PART II, STANDARD 1

MISSION, GOVERNANCE AND ADMINISTRATION

Executive Summary

The School of Journalism is one of 32 units within the College of Social and Behavioral Sciences at the University of Arizona, a research-intensive public university. Launched in 1951 as the Department of Journalism, the school remains focused in its mission to serve journalism – in all its forms – with strengths in global journalism, science and environmental journalism, and public affairs reporting, while adapting to the highly dynamic and evolving media world. The school adheres to the principles of shared faculty governance, coordinated for the past six years by Director David Cuillier and Associate Director Nancy Sharkey.
1. Describe the administrative structure of the unit, including to whom the unit administrator reports to within the university. Include names and titles. The information should extend from the lowest level of administrative responsibility within the unit to the institution’s chief executive officer.

The university is governed by members of the Arizona Board of Regents, who are appointed by the governor and reliant on the Legislature for higher-education funding. In Spring 2017 the regents hired President Robert Robbins, the executive leader of the university, who began his tenure Summer 2017. Senior Vice President for Academic Affairs and Provost Andrew Comrie oversees the colleges on campus, including the College of Social and Behavioral Sciences, which houses the School of Journalism and 31 other departments and centers.

The university operates under a three-year-old responsibility centered management system, meaning funds are distributed to colleges based on the number of majors and student credit hours they generate for the university, minus costs, such as physical space. The college dean, John Paul Jones III, decides how to distribute funds to the college’s departments, including the School of Journalism. Ultimate decisions, including hiring, personnel policies, space allocation, and budgeting, are decided by the college dean in consultation with the school director and faculty.

At the school level, the 17 core faculty members are responsible for key policy and curriculum decisions within the program. Director David Cuillier, who reports to the faculty and College of Social and Behavioral Sciences dean, is responsible for carrying out administrative functions year-around, including budgeting and course assignments, taking into consideration input from faculty, staff, and students. The director’s time is assigned 50 percent to school administration, in addition to 20 percent teaching (1-1 course load), 20 percent research, and 10 percent service. The director is provided a $15,000 stipend by the college for the year-round duties in addition to a 1-1 course release. He is assisted by Associate Director Nancy Sharkey, who leads assessment efforts, technology planning, course scheduling, and also serves as director of undergraduate studies. The associate director receives a $7,500 stipend and one annual course release, paid for by the school.

Four staff members – two program coordinators (Mike Chesnick and Debbie Cross), an administrative assistant (Daniel “Andres” Dominguez), and a .50 FTE internship coordinator (Renee Schafer Horton), report to the director. Staff members for business affairs (Jennifer Paine, Martha Castleberry, and Kris Hogeboom), tech assistance, and academic advising (Paloma Boykin) report to the dean’s office. Because the school does not offer a doctoral program it does not employ graduate teaching assistants, so all instruction is conducted by faculty or adjunct instructors. Some courses are aided by hourly paid undergraduate or master’s degree students serving as graders or lab assistants.

See organizational flow chart on the next page.
University of Arizona School of Journalism
Organizational Chart
Fall 2017

University President
Robert Robbins

Senior Vice President for Academic Affairs and Provost
Andrew Comrie

College of Letters, Arts and Sciences Executive Dean
Joaquin Ruiz

College of Social and Behavioral Sciences Dean
John Paul Jones III

School of Journalism Director
David Cuillier

Program Coordinator for Outreach
Mike Chesnick

Program Coordinator for Curriculum
Debbie Cross

Administrative Assistant
Andres Dominguez

Internship Coordinator
Renee Schafer Horton

Academic Adviser
Paloma Boykin

Job Responsibilities
- SBS Dean: Oversees a college comprising 31 units and 6,000 undergraduate majors.
- School Director: Oversees a school with approximately 30 full- and part-time faculty, four staff members and about 450 majors, 30 minors and 20 master’s students.
- Academic Adviser reports to the SBS College, but is housed in Journalism. Business and tech staff also report to the dean’s office.
- Internship coordinator is .50 FTE

Faculty

Full Professors
Shahira Fahmy
Mort Rosenblum *
William Schmidt *
Nancy Sharkey * (asst. dir., DUS)
Terry Wimmer *
Maggy Zanger *

