



Assistant Professor of Practice Michael McKisson teaches his class how to use one of the school's drones, some of the technology purchased through donor funds.

PART II, STANDARD 7

RESOURCES, FACILITIES AND EQUIPMENT

Executive Summary

In the past six years, following the recession and the worst legislative education cuts in the nation, the school did not falter. Despite having no operations budget from the university, today the school is stronger, with better facilities, more resources, and expanded opportunities for students. This has been accomplished through course fees and program fees, dedicated donors, entrepreneurial initiatives, and college apportionments when strong cases could be made. As a result, in the past six years the school has raised more than \$1.3 million from supporters, increased estate gifts from \$300,000 to \$2.1 million, and is poised to launch new initiatives to expand its capabilities. The funds have enabled the school to maintain its four labs and purchase new digital technologies, such as drones, virtual reality cameras, and sensors.

1. Complete and attach Table 10, “Budget.” If necessary, provide a supplementary explanation.

Table 10. Budget

Show below the annual unit 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 should not include expenditures for building maintenance, retirement allowances, scholarships, prizes or student aid. List student newspaper budget only if it is under control of unit and is used in instruction.

Budget Item	2014 - 2015	2015 - 2016	2016 - 2017 (Self-study year)
Administrative salaries ⁴⁸	\$153,171	\$145,023	\$159,521
Teaching salaries (full time) ⁴⁹	\$1,221,804	\$1,238,079	\$1,370,751
Teaching salaries (part time/adjunct) ⁵⁰	\$166,828	\$165,991	\$182,318
Teaching assistants ⁵¹	\$7,863	\$8,301	\$8,108
Clerical salaries	\$147,613	\$158,138	\$139,111
Equipment ⁵²	\$26,992	\$85,632	\$50,783
Equipment maintenance	\$2,522	\$5,159	\$11,676
Supplies	\$81,577	\$80,001	\$61,194
Library resources	NA	NA	NA
Databases, online information services	NA	NA	NA
Travel	\$18,501	\$13,294	\$21,070
Research ⁵³	\$312,607	\$15,920	\$19,218
Other (please list)			
TOTAL ANNUAL JOURNALISM	\$2,139,477	\$1,915,538	\$2,023,749

⁴⁸ Includes the director’s salary with benefits and the \$7,500 stipend for the associate director.

⁴⁹ Includes the salaries for all core faculty, including three who are part-time.

⁵⁰ Purely the adjunct instruction budget – no core faculty salaries.

⁵¹ The school has no graduate teaching assistants. It does employ hourly student graders and lab assistants.

⁵² Equipment includes lab refresh expenses that are conducted on a structured basis using course fees and program fees.

⁵³ A \$1 million State Department grant to build a journalism program in Afghanistan ended in 2014-15.

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.

For the past three years the university has operated under a [responsibility centered management](#) budget system, which provides funds to colleges based on the number of majors and student credit hours taught, accounting for costs, such as space. The College of Social and Behavioral Sciences dean then decides how to distribute those funds to the college's 32 units, including the School of Journalism. The budget for the school is created in the spring and takes effect July 1 each year.

The director prepares the budget each spring in consultation with the school's business staff, based on resources available, teaching demands, and input from faculty members and school staff. Because salaries are relatively fixed and outside of the control of the school, the focus of the budgeting is on adjunct teaching and operational expenses. Temporary hiring funds cover adjunct faculty salaries (at a standard rate, currently \$5,000 per course). To develop the plan, the director and associate director confer with faculty about teaching preferences. The associate director then works with the program coordinator to create a class schedule and count of adjunct positions available. The director attempts to create a teaching plan within budget to increase student credit hours 2-4 percent annually, which has been possible for the past three years since the university's budget system was implemented.

Faculty and staff are consulted on school budgeting issues. For example, at an [Oct. 4, 2017, faculty meeting](#), the director provided a list of the school's main operations expenses and solicited feedback for what should be prioritized in the case of cuts or revenue shortfalls. A healthy discussion provided guidance for future budgeting priorities.

