of Education, October 2009 enrollment update (all schools)

Table 6. Undergraduate Student Population

Fall 2011 School of Journalism Undergraduate Student Population

Numbers of male, female, minority, white and international students enrolled in the unit, the percentages they represent of total journalism and mass communications enrollment, and the percentages these racial/ethnic groups represent of the total institutional enrollment.

Group	Male	Female	% of total in unit¹	% of total in institution²
Black/African American	13	14	5.0	3.9
White	110	244	65.3	59.1
American Indian/Alaskan native	5	10	2.8	2.9
Asian	10	16	4.8	7.3
Hispanic/Latino (any race)	30	73	19	19.1
Native Hawaiian/other Pacific Islander	1	4	.9	.6
Other race	--	--	--	--
Two or more races	--	--	--	--
International students (any race)	--	--	--	--
Non-resident alien	--	--	--	7.0
Chose not to identify/not specified	3	9	2.2	--
Total	172	370	100.0	99.9

¹ Source: University of Arizona Analytics Student Profile Census.

² University of Arizona Office of Institutional Research and Planning Support Fall 2011 Enrollment Profile (http://iris.oirps.arizona.edu/ir/ua_enrollment_profile.aspx)

Table 7. Faculty populations, full-time and part-time**Academic Year 2010-11 Permanent Faculty**

Numbers and percent of female, male, minority, white and international faculty.

Group	Female	% total faculty	Male	% total faculty
Black/African American	--	--	--	--
American Indian/Alaskan native	1	5.6	1 ¹	5.6
Asian	--	--	--	--
Native Hawaiian/other Pacific Islander	1	5.6		5.6
Other race	--	--	1 ²	5.6
Two or more races	--	--	--	--
Hispanic/Latino (any race)	1	5.6	--	5.6
White	7	38.8	8 ³	44.4
International faculty (any race)	1	5.6	--	--

Part-time/adjunct faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African American	--	--	--	--
American Indian/Alaskan native	--	--	--	--
Asian	--	--	--	--
Native Hawaiian/other Pacific Islander	--	--	--	--
Other race	--	--	--	--
Two or more races	--	--	--	--
Hispanic/Latino (any race)	2	14.3	1	7.1
White	6 ⁴	42.9	6	42.9
International faculty (any race)	1	7.1	--	--

¹ Also identifies as a person with a disability.² Lebanese-American³ One also identifies as a member of the LGBT community.⁴ Also identifies as a person with a disability.

Table 8. Full-time faculty recruitment

No searches for permanent faculty members were conducted by the School of Journalism in the past three years. Three permanent faculty members were hired in non-competitive searches.¹

Academic years:	2008 - 2009	2009 - 2010	2010 - 2011
Openings			
Total applicants in hiring pool			
Females in hiring pool			
Female finalists considered			
Offers made to females			
Offers accepted by females			
Minorities in hiring pool			
Minority finalists considered			
Offers made to minorities			
Offers accepted by minorities			
International faculty in hiring pool			
International faculty considered			
Offers made to international faculty			
Offers accepted by international faculty			

¹ Nancy Sharkey was a part-time adjunct and her FTE was raised to .70 in 2010, which did not require a competitive search. Carol Schwalbe had applied during the school's 2007-08 national search, but it was for an associate professor position and she was an assistant professor. When an opportunity arose to hire another person, she was hired because she had been part of the national search process. Jim Mitchell had taught at the UA in previous years, left, then was hired back as a professor of practice because of his superlative teaching record and broadcast experience, not requiring a national search.

Table 9. Part-time/adjunct faculty recruitment

Searches for part-time or adjunct faculty members conducted by the unit within the past three years. No searches were conducted in 2010-2011 because of budget cuts.

Academic years:	2008 - 2009	2009 - 2010	2010 - 2011
Openings	3	1	--
Total applicants in hiring pool	37	15	--
Females in hiring pool	18	7	--
Female finalists considered		0	--
Offers made to females	0	0	--
Offers accepted by females	0	0	--
Minorities in hiring pool	9	3	--
Minority finalists considered		0	--
Offers made to minorities	1	0	--
Offers accepted by minorities	1	0	--
International faculty in hiring pool	3	0	--
International faculty considered	0	0	--
Offers made to international faculty	0	0	--
Offers accepted by international faculty	0	0	--

2. Attach a copy of the unit's written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning. This plan should give the date of adoption/last revision and any designated timelines for reaching goals.

The school has had a diversity plan since 2002. Dr. Jeannine Relly served as an appointed diversity coordinator from 2004 to 2009, followed by Dr. Jay Rochlin from 2009 to fall 2011. A new diversity coordinator, Dr. Kevin R. Kemper, was appointed fall 2011 and updated the plan under the new school leadership. Faculty approved the updated plan, with specific deadlines and goals, in October 2011.

The plan begins on the next page.

DIVERSITY AND INCLUSIVITY PLAN

SCHOOL OF JOURNALISM, UNIVERSITY OF ARIZONA

UPDATED 2011

OVERVIEW

The University of Arizona School of Journalism recognizes the importance of fostering a diverse and inclusive faculty, staff, and student body, as well as creating diverse and inclusive journalism in the 21st century. The faculty is dedicated to continuing to build on the school's longtime commitment to diversity, initiated in the 1960s to promote an academic community in the forefront of educating students to live and work in a multicultural world. Some achievements have included:

- From 2005 to 2011, the school increased the percentage of minority students from 19.7 percent to 32.5 percent, exceeding the percentage of minority students at the university overall (30.9 percent).
- The school launched *El Independiente*, the first bilingual community newspaper published regularly by a U.S. journalism program since the mid-1970s. Other curriculum diversity initiatives include the Border Journalism Network, Arizona-Sonora News Service, and Border Beat school media website.
- The school has sponsored an intensive summer editing program for minority high-school journalism students for more than 30 years, garnering the 2010 Robert P. Knight Multiculturalism Award for its efforts to recruit and retain minority students. Also, the school is home to *The New York Times* Student Journalism Institute, which annually accepts 20 minority and non-minority students around the country into a program to work with *New York Times* professionals.
- The school started a student chapter of the National Association of Hispanic Journalists in 2007 and was one of the very first universities in the country to launch a student chapter of the Native American Journalists Association, in 2008.
- Each year for the past five years at least two UA journalism students have been selected for the Chips Quinn Scholars program, and four students have been selected since 2008 for the prestigious MetPro diversity program in the past five years. All are now employed as reporters at the *Los Angeles Times*.

In the School of Journalism, diversity and inclusiveness have emphasized race and ethnicity, but initiatives also have explored related issues, such as disability, sexual orientation and intellectual diversity. The five-goal plan outlined below is designed to foster diversity in the recruitment and retention of students, faculty, and staff; to facilitate incorporation of the concepts of inclusivity and diversity into the curriculum; and to enhance, not to replace, the broader policies of the University of Arizona diversity plan.

Goal 1 Recruit a racially diverse student body to reflect diversity in Arizona

Measures:

RACE	AZ 2010 census ¹³	UA Overall 2011	UA Journalism 2011	GOALS for UA Journalism 2017
American Indian/Alaska Native	4.6%	3.0%	2.8%	4.0%
Asian or Pacific Islander	2.8%	7.1%	5.7%	6.0%
Black, Non-Hispanic	4.1%	3.6%	5.0%	5.0%
Hispanic	29.6%	17.2%	19.0%	22.0%
Total	41.1%	30.9%	32.5%	37%

Action	Positions responsible	Deadline	Outcome	Discussion
Continue to appoint on an ongoing basis a faculty or staff member to serve as the diversity initiative coordinator who will assist in expanding the school's retention program for underrepresented groups.	Director	Ongoing	Done	Assistant Professor Kevin R. Kemper appointed.
Diversity coordinator conducts outreach in multicultural communities in Tucson and state.	Director	Ongoing	Done	
Continue to offer and recruit for the intensive summer workshop for minority high school journalism students in Arizona.	Internship coordinator	Spring semesters		
Annually visit at least FOUR high schools on or near Indian reservations in Arizona	Internship coordinator & Diversity coordinator	Annually		
Meet with at least FOUR high school journalism teachers a year in diverse communities throughout Arizona to offer literature about the school, promote the high school workshop, and invite teachers and students to the UA.	Internship coordinator	Annually		
Promote Journalism 150 and Journalism 105, the school's introductory/gateway courses, among underrepresented students on campus	Diversity coordinator	Annually		Encourage them to consider journalism as a major.
Research and report best practices of peer institutions for diversity recruiting	Diversity coordinator	Spring 2012		
Research and devise strategies for reaching other underrepresented groups such as LGBTQ and disabled students.	Diversity coordinator	Spring 2012		
Ensure that diversity efforts are consistent with state and federal law	Diversity coordinator	Ongoing		

¹³U.S. Census Bureau, "Arizona Quick Facts"; available at <http://quickfacts.census.gov/qfd/states/04000.html> (October 14, 2011). Please note that the 2010 statistics also included people who reported two or more races, which is not a category reported in UA statistics. The total will not be 100 percent because of multiple-category reporting.

Goal 2 Retain a diverse student body to reflect diversity in Arizona

Measures: See Goal 1

We have a number of students who drop the major for various reasons. We want to make certain that there is not a disproportionate number of underrepresented students in those numbers.

Action	Positions responsible	Deadline	Outcome	Discussion
Task the faculty or staff member who is serving as the diversity coordinator to assist in expanding the school's retention program for underrepresented groups.	Director	October 2011	Done	
Create office hours for members of underrepresented groups to discuss career interests related to journalism.	Diversity coordinator	October 2011	Done	
Contact underrepresented students with a lower GPA, to see whether they could benefit from assistance programs available on campus.	Diversity coordinator and academic advisor	Ongoing		
Continue to provide underrepresented students with one-on-one mentoring and workshop assistance in crafting cover letters, writing resumes, preparing resume tapes and choosing clips for portfolios.	Diversity coordinator	Ongoing		
Continue providing financial support to students who have difficulty handling the cost of education or career advancement.	Scholarship committee and faculty	Ongoing		
Employ current social media tools targeted to underrepresented students in the school to ensure that as many as possible receive information about diversity-oriented scholarships, internships, fellowships, contests, and job opportunities. Update student contact information.	Diversity coordinator with social media coordinator	Ongoing		
Seek external funding to pay a portion of students' membership fees in journalism organizations that foster diversity.	Diversity coordinator	Fall 2012		
Hold diversity initiative meetings each semester to build a diverse and supportive community. Meetings also will include sharing information about diversity-oriented conferences, job fairs and other opportunities.	Diversity coordinator	Ongoing		
Administer annually a questionnaire for students involved in diversity initiative activities to solicit input concerning the school's efforts to reach out to underrepresented students.	Diversity coordinator	Ongoing		
Continue inviting recruiters from print, broadcast and online news organizations to speak in the school.	Internship coordinator and club advisors	Ongoing		
Continue to forge relationships with editors, producers, news executives, publishers and reporters to build bridges that foster internship and job opportunities for students.	Internship coordinator	Ongoing		

Compile a resource database for school advisors and faculty members that contains information about diversity-related scholarships, internships, conferences, workshops and mentoring programs for the academic year. Update the database continually.	Diversity coordinator	Spring 2012		
Seek grant opportunities to assist the school in outreach for projects related to racially and ethnically diverse communities.	Diversity coordinator	Spring 2012		
Set up a student-mentoring program in which students who are in media jobs and internships on campus and in the community can offer support to less-experienced students in the program.	Diversity coordinator	Fall 2012		
Develop parameters for a tracking system that would follow minority students from their entry into the program through graduation.	Diversity coordinator	Fall 2012		
File an annual report each October that outlines the activities conducted for the diversity initiative during the previous academic year.	Diversity coordinator	Fall semesters		
Build and develop student chapters of organizations that promote diversity in journalism.	Diversity coordinator and faculty	Ongoing		

Goal 3 Recruit and retain a diverse faculty and staff to reflect diversity in Arizona

Measures: Percentage of faculty and staff who are from underrepresented groups.

Action	Persons responsible	Deadline	Outcome	Discussion
On the occasions that the school has opportunities to fill new positions, emphasize the school's desire to conduct an inclusive faculty search through language used in advertisements for positions.	Director	Ongoing		
Make personal contacts with potential applicants at the AEJMC national convention and other conferences of journalism educators and professional journalists.	Director	Ongoing		
Maintain contact with alumni, especially minority graduates working in the profession.	Senior Program Coordinator	Ongoing		
Contact minority journalism organizations to be sure that members of those groups are aware of job opportunities in the school. Advertise on their websites.	Diversity coordinator and Director	Ongoing		
Call organizations that are concerned with diversity, such as ASNE, SPJ and Poynter, to seek applicants. Advertise on their websites.	Diversity coordinator and Director	Ongoing		
Offer nationally competitive salaries in job offers to academics in the field of journalism.	Director	Ongoing		
Offer opportunities for continuing education through paying for faculty to attend conferences, workshops and programs that support research and teaching specialties.	Director	2012-13		
Provide information to minority faculty and others about fellowships and grants that could help teaching and research performance.	Diversity coordinator	Ongoing		

Goal 4 Promote diversity in the curriculum and school environment**Measures:** Curriculum review through Outcomes Assessment Committee and Faculty Undergraduate Curriculum Committee

Action	Persons responsible	Deadline	Outcome	Discussion
Include material related to issues that arise in a diverse society in all school courses.	Faculty Undergraduate Curriculum Committee	Ongoing		
Continue school media coverage to include events and issues related to the U.S. – Mexico border.	School Media Committee	Ongoing		
Provide programs and courses that offer instruction with a global context, and give students opportunities to do fieldwork in other countries, especially those in Latin America and the Middle East.	Director and faculty	Ongoing		
Seek external funding for students to do research, writing, photojournalism and multimedia projects with a faculty mentor in other nations.	Diversity coordinator	Ongoing		
Develop a print, DVD, video and online library that will allow adjunct instructors and full-time faculty members to draw on course materials that focus on diversity.	Diversity coordinator	Fall 2012		
Provide books and teaching materials on diversity-oriented subjects that adjunct instructors and full-time faculty members can use for course preparation.	Diversity coordinator	Fall 2012		
Hold a meeting following the spring and fall faculty orientations, in which adjunct instructors and full-time faculty members discuss creative ways in which diversity-related issues have been effectively communicated in the classroom.	Diversity coordinator	Ongoing		
Offer faculty opportunities to attend diversity-oriented workshops and courses throughout the semester.	Diversity coordinator	Ongoing		
Develop an instrument by September 2012 to survey the entire journalism student body about their perceptions related to diversity-related issues. Evaluate the survey and report the results to faculty before the end of December 2012.	Diversity coordinator	Fall 2012		
Meet with faculty by February 2013 to discuss the findings and to formulate teaching plans to target any areas in courses that might require attention.	Diversity coordinator	Spring 2013		
Continue to invite journalism educators and professionals to offer workshops, panels, and lectures in the school on subjects related to diversity and inclusivity.	All faculty	Ongoing		
Continue efforts to encourage students to apply for internship opportunities such as	Internship coordinator	Ongoing		

Chips Quinn Scholars program, MetPro and Village Voice Media summer digital fellowships for minority students.				
Continue to have journalism majors of diverse backgrounds serve as mentors and role models to students in the high school workshop; have professionals of diverse backgrounds, including our alumni, serve as instructors and role models in the high school workshop; continue to include in the curriculum importance of having diverse voices included in news media.	Internship coordinator	Ongoing		

Goal 5 Ensure implementation and accountability**Measures:** That agreed-upon actions are met by deadline.

Action	Persons responsible	Deadline	Outcome	Discussion
Continue to create a position, or percentage of a position, for faculty member whose responsibility is to implement the goals outlined in this plan.	Director	October 2011	Done	10 percent of Dr. Kevin R. Kemper's duties, as part of service
Form a standing faculty committee whose responsibility is to monitor progress on items outlined in this plan. The committee will meet two times a semester and will, every May, before the end of spring semester, submit a report to the school director detailing progress, report on shortcomings, and make recommendations for the following school year.	Director	October 2011	Done	
Once each semester the diversity coordinator will report progress and weaknesses to the director and ask for feedback regarding the diversity initiative.	Diversity coordinator	Ongoing		
Once each year, the director will report to the faculty his own evaluation of the school's progress in implementing the diversity initiative and make recommendations regarding future directions or priorities.	Director	Annual fall faculty retreat		
Once every three years the school will ask for a review of its diversity efforts by an expert outside evaluator. The director and faculty will evaluate that report's recommendations for improvement. Changes will be implemented as deemed appropriate.	Director	2013-14		

3. Describe how the unit assesses its progress toward achieving the plan's objectives.

As noted above under Goal 5, the school assesses progress toward achieving the diversity plan's goals through coordination by a diversity coordinator and a diversity committee. Each year the committee produces a diversity report, including recommendations for changes, and the diversity coordinator and school director meet to discuss plan implementation.

Also, diversity issues are discussed at biweekly faculty meetings, where issues and policies that could have an impact on students, staff or faculty are discussed. 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.

4. Describe the unit's curricular efforts to foster 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. All school courses include material related to issues that arise in a diverse society.

Diversity issues arise naturally in school courses. Tucson is only 70 miles from the border with Mexico, and has a rich multicultural history. One hallmark of the curriculum is the infusion of diversity concepts throughout each class. Rather than teaching one or two separate lessons about diversity in each course, faculty members are encouraged to use diversity principles in each day's instruction. For example, in spring 2011, Dr. Kevin R. Kemper focused his Advanced Reporting (Jour 306) class on covering a Native American community. In addition to reporting stories on a reservation, the students were exposed to such guest speakers as Tom Arviso Jr., publisher of the *Navajo Times*.

Students are first 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 and brainstorm adjectives and nouns they associate with different races. When those words are written on a board the students realize the extent of stereotypes they inherently hold, and the need to unpack their own beliefs and better understand other cultures.

Similar opportunities occur in the first and second semester reporting and writing courses. Instructors discuss the importance of diverse sourcing in the development of accurate, balanced and fair reports. One instructor highlights readings from the "Diversity Toolbox" of the Society of Professional Journalists. Students are encouraged to bring to class examples of reporting – good and bad – that they wish to discuss with their classmates; instructors report that these stories often include examples of gender and ethnic bias. Students are encouraged to examine the content of print, radio, television and Web news reports to ascertain the backgrounds of sources used in stories. They also are asked to analyze daily coverage in a range of news media to compare what topics are covered and not covered, so they can learn to think critically about news agendas and gatekeeping issues.

The required law course (Jour 208), in studying the historic libel case of *New York Times Co. v. Sullivan*, explores the racial climate of the southern United States during the civil rights campaigns of the 1950s and 1960s. Gender equity is discussed in cases about invasion of privacy. Because they report in places where American Indians live, students are taught basics of free press in Indian Country. They learn about accessing records from Mexico, as a way of incorporating alternative thought in their reporting.

Students in the required media ethics class analyze studies about racial bias in crime reporting, gender bias in front-page bylines and ethnic bias in coverage of immigration issues. Lectures focus on how conscious and unconscious cultural filters affect everything from the news agenda to the use of connotative language in descriptions of individuals and groups. Dr. Linda Lumsden requires students to read the introduction to *Journalism Across Cultures*, “Covering the Uncovered: The Evolution of Diversity in News.” They also read Anne Hull’s *W. Post* series on Latinos in the South, “Rim of the New World,” in “The Authentic Voice: the Best Reporting on Race and Ethnicity.” Then students brainstorm on where they could “hang out” to capture Tucson’s diversity.

School media courses, required of all seniors to integrate all they’ve 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).

5. Describe efforts to establish and maintain 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.

Journalism faculty and staff share the view that our differences are among our greatest strengths. This value has enabled the school to build a culture of inclusiveness, which is communicated to students through faculty attitudes and actions. It is manifested in syllabi, course content, and daily classroom instruction and assignments. There is a collegiality among faculty and staff that facilitates frank discussion about experiences and perspectives. This openness reflects a desire to learn from and educate one another about diversity in supportive ways. Faculty and staff frequently share materials about issues relating to gender, ethnicity, faith, race and sexual orientation. The faculty policy manual, which is provided to every new faculty member, also has information about these issues (Appendix A).

Professor Susan Knight, the faculty mentor, works with journalism faculty who might feel challenged in making appropriate accommodations for differently abled students. The UA Disability Resource Center and other facilities make the UA one of the top destination campuses for these students. She also helps faculty members develop teaching methods that reach students who have varied visual and auditory learning styles.

Other faculty and staff who work on diversity issues include diversity coordinator Dr. Kevin R. Kemper, who is a mentor with the National Center on Disability & Journalism, and Graduate Coordinator Paul Johnson, who has participated in Safe Zone training and has posted signs declaring the school as an area that is safe for everyone, regardless of sexual orientation.

These broader concerns with the ways in which diversity is defined have carried into the curriculum. Instructors are encouraged to consider all types of differences when they teach about diversity, including age, class and income level, and political ideology. Students are urged to go beyond standard racial and ethnic classifications and develop a deeper understanding of people's backgrounds. For example, it is not sufficient to write that Tucson has a sizable "Hispanic population." Students must understand that the population includes people of a dozen ethnicities and religious faiths, with the myriad historical, political and social factors that such varying backgrounds represent.

Instructors in all classes emphasize that accurate, comprehensive journalism must reflect society and illuminate complex issues and events by presenting multiple perspectives. As one faculty member recently stated, "These components of excellent journalism are also an argument for incorporating diversity into everything we do. Without diversity we do not have excellent journalism."

6. Describe the unit's efforts to 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 numerous programs for recruiting minority students, which will be presented following a discussion of the current diversity status of the student body, and retention of minority students is discussed at length in question 8.

The most recent available figures on gender balance among journalism majors indicate that approximately 68 percent are female.¹⁴ This percentage is up slightly from 64 percent in 2005, and represents the general trend in college journalism education.

Minorities comprise 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 (see Table II.3.1, below), a testament to many of the efforts to recruit and retain minority students.

The school, however, does not match the overall minority percentage of 41.1 percent in 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. But the school will continue to reach out into the community and expand recruitment and retention efforts.

Table II.3.1. Undergraduate enrollments by race/ethnicity in 2005 and 2011.

	2005 Enrollment		2011 Enrollment		Percent change
	number	percent	number	percent	
Amer. Indian/Alaska Native	4	0.7	15	2.8	2.1
Asian or Pacific Islander	18	3.3	31	5.7	2.4
Black, non-Hispanic	13	2.4	27	5.0	2.6
Hispanic	72	13.3	103	19.0	5.7
White, non-Hispanic	411	75.7	354	65.3	-10.4
Unavailable	25	4.6	12	2.2	-2.4
Total	543	100	542	100	

Spring 2005 enrollments are from the UA Integrated Information Warehouse, "Enrollment by ethnicity in selected programs," <http://advisor.iw.arizona.edu/s/Enrollment2.php>. Totals may differ slightly from those presented elsewhere in this report. Academic Year 2010-11 enrollments are from UA Analytics, the university's student data reporting system.

¹⁴ University of Arizona Analytics Student Profile Census.

Another major initiative is the two-week summer workshop for minority high-school journalism students in Arizona, which the school has offered for 20 years. Under the supervision of full-time internship coordinator Lisa Button, the students develop reporting, writing, editing, photography and layout skills. By “graduation” time, they have produced a newspaper composed entirely of their work. Faculty members volunteer their time to provide workshops and training. Workshop coordinators travel to Native American reservations to meet teachers and recruit potential students.

7. Units in which admission is selective or varies from general university admission requirements should describe considerations given to the effects of selective requirements on minority enrollment.

All students are admitted to the university, and then choose a major. Any student may enroll as a journalism pre-major. They may utilize the school’s advisor and receive professional mentoring from the faculty from their first day on campus. Before students can take Jour 205, the first course in the sequential reporting and editing curriculum, they must meet some pre-major requirements:

1. A grade of B or better in each semester of Freshman English.
2. A grade of B or better in Math 105, Math and Society, or a higher-level mathematics course (the school is considering lowering this to a C).
3. An overall grade-point average of 2.5 or higher.
4. Completion of Principles of Journalism (Jour 105) with a C or better.

Students who do not earn a B in Freshman English or the mathematics course may re-take the class under the university’s grade-replacement-opportunity program if they are in their first two years at the university. They also have the option of repeating the class at the local community college and earning a higher grade. If they do not earn a B or better the second time they take the course, they will be redirected to another major. Students who do not have the required overall GPA must raise their GPA to at least 2.5 before they can take journalism classes. Students who do not meet these requirements can file an appeal, and submit a portfolio of journalistic or class writing samples to a committee of two faculty members. In the case of a tie vote, the school director casts the deciding ballot.

In regard to whether the current pre-major has affected minority enrollment, it is difficult to assess whether the requirement of a B average in Freshman English has had any impact. A single-variable statistical analysis designed to isolate the effect of one factor would be unlikely to succeed because of the influence of uncontrolled variables. It appears, however, that the pre-major has not had a negative impact because the percentage of minority journalists has significantly increased since the pre-major went into effect, from 19.7 percent in 2005 to 32.5 percent in 2011.

8. Assess the unit's effectiveness in retaining minority students from first enrollment through graduation. Describe any special program developed by and/or used by the unit in the retention of minority students. Note the role of advising in this process.

Journalism provides extensive and varied programs for retaining students. The school is working with the university to develop a way to track individual students through the program to identify if retention rates vary by race and ethnicity. Given the increasing numbers of minority students, the school believes the retention rate to be strong, but it plans to integrate a quantitative monitoring system when those numbers are available. In the meantime, the school plans to continue developing programs to retain minority students.

For example, in 2007 the school launched a student chapter of the National Association of Hispanic Journalists. Then, in 2008, the school was among the first few units in the nation to start a student chapter of Native American Journalists Association. Dr. Kevin R. Kemper advises that chapter and its publication, "Native Perspectives." The publication is being transitioned to an online channel on the Border Journalism Network. Also, Kemper serves as a research fellow for NAJA, which allows him to connect students with appropriate opportunities. The school hopes to become a destination of choice for Native American students wanting to study and practice journalism. A former chapter leader, Candace Begody, received the university's Outstanding Senior "Bahti Award" at graduation in 2010, and she is now working for the *Navajo Times*, serving the community she grew up in.

For the past several years, the school has hosted *The New York Times* Student Journalism Institute for minority college students. Students from throughout the country come to the UA to learn from seasoned *Times* employees and put out a newspaper. In 2010, four of the 23 students were from the UA. Many of these students are on impressive career trajectories, including Nathan Olivarez-Giles, who was hired after graduation to work at the *Los Angeles Times*, where he now covers technology issues and was recently named one of "7 Young Latinos in Online Media to Watch in 2012" by Huffington Post.

A diversity listserv is managed by the diversity coordinator to let students know about scholarships, internships and jobs that might be of interest to them. Minority students are encouraged to apply, and often are awarded, prestigious positions within the Chips Quinn Scholars program, which gives training opportunities to young journalists of color, and Dow Jones News Fund Editing Program.

Another way in which the school fosters student retention is through financial aid. Journalism has a generous scholarship endowment and is able to provide assistance to most majors who apply. The school also has funds set aside to help students with

emergencies. Other sources of funding are scholarships for women and minority students provided by alumni and school supporters.¹⁵

The school's diversity coordinator pays special attention to the retention of minority students, hosting open office hours to discuss problems and leading orientation meetings and socials. The coordinator also worked closely with the school's academic advisor, whose activities are discussed in detail in Part II, Section 6.

9-10. Describe the unit's efforts to recruit women and minority faculty and professional staff (as enumerated in Table 8, "Full-time Faculty Recruitment"). Describe the unit's efforts to provide an environment that supports the retention, progress and success of women and minority faculty and professional staff.

Faculty Recruitment and Retention

The school has 18 permanent¹⁶ faculty members, including the interim director. Of the permanent faculty, nine are women. Four faculty members are tenured, three of whom are women. Four more are tenure-eligible assistant professors; three are women. Ten faculty members hold professor-of-practice appointments. Six are professors of practice, one is an associate professor of practice, and three are assistant professors of practice. Table II.3.2 summarizes the gender composition of the full-time faculty.

Table II.3.2. Permanent faculty by gender.

Female		Male		Total
9	50%	9	50%	18

Of the 18 permanent faculty members at the start of Calendar Year 2012, five are minorities: one is international (Egyptian citizenship), one is Hispanic and Pacific Islander, two are part American Indian, and one is Lebanese-American. Table II.3.3 summarizes the composition of the faculty by race/ethnicity, as self-reported, including multiple affiliations.

¹⁵ While the school's own monetary assistance is awarded without regard to race or gender, U.S. Department of Education guidelines permit the university's use of privately donated, race-conscious monies when they contribute to an overall university program of achieving a more diverse student body in a Constitutional manner.

¹⁶ The term "permanent" is used here to describe those faculty members who are tenured or tenure track, or those with clinical or laureate appointments, who receive three-year contracts renewable indefinitely. Clinical titles established by the Arizona Board of Regents include assistant, associate, professor of practice and multi-year lecturer.

Table II.3.4. Full-time faculty by race/ethnicity.^a

American Indian/Alaskan Native	2
Native Hawaiian/Pacific Islander	1
Other race (Lebanese-American)	1
Hispanic	1
International	1
<hr/>	
White, non-Hispanic	15

^aIncludes multiple affiliations.

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. Two of the women are Hispanic and one is international. One of the male adjunct faculty members is Hispanic.

Although minority representation on the school faculty has increased significantly, the school looks forward to improving its record as future hires are authorized by the university.

Attracting minority faculty remains challenging, but the school is working to build upon recent improvements in this area. Toward that end:

- School hiring follows university procedures to ensure equal consideration of all qualified applicants, while encouraging persons of diverse backgrounds to apply. Every university faculty position announcement includes this language: “As an equal opportunity and affirmative action employer, the University of Arizona recognizes the power of a diverse community and encourages applications from individuals with varied experiences and backgrounds. The University of Arizona is an EEO/AA - M/W/D/V Employer.”
- The school emphasizes its particular need for a wide variety of applicants and its determination to conduct an inclusive faculty search. For example, hiring announcements for assistant professors included this statement: “The school is seeking an individual who is able to work with diverse students and colleagues, and who has experience with a variety of teaching methods and curricular perspectives.”
- Position announcements are placed in the usual widely circulated professional outlets, such as print and online publications of the Association for Education in Journalism and Mass Communication and the *Chronicle of Higher Education*. In addition, the school contacts organizations such as the National Association of Black Journalists, the National Association of Hispanic

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,

Journalists, the Asian American Journalists Association, the Native American Journalists Association and the National Federation of Press Women to be sure that members of those groups are aware of opportunities in the school.

- The school director personally makes contact with potential applicants during the most recent AEJMC national conventions.
- The school director and faculty make extensive use of the alumni network, especially minority graduates working in the academy or the profession.

In terms of retention activities, the school provided two professors of practice who were working on doctorates with the choice of moving to the tenure track after completing their doctoral programs, which they both took. Both are female and one is Hispanic and Pacific Islander.

The school practices strict pay equity for new hires, and works proactively to correct pay inequities for current faculty whenever salary adjustment funds become available. The latter effort has been impeded by the lack of state and university resources, but some equity adjustments were made during the past six years for women faculty.

The school interim director ensures that female faculty members meet colleagues in other departments who share their research and teaching interests. The interim director and faculty members use the annual peer-evaluation process to evaluate progress during the previous year, set goals for the following year, and determine ways in which the school can help each faculty member achieve these goals.

Staff recruitment and retention

The School of Journalism has two full-time staff members: an administrative associate who is the office manager and a senior program coordinator. The administrative associate, who is Hispanic, is on maternity leave, and is currently replaced by a temporary worker, who is a black female. The senior program coordinator is female. In addition, the academic advisor is female, the internship coordinator is a Hispanic female, and the part-time graduate coordinator is male.

Journalism makes every effort to recruit a diverse staff. As with faculty hires, the school follows university procedures designed to ensure that the applicant pool is diverse, and that all candidates receive fair consideration.

To facilitate retention, the previous school director reclassified some staff positions, which has resulted in staff members being eligible for higher pay. The director also took advantage of every opportunity to request pay increases for staff. The school has provided computers and other technology for the staff from its discretionary funds. Staff members always are provided with whatever hardware, software or training they believe is necessary for them to do their jobs most effectively.

11. If the unit hires adjunct or part-time faculty members, describe the unit's effort to hire minority and female professionals into these positions (as enumerated in Table 9, "Part-time/Adjunct Faculty Recruitment") and list those who are minority and female professionals.

The school has a core group of longtime adjunct faculty members. The school advertises once a year for adjunct faculty in the first Sunday edition of the *Arizona Daily Star* that is published after the new fiscal year begins each July. This ad runs continually on the UA Human Resources Web site. The school keeps all résumés that are submitted in response to the ad on file for the year. The school also keeps contact information for any journalist who discusses teaching possibilities with a faculty member or the director throughout the year. The faculty also maintains a list of journalists they believe the school should approach about adjunct teaching, with a special focus on minority and women journalists. When openings become available, the school director contacts journalists on these lists, and informs alumni and other professionals at local news media about adjunct positions. In the future, the new associate director will likely take the lead on adjunct hires and coordination.

The school increased its minority adjunct faculty in 2011-12 with the addition of an Asian American broadcast professional. Minority and/or female adjunct faculty members during Academic Year 2011-12 include:

Mindy Blake, White, non-Hispanic
Cathalena Burch, White, non-Hispanic
Lisa Button, White, part-Hispanic
Rogelio Garcia, Hispanic
Sarah Gassen, White, non-Hispanic
Van Nguyen, Asian American
Jane See White, White, non-Hispanic

12. List visiting professionals, visiting professors, and other guest speakers invited or sponsored by the unit during the past three years whose background or expertise served to introduce students to diverse perspectives.

Titles are those that speakers held at the time they interacted with students:

- Carol Ann Alaimo, military reporter, *Arizona Daily Star*
- Alfredo Araiza, photographer, *Arizona Daily Star*
- Tom Arviso Jr., publisher/CEO, *Navajo Times*
- Mohammed As'ad, spokesperson, Islamic Center of Tucson
- Bill Beeman, chair of anthropology and specialist on Middle East Studies, University of Minnesota
- Jennifer Block, freelance writer and author of the book, *The Painful Truth About Childbirth and Modern Maternity Care*
- Allison Breitzkreitz, Pima County Victim Witness
- Shannon Connor, *Arizona Daily Star* sports editor

- Hipolito Corella, *Arizona Daily Star* city editor
- Kari Davis, coordinator, Santa Cruz County Community Foundation
- Bert Dover, Mormon church community representative
- Carmen Duarte, reporter, *Arizona Daily Star*
- Fernanda Echávarri, reporter, *Arizona Daily Star*
- Ted Estrada, former director, St. Andrew's Children's Clinic
- Valeria Fernández, Freelance reporter, Phoenix
- Delia Gastelum, Homicide Survivors
- James Gregg, photographer, *Arizona Daily Star*
- Morgan Grygutis, Pima County Victim Witness
- Vanessa Helms, Pima County Victim Witness
- Evelyn Hockstein, freelance photojournalist
- Nacho Ibarra, border editor, *Arizona Daily Star*
- Aboubakr Jamaï, publisher, *Le Journal Hebdomadaire*
- Dusty Johnson, Homicide Survivors
- Teresa Jun, reporter, KOLD-TV
- Yaakov Katz, correspondent, *Jerusalem Post*
- Herb Keinon, correspondent, *Jerusalem Post*
- Marc Lacey, Phoenix bureau chief, *The New York Times*
- Gayle Leland, Homicide Survivors
- Michel Marizco, author, former *Arizona Daily Star* border reporter, and blogger on border issues
- Jessica Mercer, Pima County Victim Witness
- Tom Miller, author of numerous books including *On the Border*
- Matthias J. Perez, investigator, U.S. Justice Department border crimes unit
- Bob Philips, director, Santa Cruz County Community Foundation
- Madeline Porta, Wingspan (Southern Arizona's LGBT Community Center)
- Ernesto Portillo Jr., editor, *La Estrellade Tucson*
- Janet Putnam, GLBT speaker, Community Partnership quality management liaison
- Jake Rasmussen, Epic Church
- Margaret Regan, freelance writer, border reporter, and author of *The Death of Josseline: Immigration Stories from the Arizona-Mexico Borderlands*
- Ahmed Rebab, executive director, Council on American-Islamic Relations
- Mitch Riley, videographer, Tucson 12-TV
- Ray Rivas, Pima County Superior Court records
- Andrea Rivera, reporter, *Arizona Daily Star*
- Berenice Rosales, reporter, *La Estrella de Tucson*
- Nir Rosen, freelance journalist covering the Middle East
- Michele Salcedo, national president, National Association of Hispanic Journalists
- Ali Scotten, freelance journalist covering the Middle East
- Manny Sotelo, former student, award-winning chief videographer/multimedia producer for KUSA-TV, Denver, officer in National Association of Hispanic Journalists national organization.

- Angela Soto, news assistant, *Arizona Daily Star*
- Frank Sotomayor, UA journalism alumnus, former *Los Angeles Times* executive and Pulitzer Prize winner
- Meg Spratt, Dart Center for Journalism and Trauma
- Lawrence Taylor, U.S./Mexico border expert, author and anthropologist
- Sarah Trotto, sports writer, *Arizona Daily Star*
- Tim Vanderpool, freelance writer and border reporter
- Enric Volante, computer-assisted reporting reporter, *Arizona Daily Star*
- Michael Woodward, program coordinator, Southern Arizona Gender Alliance
- Jamar Younger, reporter, *Arizona Daily Star*

PART II, STANDARD 5

SCHOLARSHIP: RESEARCH, CREATIVE AND PROFESSIONAL ACTIVITY

Executive summary

The School of Journalism has had a long tradition of employing faculty members who have focused primarily on teaching, not research, so much that the school was deemed non-compliant by ACEJMC in the research standard in three previous accreditation visits. While the school still prides itself in its student-focused culture and in 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 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 good balance between teaching and research expected at a research-intensive university. Future efforts will focus on starting a doctoral program and increasing research funding, the number of research faculty, and graduate assistant positions.

1. Describe the institution's mission regarding scholarship by faculty, and the unit's policies for achieving that mission.

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."¹ In particular, the university specializes in research areas including the environment, Southwest issues, space, public policy, and biosciences.²

To that end, the school expects that "Every faculty member should be an active scholar in his or her specialty and achieve a national reputation among journalism peers."³ Professors of practice, as well, are expected to produce "high-quality creative, scholarly, or professional

¹ University of Arizona Strategic Plan, p. 1 (<http://facultygovernance.arizona.edu/sites/default/files/SP%202010.pdf>)

² *Ibid*, p. 2

³ *School of Journalism Faculty Hiring and Promotion Policies*, p. 3 (Appendix E)

work” in order to be promoted to associate professor.⁴ 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.

For example, Alan Weisman 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’s now working on a follow-up book about what the world would be like with too many people. Dr. Jeannine Relly and Dr. Celeste González de Bustamante are interviewing journalists working in northern Mexico, and they helped start the Border Journalism Network, which will include a research component for Southwest journalism. Dr. Relly and Dr. David Cuillier study freedom of information policy within the United States and internationally, Dr. Fahmy produces extensive research about media coverage of international media issues, and Dr. Kevin R. Kemper examines press freedom among Native American tribes, particularly in the Southwest.