Associate Professors
Geoff Ellwand *
Celeste González de Bustamante
Susan M. Knight *
Linda Lumsden
Kim Newton *
Jeanine Elisa Relly
Carol Schwalbe (DGS)

Assistant Professors
Rogelio Garcia *
Michael McKisson *
Susan E. Swanberg

Adjunct Instructors
Tom Beal
Fred Brock
Cathalena Burch
Michael Chihak
Michael Christy
Shannon Conner
Christopher Conover
Brett Fera
Joe Ferguson
Lorraine Florez
Sarah Gassen
Megan Kimble
Irene McKisson
Jenni Monet
Daniel Ramirez
Joe Sharkey

* Denotes professors of practice
2. Describe the unit’s process for strategic or long-range planning. Provide a copy of the unit’s written strategic or long-range plan. This plan should give the date of adoption/revision and any timeline for achieving stated goals. Discuss how the plan provides vision and direction for the unit’s future and how it has encouraged and contributed to quality and innovation in the unit.

See the next page for the school’s strategic plan, first adopted in Fall 2011 and updated at the faculty’s annual fall retreat, an off-site gathering started in 2011 and held each August to foster strategic thinking and planning. All major planning decisions are made by the faculty acting as a committee of the whole. Faculty members systematically walk through the plan, deleting completed tasks and adding items, and set priorities that align with the school mission statement. The plan is broken into four areas consistent with the university’s “Never Settle” strategic plan developed in 2013 and the College of Social and Behavioral Sciences’ strategic plan: Synergy, partnerships, innovation, and engagement. The university is currently undergoing a strategic planning process this 2017-18 year with the new president.

The school strategic plan guides decisions by the director and faculty. The faculty assign timelines to some of the goals, as well as assigned individuals, to facilitate completion. The plan is a “living document,” ever changing and evolving, rather than a file to collect dust on a shelf. For example, the plan has helped the school build its key areas of global journalism, science and environmental journalism, and public affairs reporting. Strategic planning, in conjunction with evaluation of assessment data and the diversity plan, has helped the faculty focus on curriculum improvements, such as launching new diversity faculty recruitment efforts and infusing data journalism and social media through required courses.

Strategic planning also has helped faculty start new initiatives in research, teaching, and outreach. For example, the plan guided the establishment of the Center for Border and Global Journalism in 2014. It also helped faculty create research partnerships with other institutions through the Border Journalism Network, and joint projects with researchers at Biosphere 2 for the school’s science and environmental journalism program.
UNIVERSITY OF ARIZONA SCHOOL OF JOURNALISM
STRATEGIC PLAN
(Updated Aug. 17, 2017)

OVERVIEW

Acknowledging a changing media landscape, the School of Journalism must build a dynamic interdisciplinary curriculum that reinforces the enduring role of journalists — and journalism — in supporting a democratic society. We must build on our core strengths in:

- global and border journalism
- science, environmental, and health journalism
- public affairs watchdog reporting
- innovation, technology and entrepreneurial journalism

We will do this by working closely with other units across the university and by creating innovative scholarship and research partnerships with industry and communities locally, nationally, and internationally. We must engage our students — and our faculty — more deeply in a global experience, so they have the skills, context and knowledge to understand and interpret a world that technology has rendered smaller and where information moves at the speed of light. We will:

1. Create **synergy** through interdisciplinary collaboration with units across academic disciplines to build on the school’s strengths of global, science, and public affairs journalism.

2. Foster **innovation** in research, teaching and service to meet the demands of a fast-changing media landscape.

3. Build creative **partnerships** across the university, the media industry and local and international communities.

4. Provide students with more opportunities for **engagement** on campus and with the world beyond.

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13 The plan was first created in 2011 and is updated every August at the annual faculty retreat.
GOAL 1: SYNERGIES

CREATE SYNERGY THROUGH INTERDISCIPLINARY COLLABORATION WITH UNITS ACROSS ACADEMIC DISCIPLINES TO BUILD ON THE SCHOOL’S STRENGTHS OF GLOBAL, SCIENCE, AND PUBLIC AFFAIRS JOURNALISM.

OBJECTIVE A: EXPAND INTERDISCIPLINARY COLLABORATIONS IN GLOBAL AND BORDER JOURNALISM.

