PART II, STANDARD 4

FULL-TIME AND PART-TIME FACULTY

Executive Summary

The school has maintained a core group of 17 faculty members, totaling 15.2 FTE, during the past six years, split by professors of practice and research-active tenure-stream faculty. All faculty members have professional journalism experience, averaging 23 years in the news industry, in addition to a seasoned support team of about 20 adjunct instructors either working professionally in Tucson media or retired from such organizations as The New York Times and Wall Street Journal. Two-thirds of courses are taught by core faculty, and the rest by adjuncts, 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 core faculty comprise 17 people, of which 14 are full-time, two are half-time, and one is one-fifth time, for a total of 15.2 FTE (see all bios and CVs online as well as a list on the next page). All are voting members involved in school service and governance. The school has had relatively low turnover for the past six years, but is likely to see significant change in the next six years through retirements.

- **Degrees.** The school has a mix of research-active tenured or tenure-track faculty and professors of practice. Half the faculty members have terminal degrees, such as doctorates, and the others have master’s degrees. Three professors of practice have bachelor’s degrees but decades of equivalent high-caliber news experience. One professor of practice, Terry Wimmer, has earned a doctorate and shared a Pulitzer Prize. Of the 17 faculty, seven (41 percent) are research-active tenure-track faculty tasked with producing peer-reviewed research expected at a research-intensive public university. Here is the breakdown by highest degree obtained:
  - Doctorates 6
  - Doctorate & Juris Doctorate 1
  - LLM (Canada) 1
  - Master’s 6
  - Bachelor’s 3

- **Professional journalism experience.** The school prides itself on the fact that all 17 faculty members, including research-active tenure-track faculty, have professional news experience – 386 years combined, ranging from three years to 55 years, with an average of 23 years. Their experience is varied, including community newspapers, television news, online editing at *National Geographic*, Pulitzer-prize winning investigative reporting at a daily metro, political documentaries, senior management at *The New York Times*, and news photography in China and for Reuters. The program in its early decades traditionally was dominated by faculty with daily newspaper backgrounds, but additional hires within the past 15 years have infused the school with broader expertise in multimedia and broadcast.

- **Race/gender.** Faculty members are roughly split between men and women (53 percent female). Four (24 percent) are self-identified minorities – two Hispanic, one Native American, and one Arab-American. One of the Hispanic faculty members was added since the last re-accreditation site visit. The faculty also represents a diversity of political beliefs, sexual orientation, and disabilities.

- **Rank.** Because of a hiring initiative 2005 through 2008, the research-active faculty are clustered in the associate rank. Of the seven tenured or tenure-track faculty, one is an assistant professor, one is a full professor, and the rest are associate, including the school director. One associate professor is up for promotion to full Spring 2018. Of the 10 professors of practice, five are full professors, three are associate, and two are assistant professors.

