

JOURNALISM ACCREDITATION REPORT

Accrediting Committee

American Council on Education for Journalism

(CONFIDENTIAL)

Institution: University of Arizona

Date of Evaluation: February 6 and 7, 1964

Members of Accrediting Team:

Nathan Blumberg (Montana State), Chairman

A.L. Higginbotham (Nevada)

Howard Taylor, Editorial Consultant, Copley Press, San Diego

Sequences Recommended for Accreditation:

News-Editorial

1. Total annual journalism budget (not including operation of student paper).

| Amount of budget | Total increases over 3 years | Amount spent on fulltime and parttime teaching salaries |
|------------------|------------------------------|---|
| \$38,850 | \$10,250 | \$33,000 |

2. Salary information (fulltime faculty members)

| | No. | Salary Range | Months | Range of increases over 3 years | Age range |
|-------------------|------|--------------|--------|---------------------------------|-----------|
| Administrator | 1 | \$10,200 | 9 | \$1,700 | 52 |
| Professors | 1 | 9,500 | 9 | 3,000 | 65 |
| Assoe. Professors | none | -- | -- | -- | -- |
| Ass't. Professors | 1 | 6,000 | 9 | 400 | 40 |
| Instructors | none | -- | -- | -- | -- |

3. Percentage of total credit hours earned in general education and journalism by a sampling of the last graduating class (every 3rd person on alphabetical list).

| Size of sample: 10 (entire class) | Median | High | Low |
|---|--------|------|-----|
| Percentage range of hours earned in general education | 61-58% | 67% | 49% |
| Percentage range of hours earned in journalism | 30-27% | 32% | 20% |

(General education includes only areas designated by the following titles: history, political science, economics, English, sociology, psychology, foreign language, mathematics, natural science, philosophy, anthropology, humanities, social science, literature.)

4. Juniors and seniors enrolled in sequences for which accreditation is sought. (1962-63)

News-Editorial -- 33

5. Total of sequences offered: 5

6. Fulltime journalism majors (all classes included).

Total: 84.

7. Undergraduate degrees conferred in each sequence for which accreditation is sought during year preceding visit.

News-Editorial -- 10

8. Graduate degrees conferred during year preceding visit: 0

VISITORS' GENERAL EVALUATION

This evaluation represents the combined opinions of the visiting team. It is sent to the journalism administrator for his information.

| | A | B | C | D | U |
|---|---|---|---|---|---|
| A. Administrative Relationships and Duties | | | | | |
| 1. University administration support of journalism unit | | X | | | |
| 2. Journalism faculty relations with journalism admin. | | X | | | |
| 3. Administrative and faculty relations with media | | | X | | |
| 4. Keeping of student records | | | X | | |
| 5. Administrative encouragement of faculty research | | | | | X |
| 6. Faculty salaries | | | | X | |
| 7. Faculty teaching loads | | | | | |
| 8. Faculty promotion policies | | X | | | |
| 9. Faculty participation in educational policy making | | | X | | |
| 10. Placement of journalism graduates | | | X | | |
| 11. Journalism alumni relations | | | X | | |
| 12. Student recruitment activities | | | | X | |
| 13. Personal student advising by faculty and administration | | | X | | |
| | | | X | | |
| B. Budget and Facilities | | | | | |
| 1. Journalism budget | | | | | |
| 2. Journalism quarters | | | | X | |
| 3. Availability of journalism books | | | | X | |
| 4. Availability of newspapers, periodicals and magazines | | | | | X |
| 5. Availability and effective use of faculty travel funds | | | | X | |
| 6. Student scholarship funds | | X | | | |
| C. Faculty, Scholarly and Academic Standards | | | | | |
| 1. Journalism student admission standards | | | | | |
| 2. Administrative adherence to stated degree requirements | | | X | | |
| 3. Academic achievement of faculty | | | X | | |
| 4. Professional achievement of faculty | | | | X | |
| 5. Professional experience of faculty | | X | | | |
| 6. Research productivity of faculty | X | | | | |
| 7. Faculty participation in professional activities (Consulting, summer refresher jobs, association work, etc.) | | | | | X |
| 8. Academic achievement (grades) of journalism students | | X | | | |
| 9. Ratio of journalism to liberal arts courses | | X | | | |
| 10. Breadth of liberal arts course requirements | | | X | | |
| 11. Depth of liberal arts course requirements | | | X | | |
| 12. Emphasis on history and overall communications study and understanding | | | X | | |
| 13. Student use of library facilities | | | | | X |
| 14. Faculty morale and esprit de corps | | | | | X |
| | | X | | | |
| D. Students and Graduates | | | | | |
| 1. Student morale and respect for journalism unit | | | | | |
| 2. Student-faculty relations | X | | | | |
| 3. Professional achievement of journalism graduates | X | | | | |
| | | | X | | |

A--High B-- Median High C-- Median D--Median U-- Unsatisfactory

News-Editorial

The Department of Journalism is achieving in a minimum way its stated objective: "To produce newspaper men and women professionally well grounded in the ethics, practices and techniques of their craft."