The school emphasizes in its policies the need for quality of research, not quantity. Faculty are published in the field’s top journals, including *Journalism and Mass Communication Quarterly* and *Mass Communication and Society*. Dr. Shahira Fahmy is associate editor of *Mass Communication and Society*. Faculty members perennially win top paper awards at the Association for Education in Journalism and Mass Communication and International Communication Association conferences. Professor Carol Schwalbe won the top faculty paper in the magazine division of AEJMC. And Dr. Linda Lumsden 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 than ever, including a \$1 million grant awarded this fall by the State Department to help an Afghan university develop a journalism program.

To further advance the university’s research mission and foci, the school has developed strong emphases in international/border journalism and science/environmental journalism. The newly reopened master’s program now includes several interdisciplinary dual-degree options with Latin American Studies, the School of Government and Public Policy, the Department of Soil, Water and Environmental Science, and School of Middle Eastern and North African Studies. School faculty members are engaging in more discussions and potential collaborations with other science units on campus, including the School of Natural Resources and the Environment.

⁴ *University of Arizona School of Journalism Faculty Hiring and Promotion Policies*, Appendix E, p. 5.

2. Define the group of faculty whose work is included in this section and state time restrictions used to incorporate activities of faculty who were not employed by the unit during all of the previous six years (for example, new faculty and retired faculty).

Since all of the tenure-track research-active faculty arrived or were appointed as research faculty after 2005, only one has had the full six years to accumulate research publications. (Jacqueline Sharkey 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. Only one full-time professor of practice who produces professional or scholarly work (Maggy Zanger) has been at the school the full six years.

Tenure-track research faculty

- Dr. Iris Chyi left the school in 2007, so her research represents two years during the previous six years.
- Dr. David Cuillier arrived in 2006, so his research represents five years at the school.
- Dr. Linda Lumsden arrived in 2006, so her research represents five years at the school.
- Dr. Kevin R. Kemper was appointed to a tenure-track assistant professor position in 2006, and one year was taken off his tenure clock, so his research represents four years.
- Dr. Celeste González de Bustamante was appointed to tenure-track assistant professor in 2007, so her research represents four years.
- Dr. Shahira Fahmy arrived in 2008, so her research represents three years at the school.
- Dr. Jeannine Relly was appointed to tenure-track assistant professor in 2009, so her research represents two years.
- Professor Carol Schwalbe arrived in 2009, so her research represents two years at the school.
- Professor Jacqueline Sharkey has been on the faculty since 1984, but served from 2000 to 2011 as school director and thus suspended her research due to administrative duties.

Professors of practice

- Dr. Terry Wimmer arrived in 2006
- Professor Kim Newton arrived in 2007
- Professor Bruce Itule arrived in 2007
- Professor Mort Rosenblum arrived in 2008
- Professor James Mitchell arrived in 2009
- Professor Nancy Sharkey arrived in 2010

3. **Using the grid that follows, provide counts of the unit's productivity in scholarship for the past six years by activity, first for the unit as a whole and then for individuals broken down by academic rank. The grid should capture relevant activity by all full-time faculty. Adapt the grid to best reflect institutional mission and unit policies and provide a brief narrative.**

The chart on the next page includes the research output of all 18 permanent faculty members since 2005. However, not all permanent faculty members are full-time, and many have no research component built into their workload requirements. Also, many of them have not been at the school during the full six years for which information is being sought.

Seven tenure-track faculty members are expected to spend 40 percent of their time producing scholarly research: David Cuillier, Shahira Fahmy, Celeste González de Bustamante, Kevin R. Kemper, Linda Lumsden, Jeannine Relly and Carol Schwalbe. Note that none of them has been on their current tenure-track positions at the school during the full time since the last accreditation. Tenured Jacqueline Sharkey also has a research component but she has served from 2000 to 2011 as school director and thus suspended her research due to administrative duties (Sharkey is on a research leave for 2011-12 and plans to update her book, *Under Fire: U.S. Military Restrictions on the Media from Grenada to the Persian Gulf*.) Despite that, the school has produced more than 60 refereed conference papers, 50 peer-reviewed journal articles, and numerous scholarly books, book chapters, textbooks, monographs, and other scholarly publications. During this accreditation period one faculty member, Dr. Iris Chyi, produced scholarly research until leaving in 2007 to take a position at the University of Texas – Austin.

Three professors of practice are expected to produce some journalistic research. Maggy Zanger apportions 10 percent of her time toward reporting about the Middle East. Part-time professors of practice Mort Rosenblum and Alan Weisman also produce journalistic works, including international reporting and environmental books. Other professors of practice, full-time or part-time, may produce journalistic and professional work if they wish, and many do. In all, tenure-track faculty and professors of practice produced 143 professional publications during the past six years, including newspaper columns, articles for the Society of Professional Journalists' *Quill* magazine, and investigative reports.

Scholarship, Research, Creative and Professional Activities	By Unit *	By Individuals				
		Full Professors (1)	Associate Professors (3)	Assistant Professors (4)	Other Faculty** (10) ⁵	Totals (18)
Awards and Honors	87	0	24	27	36	87
Grants Received Internal	23	0	1	20	2	23
Grants Received External	60	33	9	10	8	60
Scholarly Books, Sole- or Co-authored	5	0	1 ⁶	2 ⁷	2	5
Textbooks, Sole- or Co-authored	4	0	3	0	1	4
Books Edited	2	0	1 ⁸	1	0	2
Book Chapters	12	0	6	6	0	12
Monographs	2	0	1	1	0	2
Articles in Refereed Journals	48	0	39	14	0	53
Refereed Conference Papers	54	0	27	33	0	60
Invited Academic Papers	10	0	6	4	0	10
Encyclopedia Entries	10	0	0	7	3	10
Book Reviews	15	0	1	13	1	15
Articles in Non-refereed Publications	142	0	32	39	72	143
Juried Creative Works	0	0	0	0	0	0
Non-juried Creative Works	0	0	0	0	0	0
Other (specified)	50	0	6 ⁹	40 ¹⁰	4 ¹¹	50

*Co-authored work should be counted as a single publication in the unit totals, however if, for example, two members of the faculty are co-authors on the same journal article, it would be reported as a publication for both authors.

**Includes all full-time faculty who do not hold listed ranks, such as instructors and others on term appointments. Many faculty in this category may hold teaching appointments without significant scholarship, research or creative requirements.

⁵ Other faculty include all professors of practice, most of whom have workloads of teaching and service only.

⁶ Expected publication date of 2012.

⁷ One of these books scheduled to be published in 2012.

⁸ Expected publication date of 2012.

⁹ Includes three refereed panels and three invited panels

¹⁰ Includes three invited presentations, 33 invited panels and two invited moderators.

¹¹ Anthologies.

4. List the scholarly, research, creative and professional activities of each member of the full-time faculty in the past six years. Please provide a full list; do not refer team members to faculty vitae for this information. (Full-time faculty refers to those defined as such by the unit.)

TENURED OR TENURE-TRACK FACULTY

IRIS CHYI

Assistant Professor (member of the faculty from 2005 to 2007)

Books and chapters

- Iris Chyi & H.C. Chang (2006). Examining the use of and preference for online news in the context of intermedia competition, in *New Opportunities and Challenges of the Internet*. Singapore: Marshall Cavendish Academic.
- Iris Chyi (2006). Multi-authored chapter, "Women Worldwide and News Around the Globe," in *Women, Men, and News: Divided and Disconnected in the News Media Landscape*. Erlbaum.

Conference papers

- Iris Chyi and George Sylvie (2006). "Beyond the local franchise: Re-examining U.S. online newspaper markets." Presented to the 7th World Media Economics Conference, Beijing, China, May 15-19.
- Iris Chyi & George Sylvie (2006). "One Product, Two Markets: How Geography Differentiates Online Newspaper Audiences." Presented to the Newspaper Division, AEJMC Annual Convention, San Francisco, August 2006. The paper won a Top 3 Paper Award and the International Newspaper Marketing Association Award.
- Iris Chyi & H.C. Chang (2006). "Voting with Their Feet: The Relationship between Political Efficacy and Protest Propensity Among Hong Kong Residents" Annual Conference of International Communication Association, Dresden, Germany, June 19-23.

Professional publication

- Iris Chyi (2006). "Isolated, Surrounded, Marginalized and Very Important: Taiwan as a Democracy Lab in Greater China" delivered by Taiwanese writer and political commentator Lung Yingtai at Harvard University. The article appeared in the *China Times* and a number of online news services targeting Mainland Chinese readers and triggered a series of debates on the impact of Taiwan on China's democratization process.

DAVID CULLIER

Associate Professor and School Interim Director (member of the faculty since 2006)

Research awards

- Top Three Paper, Communication Law and Policy Division of the International Communication Association conference, June 2010, Singapore. Paper titled "Honey v. Vinegar: Testing Compliance-Gaining Theories in the Context of Freedom of Information Laws."

- Research Fellow (2009-10), Udall Center for Studies in Public Policy at the University of Arizona. Provided course release for fall 2009 to research U.S. citizen attitudes toward government secrecy and access to information.
- Winner of the 2008 Open Government Journal Research Contest for the best research paper published in the journal in 2008, judged by a panel of three and awarded a cash prize. The paper, with co-authors Jeff Joireman and Blythe Duell, was titled *FOI Friction*: “The thought of death, national security values, and polarization of attitudes toward freedom of information.”
- Top Faculty Paper, Media Ethics Division. Paper titled “Mortality morality: The effect of death thoughts on journalism students’ attitudes toward relativism, idealism, and ethics.” Association for Education in Journalism and Mass Communication convention, August 2008, Chicago, Ill.
- Top Faculty Paper, Media Law and Policy Division. Paper titled “Access attitudes: The importance of community engagement in support for press access to government records.” Association for Education in Journalism and Mass Communication convention, August 2007, Washington, D.C.
- Nafziger-White Dissertation Award, given by the Association for Education in Journalism and Mass Communication for the top Ph.D. dissertation earned in 2005-06 in the field of mass communication research. Award given at the AEJMC convention, Aug. 11, 2007, Washington, D.C.

Books and chapters

- Davis, C. N., & Cuillier, D. (eds.). *Transparency 2.0: Access and privacy in a wired world*. Peter Lang Publishing (forthcoming 2013).
- Cuillier, D., & Davis, C. N. (2010). *The art of access: Strategies for acquiring public records*. Washington, D.C.: CQ Press, a division of Sage.
- Ross, S. D. & Cuillier, D. (2010). Gambling with identity: American Indian self-representations on tribal Web sites. In Rebecca Ann Lind (Ed.), *Race/Gender/Media* (second edition), Boston: Allyn & Bacon, pp. 150-158.
- Irby, J., Bird, K., English, S., & Cuillier, D. (2006). *Reporting that matters: Public affairs coverage*. Boston: Allyn & Bacon.
- Cuillier, D. (2006). Covering meetings. Contributed section of chapter 3, “Covering a Campus,” in *The Student Newspaper Survival Guide* by Kanigel, R., Ames, Iowa: Blackwell, p. 25.

Refereed journal articles

- Cuillier, D. (accepted). Subconscious gatekeeping: Effect of death thoughts on intergroup bias in news writing. *Mass Communication and Society*.
- Cuillier, D., & Pinkleton, B. (2011). Suspicion and secrecy: Political attitudes and their relationship to support for freedom of information. *Communication Law and Policy*, 16(3), 227-254.
- Relly, J. E., & Cuillier, D. (2010). A comparison of political, cultural, and economic indicators of access to information in Arab and non-Arab states. *Government Information Quarterly*, 27(4), 360-370.
- Cuillier, D. (2010). Honey v. Vinegar: Testing compliance-gaining theories in the context of freedom of information laws. *Communication Law and Policy*, 15(3), 203-229.

- Cuillier, D., & Schwalbe, C. (2010). GIFTed teaching: An analysis of 250 award-winning teaching ideas in journalism and mass communication. *Journalism and Mass Communication Educator*, 65(1), 22-39.
- Cuillier, D., Duell, B., & Joireman, J. (2010). The mortality muzzle: The effect of death thoughts on attitudes toward national security and a watchdog press. *Journalism: Theory, Practice and Criticism*, 11(2), 185-202.
- Cuillier, D., & Piotrowski, S. J. (2009). Internet information seeking and its relation to support for access to government records. *Government Information Quarterly*, 26(3), 441-449.
- Cuillier, D. (2009). Mortality morality: Effect of death thoughts on journalism students' attitudes toward relativism, idealism, and ethics. *Journal of Mass Media Ethics*, 24(1), 40-58.
- Cuillier, D., Duell, B., & Joireman, J. (2009). FOI friction: The thought of death, national security values, and polarization of attitudes toward freedom of information. *Open Government*, 5(1), peer-reviewed electronic journal available at www.opengovjournal.org.
- Cuillier, D. (2008). Access attitudes: A social learning approach to examining community engagement and support for press access to government records. *Journalism and Mass Communication Quarterly*, 85(3), 549-576.
- Cuillier, D., & Ross, S. D. (2007). Gambling with identity: Self-representation of American Indians on official tribal websites. *Howard Journal of Communications*, 18(3), 197-219.

Conference papers

- Cuillier, D. (2011 May). Pressed for time: Use of public records by U.S. journalists during economic hardship. Presented to the Global Conference on Transparency Research, Newark, N.J.
- Cuillier, D. (2010 June). Honey v. Vinegar: Testing Compliance-Gaining Theories in the Context of Freedom of Information Laws. Top Three Paper presented to the Communication Law and Policy Division of the International Communication Association conference, Singapore.
- Cuillier, D. (2010 June). Subconscious gatekeeping: Effect of death thoughts on intergroup bias in news writing. Presented to the Journalism Studies Division of the International Communication Association conference, Singapore.
- Relly, J. and Cuillier, D. (2010 June). FOI in the Arab world: An analysis of political, cultural, and economic indicators of transparency readiness. Presented to the Communication Law and Policy Division of the International Communication Association conference, Singapore.
- Cuillier, D. and Pinkleton, B. (2009 August). Suspicion and secrecy: The relationship between skepticism, cynicism, and support for freedom of information. Presented to the Mass Communication & Society Division of the Association for Education in Journalism and Mass Communication convention, Boston, Mass.
- Cuillier, D. and Schwalbe, C. (2009 August). GIFTed teaching: An analysis of 228 Great Ideas for Teaching (GIFT) awards in journalism education. Presented to the Small Programs Interest Group of the Association for Education in Journalism and Mass Communication convention, Boston, Mass.

- Schwalbe, C. and Cuillier, D. (2009 August). Beyond case studies: An analysis of teaching effectiveness in award-winning media ethics exercises. Presented to the Small Programs Interest Group of the Association for Education in Journalism and Mass Communication convention, Boston, Mass.
- Cuillier, D. (2009 May). Follow the leader: Effect of death thoughts on U.S. journalists' support for President George W. Bush. Presented to the Journalism Studies Division of the International Communication Association conference, Chicago, Ill.
- Cuillier, D. (2008 August). Mortality morality: The effect of death thoughts on journalism students' attitudes toward relativism, idealism, and ethics. Top faculty paper in the Media Ethics Division of the Association for Education in Journalism and Mass Communication convention, Chicago, Ill.
- Cuillier, D. (2007 August). Access attitudes: The importance of community engagement in support for press access to government records. Top faculty paper in the Media Law division of the Association for Education in Journalism and Mass Communication convention, Washington, D.C.
- Cuillier, D., Duell, B., & Joireman, J. (2007 August). The mortality muzzle: Effect of death thoughts on support for press censorship. Presented to the Communication Theory and Methodology Division of the Association for Education in Journalism and Mass Communication annual convention, Washington, D.C.
- Cuillier, D., Duell, B., & Joireman, J. (2007 February). The mortality muzzle: Effect of death thoughts on support for press censorship. Presented to the Communication Theory and Methodology Division of the Association for Education in Journalism and Mass Communication midwinter conference, Reno, Nev.
- Cuillier, D. (2006 August). Access attitudes: A measurement tool for gauging support for press access to government records. Paper presented to the Communication Theory and Methodology division of the Association for Education in Journalism and Mass Communication annual convention, San Francisco, Calif.

Non-refereed academic publications

- Cuillier, D. (2010, March 21). Discussing JMC with... David Cuillier, online series by the Association for Education in Journalism and Mass Communication at <http://aejmc.org/topics/2010/03/discussing-jmc-with%E2%80%A6david-cuillier/>
- Cuillier, D. (2010, March). Shield law would protect those who commit acts of journalism. *AEJMC News*, 43(3), 9-10.
- Cuillier, D., & Schwalbe, C. B. (2009, summer). 10 Years of Great Ideas: A summary of 253 GIFTs and 10 tips for creating your own terrific teaching tools. *The Community College Journalist*, 37(3), 62-69.
- Cuillier, D. (2008, summer). Teaching media law online. *Media Law Notes*, (newsletter for the Media Law and Policy Division of the Association for Education in Journalism and Mass Communication), 26(4), p. 3.
- Cuillier, D. (2007, Fall). Engage them. *Media Law Notes*, fall, 26(1), p. 1.
- Afterlife afterthoughts: Fatal distraction (2007, Spring). *The Wilson Quarterly*, 31(2), p. 12.

- Nelson, M. J., & Cuillier, D. (2006). Access to court proceedings and court records (chapter 20). In G. Overstreet (Ed.), *Washington Public Disclosure Act Deskbook*, Washington State Bar Association, Sept. 30, 2006.

Book reviews

- Cuillier, D. (2007). *Media Debates: Great Issues in the Digital Age in Journalism and Mass Media Ethics*, 22(4), 362-365.

Trade publications

- Cuillier, D. (2010, July/August). Exercise your FOI muscles. *Quill*, 98(4), p. 71.
- Cuillier, D. (2010, January/February). 'Getting to Yes' through negotiation. *Quill*, 98(1), p. 37.
- Cuillier, D. (2010, January). My two cents (per copy): FOI should be nearly free. *The Brechner Report*, 34(1), p. 8.
- Cuillier, D. (2009, October). Make copies of documents on the cheap. *Quill*, 97(7), p. 25.
- Cuillier, D. (2009, August). Get great features from public documents. *Quill*, 97(6), p. 25.
- Cuillier, D. (2009, June/July). Playing nice isn't always effective. *Quill*, 97(5), p. 70.
- Cuillier, D. (2009, May). Shooting ourselves in the feet. *Quill*, 97(4), p. 31.
- Cuillier, D. (2009, April). FOI scavengers seek out records. *Quill*, 97(3), p. 35.
- Cuillier, D. (2008, August). Knowing the psychology of access can yield results. *The Brechner Report*, 32(8), p. 6.
- Cuillier, D. (2008, August). New FOIA amendments speed record requests. *Quill*, 96(6), p. 35.
- Cuillier, D. (2008, June/July). Writing about denials: FOI news pegs and authoritative sources for stronger stories. *Quill*, 96(5), p. 63.
- Cuillier, D. (2008, April). Ten great FOI programs for chapters, newsrooms. *Quill*, 96(3), p. 29.
- Cuillier, D. (2007, December). Shame on them: Five ways to use peer pressure to overcome public record denials. *Quill*, 95(9), p. 27.
- Cuillier, D. (2007, October/November). Documents of death: Five public records to identify failing infrastructure in your community. *Quill*, 95(8), p. 27.
- Cuillier, D. (2007, September). Getting past 'No': Responses to 10 common reasons for denying your public records request. *Quill*, 95(7), p. 40.
- Cuillier, D. (2007, June/July). Blue-ribbon documents: Use records such as these to produce your own award-winning work. *Quill*, 95(5), p. 64.
- Cuillier, D. (2007, April). Getting to the source: Developing reporter-source relationships without becoming chums. *Quill*, 95(3), p. 16-21.
- Cuillier, D. (2007, April). Getting personal: Get ahold of these documents for thorough background information. *Quill*, 95(3), p. 32.
- Cuillier, D. (2007, January/February). Six ways to accentuate access: Foster FOI in your newsroom and community. *Quill*, 95(1), 36.
- Cuillier, D. (2006, October/November). The art of access: Getting public records through the power of persuasion. *Quill*, 94(8), p. 34.

Newspaper columns

- Cuillier, D. (2011, March 15). And the Black Hole Award goes to... Utah, the darkest abyss in U.S. Column for national Sunshine Week on behalf of the Society of Professional Journalists that ran in multiple publications nationwide.
- Cuillier, D. (2008, March 16). Something shady about open government. Invited guest column for the *East Valley Tribune*, p. F1.
- Cuillier, D. (2007, March 18). Freedom to know is vital to our way of life. Invited guest column for *The Arizona Republic*, p. V1.
- Cuillier, D. (2007, March 11). Accessing records: Freedom information, feted this week, increasingly restricted. Invited guest column for *The Arizona Daily Star*, p. H1.
- Cuillier, D. (2006, September 24). Patriots and traitors: Some journalists falter in upholding watchdog role of the press. Guest column for *The Arizona Daily Star*. Online at <http://www.azstarnet.com/allheadlines/147890.php>

SHAHIRA FAHMY

Associate Professor (member of the faculty since 2008)

Book chapters

- Ali, S. & Fahmy, S. (forthcoming). The Icon of the Egyptian Revolution: Using social media in the toppling of a Mideast government. In Ralph Berenger (Ed.), *Social Media Go to War—Civil Unrest, Rebellion and Revolution in the Age of Twitter*. Washington: Marquette Books LLC.
- Zhang, J. & Fahmy, S. (forthcoming). Live Tweeting At Work: The use of social media in public diplomacy. In Guy Golan (Ed.), *The Handbook of Strategic Public Diplomacy*. Thousand Oaks, Calif.: Sage.
- Fahmy, S. (2009). How could so much produce so little? Foreign affairs reporting in the wake of 9/11. In Guy Golan, Thomas J. Johnson and Wayne Wanta (Eds.), *International Media in a Global Age*. (pp. 147-159). Philadelphia: Routledge.
- Johnson, T. & Fahmy, S. (2009). See no evil, hear no evil, judge as evil? Examining whether *Al-Jazeera* English-language website users transfer credibility to its satellite network. In Guy Golan, Thomas J. Johnson and Wayne Wanta (Eds.), *International Media in a Global Age*. (pp. 241-260). Philadelphia: Routledge.

Refereed journal articles

- Huang, Y. & Fahmy, S. (In press). Same Events, Two Stories: Comparing the photographic coverage of the 2008 Anti-China/Olympics Demonstrations in Chinese And U.S. Newspapers. *International Communication Gazette*, 74.
- Neumann, R. & Fahmy, S. (In press). Analyzing the Spell of War: A war/peace framing analysis of the 2009 visual coverage of the Sri Lankan civil war in Western newswires. *Mass Communication And Society*, 15(2).
- Shin, J. H., Fahmy, S. & Lewis, R. A. (In press). For Audience Interest or For Journalistic Convenience? A visual analysis of Hurricane Katrina. *Newspaper Research Journal*, 33(1).
- Fahmy, S. & Johnson, T. (In press). Invasion vs. Occupation: A trend analysis of how embeds assess influences and performance in covering the Iraq War. *International Communication Gazette*, 74(1).

- Fahmy, S. & Neumann, R. (2011). Shooting War Or Peace Photographs? An examination of newswires' coverage of the conflict in Gaza (2008-2009). *The American Behavioral Scientist*, 55(2).
- McKinley, C. & Fahmy, S. (2011). Passing the 'Breakfast Test': Exploring the effects of varying degrees of graphicness of war photography. *Visual Communication Quarterly*, 18(2), 70-83.
- Fahmy, S., Wanta, W., Johnson, T. & Zhang, J. (2011). The Path to War: Exploring a second-level agenda building analysis examining the relationship among the media, the public and the president. *International Communication Gazette*, 73(4), 322-342.
- Fahmy, S. & Al-Emad, M. (2011). *Al-Jazeera* Versus *Al-Jazeera*: A comparison of the network's English- and Arabic- online coverage of the U.S./Al Qaeda Conflict. *International Communication Gazette*, 73(3), 216-232.
- Liu, X. & Fahmy, S. (2011). Exploring the Spiral of Silence in the Virtual World: Individuals' willingness to express personal opinions in online versus offline settings. *Journal of Media And Communication Studies*, 3(2), 45-57.
- Fahmy, S. (2010). Contrasting Visual Frames of Our Times: A framing-analysis of English- and Arabic- language press coverage of War and terrorism. *International Communication Gazette*, 72(8), 695-717.
- Johnson, T. & Fahmy, S. (2010). When 'Good' Conflicts Go Bad: Testing a frame-building model on embeds' attitudes toward government news management in the Iraq War. *International Communication Gazette*, 72(6), 521-544.
- Fahmy, S., Relly, J. & Wanta, W. (2010). President's Power to Frame Stem Cell Views Limited. *Newspaper Research Journal*, 31(3), 62-74.
- Johnson, T. & Fahmy, S. (2010). Who is Winning the Hearts and Minds of the Arab Public? An examination of how Arab viewers judge the credibility of *Al-Jazeera*, *Al-Arabiya*, *Al-Hurra* and local Arab stations. *International Communication Research Journal*, 45(1-2) 24-48.
- Fahmy, S. & Roedl, S. (2010). Lessons from Virginia Tech: Exploring disparities and commonalities between visual coverage in U.S. newspapers and victims' families' perceptions. *Visual Communication Quarterly*, 17(2), 91-107.
- Johnson, T. & Fahmy, S. (2010). 'When Blood Becomes Cheaper than a Bottle of Water': How viewers of the English version of *Al-Jazeera* website judge graphic images of conflict. *Media, War & Conflict*, 3(1), 43-66.
- Zhang, J. & Fahmy, S. (2009). Color Revolutions in Colored Lenses: A comparative analysis of U.S. and Russian press coverage of political movements in Ukraine, Belarus and Uzbekistan. *International Journal of Communication*, 3, 517-539.
- Fahmy, S. & Johnson, T. (2009). How Embedded Journalists in Iraq Viewed the Arrest of *Al-Jazeera*'s Most Prominent Reporter TaysirAlouni. *Media, War & Conflict*, 2(1), 45-63.
- Johnson, T. & Fahmy, S. (2009). Embeds' Perceptions of Censorship: Can you criticize a soldier then have breakfast with him the next morning? *Mass Communication And Society*, 12(1), 52-77.

- Fahmy, S. & Kim, D. (2008). Picturing the Iraq War: Constructing the image of war in British and U.S. press. *International Communication Gazette*, 70(6), 443-462.
- Johnson, T. & Fahmy, S. (2008). The CNN of the Arab World or a Shill for Terrorists? How support for press freedom and political ideology predict credibility of *Al-Jazeera* among its audience. *International Communication Gazette*, 70(5), 339-362.
- Fahmy, S. (2008). Current Trends in Online News Operations and Importance of Present and Future Journalism Skills. *Newspaper Research Journal*, 29(3), 23- 39.

Conference papers

- Fahmy, S. & Al-Emad, M. Did they tone it down? Comparing the coverage of the Iraq War in Al-Jazeera English-language website in 2004 versus 2007. Paper presented at the Midwest Association for Public Opinion Research (MAPOR) annual conference. Chicago, Ill., November 2011.
- Zhang, J. & Fahmy, S. Live Tweeting At Work: The use of social media in public diplomacy. Presented to the Communication Technology (CTEC) Division at the AEJMC convention. St. Louis, Mo., August 2011.
- Bowe, B. J., Fahmy, S. & Wanta, W. The Second Level Agenda Setting Effect of News Coverage Of Islam In American Newspapers. Presented to the Religion and Media interest group at the AEJMC convention. St. Louis, Mo., August 2011. (The paper won second place in the faculty award paper competition of the Religion and Media Interest Group, AEJMC.)
- Seate, A. S. & Fahmy, S. Level Of Expertise, Webpage Type And Internet Credibility: Understanding Internet journalism in the context of the Iran Revolution. Presented to the Journalism Division at the International Communication Association (ICA) convention. Boston, Mass., May 2011.
- Huang, Y. & Fahmy, S. Symbols Of Nationalism Or Symbols Of Repression? The visual framing of the 2008 Olympic torch relay in U.S. and Chinese Dailies. Presented to the Visual Communication Studies Division at the ICA convention. Boston, Mass., May 2011. (The paper was selected for inclusion in an initiative that includes a virtual overlay portion of the ICA convention.)
- Neumann, R. & Fahmy, S. Analyzing The Spell of War: A war/peace framing analysis of the 2009 visual coverage of the Sri Lankan Civil War in newswires. Presented to the International Communication Division at the AEJMC convention. Denver, Colo., August 2010. (The paper won second place in the Bob Stevenson Open Paper Competition of the International Communication Division, AEJMC.)
- Fahmy, S. & Neumann, R. Shooting War Or Peace Photographs? An examination of newswires' coverage of the conflict in Gaza (2008-2009). Presented to the Visual Communication Studies Division at the ICA convention. Singapore, June 2010.
- Huang, Y. & Fahmy, S. Same Events, Two Stories: Comparing the photographic coverage of the 2008 anti-China/Olympics demonstrations in Chinese and U.S. newspapers. Presented to the Visual Communication Studies Division at the ICA convention. Singapore, June 2010.

- Johnson, T. & Fahmy, S. When Blood Becomes Cheaper Than A Bottle Of Water. Presented to the World Association for Public Opinion Research (WAPOR) convention. Lausanne, Switzerland, September 2009.
- Nisbet, E. & Fahmy, S. USA's Image Overseas: Contributing factors, image effects and public diplomacy implications. Presented to the International Communication Division at the AEJMC annual conference. Boston, Mass., August 2009.
- Liu, X. & Fahmy, S. Testing The Spiral Of Silence In The Virtual World: Monitoring opinion-climate online and individuals' willingness to express personal opinions in online versus offline settings. Presented to the Political Communication Division at the ICA convention. Chicago, Ill., May 2009.
- Johnson, T. & Fahmy, S. A Star Is Shorn: How embedded journalists in Iraq viewed the arrest of Al-Jazeera's most prominent reporter TaysirAlouni. Presented to the Midwest Association for Public Opinion Research (MAPOR) conference. Chicago, Ill., November 2008.
- Al-Emad, M. & Fahmy, S. The Iraq War On Al-Jazeera Websites: Did the English -and Arabic- language users experience different online coverage? Presented to the International Communication Division at the AEJMC conference. Chicago, Ill., August 2008.
- Fahmy, S. & Roedl, S. Lessons From Virginia Tech: Examining disparities and commonalities between visual coverage in U.S. newspapers and audience perceptions. Presented to the Visual Studies Division at the ICA convention. Montreal, Canada, May 2008.

CELESTE GONZALEZ DE BUSTAMANTE

Assistant Professor (member of the faculty since 2006)

Fellowships

- Udall Center for Public Policy. Research Fellowship. To conduct research project entitled, "Journalism on the Periphery: The Impact of Drug-Related Organized Crime on News Production in Sonora, Mexico since 2006." Fall 2011.
- Dart Center for Journalism and Trauma. Columbia University, New York City. June 2010.

Books and chapters

- González de Bustamante, C. *'Muy buenas noches': Mexico, Television and the Cold War*. Forthcoming, University of Nebraska Press.
- González de Bustamante, C. and O. Santa Ana, eds. *Arizona Firestorm over Immigration: Global Realities, National Media, and Provincial Politics*. Forthcoming, Rowman and Littlefield.

Refereed journal articles

- González de Bustamante, C. (2010). "Club de señoritas: productions of Mexican femininity in the 1950s." *Studies in Latin American Popular Culture*, 28, 132-140.
- González de Bustamante, C. (2010). "Olympic Dreams and Tlatelolco Nightmares: Mexican Television News, 1968." *Mexican Studies/Estudios Mexicanos*, 26(1), 1-30.

- González de Bustamante, C. (2009). "Dependency and development: the importance of TV news in the history of Mexican television." *Revista Galáxia, São Paulo*, 18, 247-262.
- González de Bustamante, C. and Beatriz Becker, Universidade Federal do Rio de Janeiro (2010). "The Past and the Future of Brazilian Television News." *Journalism: Theory, Practice and Criticis*, 10(1), 45-68.

Conference papers

- González de Bustamante, C. "The historical roots of SB 1070 and Arizona's anti-immigrant strategy." Presented to the Rocky Mountain Council for Latin American Studies conference, Santa Fe, N.M., April 6-9, 2011.
- González de Bustamante, C. "Hot Moments, Cool Media: The Struggle over the Moral Geography of the U.S-Mexico Borderlands." Presented to the Rocky Mountain Council for Latin American Studies conference, Santa Fe, N.M., April 6-9, 2011.
- González de Bustamante, C. "Historical Patterns in Covering Immigrants and Their Communities." Presented to the Association for Borderlands Studies conference, Reno, Nev., April 14-17, 2010.
- González de Bustamante, C. "'Terroristas' and torch carriers: Televising the Cold War in Mexico, 1968." Presented to the American Historical Association and Conference on Latin American History, San Diego, Calif., Jan. 6-9, 2010.
- González de Bustamante, C. "*Los primeros noticia rios televisivos* (the first television newscasts): A Case of Dependency and Development in Mexico and Latin America." Paper presented at the Latin American Studies Association Congress, Mass Media and Popular Culture Section, Rio de Janeiro, Brazil, June 11-14, 2009.
- González de Bustamante, C. "*Memorias del '68*: Media, Massacre, and the Construction of Collective Memories." Presented to the conference of the Rocky Mountain Council for Latin American Studies, Santa Fe, N.M., March 4-7, 2009.
- González de Bustamante, C. "The First Television Diplomats: Changing Media and Political Landscapes on Mexican Television News, 1959" Presented to the International Communication Association Conference, Journalism Studies Division, Montreal, Canada, May 22-26, 2008.
- González de Bustamante, C. "Televising Mexican Femininity: Shaping and Shapely Identity in the 1950s." Presented to the annual meeting of the Conference on Latin American History, at the American Historical Association conference. Washington, D.C., Jan. 3-5, 2008.
- González de Bustamante, C. "Aliens,' Agents, and Activists: How Television Shaped Public Opinion about Undocumented Immigrants, 1977-1981." Presented to the National Association of Chicana and Chicano Studies conference. San Jose, Calif., April 2007.
- González de Bustamante, C. "A Case of Convergence and Contradiction: the *alunizaje* (lunar landing) as reported on Mexican Television News, 1969." Presented to the Rocky Mountain Council for Latin American Studies conference. Santa Fe, N.M., January 2007.

- González de Bustamante, C. “Hot Rockets and Cold War, Mexican Television News, 1957-1969.” Brazil International Journalism Conference. This was the only paper by a U.S. scholar selected for presentation. Porto Alegre, Brazil, November 2006.

Book reviews

- González de Bustamante, C. (2008). *From Mestizo to Multicultural: National Identity and Recent Representations of the Conquest*, Carrie E. Chorbain *Hispanic American Historical Review*, 88(4), 709-710.
- González de Bustamante, C. (2007). *Newsrooms in Conflict: Journalism and the Democratization of Mexico*, on *JHistory*.

KEVIN R. KEMPER

Assistant Professor (member of the faculty since 2005)

Fellowships

- Research fellow, Native American Journalists Association, Norman, Okla., November 2010-Spring 2011. Conducted research about free press and information issues for American Indian and Alaska Native tribes.
- Visiting scholar, Gaylord College of Journalism and Mass Communication, University of Oklahoma, Norman, November-December 2010. Conducted and presented research about free press and information issues for American Indian and Alaska Native tribes.
- Research fellow, First Amendment Project, Oakland, Calif., Fall 2010. Conducted research about government speech doctrine, assisting with research and writing for litigation support.

Monograph

- Kemper, K. R. (2010). “Who speaks for Native Americans? Tribal journalists, rhetorical sovereignty, and freedom of expression.” *Journalism & Communication Monographs*, 12(1).

Refereed law review articles

- Carter, E. L., Kemper, K. R., Brown, A., & Philips, J. C. (2009). “Executing the Powers With Which It Is Intrusted”: A view from *The Federalist* on government speech. *Communication Law & Policy*, 14, 453.
- Carter, E. L., Kemper, K. R., Morgenstern, B. L. (2006). “Applying *Hazelwood* to the college press: Forum doctrine and government speech in the U.S. Courts of Appeal.” *South Texas Law Review*, 48, 157.

Conference papers

- Kemper, K. R. “Solving misrepresentations through rhetorical sovereignty: Native Americans and African Americans using mass media during the Age of Jackson.” Presented to Public Address Division of National Communication Association, San Diego, Calif., November 2008.
- Carter, E. L., Kemper, K. R., & Philips, J. C. “Government speech in Ireland, Australia and the U.S.A.: Evolving definitions within constitutional frameworks.” Presented to Communication Law and Policy Division of International Communication Association, Montreal, Quebec, Canada, May 2008.

- Kemper, K. R. "Rwandan Genocide: Showing the Need to Encourage Freedom of the Press and Discourage Ethnic Violence." Presented to the Law Division of AEJMC, Washington, D.C., August 2007.
- Kemper, K. R. "What *New York Times Co. v. Tasini* teaches newspaper managers and freelancers about cooperation." Media Management Division of AEJMC, Washington, D.C., Aug. 12 2007.
- Kemper, K. R. "Genocide in Rwanda: Exploring how freedom of the press could discourage rather than encourage ethnic violence." Scholar-to-Scholar Session of International Communication Division of AEJMC, Midwinter Conference, Reno, Nevada, Feb. 23-24, 2007.
- Carter, E. L., Kemper, K. R., & Morgenstern, B. "Applying *Hazelwood* to the college press: Forum doctrine and government speech in the U.S. Courts of Appeal." First place faculty paper in Law Division of AEJMC, Southeast Colloquium, Tuscaloosa, Ala., March 2006.

Invited articles

- Kemper, K. R. "It may be a tedious process, but journalists can gain access to deportation hearings." *News Media & the Law* (Reporters Committee for Freedom of the Press: Winter 2011).
- Kemper, K. R. "After 150 years, the wisdom of early Arizona newspaper publishers can help the industry survive through its darkest days." *ANagrams* (Arizona Newspapers Association: April 2009).
- Kemper, K. R. "Sustaining Journalism and Fractal Ecology: Exploring a New Research Agenda for Maximizing Economy, Equity and Ecology for U.S. Newspapers." *The Convergence Newsletter*, 6 (The University of South Carolina: December 2007). Online at <http://www.jour.sc.edu/news/convergence/v5no6.html#Kemper>
- Kemper, K. R. "Newspaper Next." *ANagrams* (Arizona Newspapers Association: December 2007).

Newspaper columns

- Kemper, K. R. "Walking in two worlds, without a home: Being part-Indian and a journalist." *Native Perspectives* (University of Arizona chapter of Native American Journalists Association: Spring 2009).
- Kemper, K. R. "Sound the alarm on these intruders." *Arizona Daily Star* (Oct. 28, 2007).
- Kemper, K. R. "Press should follow *Times*' fearless example." *Arizona Daily Star* (July 4, 2006).

Encyclopedia entry

- Kemper, K. R. "Law and policy of government speech." *The International Encyclopedia of Communication*, Wolfgang Donsbach, general ed., Kyu Ho Youm, area ed., Blackwell Publishing/International Communication Association (2008).

LINDA LUMSDEN

Assistant Professor (member of the faculty since 2006)

Research awards

- Honorable Mention, Maurine Beasley Award for Outstanding Paper in Women's History, American Journalism Historians Association, 2008.
- Maurine Beasley Award for Outstanding Paper in Women's History, American Journalism Historians Association, 2007.
- Maurine Beasley Award for Outstanding Paper in Women's History, American Journalism Historians Association, 2006.

Books

- Lumsden, L. *Black, White, and Red All Over: A Cultural History of the Radical Press in Its Heyday, 1900-1917* (Kent State University Press, forthcoming 2012).