See next page for a list of the core faculty.
## Core Faculty

<table>
<thead>
<tr>
<th>Faculty member</th>
<th>Rank/title</th>
<th>Sex</th>
<th>Race</th>
<th>Degree</th>
<th>News exp.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. David Cuillier</td>
<td>Associate Professor, Director</td>
<td>M</td>
<td>W</td>
<td>Ph.D.</td>
<td>12</td>
</tr>
<tr>
<td>2. Geoff Ellwand</td>
<td>Associate Professor of Practice</td>
<td>M</td>
<td>W&lt;sup&gt;21&lt;/sup&gt;</td>
<td>LLM</td>
<td>35</td>
</tr>
<tr>
<td>3. Shahira Fahmy&lt;sup&gt;22&lt;/sup&gt;</td>
<td>Full Professor</td>
<td>F</td>
<td>Ar</td>
<td>Ph.D.</td>
<td>6</td>
</tr>
<tr>
<td>4. Rogelio Garcia (.50 FTE)</td>
<td>Assistant Professor of Practice</td>
<td>M</td>
<td>H</td>
<td>B.A.</td>
<td>20</td>
</tr>
<tr>
<td>5. Celeste González</td>
<td>Associate Professor</td>
<td>F</td>
<td>H</td>
<td>Ph.D.</td>
<td>17</td>
</tr>
<tr>
<td>6. Susan Knight</td>
<td>Associate Professor of Practice</td>
<td>F</td>
<td>W</td>
<td>M.A.</td>
<td>15</td>
</tr>
<tr>
<td>7. Linda Lumsden</td>
<td>Associate Professor</td>
<td>F</td>
<td>W</td>
<td>Ph.D.</td>
<td>13</td>
</tr>
<tr>
<td>8. Michael McKisson</td>
<td>Assistant Professor of Practice</td>
<td>M</td>
<td>W</td>
<td>MBA</td>
<td>10</td>
</tr>
<tr>
<td>9. Kim Newton</td>
<td>Associate Professor of Practice</td>
<td>M</td>
<td>W&lt;sup&gt;23&lt;/sup&gt;</td>
<td>M.S.</td>
<td>25</td>
</tr>
<tr>
<td>10. Jeannine E. Relly</td>
<td>Associate Professor</td>
<td>F</td>
<td>W</td>
<td>Ph.D.</td>
<td>12</td>
</tr>
<tr>
<td>11. Mort Rosenblum (.20 FTE)</td>
<td>Professor of Practice</td>
<td>M</td>
<td>W</td>
<td>B.A.</td>
<td>56</td>
</tr>
<tr>
<td>12. William Schmidt (.50 FTE)</td>
<td>Professor of Practice</td>
<td>M</td>
<td>W</td>
<td>B.A.</td>
<td>44</td>
</tr>
<tr>
<td>13. Carol Schwalbe</td>
<td>Associate Professor</td>
<td>F</td>
<td>W</td>
<td>M.A.</td>
<td>31</td>
</tr>
<tr>
<td>14. Nancy Sharkey</td>
<td>Professor of Practice, As. Dir.</td>
<td>F</td>
<td>NA</td>
<td>M.A.</td>
<td>32</td>
</tr>
<tr>
<td>15. Susan E. Swanberg</td>
<td>Assistant Professor</td>
<td>F</td>
<td>W</td>
<td>Ph.D., J.D.</td>
<td>3</td>
</tr>
<tr>
<td>16. Terry Wimmer</td>
<td>Professor of Practice</td>
<td>M</td>
<td>W</td>
<td>Ph.D.</td>
<td>25</td>
</tr>
<tr>
<td>17. Maggy Zanger</td>
<td>Professor of Practice</td>
<td>F</td>
<td>W</td>
<td>M.S.L./M.A.</td>
<td>32</td>
</tr>
</tbody>
</table>

2. Describe how the unit selects full-time and part-time faculty and instructional staff. Provide online or digital file examples of published advertisements for faculty openings in the past six years (before the self-study year) that show required and preferred qualifications of candidates.

### Full-Time (Core) Faculty

The school hires two types of core faculty members: tenure-track faculty and professors of practice. Most of the tenured or tenure-track faculty 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: 60 percent teaching (three classes per semester) with 40 percent service. Some professors of practice have limited research components, although not at the degree expected of tenure-track faculty. The school considers creative activity equivalent to academic research and applicable toward tenure and promotion.

General criteria for selection of full-time faculty are detailed in University of Arizona School of Journalism Faculty Hiring and Promotion Policies. Under “Standards for Hiring,” the document states the following for assistant professor:

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<sup>21</sup> International faculty member, Canadian.

<sup>22</sup> Tenure home is the School of Journalism but reports directly to the College of Social and Behavioral Sciences.

<sup>23</sup> Arab-American.
Substantial professional journalism experience is a preferred qualification for tenure-track professor and required of professors of practice, with an unquestioned reputation for excellence in journalism and a dedication to the goals of the school. 24

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 have a “Capacity to communicate effectively with diverse constituencies on campus and outside the university.” 25

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. 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 usually 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 website, 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. 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 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

24 University of Arizona School of Journalism Faculty Hiring and Promotion Policies, p. 2.
25 Ibid.
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 can be more flexible and varied than the hiring of tenure-track faculty. Some have started as adjunct faculty. For example, Professor Susan Knight, was a full-time adjunct whom a former dean agreed to hire as a multiyear 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 halftime 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 in 2005. Adjunct instructor Rogelio Garcia was hired as a part-time assistant professor of practice following a competitive search in 2014 after years of excellent teaching as an adjunct.