3. Describe the adequacy of resources for the unit and the sources of revenue for those resources (university funds, fees, private funding, other). Describe how the unit will supplement its annual budget from other sources or reallocate resources to reach its strategic goals.

The school's budget has been stable for the past six years, and is broken down into several main areas:

People

Most of the budget covers salaries of faculty and staff (about \$1.8 million out of a total \$2 million budget), and is relatively fixed, provided by the college. Overall funding for faculty and staff has increased slightly since the last re-accreditation while the number of majors has decreased in the past 10 years from about 600 to 450. This has provided the ability for the school to provide more courses to the campus community, restart the journalism minor, and ensure that core faculty teach at least two-thirds of the courses while adjunct instructors teach the other third.

For the past six years, faculty and staff have received three raises from the university and college – in 2013, 2015, and 2016. A universitywide raise is expected in January 2018.

Faculty also have the ability to increase their salaries through promotion raises. During the past six years, five faculty members have been promoted and have received raises as a result. Currently, the raises are set at \$7,000 for associate and \$9,000 for full. For a time, the college policy was to give professors of practice lower promotion raises than tenured/tenure-track faculty. In 2017 the dean agreed to provide equal promotion raises for professors of practice specifically within the School of Journalism, given the unique prominence and importance of clinical faculty in professional journalism programs.

In addition to raises, the director also has sought salary adjustments for faculty and staff to address equity issues and increase full-time workload distributions. For example, during the past six years the college agreed to:

- Increase Assistant Professor of Practice Michael McKisson from .75 FTE to 1.0 FTE in 2016.
- Increase William Schmidt from .25 FTE to .50 FTE in 2015.
- Shift a \$12,301 “folding chair” Soldwedel stipend for Carol Schwalbe permanently into her base salary when the annual donation ended in 2016.
- Provide more than a dozen equity raises for faculty and staff to rectify compression issues.

Operations

The college does not provide an operations budget for the school, which was noted as a weakness in the last re-accreditation site-team report. Following the recession, department operations budgets were swept by the college in 2010, forcing units to find other sources of funds to cover basic costs, such as photocopy paper, faculty travel, and furniture. That amounts to about \$80,000 for the school each year. Fortunately, Luda Soldwedel, a generous supporter of the school, provided \$50,000 toward those expenses each year until she passed away in spring 2016.

The school will be able to sustain those minimum operations through a variety of strategies. During the past six years the director focused on building operations endowments, which now total about \$700,000, generating about \$28,000 annually in funding. The school increased its summer revenue during the past six years from \$5,000 to \$25,000 by restarting the minor and fine-tuning course offerings. Fundraising provides about \$20,000 toward expenses, thanks to an extremely helpful professional advisory council. Some costs have been shifted to student program fees, such as school media publications. Further, the university used to charge departments \$1,000 per FTE for computer services, but the college began absorbing that expense in 2016, saving the school about \$15,000 annually. Combined, these actions will help the school cover basic operations in the future, provided summer revenues and donations continue. A basic college-provided operations budget would be ideal to expand student and faculty opportunities.

Lab Equipment

The school’s four computer labs are refreshed on a structured schedule through the use of course fees, which generate about \$50,000 per year. These fees also cover equipment for

video editing and camera checkout. Arizona Public Media has been gracious to provide studio time for broadcast students, and in Fall 2017 the college created a new video/multimedia studio in another building on campus, which will provide another venue for students to practice their craft.

Professional Programming

The school implemented program fees for majors of \$250 per semester in 2008 to pay for expenses special to the journalism field, beyond what would be expected by a student studying a less professionally oriented degree, such as history or philosophy. For example, the \$70,000 in annual revenue from program fees pays for a part-time internship/career adviser, as well as lab instruction, the reading room expenses, club activities, and staff time for extra-curricular activities. In 2018 the school will propose adjusting how program fees are collected to make it fair for students. Currently only juniors and seniors are levied the fee, even though freshmen and sophomores benefit from the services. Therefore, the school will propose charging the fee across all majors, from freshman through seniors, but eliminate most course fees. This should result in a revenue-neutral change but simplify the process for students.