Refereed journal articles

- Lumsden, L. (2010). "Striking Images: An Analysis of the Visual Rhetoric in the Radical Press," *Visual Communication Quarterly*, 17, 225-40.
- Lumsden, L. (2009). "Good Mothers with Guns: Framing Black Womanhood in *The Black Panther*, 1968-1980," *Journalism and Mass Communication Quarterly*, 86(4), 900-22.
- Lumsden, L. (2009). "'Women's Lib Has No Soul'? An Analytical Challenge to Myths Surrounding the Black Press's Coverage of the Women's Liberation Movement, 1968-1973," *Journalism History*, 35, 118-30.
- Lumsden, L. (2007). "Anarchy Meets Feminism: A Gender Analysis of Emma Goldman's *Mother Earth*, 1906-1917," *American Journalism*, 24, 49-72.
- Lumsden, L. (2007). "The Essentialist Agenda of the 'Woman's Angle' in Cold War Washington: The Case of Associated Press Reporter Ruth Cowan," *Journalism History*, 33, 2-13.

Conference papers

- Lumsden, L. "Newspaper by Committee: Counter-Hegemonic Functions of the Socialist Daily *The [New York] Call*," Presented to American Journalism Historians convention, Oct. 6, 2011.
- Lumsden, L. "Striking Images: An Analysis of the Visual Rhetoric in the Radical Press," Presented to American Journalism Historians convention, Oct. 10, 2009, Birmingham, Ala.
- Lumsden, L. "Good Mothers with Guns: The Social Construction of Black Womanhood in *The Black Panther*, 1967-1980," Presented to American Journalism Historians convention, Seattle, Wash., Oct. 1, 2008.
- Lumsden, L. "'Women's Lib Has No Soul'? An Analytical Challenge to Myths Surrounding the Black Press's Coverage of the Women's Liberation Movement, 1968-1973." Presented to American Journalism Historians convention, Richmond, Va., Oct. 13, 2007.
- Lumsden, L. "The *Chicago Defender* Rides the Second Wave: Coverage of the Women's Liberation Movement, 1968-1973," Presented to Organization of American Historians convention, Minneapolis, Minn., March 30, 2007.

- Lumsden, L. “Anarchy Meets Feminism: A Gender Analysis of Emma Goldman’s *Mother Earth*, 1906-1917,” Presented to American Journalism Historians convention, Wichita, Kan., Oct. 14, 2006.
- Lumsden, L. “Down the Tubes: The Rise and Fall—and Rise Again—of New York City’s Pneumatic Tubes,” Presented to New York State Historians Conference, New York, N.Y., June 2, 2006.

Encyclopedia entries

- Lumsden, L. (2010). “*Mother Earth*,” in John Downing, ed. *Encyclopedia of the Social Movement Press* (Thousand Oaks, Calif.: Sage).
- Lumsden, L. (2009). “Ladies Auxiliary Antislavery Societies,” in Peter Hinks and John McKivigan, eds., *An Encyclopedia of Antislavery, Abolition, and Emancipation* (Westport, Conn.: Greenwood Press).
- Lumsden, L. (2008). “Josephine St. Pierre Ruffin,” in *Oxford Encyclopedia of Women in World History* (New York: Oxford University Press).
- Lumsden, L. (2008). “Inez Milholland,” in *Facts on File: Women in American History* (New York: Facts on File)
- Lumsden, L. (2007). “*The Masses*,” in *Encyclopedia of Journalism* (London: Taylor & Francis).
- Lumsden, L. (2006). “Female Anti-slavery Societies,” in Peter P. Hinks and John McKivigan, eds. *An Encyclopedia of Antislavery and Abolition*, Vol. I (Westport, Conn.: Greenwood Press).

Book reviews

- Lumsden, L. (2009). *The Radical Jack London: Writings on War and Revolution in American Journalism* for *American Journalism*, 26, 128-29.
- Lumsden, L. (2008). *Alice Paul and the American Suffrage Movement* in *Journal of American History*, 95, 866-67.
- Lumsden, L. (2008). *From the Battlefield to the Bridal Suite: Media Coverage of British War Brides, 1942-1946* in *Journalism History*, 34, 55-56.
- Lumsden, L. (2007). *Freedom from Advertising: E.W. Scripps’s Chicago Experiment* in *American Journalism*, 24, 115-16.
- Lumsden, L. (2007). *Art in Crisis: W.E.B. DuBois and the Struggle for African American Identity and Memory*, on H-Net (October 2007).
- Lumsden, L. (2007). *Women Making News: Gender and Journalism in Modern Britain* in JHistory Listserv on H-Net, April 2007.
- Lumsden, L. (2006). *The Man Who Invented Fidel: Castro, Cuba, and Herbert L. Matthews of the New York Times* in JHistory Listserv on H-Net, December 2006.
- Lumsden, L. (2006). *Women and the Press: the Struggle for Equality* in *Journalism History*, 31(4), 219.

Non-refereed academic articles

- Lumsden, L. (2008). “The Golden Tubes,” *New York Archives*, 7, 8-11.
- Lumsden, L. (2007). “A Dozen Best: Biographies and Memoirs of Women in Print Journalism History,” *American Journalism*, 24, 138-44.
- Lumsden, L. (2006). “How Peggy Taught Me to write a Book,” *Journalism Studies*, 479-81.

JEANNINE RELLY

Assistant Professor (member of the tenure-track faculty since 2009; previously member of clinical faculty since 2004; taught as an adjunct in 1998 and 2003-04)

Research awards

- Third place, Bob Stevenson Paper Competition in the International Communication Division for research paper titled, "Do journalists have information access? Exploring news media freedom and colonial heritage in 42 nations." Presented to the Association for Education in Journalism and Mass Communication convention, Denver, August 2010.

Book chapters

- Relly, J.E. (forthcoming 2011). New and old institutions of information access: The cases of China and India. In Y. Chen & P. Chu (eds.), *E-Governance and cross-boundary collaboration: Innovations and advancing tools*. Hershey, PA: IGI Global.
- Relly, J.E. (2011). Corruption, secrecy, and access-to-information legislation in Africa: A cross-national study of political institutions. In S.L. Maret (ed.), *Research in Social Problems and Public Policy – Government Secrecy* (Volume 19, 2011). Bingley, United Kingdom: Emerald Group Publishing.
- Relly J.E. (2010). A comparative study of E-Government and political indicators in developing nations with and without access-to-information laws. In C.G. Reddick (ed.), *Comparative E-government: An examination of E-Government across countries* (pp. 525-542). New York: Springer.

Refereed journal articles

- Relly, J.E., & Cuillier, D. (2010). A comparison of political, cultural, and economic indicators of access to information in Arab and non-Arab states. *Government Information Quarterly*, 27(4), 360-370.
- Fahmy, S., Relly, J. E. & Wanta, W. (2010). President's power to frame stem cell views limited. *Newspaper Research Journal*, 31(3), 62-74.
- Relly, J.E., & Sabharwal, M. (2009). Perceptions of transparency of government policymaking: A cross-national study. *Government Information Quarterly*, 26(1), 148-157.

Conference papers

- Relly, J. E., & Schwalbe, C. Watchdog Journalism? Framing corruption and the Right to Information Act in the Indian Press. Presented to the International Communication Division, Association for Education in Journalism and Mass Communication convention, August 2011, St. Louis, Mo.
- Relly, J. E., & Cuillier, D. Comparing political, cultural, and economic indicators of access to information in Arab and Non-Arab states. Paper presented by David Cuillier to the International Communication Association conference, Singapore (2010).
- Relly, J. E. The diffusion of access-to-information legislation: A cross-national contextual analysis. Paper presented to the Communication Law and Policy Division at the International Communication Association conference, Chicago (2009).

- Relly, J. E. Does access to information legislation influence the level of corruption in developing countries? Paper presented to the Political Science Division at the Western Social Science Association Conference, Calgary, Alberta (2007).
- Relly, J. E., & Sabharwal, M. Do economic and political institutions contribute to transparency in governance? Paper presented to the Governance, Institutions, and Networks Conference, Trinidad, West Indies (2006).
- Relly, J. E. Policy issue networks and the U.S. Freedom of Information Act: An examination of 50 years of Congressional testimony. Presented to the Communication Law and Policy Division at the Association for Education in Journalism and Mass Communication national conference, San Francisco (2006).
- Relly, J. E., & Sabharwal, M. Do nations with access to information laws govern better than countries without the law? Presented to the Western Social Science Association Conference in Phoenix (2006).
- Relly, J. E., & Sabharwal, M. Countries with access to information laws: An examination of political and economic institutions. Presented to the Midwestern Political Science Association Conference, Chicago (2006).

Poster presentation

- Relly, J. E. Discussant, poster session on political communication and the Internet at the Association for Education in Journalism and Mass Communication national conference, San Francisco (2006).

CAROL SCHWALBE

Associate Professor (member of the faculty since January 2010)

Books

- Mark Lodato, Susan C. Green, Carol B. Schwalbe, & B. William Silcock (2011). *News Now! Visual Storytelling in the Digital Age*. Boston: Allyn & Bacon.

Conference papers

- Relly, J., & Schwalbe, C. Watchdog Journalism? Framing corruption and the Right to Information Act in the Indian Press. Presented to the International Communication Division, Association for Education in Journalism and Mass Communication convention, August 2011, St. Louis, Mo.

PROFESSORS OF PRACTICE FACULTY

BRUCE ITULE

Professor of Practice (member of the faculty since 2008)

Books

Itule, Bruce & Anderson, D. *News Writing and Reporting for Today's Media*. Random House, Inc., New York. McGraw-Hill, Inc., New York. (updated 2007)

Magazine articles

- "On the Right Tracks." *Arizona Highways*, 12 (February 2011)
- "Meat and Potatoes." *Arizona Highways*, 7 (November 2009).
- "Inn Style." *Arizona Highways*, 7 (May 2009).
- "Mary Jane's Masterpiece." *Arizona Highways*, 8 (April 2009).

JAMES MITCHELL

Assistant Professor of Practice (member of the faculty 2000-2005 and 2009-present)

Newspaper columns

- Story Shows Lapse in Ethics, *Fort Collins Coloradoan*, Sept. 10, 2008.
- Bad Word Prompts Worse Reaction, *Fort Collins Coloradoan*, Sept. 25, 2007.

KIM NEWTON

Assistant Professor of Practice (member of the faculty since 2007)

Non-refereed academic article

- Newton, K. (2010). "The Power of Protest: Images from South Korea's Road to Democracy," Special Issue: Images of War, *Media, War & Conflict*, 3(1).

MORT ROSENBLUM

Professor of Practice (member of the faculty since 2008)

Professor Rosenblum is currently leading an international investigative-reporting project that is exploring the reasons for the decline of Pacific Ocean fisheries. The work is being sponsored by the Center for Public Integrity, an organization that focuses on investigative journalism. Rosenblum and his team did extensive reporting in Europe, spent a month in Chile and Peru this summer, with plans to work in Hong Kong, New Zealand and the South Pacific.

Books

- Rosenblum, M. (2010). *Little Bunch of Madmen: Elements of Global Reporting*, Millbrook, N.Y.: DE.mo Design.

Articles

- Out of its heartland, a definition of today's Vietnam, Global Post, Sept. 23, 2010, <http://www.globalpost.com/dispatch/study-abroad/100914/vietnam-war-communism-hue-ho-chi-minh>
- Boat people return to An Bang, Global Post, Aug. 22, 2010), <http://www.globalpost.com/dispatch/vietnam/100818/an-bang-war-economy>
- Today's Vietnam is "same-same but different" Global Post, Aug. 18, 2010), <http://www.globalpost.com/dispatch/vietnam/100817/war-communist-party-ho-chi-minh-city-da-nang>
- French floods leave heartbreak, Global Post, June 17, 2010), <http://www.globalpost.com/dispatch/france/100617/france-floods-draguignan-climate-change>
- Global fury over a local spill (Posted on Global Post, June 4, 2010), <http://www.globalpost.com/dispatch/global-green/100603/gulf-of-mexico-oil-spill-response>
- Beyond Towering Babble: Good Schools, Real News July 29, 2009 - Featured on Huffington Post), http://www.mortrosenblum.net/mup_72909.html
- If We Fly Blind, Geese are the Least of It, Huffington Post, January 29, 2009), http://www.huffingtonpost.com/mort-rosenblum/if-we-fly-blind-geese-are_b_161585.html
- Roxana Brown: How Can This Happen in America? Huffington Post, July 18, 2008), http://www.huffingtonpost.com/mort-rosenblum/roxanna-brown-how-can-thi_b_113624.html

NANCY SHARKEY

Professor of Practice (member of the faculty since 2010)

Miscellaneous

- Contribute reporting and editing to *The New York Times* during news events in southern Arizona; coordinated local coverage of U.S. Rep. Gabrielle Giffords shooting, January 2011.
- Copy editor, Mort Rosenblum, *Little Bunch of Madmen: Elements of Global Reporting*. Millbrook, N.Y.: DE.mo Design, 2010.

ALAN WEISMAN

Laureate Professor of Practice (member of the faculty since 2003)

Books

- Weisman, A. (2007). *The World Without Us*. St. Martin's Press/Thomas Dunne Books. *New York Times* bestseller list and published in 35 foreign editions. Awards have included:
 - *Time Magazine* Best Nonfiction Book of 2007
 - *Mother Jones Magazine* Best of 2007 Media Pick
 - *Salon* Top Five Nonfiction Books of 2007

Anthologies

- Weisman, A. (2010). *Moral Ground: Ethical Action for a Planet in Peril*. Trinity University Press.
- Weisman, A. (2009). *Best Buddhist Writing 2009*. Shambhala.
- Weisman, A. (2008). *A Passion for This Earth*. Greystone Books.
- Weisman, A. (2006). *Best American Science Writing 2006*. Harper Collins.

Articles

- Weisman, A. (2010). "Is the Earth Striking Back?" CNN Opinion, April 23.
- Weisman, A. (2009). "Why Save the World?" *Omega Lifetime Magazine* (The Netherlands), November.
- Weisman, A. (2008). "Three Planetary Futures," *VanityFair.com*, April.
- Weisman, A. (2008). "Built to Last," *Wilson Quarterly*.

TERRY WIMMER

Professor of Practice (member of the faculty since 2006)

Newspaper column

Wimmer, T. (2007, April 29). "TV's Darkest Hour," *Arizona Daily Star*.

MAGGY ZANGER

Professor of Practice (member of the faculty since 2005)

Encyclopedia entries

- Zanger, M. (2010). "Kurdish Mountain Journalism," in *International Encyclopedia of Alternative Media and Communication*. Thousand Oaks, Calif.: Sage.
- Zanger, M. (2008). "Kurds and Kurdistan," in *Oxford Encyclopedia of the Modern World: 1750 to Present*. Oxford, UK: Oxford University Press.
- Zanger, M. (2007). "Mas'udBarzani," in *Biographical Encyclopedia of the Modern Middle East*. Farmington Hills, Mich.: Thomson Gale.

Book reviews

- Zanger, M. (2009). *Kurdish Identity: Human Rights and Political Status*, by Charles G. MacDonald and Carole A. O’Leary, eds., in *International Journal of Middle East Studies*, 41, 532-533.

Invited Article

- Zanger, M. (2007). “Uninformed in America: Media Coverage and the War in Iraq,” *Arizona Alumnus*.

Newspaper column

- Zanger, M. (2008, March 9). “Turks aim to keep Kurds at the precipice,” *Arizona Daily Star*.
- Zanger, M. (2007, August 26). “US troops must not withdraw; Iraqi people concerned their voice won’t be heard,” op-ed, *Arizona Daily Star*.

5. Provide relevant sections of faculty guides, manuals or other documents in which the unit specifies expectations for scholarship, research, and creative and professional activity in criteria for hiring, promotion and tenure. Describe how the unit’s criteria for promotion, tenure and merit recognition consider and acknowledge activities appropriate to faculty members’ professional as well as scholarly specializations.

Promotion policies for the Arizona Board of Regents, University of Arizona, and College of Social and Behavioral Science are in Appendix H. The school’s hiring, promotion and tenure criteria are detailed in Appendix E.

School policies make it very clear that professional scholarship and creative activity, as well as traditional academic scholarship and creative activity, are important to school decisions on these matters. In the section titled, “Hiring,” the document states: “Substantial professional experience as a reporter or editor is a preferred qualification” for tenure-track candidates at all ranks.¹² Such candidates must have “an unquestioned reputation for excellence in journalism.”¹³ Under the section titled, “Guidelines for Faculty Promotion and Tenure,” the document states:

Publication is expected of a professional journalist and should be second nature. This can take two forms: Publication in the area of professional journalism as well as that type of publication involving research and criticism contributing in a practical manner to the understanding of the field. Every faculty member should be an active scholar in his or her specialty and achieve a national reputation among journalism peers.¹⁴

The document later defines research as including “writing for scholarly journals” or “writing substantive articles of merit for professional journals.”¹⁵ Tenure-track faculty are encouraged

¹² *University of Arizona School of Journalism Faculty Hiring and Promotion Policies*, Appendix E, p. 2.

¹³ *Ibid.*

¹⁴ *Ibid.*, p. 3.

¹⁵ *Ibid.*, p. 3.

to focus their publication efforts on peer-reviewed scholarly research because of the expectations at the college and university level.

School policies also outline the expectations for promotion for professors of practice. These were developed to provide clear guidance for faculty in the expectations to become associate or full professors of practice. To become an associate professor of practice, a person must demonstrate leadership in advising students and production of “high-quality creative, scholarly, or professional work,”¹⁶ among other things. Those wishing full professor of practice status must be recognized as a national or international figure in his or her field.

6. Describe the institution’s policy regarding sabbaticals, leaves of absence with or without pay, etc.

Sabbatical leaves may be granted to tenured faculty members every seventh year. The University Handbook for Appointed Personnel states that sabbaticals may be granted for the following reasons:

The University prizes an inclusive view of scholarship with the recognition that knowledge is acquired and advanced through research, synthesis, practice, and teaching. Given this philosophy, sabbatical leaves are to be granted to further any of the following objectives: research and publication, teaching improvement (including the creation of teaching materials such as new textbooks, software, multimedia materials, or casebooks), intensive public service clearly related to the applicant’s expertise, and integration and interpretation of existing knowledge into larger interdisciplinary frameworks.¹⁷

Faculty members submit applications for sabbatical leave to the college. A committee reviews applications and makes recommendations to the dean, who has final approval. A candidate whose sabbatical proposal is rejected may appeal to the university’s Sabbatical Leave Advisory Committee.

Sabbatical leaves may be for one semester at full pay, or for one year at 60 percent pay. This may be supplemented by fellowships, scholarships, employment or grants-in-aid to cover expenses such as travel, secretarial assistance or other research and publication expenses. The UHAP has an explicit provision stating that “compensated activity may not unduly interfere with the objective of the sabbatical.”¹⁸

After a sabbatical has been completed, faculty members must return to the university for at least the same length of time they were on sabbatical. If faculty members leave the university

¹⁶ Ibid., p. 5.

¹⁷ University of Arizona, *University Handbook of Appointed Personnel*, Chapter 8, Section 8.03.02. See Appendix I, or <http://uhap.web.arizona.edu/chap8.html>.

¹⁸ Ibid., paragraph F.

before fulfilling this obligation, they may have to refund all compensation they received from the institution during the sabbatical.

The university also may approve paid leave for faculty members who receive prestigious fellowships or other research awards that do not cover their full salaries. In these cases, the college will provide up to 50 percent of the faculty member's salary. These leaves must be approved by the department head, dean and provost. Faculty members are expected to return to the university for at least the length of time they were on leave.¹⁹

The university also provides faculty with paid health-related leave, including sick leave, bereavement leave, and accident and injury leave. Faculty members also can receive paid leave to fulfill legal responsibilities, including voting, serving on juries or testifying as a material witness. Faculty also may be granted paid leave in the event of natural disasters or other situations that threaten their health or safety.²⁰

Faculty members can request unpaid leave for any general purpose for up to one year. Such leaves must be approved by the dean and the provost, and may be renewed. Faculty members can retain health-care benefits for six months if they pay the university's share of the monthly premium, as well as their own.²¹

Faculty members also may request unpaid leave for medical reasons if they have exhausted their sick leave. Up to six months' leave is granted for pregnancy and recuperation, and faculty members can request that their tenure clocks be stopped.²² Faculty members are covered under the federal Family Medical Leave Act, which ensures that the university covers its share of health-care premiums for up to four months.²³

Unpaid leave to fulfill military duty is available in accordance with Arizona and federal law.²⁴

Faculty members can request unpaid leave to run for or to serve in public office. The university president determines the lengths of such leaves.²⁵

Unpaid leave also is provided to any crime victim, or member of a victim's family, to participate in legal proceedings related to the crime, in accordance with the Arizona Victim's Leave Law, ARS § 13-4439; § 8-420.²⁶

¹⁹ Ibid., Section 8.03.03.

²⁰ Ibid., Sections 8.03.02 and 8.03.01.

²¹ Ibid., Section 8.04.01

²² Ibid., Section 8.04.02.

²³ Ibid., Section 8.04.06.

²⁴ Ibid., Section 8.04.03.

²⁵ Ibid., Section 8.04.04.

²⁶ Ibid., Section 8.04.07.

7. List faculty who have taken sabbaticals or leaves during the past six years, with a brief description of the resulting activities.

David Cuillier

- **Spring 2010** – Third-year junior faculty research sabbatical to conduct a 45-day road tour of the United States gathering survey data and providing talks/training to about 1,000 journalists and citizens in 33 states, funded by the Society of Professional Journalists and National Freedom of Information Coalition.
- **Fall 2009** – Research fellowship provided by the UA Udall Center for Studies in Public Policy to examine U.S. citizen attitudes toward government secrecy and access to information. Provided materials toward a book in progress and planning for a national tour that took place in spring 2010.

Shahira Fahmy

- **Fall 2010** – Research leave to work on her book, *Visual Communication Theory and Research*.

Celeste González de Bustamante

- **Fall 2011** – Udall Center for Studies in Public Policy fellowship. Provides funding for a semester-long research leave. The leave is being used to undertake the research proposal entitled, “Journalism on the Periphery: The Impact of Drug-Related Organized Crime on News Production in Sonora, Mexico since 2006.”
- **Spring 2011** – Junior Sabbatical: The semester was used to: revise a manuscript for a book on the history of television news in Mexico that is being published by the University of Nebraska Press; develop a new research project that focuses on violence and journalism along the U.S./Mexico border; apply for funding to undertake the research project on violence and journalism along the border.

Kevin R. Kemper

- **Fall 2010** – The University of Arizona’s College of Social and Behavioral Sciences’ Junior Faculty Development Program, fall 2010, research sabbatical. He was a research fellow for the Native American Journalists Association, studying free press issues among tribes, a visiting scholar for the Gaylord College of Journalism and Mass Communication at the University of Oklahoma studying tribal press issues, and a research fellow for the First Amendment Project in Oakland, Calif., researching government speech doctrine.

Jacqueline Sharkey

- **Fall 2011** – Conducting research for a new edition of her book *Under Fire – U.S. Military Restrictions on the Media from Grenada to the Persian Gulf*, first published in 1991.

8. Describe travel funding, grant support, or other methods or programs the unit uses to encourage scholarship, research, and creative and professional activity.

The school traditionally has provided travel funding for every faculty member to attend at least one conference a year relating to their research or teaching interests. This funding came from discretionary funds, such as summer-school income, or other budgets. However, travel funding for conferences has been greatly reduced – and practically eliminated – during the past six years because of continued cuts at the university and the sweeping of all school operations funds since 2011.

Faculty are encouraged to apply for individual funding relevant to their research, in addition to startup funds provided for every tenure-track faculty member. However, one of the top priorities in the school strategic plan, adopted in 2011, is to identify sources of funding to once again provide consistent assistance for faculty travel funding. This is a top priority for the interim director in continuing to grow high-impact research from the school.

The school has provided indirect support for faculty to conduct research through teaching relief. For example, teaching relief was provided for Dr. Kevin R. Kemper so he could complete his dissertation, and all starting tenure-track faculty received a course reduction their first semester. Further, all tenure-track faculty who had successful third-year reviews, including Dr. David Cuillier, Dr. Celeste González de Bustamante, Dr. Kevin R. Kemper, and Dr. Linda Lumsden, were able to obtain junior sabbaticals through the college.

Recent successes in grant writing will contribute to the school's research mission. For example, the \$1 million State Department grant awarded in fall 2011 will employ three graduate student assistant positions, as well as other resources for faculty to engage in research through indirect cost returns provided by the grant. Further resources will be provided for faculty to pay for equipment (e.g., a school computer equipped with SPSS and other research-focused software) and other research expenses.

9. List faculty who have taken advantage of those programs during the past six years, with a brief description of the resulting activities.

David Cuillier

- Dr. Cuillier used annual travel funding negotiated in his initial contract (two conferences per year, although now removed in his latest contract when promoted to associate professor) and \$5,000 in research start-up funds from the School of Journalism for the past five years to present papers at more than a dozen national and international conferences, resulting in the bulk of his research, awards and service work, including serving as national Freedom of Information chairman for the Society of Professional Journalists and head of the AEJMC Law and Policy Division.
- His junior sabbatical and Udall research fellowship in 2009-10 allowed him to conduct a national study of journalists' use of public records during his national access tour, paid for by the Society of Professional Journalists. He also gathered information for a scholarly book he is writing about citizens' views toward freedom of information and government secrecy.

Shahira Fahmy

- Dr. Fahmy has received travel funds to attend AEJMC & ICA for the past six years. She also received funding for attending the International Studies Association (ISA) annual conference in 2009 and Broadcast Education Association (BEA) in 2011. Further, the school provided her a graduate research assistant for her first three years to aid her research.

Celeste González de Bustamante

- Dr. Gonzalez de Bustamante has been off this semester for her junior sabbatical, conducting research about the struggles journalists face in northern Mexico. Her Udall research fellowship also allowed her to work on a book that is about to be published. She also has received travel funding to present research at the 2006 AEJMC conference in San Francisco.

Kevin R. Kemper

- Dr. Kemper received a small grant through the University of Arizona's College of Social and Behavioral Sciences in fall 2009 for travel to American Native Press Archives at the University of Arkansas-Little Rock. He gathered data for a piece published in *Journalism & Communication Monographs* in 2010.

10. Describe actions by the unit administration to alert faculty members to opportunities to engage in scholarship, research, and creative and professional activity and to encourage faculty to engage in these activities.

Many of these actions have been described previously. The director encourages research by providing the faculty with emails and memoranda sent to unit administrators by the college or university regarding research issues and funding opportunities. The director helps faculty members establish relationships with people in other departments or colleges who have similar research interests.

Perhaps the most important way in which the school head encourages scholarship is through the meeting that the director has with each faculty member during the annual peer-review process. This meeting enables both parties to discuss the faculty member's research plans and needs, and to ensure that other elements of the workload are at levels consistent with maintaining an active research agenda. The school director has encouraged professors of practice who are interested in developing a research agenda, and will adjust their workload to reflect time spent on research.

11. Describe the unit's efforts to foster a climate that supports intellectual curiosity, critical analysis and the expression of differing points of view.

There is a very supportive spirit among journalism faculty members. They respect one another's research agendas and have a shared vision of building the school into an internationally known center for cutting-edge scholarship, excellent theoretical and professional training, and interdisciplinary work that will enhance the ability of journalists to fulfill their role of providing the public with the information that people need to be effective citizens in a democracy. This deep belief in the school's mission has led to an environment marked by an open exchange of views, which in turn has enhanced morale. The school's atmosphere has resulted in faculty members engaging in frequent discussions and e-mail exchanges about research and teaching issues.

Faculty members are encouraged to foster a research culture through holding colloquia to provide a venue for graduate students and faculty to present their areas of study. Dr. Kevin R. Kemper continues to organize these gatherings to foster curiosity in research. Also, Professors González de Bustamante and Kemper have initiated an informal research-development discussion group open to all faculty. The group meets periodically to discuss theories and methodologies as a way to explore research possibilities.

The school interim director has an open-door policy when it comes to discussing new research and teaching ideas, and encourages the expression of multiple points of view. The interim director also believes in fostering a collaborative atmosphere among faculty, and many are working together on research projects. For example, Dr. Jeannine Relly and Dr. González de Bustamante are working together to interview Mexican journalists along the border. Dr. Relly also teamed with Professor Maggy Zanger to survey more than 600 Iraqi journalists in summer 2011.

PART II, STANDARD 6

STUDENT SERVICES

Executive summary

The School of Journalism prides itself in assisting students in maneuvering through the university environment to graduate within four years and succeed in their careers. Retention rates are on the rise in the school, thanks in part to improved student advising through consolidation of advisors within the College of Social and Behavioral Sciences. The school's new full-time academic advisor is a former newspaper reporter from the *Tucson Citizen* who also obtained her teaching certificate. Also, the school hosts journalism clubs for extracurricular activities, provides students multimedia assistance through a full-time instructional technology facilitator, and offers counseling and resources by a full-time internship coordinator.

1. Complete and attach Table 10, "Student Aid."

See next page.

Table 10. Student Aid

Student aid for each of the two years preceding the accreditation visit.

	2009 - 2010	2010 - 2011
SCHOLARSHIPS AWARDED TO UNDERGRADUATES IN THE UNIT		
Total amount of scholarship dollars from funds controlled by institution	N/A ¹	\$7,194,574
Number of students receiving scholarships from funds controlled by institution	N/A	509
Median individual scholarship from funds controlled by institution	N/A	\$14,135
Total amount of scholarship dollars from funds controlled by unit	\$41,500	\$40,349
Number of students receiving scholarships from funds controlled by unit	76	75
Median individual scholarship from funds controlled by unit	\$316	\$400
UNDERGRADUATE ASSISTANTSHIPS OR WORK-STUDY APPOINTMENTS		
Number of students holding appointments	1	3
Range of stipends	\$10/hour	\$10/hour
SCHOLARSHIPS AWARDED TO GRADUATE STUDENTS IN THE UNIT (graduate program not reviewed)		
Total of scholarships from funds controlled by institution		
Number of students receiving scholarships from funds controlled by institution		
Median individual scholarship from funds controlled by institution		
Total amount of scholarship dollars from funds controlled by unit		
Number of students receiving scholarships from funds controlled by unit		
Median individual scholarship from funds controlled by unit		

¹ Not available from the university.

2. Describe the academic advising process for ensuring that students are aware of unit and institutional requirements for graduation and receive career and academic advising. Attach advising guides, manuals, newsletters or other internal communication with students.

Academic advising is a collaborative relationship between the student and the advisor. The intent of this collaboration is to assist the student in developing meaningful educational goals that are consistent with personal interests, values and abilities – as well as helping students learn to take responsibility for their decisions regarding their academic careers. Effective academic advising also helps students utilize the extensive network of academic support services available on campus, and empowers them to take maximum advantage of the undergraduate opportunities at the University of Arizona.

The School of Journalism has one full-time undergraduate academic advisor. She holds a BA in journalism, worked as a professional in the field for more than 15 years and is a certified high school English teacher. Her duties include group and individual orientation of new freshman majors; counseling of transfer students; clarification of university policies and procedures to all majors; advising on choice of minor/double major; assisting in identifying appropriate campus resources for various needs; facilitating relationships between students and other individuals on campus (minor advisors, admissions officers, faculty, et al.); approving transfer credits and substitutions; processing degree checks; maintaining online and hard-copy student files; developing and approving thematic minors and study abroad plans; and guiding students toward timely graduation within four years. She also provides general career counseling, including advice about preparing for job interviews, writing résumés, finding faculty mentors and breaking into the journalism market. Students are encouraged to meet in person with the advisor at least twice a year. She maintains communication via the University of Arizona School of Journalism Facebook page, a student e-mail listserv, as well as provides individual assistance during appointments, walk-in hours and via phone and e-mail in cases of out-of-state/country students (e.g., study abroad).

The advising process begins on the day 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. Current students who are interested in changing majors meet individually with the advisor for half-hour orientations; they make appointments to see the advisor through an online scheduling system. The advisor has approximately 20 hours per week available for appointments and five hours per week available as walk-in hours. The remaining 15 hours per week are dedicated to answering student e-mails and phone calls, attending professional meetings/training for university advisors, and entering student data into UAccess Student, the university-wide data management system.

All students fill out a personal information sheet, which begins a hard-copy file that will follow the students as long as they remain in the school. Whenever a student meets with the advisor, notes are entered into UAccess Student and hard copies of notes taken during the advising session are placed in the student's hard-copy file. Various written guides are given to students regarding progression through the major, graduation requirements, finding general education courses to meet general-education university requirements, etc. Additionally, pre-

majors sign a contract that alerts them to deadlines for meeting the pre-major requirements, and all students sign an advising contract delineating the responsibilities between advisor-advisee. The advisor also provides handouts that further elucidate university policies and procedures on a literature rack outside her office. Examples of these various handouts, as well as sample listserv messages, are attached in Appendix J.

The advising contract is key to the advising relationship and notifies students of their responsibility to act on information dispersed through the advising listserv as well as delineating the different responsibilities between advisor-advisee. This contract serves to help students migrate from the world of high school, where they were frequently reminded of their responsibilities, to the world of post-secondary education where they are expected to be proactive in meeting their responsibilities. The advisor makes sure each student fully understands the details of the contract during freshman orientation and in individual advising sessions with those changing majors.

Students are added to the journalism listserv upon declaring the pre-major or transferring into the major from another discipline. All important information about university and school policies and procedures, deadlines, activities, lectures, internships and part-time jobs are sent through the listserv and, beginning fall 2011, were also posted on the aforementioned Facebook page.

Finally, the advisor welcomes students to drop in without appointments to discuss any type of academic or personal problem. The tone of the meetings is deliberately factual and nonjudgmental. After listening to the student's concern, the advisor determines if this is an issue that needs referral to another university resource or if the student simply needs help processing options available to him/her. The aim is to identify the root cause of the problem (over-commitment to extra-curricular activities; too high a course load; conflicts between school/work, etc.), explore various options and help the student take ownership of the solution.

Documents relating to university as well as School of Journalism advising policies and procedures are in Appendix J. These documents include:

- University Resources
 - Advising Resource Center Academic Advising Mission Statement
 - Advising Resource Center Advising Policies and Procedures
 - Advising Resource Center Advising Roles & Responsibilities
 - Advising Resource Center "Just for Advisors"
 - Advising Resource Center "Communique," newsletter for advisors
- School of Journalism Communications to Students
 - School of Journalism informational brochure
 - Journalism Pre-major Agreement
 - Freshman Orientation handout
 - Journalism Degree Program Structure
 - Journalism Sample Schedule
 - New Transfer Student Orientation Assignment
 - Finding Advising Report handout

- Journalism Advising Agreement
- Independent Study Proposal Form
- Succeeding in J School
- Course Planning Worksheet
- SBS Degree Program Structure
- Senior Degree Check Process
- Sample Listserv Messages
- Journalism Internship Requirements
- Academic Integrity Agreement
- Academic Integrity Handbook
- Reporter's Handbook

3. Describe availability and accessibility of faculty to students.

One of the hallmarks of the school is the ready availability of faculty and staff. All their offices are located 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. University and school policy specify that every instructor publish office hours in the syllabus – and be in the office ready to meet with students during those hours. Faculty members also leave their office doors open when working on routine tasks, so students can drop in to talk.

Faculty members also encourage students who have questions to contact them by email. The faculty also makes frequent use of individual conferences to help with questions and critique students' work in detail.

4. Describe student records kept in the unit office and measures taken to assure appropriate security and confidentiality.

Current student records take two forms, written and electronic. Written records for each journalism student are kept in file cabinets in the advisor's office. The advisor's door is locked whenever she is not in the office. Hard-copy files include a student personal information sheet; an advising agreement between the school and the student; contracts that the student has signed, saying that he or she has received, read and understood the school's Academic Integrity Handbook; records of agreements between the student and advisor; and correspondence involving information that will be important in the future.

The most detailed and complete records are available through UAccess, the university database of students and employees. The site is password-accessible only to those approved by the university. Advisors must undergo Family Educational Rights and Privacy Act training before they are given access to student records, as well as ongoing training in curriculum management, course scheduling and advising protocol and information storage. All records are available to any student who asks to see his or her own file.

The advisor receives an average of 35 emails daily from students with individual questions. She makes every effort to answer all questions within 24 hours of receipt. Records of most of these emails are stored electronically in UAccess in individual files; the rest are stored on the secure email server for the university.

5. Describe resources for academic and career counseling that the unit or institution offers to students.

Academic counseling

Students have access to numerous resources for improving academic performance. All new students receive a handout that lists skills-improvement facilities on campus. These include:

- The Think Tank, for academic counseling, learning-strategies workshops, group and private tutoring;
- The Writing Center, for professional tutoring for writing classes;
- Student Computer Resources, for open-access computer labs and computer training;
- The Center for Exploratory Students, for career exploration and advising for undecided students and students with serious academic problems;
- Strategic Alternative Learning Techniques, a fee-based tutoring program available for students with learning disabilities or ADHD.

In addition, minority cultural centers provide students with assistance and support that is sometimes more meaningful than traditional campus resources. For example, the Hispanic Center has a group of grandmothers who invite students into their homes for meals and informal discussions.

Students seeking academic counseling are welcomed by the journalism advisor. Very often problems can be solved by discussing students' study habits, time management issues, roommates and other relationship problems, or the number of hours spent working or engaging in social activities. If students need additional academic help, they are referred to one or more of the specialized learning or tutoring centers.

Sometimes, the concerns are not academic in nature. Students with physical or learning disabilities are assisted by the UA's Disability Resource Center. Journalism faculty member Susan Knight has attended disability workshops and training sessions, and serves as the school's mentor to the faculty on ways to accommodate students with disabilities. She works closely with the academic advisor on these issues. Students with concerns about sexual orientation would be referred to the LGBTQ Center the UA launched a number of years ago.

A new university initiative called Arizona Assurance pairs first-generation college students from low socio-economic backgrounds with UA faculty and staff for the student's first year in college so faculty/staff members can act as mentors for the student. Each student meets with his/her mentor four times a year. The journalism advisor is a participant in this program, mentoring one student this year.

The journalism advisor also makes a special effort to contact students on academic probation to help them improve their performance and/or correct personal problems.

Career counseling

The school's full-time internship coordinator provides students with information about internships, professional preparation for interviews and job applications and conducting job searches. She meets one-on-one with students throughout the year to help them determine a strategy for gaining practical experience that will help them meet their individual goals and to provide feedback on résumés, cover letters, essays and other journalism internship and job application materials. At the internship office, students can pick up handouts on how to create these materials on their own. The school holds an internship fair each semester at which students meet with recruiters individually to discuss internships and job possibilities. Two weeks prior to the internship fair a special event is held at which faculty members provide individual critiques of students' résumés, cover letters, photo portfolios, résumé reels and online résumés. A weekly internship listserv message includes recommended reading on career advice in addition to internship listings. From time to time the school hosts recruiters for special visits to classes and to interview students.

All journalism faculty members and the academic advisor have extensive professional experience they can draw upon to help students with career questions. Students who have developed strong working relationships with particular professors sometimes work with them on résumés, independent reporting projects and other professional preparation.

Student chapters of the Society of Professional Journalists, National Association of Hispanic Journalists and Native American Journalists Association often hold special events with working professionals at local, national or international media outlets to provide career advice or special training sessions.