1. Grow the Center for Border & Global Journalism.
   - Identify project and grant opportunities in collaboration with Latin American Studies, Middle East and North African Studies, and other units. Apply for at least two per year.
   - Acquire funding for a named chair.

2. Expand U.S./Mexico border initiatives, building on relationships with Mexican universities, Global Initiatives, and Latin American Studies. Explore a certificate in border studies.

3. Explore expanding the master’s program to create an M.A. in Global Journalism in collaboration with other UA global partners.

4. Create an interdisciplinary doctoral program in Global Journalism Studies for launch in five to 10 years.
   - Build the master’s program to 10-20 incoming students per year through increased promotions and adjustments to make it more attractive to potential students.
   - Seek college support for TA/RA support.
   - Explore a multidisciplinary approach to pressing issues of journalism worldwide, including working with the Communication Department and other units that share similar interests.
OBJECTIVE B: INCREASE INTERDISCIPLINARY RESEARCH AND TEACHING IN THE SCIENCES.

1. Promote journalism courses that focus on science and the environment.
   - Build on existing science and environmental courses, working with other science units on campus, such as a gen-ed and courses targeted for science majors, or a classlet on health journalism.
   - Foster collaborations between journalism and science students through courses and projects, such as through the “View” magazine/app projects.

2. Expand dual-degree master’s programs in Science Journalism.

OBJECTIVE C: EXPAND INTERDISCIPLINARY COLLABORATIONS IN PUBLIC AFFAIRS WATCHDOG REPORTING.

1. Build a watchdog component in school media in collaboration with media partners, such as the Arizona Center for Investigative Reporting and visiting investigative reporters.

2. Explore the possibility of a new investigative reporting or watchdog reporting course.

GOAL 2: INNOVATION

Foster innovation in research, teaching, and service to meet the demands of a fast-changing media landscape.

OBJECTIVE A: INCREASE INNOVATION IN RESEARCH.

1. Seek innovative research grants to advance our strengths in global, science and watchdog journalism. (Debbie to ramp up grant-writing training 2017-18.)
2. Continue to increase funds for faculty research, travel and professional development, prioritizing innovative research and teaching opportunities.

**Objective B: Expand Digital Offerings.**

1. Infuse digital, social media, and entrepreneurial concepts throughout curriculum. (FUCC to work on 2017-18.)

2. Increase opportunities for students to learn multimedia journalism in school media.
   - Integrate broadcast into ASN (starting spring 2018).
   - Create a multimedia newsroom.
   - Hire a full-time school media director (more likely to occur upon Terry’s retirement in three years).

3. Hire another full-time professor of digital media to support faculty and champion digital journalism in the school.

4. Explore new forms of course delivery, such as online hybrids or online programs/certificates.

5. Find ways of bolstering faculty skills in technology (workshops, training, etc.)

**Objective C: Foster Innovation in the Media Industry.**

1. Develop innovation outreach opportunities for media companies
   - Develop a lab for entrepreneurial innovation that will consult with local and national businesses to create new forms of news delivery (e.g., I-Hub in collaboration with the Information School).
   - Start a journalism tech business to serve Arizona media. (Michael McKisson to launch Fall 2017 following university approval.)
GOAL 3: PARTNERSHIPS

BUILD CREATIVE PARTNERSHIPS ACROSS THE UNIVERSITY, THE MEDIA INDUSTRY AND LOCAL AND INTERNATIONAL COMMUNITIES.

OBJECTIVE A: INCREASE STUDENT OUTREACH FOR ARIZONA COMMUNITIES.

1. Promote Arizona Sonora News and build relationships with news organizations throughout the region, including Mexico, through personal visits (eventual new full-time ASN director).

2. Expand the Don Bolles Fellowship. Seek additional partners (e.g., AZ CIR?) to expand the fellowship to fall semester.

3. Create linkages with Arizona high school and community college journalism programs, offering training and recruiting top students. (Talk to Renee and/or Mike Chesnick about coordinating faculty adopt-a-school system 2017-18 for major recruitment and diversity.)

OBJECTIVE B: DEVELOP PARTNERSHIPS WITH MEDIA COMPANIES FOR NEW FACILITY (I-HUB).