Endowments

The school has aggressively pursued operations endowments during the past six years, increasing the base corpus from about \$170,000 to \$700,000 since the last accreditation site visit. The endowments have included:

- Ralph & Jan Carpenter Travelship Fund, a \$77,000 endowment that generates \$3,000 a year toward professional conferences.
- Shirley Curson Journalism Fund, a \$49,000 endowment, helps send students on global journalism excursions and internships.
- Drew Gyorke Photojournalism Award, a \$28,000 endowment created in 2013 after Gyorke, a junior in the program, died in a car accident. The \$1,100 generated goes toward cash awards for students in the required photojournalism class. Top photos from each semester's class are hung in the school hallway to recognize their work.
- Jacqueline Sharkey Watchdog Journalism Fund, a \$45,000 endowment, was created in 2012 after the longtime school director retired. The \$1,800 is used each year to fund student reporting projects.
- Hugh and Jan Harelson Operations Endowment, a \$280,000 fund, provides \$11,200 each year toward general operations. Matt and Julie Harelson have provided \$25,000 each year toward the endowment, matched 1-to-1 by other donors.
- Don and Luda Soldwedel Journalism Excellence Endowment, at \$233,000, was created in 2016 to fund operations, generating about \$10,000 per year.

Also, the school has increased estate gifts from about \$300,000 to \$2.1 million since 2011, most of which are dedicated toward operations endowments.

Scholarships

The school provides students about \$65,000 in [scholarships](#) each year. About \$48,000 of that is revenue from the \$1.2 million in school scholarship endowments. The faculty meets each spring to select scholarship winners.

4. Describe how the resources provided by the institution compare with the resources for 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 former 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 2006 accreditation self-study.

The school underwent significant growth after 2006 because of the support of the immediate past dean, Ed Donnerstein. Since 2006, the number of faculty increased from eight to 15 FTE by 2011, and remains at that level today. 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.

Since Fall 2011, the school has held steady, weathering the recession and university budget cuts. Its budget has actually grown from \$1.6 million in 2010-11 to \$2.1 million in 2017-18, much of that in salaries. The school is still deemed staff-efficient within the college when considering number of majors per faculty FTE (28 majors per faculty member), the fourth most efficient of the 17 units in the college after Communication (86), Government and Public Policy (56), and Sociology (31). The school also provides the fourth 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 three years ago. 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 and other classes open to non-majors in 2011 to increase its student credit hours while sustaining a rigorous education for its majors with small, focused skills courses.

5. Describe the unit's classrooms, offices, computer labs or other building spaces, as well as technology support services. If the unit administers university media or student publications, include a description of equipment and facilities and 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.⁵⁴ The school has resided there since, close to the west entrance of campus, providing easy accessibility to parking, restaurants, campus media, and the university's arboretum.

The school occupies about 10,000 square feet of space, which it was allowed to design as the building was being planned. The college pays the university for the space at roughly \$25 per square foot, or about \$275,000 per year. 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 and Life Sciences. 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, with classrooms updated in 2016 and 2017 with new furniture, desks, chairs, and audio-visual equipment, thanks to donor funds and summer teaching revenue.

All of the smaller skills-oriented classes and seminars are offered in rooms on the third floor of this building. Three seminar rooms (Rooms 340, 341, and 344) provide comfortable seating. Four computer labs are used heavily for news writing, editing, photography, and school media classes. Editing bays are provided for broadcast students. Only large lecture classes are offered outside the Marshall Building, and broadcast studio work is provided at Arizona Public Media and a new video/multimedia studio built by the college in Fall 2017. All the faculty members' offices are on the third floor, as well as the student reading room and a grad-student lounge. Here is a room-by-room description of school labs:

- **Harelson Lab, Room 342:** 21 Late 2015, 21.5" iMacs, including instructor's terminal installed in July 2016. A new wide-angle projector was hung from the ceiling in July 2016 and the school added new desks and chairs to improve the flow and comfort of the room. A new black and white printer was installed in August 2017. The lab computers will be refreshed summer 2018 with the current machines being filtered down to the digital media lab. This lab is subsidized by a \$120,000 endowment initiated by the [Harelson family](#).
- **Digital-media lab, Room 347:** 21 late 2013 21.5" iMacs. In the summer of 2016, the school repurposed this room into a digital media lab, which replaced the photo lab in room 344. The school was able to provide a layout more conducive to digital-media instruction by moving desks and computers to face the instructor and overhead screen. The school added a wide-screen projector.