In addition, all university students are served by a central Career Services office. Career Services offers significant resources, such as:

- A weekly newsletter with tips on jobs, interviews and résumé writing.
- Aptitude tests
- An extensive library of online and print references for career planning and job searches
- Handouts on related career subjects
- Staff to conduct mock job interviews

6. Describe the unit's methods and procedures to keep students informed about its activities, requirements and policies.

The school's primary vehicle for informing students about policies and procedures is the email listserv, which is used to send messages to all students. The listserv is sent out twice weekly, with anywhere from two to 15 messages on each listserv post. Additionally, if the advisor has important information regarding a change in requirements or specific needs in preparation for class registration, she will send out a separate message to the listserv with "advising" as the subject head. Also, messages that the school deems as highly important also are announced in classes by professors and displayed on bulletin boards.

Based on anecdotal evidence from the spring 2011 term that led the advisor to believe many students were not reading the listserv messages, a decision was made to launch a Facebook page in fall 2011 to further increase outreach to students. The school's technology instruction expert, Mike McKisson, was appointed as school social media editor to coordinate the Facebook page. McKisson, the advisor, the senior program coordinator and school director have administrative controls to post messages. McKisson monitors the page to ensure there are one to three useful posts daily. He also monitors the quality of the posts so they are deemed useful to students. See Appendix K for the school's social media guidelines.

The school also communicates its policies to students through a Reporters Handbook that is provided to students online at the school website, explaining school and course policies (Appendix J). In addition to the handbook, students are required to read the school Academic Integrity Handbook and then sign a piece of paper at the beginning of every semester attesting to understanding the policies. Further, faculty members often develop shared language for syllabi regarding absences, late assignments, and other class issues to increase continuity through the program. News and information also is disseminated through fliers posted in the school and announcements made in class by instructors.

7. Describe student media, student professional organizations or other extracurricular activities and opportunities provided by the unit or the institution that are relevant to the curriculum and develop students' professional and intellectual abilities and interests.

Students have scores of opportunities on campus to develop their professional and intellectual abilities and interests, some in partnership with the School of Journalism and others outside the unit.

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 and offer valuable experience.

The *Arizona Daily Wildcat*, in production since 1899 and published five days a week, is recognized as one of the leading campus newspapers nationwide. The paper employs 220

students with a circulation of 10,000. The newspaper's 2010 readership survey found that 79 percent of undergraduate students read the print version.

KAMP Radio is principally a music venue, but has added news and sports programming. Most positions with the station are unpaid. UATV is a student-run television station that broadcasts to the 5,000 students who live in campus residence halls. The station presents news and features 24 hours a day, seven days a week. Journalism students can gain experience reporting, writing, producing and anchoring programs.

Many journalism students work in information services on campus. Some students have part-time jobs in the UA Sports Information office, while others work for the UA Presents artists series. They write press releases, interact with local news media and produce magazine articles. Journalism students also have worked for *Arizona Alumnus* magazine, as well as publications produced by the College of Agriculture and by various university science programs.

The school has good relationships with all the publications and television news operations in Tucson. The *Arizona Daily Star*, a Lee-owned paper, has partnered with the school to provide an "apprentice" program. Students take a class for credit and are co-supervised by a newsroom staffer and the full-time internship coordinator. Apprentices contribute to every section of the paper, including news, sports, features and arts. Several students also are stringers for the sports section, producing bylined stories and shorts.

In addition to the opportunities at the two daily newspapers, journalism students have internships and jobs at smaller local newspapers and magazines, such as the *Northwest Explorer*, *Tucson Weekly* and *Inside Tucson Business*. Students also are interns at the ABC, CBS, FOX, NBC and PBS affiliates. The school works with newsroom editors to make sure the students' experiences are meaningful. Many Tucson businesses call the school to find students with exceptional writing skills to intern in their communications departments. Two public utilities, Tucson Electric Power and TRICO, have employed UA journalism students.

Another major opportunity for relevant extracurricular activity is through the school student clubs of the Society of Professional Journalists, Native American Journalists Association and National Association of Hispanic Journalists. The SPJ chapter, which was named best in the region in 2011, is enthusiastic about providing students with opportunities to learn about the journalism profession, explore ethical issues, meet working journalists, get advice on finding internships and jobs and attend professional conferences.

In addition, UA journalism students who are members of the National Association of Hispanic Journalists take part in the *New York Times* Student Journalism Institute, which is held in the School of Journalism every other January. The institute offers student journalists an opportunity to work with prominent news professionals at an intensive two-week workshop. All expenses for students are paid, including transportation to and from the institute, and students receive a stipend. Seven of the 23 students who took part in the 2010 institute in Tucson were from the UA journalism program.

8. Discuss retention and graduation statistics. Describe the unit's (and, where applicable, campus-wide) policy on academic good standing and dismissal for poor scholarship, including the grade-point average required to remain in the program.

Overall, the retention rate at the UA from freshman to sophomore year increased about 2 percentage points from approximately 75 percent to 77 percent from the 1999-2000 school year to the 2009-2010 school year, the latest year for which data is available. The university does not calculate retention rates at the department level, but the school will begin to track those numbers, including broken down by racial composition.

The school tracks how long it takes for students to graduate. Before 2006, when the number of majors was high and numbers of faculty low, some students complained that they could not get the required classes they needed in time to graduate within four years. Indeed, about 60 percent of journalism majors were taking more than four years to graduate. As a result of increased hiring and attention to student advising, the percent of students graduating within four years is now about 80 percent.

The university is committed to retention and timely graduation. A number of programs address this effort, including New Start, Arizona Assurance, Prodigy, Arizona Early Alert and the four cultural centers on campus. Of particular note is that the freshman-sophomore retention rate among students who participated in the Prodigy program (required of first-generation college students who are on scholarship at UA), was 11 percent higher than for students who did not participate in the program.

Early Alert was launched a year ago and has been instituted in 12 courses that have high freshman enrollment. In these classes, students are notified when they are falling behind in pre-identified milestones for the courses. They are sent alerts via email that identify specific resources for success in the course (e.g. tutoring, writing aids, etc.) and if they continue to miss milestones, they are contacted by a peer mentor. In the spring 2011 semester, approximately 16,000 alerts were sent to 10,000 students, according to the Dean of Students office.

Additionally, each department and college is notified each semester of students who are not making satisfactory academic progress and who are on probation. The advisor in the School of Journalism then contacts those students and requires them to come in and develop a contract for success to get off probation (defined as being below a 2.0 GPA).

The school currently follows the university standard that a student must maintain a 2.0 grade-point average in the major to stay in the major. Students also must have an overall 2.0 GPA to avoid being put on probation by the College of Social and Behavioral Sciences, in which the School of Journalism is housed. Students who spend two consecutive semesters with a below-2.0 GPA are disqualified by the College and are not allowed to return until they have spent at least one year in another UA college or another institution demonstrating major academic progress. Students who then wish to continue in journalism are considered for readmission on a case-by-case basis by the advisor.

The school has additional requirements, instituted in the past few years. First, students must earn a B (3.0) or better in both first-year English composition courses, a B or better in the beginning college math course, a 2.5 overall GPA and the completion of Principles of Journalism (Jour 105) with a C or better before they can take any of the school's reporting or editing classes. Additionally, students need a 2.0 or better in the three foundation courses, Jour 205 – Reporting the News, Jour 206 – Advanced Reporting and Jour 208 – Law of the Press, before they can enroll in upper-division courses.

If a student enters the major and then has his or her GPA drop below a 2.0 in the major classes, he or she is contacted by the advisor. Unless there are extenuating circumstances, he or she is counseled out of the major. Below find definitions of academic standing per University of Arizona policy.

University Policy on Academic Standing, Progress, Probation and Disqualification

Good Standing. Good standing status indicates that a student is eligible to continue in or to return to the university.

Academic Progress. Undergraduate students will be considered to be making normal progress toward a degree if their cumulative grade-point average (GPA) for all work attempted at the University of Arizona is not less than 2.0.

Minimum Grade-Point Average Required for Continued Enrollment. Students must maintain a minimum 2.0 cumulative GPA to qualify for continued enrollment at UA.

Academic Probation. Undergraduate students not meeting the standards of normal progress will be placed on academic probation. Probation status occurs following any term (i.e., fall, winter, spring, summer) where a student's cumulative grade-point-average (GPA) drops below a 2.0. Students on academic probation are subject to such restrictions with respect to courses and extracurricular activities as may be imposed by the academic dean of the college in which the student is enrolled.

Disqualification. There are two types of disqualification: from a college or from the university. (Note: The School of Journalism is in the College of Social and Behavioral Sciences.) A student may be academically disqualified, either by a college or the university, after two consecutive regular semesters where his or her GPA falls below a 2.0, or under the conditions described below under Probation or Disqualification by Special Action.

A student who is disqualified from a particular college (e.g., Social and Behavioral Sciences) may seek immediate admission to another college at the university. Permission must be obtained in writing from the dean of the college into which the student plans to transfer. This document must be presented to the Office of Curriculum and Registration. Permission usually will be granted only if the student plans to pursue a modified program in the new college and has demonstrated the ability to carry out such a program

successfully. Students who have been disqualified from a college are strongly urged to seek intensive academic and vocational counseling. Please note that a disqualification from the College of Social and Behavioral Sciences is viewed almost universally as a University disqualification, although there are some cases where a student will be accepted in the College of Agriculture and Life Sciences. Further note that the School of Journalism does not accept students who have been disqualified from other colleges at UA and that students only have two years to migrate from the pre-major to the Journalism major. Thus, students who are on probation even one semester during their second year in the pre-major would almost certainly be counseled out of the major due to an inability to successfully raise their GPA to the 2.5 entrance requirement.

Failure to secure approval to transfer to another college is equivalent to university disqualification, and the rules governing this type of disqualification then will apply. A disqualified student may not attend the university as a non-degree-seeking student.

A student disqualified from one college who has secured subsequent permission to register in another is automatically on academic probation in the new college. Students may be granted college disqualification only once in their academic career. Any later disqualification will be considered university disqualification.

University Disqualification. Students who receive university disqualification may not register for classes, although they may do the work to remove incompletes. They may return to the university only after presenting evidence that the circumstances leading to disqualification have been addressed, and that they now are capable of achieving academic success. Disqualified students seeking readmission must receive approval from the dean of the college they wish to enter, and that permission is granted only after the student meets with the major advisor and comes up with an academic contract for success in the major.

Probation or Disqualification by Special Action. Upon recommendation of a college dean, students may be placed on academic probation or may be disqualified at any time for neglect of academic work during a semester.

Credit Restrictions for Students Under University Disqualification. Students who are under disqualification from the university may not take UA courses for credit or establish credit by examination during their periods of disqualification, although they may remove incomplete grades.

Graduation statistics

A positive consequence of enrollment growth has been the 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 (Table II.6-2).

Table II.6-2 Journalism major degrees awarded, Academic Years 2005-06 through 2010-11

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Degrees ^a	59	64	88	110	96	108

^a Total for December, May, and August graduations, including multiple majors and degrees.

9. Describe the unit's placement operation for assistance in students' searches for employment. List placement statistics for the three most recent years (prior to the self-study year) for which accurate information is available.

9a. Describe the unit's placement operation for assistance in students' searches for initial employment.

The School of Journalism employs an informal but effective network of people and organizations to help students locate their first jobs, and subsequent jobs. This begins with the advisor, internship coordinator and faculty who know local and national journalists with whom they can connect graduating students. Additionally, school alumni, members of the external Journalism Advisory Council and employers, especially those who previously have hired School of Journalism graduates, contact the school with information about employment opportunities.

Students regularly attend meetings of organizations such as the Arizona Newspapers Association, Investigative Reporters and Editors, Society of Professional Journalists, California Chicano News Media Association, National Association of Hispanic Journalists and the Native American Journalists Association. Five percent of the gross revenues from student program fees, or about \$3,000 a year, are set aside so that students can take part in these efforts.

The school maintains a database of minority students, and they are especially encouraged to take advantage of networking, internship and scholarship programs. Arizona students apply every year for the Chips Quinn and Dow Jones internship programs. The internship coordinator maintains a record of organizations that focus on providing internship, job and scholarship opportunities for minority students.

9b List placement statistics for the three most recent years (prior to the self-study year) for which accurate information is available.

Table II.6-3 Current occupations of journalism majors graduated during Academic Years 2008-09 through 2010-11

	Number	Percent of respondents
Working in journalism and mass communication careers	120	32%
Working outside the profession	141	38%
Pursuing graduate degrees	27	7%
Unknown/no response	85	23%
Total graduates	373	100%

10. Describe the unit's operation, if any, for assistance to alumni in later employment searches.

The school has a strong emphasis on professional mentoring, and faculty members maintain close ties with alumni via phone calls, e-mails, social media sites such as Facebook and LinkedIn and through personal visits. In addition, the school has an alumni listserv, through which subscribers receive an e-newsletter that contains numerous job leads. This informal communication network allows the school to keep abreast of employment opportunities in the field and to provide job leads to alumni who are seeking employment.

The alumni page of the school's website (<http://journalism.arizona.edu/node/986>) offers alumni the chance to subscribe to the school's e-newsletter, which features job leads, and to link to the University's Career Services site.

11. Describe the unit's process for evaluating its advising and counseling services. Include measurements of the accuracy of academic advising, student and faculty opinion of the quality of advising, or other indices of the effectiveness of advising. Discuss the results of these assessments.

The university advising system was evaluated in 2000 by the Academic Advising Task Force organized by then-UA President Peter Likins and in collaboration with the Associated Students of the University of Arizona (ASUA). The Task Force was established in response to student demands that advising become less complicated and more available. At the time, the university had about 75 advisors, many of them faculty who were responsible for teaching duties and did advising only part-time. As a result of the study by the Task Force, 36 recommendations came forward, including establishing the practice that all students receive academic advising services within their college.

Before implementation of these recommendations, journalism students were advised in separate locations for general education requirements and major requirements. The university administration committed \$3 million to implementing the recommendations, which included the addition of 42 professional academic advising positions (non-faculty advisors) allocated to the colleges and the establishment of the campus-wide Advising Resource Center (ARC). The ARC provides accurate and thorough referral services for students; creates training, professional development, and recognition programs for campus academic advisors; and collects and maintains data about advising practices.

Staff members in the Advising Resource Center are available to consult with advisors about a wide array of questions about advising strategies, academic policy implementation, and campus resources. Additionally, in 2010, the Task Force recommended an increase in the base salary for advisors to increase retention of professional advisors and bring their annual salary (at the time less than \$30,000) in line with advising salaries at the local community college. This resulted in the UA raising the entry-level salary for professional advisors by \$5,557 to a starting rate of \$35,000 annually. All these steps have helped increase the professionalism of the position and allowed advisors to be more connected with students in particular majors by being housed in the colleges in which those majors are delivered.

The university utilizes an online student survey to evaluate its advising services. When a student sees an advisor for an appointment (as opposed to a walk-in, phone, or email communication) the advisor enters a note into UAccess Student, the university's online records system. The process of note entry generates a survey to the student. Unfortunately, not many students choose to fill out the survey; the most recent data available for the journalism advisor shows that of 370 surveys generated over a four-month period, only 59 were filled out (about a 16 percent response rate). Of those responding, however, most gave the advisor high marks. On a scale of 1 to 5 with 5 being "strongly agree", the following were the ratings:

- | | |
|---|------|
| 1. I accomplished what I went to academic advising to do | 4.66 |
| 2. I am satisfied with my academic advisor's attempt to understand my academic interests/concerns | 4.58 |
| 3. I feel confident in the information and advice I received from my academic advisor | 4.63 |

Students also are allowed to comment about the advising they are given. Overall, the statements about the journalism advisor are positive. The survey also asks students to offer suggestions for advising and this is where the journalism advisor is able to make improvements. For instance, early in her first month as an advisor in the school, a student remarked that journalism advising could be improved if the advisor knew more about other majors at the university. The advisor then spent time learning about the other majors and setting up a display outside her office that offers information on other majors and minors at the university. The advisor checks the survey responses weekly to make sure she is aware of concerns students may have and adjusts her approach accordingly.

Additionally, the school evaluates its advising procedures in the Senior Exit Survey, filled out by each student during the degree-check process, which is also part of assessment procedures for the school (see survey on pages 19-24 of the assessment plan, Appendix L). Questions include, “Which course did you learn from the most? The least?” and “After graduating, do you plan to follow the news? What sources would you use?” Likert-type questions measure their satisfaction with the school. The advisor compiles these survey responses in regard to advising and takes action if necessary. Open-ended questions have resulted in such comments from students as, “The skills I have learned can carry me into any profession,” and “I feel as though the department has transformed since I entered in the fall of 2007. With the advances in journalism I believe adding courses in multimedia have been highly beneficial to students.”

The advisor spends extra time with freshmen, making sure they have a clear understanding of school, college and university rules for graduation. She reviews these requirements with all students, regardless of academic status, during appointments and also through monthly reminders to the listserv or Facebook page. This extra effort appears to have a positive effect on students, as evidenced by this comment from the SBS online survey:

Ms. Horton was great... absolutely the BEST advisor I've had throughout my entire academic experience at the UA! I've been in both the Eller College of Management and in the School (sic) of Social and Behavioral Science. I've seen and spoken to over eight counselors. Nobody has ever been so kind, energetic, helpful, and motivated. She really went out of her way to help me figure out my mess of an academic transcript, was extremely organized, and never made me feel frustrated. I left the advising appointment feeling incredibly confident in my major and in my schedule for next semester.

PART II, STANDARD 7

RESOURCES, FACILITIES AND EQUIPMENT

Executive summary

During the past six years the School of Journalism has nearly tripled its faculty numbers and maintained state-of-the-art computers and labs despite university-wide budget cuts and elimination of its operations budget. The school added a full-time internship coordinator, technology instructor and additional elective courses. All of this was accomplished through the former director's ability to rally student support in adopting course fees and program fees, which spread the burden equitably to all students while still providing assistance for those in need. These fees, as well as the generous support of donors, have enabled the school to maintain its footing during unstable financial times for higher education. Due to continued university budget cuts and potential hiring freezes, the school is embarking upon an aggressive outreach program to garner the funds necessary to provide student and faculty travel support, new initiatives in international journalism, and advanced equipment and tools for the new media environment.

1. Complete and attach Table 11, "Budget and Expenditures."

See next page.

Table 11. Budget and Expenditures

The annual school budget for each of the three years preceding the accreditation visit. "Annual budget" refers to funds directly under control of the unit for the entire year (12 months). Budget figures do not include building maintenance, retirement allowances, scholarships, prizes or student aid.

Budget Item	2008 - 2009	2009 - 2010	2010 - 2011
Administrative salaries ¹	\$143,089	\$143,089	\$143,089
Teaching salaries (full time)	\$948,108	\$924,381	\$947,985
Teaching salaries (part time/adjunct)	\$198,956	\$253,010	\$227,254
Teaching assistants	\$11,880	\$13,425	\$13,300
Special lectures	\$0	\$0	\$0
Clerical salaries	\$145,812	\$145,069	\$134,211
Equipment	\$28,064	\$67,845	\$51,102
Maintenance of equipment ²			
Supplies	\$11,769	\$11,428	\$9,698
Library books, newspapers, magazines, periodicals	\$1,244	\$1,356	\$1,052
Databases, online information services			
Travel	\$19,247	\$20,956	\$23,697
Research			
Other (please list)	\$55,542	\$56,513	\$45,712
TOTAL ANNUAL JOURNALISM/ MASS COMMUNICATIONS BUDGET	Total \$1,599,711	Total \$1,637,371	Total \$1,597,896

¹ The previous director's salary.

² Computer maintenance is paid for by the College of Social and Behavioral Sciences

2. Describe the process through which the unit develops its budget, including preparation of the budget request and spending plan, review and approval, and the role of faculty in the process.

The School of Journalism budget has several sources of funds, with varying rules and requirements. This discussion provides an overview.

Salary funds

Currently these come from several sources:

- The annual state budget allocation covers about a third of permanent faculty salaries. The rest of the salaries are paid through temporary funds and other sources. Usually it varies little from year to year as a result of the school director's negotiations with the dean. Such negotiations may occur for several reasons:
 - To retain salary lines of departing personnel: By current university policy, salaries of departing faculty and staff usually are swept automatically as a starting point for considering whether to replace them.
 - To gain new faculty hiring authority, in response to college-wide announcements of the availability of positions, enrollment growth or new departmental scholarly initiatives.
 - To respond to outside offers received by faculty.
 - To obtain additional resources, during the director's contract renewal process.
- Each year the school director prepares and negotiates a Temporary Hiring Budget request (sometimes with a mid-year adjustment), for funds to help cover classes. These general university funds are allocated to the colleges, and through them to the schools. Temporary hiring funds cover adjunct faculty salaries (at a standard rate, currently \$5,000 per course), as well as salaries for some permanent clinical faculty employed on renewable three-year contracts, and some tenure-track faculty. To develop the plan, the director meets with the faculty each February to discuss class schedules and the numbers of class sections needed. The associate director then prepares the official journalism class schedule and count of adjunct positions available. This information is used to fill in a standardized request template that is submitted to the dean for approval. The school is overly reliant on temporary funds for permanent faculty, accounting for two-thirds of salaries, and should transition to funding relying on state budget allocation.
- Some permanent faculty and staff salaries are paid from other sources, including federal grants, school income from summer school and donor contributions. This comprises about 5 percent of school salaries. In several instances, the director and the dean have agreed that the school will fund the position for an initial period, ranging from a few months to as long as three years, after which the dean's office will establish a permanent budget line to cover the cost.

Salary adjustments

There are several types of salary adjustments, with differing procedures.

- **Across-the-board increases.** In some years, the Legislature or university has provided across-the-board salary increases, with varying computational rules. Sometimes these adjustments are available to all employees, and other times to all employees with satisfactory or better performance evaluations. Such adjustments are added to the state budget automatically. By university policy, employees paid from non-state funds receive equivalent increases to the extent funds are available; to date, the school always has been able to fund these increases. The last across-the-board raise provided by the university was in 2007.
- **Merit increases.** Occasionally the Legislature or university has offered merit pay, again with varying rules for allocation. In most cases, each department has received a pro-rata share of merit funds. In 2001, at the request of the previous school head, the faculty designed and unanimously approved a merit-allocation process based on prior annual peer evaluations. The school head prepares and submits to the dean requests for faculty merit adjustments based on this process. Staff merit-adjustment requests continue to be decided by the head. Merit increases have not been provided to the faculty for years.
- **Equity increases.** Occasionally these become available, mainly from university central resources for preventing inequity. Allocations typically have been made on a university-wide competitive basis, with differing rules and procedures each time. The school director always responds to equity adjustment opportunities. In the past six years, several faculty received pay increases to bring them in line with their peers. Also, the director has used a centralized retention fund to offer pay increases for faculty recruited by other universities.
- **Promotion and tenure increases.** Tenure-track faculty members in the SBS College receive a \$5,000 raise when they are promoted from assistant professor to associate professor with tenure, and a \$7,000 raise when they are promoted from associate to full professor.

Other expenditures

Other sources of funds include:

- State budget allocations for operations and travel, but this was eliminated for the school in 2011;
- Special student fees for technology-intensive courses (started in summer 2005), generate about \$35,000 per year, which is spent on instructional hardware, software and peripherals;
- Program fees initiated in 2008 for undergraduates and in 2009 for graduate students, as allowed for professional programs. These generate about \$70,000

per year, which covers the salary for an instructional technology instructor, part-time graduate coordinator, and instructional technology costs;

- Summer school tuition income, about \$5,000 per year, and income from offering evening and weekend courses through the Outreach College, about \$55,000 per year, which is used to hire adjuncts for teaching needed courses;
- Donations, of many sorts, including those for student scholarships, mainly from an annual giving campaign in the winter, about \$50,000 a year;
- Income from scholarship endowments (e.g., the \$500,000 Duncan endowment, which generates about \$20,000 a year).

These funds are budgeted and spent by the following processes:

- **Scholarships:** The faculty meets annually to select scholarship winners. Most scholarships are awarded on the basis of student applications. The director keeps a reserve for emergencies. The school is able to help every student who applies and has a GPA of 2.5 or higher.
- **Operating funds:** These are consumed as needed under the supervision of the college business center. Inevitably the state operating allocation must be supplemented from other sources, such as summer school income and donations.
- **Technology funds:** Plans for technology spending are developed by the director, based on recommendations from a faculty technology committee and the associate director, based on requests from faculty and staff, student suggestions, and regular reviews of needs and opportunities.

3. Describe how the allocation of resources is related to the unit's long-range, strategic plan.

The school's previous long-range plan, in effect from 2004 through this year, called for significant growth to faculty numbers, and it achieved that, increasing the school from seven to 18 faculty since 2005. The school's more recent strategic plan, adopted in fall 2011, is discussed in Part II, Standard 1, and focuses on further developing the school into a world-class program. Key components include:

- Building our core strengths (international/border journalism, science/environmental journalism, public affairs journalism);
- Enhancing the curriculum, including more integrated multimedia school media, outlining specific objectives, and building the graduate program toward eventually creating a doctoral program;
- Increasing revenue for faculty support, student travel, lab equipment, and research assistance.

All these components are resource-intensive. After providing needed support for ongoing activities, the school is putting great effort into acquiring new resources that can be directed toward these important initiatives.

One step the school took in fall 2011 was to appoint Nancy Sharkey to the new position of Associate Director to carry out administrative duties and free the director to commit more time to fundraising and development. Another step is the comprehensive outreach program under way by the school's senior program coordinator to reach professionals, alumni, and other people and organizations who support our mission. Bylaws are currently being developed for the Journalism Advisory Council to provide a stronger fundraising mission for the professional group. Also, because the school is celebrating its 60th anniversary this year, donors will be asked in the spring to contribute to key initiatives to propel the school into the next 60 years.

4. Describe how the resources provided by the institution compare with similar units on your campus.

Institutional resources provided to University of Arizona departments vary widely. Before 2006 the School of Journalism was in a poorer position, by measures such as instructional salary support per student, than those of many other teaching units. The origin of the shortfall is historical: After the 1990s attempt to close the school failed due to pressure from the Arizona Board of Regents, the Faculty Senate and the public, a college dean froze journalism's full-time faculty size at seven positions. Faculty retirements and departures shrank the faculty further. Meanwhile, enrollment rose, and by 2006 the department had twice as many majors as it had in the 1990s with the same number of faculty. This was a problem noted in the last accreditation study.

The school underwent significant growth since 2006 because of the support of the immediate past dean, Ed Donnerstein. Since 2006, the number of faculty increased from eight to 18 today, although some of these faculty members are part-time. This plan was intended to bring the school to a reasonable level of staffing in relation to its number of majors. The initial plan called for growing to 22.5 total FTE of faculty, but that stalled due to university budget cuts, and it now stands at about 15 FTE. The increased permanent faculty has helped reduce the previously heavy reliance on adjunct instructors.

Despite the increase in faculty, the school is still deemed staff-efficient within the college when considering number of majors per faculty FTE (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 school also provides the third most degrees per FTE in the college.

The school ranks about average in the college as far as "student credit hours" per FTE, which is the number of students taught (on campus colloquially called "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 while sustaining a rigorous education for its majors with small, focused skills courses.

Several financial issues persist, however, for the school.

- First, a majority of faculty, including tenure-track positions, are paid through temporary funds, not the more stable state-funded lines. If faculty on state lines leave in the future this will exacerbate the problem. The school needs more faculty switched to state lines.
- Second, pending university budget cuts of up to 5 percent in 2012, and future possible cuts, threaten to reduce the number of faculty through attrition. Two part-time faculty members are planning to retire, one in December 2011 and the other in May 2012. Current policy is for the college to sweep those positions, so they could be lost. The interim director is negotiating with the college dean to retain those positions in order to create new revenue-generating entrepreneurial positions for school media and the Center for Global Journalism.
- Third, the school, like other units within the college, is not provided money for operations, such as photocopy paper, phone bills and faculty travel. These bills are paid through summer class revenue, donations or other sources. A stable fund, perhaps endowed, is necessary to assure basic operations and greater financial independence during cyclical swings in state budgets.
- Fourth, more research tenure-track lines are necessary if the program is to build its master's program and eventually offer a doctoral degree, essential for a school within a research-intensive university. With this emphasis, the school also will need teaching assistant and research assistant positions, which it no longer has starting this year (one faculty member had an assistant for three years as part of a negotiated letter of offer, but that has ended).
- Fifth, the school must increase its efforts in international journalism and science/environmental journalism to build upon its strengths, better serve students, and differentiate itself from other universities in Arizona and beyond. These efforts cost money.

5. List the tuition (including fees) charged during the most recent academic year (two semesters or three quarters). Please include undergraduate and graduate tuition, for both in-state and out-of-state students.

Undergraduate Tuition and Fees for Academic Year 2010-11³

	In-State Per Semester	In-State Whole Year	Out-of-State Per Semester	Out-of-State Whole Year
Tuition	\$3,807	\$7,614	\$11,987	\$23,974
AFAT ⁴	\$34	\$68	\$34	\$68
ASA ⁵	\$2	\$4	\$2	\$4
HEALTH ⁶	\$75	\$150	\$75	\$150
ITL ⁷	\$137.5	\$275	\$137.5	\$275
KAMP ⁸	\$1	\$2	\$1	\$2
REC Bond ⁹	\$25	\$50	\$25	\$50
REC Prog ¹⁰	\$3.63	\$7.26	\$3.63	\$7.26
Service ¹¹	\$40	\$80	\$40	\$80
Journalism Prog Fee ¹²	\$250	\$500	\$250	\$500
Total	\$4,117.63	\$8,235.26	\$12,555.13	\$25,110.26

Source: <http://bursar.arizona.edu/students/fees>

³ Maximum tuition and fees for 7 credits or more per semester for in-state students, or 12 or more credits for out-of-state students. Graduate program not being evaluated.

⁴ AFAT fee: Enables currently enrolled students in Arizona universities to receive additional financial aid, and provides for the creation of a long-term endowment to assist future generations of Arizona students.

⁵ ASA fee: Supports the Arizona Student Association, a non-profit organization, which represents Arizona's public university students before the Arizona Board of Regents, the state legislature and the U.S. Congress.

⁶ Health fee: Provides funding to sustain student health services (both medical and counseling/ psychological services) as well as support operational, maintenance, and service costs for the Campus Recreation Centers.

⁷ ITL fee: Information Technology/Library fee enhances the University's student learning environment.

⁸ KAMP fee: Approved by student referendum in 1997. Helps subsidize the student-run radio station (not affiliated with the Journalism Department).

⁹ Rec Bond: In 1985, the students of The University of Arizona voted to assess themselves a \$25 per-semester fee for the construction of a Student Recreation Center. Distinct from the Rec Bond fee.

¹⁰ Rec Prog: In March 2002, students voted to assess themselves a \$3 per semester program fee (with annual increases based on the Consumer Price Index) to assist with the funding of Campus Recreation programs. Distinct from the Rec Bond fee.

¹¹Service: Provides support for student programs such as campus safety, student health, counseling services, increased student employment opportunities and enhanced food options with lower prices.

¹² Journalism Program Fee: Undergraduate program fee, initiated in 2008, is \$250 per semester.

6. Describe fund-raising goals and efforts undertaken by the unit.

6a. Fund-raising goals

Given the political reality that Arizona state-budget allocations to universities are likely to remain flat for the foreseeable future, and that the college is focused on cost-cutting measures to pay off debt for the next several years, the school has adopted the long-range goal of raising substantial additional funds each year from other sources. These will be used for several priorities identified in the strategic plan updated in fall 2011:

- Develop a faculty support fund, preferably endowed, to pay for travel, professional outreach and operational expenses;
- Build an endowed fund to subsidize student travel for study abroad and international reporting experiences;
- Create a global center for journalism, including hiring an administrative staff person to run programs and apply for grants;
- Hire research assistants and teaching assistants to build the graduate program and research culture;
- Hire two to three more tenure-track professors to build the graduate program toward offering a Ph.D.;
- Hire a school media coordinator to create a converged media environment in the school and generate revenue.

6b. Selected recent fund-raising efforts

Successful efforts have included:

U.S. State Department. The school was awarded in October 2011 a \$1 million three-year grant to help an Afghan university develop a journalism program. This is the first major grant in the history of the school, led by Professor Maggy Zanger, and attests to the expertise of its faculty in international journalism. In 2008, the school was awarded \$132,000 by the State Department to bring a dozen Iraqi university students to the UA campus for four weeks to study new information technologies and their impact on environmental and cultural issues.

U.S. Department of Education. The school has received funding for the International Journalism program through Title VI and Title VIA grants provided to the Center for Latin American Studies and the Center for Middle Eastern Studies. The school used the funds for funding salaries, teaching relief for developing border-related courses, research for faculty, and class trips to Latin America for reporting projects. This has brought in about \$84,000 to the school since 2008.

Fulbright Fellowship for Summer Program in Egypt. This \$65,000 grant enabled Maggy Zanger to take 12 students to Cairo for the summer in 2007 to study Arabic and file news reports for the *Arizona Daily Star*.

Gannett Foundation. A Gannett Foundation grant of \$19,000 is strengthening the school's visual communication curriculum.

Alumni-funded scholarships. Alumni have donated more than \$184,000 for scholarships honoring deceased family members and friends. The school is one of the more successful units in the college in terms of raising money from donors.

Dow Jones News Fund. The Fund has given approximately \$7,000 a year to support the Journalism Diversity Workshop for Arizona High School Students, an effort to bring high school students from diverse communities to the UA for a 10-day summer workshop.

Arizona Newspapers Association. ANA donates about \$5,000 annually to offset printing costs of the school's two capstone newspapers, *El Independiente* and *The Tombstone Epitaph*.

Wick Communications. The media company, which publishes newspapers across the country, including several in Arizona, supports a science writing internship. The effort gives students real-world experience and strengthens coverage of science and environmental issues.

Southwestern Foundation. This Tucson-based foundation, which supports historical preservation in the Southwestern United States, gave the school a \$12,000 grant to create dedicated websites and preserve the print archives of the two capstone newspapers, *El Independiente* and *The Tombstone Epitaph*.

Journalism Advisory Council. The school's external advisory board each year oversees a fund-raising campaign that brings in \$45,000-\$65,000 in unrestricted gifts. In addition, one member of the Council and her family have created six-figure endowments to support a named laboratory and general operations.

7. Describe the unit's classrooms, offices, computer labs or other building spaces. If the unit administers university media or student publications, include a description of equipment and facilities devoted to those operations.

During spring 2004, the school relocated from the condemned Franklin Building on the corner of Fourth Street and Park Avenue, which had housed the department since 1979, to the third floor of the newly built Louise Foucar Marshall Building on the corner of Park and Second. The school has resided there since.

The school occupies 10,898 net assignable square feet of space, which it was allowed to design as the building was being planned. Approximately 2,500 additional square feet on the southwest corner of the floor is occupied by the Race Track Industry Program run by the College of Agriculture. An important resource is a high-quality, floor wide data network capable of gigabit-per-second data transport rates. The space is of excellent quality and in excellent condition.

Almost all of the smaller skills-oriented classes and seminars are offered in rooms on the third floor. Two seminar rooms (Room 340 and Room 341) provide comfortable seating around large tables for courses. Four computer labs are used heavily for news writing, editing, photography and school media classes. Only large lecture classes are offered outside the Marshall Building. All the faculty's offices are on the third floor.

8. Evaluate how well equipment and facilities enable and promote effective scholarship, teaching and learning. Describe the unit's most urgent needs for space or equipment and the plan to address these needs.

The school's home in the Marshall Building with its research and instructional technology, contribute greatly to the school's research and teaching missions.

Facilities. The school's space, its state-of-the-art data wiring infrastructure and the wide deployment of first-rate equipment have significantly improved faculty, staff and student morale since 2004.¹³ Despite some understandable nostalgia for the building that had been at the center of the department's existence and persona for more than two decades, the far-greater reliability, functionality and safety of the new space, and the new technology that has been installed, have transformed the environment for teaching and research. In recognition of this, students are continuing to join the school in record numbers. Here is a room-by-room description of school labs:

- **Pulliam Lab, Room 350:** 21 relatively new 20" iMacs (9,1) purchased in 2009. Includes instructor's terminal, projector, audio and video outputs, and two black and white printers.
- **Harelson Lab, Room 342:** 21 brand new 21.5" iMacs (12,1) purchased in August 2011, including instructor's terminal projector, audio and video inputs, portable television with DVD and VHS drives, and two black and white printers
- **Broadcast Lab, Room 360:** Four professional-grade video camera packs are available to check out and use for video projects; a priority is to buy a fifth camera pack by the end of the year. Longer term there have been discussions about renovating Room 311 as a small broadcast facility with anchor desk, lighting and professional cameras. There are five editing studios with Mac Pros 6,4 and two 24" displays in each. There is also a laserjet printer.
- **Photo Lab, Room 344:** 14 20" iMacs (7,1) and 3 20" iMacs (8,1). These are the oldest (four and a half years old) computers used by students (not including the grad lab and reading room) and the next computers due to be replaced. Current capital plans call for the replacement of these computers and the move of these 8,1's to the Student Reading

¹³ The new space also has improved personnel health; in the journalism program's last years in the Franklin Building basement, a succession of biohazard events, including a large-scale mold infestation, caused documented health problems for faculty, staff and students.

Room, to replace much older eMacs. There are two color printers in here and a projector as well.

- **Graduate Student Offices:** 13 old (and seldom used) eMacs, which most students use only to print out stories, papers, etc. The current capital plan calls for a grad student laptop with IBM SPSS analytics for their research. They would be able to check out the laptop for their project work. As other labs are refreshed, the older computers would move to the grad student offices to replace the eMacs.
- **School Media Lab, Room 322:** 11 relatively new 20" iMacs (9,1) installed in 2009. With the growth in multimedia components in School Media publications, the School plans to add computers to accommodate student demand. Includes a large-format printer.
- **Student Reading Room, Room 312:** A dozen older eMac computers (PowerMac 6,4), which will be replaced with those from Room 344 when the Photo Lab computers are upgraded. Two will be upgraded in December 2011.

Equipment. With the implementation of course fees effective summer 2005, and the program fees in 2008, the school has a reliable revenue stream from which to refresh instructional technology, especially computers and software, on a timely schedule. The computers in most labs are relatively new and in good condition, but updates will be needed, particularly in software. One lab was completely refreshed in fall 2011, and other labs will continue to be updated as needed. Overall, technology funding is currently adequate. For example, the school will spend \$30,000 from course fees in January 2011 for more lab computers and software upgrades, converting from QuarkXPress to InDesign.

Needs. Despite course fees, program fees, and donations, the school will require more resources and space to meet its goals in its strategic plan. These include:

- More funds are needed to better equip the student reading room, where a dozen old computers are heavily used, and could be a good location for students to practice their skills on the specialized software used in their classes. This might be accomplished over the next year through course fees.
- Additional instructional laboratory space will be required to house major program expansions, such as those that would occur if the video news courses were expanded into a separate broadcast emphasis or a Web-based school media coordination course. Room 311, which is now used for discussion courses, could be converted into a lab.
- Long-term, a large converged newsroom for school media would be ideal for adjusting to the new media environment. This would require a large-scale capital campaign, corporate donation or significant university support.
- The total number of school offices needs to be increased to accommodate growth in faculty and graduate research assistants, particularly if the school starts a global journalism center. Some faculty members have offices in cubicles in a shared office space, which is unsuitable for having conversations with students. If the faculty is to grow to accommodate a Ph.D. program then at least three or four more offices will be necessary within the next five years. Some rooms can be retrofitted to accommodate more offices.