1. Work with local media organizations and related campus units toward creation of an information hub building with converged newsroom and research facilities.

2. Identify donors to support the I-Hub partnership and get central administration support.

OBJECTIVE C: DEVELOP COMMUNITY AND CAMPUS PARTNERSHIPS.

1. Start new conversations with Arizona Public Media for potential partnerships in sharing a new building, increasing student engagement, and other initiatives (Rogelio and Dave).
2. Explore relations with College of Agriculture and Life Sciences, and health sciences.

GOAL 4: ENGAGEMENT

PROVIDE STUDENTS WITH MORE OPPORTUNITIES FOR ENGAGEMENT ON CAMPUS AND WITH THE WORLD BEYOND.

OBJECTIVE A: EXPAND SERVICE-LEARNING OPPORTUNITIES FOR STUDENTS TO GAIN HANDS-ON WORK EXPERIENCE.

1. Create new partnerships and enhance existing partnerships with media to sponsor more paid internships and other professional opportunities.

2. Expand internships internationally. Seek out funds to support more global journalism opportunities for students, including study abroad and internships.

3. Seek funding for engagement activities and classes. Expand opportunities for engaged learning (e.g., border class, D.C./NYC classes, drone project).

OBJECTIVE B: RECRUIT AND RETAIN A DIVERSE STUDENT BODY.

1. Recruit top students and faculty/staff from a diverse pool.
   - Expand efforts to recruit from areas of diverse populations, such as visits to tribal high schools.
   - Start first-generation school club. (Susan Swanberg to start and advise Fall 2017.)
   - Proactively recruit diverse faculty and staff. (Plan another visiting diversity fellow for spring 2018.)
   - Incorporate diversity and inclusion throughout the curriculum and school activities.
   - Aid the Maynard Institute in creating nationwide diversity teaching modules (Jeannine).
2. **Improve retention and graduation rates.**
   - Increase communications between the director and students (monthly gatherings with grad students to start Fall 2017, examine starting student representation for the school).
   - Provide resources for faculty to help increase student belonging and resources for mental health.

**OBJECTIVE C: STRENGTHEN COURSES TO ENSURE GRADUATES ARE ENGAGED AND INTERNATIONALLY COMPETITIVE.**

1. **Evaluate curriculum and new learning opportunities.**
   - Identify objectives for some electives, outline measures to gauge outcomes and refine assessment procedures for improving the curriculum.
   - Infuse multimedia, social media, and digital storytelling throughout courses.
   - Finish integrating the data modules.
   - Expand field opportunities.
   - Explore and expand interdisciplinary offerings.

2. **Continue to market and grow the journalism minor (explore shifting to fall/spring). Communicate to students the work required.**

3. **Explore new degrees, certificates, specialties, online courses, and micro-campuses.**

**OBJECTIVE D: ENHANCE STUDENT EXPERIENCE THROUGH PROFESSIONAL AND RESEARCH ENGAGEMENT ACTIVITIES.**

1. **Foster professional connections for students.**
   - Support and encourage engaged research collaborations between faculty and students, such as through work groups (monthly Talk and ‘Tizers).
   - Engage the Journalism Advisory Council with students.
3. Describe the unit’s policies and procedures for faculty governance. Provide online or make available in the site team workroom a copy 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.

School policy materials are provided online. Faculty members make major decisions as a committee of the whole, with equal voting rights given to all core faculty, including tenure-stream faculty and professors of practice, full-time and part-time. Discussions are held during monthly faculty meetings. Any faculty member can ask that an issue be added to the meeting agenda. Votes are conducted by voice or a show of hands except in matters relating to promotions and new faculty hires, which are done by secret ballot.

Shared 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.14

The school policy reflects the spirit of the state’s shared 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.

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

The faculty met monthly, on Wednesday mornings, during the 2016-17 academic year. On occasion, the faculty met at other times to discuss pressing issues. Last year, the faculty met a total of 12 times, including retreats in August and January. They do not meet over the summer. Minutes of those 12 meetings are provided online and in the workroom materials.

5. List faculty committees and chairs. List any ad hoc committees in operation at the time of the self-study.

The list on the following pages contains the school’s standing and ad-hoc committees, listed in alphabetical order, and the general responsibilities of each, along with individual assignments for other school service duties. Major work done by these committees is brought to the faculty for review, comment, and approval.