Some faculty members have joined the school through non-competitive partner hires in conjunction with other departments or colleges. For example, in 2012 Myiah Hutchens joined the faculty as the spouse of a Communication Department hire (they both were hired away by Washington State University in 2014). In Fall 2017, Geoff Ellwand joined the school as an associate professor of practice, funded by central administration as a partner hire. His spouse is the new dean of the College of Architecture, Planning & Landscape Architecture.

Here are the five hires made in the school in the past six years:
1. 2012 Myiah Hutchens, tenure-track assistant professor, partner hire (left in 2014)
2. 2013 William Schmidt, professor of practice, competitive search
3. 2014 Rogelio Garcia, assistant professor of practice, competitive search
4. 2015 Susan E. Swanberg, tenure-track assistant professor, competitive search
5. 2017 Geoff Ellwand, associate professor of practice, partner hire
Part-Time Faculty (Adjunct)

At the University of Arizona, those who are not on tenure-track or multiyear contracts (such as professors of practice) are termed “adjunct” faculty. Typically they are hired for one semester to teach one class and can be rehired in future semesters one course at a time. 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 teach.

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 associate director and program coordinator 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 adjunct Temporary Hiring Budget request. After the dean approves the final Temporary Hiring Budget, the school first contacts adjuncts. The school then places an ad for adjunct faculty on the university’s Human Resources website 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.

The director and associate director 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. Adjunct funding has remained relatively stable during the past six years.
The school’s tenure and promotion policies state that success as a teacher “is the most important factor” for promotion and tenure. Faculty members are expected to show “diligence, ability, enthusiasm” and a “strong reputation for mentoring.” They are expected to “contribute new ideas to the periodic re-evaluations of teaching methods.”

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 peers.”

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.” Faculty members are expected to publish substantive articles in scholarly or professional journals.

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, the profession, and society. This may include activities such as leading seminars or workshops for professionals, or working in a leadership capacity with professional groups. 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.

University policies for promotion and tenure are set out in Chapter 3 of the University Handbook for Appointed Personnel, as well as the Arizona Board of Regents policies and college policies. 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. Candidates prepare a dossier of their teaching, research, and service records, utilizing the format provided by the provost’s office. This usually is done

26 *University of Arizona School of Journalism Faculty Hiring and Promotion Policies*, p. 3.
27 Ibid.
28 Ibid.
29 Ibid.
30 Ibid.
31 Ibid., p. 4.
32 Ibid., p. 4.
33 Reasons for stopping the clock can include pregnancy, for example. See *University Handbook for Appointed Personnel, Section 8.04.02.*
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.

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.

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

Faculty are encouraged to participate in free workshops and online courses frequently offered by the university’s Office of Instruction and Assessment. Classes taken by faculty have included “How can I get my class off to a good start?” “How can I build a useful syllabus in D2L?” and “Teaching Online: Online Mini-Course.”

In addition, the school periodically showcases good teaching methods and activities at faculty meetings, retreats, and special occasions. Instructors are encouraged to share their course materials and assignments, and work collaboratively to improve courses. For example, at the 2013 all-day fall retreat the work sessions were interspersed with 15-minute teaching “slams,” where a faculty member would highlight a teaching technique for the others, such as course apps, clickers, and in-class peer evaluations.

The school began offering travel and development funds for all faculty and staff in 2013-14, a total of up to $500 per year per person. The funds were available for tenure-track faculty to present their research at conferences or attend teaching workshops. Professors of practice also could use the funds toward teaching training, and staff members have used the funds for development, as well. The amount was increased to $1,000 per person in 2015-16.

Faculty have been encouraged to apply for teaching workshop fellowships, as well. For example, several professors have attended the Dow Jones Multimedia Training Academy held at the University of Texas El Paso.
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. Tenured professor Carol Schwalbe teaches a 2-1 load because of a course release as Director of Graduate Studies, and David Cuillier teaches a 1-1 load because of two course releases per year as school director.