9. Give the locations of the journalism/mass communications books, periodicals, databases, etc., on campus. Describe the unit reading room, if any. Estimate the distance between the unit's location and the university's central library.

The school's student reading room offers a comfortable place to relax and work without leaving the Marshall Building. It features a dozen computer workstations (outdated, but usable for e-mail and basic programs), printers, vending machines, and a large conference table where students can work in groups. In addition, an anonymous donor gave the department two overstuffed, upholstered chairs and two leather sofas to provide a conversation area. Efforts are under way to install a big-screen television to broadcast news during the day and provide a place for weekly movie nights. Efforts will be made to upgrade the computers to enable students to work on projects that require more advanced software.

The school receives dozens of newspapers, which are displayed initially in the reading room, then kept on file for at least a month. Magazines and professional journals also are placed in the reading room, then kept on file at least two months.

Journalism and mass communication books and periodicals are located in the Main Library of the University Libraries. Databases and online journals are accessible on- and off-campus to all UA students, faculty and staff. The estimated distance between the school and the university's main library is 0.7 miles.

10. Describe allocations and expenditures by the central library for purchase of books, periodicals, databases, etc., at the request of or on behalf of the unit in each of the three years preceding the accreditation visit.

Library funding for journalism overall has increased over the past few years, and is just slightly down from a high of \$219,731 in 2004-05. Funding for books dropped this year from \$25,702 to \$7,539, but database resources have increased by 38 percent, and funding for journals also has increased, by 66 percent.

Expenditures for Journalism / Communications -2008-2009

Books	\$25,170
Databases	\$108,449
Journals	\$33,311
Other	\$4,362
Total	\$171,292

Expenditures for Journalism / Communications - 2009-2010

Books	\$25,702
Databases	\$102,171
Journals	\$25,861
Other	\$4,103
Total	\$157,838

Expenditures for Journalism / Communications - 2010-2011

Books	\$7,539
Databases	\$140,979
Journals	\$42,848
Other	\$362
Total	\$191,728

- 11. List the basic journalism and mass communications reference works and other sources of information, including databases, computer networks and online services, in the main library and/or unit reading room. Describe student and faculty access to these sources of information.**

Databases

The University of Arizona Libraries subscribe to hundreds of electronic databases. A complete list may be found at the following Web site:

<http://www.library.arizona.edu/search/articles/dbByTitle.php?titlechar=ALL>.

Databases for journalism/mass communications and news sources include:

- **Academic Search Complete.** Large, multidisciplinary database with full text available from thousands of scholarly journals and magazines, including the full text of several general news magazines such as *Time*, *Newsweek*, *The Nation* and *U.S. News & World Report*.
- **Access World News.** Full-text database of thousands of U.S. and international news sources, including newspapers, broadcast transcripts, and news wires. Online access to the local newspaper, the *Arizona Daily Star* (Tucson), as well as other Arizona news sources. Coverage of many newspapers is back to the 1980s.
- **African American Newspapers, 1827-1998.** Full-text/full-image of about 270 U.S. newspapers from more than 35 states published by African Americans from 1827-1998.
- **Alternative Press Index.** Index to articles in periodicals, newspapers and magazines from the alternative press.
- **AP Images.** An extensive online collection of contemporary and selected historical images from the archive of The Associated Press.
- **Arizona Republic.** Online access to the Phoenix, Arizona newspaper via subscription database.
- **Communication and Mass Media Complete.** Provides cover-to-cover indexing and abstracts for more than 570 journals, selective coverage of another 200 journals, and full text for more than 480 of these journals, including *American Journalism*, *American Journalism Review*, *Columbia Journalism Review*, *Communication Law & Policy*, *Journal of Mass Media Ethics*, *Journalism & Communication Monographs*, *Journalism Educator*, *Journalism History*, *Journalism & Mass Communication Educator*, *Journalism & Mass Communication Quarterly*, *Media History*, *Newspaper Research Journal*, and

many more.

- **Current Digest of the Soviet /Post Soviet / Russian Press.** English translations of selected full-text articles from Russian-language newspapers from Russia and former Soviet republics.
- **Early American Newspapers, Series I: 1690-1922.** Cover-to-cover reproductions of hundreds of historical newspapers that are fully text-searchable.
- **Ethnic Newswatch.** An interdisciplinary, bilingual (English and Spanish), and comprehensive full-text database of newspapers, magazines and journals from ethnic, minority and Native-American presses. Full text from 1990 to the present and a retrospective backfile of some full text, covering 1960-1989.
- **FBIS (Foreign Broadcast Information Service) Daily Reports, 1974-1996.** Full text of translations of foreign press releases and radio broadcasts.
- **Hispanic American Newspapers, 1808-1980.** Full-text of hundreds of Spanish-language and bilingual Spanish-English newspapers printed in the United States from 1808-1980. Based on the "Recovering the U.S. Hispanic Literary Heritage Project" directed by Professor Nicolas Kanellos.
- **Historical Atlanta Constitution.** Full-page and article images (PDFs) with searchable text from the first issue (1868) through 1945; an additional year of content is added annually.
- **Historical Chicago Defender.** Online content of the *Chicago Defender* which became the most influential black newspaper in the U.S. within its first 10 years. Online coverage from 1910 through 1975.
- **Historical Chicago Tribune.** Full-page and article images (PDFs) with searchable text from the first issue (1849) through 1987; an additional year of content is added annually.
- **Historical Los Angeles Times.** Full-page and article images (PDFs). The collection includes digital reproductions providing access to every page. Coverage from 1881-1987. Additional content added annually.
- **Historical New York Times.** Full-page and article images (PDFs). The collection includes digital reproductions providing access to every page from the first issue (1851) to 2007. An additional year of coverage is added annually.
- **Historical Washington Post.** Full-page and article images (PDFs) with searchable text from the first issue (1877) through 1994; an additional year of content is added annually.
- **Latin American Newspapers.** Full-text/full-image of more than 35 newspapers from 1805-1922 from Argentina, Brazil, Chile, Cuba, Guatemala, Mexico, Peru, Venezuela, and elsewhere.
- **Latin American Newsstand.** Full text of articles from over 40 Latin American newspapers. Coverage for some newspapers begins in 1998.
- **Lexis-Nexis Academic Universe.** Full text from thousands of news, business, legal, medical and reference publications. Includes national and regional newspapers, wire services, broadcast transcripts, international news, college news, and non-English-language news.
- **Pravda Digital Archive.** Full-text/full-image of *Pravda*, the newspaper of record of the Soviet era and of continued importance in Russia. The digital archive is full page image and fully searchable from the first issue in 1912 through 2009.
- **ProQuest Digital Microfilm.** Full-text, cover-to-cover access to the microfilm edition of

the *Arizona Republic*, *Los Angeles Times*, *New York Times*, *San Francisco Chronicle*, *Wall Street Journal*, and the *Washington Post*, from 2008 to the present.

- **Times Digital Archive, 1785-1985 (*Times of London*).** Complete cover-to-cover coverage the Times (London) from its first issue to 1985.
- **Vanderbilt Television News Archive.** Searchable archive of abstracts of evening news broadcasts from ABC, CBS, and NBC from 1968-present, as well as special news programs, such as ABC's Nightline. Selected coverage from PBS, CNN, and FOX News, political conventions, presidential press conferences, State of the Union addresses, political campaign coverage, and national and international events. Also includes online videos of CNN programs from 1998-present, and selected online videos from other networks.
- **World News Connection.** Provides translated and English-language newspapers, television and radio broadcasts, non-classified technical reports, and more, from around the world, and is particularly effective in its coverage of local media sources. Coverage from 1996-present.

Reference Works

The UA Libraries have been purchasing more digital reference sources, which enable students and faculty to have 24/7 access from anywhere. These are noted in the list below, as applicable.

- 21st Century Communication: A Reference Handbook [online]
- A Broadcast News Manual of Style
- A Companion to Media Studies [online]
- A Handbook of Qualitative Methodologies for Mass Communication Research [online]
- Biographical Dictionary of American Journalism
- Editor and Publisher International Year Book
- Encyclopedia of Media and Politics
- Encyclopedia of Television News
- Gale Directory of Publications and Broadcast Media [online in the Gale Ready Reference Shelf database]
- Historical Dictionary of War Journalism
- History of the Mass Media in the United States: An Encyclopedia
- International Encyclopedia of Communication [online]
- Journalism: A Guide to the Reference Literature
- Literary Journalism: A Biographical Dictionary of Writers and Editors
- The Associated Press Stylebook and Briefing on Media Law
- The Encyclopedia of American Journalism [online]
- The Encyclopedia of Journalism [online]
- The Handbook of Election News Coverage around the World
- The New York Times Manual of Style and Usage
- The Reporter's Handbook: An Investigator's Guide to Documents and Techniques
- The SAGE Handbook of Gender and Communication [online]
- UPI Stylebook: The Handbook for Writers, Editors and News Directors

- Webster's New World Dictionary of Media and Communications
- Women in Communication: A Biographical Sourcebook
- World Press Encyclopedia: A Survey of World Press Systems Worldwide [online]
-

Print Indexes to Newspapers in the UA Main Library

- Christian Science Monitor Index – 1945-1993
- San Francisco Chronicle Index – 1976-2003
- New Orleans Times-Picayune Index – 1972-1985)
- USA Today Index (1987-2003)
- Wall Street Journal Index (1958-2003)

Additional Print Indexes for News Sources in the UA Main Library

- Alternative Press Index (1969-1972, 1974-1999)
- Left Index (1988-1999)
- Underground Newspaper Collection (1963-1985)

Access to Library Resources and Services

During fall and spring semesters, the Main Library, where journalism and mass communication print materials are held, is open 24 hours from Sunday mornings to Fridays at 9 p.m., and 9 a.m. to 9 p.m. on Saturdays.

Students and faculty have on- and off-campus access to the library's electronic database subscriptions 24 hours a day, 7 days a week by accessing them through the library's homepage (www.library.arizona.edu).

Whenever the library is open, students and faculty may receive reference help at the reference desk, via telephone or via an online chat reference service. In-depth research assistance with librarians is available via e-mail and by appointment. In addition, UA librarians have created several online research guides for journalism:

- Journalism Subject Guide - <http://lro.library.arizona.edu/subject-guide/279-Journalism>, which includes sub-pages such as Finding News Sources (<http://lro.library.arizona.edu/subject-guide/279-Journalism?tab=7781>), Finding Scholarly Articles (<http://lro.library.arizona.edu/subject-guide/279-Journalism?tab=7780>), Public Records (<http://lro.library.arizona.edu/subject-guide/279-Journalism?tab=7785>), and more.
- Finding Newspapers - <http://www.library.arizona.edu/help/how/find/newspapers/index.html>
- Arizona Newspapers - <http://www.library.arizona.edu/help/how/find/newspapers/arizona/index.html>

12. List newspapers, magazines and other periodicals received regularly by the unit.

Newspapers

- *Arizona Daily Star*
- *Arizona Daily Wildcat*
- *Arizona Republic*
- *Bullhead City Bee*
- *The Copper Dome*
- *The Daily Territorial*
- *El Independiente*
- *La Estrella de Tucson*
- *Explorer*
- *Green Valley News & Sun*
- *Holbrook Tribune News*
- *Inside Tucson Business*
- *The Tombstone Epitaph*
- *The Tombstone Epitaph-National Edition*
- *Tucson Weekly*
- *The Wickenburg Sun*

Magazines

- *The Atlantic*
- *Bicycling*
- *Biz Tucson*
- *Columbia Journalism Review*
- *The Crusader*
- *The Desert Leaf*
- *Downtown Tucsonan*
- *The Economist*
- *Entertainment Weekly*
- *Global Journalist*
- *Good Housekeeping*
- *Hispanic Business*
- *Military Review*
- *Money*
- *Montana Journalism Review*
- *Natural Hazards Observer*
- *Nature*
- *The New Yorker*
- *The New York Times Magazine*
- *Northwest Indian Fisheries Commission*
- *Popular Photography*
- *Rangefinder*

- *Smart Money*
- *Voz-The Voice of Latino Public Broadcasting*
- *Western Horseman*
- *Zócalo*

Other Periodicals (all journals are cataloged in the library)

- *Journal of The Southwest*
- *Journalism & Mass Communication Educator*
- *Journalism & Mass Communication Quarterly*

13. List newspapers, magazines and periodicals related to journalism and mass communications received by the main library.

Newspapers

The University of Arizona Libraries provide access for faculty and students to thousands of newspapers through online databases such as Lexis-Nexis Academic and Access World News. The library also currently maintains print subscriptions to 28 local, regional, national and international newspapers:

- *Ajo (Ariz.) Copper News*
- *Amharic (Ethiopia)*
- *Arizona Daily Star*
- *Arizona Daily Wildcat*
- *Arizona Range News (Wilcox)*
- *Arizona Republic (Phoenix)*
- *Catholic Worker*
- *Chicago Tribune*
- *Copper Basin News (Hayden, Ariz.)*
- *Copper Era (Clifton, Ariz.)*
- *Eastern Arizona Courier (Safford)*
- *El Imparcial (Hermosillo, Mexico)*
- *Holbrook (Ariz.) Tribune News & Snowflake Herald*
- *Indian Country Today*
- *International Jerusalem Post*
- *Le Monde (Paris)*
- *Los Angeles Times*
- *The New York Times*
- *Nogales (Ariz.) International*
- *San Francisco Chronicle (San Francisco Examiner on Sundays)*
- *San Manuel (Ariz.) Miner*
- *San Pedro Valley News-Sun (Benson, Ariz.)*
- *USA Today*
- *Verde Independent (Cottonwood, Ariz.)*
- *Village Voice*

- *The Wall Street Journal*
- *The Washington Post*
- *Wickenburg (Ariz.) Sun*

In addition, the library maintains archives of many newspapers on microfilm.

Journalism and Mass Communication periodicals

The following are the UA Library's current print and online subscriptions to periodicals for journalism and mass communications. The library also provides online, full-text access to several other titles through various databases, such as Communication and Mass Media Complete.

- *American Journalism*
- *American Journalism Review*
- *British Journalism Review* (online)
- *Columbia Journalism Review*
- *Communication Law and Policy* (online)
- *Communication Monographs* (online)
- *Communication Quarterly*(online)
- *Communication Research* (online)
- *Communication Reports* (online)
- *Communication Studies* (online)
- *Communication Theory* (online)
- *Critical Studies in Media Communication* (online)
- *Editor & Publisher*
- *Electronic News* (online)
- *Feminist Media Studies* (online)
- *Global Media & Communication* (online)
- *International Journal of Press/Politics* (online)
- *Journal of Broadcasting and Electronic Media* (online)
- *Journal of Communication Inquiry* (online)
- *Journal of Mass Media Ethics* (online)
- *Journalism & Mass Communication Educator*
- *Journalism & Mass Communication Quarterly*
- *Journalism History*
- *Journalism Practice* (online)
- *Journalism Studies* (online)
- *Journalism: Theory, Practice & Criticism* (online)
- *Mass Communication and Society* (online)
- *Media, Culture & Society* (online)
- *Media History* (online)
- *News Photographer*
- *Newspaper Research Journal*
- *Utne*

14. Describe students' use of current periodicals, reference works, databases and other sources of information in the main library and/or unit reading room. If library and reserve checkout records for these statistics are not available to the unit, list representative assignments from syllabi requiring students to use these resources.

Data concerning journalism students' use of library materials are not available.

In consultation with journalism faculty, the librarian who manages information resources for journalism partnered with an instructional services librarian to create course guides for several journalism courses. These guides link to various library resources for students to use in their classes:

- **JOUR 105: Principles of Journalism** - <http://lro.library.arizona.edu/course-guide/354-JOUR105>
- **JOUR 208: Law of the Press** - <http://lro.library.arizona.edu/course-guide/343-JOUR208>
- **JOUR 472/572: Science Journalism** - <http://lro.library.arizona.edu/course-guide/349-JOUR472-572>
- **JOUR 489/589: Survey of Research Methods** - <http://lro.library.arizona.edu/course-guide/192-JOUR489-589>
- **JOUR 509: U.S. and International Media Law** - <http://lro.library.arizona.edu/course-guide/341-JOUR509>

PART II, STANDARD 8

PROFESSIONAL AND PUBLIC SERVICE

Executive summary

As a unit within a land-grant university, where outreach and service are paramount, the School of Journalism provides extensive service to citizens, scholastic education and the news industry at the local, state and national levels. School media serve disempowered communities in Southeast Arizona, and for decades the school has helped train high school minority journalism students. Research faculty members are heavily involved in academic organizations, and two serve in editing positions for peer-reviewed journals. Professors engage with newsrooms throughout the country, including summers working side-by-side with journalists to teach and learn.

1. Summarize the professional and public service activities undertaken by the unit. Include operation of campus media if under control of the unit; short courses, continuing education, institutes, high school and college press meetings; judging of contests; sponsorship of speakers addressing communication issues of public consequence and concern; and similar activities.

The School of Journalism for many years has taken an active role in reaching out to diverse communities – from high school students to senior citizens – to address issues of public concern.

For more than 25 years the school has been the host of the Journalism Diversity Workshop for Arizona High School Students. This 10-day workshop brings high school students from diverse communities in Arizona to the UA to learn news writing, reporting, editing, digital design and photojournalism techniques. Content that the students produce is shared on myhighschooljournalism.org, an initiative funded by the Knight Foundation.

The school facilitates community conversations on a range of topics. In March 2011, alumni in the Phoenix area heard about *The New York Times*' coverage of the mass shootings of Congresswoman Gabrielle Giffords and 12 others and how UA journalism students contributed to the reporting. Other journalism professors have spoken on diverse topics such as the role of the media on Native American Nations to the dwindling numbers of international news correspondents and what it means to the profession and the public. Faculty also offered seminars to senior citizens through the Osher Lifelong Learning Institute on broadcast news, international reporting and other topics.

Faculty members have worked closely with the Arizona Newspapers Association, speaking at annual conferences of reporters, editors and publishers and judging newspaper awards contests. In addition, every other year the school partners with ANA to honor a deserving journalist with the John Peter and Anna Catherine Zenger Award. The award has been given by the School of Journalism for more than 50 years and honors people who have made extraordinary contributions to freedom of the press and the people's right to know. The recipient offers a keynote address, which is open to the public, and speaks to classes in the School of Journalism.

Faculty members are involved in numerous professional associations that benefit the journalism industry, including at the national level. School Interim Director David Cuillier was chair of the Society of Professional Journalists' Freedom of Information Committee from 2007 to 2011, is now secretary-treasurer of the organization, and will run for president in 2013. He has testified before Congress about U.S. government compliance with the Freedom of Information Act. In spring 2010, he drove 14,000 miles throughout the country on behalf of SPJ, training more than 1,000 newspaper reporters and editors on how to use public records to strengthen their work.

Faculty members are active in academic organizations, as well, serving in leadership positions for the Association for Education in Journalism and Mass Communication and as editors of peer-reviewed journals. Dr. Linda Lumsden organized the annual American Journalism Historians Association conference October 2010 in Tucson. Depictions of people in the borderlands and alternative journalism in the Southwest were among the topics about which UA journalism faculty spoke.

2. Provide brochures and other publications that describe the unit's professional and public service activities.

Publications such as programs for the Zenger award ceremony and fliers for the SPJ community conversations will be available on site in a separate binder.

3. Describe the unit's contact with alumni, professionals and professional organizations to keep curriculum and instruction current and to promote the exchange of ideas.

Journalism faculty members have extensive contacts with alumni and the professional community. One of the most important ways in which the school interacts with these constituencies is through the Journalism Advisory Council, the external advisory board whose major responsibilities include assisting the school with guidance about curricular issues. Council members include Paula Casey, president of Arizona Newspapers Association, who offers advice on industry trends and needs of member newspapers; Scott Kilbury, anchor and reporter at KOLD-TV, the local CBS affiliate; and Frank Sotomayor, former *Los Angeles Times* editor and Pulitzer Prize winner.

Faculty members maintain close contact with local alumni via e-mail, phone and through social media, discussing changes in newsrooms, local story selection and changes in the industry. They sometimes are asked to meet with news organizations to discuss specific issues. For example, after the January 2011 Tucson shootings, Nancy Sharkey, a professor of practice in the school and 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 students contributed reporting.

Faculty members also are active on the state level, leading workshops at conferences sponsored by organizations such as the Arizona Newspapers Association, Society of Professional Journalists and Investigative Reporters and Editors.

On the national level, journalism faculty members are active in the Association for Education in Journalism and Mass Communication, including as paper reviewers and leaders in divisions. They also belong to other professional organizations relevant to their research and teaching specializations – such as the International Communication Association, Native American Journalists Association and the American Journalism Historians Association – and attend their national conferences.

The journalism faculty keeps up to date on industry trends by subscribing to a number of national journalism listservs. They find and share materials from sites run by the Native American Journalists Association, the Online News Association, National Association of Hispanic Journalists, National Association of Lesbian & Gay Journalists, National Press Photographers Association, Nieman Foundation and Radio-Television Digital News Association. Faculty frequently email and share on social media helpful ideas and interesting news items to all full- and part-time faculty members, often generating lively discussions. Some faculty members work in newsrooms during the summers. 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.

The curriculum enables students to interact frequently with professional journalists. The class providing the best example of this interaction is Jour 405 – Study of the News: The Arizona Daily Star Apprenticeship. Students in the course work directly with reporters and editors at the *Arizona Daily Star*, Tucson's local morning daily, then have the opportunity to discuss reporting issues and concerns in the classroom. Students gain real-world experience and accumulate numerous bylines over the course of a semester, yet also have the opportunity to process that experience with classmates and faculty.

Several journalism courses are taught by adjunct faculty members, most of whom still work in the industry at local TV stations and newspapers. Nearly all faculty members bring in media professionals – either in person or via Skype – to offer real-world perspectives in current issues in the industry. Several faculty members also ask students to sit in on budget meetings at the *Arizona Daily Star* or shadow a professional working in print or broadcast journalism.

4. List professional and public service activities undertaken by each member of the faculty in the past six years (prior to the self-study year). Please provide a full list; do not refer team members to faculty vitae for this information.

DAVID CUILLIER

Interim director and associate professor (joined faculty in 2006)

Dr. Cuillier has been active at the state and national level in the academy, particularly through the Association for Education in Journalism and Mass Communication, and has served working journalists through the Society of Professional Journalists. He was national freedom of information chairman for SPJ 2007-2011 and is now secretary-treasurer, in line to run for president in 2013-14.

Academic service

- Association for Education in Journalism and Mass Communication, member since 2003, divisions of law, newspaper, media ethics, mass communication and society, communication technology and policy, and communication theory and methodology.
 - Head, Law and Policy Division, 2011-12
 - Vice-head for the Law and Policy Division, 2010-11
 - Research chair for the Law and Policy Division, 2008-09 & 2009-10
 - Teaching standards chair for the Law and Policy Division, 2007-08
- Discussant, Law and Policy Division of Association for Education in Journalism and Mass Communication annual convention, August 7, 2010, Denver, CO.
- Panelist, "Pedagogical approaches to investigative reporting," Newspaper and Media Ethics divisions, Association for Education in Journalism and Mass Communication annual convention, August 6, 2010, Denver, CO.
- Respondent, Journalism Studies Division of International Communication Association annual conference, June 2010, Singapore.
- Discussant, Law and Policy Division of Association for Education in Journalism and Mass Communication annual convention, August 8, 2009, Boston, MA.
- Moderator, Media Ethics division of Association for Education in Journalism and Mass Communication annual convention, August 7, 2009, Boston, MA.
- Panelist, "Journalists and Law Enforcement: Rights Versus Security," Law and Policy Division and Civic and Citizen Journalism Interest Group, Association for Education in Journalism and Mass Communication annual convention, August 5, 2009, Boston, MA.
- Discussant, Mass Communication and Society division of Association for Education in Journalism and Mass Communication annual convention August 6, 2008, Chicago, IL.
- Discussant, Communication Theory and Methodology division of Association for Education in Journalism and Mass Communication midwinter conference, February 24, 2007, Reno, NV.
- Editorial board member for *Mass Communication and Society* and *Community Journalism*.

- Reviewer for *Journal of Communication*, *Communication Law & Policy*, *Journalism & Mass Communication Quarterly*, *Government Information Quarterly*, *Mass Communication and Society*, *Communication Monographs*, *Congressional Quarterly Press*, *Bedford St. Martins books in journalism*

Professional service

- Society of Professional Journalists, member since 1986;
 - Secretary-Treasurer, 2011-12
 - Freedom of Information Committee chairman, 2007 to 2011 (co-vice chairman August 2006-September 2007)
 - Newsroom trainer, providing freedom of information training to newsrooms throughout the country, 2005 to present, including the spring 2010 45-day national “Access Across America” road tour, training more than 1,000 journalists
- Arizona First Amendment Coalition board member, 2007 to present.
- Sunshine Chair for Arizona, Society of Professional Journalists, 2007 to present.
- Arizona Newspapers Association legislative committee member, 2008 to present.
- Invited speaker to numerous professional conferences, training sessions, and testimony before Congress regarding freedom of information issues:
 - Society of Professional Journalists national convention (October 3, 2010). Invited speaker to conduct session on strategies for accessing public records and putting data online for the public. Las Vegas, NV.
 - The National Security Archive Access to Information Workshop (July 29, 2010). Invited to provide a daylong training workshop to Mexican human rights groups on accessing U.S. records regarding migration. Tijuana, Mexico.
 - Access Across America (April 27, 2010 through June 11, 2010). National road tour providing training sessions to more than 1,000 journalists in 35 states, funded by an SPJ grant.
 - Journalists’ access to public records instructional DVD (March 29, 2010). Panelist interviewed for a DVD created for media law classes on barriers to access, by the Indiana University School of Journalism, Elon University School of Communications and WTIU public television. Bloomington, IN.
 - U.S. House of Representatives Information Policy, Census, and National Archives Subcommittee of the Oversight and Government Reform Committee (March 18, 2010). Invited to give testimony at hearing titled “Administration of the Freedom of Information Act: Current Trends,” Washington, DC. Written and oral testimony archived at http://oversight.house.gov/index.php?option=com_content&task=view&id=4845&Itemid=29
 - Investigative Reporters and Editors National Computer Assisted Reporting Conference (March 13, 2010). Panelist for session on

psychological strategies for negotiating with agencies for data. Phoenix, AZ.

- Associated Collegiate Press National College Journalism Convention (February 26, 2010). Conducted session on accessing public records at universities. Phoenix, AZ.
- Protocol for Free and Responsible Student News Media Conference, McCormick Freedom Project (February 7-9, 2010). Speaker for collaboration between journalism organizations and scholastic educators to find common ground for student press rights. Chicago, IL.
- Society of Professional Journalists (August 29, 2009). Moderator and coordinator for panel on shield laws for SPJ national conference. Indianapolis, IN.
- Journalism Educators Association national conference (April 18, 2009). Spoke on accessing public records from schools. Phoenix, AZ.
- American Society of Access Professionals annual conference (March 11, 2009). Panelist on the benefits of public records. Las Vegas, NV.
- Investigative Reporters and Editors national conference (June 7-10, 2007). Speaker on access to public records, Phoenix, AZ.
- Journalism Educators Association national conference (April 8, 2005). Speaker on watchdog news reporting and contest judge. Seattle, WA.
- Judge for local, state and national contests, including:
 - Freedom of Information Awards, Society of Professional Journalists Valley of the Sun chapter (Phoenix, AZ), 2007, 2008, 2009, 2010.
 - Society of Professional Journalists Sigma Delta Chi awards, investigative reporting, 2010.
 - Heroes of the 50 States: Open Government Hall of Fame awards, sponsored by the Society of Professional Journalists and National Freedom of Information Coalition, judge, 2009, 2010, 2011.
 - Society of Professional Journalists Eugene S. Pulliam First Amendment Award, 2007-10.
 - Society of Professional Journalists Region 10 Mark of Excellence contest, 2009.
 - Alaska Press Club Awards contest judge, in-depth reporting, 2009.
 - New Jersey Society of Professional Journalists Tim O'Brien Award for Best Investigative Reporting using the New Jersey Open Public Records Act, 2009.

Media appearances

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<http://jacksonville.com/news/metro/2011-07-20/story/jacksonville-sheriffs-office-pulls-plug-police-scanners-media>
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http://www.tucsonsentinel.com/local/report/071411_pima_loughner_redaction/pima-college-blacked-out-embarrassing-loughner-email/

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- Thomas, Jeremy (2008, March 6). Legislators push for transparency on budget, spending. *Cronkite News Service*.
- Wisconsin Public Radio (2008, March 3). Hour-long interview about SPJ's involvement in the case involving the shutting down of Wikileaks.org.
- Rood, Lee (2008, Feb. 8). Revamp of meetings laws faces challenges; backers confident. *The Des Moines Register*.
- Froelich, Leslie (2008, January). SPJ touts document-driven newsroom: Public records are undeniable tools for reporters. *Training* (monthly newsletter for Cox Newspapers), p. 1.
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- Is FOIA becoming (a little) less frustrating? (Dec. 19, 2007). *CBS NewsPublicEye blog*, <http://www.cbsnews.com/blogs/2007/12/19/publiceye/entry3631532.shtml>
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- Wasserman, E. (2007, Oct. 13). Media: Reclaiming FOIA's value. *CQ Weekly*, p. 2992.

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- Guest speaker on *Political Perspectives* talk show for Access Tucson. Show, taped May 16, 2007, about increased secrecy and reduced civil rights since 2001.
- *Afterlife afterthoughts: Fatal distraction* (2007, Spring). *The Wilson Quarterly*, 31(2), p. 12.
- Conrad, Claire (2007, Jan. 23). New section, seniors to graduate with rest of class. *The Arizona Daily Wildcat*, p. 6.
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- Tomco, Jacqueline (2006, Aug. 3). Great ideas for teachers: It's not just theoretical. *AEJMC Reporter*, p. 3.

SHAHIRA FAHMY

Associate professor (joined faculty in 2008)

Dr. Fahmy has been active on the state, national and international level as a judge, panelist, editor and speaker on a wide range of topics including the Middle East and visual communications.

Offices and honors

- Associate editor, *Mass Communication and Society*, 2011 to present.
- Research chair for the AEJMC Visual Communication Division 2009 – 2010.
- Guest editor for “Images of Conflict” special issue of *Media, War & Conflict*, Sage journal, April 2010, 3(1).
- Editorial Board Member of the AEJMC scholarly journal, *Mass Communication and Society*, 2007 – Present.
- Editorial Board Member of the AEJMC scholarly journal, *Visual Communication Quarterly*, 2007 – Present.
- Editorial Board Member of the SAGE scholarly journal, *Media, War, and Conflict*, 2008 – Present.
- Editorial Board Member of the *Global Media Journal*, Arabic Edition, 2007-Present.
- Advisory Board Member of the *Global Media Journal*, Pakistani Edition, 2007 – Present.
- Research co-chair for the AEJMC Mass Communication and Society Division, 2007 – 2008.

Academic service

- Interviewed for an article in the *Jackson School Journal of International Studies at the University of Washington*, Volume 2, No. 2, Summer 2011
- Interviewed for a story about the uprising in Egypt in the Feb. 7 issue of the *Arizona Daily Wildcat*. Available at: <http://wildcat.arizona.edu/news/egyptian-professor-talks-of-home-1.1965055>.

- Panelist on *Using Digital Resources in Ethnicity, Race, and International Communication Classes*. Sponsored by the International Communication division at the AEJMC annual conference. Denver, CO, August 2010.
- Research on the Virginia Tech study in *Visual Communication Quarterly* 17(2), 91-107 published in 2010 was cited in *The Chronicle of Higher Education*. Available at: <http://chronicle.com/blogPost/Researcher-Says-News-Photos-of/24221/>.
- Chair for the Top Papers Session for the Visual Communication Division at AEJMC, Denver, CO, August 2010.
- Interviewed for an article in the *Harvard Kennedy School Review* (2010). "Double Vision: Al-Jazeera English at Odds with the American Media," Volume 10, pp. 34-39. Available at: <http://www.hks.harvard.edu/ksr/>.
- Chair for research session titled: "The Media, Terrorists, and Other Bad Guys," for the Mass Communication Division at ICA, Chicago, IL, May 2009.
- Chair for research session titled: "Framing: Not Always a Political Campaign," for the Mass Communication & Society Division at AEJMC, Chicago, IL, August 2008.
- Chair for research session titled: "Visual conference: Contemporary Challenges and Lessons from Virginia Tech," for the Visual Communication Studies Division at ICA, Montreal, Canada, May 2008.

Professional service

- *Islam In the News: Bridging the Worlds of Academia and Journalism*. Organized and participated in the panel presented at the Arizona Newspaper Association, Phoenix, AZ, October 2009.¹
- Interviewed by John Schuster, Media Watch columnist at the *Tucson Weekly* regarding study on *al-Jazeera* visuals, June 3, 2010. "UA Prof: Al Jazeera An Option For Those Who Want The Whole Story." Available at: <http://www.tucsonweekly.com/tucson/media-watch/Content?oid=2011611>
- *Looking Past Stereotypes: Islam and the Media*. Organized and participated in the panel presented at the Society of Professional Journalists (SPJ), San Francisco, CA, May 2010.²
- Guest editor for "Images of Conflict" special issue of *Media, War & Conflict* Sage journal that appeared in April 2010, 3(1). See Guest Editor's Note, pp. 3-5.

Affiliations

- Association for Education in Journalism and Mass Communication (AEJMC), 2002-2010.
- International Communication Association (ICA), 2002-2010.
- Broadcast Education Association (BEA), 2011.
- World Association for Public Opinion Research (WAPOR), 2009.
- Midwest Association for Public Opinion Research (MAPOR), 2003-2008.
- International Studies Association (ISA), 2009.

¹ This panel was made possible by a grant from the Social Science Research Council.

² This panel was made possible by a grant from the Social Science Research Council.

Book and journal reviews

- Routledge: Taylor & Francis Group - U.K.
- Routledge: Taylor & Francis Group - U.S.A.
- Journalism & Mass Communication Quarterly
- Mass Communication and Society
- Visual Communication Quarterly
- International Journal for Public Opinion Research
- Journal of Computer-Mediated Communication
- Journalism Practice
- Journal of Applied Communication Research
- The International Journal of Press/Politics
- Media, War and Conflict
- Atlantic Journal of Communication
- Asian Journal of Communication
- Journal of Communication Inquiry
- The Democratic Communique Journal

Conference paper reviews

- The AEJMC national conference, 2002 – 2010 (Mass Communication Division, Visual Communication Division & International Communication Division)
- The ICA annual convention, 2002 – 2011 (Political Communication Division & Visual Communication Studies Division)
- The AEJMC midwinter conference, 2008 & 2010 (Mass Communication Division & Visual Communication Division)

CELESTE GONZALEZ DE BUSTAMANTE

Assistant professor (joined faculty in 2007)

Professor Gonzalez de Bustamante has represented the School of Journalism and University of Arizona locally and internationally in areas specific to her research that include the U.S. Mexican border, Latin America and education.

Academic service

- Co-organizer, Investigative Reporters and Editors (IRE) Conference, University of Arizona School of Journalism, Tucson, Arizona, October 2011.
- Organizer and Moderator, “Violence, Journalism and the U.S./Mexico Border Panel,” University of Arizona, Tucson, Arizona, April 29, 2011.
- Co-organizer, “Teaching Border Reporting Workshop II,” University of Arizona, April 29-May 1, 2011. This workshop, sponsored by the UA School of Journalism, the Dart Center for Journalism and Trauma, and Center for Latin American Studies (Title VI) brought together journalism educators from universities on the U.S. side of the U.S.-Mexico border to develop a network of institutions that teach journalism to students in the border region.
- Co-organizer, “Teaching Border Reporting Workshop,” University of Arizona, October 1-3, 2010. This workshop, sponsored by the UA School of Journalism and the Dart Center of Journalism and Trauma, brought together journalism educators from universities on the U.S. side of the U.S.-Mexico border to develop a network of institutions that teach journalism to students in the border region.

- Lecture, “Broadcast News in the 21st Century,” Osher Lifelong Learning Institute, Spring 2009.
- Lectures, Summer High School Diversity Workshop. Presented two lectures: 1) Multiculturalism and Journalism; 2) Broadcast Journalism and Media Literacy, June 2008, June 2007.

Professional service

- Media appearances, quotes
 - Op-ed, “Public needs to know fact from fiction about undocumented migrants,” *Arizona Daily Star*, 3 June 2010.
 - Arsenault, Chris. Interview. “Dying to cover the drug war.” *Al Jazeera English*, 2 June 2011.
<http://english.aljazeera.net/indepth/features/2011/06/201161185239686319.html>
 - Rappaport, Robert. Interview. “Border Journalism Network.” *Arizona Public Media* (PBS), 26 May 2011.
<http://radio.azpm.org/azspotlight/podcasts/2011/5/26/1427-border-journalism-network/>
 - Costello, Rachel. *The Reporters Committee for Freedom of the Press magazine*, 2February 2011.
 - Echávarri, Fernanda. “Spanish speaking media shrinking here as Hispanic numbers boom.” *Tucson Citizen*, 25 December 2008.
 - Stauffer Chabolla, Elena. “University of Arizona Reopens Graduate Program in Journalism.” *Hispanic Outlook of Higher Education*, 7 April 2008.
 - Van Dyke, Aly. “New Graduate Programs give Foreign Flavor.” *Arizona Daily Wildcat*, 13 February 2008.
 - Interviewed for live discussion on Latinos and the media, Spanish language radio in Tucson and Phoenix, 2006, 2007.
- Professional affiliations
 - Member, Association of Brazilian Journalists (Brazil), 2006 to present.
 - Member, Association for Education in Journalism and Mass Communication (AEJMC), 2006 to present.
 - Chair, Markham Research Competition, International Communication Division of the AEJMC, 2010-2011.
 - Member, American Historical Association, 2006 to present.
 - Member, Conference on Latin American History, 2006 to present.
 - Member, International Communication Association, 2007 to present.
 - Member, Mexico Section, Latin American Studies Association, 2009-present.
 - Member, Rocky Mountain Council for Latin American Studies, 2005 to present.

Reviewer of Papers

- Association for Education in Journalism and Mass Communication (AEJMC) International Communication Division, 2011.
- Association for Education in Journalism and Mass Communication (AEJMC) Newspaper Division, 2007.

- AEJMC, Mass Communication and and Society Division, 2008.
- AEJMC, History Division, 2008.
 - Society of Professional Journalists, Student award submissions, 2007.
 - International Communication Association, Journalism Studies Division, 2007.

BRUCE ITULE

Professor of practice (.48 FTE, joined faculty in 2007)

Professor Itule founded Arizona-Sonora News Service, which offers the best journalism produced by School of Journalism students for free use by media outlets throughout the state.

Professional service

- Judge for International Regional Magazine Association written categories, Annual Awards, a national competition, 2009-10.
- Presenter, Writing and Editing Workshop, Las Vegas, McGraw-Hill editors of regional and New York magazines, 2007-08.
- Speaker, Arizona Press Women, presentation on plagiarism and ethics and impact on freelance writers, 2007.

KEVIN R. KEMPER

Assistant professor (joined faculty in 2006)

Dr. Kemper has served the School of Journalism and the University of Arizona as a member of the American Bar Association. He has spoken to academic and professional groups on Native Americans, diversity, border and First Amendment rights issues.