14University of Arizona School of Journalism Faculty Hiring and Promotion Policies, p. 3.
**Assessment Committee** – Responsible for implementing the assessment plan, including coordinating the gathering of data and making recommendations for curriculum change. Produce an annual report for faculty review at the fall retreat.

*Chair:* Nancy Sharkey  
*Members:* Susan Knight, Jeannine E. Relly, Renee Schafer Horton, Michael McKisson, Paloma Boykin

**Diversity and Inclusion Committee** – Responsible for making recommendations to diversity plan updates, coordinating the annual diversity report, and leading diversity activities for the school.

*Chair:* Maggy Zanger  
*Members:* Linda Lumsden, Jeannine E. Relly, Susan E. Swanberg

**Faculty Affairs Committee** – Responsible for recommending updates to school policies regarding annual performance review, promotion and tenure, and other faculty issues. Also oversee the annual review process and advise the director on individual reviews that require remediation or other action, as per UHAP.

*Chair:* Celeste González de Bustamante  
*Members:* Terry Wimmer, Carol Schwalbe, Jeannine E. Relly

**Faculty Undergraduate Curriculum Committee** – Responsible for ongoing review of undergraduate courses, sequences, and content – including the infusion of additional multiplatform components into each class.

*Chair:* Nancy Sharkey (director of undergraduate studies)  
*Members:* Susan Knight, Kim Newton, Carol Schwalbe, Terry Wimmer, Michael McKisson, Rogelio Garcia

**Global Journalism Committee** – Responsible for developing the international journalism emphasis in the school, particularly in supporting the Center for Border and Global Journalism. The committee also would attend to any border or travel issues, such as border safety, conferring with relevant faculty as needed.

*Chair:* William Schmidt  
*Members:* Celeste González de Bustamante, Kim Newton, Jeannine E. Relly, Mort Rosenblum, Carol Schwalbe, Maggy Zanger, Geoff Ellwand

**Graduate Committee** – Responsible for ongoing review of graduate courses, sequences, and content. This committee also reviews applications from prospective students, and recommends other policies relating to the graduate program.

*Chair:* Carol Schwalbe (Director of Graduate Studies)  
*Members:* Celeste González de Bustamante, Terry Wimmer, Maggy Zanger, Jeannine E. Relly, Susan E. Swanberg, Linda Lumsden. Graduate coordinator is an ex officio member.

**Grants Committee** – Responsible for identifying potential grants compatible with the school and alerting relevant faculty/staff.

*Chair:* Jeannine E. Relly  
*Members:* Susan E. Swanberg, Mike Chesnick, Debbie Cross
**Online Task Force** – Responsible for researching and developing online degree proposals, presenting them to faculty, and shepherding them through the system.

*Chair:* Jeannine E. Relly  
*Members:* Michael McKisson, Linda Lumsden, Celeste González de Bustamante, Carol Schwalbe (Grad Committee), Nancy Sharkey (FUCC)

**Re-accreditation Self-Study Task Force** – Responsible for directing the self-study for re-accreditation and the academic program review.

*Chair:* David Cuillier  
*Members:* Nancy Sharkey, Carol Schwalbe, Jeannine E. Relly, Michael McKisson, Mike Chesnick, Debbie Cross, Susan E. Swanberg, Frank Sotomayor, Bobbie Jo Buel.

**Student Affairs/Awards Committee** – Responsible for issues, policies and events involving students, such as annual scholarships and student awards.