Professors of practice focus on teaching (60 percent, or a 3-3 load) and service (40 percent). Professor of Practice Nancy Sharkey teaches a 3-2 load instead of a 3-3 because of a course release as associate director. Workload percentages are variable, and are determined on a year-to-year basis at the school level.

Some professors of practice have negotiated a portion of workload dedicated toward journalistic research or creative activity, such as in-depth reporting projects. For example, Professor of Practice Maggy Zanger apportions 5 percent of her workload toward research, assisting other faculty in their studies involving the Middle East.

6. Demonstrate that full-time tenured, tenure-track and fixed-term faculty have taught the majority of core and required courses for the three years before the site visit. If full-time faculty have not taught and are not teaching the majority of core and required courses, the unit should explain how its staffing plan accomplishes the goal of reserving the primary responsibility for teaching to the full-time faculty.

**Percentage of core and required courses taught by full-time faculty:**

- **2016-17 school year:** 66 percent
- **2015-16 school year:** 67 percent
- **2014-15 school year:** 70 percent

See the spreadsheet listing instructors for each required core class for each semester during the three-year period. The recent addition of professional development leaves for professors of practice has increased reliance on adjunct instructors since 2016, but at least two-thirds of required core courses are still taught by core faculty.
7. Describe the unit’s processes and criteria for evaluating the performance of full-time and part-time faculty and instructional staff. Provide online any course evaluation forms, peer review forms or other documents used in evaluations.

Core Faculty

All core faculty, whether full-time or part-time, tenure-stream or professors of practice, participate in a peer-review process every spring, as mandated by policies approved by the Arizona Board of Regents, the university, the college, and the school. The faculty developed new peer review criteria in the 2015-16 academic year to provide more clarity and detail in the rating criteria. The yearlong process also helped faculty better understand each other’s work responsibilities.

The school uses the peer-review procedures outlined in the University Handbook of Appointed Personnel. Faculty members are asked each January 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 calendar year (see 2016 memo from the director).

Unlike many academic units that form a standing committee to review faculty, the faculty evaluations are conducted by a committee of the whole – all 17 core faculty members. After all dossiers have been submitted to the office staff, each faculty member checks out the dossiers, and is given sheets to rate colleagues in the areas of teaching, research and service, and a manila envelope in which to put the completed list. They may also complete the ratings online, if they wish, and they can provide written comments. The school uses the standard university rating system of 1 to 5, with the following designations: 1-Unsatisfactory, 2-Needs Improvement, 3-Meets Expectations, 4-Exceeds Expectations, 5-Truly Exceptional. After all the ratings/comments 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 forwarded to the school director, who conducts an independent review, taking the peer-review scores and comments into account. The director then provides each faculty member a written evaluation. 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 his or her 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 overall numerical rating for each faculty member is then forwarded to the college dean’s office.

Adjunct Faculty

Adjunct faculty 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 reviews the written student comments and then discusses the situation with the
adjunct instructor 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 performance during the next semester are not rehired. In the past three years, several adjunct faculty members were not retained because of this process.

When new adjunct faculty are hired, their first semester the director surveys the students midway and visits a class to observe. The director then provides a mid-semester evaluation to provide the instructor recommendations. Also, adjuncts and core faculty are encouraged to ask for classroom observations from the university’s Office of Instruction and Assessment.

Staff

Staff are viewed each calendar year by the director through a different process established by the university, called “Career Conversations.” In January each staff member fills out the form reflecting on accomplishments, strengths, goals, and changes planned for the next year. This is forwarded to the director, who writes an evaluation of the staff member. They meet individually to discuss. The university or school does not have written formal criteria for evaluating staff each year, given the wide differences in staff duties.

8. List selected 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. (Five citations a year is sufficient, but the unit has the option of providing a full list online.)

2016-17

- Celeste González de Bustamante and Michael McKisson won the AEJMC Best of the Web Award for their class bordering110 project comparing the U.S. borders with Mexico and Canada using drone and 360-video technology.
- Carol Schwalbe is preparing a book on teaching for the AEJMC Standing Elected Committee on Teaching, Master Class: Teaching Advice for Journalism and Mass Communication Professors, Rowman & Littlefield.
- Michael McKisson was awarded a $10,000 grant to develop an online version of JOUR 150: News in a Digital Age for UA Online.
- Carol Schwalbe presented an AEJMC Great Ideas for Teaching “Pairs and Squares: Engaging all Students in Class Discussions.”
- David Cuillier and Carol Schwalbe wrote a successful $60,000 seed grant from the University of Arizona Graduate College to begin a program to recruit master’s students from Arizona tribal and Latino communities.