Academic service

- Research fellow, Native American Journalists Association, Norman, Okla., November 2010-present. Conducting research about free press and information issues for American Indian and Alaska Native tribes.
- Visiting scholar, Gaylord College of Journalism and Mass Communication, University of Oklahoma, Norman, November-December 2010. Conducted and presented research about free press and information issues for American Indian and Alaska Native tribes.
- Research fellow, First Amendment Project, Oakland, Calif., Fall 2010. Conducted research about government speech doctrine, assisting with research and writing for litigation support.

Media appearances and quotes

- Richard Tackett, "Lawmaker aims to protect Arizonans from libel tourism," Cronkite News Service (distributed to papers like *The Arizona Republic*) (Feb. 18, 2010).
- "Did Sunnyside schools break the Open Records Law?" KGUN-TV, Tucson, Ariz. (October 2009).
- MaryAnn Martinez, "Dailies dying," KGUN-TV, Tucson, Ariz. (Feb. 13, 2009).
- B. Petersen, "Super Bowl porn clip 'a malicious act,'" *Arizona Daily Star* (Feb. 3, 2009).
- D. Scarpinato, "Bloggers becoming a potent force in politics," *Arizona Daily Star* (April 9, 2008).
- K. Smith, "Web site down after filing suit," *Arizona Daily Star* (Feb. 28, 2008).

- “Tucson media moves,” KGUN-TV, Tucson, Ariz. (Nov. 7, 2007).
- Guest on radio show by John C. Scott about subpoenas of Phoenix publishers, The JOLT, 1330-AM, Tucson, Ariz. (Oct. 29, 2007).
- Guest on television show “Political Perspectives,” discussing free expression issues, Access Tucson, Tucson, Ariz. (May 16, 2007).
- Guest on “Mike & Chuck Show” radio show about media coverage of the Virginia Tech murders, KCUB-AM, 1290 “The Source,” Tucson, Ariz. (April 19, 2007).
- Guest on television show “Building free speech” for panel “Protecting the future of media democracy,” Access Tucson, Tucson, Ariz. (April 12, 2007).
- Guest on television show “World Harmony: Can It Happen?” to discuss “Fairness Doctrine,” Access Tucson (March 29, 2007).
- C. Smith, “Artist objects to photo use: Breast cancer survivor to sue pro-life group,” *Arizona Daily Wildcat* (Jan. 26, 2007).
- J. Hanes, “Bloggers’ role in question: Student blogger challenges definition after being called ‘not a journalist,’” *Arizona Daily Wildcat* (Oct. 17, 2006).
- J. Brodesky, “On campus, beware the blog,” *Arizona Daily Star* (July 16, 2006).
- D. Templeton, “High school reporter gets wide attention,” *Pittsburgh Post-Gazette* (March 26, 2006).

Professional service

- Arizona correspondent for Reporters Without Borders, 2011-present. Gather from and share information with Arizona journalists about challenges to freedom of the press across the world.
- Member of Government and Public Policy Committee of Arizona Newspaper Association, 2006-2008, 2009-present. Participate in regular conference calls to learn about and discuss ongoing legal and legislative issues regarding journalism and freedoms of the press and information in Arizona. Networked with others to initiate a sunshine workshop that was hosted on March 15, 2007, in the Department of Journalism.
- Delivered speech, “First Amendment rights for students,” at Phi Alpha Delta’s School of Rights of Kids, Tucson, Ariz., March 7, 2009.
- Taught basics of photography and student media law to yearbook staff, BASIS Middle School, Tucson, Ariz., Nov. 6, 2008.
- Consulted student newspaper and guest lectured at University High School, Tucson, Ariz., Fall 2007.
- Taught legal, ethical, and financial issues at Online Journalism Workshop, Arizona Newspapers Association, Arizona State University, Tempe, Dec. 14, 2007. Content relates to major research emphasis of sustaining journalism.
- Taught photography workshop, Literacy Volunteers of Tucson, Tucson, Ariz., Dec. 13, 2007.
- Kevin R. Kemper. “All we need is love.” Commentary broadcasted on Access Tucson, Tucson, Ariz., and <http://www.youtube.com>, Fall 2007.
- Provided radio play-by-play for KGVY AM-1080, Green Valley, Ariz., and edited editorial material and provided preliminary convergence consulting for the

Green Valley News/Sahuarita Sun, and mentoring for student spotter who took over in Fall 2007, for Sahuarita High School football games, Fall 2006.

- Organized and hosted a visit to the UA Department of Journalism by the National History Day class from Sahuarita (Ariz.) Middle School, Jan. 16, 2007. Students learned basics of historical research and discussed their projects for the NHD competition with journalism faculty who research and/or teach history.
- Delivered speech, "Freedom of the press and open government: Necessary prescriptions for what ails society," a closed-circuit televised event at La Posada, Green Valley, Ariz., Oct. 20, 2006.
- Attended Freedom of Information Coalition meeting, Phoenix, Ariz., July 13, 2006.
- Member of American Bar Association, student or regular member, 2002-2009, 2011-present. Division memberships included Communication Law. Technology chair of the Teaching Media Law committee for the American Bar Association's Forum on Communications Law, 2005-2010. Promoted and develop technological aids for committee, and judged annual scholarship contest, 2007-2010.
- Member of Association for Education in Journalism and Mass Communication, 2003-2009, 2011-present. Current division memberships include Law & Policy, Ethics, and Minorities and Communication.
- Member of International Communication Association, 2003-2009, 2011-present.
- Member of American Intellectual Property Law Association, 2005-2008.
- Member of American Journalism Historians Association, graduate student member, 2004-2007. Faculty member, 2007-2009.
- Review articles for *Journal of Sports Media*, Summer 2007, Summer-Fall 2009.
- Reviewed papers during November 2008 for Communication Law and Policy Division, International Communication Association, Chicago, Ill., May 2009.
- Reviewed articles for *American Journalism*, July 2008, July 2009.
- Reviewed media law textbook, July 2008, and industry publications, December 2008, for Focal Press.
- Judged as part of Suburban Newspaper Association's annual features contest, Fall 2007.
- Reviewed grammar textbook for Oxford University Press, December 2007.
- Reviewed papers during November 2007 for Communication Law and Policy Division, International Communication Association, Montreal, Quebec, Canada, May 2008.
- Reviewed article for *Communication Law & Policy*, October 2007.
- Reviewed papers during April 2007 for Media Ethics Division of Association for Education in Journalism and Mass Communication, Washington, D.C., August 2007.
- Reviewed sports journalism textbook for Rowman& Littlefield Publishers, Inc., May 2007.
- Reviewed article for *Communication Theory*, May 2007.

- Delivered workshop session about “The Legal Issues of Online and New Media Publication.” Inland Press Association’s Weekly Newspapers Conference, Tucson, Ariz., March 1, 2007.
- Reviewed papers in 2006 for Newspaper Division for Association for Education in Journalism and Mass Communication Southeast Colloquium, New Orleans, La., 2007.
- Reviewed papers in November 2006 for Communication Law and Policy Division, International Communication Association, San Francisco, Calif., 2007.
- Reviewed papers in 2006 for Ethnicity and Race in Communication Interest Group, International Communication Association, San Francisco, Calif., 2007.
- Reviewed papers in 2006 for Mass Communications Division, International Communication Association, San Francisco, Calif., 2007.
- Reviewed papers for History Division for Association for Education in Journalism and Mass Communication Southeast Colloquium, Tuscaloosa, Ala., 2006.
- Reviewed papers for Newspaper Division for Association for Education in Journalism and Mass Communication Southeast Colloquium, Tuscaloosa, Ala., 2006.
- Mentored journalists with disabilities, National Center on Disability & Journalism, 2004-2006. Continue unofficial mentoring of journalism students with disabilities until present.

SUSAN KNIGHT

Associate Professor of Practice (joined faculty in 2004)

Professor Knight serves the UA School of Journalism in the community by maintaining strong ties with local media organizations, founding the apprentice program with the *Arizona Daily Star*. She also serves as faculty mentor in the school and undergraduate curriculum coordinator.

Community outreach

- Served on Tucson Unified School District Communications Advisory Council on public information and the district’s working with the public and the press, 2009.
- Was consulted by Eugenia Bas-Isaac for guidance and planning on a federal Gear Up grant that, if approved, would again include SPJ members and possibly other journalism students to work with and mentor local high school students interested in journalism, 2009.
- Was consulted by the Aurora Foundation for planning on a “Women in Media” workshop and leadership conference for teenage girls interested in journalism and communication, 2009.
- Was a leadership facilitator at the Ted Scripps/SPJ Leadership Institute, Indianapolis (June), working with new SPJ leader (student and professional chapters). Developed session on Engaging Volunteers, 2009.

Professional affiliations

- Member and vice chair, SPJ Journalism Education Committee, 2009.
- Member, Investigative Reporters and Editors.

LINDA LUMSDEN

Assistant professor (joined faculty in 2006)

Dr. Lumsden has been active at the state and national level speaking to academic and professional groups in the area of her research, which includes journalism and woman's history.

Academic service

- Elected to the board of directors of the American Journalism Historians Association, 2011.
- Reviewed article for *Journalism History*, as editorial board member, 2008.
- Host, American Journalism Historians Association convention in Tucson, 2010. Involved meetings with Tucson Convention and Visitors Bureau representatives, area hotels and restaurants, coordinating site visit by AJHA convention site chair.
- Moderator and Participant, "Periodismo Alternivo: Radical Journalism in the Southwest," panel, American Journalism Historians Association convention, Tucson, Ariz., Oct. 7, 2010.
- Reviewed book manuscript for University of Missouri Press, spring 2010.
- Judge, Margaret A. Blanchard Dissertation Prize presented by the American Journalism Historians Association, 2009 and 2010.
- Moderator, "The Prism of Identity: The Challenge of Isolating Social Position in Media History," panel, American Journalism Historians Association convention, Birmingham, Ala., Oct. 8, 2009.
- Coordinator for Research Panel Proposals for American Journalism Historians Association convention, 2008, 2009, and 2010.
- Judge, American Journalism Historians Association 2007 convention papers, Spring 2007-09.
- Judge, History Division papers, AEJMC national convention, 2006-11.
- Judge, AEJMC James Tankard Book Award, 2005-07.
- Reviewed revised manuscript for *American Journalism*, October 2007.
- Interviewed for 'No Place for a Woman,' a television documentary about women World War II reporters produced by Michele Fillion, New York City, May 22, 2007.
- Participated in Society for News Design "Media Quick Course" at *Arizona Daily Star*, April 28, 2007.
- Reviewed two manuscripts for *American Journalism*, January 2007.
- Chair, "Intricate Imperialisms: The Writings of Frances Fuller Victor and Margaret Mead," Tennessee Conference of Historians, Nashville, Tenn., Sept. 30, 2006.
- Judge, AEJMC History Division Best Book Award, 2006.

Professional affiliations

- Member, Site Committee, American Journalism Historians Association, 2006-09.

KIM NEWTON

Assistant professor of practice (joined faculty in 2007)

Professor Newton is active on a local, national and international level representing the School of Journalism and University of Arizona as a member of the American Society of Media Photographers and National Press Photographers Association. His academic and professional service focuses on visual journalism and multimedia education.

Academic Service

- Spoke to Desert View High School students on the subject of my freelance career, showed portfolio and took questions, February 19, 2008.
- Spoke to Alta Vista High School students on the subject of photojournalism. Presented my portfolio and took questions, October 21, 2008.
- Coordinated with Beverly Seckinger of Media Arts the visit of Video Photojournalist John DeTarsio's to my 497b class on March 5, 2009.
- Attended the APPLE AUTHORIZED FINAL CUT PRO 6 - LEVEL 101 class, March 16 – 19, 2009
- Attended CMES and Journalism Symposium on March 26, 2010.
- Attended the National Press Photographers Convergence and Multimedia Workshop Seminar in Las Vegas, Nevada, June 6-10, 2009.
- Participated in the Border Safety Conference, sponsored by the University of Arizona's School of Journalism and the DART Center for Journalism and Trauma, October 1, 2010 – October 3, 2010.
- Provided an informational photojournalism interview to Salpointe Catholic High School Junior Teddy Teso on October 14, 2010. The interview was recorded on video and presented to his class.
- Pizza and Portfolio Reviews for Lisa Button's internship fair on March 2, 2011.
- Coordinator, One Day at the UofA publication, Spring 2011.
- Student Threatening Behavior Conference, Monday, Feb. 28, 2011.
- Attended the IRE and Border Journalism Network conference and meeting at the Riverview Inn, Tucson, AZ, Friday evening, Oct. 7, 2011 and Saturday, Oct. 8, 2011.
- Panelist, April 12, 2008, on the Society of Professional Journalists spring conference multimedia panel entitled Video Killed the Radio Star: Multi-media, the Sequel? Panelists included, Terry Wimmer, Professor of Practice, University of Arizona, Mark Casey, vice president/news director from KPNX-TV, Phoenix Retha Hill, director of Arizona State University's New Media Innovation Lab and J. Jennings Moss, online editor for Conde Nast Publications.

Professional affiliations

- Member American Society of Media Photographers (ASMP)
- Member National Press Photographers Association (NPPA)
- Member Investigative Reporters and Editors (IRE)

JEANNINE RELLY

Assistant professor (appointed tenure-track faculty in 2009)

Dr. Relly has been active at the state, national and international level, particularly on issues surrounding the U.S. Mexican border and international communications research.

Academic Service

- Two panel proposals accepted for the International Communication Division of Association for Education in Journalism and Mass Communication for the annual conference in St. Louis, Missouri. The proposals are titled: “The diffusion of access-to-information laws in Latin America: How is the legislation faring as journalists face critical issues with freedom of expression in some countries?” and the co-authored panel proposal (with Iris Chyi) “Newspaper markets defy the circulation spiral in Africa, Asia and Latin America: Does this mean more public access to information?” 2010
- Organized and co-moderated an online chat with journalism and Latin American scholar Sallie Hughes for the International Communication Division of the Association for Education in Journalism and Mass Communication (October 21, 2010).
- Elected to serve as Professional Freedom & Responsibility chair for the International Communication Division (2010-2011) of the Association for Education in Journalism and Mass Communication at the annual conference in Denver.
- Served as a paper reviewer for the Communication Law & Policy Division of the Association for Education in Journalism and Mass Communication Convention in Denver, 2010.
- Served as a discussant for papers for a poster session titled *New Approaches and Research Paradigms in International Communication Research* for the International Communication Division at the Association for Education in Journalism and Mass Communication Convention in Boston, 2009.
- Served as a moderator for panel titled *Solutions for Secrecy: Judicial and Statutory Avenues for Fostering Freedom of Information* for the Law and Policy Division, and a moderator for a panel titled “New Research Paradigms Explored Under the Global Microscope” for the International Communication Division of the Association for Education in Journalism and Mass Communication Convention in Boston, 2009.
- Selected as a reviewer for papers submitted to the International Communication Division and the Communication Technology Division for the national conference of the Association for Education in Journalism and Mass Communication in Boston, 2009.
- Served as a Freedom of Information Act expert for the Society of Professional Journalists during Sunshine Week. 2008-present.
- Served as a reviewer of conference papers for the Mass Communication and Society Division and the Communication Technology Division of the Association for Education in Journalism and Mass Communication for the national conference in Washington, D.C., 2007.

- Served as a reviewer of conference papers for the Communication Technology Division and the Mass Communication and Society Division of the Association for Education in Journalism & Mass Communication national conference in San Francisco, 2006.
- Appointed by the Asian Media & Communication Center in Singapore to serve as an academic liaison between the nonprofit group and journalism programs at U.S. universities, 2005.

JAY ROCHLIN

Assistant professor of practice (.75 FTE, joined faculty in 2005)

Dr. Rochlin regularly speaks to groups of students visiting the School of Journalism and maintains contact with numerous alumni. He spent two decades as editor of the UA's alumni magazine.

Academic service

- Had an organizational role in preparing our first Border Safety Workshop. Organized and moderated a panel for the program that featured several journalists who cover the border. Researched and created a list of "border contacts" for distribution to students who report from northern Mexico.
- Had a minor role in the Beyond the Border project and worked with two UA students who participated.

CAROL SCHWALBE

Associate professor (.90 FTE, joined faculty in 2010)

Professor Schwalbe edits a national journal and has helped judge national magazine competitions. She has worked closely with the UA scientific community to develop a science journalism curriculum for the school.

Professional service

- Editor, *Journal of Magazine & New Media Research*, Magazine Division, Association for Education in Journalism and Mass Communication.
- Panel on "The Journalism of Deception" Association for Education in Journalism and Mass Communication, St. Louis, August 12, 2011
- Panel on "Award Winning Papers: In the Kitchen and Around the World" Association for Education in Journalism and Mass Communication, Denver, August 4, 2010
- Judge, National Magazine Awards
- Ad hoc reviewer, *Journalism & Mass Communication Quarterly*
- Ad hoc reviewer, *Journalism Practice*

Professional affiliations

- Member of editorial board, *Journalism & Mass Communication Educator*
- Member of editorial board, *Visual Communication Quarterly*
- Member of editorial board, *Journal of Magazine & New Media Research*
- Member of editorial board, *Publications Management* (McMurry Publishing)

JACQUELINE SHARKEY

Professor (joined faculty in 1984)

Professor Jacqueline Sharkey spent 11 years as head of the journalism program and has served the industry by leading discussions on journalism ethics and press freedoms. Her reporting on military secrecy has been used in Congressional investigations.

Professional service

- Organizer, lecture series on the role of journalism in democracies, for the Osher Lifelong Learning Institute (2009)
- Co-coordinator, Southwest Ethnic Media Conference, in conjunction with New America Media, funded by the McCormick Foundation (2008)
- Speaker, Voices-110 Degrees project, which enables at-risk high school and college-age students to produce a publication for the *Arizona Daily Star* about their lives (2006-07)
- Coordinator, judging for the Copley Ring of Truth Awards for the Copley newspaper chain (2006)

NANCY SHARKEY

Professor of practice (.70 FTE, joined faculty in 2010)

Professor Nancy Sharkey has helped diversify newsrooms across the country as a leader with the New York Times Student Journalism Institute, now housed every other year at the UA. She's also helping non-traditional students earn journalism degrees by building an "Evening and Weekend" program in the school that offers evening core classes for journalism students.

Professional Service

- Taught at the 2010 New York Times Student Journalism Institute in New Orleans for HBCU's and NABJ student members.
- Judge, City and Regional Magazine Association, a national competition coordinated by the University of Missouri School of Journalism. Judge, 2008 civic journalism prize; judge, 2009 public service prize, and judge, 2010 overall excellence prize.

TERRY WIMMER

Professor of practice (joined faculty in 2006)

Professor Wimmer teaches two capstone courses that produce publications for the city of South Tucson and the town of Tombstone, Ariz. Both are vital sources of information for those communities.

Academic service

- Moderator for a border reporting panel at the Arizona Newspapers Association annual convention, Oct. 15, 2011, Scottsdale, AZ.
- Beyond the Border. Mentored students on a project with New York University, October-November 2010.

Professional service

- Helped coordinate SPJ Regional conference. Tucson, 2009.
- Judge, Arizona Newspaper Publishers Association Annual Awards, 2007-09.

MAGGY ZANGER

Professor of practice (joined faculty in 2004)

Professor Zanger has served the School of Journalism and University of Arizona at the state, national and international level. Her academic and professional service focus is on the Middle East and U.S. Mexican border issues.

Academic Service

- Helped plan a symposium on Journalistic Representations of Islam: Visual and Print. Solicited an outside speaker and introduced and fielded questions from the audience. March 2010.
- Helped plan a one-day symposium with the UA's Center for Middle Eastern Studies, called New Horizons: Obama and the Global Media. Organized, solicited participants and chaired a three-person panel on "A Return to Public Discourse in America?" for the symposium, January 23, 2009.

Professional Service

- Helped plan and organize a panel of UA professors to speak on "Islam in the News" at the Arizona Newspapers Association conference in Phoenix and the western regional conference of the Society of Professional Journalists in San Francisco, Calif. Made all arrangements with SPJ and participated in the panel in May 2010.
- Helped plan and participated in "Talking to the Media: A Workshop on Strategic Communication," to equip faculty members and graduate students with the needed skills to engage in productive media relations around the themes of Islam, the Middle East, and the Muslim world, conducted by Fenton Communications, January 2010.
- Helped plan "Writing for the Media: Helping the Public Understand the Middle East & Islamic World," a half-day workshop for faculty and graduate students who focus on the Islamic world. Purpose was to train academics to write opinion pieces for a general newspaper audience. September 2009.
- Spoke to foreign policy group of the Jewish Community Center on "The Kurdish Problem in the Middle East." April 2008.
- Showed slides and spoke on "Iraq: the Endgame" for a Great Decisions group in northwest Tucson. January 2008.

5. Describe the role of professional and public service in promotion and tenure decisions. Describe travel funding or other support by the unit for faculty involvement in academic and professional associations and related activities.

The school's promotion and tenure guidelines, contained in Appendix E, specifically note the important role of service. The guidelines state that faculty members are expected to participate in activities that serve "the profession and the community." These service activities include becoming a leader of a professional organization and organizing workshops and seminars for journalists.

The college provides tenure-track faculty with \$7,000 in start-up funds that can be used to travel to conferences for research and service. The school encourages faculty to apply for travel grants for their research and service. For example, Dr. David Cuillier acquired a \$12,000 grant from the SDX Foundation to pay for a 45-day "Access Across America" road tour in 2010 where he trained 1,000 citizens and journalists in accessing public records. Also, the school apportions 5 percent of its program fees toward student clubs, and that money is available to help faculty and students travel to national conferences and conduct other education-related service.

The school also provides course releases for significant local or national service. For example, Professor Carol Schwalbe has one course released per year to serve as editor of the *Journal of Magazine and New Media Research*. Dr. Shahira Fahmy also has a course release, to be an associate editor of *Mass Communication and Society*. Susan Knight receives a course release to be Director of Undergraduate Studies and faculty mentor, and Dr. Linda Lumsden a release as Director of Graduate Studies.

The school used to provide funding for faculty to travel each year to at least one conference sponsored by an academic or professional organization. In August 2005, for example, four faculty members traveled to the AEJMC conference in San Antonio. The school also paid for the SPJ advisor to attend the national conference. That funding, however, was discontinued because of budget cuts, including the elimination of operation funds in 2011.

The school strategic plan, updated fall 2011, calls for a redoubled effort in fund-raising to develop a faculty support fund for providing assistance in travel for service and research presentations at conferences. The faculty believe that research-active faculty should be assisted in presenting their research and that professors of practice should receive assistance for taking leadership and service roles in national journalism organizations.

6. Describe the unit's support of scholastic journalism, including workshops, visiting lectures, critiques of student work, etc.

The school has focused many of its outreach activities on high school journalists. As mentioned previously, faculty members speak frequently at the Arizona Interscholastic Press Association convention for high school journalists and advisers. They also are available to speak to high school and community college journalism classes and organizations. Many public and private schools visit the journalism school and faculty and students speak with them about student media, clubs, internships, classes and the high school workshop.

Members of the student SPJ chapter have mentored students at area high schools, including Amphitheater High School, Salpointe High School and Tucson High School, all of which have high minority enrollment. The school's sponsorship of the summer workshop for minority high school journalists is explored in detail in another section, but some recent highlights include the 2010 Robert P. Knight Multicultural Recruitment Award for the school's efforts to recruit and retain minority high school students via the annual workshop. Workshop director Lisa Button visits high schools in Tucson and out of town to recruit students for the workshop. Campus visits in recent years include a trip to Hopi Junior/Senior High School in Northern Arizona; Cienega High School in Vail; and Baboquivari High School on the Tohono o'Odham Reservation in Sells, Ariz. Plans are under way for the 2011-12 academic year to visit more high schools in the Tucson area and in Northern Arizona. Academic Advisor Renee Schafer Horton works with high school and community college counselors and newspaper advisors to assist students who will be attending the university.

7. Describe the unit's methods for communicating with alumni, such as newsletters or other publications. Attach copies of publications issued during the previous academic year.

For many years, the school produced a twice-yearly four- to eight-page publication called *The Cursor* for its alumni and supporters. In 2008 it ceased publication due to university budget cuts, but the school maintains contact with its alumni in several other ways.

The senior program coordinator produces an e-newsletter each month – and more often if necessary – that contains news on faculty and student accomplishments, alumni updates, events, and a job bank with employment leads. Nearly 1,400 graduates subscribe and every “issue” offers subscribers the opportunity to recommend new subscribers.

The school's website features Alumni Notes, which are personal and career updates on the school's graduates and the most popular feature of *The Cursor*. The site also runs longer profiles on alumni – written by entry-level journalism students – links to helpful job sites and opportunities to make charitable donations. The school also uses social media to reach its graduates and students, maintaining its own Facebook page, and using Twitter to update graduates on news and events.

The school works with the University of Arizona alumni office to update addresses and other contact information on its more than 3,300 graduates, using a database management program called Raiser's Edge. The school has partnered with the UA Alumni Association on events, such as a talk with *The New York Times* Phoenix bureau chief on the paper's coverage of Arizona. The school also offers events for alumni featuring faculty who discuss such timely issues as shrinking international journalism coverage and political reporting in an election year.

8. Describe the involvement of alumni in the unit's educational and public-service programs (placement, internships, fund-raising, curriculum development, etc.) and in advisory or visitors' boards.

The school maintains an extensive network of Journalism alumni, who assist the school's educational and public service activities in numerous ways.

Many adjunct faculty members are alumni who are working journalists. They provide the school with professional perspectives regarding course content and technology, and provide students with individual professional mentoring. These alumni also participate in activities such as the Mark Finley Best Beginning Newswriter Contest, open to Jour 205 students, and faculty deliberations about school scholarships and student awards.

Alumni also inform the school about internships and jobs. They provide continual feedback about student job performance and the effectiveness of the curriculum, noting strengths and areas in which the school could provide additional instruction or experiential-learning opportunities. For example, 1983 UA journalism graduate Andy Vandevoorde, executive associate editor at Village Voice Media, is one of several graduates who work with the school's internship coordinator at a twice-yearly internship fair. Alumni advise students and the school on the skills they are seeking in new employees.

Alumni also are available as guest speakers in classes and participants on panels. They participate in the school's internship fair each semester, offering nuts and bolts advice to student job-seekers. Graduates also interact with the school through social media outlets such as Facebook, Twitter and Google Plus.

The school's Journalism Advisory Council comprises professionals from the news media and other information industries, as well as journalism educators, many of whom are alumni. The local component of the Advisory Council includes journalists, executives and educators from Arizona. The national component includes journalists who represent national news media, such as the *Boston Globe* and *Los Angeles Times*. These professionals provide information about what these industries are looking for in terms of students' general knowledge and skills, which enables the faculty to update the curriculum to provide cutting-edge professional instruction. Advisory council members help establish contacts for internships and jobs. They also generate fund-raising ideas, such as a reception and discussion with Savannah Guthrie, a School of Journalism graduate and morning news anchor of "The Today Show." The event was underwritten by journalism alumni and raised more than \$3,000 from attendees.

PART II, STANDARD 9

ASSESSMENT OF LEARNING OUTCOMES

Executive summary

The School of Journalism has assessed its courses continuously and made adjustments to the curriculum accordingly 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 past six years. Faculty review assessment data to identify areas that can be improved, make changes to the curriculum, and then monitor outcomes to determine if the changes improved learning. Significant curriculum improvements have been made during the past six years because of assessment. The school continues to build on its assessment plan by adding more quantitative measures for assessing whether students are achieving in the 12 core student learning outcome goals.

Please 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 school's assessment plan, originally adopted in 1999, updated in 2004, again in 2011 under new school leadership, is attached as Appendix L. The 2004 version is included at the end of the plan.

1. Provide the unit's definition of goals for learning that students must achieve. If this definition is incorporated into the plan for assessment, a page reference will suffice.

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. See the school assessment plan, page 4.

2. Describe the involvement of members of journalism and mass communication professions in the assessment process.

Journalism and mass communication professionals are involved in student learning outcomes assessment in several ways:

- **Involvement as teachers.** 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. No instruction in skills classes is provided, nor is any grading performed, by graduate teaching assistants. Adjunct faculty members also participate in curriculum development activities. They contribute to discussions about how to achieve learning objectives through revisions in course guidelines and assignments. They offer advice about hardware and software, which enables the school to provide instructional technology that is relevant for professional training.
- **Involvement as mentors and advisors.** Professionally trained faculty members serve as mentors and informal academic advisors for students. Formal advising and additional mentoring is provided by Academic Advisor Renee Schafer Horton, who has an extensive background as a journalist, most recently as a reporter for the *Tucson Citizen* newspaper before it closed.
- **Involvement as alumni professionals.** 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.
- **Involvement as members of the external advisory council of professionals and educators.** The school's Journalism Advisory Council comprises professionals from the news media and other information businesses, 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. 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.

3. Describe the collection and reporting of data from both direct and indirect assessment measures and how the unit used its analysis of the data to improve curriculum, instruction, etc.

The School of Journalism employs both quantitative and qualitative assessment indicators, both direct and indirect, of student learning. Its assessment procedures have been continuously refined and developed during the past 12 years.

School assessment history

The school has had a written plan for undergraduate learning-outcomes assessment since 1999, and the plan was expanded in fall 2004 (see copy on pages 46-53 of the Assessment Plan, Appendix L). The 2005-06 re-accreditation on-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 to the curriculum really 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 past six years, leading to changes in the curriculum and an update to the assessment plan in fall 2011 under new school leadership.

Changes during the past six years also were a result of a 2009 analysis of nine journalism programs that had passed their assessment standard in ACEJMC accreditation (see page 13 of the Assessment Plan, Appendix L, for a grid showing what different universities do for their assessment). Measures are tied directly to learning outcomes (see chart and list on pages 14-15 of the Assessment Plan, Appendix L). The Faculty Undergraduate Curriculum Committee is currently developing objectives for every class, along with measurable outcomes, to further integrate into assessment.

Methodology

The school assesses student learning through a dozen instruments that include more than 40 different learning measures – direct and indirect, quantitative and qualitative – expanding on the 2005-06 self-study for re-accreditation. Each assessment measure is gathered annually from assigned staff and faculty, coordinated by an Outcomes Assessment Committee, and combined into a final report. Faculty review the report at a fall retreat to discuss potential curriculum improvements. A summary of the school's annual assessment indicators is posted on the school website for students and the public (www.journalism.arizona.edu/report-card), and results are incorporated into the re-accreditation self-study.

Assessment instruments are divided into three main categories:

1. *Student* instruments are based on student performance on assessment tests, surveys, course evaluations, achievement (awards, GPA, etc.), student feedback, and other student-based direct and indirect indicators of performance.

2. *Faculty* instruments are based on faculty assessment of student performance, including analysis through committees, retreats, and day-to-day testing and grading.
3. *Industry* instruments are based on perceptions of student quality by employers, intern supervisors, alumni and other working professionals.

An **instrument**, such as a pre-test/post-test questionnaire, may include several different **measures** for different learning outcomes, such as an index measuring media law knowledge or support for press independence. Some measures directly assess student competency, such as the assessment test and the intern supervisors' survey. Some measures indirectly measure achievement, such as a survey of interns to measure their own perceived competency – they might not have actually learned even if they say they have learned. Measures can be quantitative or qualitative.

Measures are outlined in detail in the Assessment Plan (Appendix L), pages 7-10, followed by surveys and questionnaires used to measure outcomes. In summary, the measures include the following:

Direct measures

- **Course-specific studies.** During the past six years the school has conducted studies of specific courses to assess overall student learning, based on a combination of surveys, focus groups, grade analysis and other methods. These targeted studies have resulted in significant curriculum change.
- **Intern ratings by supervisors.** After each student completes an internship, the student's supervisor completes a survey to assess the student's capabilities and skills, including written skills, use of technology, critical thinking and ethical principles. These surveys have been conducted since 2005 (and have demonstrated a consistent increase in supervisor ratings of UA journalism students).
- **Journalism Assessment Test** (pre-test/post-test). The school has been administering this test for the past two years, refining it before full implementation in fall 2012. The multiple-choice test is given to students in Principles of Journalism (Jour 105) and to students in the required senior school media courses. Results are compared from beginning to end of the program to measure learning in 10 of the 12 learning outcome categories.
- **Faculty assessment.** Faculty directly assess student learning through grading, testing, portfolio review, personal contact, and through discussion via committees (e.g., Faculty Undergraduate Curriculum Committee), retreats, regular meetings, an annual faculty assessment questionnaire, and informal conversations. These are direct observations by faculty of student learning, and initial observations usually lead to more quantitative, systematic examination of the curriculum.

Indirect measures

- **Course evaluations.** Students fill out course evaluations for every class, and those ratings are available for analysis. One question is "How much do you feel

you have learned in this course?” This question in particular is examined to see if students perceive they are learning.

- **Intern self-evaluation.** At the end of an internship, students fill out a questionnaire asking how much they learned. This survey has been conducted each semester since 2005.
- **Senior exit survey.** When students fill out their paperwork to graduate they also complete a survey asking their perceptions of what they learned, and soliciting suggestions for improving the program. These forms have been collected since 2009.
- **Alumni survey.** Starting in 2012, alumni six months to a year out of school will be surveyed to assess their attitudes toward what they learned and to find out their employment.
- **Academic performance.** Learning outcome 12 focuses on student achievement and academic excellence. The school measures this through analyzing average GPA, retention, graduation rates, honors students and enrollment trends.
- **Student awards.** Student awards and honors are tracked and publicized weekly on the school website and through an e-mail “kudos” on the school listserv.
- **Journalism Student Advisory Council.** This group, comprised entirely of students, provides feedback to the director on how well the school is doing and how it can improve student learning.
- **Industry feedback.** Faculty travel the state and meet with editors, publishers, television news producers and others, collecting suggestions and perceptions as they go. Editors at community papers, in particular, often comment about their appreciation that our students know how to cover local government when they graduate. (All students are required to take a senior-level reporting public affairs class.)
- **Teaching achievement.** An indirect measure to student learning is competency of faculty. The school tracks teaching achievements among faculty, percentage of classes taught by permanent faculty, and other indicators to ensure a strong teaching environment.

It is important to note that no single measure can “prove” that the school causes students to learn the core competencies, and every measure has a certain amount of “noise” and imperfection. Also, because there are no national assessment standards in journalism education, results are compared within the school over time, and between students starting and ending the program. Results must be interpreted carefully, and measures can be removed or added depending on their usefulness and resource commitment. Despite the limitations of these instruments, a broad range of indicators can help the school make better informed curriculum decisions based on substantial information rather than anecdotes and hunches.

Feedback loop: Improving curriculum from assessment data

The assessment process is not static. It is a feedback loop where data are gathered and analyzed, changes are made to the curriculum as a result of the analysis, performance is measured to see whether the changes resulted in improvements, and further changes are made if needed. Without making improvements, assessment is an exercise of busy work and frustration.

This section summarizes the findings produced by assessment instruments since the school's last ACEJMC accreditation review in Academic Year 2005-2006, and steps the school has taken to utilize these findings to improve instruction and learning, assist in curriculum revision and support strategic planning.

Finding 1: Need for border safety and trauma training

The school discovered through interactions between faculty and students in classes that students were unaware of safety procedures for covering stories near the U.S.-Mexico border, or within Mexico, particularly at a time when violence along the border had become prominent in the news.

Changes made: Border safety workshops and policies

In 2010 and 2011 the school teamed with the Dart Center for Journalism & Trauma to provide border safety workshops for students, educators and journalists. Also, the school developed policies that require permission to conduct journalism for classes in Mexico and that safety measures be taken.

Finding 2: Changing communication preferences among undergraduates

A survey of primarily freshmen students in a spring 2011 course (News in a Digital Age, Jour 150) found that relatively few rely on email listservs and email for their university news. The survey found that 87 percent checked their Facebook pages at least daily. Faculty also noticed that students were not reading the periodic listserv messages closely, a key communication tool between the school and students. School events for students were not well-attended because students were not finding out about them.

Change made: Appointed school social media editor for Facebook communication

In fall 2011 the school appointed technology instructor Mike McKisson to serve as social media editor to moderate the school Facebook page. He ensures that the page has one-to-three posts a day that are interesting and of value to students. He also initiated prizes and other incentives for students to "like" the page and have their friends "like" it. As a result, attendance at student events has greatly increased (e.g., an after-hours diversity talk fall 2011 was attended by more than 60 students).

Finding 3: Need for more multimedia education

Journalism Student Advisory Council students reported that students felt they weren't getting sufficient education in multimedia. Students surveyed in 2008 in an upper-division course rated their proficiency level with specific multimedia software. Results showed that while all students had a basic proficiency with Photoshop, few had little or no knowledge of software used for graphics, audio, or visual storytelling, such as Soundslides or Audacity:

Student knowledge level of multimedia

On a scale of 0-9 (with 9 being the highest level of knowledge)

	Knowledge level
Photoshop	6.24
Final Cut	2.59
Dreamweaver	.76
Soundslides	.47
Audacity	.35
CSS	.35
Flash	.24

Changes made: Multimedia class, instructor and converged school media

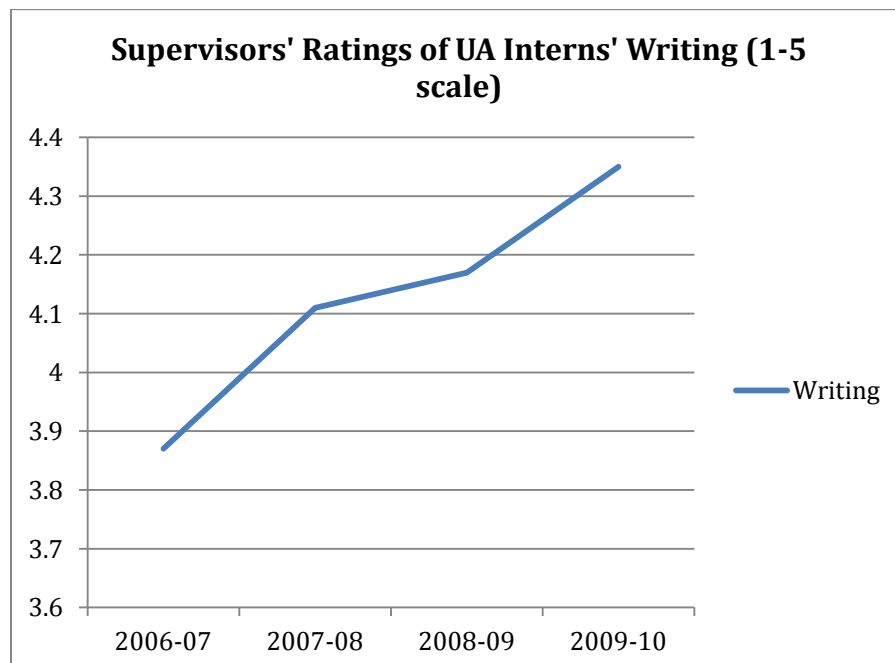
- **New required class on multimedia storytelling.** In fall 2009 students began taking a new required course, Principles of Multimedia (Jour 307), concurrently with Advanced Reporting (Jour 306). Seniors will be surveyed spring 2012 to assess whether they are more efficient with multimedia practices.
- **Full-time instructional technology support.** In 2008 the school hired Mike McKisson as a full-time adjunct instructor to provide instructional technology support. McKisson worked for the Arizona Daily Star's website, is a graduate of the program, and has his own website that focuses on bicycling. He provides instructional support for students learning multimedia, and is paid through the school's program fee.
- **Converged school media.** In fall 2011, the faculty developed a new course to coordinate the web presence for the separate school media courses, to start spring 2012. Eventually this will result in a converged school media where every student graduates with hands-on experience in producing web content and social media.