⁵⁴ 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.

- **Broadcast Lab, Room 360:** Six professional-grade video camera packs are available to check out and use for video projects, which is an increase from four in 2011. There are five editing studios with Late 2013 21.5” iMacs with two additional 24” displays in each. There is also a laserjet printer.
- **School Media Lab, Room 322:** 16 mid-2011, 21.5” iMacs, 4 late 2013, 21.5” iMacs. The school added the four extra machines to provide more stations for digital work. The school also added a large format color printer for the publication courses.
- **Pulliam Lab, Room 350:** 21 mid-2011 21.5” iMacs, including instructor’s terminal, a new projector hung from the ceiling in 2017, and two black and white printers.
- **Graduate Student Offices:** Three mid-2009 20” iMacs and one mid-2011 27” iMac, which most students use only to print out stories, papers, etc. The school purchased a desktop PC loaded with SPSS analytics for graduate-student research. As other labs are refreshed, the older computers would move to the grad student offices to replace the older iMacs.
- **Student Reading Room, Room 312:** 13 2009 iMac computers, which are used to print assignments and will be replaced with those from Room 322 during the summer 2018 refresh. The school added a widescreen television, which plays broadcast news and can be used as a projector during presentations in the reading room.
- **Additional equipment:** In addition to the lab equipment, the school provides various pieces of equipment to help offset the cost for students. The school has 12 DSLR camera kits, which include multiple lenses, lapel microphones and video tripods, which can be checked out by students for their video work. The school also has six 360° cameras available to students for experimenting with immersive storytelling. The school also owns two drones which can be used for student stories with the school’s remote pilot’s assistance. Lastly, the school had several Raspberry Pi microcomputers and sensors available for students to work on sensor journalism.

Technology Support

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.

Technology support is provided by [College of Social and Behavioral Sciences Tech](#), which includes more than two dozen professionals capable of responding to equipment and software needs. The school used to have its own tech employee, but that position was swept by the college in 2009 during the recession. Initially, faculty and staff reported great difficulties in getting timely and helpful support from the college team, but changes in SBS tech leadership have created a positive work environment. The team formed a new multimedia production group, which produced an outstanding welcome video for the school’s [home page](#) in 2017.

6. Describe the unit's most urgent needs for resources, if any, and the plan to address these 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:

- A basic operations budget from the college would relieve pressure on donors, who are not entirely enthusiastic about giving toward photocopy paper and paper clips. Since operations budgets were swept in 2010, the pressure to maintain basic services has strained school leadership, staff, and faculty. If the college renewed some basic level of operations funding then the school could use donor funds for activities that would engage students and inspire even more philanthropic giving. The director continues to raise this issue with the college, and universitywide.
- The total number of school offices needs to be increased to accommodate growth in faculty and graduate research assistants. 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 10 years. Some rooms can be retrofitted to accommodate more offices, provided funding is identified.
- For the 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 university support. The director has engaged in conversations with other departments on campus, the local newspaper, Arizona Public Media, and other potential collaborators to create an “I-Hub” on campus – a new building to share studios, innovation space, and research labs (see material online and in the workroom). While the proposal has support from the college, it awaits a major donor or university support.
- 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 does not currently have. Future retirements could help in shifting lines toward tenure-track positions. Also, the school is pursuing a tenure-track diversity hire jointly with Latin American Studies.
- Finally, the school must increase its efforts in global journalism and science/environmental journalism to build upon its strengths, better serve students, and differentiate itself from other universities in Arizona and beyond. The school would like to expand its efforts through the Center for Border and Global Journalism with a full-time director. Faculty would like to explore new programs in digital news. Ideally, every student would be aided in studying abroad. These efforts cost money, either through grants, donors, university funding, new degree programs, or a combination. The faculty are exploring entrepreneurial activities to raise the money for such ventures, including online degrees and micro-campus in other countries.