2015-16

- Carol Schwalbe was named national Journalism & Mass Communication Teacher of the Year by the Scripps Howard Foundation and Association for Education in Journalism and Mass Communication ($10,000 award).
- Nancy Sharkey was awarded the University of Arizona College of Social and Behavioral Sciences Undergraduate Teaching Award for Upper Division Classes.
• Carol Schwalbe earned an honorable mention for the Teaching News Terrifically in the 21st Century competition, AEJMC Newspaper and Online News Division.

• Celeste González de Bustamante acquired an $11,000 University of Arizona 100% Student Engagement Award to support the Reporting in the U.S.-Mexico Borderlands class.

• Carol Schwalbe was awarded an AEJMC Newspaper and Online News Division $200 grant for “Reporting Field Trip to Saguaro National Park East” class project.

2014-15

• Celeste González de Bustamante was awarded the University of Arizona’s 1885 Distinguished Professor Award, which came with $10,000.

• Carol Schwalbe earned first place in the Teaching News Terrifically in the 21st Century competition, AEJMC Newspaper and Online News Division.

• Nancy Sharkey participated in the Dow Jones Multimedia Training Academy at the University of Texas El Paso.

• Carol Schwalbe won the University of Arizona’s Leicester and Kathryn Sherrill Creative Teaching Award ($2,500 award).

• Carol Schwalbe was awarded a Director’s Fund for Excellence $500 grant from the University of Arizona Confluence Center for “Scientific Tucsonan: An IPad Application and Print Magazine for an Interdisciplinary Science Journalism Course.”

2013-14

• Carol Schwalbe was named Educator of the Year by the AEJMC Magazine Division.

• Nancy Sharkey was awarded a grant from the University of Arizona Office of Instruction and Assessment to develop hybrid version of JOUR 411 Feature Writing.

• Jeannine E. Relly was invited to speak at an AEJMC pre-conference teaching panel: “Teaching theoretical constructs on the U.S.-Mexico border and Latin America.”

• Carol Schwalbe and David Cuillier co-authored “Ethics Pedagogy 2.0: A Content Analysis of Award-Winning Media Ethics Exercises,” Journal of Mass Media Ethics, 28(3), 175-188.

• Carol Schwalbe presented at AEJMC the Great Idea for Teaching “Natural Sound, Naturally: Enriching Multimedia Stories with Evocative Audio.”

2012-13

• Jeannine E. Relly served as Teaching Standards Chair for the AEJMC International Communication Division.

• Carol Schwalbe was awarded a $10,000 Online Education Project Grant from the University of Arizona to develop a JOUR 472/572 hybrid course.

• Celeste González de Bustamante was a Hearst Visiting Professional at the University of North Carolina Chapel Hill to lecture on “Historical and Contemporary Issues in Mexican Television News.”
• Carol Schwalbe was an AEJMC Great Ideas for Teaching Grand Prize winner.
• Carol Schwalbe earned first place in the 2012 Best Practices in Teaching Writing Across Media competition by the AEJMC Elected Standing Committee on Teaching.

2011-12
• Susan Knight served since 2008 to the present as a Faculty Fellow, assisting students through the UA Academic Initiatives and Student Success/Student Affairs and Enrollment Management.
• Carol Schwalbe was awarded an $11,675 University of Arizona Honors College Course Development Grant to develop a science journalism course.
• Carol Schwalbe and Jeannine E. Relly were awarded a $200 Inaugural Teaching Grant from the AEJMC Newspaper Division for “Class Field Trip to Biosphere 2.”
• David Cuillier was an AEJMC Great Ideas for Teaching Grand Prize winner (tie) for a teaching exercise on collecting data and visualizing it using Google Fusion Tables.
• Carol Schwalbe was a Great Ideas for Teaching scholar, AEJMC.