Finding 4: Students sought more internship opportunities

In surveys and interaction with advisors and faculty, students expressed dissatisfaction with internships, and many students did not obtain them, hindering their employment possibilities. This was also noted by the previous accreditation site-team from their discussions with students. Students needed additional access to internships that offered academic credit.

Changes made: Apprentice class and full-time internship coordinator

- The school developed an “apprentice” class in 2007 with the local newspaper, the *Arizona Daily Star*, providing students an internship for credit fall and spring semesters. The class is co-taught by a newsroom employee and a school instructor. This program merges a classroom learning environment with a traditional internship, helping students and the newspaper.
- The school hired an adjunct instructor to become a full-time internship coordinator in 2007, developing close contacts with employers, preparing students for internships through professional development workshops, and closely monitoring student performance. The coordinator maintains an internship database for students and other resources online at <http://journalism.arizona.edu/node/641>.
- Close monitoring of internships by the internship coordinator, including the survey given to every intern’s supervisor, indicated increased employer satisfaction with UA students. The average rating by supervisors of student writing skills increased from 3.9 in 2006-07 to 4.4 in 2009-10, on a 1-5 scale.

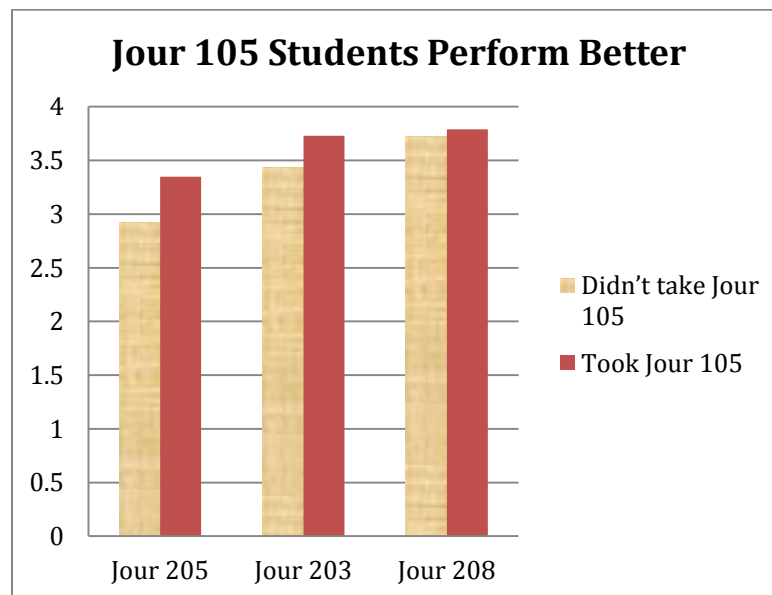


Finding 5: Regretful seniors “trapped” in major early

A high percentage of students surveyed in senior classes (Reporting Public Affairs) during 2007-08 reported that they had no intention of going into journalism and regretted moving into the major. When interviewed further, they said they entered the program in their sophomore or junior years taking three journalism courses their first semester (beginning news writing, law, and photojournalism), and then three or more courses their second semesters (advanced reporting, editing, and feature writing). By the end of their second semester they realized journalism wasn't for them, but because they had completed 18 or more credits (out of 40 for the major), they felt they should just finish it out. This led at times to demoralized students, poor performance, and negative classroom atmospheres.

Change made: Implemented introductory course

The school implemented a new required course for pre-majors, Principles of Journalism (Jour 105), in 2009 to provide students a better understanding of what journalism is (and isn't) before they enter the major. Anecdotally, faculty members note an improved atmosphere in their senior-level classes (other than worries about the economy). Senior exit questionnaires will be analyzed this spring to find out if satisfaction scores have increased in the two years. The introductory course also directly resulted in students better prepared for their first journalism courses. Students who took the introductory class performed much better in news writing, law and photojournalism than students who did not take the class. For example, the average course GPA for students in news writing (Jour 205) who took the introductory course was 3.35, compared to 2.92 for those who didn't take the class.

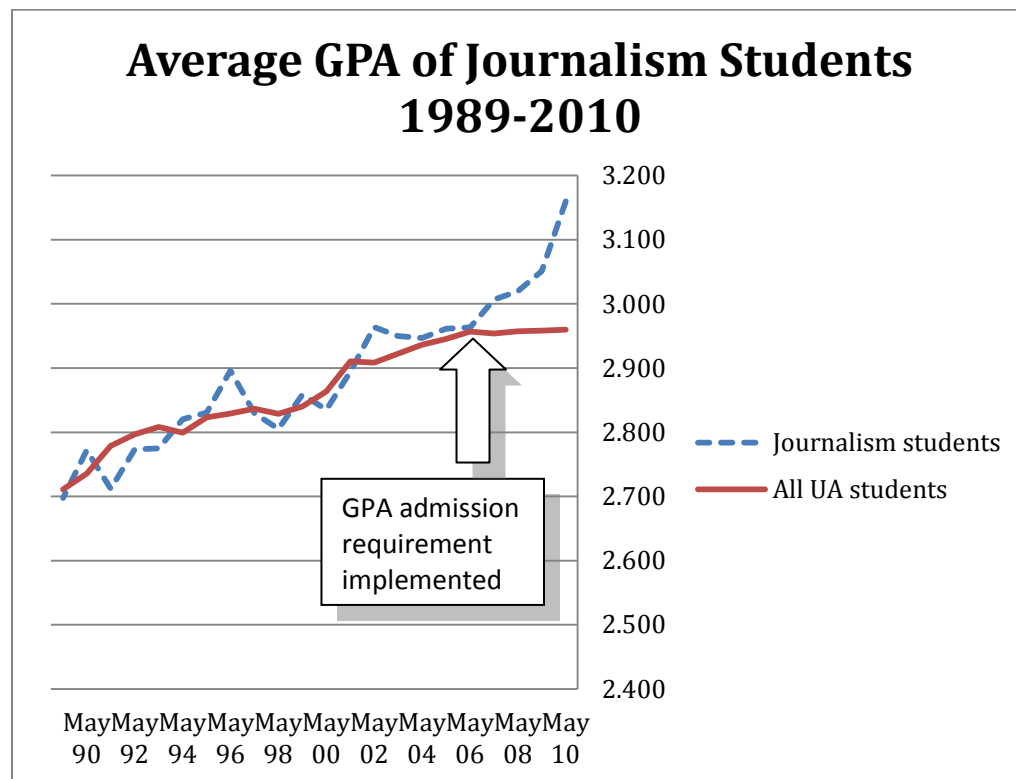


Finding 6: 'Default major'

Analysis of the average GPA of journalism majors compared to overall UA majors indicated that journalism students were not academically strong compared to the rest of the university. Faculty members were hearing that journalism was considered a “default” major on campus - a place for people who couldn’t get into the business school. As a result, the school launched initiatives to improve the academic level of journalism majors.

Change made: 2.5 GPA requirement for entering the major

In 2006, the school implemented a minimum GPA of 2.5 to become a major, which was a little higher than the standard for remaining at the university (2.0), but still lower than required GPA levels of some campus units. As a result, the average GPA of journalism majors has steadily increased, from 2.96 in 2006, to 3.16 in 2010. The university average is 2.96. The overall caliber of journalism majors, academically, has increased in five years.



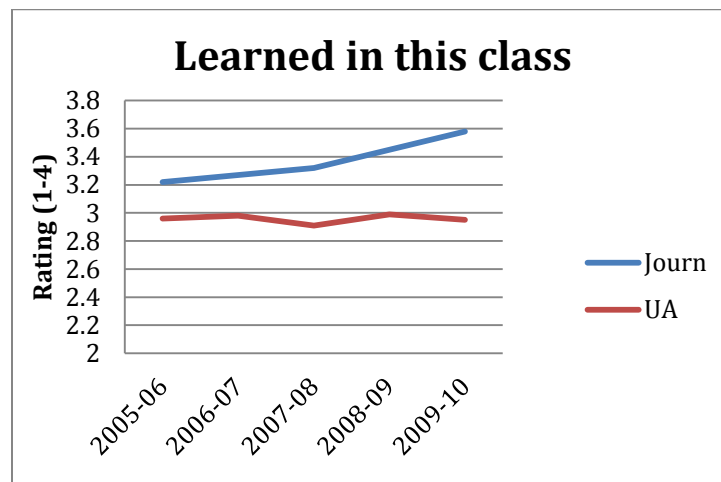
Finding 7: Students increasingly say they learn in journalism courses

We found through course evaluation data that on average, journalism students say they learn more in their journalism courses than university students report overall. This is to be expected, as students would rate courses in their major higher. However, the rate appears to have increased steadily from 2005 to 2010, indicating increased satisfaction in journalism courses over time.

How much do you feel you have learned in this class?

1-4 scale, with 4 indicating higher feeling of having learned something

	Journ courses	UA courses
2005-06	3.22	2.96
2006-07	3.27	2.98
2007-08	3.32	2.91
2008-09	3.45	2.99
2009-10	3.58	2.95



Change made: Keep bar high

No change was made, other than to continue emphasizing to faculty that the school should maintain its rigorous level of coursework and teaching effectiveness. Toward the end of each semester, the director e-mails faculty and adjuncts with a reminder of the importance to set the bar high and stick to grading standards. Other traditional grading policies in the school, such as the “auto E” (failing an assignment for misspelling a proper name or making a significant factual error), will continue.

4. If campus media operations are under unit control, discuss awards they have won in local, regional or national competitions in the past six years.

Although journalism majors often work for campus media, these media are not controlled or managed by the School of Journalism.

5. Discuss awards won by the unit's students in local, regional or national competitions in the past six years. If campus media operations are not under unit control, please list only awards won by the unit's majors.

2010 - The Nation

Essay Finalist Candace Begody – one of 10 nationally from hundreds of submissions

New York Times James "Scotty" Reston Fellowship

2010 Fellowship Stephen Ceasar

Tribune Newspapers Metpro program

2011 Metpro Fellowship DalinaCastellanos, Two-year fellowship, Los Angeles Times

2010 Metpro Fellowship Stephen Ceasar, Two-year fellowship, Los Angeles Times

2009Metpro Fellowship Nicole Santa Cruz, Two-year fellowship, Los Angeles Times

2008 Metpro Fellowship Nathan Olivarez-Giles, Two-year fellowship, Los Angeles Times

National Press Photographers Association

2010 Multimedia Awards

3rd Place Michael Christy – Multimedia projects

Society of Professional Journalists

Mark of Excellence Awards

The awards below were won by journalism majors who are staffers on the *Arizona Daily Wildcat*, the independent campus newspaper.

2011 SPJ Mark of Excellence

1st place Colin Darland and Lance Madden – Multimedia sports reporting

1st place Michael Christy – News photography

1st place Kevin Zimmerman – Sports column writing

1st place Kristina Bui – General column writing

2010 SPJ Mark of Excellence

1st place Ian Friedman and Carly Kennedy – Breaking news

- 2nd place Bryan Roy – Sports column writing
- 2nd place Lance Madden – Sports writing

2009 SPJ Mark of Excellence

- 1st place Border Beat (produced by School of Journalism students) – Best all-around independent online student publication
- 1st place Lance Madden and Bryan Roy – Breaking news
- 1st place Roxana Vasquez – Feature photography
- 2nd place Evan Pellegrino and Ryan Kraft – In-depth reporting
- 3rd place Stephanie Jerzy – Sports reporting

2007-08 and 2010-11 SPJ Region XI Award

- 1st place University of Arizona student chapter – Top student chapter in four-state region

Arizona Newspapers Association

2009 Better Newspapers Contest

- 2nd Place Megan Neighbor, Hank Stephenson, Aleksa Brown and Taylor Avey, multimedia storytelling
- 2nd Place Candace Begody, Sports reporting

Arizona Press Club

2008 Awards

- 2nd Place Candace Begody, Sports reporting

Hearst Foundation

2006-07 Journalism Awards Program

- 2nd place, opinion writing, Jennifer Tramm, \$1,500 scholarship and matching grant to school

- 6. Give the total number of graduates from the unit since the institution first offered a professional program. List by specialty each member of the graduating class of three years ago and those graduates' current jobs. If practical, please give a total number of "unknowns" rather than including them in the list.**

Since the journalism program was created in 1951, it has awarded degrees to 3,334 students. See list of graduates from the previous three years, on the next four pages.

School of Journalism Graduates of 2008-09

Since the program was created in 1951, it has awarded degrees to 3,334 students.

Total graduates of three years ago: 143 - Total Unknowns: 42 (29%)

Name of Graduate	Job Title & Employment	Graduate School	City	State
Fall 2008 Graduates				
Garrick Akridge	Chef de Tournant, Nordstrom Café	Student, Arizona Culinary Institute	Phoenix	AZ
Aneet Bains	Server, JW Marriott Starr Pass		Tucson	AZ
Fleming P. Boykin		Educational leadership program, Northern Arizona University	Flagstaff	AZ
Lisa Burris	Producer, KPNX-TV		Phoenix	AZ
Michael Caruso	Product specialist, Toolbox.com		Scottsdale	AZ
Teresa Cheung	Manager, Hana Tokyo		Tucson	AZ
Amanda Druce	Marketing coordinator, Ideeli Inc.		New York	NY
Krystle Epum	Public relations manager, Africa Fashion Week		London, England	
Rahsaan Gethers	Staff writer, Wildcat Authority.com	Staff writer, GoAZCats.com	Tucson	AZ
Stephanie Hall		University of Virginia School of Law	Charlottesville	VA
Laura Hawkins	Copy editor, The Common Language Project		Seattle	WA
Matthew Heistand	Founder, thethreeonefive.com, writers collective		Chandler	AZ
Alex Jeffries	Copy editor, Learning A-Z		Tucson	AZ
Matthew Kielty	Desk assistant, PBS News Hour	Salt Institute for Documentary Studies	Portland	ME
Janelle Montenegro	Photographer		Tucson	AZ
Sean Morris	Sports reporter, The Verde Independent		Cottonwood	AZ
Laura Ory	Public relations specialist, Ewing Irrigation		Phoenix	AZ
Corey Poindexter-Ramirez		University of Arizona School of Journalism	Tucson	AZ
Kimberly Quiroz	Member and donor services coordinator, Arizona-Sonora Desert Museum		Tucson	AZ
Heather Raftery	Research assistant, Compass Lexecon		Denver	CO
Christopher Reed	Law clerk, Cook County State's Attorney's Office	Loyola University School of Law	Chicago	IL
Michael Rich	Copy writer, Safety Services Co.		Tempe	AZ
Claire Rodin	Associate, Target		Tucson	AZ
Jenna Rogers	Manager, Zinburger		Tucson	AZ
Tyler Smith	Owner/operator, StreetLore.com		Scottsdale	AZ

Name of Graduate	Job Title & Employment	Graduate School	City	State
Jacquelyn Stahl	Associate online marketing manager, Cost Plus World Market		San Francisco	CA
Christopher Veck	Head of operations, MIANSAL Jewelry Designs		Miami	FL
Ashley Villarreal	Program administrator for research and evaluation, Institute of International Education		New York	NY
Ashley Washington	Production studio coordinator, Turner Broadcasting		Atlanta	GA
Spring 2009 Graduates				
Leila Abu-saada	Assistant news editor, Al Jazeera		Doha, Qatar	
Arash Azarmi	Director of public relations/media relations, Logic Wireless		Los Angeles	CA
Nyssa Baca	Recreation leader, City of Fremont, Calif.	Teaching credential program, National Hispanic University	San Jose	CA
Andrea Berlin	Communications assistant, Berkeley Chess School		Berkeley	CA
Shalane Brucker	Community relations and organizational communications, Raytheon Missile Systems		Tucson	AZ
Cody Calamaio	Reporter, The Gazette		Washington	DC
Paola Camacho	Habilitation provider, United Cerebral Palsy		Tucson	AZ
Megan Levardo Carter	Representative, Life Technologies Co.		Carlsbad	CA
Dalina Castellanos	Metpro program intern, Los Angeles Times		Los Angeles	CA
Stephen Ceasar	Reporter, Los Angeles Times		Los Angeles	CA
Claire Conrad	Conversation assistant, Ministry of Education		Malaga, Spain	
Ian Cross	Web content producer, KVOA-TV		Tucson	AZ
John D. "Joe" Ferguson	City hall reporter, Arizona Daily Sun		Flagstaff	AZ
Natashia Forsyth	Management assistant, Enterprise Rent-a-Car		Tucson	AZ
Alex Garday	Public relations assistant, Carol Fox & Associates		Chicago	IL
Carlye Gossen		Early childhood development program, University of Texas	San Antonio	TX
Jara Greenfield	Sales representative, Hearst Corp.		New York	NY
Ryan Greer	Associate publisher, Target Market Media Publishing		Phoenix	AZ
Ashley Griffin	Business development representative, Pacific Fertility Center		San Francisco	CA
Kelly Grove	Marketing assistant, Westcore Properties		San Diego	CA
Jordan Handler	Assistant manager, Papaya Clothing		Tucson	AZ

Name of Graduate	Job Title & Employment	Graduate School	City	State
Lauren Harper	Community manager, Focus Research Inc.		San Francisco	CA
Kymberly Harris		Thomas Jefferson School of Law	San Diego	CA
Allison Hornick	Assistant manager, Nordstrom Rack	Academy of Art University	Scottsdale	AZ
Jessica Jaco	Sales associate, Ted Baker London		Chicago	IL
Stephanie Jerzy	Public relations manager, Brand Action Team		Hartford	CT
Cameron Jones	Peace Corps volunteer		Dominican Republic	
Scott Karpen	Associate producer, Universal Sports		Los Angeles	CA
Emma Keilbey	Special events and marketing coordinator, Gardens of Paradise		Los Angeles	CA
Julie Adamson Kelly		Willamette University Law School	Salem	OR
Cindy Kern	Digital analyst, MEC		New York	NY
Chelsea Kerzner	Hotel sales and marketing manager, Midway Car Rental		Los Angeles	CA
Claire Landowski		Glaciology program, University of Wyoming	Laramie	WY
Lauren LePage	Writing tutor	Education and technology program, Eastern University	Norwich	CT
Nichole Lopez	Account manager, PTS Multimedia		Tucson	AZ
Michael Macaulay	Video games editor, Level Up Video Games		Tucson	AZ
Jessica Marinucci	Executive client coordinator, Orca Communications PR		Phoenix	AZ
Maria "Tess" Martinez	deceased			
Megan Mazurek	Anchor/reporter, KTBX Fox 4 News		Anchorage	AK
Meredith Melchior	Corporate travel planner, Peppermill Hotel and Casino		Reno	NV
Craig Morton	Customer service representative, GEICO		Tucson	AZ
Casey Olbermann	Associate buyer, Active International		New York	NY
Dana Pfeiffer	Account executive, AR&D		Tucson	AZ
Jacqueline Reaume	Assistant account executive, DDB		Santa Monica	CA
Rachael Richardson	Team member, Katz & Associates		Sacramento	CA
Chelsea Rogers	Reporter, The Dallas Weekly		Dallas	TX
Dejohn Rose	Bartender, University of Indiana Memorial Union		Bloomington	IN
Garrett Rubis	Reporter/producer, Splash News and Photo Agency		Los Angeles	CA
Katherine Saavedra	Aquatics director, YMCA		Tucson	AZ
Nicole Santa Cruz	National reporter, Los Angeles		Los Angeles	CA

Name of Graduate	Job Title & Employment	Graduate School	City	State
	Times			
Kevin Scannell	Reporter, Sun Advocate		Price	UT
Molly Silver	Marketing communications coordinator, Napoleon Perdis Cosmetics		Los Angeles	CA
Chelsea Simpson	Marketing manager, Association of University Research Parks		Tucson	AZ
Kendall Sopoci	Program manager, Northrop Grumman		San Diego	CA
Jay Sternberg	Freelance writer, Auto Trader		Scottsdale	AZ
Dana Stevenson	Project manager, Verizon Wireless Berlitz Program, ITCAP		Tucson	AZ
Daniel Sullivan	Director of communications, Arizona Students' Association		Phoenix	AZ
Heather Trujillo	Law clerk, Schuertze & McGaha, P.C.	William S. Boyd School of Law	Las Vegas	NV
Kaitlyn Venezia	Journalist, Pauta Media S.L.		Barcelona, Spain	
Frederick Voegel	Clerk, Bank of America		Laguna Niguel	CA
Ari Wasserman	Staff writer, Buckeye Grove		Cave Creek	AZ
Ashli Woods	Instructional assistant, NMTSA		Glendale	AZ
Gerald Zimmer III	Second lieutenant, U.S. Army		Muskegon	MI
Summer 2009				
Kathleen Barton	In-store banker, U.S. Bank		Tucson	AZ
Adam Daley	Account executive, The Rosen Group		New York	NY
Mya Dollin	Marketing account associate, Digitas Health		New York	NY
Stephanie Frank	Guest services, European Wax Center		Tucson	AZ
Jodie Kristensen	Director of agent services, Keller Williams		Tucson	AZ
Sarah Smith	Health promotion volunteer, Peace Corps		Comayagua, Honduras	
Melissa Tan	Third manager, In 'n Out Burger		Tucson	AZ
Lourdes Villarreal		Catholic University	Lyon, France	
Brock Werlinger	Project manager, American Technologies Inc.		Chicago	IL

7. List graduates who have established distinguished careers in journalism and mass communications.

- Andrea Aker, owner, Aker Ink Public Relations
- Joe Altman, editor, Associated Press west regional desk
- Adrienne Alvarez, anchor, KDBC-Channel 4 News
- Eric Anderson, senior editor, AccessHollywood.com
- Charles Andrews, director of sales, Quark Inc.
- Edith Auslander, Member, National Association of Hispanic Journalists Hall of Fame; retired editor, *Arizona Daily Star*
- Gilbert Bailón, editorial page editor, *St. Louis Post-Dispatch*
- Carol Ann Bassett, professor of environmental writing, University of Oregon; author, *GALAPAGOS AT THE CROSSROADS: Pirates, Biologists, Tourists, and Creationists Battle for Darwin's Cradle of Evolution*
- Edward Bassett, Maricopa County (Ariz.) superior court judge
- Candace Begody, sports editor, *Navajo Times*
- H. Darr Beiser, photographer, *USA Today*
- Natascha Bettelheim, commercial transactions counsel, Facebook
- Betsy Bolding, director of consumer affairs, Tucson Electric Power
- Elinor Brecher, staff writer, *Miami Herald*; member of 1993 Pulitzer Prize-winning team; 1988 Nieman Fellow; author, *Schindler's Legacy: True Stories of the List Survivors*
- Robert Buder, founder and editor-in-chief, *Xconomy*; author, *The Invention That Changed the World*
- Bobbie Jo Buel, executive editor, *Arizona Daily Star*
- Ford Burkhart, contributor, *The New York Times*; former school faculty member
- Jon Burstein, Watchdog team reporter, *Sun Sentinel*
- Alicia Caldwell, immigration correspondent, The Associated Press
- Susan Carroll, border reporter, *Houston Chronicle*; two-time winner of Arizona Press Club's Journalist of the Year
- Don Carson, professor emeritus, University of Arizona School of Journalism; co-author, *Mo: The Life & Times of Morris K. Udall*
- Ryan Casey, online prep sports editor, *Denver Post*
- Robert Cauthorn, vice president for digital operations, *San Francisco Chronicle*
- Abraham Chanin, retired professor, University of Arizona School of Journalism; author, *They Fought Like Wildcats* (and many others)
- Steve Cheseborough, author, *Blues Traveling: The Holy Sites of Delta Blues*
- Michael Chihak, host, "Arizona Week" (weekly PBS news program)
- Dave Cieslak, founder, Scutari and Cieslak Public Relations
- Jennifer Levario Cieslak, A1 and special section designer, *The Arizona Republic*
- Nancy Cleeland, director of public affairs for National Labor Relations Board, former Pulitzer Prize winner, *Los Angeles Times*
- Hipolito Corella, metro editor, *Arizona Daily Star*
- Robert Crawford, retired editor, *Phoenix Gazette*; retired media relations manager, Arizona Diamondbacks

- Nicole Acorn Crites, anchor and Emmy Award winner, KPHO-TV
- John D'Anna, senior editor, *The Arizona Republic* (Mesa edition)
- Paul Davenport, state reporter, The Associated Press
- Kristen Davis, metro sports editor, *(Cleveland) Plain Dealer*
- Karen Despain, managing editor, *(Prescott, Ariz.) Daily Courier*
- Michael Downs, professor of writing, Towson University
- Gawain Douglas, design and production manager, Learning A-Z
- Jennifer Duffy, public relations director, Loews Hotels Golf Resorts
- James Dyer, vice president of sales, Digital Media Communications
- Mark Emmons, author, *The Last Chance Ranch: A Story About Football, Gang Members and Learning to Play by the Rules*
- Mary Fan, law professor, American University
- Brett Fera, managing editor, *Maricopa (Ariz.) Monitor*
- L. Boyd Finch, author, *Legacies of Camelot: Stewart and Lee Udall*; retired aide to Interior Secretary Morris Udall during the Johnson and Kennedy administrations
- Jennifer Fitzenberger, director of external relations, University of Arizona
- Reed Flickinger, editor, *West Hawaii Today*
- M. Olaf Frandsen, publisher, *The McAllen (Texas) Monitor*; regional vice president for Freedom Communications, overseeing seven newspapers
- Tom Frankman, associate dean of academic services, William Woods University
- Ryan Gabrielson, staff writer, California Watch; 2009 Pulitzer Prize winner, *East Valley Tribune*
- Jose Galvez, photographer and 1984 Pulitzer Prize winner, *Los Angeles Times*
- Jack Getz, associate professor of journalism, South Dakota State University
- Paul Gibling, 2009 Pulitzer Prize winner, *East Valley Tribune*
- Jeff Gifford, news editor, *Reno Gazette Journal*
- Richard Gilman, retired publisher, *Boston Globe*
- Carla Gomez, managing editor, *Visayan Daily Star*, Bacolod, Philippines
- Florence Graves, founder, Institute for Investigative Journalism, Brandeis University
- Tomas Guillen, journalism professor, Seattle University; author of *The Search for the Green River Killer* and a 1987 Pulitzer Prize finalist
- Savannah Guthrie, morning anchor, The Today Show, NBC-TV
- M. Ellen Hale, vice president of corporate communications, The Associated Press
- Sara Hammond, public affairs director, Arizona Cancer Center
- Hugh Harelson*, former editor, *Arizona Highways*
- J. Daniel Hicks, lead golf analyst, NBC Sports
- John Hudak, partner and publisher, Madden Media
- George Humphrey, assistant vice president, Arizona Health Sciences Center
- Norma Iacovo, associate general counsel, Tenaska, Inc.
- Laura Ingalls, director of communications, World Learning
- Diane Johnsen, member, Arizona Court of Appeals
- James Johnson, professor emeritus, University of Arizona School of Journalism; author of seven books
- Dennis Joyce, metro editor, *Tampa Tribune*

- Jennifer Karlman, anchor, WBAY-TV
- John Kamin, legal editor, WorkCompCentral
- Kimberly Kayler, owner, Constructive Communications
- Leon Keith, top stories editor, The Associated Press
- Mary Alice Kellogg, editor, writer and communications consultant; longtime correspondent, *Newsweek*
- Mark Kimble, senior staff member, Office of U.S. Rep. Gabrielle Giffords
- Bill Kircos, director of media relations and lead communications manager for social media outreach, Intel Corp.
- Donovan Kramer Jr., executive editor, *Casa Grande (Ariz.) Dispatch*
- Hans Laetz, newswire editor, City News Service of Los Angeles
- Luke Larson, author, *Senator's Son: An Iraq War Novel*
- Tilly Shields Lavenas, editor and publisher, *Around Lyme*
- Keith Leighty, night business editor, *The New York Times*
- John Lindback, senior officer, Pew Center on the States
- Morgan Loew, Emmy Award-winning investigative reporter, KPHO-TV
- Clyde Lowery*, longtime director of student publications, University of Arizona
- Daniel Macy, editor, Thompson Publishing Group
- Jamie Manser, editor, *Zocolo Magazine*
- Christianne Marra, communications manager, Skyline College, San Bruno, Calif.
- Phil Matier, columnist, *San Francisco Chronicle*
- Joseph Mazzeo, tournament manager, Greg Norman Production Co.
- Irene Fischler McKisson, night sports editor, *Arizona Daily Star*
- Sheila McNulty, energy correspondent, *Financial Times*
- Matt Minton, producer, "Anderson Cooper 360," CNN
- Rebecca Missel, grants and marketing manager, New Jersey Association of Jewish Communal Service
- Miriam Morgan, food editor, *San Francisco Chronicle*
- Josh Moss, editor, Portfolio.com
- Elaine Nathanson, director, BolchalkFRey Marketing
- Kellie Terhune Neely, vice president of marketing, Hughes Federal Credit Union
- Deena Higgs Nenad, associate editor, *Editor & Publisher* magazine
- Judith Dunwell Nichols, director of communications, Sandra Day O'Connor College of Law
- Ellen EttingerNusbaum, owner, Springboard Content & Publishing
- Nathan Olivarez-Giles, technology reporter and videographer, *Los Angeles Times*
- Lynne Olson, author, *Citizens of London* and *Troublesome Young Men*; first woman correspondent based in Moscow for The Associated Press
- Jones Osborn, retired editor, *Yuma Daily Sun*; past president, Arizona Newspapers Association
- Nick Proffitt,* author, *Gardens of Stone*, *Embassy House*, and *Edge of Eden*; former *Newsweek* correspondent in Vietnam, London, Beirut, Nairobi, Los Angeles
- Adam Ramirez, editorial blogs editor, FindLaw
- Dmitry Rashnitsov, marketing, Food Network South Beach Wine and Food Festival

- Cindy Markle Richardson, supervising attorney, City of Tucson Public Defender's Office
- Jeannine Relly, assistant professor, University of Arizona School of Journalism
- Katie Ryan, morning anchor/executive producer, KJCT-News 8
- Patricia Sallen, director of special services and ethics and deputy general counsel, Arizona Bar Association
- Nicole Santa Cruz, national education reporter, *Los Angeles Times*
- Arlene Scadron, former chair, Pima Community College Journalism/Media Department
- Barbara Roth Schuler, assistant managing editor, *Newsday*
- Pam Scott, director of corporate communications, Red Lion Hotels
- Jacqueline Sharkey, professor and former director, University of Arizona School of Journalism; Freedom Forum National Journalism Teacher of the Year
- Dan Shearer, editor, *Green Valley News* and *Sahuarita Sun*
- Allison Slater, marketing coordinator/athletics, California State University, Fresno
- Ron Silverman, retired writer and producer of countless television shows and movies; dean of studies, American Film Institute
- Ernest Sotomayor, assistant dean for career services, Columbia University; member, National Association of Hispanic Journalists Hall of Fame
- Frank Sotomayor, editor and 1984 Pulitzer winner, *Los Angeles Times*; 1985 Neiman Fellow member; member, National Association of Hispanic Journalists Hall of Fame
- Sam Stanton, reporter, *Sacramento Bee*; 1987 Pulitzer Prize finalist
- Michele Stephenson, retired photo editor, *Time*; voted Picture Editor of the Year
- Dennis Swibold, associate professor of journalism, University of Montana
- Paul Tang, Pima County Superior Court judge
- Jim Thornby, producer, MLB Network
- Linda Fundling Valdez, editorial writer, *The Arizona Republic*
- Andy Vandevoorde, executive associate editor, Village Voice Media
- Robert Walker, retired speechwriter, U.S. Department of the Interior
- Bill Walsh, copy desk chief, *The Washington Post*; author of several books on editing
- Margo Warren, communications chief, National Institute of Neurological Disorders and Stroke, part of the National Institutes of Health
- Charles Waters Jr., executive editor and senior vice president, *Fresno Bee*
- D'Val Westphal, "Of the Journal" editor, *Albuquerque Journal*
- Loring Wirbel, author, *Star Wars: U. S. Tools of Space Supremacy*
- Matt Wixon, sports writer and humor columnist, *Dallas Morning News*; author, *We're Laughing With You, Not at You ... and Other Frightening Tales of Life*
- Maxx Wolfson, editorial photo editor, Getty Images
- Lisa Wrenn, assistant managing editor, *San Jose Mercury News*
- Kathryn Young, senior assistant attorney general, Colorado Attorney General's Office
- Stephen Yozwiak, senior science writer, Translational Genomics Research Institute
- Maggy Zanger, school associate professor of practice; former Iraq training director for the Institute for War and Peace Reporting, a London-based organization
- Robert Zucker, owner/publisher, BZB Publishing, Tucson

* Deceased

8. Describe the program used to track graduates to assess their experience in the professions and to improve curriculum and instruction. Discuss measures used to determine graduates' satisfaction with the educational experiences provided by the unit. Describe maintenance of records of alumni employment histories and other alumni records.

The school uses numerous methods to maintain contact with alumni. One involves the informal network created by faculty and alumni over the past two decades. Alumni stay in touch by phone, e-mail, and particularly through social media, and through visits to the school for Homecoming and other events. They discuss their experiences in the job market and industry trends. This provides important information for curriculum discussions. These alumni contacts have enabled the school to build a database of more than 3,300 names and addresses.

In summer 2005, the school created a new staff position and hired a full-time program coordinator whose responsibilities include strengthening relationships between the school and its graduates. This staff member, Kate Harrison, has coordinated several initiatives toward that goal. They include creating an alumni listserv that contains news of school events and accomplishments; publishing expanded alumni profiles on the website; publishing news of alumni achievements on the website and to external media; and coordinating numerous school-sponsored events around the state for alumni.

In 2010, the school began collecting contact information and other data from graduating seniors for assessment purposes, but also to be able to contact them after they have left the university. (See "Senior Exit Survey" in Appendix L, pp. 19-24). In fall 2012, the school will begin a systematic alumni survey based on that contact information collected from the graduating senior surveys (See "Alumni Survey" in Appendix L, pp. 30-32).

In 2011, the school redesigned its website to be consistent with other websites in the College of Social and Behavioral Sciences. One section of the site is devoted to alumni, containing links to Alumni Notes, which contains job announcements, family news and the like; alumni profiles; and various resources on the University of Arizona's main alumni site.

The university uses a sophisticated records management program for alumni and friends called Raiser's Edge that contains extensive information on graduates such as employment, giving history, volunteer activities, etc. The program coordinator has password-protected access to this information, which enables the school to stay in better contact with its graduates. Older paper records are secured in files in a locked storage room.

The school's external Advisory Council – most of whose members are alumni – meets at least quarterly (sometimes more often) and provides valuable insights into the changing needs of the profession. Alumni also return to the school as adjunct faculty members, contributing their experience as professional journalists to the school's teaching and curriculum-planning efforts.

PART II: SUPPLEMENTARY INFORMATION

1. Complete and attach the following tables:

Table 1, Students

Table 2, Full-time Faculty

Table 3, Part-time Faculty

See tables on following pages.

Table 1. Students 2010-11

Underg./Grad. programs of study	<u>Number of Students Spring 2011</u>						Total students	<u>Degrees Conferred 2010-11</u>		
	<u>frsh</u>	<u>soph</u>	<u>jr</u>	<u>sr</u>	<u>mast</u>	<u>PhD</u>		<u>bach</u>	<u>mast</u>	<u>PhD</u>
Pre-Journalism *	105	69	19	3			196			
Journalism	4	63	115	156			338	110	4	
Total students							534	110	4	

* Students who have declared their intention but have not completed the requirements for admission to the major.

Table 2. Permanent Faculty Fall 2011

	yrs. prof. exper.	yrs. FT college teaching	yrs. this faculty	yrs. present rank	highest degree	tenured (y/n)	teaching load:% of time weekly teaching hours	tchg./rsch./svc.
Unit Administrator								
David Cuillier ¹	12	5	5	1	Ph.D	yes	0	40/40/20
Professors								
Bruce Itule ²	18	25	4	4	M.A.	no	5.25 hours	35.5/0/12.5
Jacqueline Sharkey ³	9	27	33	21	MSL	yes	0	0/20/80
Nancy Sharkey ⁴	36	1	1	1	M.A.	no	3 hours	50/0/20
Mort Rosenblum ⁵	46	6	6	1	B.A.	no	0	40/40/20
Alan Weisman ⁶	37	22	8	1	M.A.	no	0	40/40/20
Terry Wimmer	22	10	5	5	Ph.D.	no	10 hours	75/0/25
Maggy Zanger ⁷	14	10	6	1	M.S.L.	no	2.5 hours	65.5/19.5/15
Associate Professors								
Shahira Fahmy	6	8	3	4	Ph.D.	yes	6.0 hours	40/40/20
Susan Knight ⁸	13	15	15	2	M.A.	no	8.0 hours	75/0/25
Carol Schwalbe ⁹	31	9	1	3	M.A.	yes	2.5 hours	40/40/10
Assistant Professors								
Celeste Gonzalez de Bustamante ¹⁰	17	6	6	5	Ph.D.	no	0 hours	40/40/20
Kevin R. Kemper	7	7	6	5	Ph.D/J.D.	no	5.25 hours	40/40/20
Linda Lumsden ¹¹	12	15	5	5	Ph.D.	no	2.75 hours	40/40/20
James Mitchell ¹²	30	10	7	2	J.D.	no	8 hours	75/0/5
Kim Newton	21	8	4	8	M.S.	no	7.5 hours	75/0/25
Jeannine Relly	12	7	7	2	Ph.D	no	5.5 hours	40/40/20
Jay Rochlin ¹³	43	6	6	6	Ph.D	no	5.5 hours	50/0/25

¹ Prof. Cuillier, an associate professor, is not teaching due to duties as school interim director.

² Prof. Itule is at .48 FTE.

³ Prof. Jacqueline Sharkey is on research leave for Academic Year 2011-12.

⁴ Prof. Nancy Sharkey is at .70 FTE and has a one-course teaching reduction for duties as associate director.

⁵ Prof. Rosenblum is at .20 FTE, teaching one class per year (spring) as a member of the permanent clinical faculty.

⁶ Prof. Weisman is at .56 FTE and is on leave of absence for Academic Year 2011-12.

⁷ Prof. Zanger has a two-course teaching reduction as P.I. for a three-year State Department grant.

⁸ Prof. Knight receives a one-course teaching reduction for serving as faculty mentor and director of undergraduate studies.

⁹ Prof. Schwalbe is at .90 FTE and receives a one-course teaching reduction for duties associated with a journal editorship.

¹⁰ Prof. Gonzalez de Bustamante is on a one-semester research fellowship with the Udall Center for Public Policy.

¹¹ Prof. Lumsden receives a one-course teaching reduction annually to serve as director of graduate studies.

¹² Prof. Mitchell is at .80 FTE.

¹³ Prof. Rochlin is at .75 FTE.