*Chair:* Michael McKisson  
*Members:* Terry Wimmer, Susan Knight

**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.

*Chair:* Nancy Sharkey  
*Members:* Michael McKisson, Kim Newton, Rogelio Garcia

**Coordinators**

**Director of Undergraduate Studies**  
Nancy Sharkey

**Director of Graduate Studies**  
Carol Schwalbe

**Diversity Coordinator**  
Maggy Zanger

**Science/Environmental Journalism Coordinator**  
Carol Schwalbe

**Global Journalism Co-Directors**  
William Schmidt & Mort Rosenblum

**Club Advising Coordinator**  
Susan Knight

**Society of Professional Journalists adviser**  
Susan Knight

**Native American Journalists Association adviser**  
Jacelle Ramon-Sauberan

**National Association of Hispanic Journalists**  
Celeste Bustamante

**National Association of Black Journalists adviser**  
Chyrl Lander

**Asian American Journalists Association adviser**  
Celeste Bustamante

**National Press Photographers Association adviser**  
Kim Newton

**Online News Association adviser**  
Michael McKisson

**Sports Journalism Club adviser**  
Mike Chesnick

**Journalism and Women’s Symposium adviser**  
Sarah Gassen

**First Generation Club adviser**  
Susan E. Swanberg

**Community/Alum Outreach Coordinator**  
Mike Chesnick

**High School Outreach Coordinator**  
Mike Chesnick

**Finley Competition Coordinator**  
Susan Knight

**Academic Integrity Coordinator**  
David Cuillier

**Honors Coordinator**  
Nancy Sharkey

**Study Abroad Coordinator**  
Nancy Sharkey
Course Scheduling Coordinator: Debbie Cross
Disabilities Coordinator (DRC liaison): Susan Knight
Institutional Research Board Representative: David Cuillier
Kappa Tau Alpha Adviser: Jeannine E. Relly
Liaison to MENAS and Center for CMES: Maggy Zanger
Liaison to Center for Latin American Studies: Celeste González de Bustamante
Faculty Handbook Coordinator: Mike Chesnick
Articulation Coordinators: Nancy & Susan Knight
Contest Coordinator: Renee Schafer Horton
Loft Film Series Coordinators: William Schmidt, Nancy Sharkey

6. Describe the faculty’s contributions to the administration and governance of the university.

Faculty members participate in a variety of governance activities for the college and university, including:

- Jeannine E. Relly serves on the college’s Diversity and Inclusion Committee, the college Transnational/Global Committee, the executive committee for the college Human Rights Practice Program, the Center for Middle Eastern Studies Governing Board, the university’s Commission on the Status of Women’s Equity and Mentoring Committee, and the Center for Digital Society & Data Studies Advisory board.
- School Associate Director Nancy Sharkey serves on the college Tech Advisory Committee and college Undergraduate Advisory Committee. She is also active in assisting the Honors College and was on the university’s Fulbright Screening Committee for four years.
- Susan E. Swanberg serves on the college’s Social and Behavioral Sciences Research Institute Advisory committee.
- Susan Knight, Celeste González de Bustamante, and Linda Lumsden have served on the College of Social and Behavioral Sciences Faculty Advisory Committee, and Professor Knight served as a Faculty Fellow to mentor students in student life. Knight and Professor Terry Wimmer have both served on the University Hearing Board.
- Celeste González de Bustamante has served on the dean’s review committee, the college Undergraduate Advisory Committee, Grade Appeal Committee, Global Committee. She also will serve this year as the university’s first assistant director of faculty initiatives in the Office for Diversity and Inclusive Excellence and the Vice Provost for Faculty Affairs.
- Professor Carol Schwalbe is a member of the Institute of the Environment’s Faculty Advisory Committee and the selection committee for the provost’s University Distinguished Outreach Faculty.
- Michael McKisson served on the college Scholarship Committee.
- Internship Coordinator Renee Schafer Horton has served on the university Academic Advising Program Review team and university’s Professional Advising Council.
- Linda Lumsden serves on the college’s Faculty Advisory Committee and the UA Library-ASU Library Joint National Endowment for the Humanities’ National Digital Newspaper Project.
• Maggy Zanger is an affiliated faculty member and board member for the university’s Center for Middle Eastern Studies.
• Director David Cuillier is lead co-chair of the university’s HeadsUp Steering Committee, providing the university’s 140 heads and directors a voice and seat at the table of the Provost’s Council. He also serves on the university’s 2017-18 Responsibility Centered Management budget review committee, and numerous hiring and review committees for department heads and vice presidents across campus.

7. Describe the process for selecting, appointing and evaluating unit administrators.

The school director is appointed by the college dean in consultation with faculty. The current director, David Cuillier, was appointed interim director in July 2011 and then was appointed permanent director in March 2012 without a search, following a recommendation by faculty.