A satisfactory number of graduates has taken jobs with newspapers or related news-editorial organizations. Approximately 12 students a year have been graduated in the last seven years.

The required course of instruction has been developed around the student newspaper, which serves as a live laboratory.

Courses required for the journalism degree include News Writing, Legal Problems, Copyreading and Editing, Reporting Public Affairs and Community Newspaper and/or Advanced Journalism.

Most students also take History of American Journalism, and although this course has not been required, the visiting team was pleased to learn that it would become a required course beginning with the 1964-65 academic year.

The median amount of liberal arts and sciences (as defined by the ACEJ list) taken by the 1963 graduating class was between 58 and 61 per cent of the total required for graduation. The median amount of journalism was between 27 and 30 per cent. This is a satisfactory proportion.

There are three full-time faculty members, two with long and successful professional careers on the New York Times and the Detroit Free Press. A fourth full-time faculty member will join the staff in September, 1964.

The program enjoys adequate support from the university administration and the visitors were told that this will continue as enrollment expands.

At the time of the visit, there were approximately 85 journalism majors. A high percentage of them were women. The visitors recommend that steps be considered to encourage more men to enroll in the program, in view of the needs of the profession.

Faculty-student relations and counseling are excellent. Students told the team they consider the department's teaching effectiveness among the highest on the campus.

While noting the progress made by the department in recent years, the visiting team offers the following observations:

1. The present quarters are inadequate. Additional equipment is needed to enable the department to function more effectively. The present large classroom should be available to students for all-day use, or additional space should be provided for this purpose. The office of the department head should be moved from its present location. The photography laboratory should be located with the other journalism facilities. The team believes the most satisfactory solution to these inadequacies would be completely new quarters designed for a journalism department.
2. The student newspaper does not constitute an adequate laboratory for reporting and copy editing. Additional classroom or laboratory instruction apart from work on the student newspaper is needed to provide experience and background on the social responsibility of the press. Similarly, more stress should be placed on contemporary affairs.
3. The field trips to publish weekly newspapers are commendable and this kind of off-campus experience should be required of all journalism majors.
4. An improved understanding of the various fields of journalism is needed in the curriculum. In addition, some course descriptions do not accurately reflect the subject matter and should be revised.
5. Complete standard newsroom reference materials should be readily available in the classroom.
6. Faculty salaries are too low.
7. The budget for faculty travel should be increased to permit attendance at professional meetings, especially in view of the distances involved.
8. Textbooks should be utilized more effectively, particularly in the course in Legal Problems.
9. A news letter for graduates or some similar type of alumni contact would be valuable to the department.
10. A full-time secretary should be provided for the department head as soon as possible.

VISITORS' SEQUENCE EVALUATION

SEQUENCE: News-Editorial

This evaluation represents the combined opinions of the visiting team. It is sent to the journalism administrator for his information.

| | A | B | C | D | U |
|--|---|---|---|---|--------------|
| A. Scholarship and Teaching | | | | | |
| 1. Teaching effectiveness | | X | | | |
| 2. Vitality of faculty | | | X | | |
| 3. Emphasis on social responsibility of media | | | X | | |
| 4. Adherence to curriculum objectives | | | X | | |
| 5. Quality of news writing and reporting instruction | | | X | | |
| 6. Quality of news editing instruction | | X | | | |
| 7. Quality of journalism law instruction | | | X | | |
| 8. Quality of editorial writing instruction | | | | X | |
| 9. Quality of feature writing instruction | | | X | | |
| 10. Quality of instruction in photography | | X | | | |
| 11. Emphasis on interpretation and backgrounding of the news | | | X | | |
| 12. Use of media (campus and/or commercial) in teaching | | | | | (see report) |
| 13. Integration of laboratory work in curriculum | | | | | (see report) |
| 14. Opportunity for contact with typographic problems and information | | | | X | |
| 15. Evidence of student understanding of trends and developments in news editorial field | | | X | | |
| B. Equipment | | | | | |
| 1. Equipment available for teaching | | | | X | |
| 2. Use of equipment available for teaching | | | | X | |
| C. Relationships with Professionals | | | | | |
| 1. Opportunity for student contact with news-editorial professionals | | | X | | |
| 2. Evidence of effective faculty relationships with professionals and professional organizations | | | | X | |
| 3. Professional services to the media | | | X | | |

- A -- High
- B -- Median High
- C -- Median
- D -- Median Low
- U -- Unsatisfactory