Table 3. Part-Time Faculty Fall 2011

Name and Rank	yrs. prof. exper.	yrs. teaching exper.	highest earned degree	full-time as professional (y/n)	working toward degree here (y/n)	credit hours this semester	teaching responsibilities: in charge of course	lectures	assists in lab	assists teacher in charge
Tom Beal Adjunct Instructor	36	8	B.A.	y	n	3.0	x	x		
Mindy Blake Adjunct Instructor	28	.5	B.A.	y	n	3.0	x	x		
Fred Brock Adjunct Instructor	29	23	M.Ed.	n	n	3.0	x	x		
Cathalena Burch Adjunct Instructor	25	15	B.A.	y	n	3.0	x	x		
Lisa Button Adjunct, Intern Coordinator	20	11	M.A.	y	n	4.0	x	x		
Ziniu Chen Laboratory Attendant	0	.5	H.S.	n	y	1.0			x	
Gawain Douglas Adjunct Instructor	16	8	M.A.	y	n	3.0	x	x		
Mark Evans Adjunct Instructor	16	4	B.A.	y	n	3.0	x	x		
Rogelio Garcia Adjunct Instructor	14	3	B.A.	y	n	3.0			x	x
Sarah Gassen Adjunct Instructor	18	9	M.A.	y	n	3.0	x	x		
Melissa Guz Student Grader	0	.5	H.S.	n	y	3.0				x
Michael McKisson Adjunct Instructor	6	3	B.A.	y	n	6.0		x	x	x
Joshua Morgan Laboratory Attendant	0	1.5	H.S.	n	y	1.0			x	
Van Nguyen Adjunct Instructor	8	.5	B.S.	y	n	3.0		x		x
Jim Nintzel Adjunct Instructor	20	12	B.A.	y	n	3.0	x	x		
Rob O'Dell Adjunct Instructor	10	.5	B.S.	y	n	3.0	x	x		
Glenn Weyant Adjunct Instructor	25	7	B.A.	n	n	3.0	x	x		
Jane See White Adjunct Instructor	31	14	B.A.	y	n	3.0	x	x		
Jazmine Woodberry Student Grader	0	.5	H.S.	n	y	3.0				x

2. Describe the history of the unit in no more than 500 words.

The school was founded in 1951 as the University of Arizona Journalism Department and accredited in 1964. During its first 40 years it was regarded as a leading academic department of print journalism, offering graduate and undergraduate degrees. Alumni worked for major U.S. news organizations, including *The New York Times*, *The Washington Post*, *Newsweek* and The Associated Press.

By the early 1990s, the communications revolution had caused a dramatic shift in public access to media technologies, and in the amount of information available on a global scale. Some university officials believed that advances in the international communication infrastructure made journalists obsolete, when in fact these changes made the news media's responsibility to evaluate and verify information more crucial. Some UA officials also mistakenly concluded that journalism was a subject outside the parameters of social science. In 1994, university administrators decided to close the Journalism Department. This led to a public outcry, a Faculty Senate finding that the grounds for closure were specious, and questions from the Arizona Board of Regents. In 1996, the closure order was rescinded. However, the dean and provost at the time froze the size of the faculty at six tenure-track positions and one multi-year lectureship. Meanwhile, undergraduate enrollment, which had dipped during the crisis, began to increase.

In 1999, the department began to rebuild. Faculty suspended entry into the graduate program until the curriculum could be redesigned, and committed the department to focusing on journalism, eliminating the public relations and advertising course. The department started an aggressive fund-raising campaign to develop new instructional laboratories to support curriculum revisions. Journalism also began a series of important interdisciplinary initiatives. The department collaborated with other units to create an international journalism emphasis, which enables students to combine regional and language studies with opportunities to do research, reporting and digital-imaging work in other countries. The students' work is supervised by award-winning international journalists.

Since 2005, the department underwent significant growth through the leadership of Director Jacqueline Sharkey. The department achieved school status in 2008 and increased the number of faculty from seven in 2006 to 18 by 2011. The master's program re-opened in 2008, and the school developed an interdisciplinary emphasis in science/environmental journalism. Undergraduate enrollment was brought into check with new pre-major requirements. The addition of a half dozen research faculty members resulted in significantly increased production in peer-reviewed social science research. The implementation of course fees and program fees allowed some relief from university budget cuts, providing students with state-of-the-art equipment and multimedia curriculum.

Director Sharkey stepped down in fall 2011 and David Cuillier is serving as interim director to work with faculty in continuing to advance the program. Because of the leadership change the faculty reviewed and updated the school diversity plan, assessment plan, and developed a long-term strategic plan, poised to make increasingly important contributions to the university and journalism education.

3. Describe the environment in which the unit operates, its goals and plans, budgetary considerations, and the nature of the parent university.

OVERVIEW

The School of Journalism is a unit within the College of Social and Behavioral Sciences at the University of Arizona, a state land-grant institution that is a Research I university. For 60 years, the school has provided undergraduate and graduate students with the intellectual liberal arts foundation and professional training that journalists need to cover complex events and issues wherever they occur, locally, nationally, or internationally. Faculty members are active in research and have won major national teaching awards, as well as state and university honors. In school media courses, students publish community newspapers in the Southern Arizona cities of Tombstone and South Tucson, produce border-related websites, and prepare television news reports and programs for the local PBS affiliate.

Graduates have won nearly every major journalism award, including the Pulitzer Prize, the National Magazine Award, and top awards from Investigative Reporters and Editors and the Society of Professional Journalists. Their work has been used in congressional investigations, and has led to changes in federal and state policies in the areas of business, criminal justice, health, military affairs and transportation. In support of excellence in professional journalism, the department co-sponsors a major national honor, the John Peter & Anna Catherine Zenger Award for Freedom of the Press and the People's Right to Know.

Through interdisciplinary initiatives, the school has collaborated 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.

As a result of these partnerships and expertise of faculty, the school has developed specialties in international/border journalism, science/environmental journalism and public affairs journalism, particularly in investigative reporting and freedom of information. The overriding mission and culture of the school is to foster democratic self-governance and human rights in the United States and abroad through a strong press dedicated to ethically reporting truth, exposing injustice and holding those in power accountable.

In all programs of study, the school focuses on providing students with the education and training that are essential for journalists working in a global information environment, regardless of the medium, whether print, broadcast or online. This includes a background in law, ethics and the function of the press in a democratic system. It is of utmost importance that journalism students at all levels understand how to locate, evaluate, organize and disseminate information that will provide a comprehensive and accurate accounting of the complex causes and consequences of issues and events in multicultural societies.

UNDERGRADUATE DEGREE

The school offers a Bachelor of Arts degree in journalism. Journalism is the 11th largest major among 119 bachelors and 226 graduate degrees at the University of Arizona, and the second largest unit within the 14 degree-granting departments in the College of Social and Behavioral Sciences, exceeded only by the School of Government and Public Policy (Table II. Supp-1). During Academic Year 2010-11, the school graduated 110 students with bachelor's degrees in journalism.

Table II. Supp-1.

Top 20 majors among all University of Arizona students by Fall 2011 enrollment.^a

Major	Fall 2011 Enrollment
1. Business	3,088
2. Psychology	2,183
3. Physiology	1,667
4. Nursing	1,243
5. Political Science	923
6. Pharmacy	824
7. Medicine	690
8. Public Health	670
9. Computer Science	553
10. Public Management	546
11. Journalism	542
12. Nutritional Sciences	535
13. Family Studies	526
14. Biology	524
15. History	512
16. Communication	496
17. Architecture	495
18. Music	474
19. Studio Art	461
20. Law	451

^a Source: UA Integrated Information Warehouse data set, "Enrollment Highlights for the Fall term." Numbers include declared undergraduate pre-majors.

GRADUATE DEGREE

Following a decade-long hiatus, the school reopened its master's degree program in 2008. It had been put on hold during a time of rebuilding, when faculty numbers were low. With the hiring of additional faculty since 2006, the school could once again provide a master's degree without harming undergraduate education, and the program now has 19 enrolled master's students; it graduated four students in 2010-11. The school offers two tracks: a professional track intended for people who want to become practicing journalists, often recent graduates from other disciplines, and a journalism studies track for students who would like to study journalism but not practice it, particularly those whose first language is not English. The school also has developed numerous dual-degree master's programs with other units, including the School of Government and Public Policy, Latin American Studies, Soil, Water and Environmental Science, and the School of Middle Eastern and North African Studies. Also, the school in 2010 started an accelerated master's program where promising undergraduates can earn a bachelor's and master's degree in journalism in five years. The school strategic plan includes the goal of establishing a doctoral program in five to 10 years.

MAJOR GOALS

The goals described below are designed to strengthen the school's research, teaching and service efforts, and to expand its international and science/environment focus. These steps, outlined in detail in the school strategic plan (Standard 1 - Governance, pages 4-10), will enable the school to contribute most effectively to the missions of a student-centered Research I university.

RESEARCH

The school will continue fostering faculty research that addresses important theoretical and applied problems. Journalism will pursue interdisciplinary research collaborations, especially through international/border journalism initiatives and science/environmental journalism. In particular the faculty would like to:

- Create a Center for Global Journalism to serve as an umbrella for current and future international initiatives, such as the school's Border Journalism Network and grant activity.
- Build interdisciplinary collaborations with more science/environmental units on campus through dual-degree programs and grants.
- Increase travel and research funding for faculty and students, particularly for travel internationally.
- Hire three more research-active scholars, and obtain graduate student research assistant positions.
- Create a doctoral program within five to 10 years.

TEACHING

The school will continue to provide students with the critical thinking, research and communication skills – and the background in the rights and responsibilities of the press – that are necessary for making important contributions to the profession. The school will retain its emphasis on combining classes in theory and experiential learning, a concept endorsed by the Arizona Board of Regents. In particular, the faculty would like to:

- Increase multimedia opportunities for students by building a cohesive, converged school media program, hiring a multimedia-focused faculty member, and expanding course offerings (e.g., fall 2012 the school will offer a new course in entrepreneurial journalism).
- Evaluate the curriculum to identify objectives for all courses and measurable outcomes, and adjust courses as needed.
- Enhance student retention, engagement and professional development through extracurricular school activities.
- Develop undergraduate emphases in the school's core strengths (international/border journalism, science/environmental journalism and public affairs journalism), while still maintaining a strong broad-based liberal arts education.

SERVICE

The school believes there is an important relationship among teaching, research, and service. Faculty will continue to present research results and discuss journalism issues with educational and civic organizations. They will provide workshops for news media and professional organizations on topics related to law, ethics and professional standards. Faculty members will work with high school journalism students on the local and state levels. The school also will collaborate with other academic units to support interdisciplinary outreach activities.

BUDGETARY CONSIDERATIONS

During the past five years, the school has met, and, in many cases, exceeded its initial goals from the 2005-2006 accreditation, which were focused on creating a stronger foundation for the school's research and teaching. The number of faculty increased from seven in 2006 to 18 in 2011. The unit was changed from a department to a school. It restarted its graduate program.

The school achieved these goals despite annual budget cuts to the state university system and the College of Social and Behavioral Sciences. Starting in 2011 the school received no operations budget from the university, requiring the school to find money from elsewhere to pay for photocopy paper, the phone bill and other basic expenses. It is possible that if faculty retire or leave the university they will not be able to be replaced. From most vantage points, it does not appear the university budget will improve; more cuts are anticipated for the next few years, including up to 5 percent in 2012.

The school adjusted well during the past six years to maintain, and even improve, its ability to serve students through revenue initiatives led by then-Director Jacqueline Sharkey. It achieved this in several ways:

- Approval of course fees in 2005 to pay for technology-intensive classes, generating about \$35,000 a year for computers, software and peripherals.
- Approval of program fees in 2008 that generate \$70,000 a year to cover salaries for instructional technology staff and other positions.
- Expanding winter and summer course offerings, which provide about \$5,000 a year in discretionary funds.
- Offering evening classes through Outreach College, which provide about \$55,000 in annual revenue to support nontraditional students.
- Annual giving campaign that raises about \$50,000 a year from donors.
- Indirect cost returns from government grants, including a \$1 million grant awarded by the State Department in fall 2011 to help an Afghan university start a journalism program; the school will receive about \$35,000 from the grant.

While these efforts have been invaluable in maintaining the quality of education in the school, more will be needed. Specifically, the faculty and interim director will increase efforts to make the school more financially independent through several goals:

- Appoint a new associate director position to pick up some administrative work so the director can focus on fundraising and development. (Nancy Sharkey, not related to Jacqueline Sharkey, was appointed in September.)
- Conduct a special fund-raising campaign in 2012 tied to the 60th anniversary of the school.
- Increase outreach to individuals and groups that support the school's mission.
- Expand online offerings and degree programs, possibly a summer minor in journalism or an online degree/certificate.
- Increase grant funding through a global journalism center.
- Examine potential revenue-generating initiatives, such as advertising returns from collaborative school media ventures with local commercial media.

4. Describe any recent major changes in the mission, goals, or programs and activities of the unit.

While the school has undergone a significant change in leadership fall 2011 with the departure of its iconic leader, Professor Jacqueline Sharkey, the mission, goals and programs remain the same. A new strategic plan, created fall 2011 to help future directions in school leadership, is based on discussions and retreats held in previous years, including a faculty discussion in spring 2011. The faculty decided to focus on fund-raising, developing core emphases, and building the research program. Faculty members remain resolute in providing students a world-class journalism and liberal arts education, developing a Ph.D. program, and earning a reputation as one of the leading journalism schools in the nation and world.

5. If the unit was previously accredited, summarize the significant deficiencies noted in the previous accreditation report and indicate how they have been corrected.

The site-visit team from 2005-2006 identified some weaknesses in governance, curriculum, student services and assessment. The school was found to be out of compliance with Standard 9, Faculty Scholarship/Research/Professional Activities. These noted weaknesses, and a description of how the school has corrected them during the past six years, are discussed below.

GOVERNANCE (STANDARD 1)

Weakness: Too many students, not enough faculty

The site-team noted the large number of majors (more than 600) and limited number of faculty (seven), resulting in students having difficulty getting classes to graduate within four years.

School Action: Hired more faculty and increased pre-major requirements

Thanks to the support from the former college dean, Ed Donnerstein, the school increased its faculty from seven to 18 since 2006, allowing it to expand its course offerings. Also, the school implemented more rigorous requirements for entering the major, which lowered enrollment from 650 to 542 and has resulted in students who are higher academic achievers (average GPA of journalism majors increased from 2.96 in 2006 to 3.16 in 2010). Combined, this has enabled students to complete their degrees on time. For example, before 2006 about 60 percent of journalism majors were able to finish within four years, and now about 80 percent of students finish on time.

CURRICULUM (STANDARD 2)

Weakness: Too few courses in broadcast and online journalism

The site-team noted that the program was print-focused and did not have enough courses in broadcast or online journalism. Also, broadcast students felt they didn't get enough courses early on to prepare them for internships. At the time, the school offered only two broadcast-specific courses, Television News Writing (Jour 380) and the Arizona Cat's Eye school media course.

School Action: Expanded curriculum in electronic and visual media

The school expanded its offerings in electronic media during the past six years:

- Soon after the 2005-06 re-accreditation, the school started a new required broadcast course for students who wanted to specialize in broadcast, Beginning Television Reporting and Production (Jour 385). This course, which introduces students to television reporting and production and the ethical decision-making skills needed to succeed in Arizona Cat's Eye better prepared students for that course and internships.
- Starting in 2009, the school began offering a new required course, Principles of Multimedia (Jour 307), where students learn how to incorporate audio, video and

other tools for visual storytelling. Students learn Final Cut Express, which prepares broadcast students for their later courses. This class is usually taken in a student's sophomore year.

- The school added dedicated websites to its school media courses (*Arizona Cat's Eye*, *The Tombstone Epitaph* and *El Independiente*), requiring students to learn the technical skills to upload content and manage a website, in addition to the reporting and editing skills that the courses require.
- The school started an online school media course called Border Beat, which provides students experience in producing multimedia content. Starting in spring 2012, a new school media course will provide students the opportunity to create a converged website for all school media.
- In 2008, the school created a full-time instructional technology position to oversee online instruction throughout many courses. Mike McKisson, an online producer for the *Arizona Daily Star*, was hired through program fees as a full-time adjunct to integrate multimedia into the curriculum.

Weakness: Too much reliance on adjunct instructors

The site-team noted a heavy reliance on adjunct instructors teaching courses instead of permanent faculty.

School Action: Hired more permanent faculty, reducing reliance on adjuncts

By increasing permanent faculty from seven to 18, and lowering the number of majors through more rigorous entrance requirements, the school has been able to rely less on adjuncts. In 2005, more than half of all courses were taught by adjunct faculty. In 2010-11, only about a quarter of courses were taught by adjunct instructors.

RESEARCH (STANDARD 5)

Weakness: Too little scholarly research for a Research 1 university

The site-team found the school non-compliant in this standard, for the third time in a row, stating in its report that the school's "record of scholarly work remains at best modest" and that the school had not stepped up to its level of research expected at a research-intensive university.

School Action: Hired faculty actively pursuing scholarly peer-reviewed research

Since 2005, the school has appointed seven tenure-track faculty to focus on scholarly research (David Cuillier, Shahira Fahmy, Celeste González de Bustamante, Linda Lumsden, Jeannine Relly, Kevin R. Kemper and Carol Schwalbe). Combined, during the past several years these faculty have produced more than 50 peer-reviewed journal articles, 60 conference papers, numerous scholarly books, and have earned national research awards, including top papers and the best dissertation in the field for 2006. They are leaders in academic organizations, such as the Association for Education in Journalism and Mass Communication, International Communication Association and the American Journalism Historians Association. Faculty members put on research colloquia to foster a scholarly environment, and meet informally to discuss projects. These efforts are in addition to the continued production of quality journalistic research by professors

of practice, including Alan Weisman's book *The World Without Us*, which was on the *New York Times* best-seller list. The school re-opened its master's program in 2008 and continues to build a research culture. While there is much left to do, the school has made great strides. Goals include obtaining more grants, acquiring graduate student research assistant positions, and providing more resources for faculty travel and research support.

STUDENT SERVICES (STANDARD 6)

Weakness: Hand enrollment seemed chaotic for students

The site team noted that the academic advisor was enrolling students for courses by hand because of what appeared to be a chaotic and cumbersome process. Students complained that it was difficult to get into classes.

School Action: Standardized course scheduling

Course enrollment for the university is now conducted online, and students are provided assistance from the school's full-time academic advisor. The university consolidated course advising into advising centers, so the school advisor is actually employed by an advising center at the college level. This ensures consistency and less confusion for students. The current advisor, Renee Schafer Horton, is the school's third advisor in six years, which has caused consternation among some students. However, she has done an exemplary job since starting spring 2011, going out of her way to make sure students get the classes they need to graduate on time. She also is a former reporter from the *Tucson Citizen* and got a certificate to teach secondary education, so she is well-qualified to work with students and provide them career guidance.

Weakness: Internship coordination lacked sufficient attention

The site team noted that the academic advisor was also tasked with being the internship coordinator, and that was too much to ask of one person. The team members said internship and career advising should be emphasized more.

Action: Hired a full-time internship coordinator; started "apprentice" class

The school hired a full-time internship coordinator in 2007. Lisa Button, an adjunct instructor and former journalist, created an online database of internships for students, provides workshops on resume writing and professionalism, coordinates internship fairs, and works closely with employers. She has surveyed students and supervisors to assess the value of the internships, showing a steady increase in satisfaction among employers for UA intern writing abilities. More than 80 journalism majors complete internships for credit each year. Also, the school embarked in a collaborative class with the *Arizona Daily Star*, called the "apprentice" program. Button and a newsroom employee co-teach the class, which combines the educational opportunities of a weekly group discussion as a class with the traditional on-the-street experience of working in a professional newsroom.

ASSESSMENT (STANDARD 9)

Weakness: Assessment qualitative and analysis lacks links between data and change

The site team passed the school on assessment but noted that the measures were largely qualitative and focused on individual assessments rather than looking at students unit-wide. Also, the site-team noted that the self-study showed no actual data from assessment tools, and did not demonstrate a link between assessment data and changes made.

School Action: Applied quantitative measures and tied decisions to data

During the past six years the school has gone through a continuous process of testing new quantitative assessment measures, and analyzing data to make reasoned improvements to the curriculum. An Outcomes Assessment Committee studied other journalism programs' assessment procedures (see Appendix L, p. 13, for grid comparing schools) and implemented surveys and other tools to measure student learning outcomes. Many of the measures have been in testing and some discontinued. Under the new school leadership, the assessment plan was updated fall 2011 to reflect the changes that have occurred during the past six years and to implement more procedures starting fall 2012. Collection of assessment data and analysis have led to important changes in the curriculum (further detailed in the Standard 9 Assessment section), including:

- Feedback from the Student Advisory Council and 2008 survey data indicated students felt unprepared in multimedia skills. As a result, the faculty created a new required course, Principles of Multimedia (Jour 307), hired a full-time instructional technology support specialist in 2008, and will launch a new converged school media class in spring 2012.
- Many students surveyed in upper-division courses in 2007-08, such as Reporting Public Affairs (Jour 413), indicated that they regretted majoring in journalism because they entered the courses without truly knowing what journalism was about (and not about). In response, the faculty created a new required introductory course, Principles of Journalism (Jour 105), for pre-majors, which better prepared them for the major and initial courses. Analysis of grade data indicated that students who took the class performed better in later courses than students who didn't take the class.
- Anecdotally, faculty and students had heard that journalism was known as a default major for students who couldn't get into the business school. Analysis of GPA data indicated that the average GPAs of journalism students were roughly the same as students in general at the university. In an effort to raise the caliber of journalism students and reduce the number of majors, the school implemented a minimum GPA of 2.5 to become a major, starting in 2006. Immediately, the average GPA of journalism majors steadily climbed, from 2.96 in 2006 to 3.16 in 2010, higher than the university average of 2.96.

6. Describe the process used to conduct the self-study, including the roles of faculty members, students and others. Describe the strengths and weaknesses of the program discovered during the process, and describe any changes undertaken or planned as a result.

The self-study for accreditation was begun summer 2011 and continued into the fall, led by Senior Program Coordinator Kate Harrison and Interim Director David Cuillier. Faculty and staff contributed to specific questions relevant to their work. The former director, Jacqueline Sharkey, also assisted, even as she was on research leave fall 2011. Following production of the first draft, the self-study was provided for faculty and staff to review and provide corrections and further suggestions.

During late fall semester, the school will continue to collect data and other information to provide for a university review of the program, also planned for January 2012. The school will undergo an Academic Program Review, which the Board of Regents requires for every academic unit in Arizona universities every seven years.¹ The last school APR was conducted in fall 2005. The university agreed to incorporate the ACEJMC evaluation and review in its program review to accomplish both reviews the same year.

The self-study was challenging, yet useful, during a time of transition for the school. Professor Jacqueline Sharkey, who first arrived at the school in 1984, had served the past 11 years as director, accomplished great feats. Following her five-year performance review in spring 2011 she was asked to serve another five-year term but declined and took a long-overdue research sabbatical. Her last day as director was Aug. 1, and Dr. David Cuillier began serving as interim director for the 2011-12 year until a permanent director could be found. The college dean conducted an internal search, led by school Associate Director Nancy Sharkey. Dr. Cuillier was the sole applicant. In September he made a presentation to the faculty, followed by a vote by sealed secret ballots, which were then delivered to the dean. The dean offered the position to Dr. Cuillier and as of Nov. 30 the two continued to negotiate the terms of a five-year contract.

The self-study was useful for the interim director, as well as the whole faculty, in developing a better understanding of the program's strengths and weaknesses. Not wanting to wait for a permanent director to be named, and unified by common vision and purpose, the faculty moved ahead to build upon the strong foundation nurtured by Professor Jacqueline Sharkey. In the fall the faculty updated its committee assignments, diversity plan, assessment plan, and created a new long-term strategic plan. Discussions had already been in the works (e.g., the faculty held a retreat in spring 2011 to discuss the strategic plan), but the leadership change helped focus efforts. The faculty and interim director did not want to change directions, rather, continue moving forward based on a shared vision.

As a result of the planning, the faculty identified several strengths and weaknesses of the school, as well as determined a strong vision for the future, laid out in the updated strategic plan (see Standard 1 Governance, pages 4-10):

¹Arizona Board of Regents Policy Manual, Policy No. 2-208.

Strengths

- Strong focus and united faculty who believe in “just journalism” (no public relations, advertising, speech or other communication-related tracks).
- Core emphases that differentiate the program from other schools and provide students the potential to specialize in international journalism, science/environmental journalism or public affairs reporting.
- Rising research faculty dedicated to publishing quality scholarship and developing high-impact initiatives, such as a global journalism center.
- Commitment and success in promoting diversity and inclusiveness throughout the school’s programs, policies and curriculum.

Weaknesses

- Budget cuts limit the ability to advance the program without school-driven initiatives.
- Building space limitations might restrict future growth and expansion, such as the addition of faculty, graduate student research assistants or converged media labs.
- Structure (a non-independent unit within a college) and limited number of faculty create challenges for competing against programs that are larger and independent.

Action plan

- Take steps to make the school more financially independent and advance the mission (apportion more of director’s time to fundraising, develop revenue-generating ventures, etc.).
- Evaluate the curriculum and make adjustments; continue to build opportunities in multimedia and broadcast, and develop school media into converged learning opportunities.
- Develop a global journalism center that establishes the school as a clear leader and maximizes grants, education programs, and research in international/border journalism.
- Explore new interdisciplinary initiatives with science units on and off campus to expand the science/environmental journalism emphasis.
- Build the research program toward creating a Ph.D. in five to 10 years.

7. Provide copies of pages of the undergraduate and graduate catalogs and other publications that describe the mission and scope of the unit, its curriculum, administrative and graduation requirements. (If multiple items, these items may be presented in the appendices binder.)

A variety of resources are available online for students and others to understand the courses and graduation requirements.

- The university general catalog is provided online for students, including basic details of the school, its mission and scope, and links to the academic calendar, departments, course descriptions and academic policies. The page is available online at:
<http://catalog.arizona.edu/2011-12/dept/JOUR.shtml>
- A course planning guide is available for students to provide the pre-major requirements, the core journalism courses and some suggested course sequences. The one-page form is available at:
<http://journalism.arizona.edu/sites/journalism.arizona.edu/files/Plan10later.pdf>
- All bachelor's degree graduation requirements are the same at the university – 120 units, 42 of which are upper division, 47 of which are general-education courses, and the remaining in the major, minor and electives. See the university's policy at <http://catalog.arizona.edu/2011-12/policies/gradavg.htm>
- Course lists are available for students online at <http://catalog.arizona.edu/2011-12/dept/JOUR.shtml>. Also, a summarized list of journalism classes is available on the following pages.

School of Journalism Course Offerings

JOUR 105 - Principles of Journalism

Provides an overview of news journalism, its history, future and role in a democratic society. Covers the basics of journalism values, principles, law, ethics, writing and reporting. (required, 3 credits)

JOUR 150C1 - News in a Digital Age

General-education course examines the role of news media in a democracy, for individuals, groups, and institutions. The course explores where the ideological assumptions for a free press originate, how institutional structures for independent information operate, and how the media will face the challenges brought by unprecedented technological change. Pre-Journalism majors should not take this course but should take JOUR 105 instead. (general education elective, 3 credits)

JOUR 203 – Photojournalism

Teaches the reporting of news through images and graphics; introduction to all aspects of photojournalism, including law, ethics, history and critical decision-making. (required, 3 credits)

JOUR 205 - Reporting the News

The basic beginning reporting and writing course, covering the gathering, evaluating, and writing news. Completion of this course with a grade of C or better also satisfies the Mid-Career Writing Assessment (MCWA) requirement. (required, 3 credits)

JOUR 208 - Law of the Press

Basic legal concepts for print, broadcast, online, and photojournalism, including access to courts, public records and meetings; subpoenas and shield laws; prior restraint; libel; privacy; source confidentiality; intellectual property; obscenity; and FCC regulations. (required, 3 credits)

JOUR 305 - Science and the News

This course is designed for any student with an interest in science and the news media. The class will explore the news of science. How do media cover science? What are the strengths and weaknesses of media coverage? What is needed to equip a better science media consumer? How do scientists see the pros and cons of science media? What are successful models for building greater science media literacy? (general education/elective, 3 credits)

JOUR 306 - Advanced Reporting

Covers the comprehensive and accurate news presentation with emphasis on interview techniques and coverage of major news stories. Completion of this course with a C or better also satisfies Mid Career Writing Assessment (MCWA). (required, 3 credits)

JOUR 307 - Principles of Multimedia

Covers multimedia reporting, a combination of text, still photographs, video clips, audio, graphics and interactivity presented on a Web site in a nonlinear format in which the information in each medium is complementary, not redundant. Teaches four basic elements: audio; shooting still photographs and video; editing; and storytelling using a variety of multimedia platforms. (required, 3 credits)

JOUR 308 - Sports Journalism

Gathering, evaluating and writing sports news in an ethical and effective manner. (elective, 3 credits)

JOUR 317 - From CNN to Stephen Colbert: Analyzing Television News

Analyzes the current state of television news content. Students explore why young people are moving away from traditional TV news programs and turning to pseudo-news shows like The Colbert Report and The Daily Show. (elective, 3 credits)

JOUR 320A – Editing

Theory and techniques of copy editing and headline writing; introduction to layout and design. (required, 3 credits)

JOUR 344 - Journalism, Gender and Multiculturalism

Investigates the intersection of journalism, gender and multiculturalism in the U.S. media. Surveys efforts to increase and improve diversity in the news media. (elective, 3 credits)

JOUR 380 - Television News Writing

Course is designed to teach students to write clear, concise broadcast new stories under deadline pressure; learn to write to video, including tape and graphics; and develop story ideas and cultivate critical thinking skills. (required for broadcast emphasis majors, 3 credits)

JOUR 385 - Beginning Television Reporting and Production

Introduces students to television reporting and production and the ethical decision-making skills needed to success in the advanced TV course, JOUR 490C Arizona Cat's Eye. (required for broadcast emphasis majors, 3 credits)

JOUR 391 – Preceptorship

An opportunity for students to serve as mentors, guides and instructional assistants in journalism classes. (elective, 1-3 credits)

JOUR 392 - Directed Research

A rigorous in-depth exploration of a journalistic topic under faculty supervision. Can be individual or group project. (elective, 1-6 credits)

JOUR 393 - Internship (full-time) / Jour 493 is the part-time internship course

Work during the summer on-site for a news or news-related organization under the supervision of an experienced communication professional. (elective) Repeatable once plus one 1-unit part-time internship, for a total of 7 units. (elective, 7 credits maximum)

JOUR 394 – Practicum

An opportunity to do field research to explore journalistic ethics, theory and practices and their impact on contemporary society. (elective, 1-3 credits)

JOUR 396H - Honors Pro-seminar

An opportunity to study the theoretical underpinnings of the impact of journalistic practices on political, social and economic issues, meeting the standards of the Honors College. (elective, 3 credits)

JOUR 399 - Independent Study

An extended exploration of a journalistic topic under the supervision of a full-time faculty member. The project can take many forms -- research paper, investigative news stories, photo essay, broadcast documentary or online report. (elective, 1-6 credits)

JOUR 399H - Honors Independent Study

A rigorous in-depth exploration of a journalistic topic that meets Honors College criteria. The project can take many forms -- research paper, investigative news stories, photo essay, broadcast documentary or online report. (elective, 1-3 credits)

JOUR 401 - Media and Terrorism

Investigates the interplay between terrorism around the world and media content about terrorism. Focuses on how news media portray terrorism and terrorists, and the effects of terrorism and media portrayal of terrorism on the public. (elective, 3 credits)

JOUR 404 - Freedom of Expression

Historical, philosophical, legal and cultural perspectives on freedom of expression in an international context. (elective, 3 credits)

JOUR 405 - The Study of News

Analysis of the role of the press in a democratic society and the ways in which news has influenced and reflected values, events and issues involving individuals, institutions and societies. (elective, 3 credits)

JOUR 406 - Magazine Photography

Techniques for taking and editing photographs to illustrate magazine articles, covers and ads. Preparation of photo portfolios. Open to all students in summer. (elective, 3 credits)

JOUR 411 - Feature Writing

Writing feature articles for newspapers, magazines or other media; specialized reporting and writing techniques. (required for print-emphasis, 3 credits)

JOUR 413 - Reporting Public Affairs

Study and practice of newsgathering on executive, legislative, and judicial levels in city, county, state and federal governments, with emphasis on both deadline writing and in-depth stories. (required, 3 credits)

JOUR 414 – Arizona Sonora News Service

Students write stories on state government for client newspapers in rural and suburban communities statewide. (elective, 1 credit)

JOUR 422 - Reporting the Middle East

Involves conducting journalism field work in Cairo, Egypt. Students produce news stories for Egyptian and U.S. audiences. Students do not need to understand the Egyptian language. (elective, 3 credits)

JOUR 428 - Entrepreneurial Journalism

Research and develop an idea for a news website and begin implementing the necessary steps to see the idea become a real website. By the end of the class students have a website, which can launch and begin publishing content and start generating revenue. (elective, 3 credits)

JOUR 433 - Computer-Assisted Reporting

Teaches how to acquire and analyze data, and develop stories using Excel, Access, ArcView and other analytical computer programs. (elective, 3 credits)

JOUR 439 - Ethics and the News Media

Analysis of ethical theory and how it relates to journalists' roles and responsibilities in a democratic society. Case studies involve questions of bias, accuracy, privacy and national security. (required, 3 credits)

JOUR 447 - Government Secrecy: Access to Information in an Age of Terror

Focuses on access to government records and meetings. From the perspective of the journalist acting on behalf of the people in a democracy, the course looks at the benefits and harms caused by access to government information, providing a theoretical and legal background with practical skills for acquiring public records. (elective, 3 credits)

JOUR 455 - Issues in Covering the Environment

This course examines how news media cover environmental issues and explores the role that newspapers, magazines, television, and online news media play in public understanding of environmental and related issues. The class can be repeated once with permission of the instructor. (elective, 3 credits)

JOUR 458 - International Opinion Writing

Explores the role and purpose of editorial and opinion writing and the process of writing opinion pieces about international issues and events, with an emphasis on the Middle East and Muslim world, from Morocco to Indonesia. (elective, 3 credits)

JOUR 460 - International Media Systems

Introduces students to the changing role of news media in our evolving globalization and its impact on rapidly changing news events. (elective, 3 credits)

JOUR 465 - Principles of Science Journalism

Introduces students to the professional, legal, economic and ethical factors that affect the science news agenda and the work of science journalists. Study the principles of science journalism, the scientific process and the differences between science journalism and science communication. Examine reporting methods used by print, television and online news organizations. (elective, 3 credits)

JOUR 470 - The Press and Society

Critical study of news media performance in current affairs; changing requirements for socially responsible and professional journalism in a democracy. (elective, 3 credits)

JOUR 471 - International Communications

As an overview of international communication, this class introduces news media of many other nations and describes how they contribute to this cooperative activity of reporting the world to itself. (elective, 3 credits)

JOUR 472 - Science Journalism

Science is one of the most powerful forces of change in the world. This applied course covers the fundamental elements of producing news reports about science events and issues. Examines the principles of journalism, the scientific process and the differences between science journalism and science communication. (elective, 3 credits)

JOUR 475 - Opinion Writing for Editorial Pages

Applies journalistic skills to opinion writing for editorial pages. Also provides tools for evaluating critical thinking and argumentation. (elective, 3 credits)

JOUR 477 - History of American Journalism

Develops ways of looking at the evolution of U.S. journalism. Examines the press's origins, its development and how it has interacted with American culture, with particular emphasis on its relationship with politics. (elective, 3 credits)

JOUR 485 - Information Technology and Society

Provides an analysis of emerging information technologies from a media literacy perspective. Special attention will be given to the study of Internet-related technologies. The goal is to develop a critical understanding of the application and effects of information technologies in society. (elective, 3 credits)

JOUR 488 - Reporting on Latin America

Explores the history, economy and culture of a Latin American country. Students spend two weeks in the country researching a major story to be prepared for print, TV or radio. (elective, 3 credits)

JOUR 489 - Survey of Research Methods

Exposes advanced students to qualitative and quantitative research methods used in the social sciences; prepares students for designing and conducting research in upper-division courses. (elective, 3 credits)

JOUR 490A - Tombstone Epitaph

Gives students real-world experience by producing seven issues of the Tombstone Epitaph, a community newspaper for Tombstone, AZ. (one of the next six - 490A-490F – required, 3 credits)

JOUR 490B - El Independiente

Students in this course work as the editorial staff to produce a bilingual long-form publication focusing on issues pertaining to Hispanics and other cultures in southern Arizona. Includes intensive study of the problems and responsibilities of journalism.

JOUR 490C - Arizona Cat's Eye

Through extensive hands-on experience in this capstone course, students learn how to write, report, shoot, produce and edit news for broadcast.

JOUR 490D – Border Beat

Students in this capstone course work as a team to produce an online news magazine, BorderBeat.net, which focuses on issues relating to the U.S.-Mexican border. Students also learn to host a topical blog.

JOUR 490F - Arizona-Sonora News Service

Arizona-Sonora News Service creates and distributes excellent student journalism for media throughout Arizona and beyond through www.arizonanewsservice.com.

JOUR 492 - Directed Research

A rigorous in-depth exploration of a journalistic topic under faculty supervision. Can be individual or group project. (elective, 1-6 credits)

JOUR 493H - Honors internship

Work on-site for a news or news-related organization under the supervision of an experienced communication professional, performing to the standards of the Honors College. (elective, 3 credits)

JOUR 493L - Legislative Internship

A semester working for Arizona Capitol TV, a nonpartisan office of the state legislature in Phoenix. Research, write and produce video segments. 12 credit units, usually split between two departments. Journalism usually uses this course as a substitute for JOUR 380, with the other units counted as upper-division elective credit. (elective, 1-12 credits)

JOUR 494 – Practicum

An opportunity to do field research to explore journalistic ethics, theory and practices and their impact on contemporary society. (elective, 1-3 credits)

JOUR 496D - Journalism Seminar

The course is shaped around a series of case studies of the legal, ethical and management issues facing the contemporary news media. (elective, 1-3 credits)

JOUR 496F - Media Coverage of International Crises

How international media cover conflicts and other humanitarian crises, focusing on the Arab/Muslim world. Understanding of the business and culture of global news organizations. (elective, 3 credits)

JOUR 496I - News Analysis

An examination of media coverage on contemporary political, economic and social issues at the state, national and international levels. Can include legal and ethical content analysis. (elective, 3 credits)

JOUR 496L - U.S. Press and Latin America

Examines the history and development of U.S. press coverage of Latin America. (elective, 3 credits)

JOUR 496M - Directions in News Technology

Explores the impact of technical innovation on ways in which the news media collects, evaluates, organizes and disseminates information. (elective, 3 credits)

JOUR 497B - Advanced Photojournalism

Gives students a forum in which to hone their skills in communicating with readers of newspapers, magazines and the Internet, through the use of still photography. (elective, 3 credits)

JOUR 498H - Honors Thesis

An honors thesis is required of all the students graduating with honors. Students ordinarily sign up for this course as a two-semester sequence. The first semester the student performs research under the supervision of a faculty member; the second semester the student writes an honors thesis. (required for honors students, 3 credits)

JOUR 499 - Independent Study

An extended exploration of a journalistic topic under the supervision of a full-time faculty member. The project can take many forms -- research paper, investigative news stories, photo essay, broadcast documentary or online report. (elective, 3 credits)

JOUR 499H - Honors Independent Study

A rigorous in-depth exploration of a journalistic topic that meets Honors College criteria. The project can take many forms -- research paper, investigative news stories, photo essay, broadcast documentary or online report.

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**

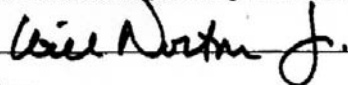
Prepared and submitted by:

Team Chair

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

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

Signature

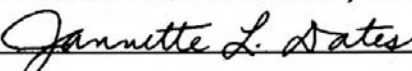


Team Members

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

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

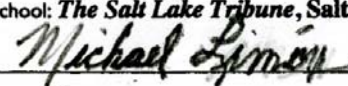
Signature



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

14. Number of graduate students enrolled:

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

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 Relly (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.