The director’s administrative performance is reviewed by the dean each summer for the administrative part of his workload (50 percent). The director’s other duties in teaching (20 percent), research (20 percent), and service (10 percent), are reviewed by faculty each spring during the school’s peer-review process. This anonymous process is done in accordance with procedures developed by the university and College of Social and Behavioral Sciences. The faculty updated the review criteria in 2015-16 through a collaborative yearlong process.

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. Anonymous questionnaires are distributed to all full-time and part-time faculty and staff, and to student groups. The committee writes a report for the dean. 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.

In addition to the five-year review, directors may seek further insights through a 360-degree feedback survey conducted by Human Resources. Director Cuillier requested a 360-degree survey in 2015, and as a result learned he could communicate more frequently with faculty and staff. He discussed the results with faculty and made adjustments accordingly.

The director was due to undergo a five-year review in 2016-17 but decided, following the November 2016 election, to step down as of June 30, 2017, to continue his research and national outreach in press rights and freedom of information. He continued, however, as director one additional year, 2017-18, as requested by the dean and faculty to facilitate the re-accreditation process. The college and faculty are currently working to designate a new director. Following his seven years of directorship for the school, Professor Cuillier will remain on faculty to assist in a seamless transition and to maintain momentum in the school’s strategic initiatives, assessment, and fundraising.
8. 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. Full-time faculty members raise general concerns at faculty meetings, at the annual fall retreat, or to the director directly. Any faculty member can place an item on the agenda or can raise an issue as new business. The director periodically organizes special retreats during which full-time faculty members discuss issues relating to curriculum development, instruction, and administration. Adjunct faculty members also may bring general concerns to the director.

Faculty also have the ability to raise concerns beyond the school and director level. For example, complaints regarding allegations of sexual discrimination may be taken to the university’s Office of Institutional Equity, where a trained staff member investigates and renders a decision. Faculty can file complaints with the college dean, and if not satisfied, take their case to the provost. Faculty also have the ability to appeal their annual review ratings to a school committee and then to the dean. Further, a university ombuds office provides a venue for faculty to mediate disputes with the director, students, or other faculty. In some cases involving difficult student conflicts, some faculty members have reached out for assistance from the Dean of Students, campus police, and other resources.

b. Staff

The school has three full-time staff members and a part-time internship coordinator who report to the director. Staff members may go to the director with complaints, and some issues are dealt with at weekly staff meetings. If a staff member raises a general issue that involves the faculty, that issue is discussed at a faculty meeting. Staff members are welcome to attend faculty meetings if they wish.

In addition to resources at the school level, staff may seek assistance from the same university resources available to faculty, such as the dean’s office, Office of Institutional Equity, ombuds office, Dean of Students, and campus police. 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

The school seeks input from students frequently using a variety of methods. In addition to word-of-mouth and impromptu gatherings, the director surveys students each fall to gather feedback and suggestions. Students can air their complaints to faculty and the director via student clubs and in person.
Students with complaints are provided numerous resources, outlined in the school’s *grievance policy* posted on the school’s website. According to the school policy, students should first speak with the student’s faculty member concerning a grievance. If an issue cannot be resolved, a student may contact the school director for information on how to proceed. Typically the director will meet with the student to hear the complaint and then may gather information from the professor and others and seek to resolve the matter within a few days, if not sooner. If a student’s parents also want to talk to the professor or director then the student must provide written permission.

If the issue is not resolved to the satisfaction of the student then the student may seek assistance outside the school, including by contacting the College of Social and Behavioral Sciences dean’s office. If the issue concerns a course grade, the students may follow the university grade appeal procedures. Students may contact the Dean of Students office directly, or the Office of Institutional Equity or university ombuds office. The University of Arizona maintains links to a variety of consumer information resources.

If an issue submitted to the University of Arizona by a student is unresolved and involves a complaint arising under State laws, an Arizona Board of Regents policy or any other matter, the student may contact the Arizona Board of Regents (in accordance with 75 Fed. Reg. 66865-66, Oct. 29, 2010), by visiting the ABOR website. Students may also call the ABOR office at 602-229-2500. The Arizona SARA Council has jurisdiction over Arizona SARA-approved institutions, including The University of Arizona, in relation to non-instructional complaints.