

May 4, 1976

President John P. Schaefer
University of Arizona
Tucson, Arizona 85721

Dear President Schaefer:

It is with great pleasure that I report to you that on May 2 the American Council on Education for Journalism reaccruited the News-Editorial sequence in the Department of Journalism at the University of Arizona. On behalf of the Council, I congratulate you.

I should point out to you that ACEJ will release a news story next week containing the list of schools with sequences accredited or reaccruited at its spring meeting, and I must also call your attention to the ACEJ policy regarding the use of the fact of accreditation in publicity. A copy of that policy is enclosed.

I believe the visitors' report speaks for itself and I hope that if you have questions you will write us.

Sincerely yours,

Milton Gross
Secretary-Treasurer

MEG:bk
enc.

cc: Prof. George W. Ridge Jr., Head
Department of Journalism

JOURNALISM ACCREDITATION REPORT

Accrediting Committee

American Council on Education for Journalism

(CONFIDENTIAL)

Institution: University of Arizona

Date of Evaluation: February 1-3, 1976

Members of Accrediting Team:

Edward P. Bassett, University of Southern California
(Chairman)

Kenneth S. Devol, California State University-
Northridge

King Durkee, Director, Department of Education,
Copley Newspapers

Sequences Recommended for Accreditation:

News-Editorial

DATA SUMMARY

School: University of Arizona

1. Total journalism budget: \$153,972 Increase in 3 years: \$39,307

2. Salary information.

Amount spent on fulltime and parttime teachers salaries: \$110,259

Salaries by rank (fulltime faculty members only)

| | No. | Salary Range | Mos. | Range of increase in 3 years |
|----------------|-----|-------------------|------|---------------------------------|
| Administrators | 1 | \$21,000 | 10 | \$1,075 |
| Professors | 2 | \$18,824-\$22,739 | 10 | \$3,799-\$7,389 |
| Assoc. Profs | - | | | |
| Ass't. Profs | 3 | \$14,000-\$15,295 | 10 | \$150-\$1,445 |
| Instructors | 2 | \$15,042-\$16,225 | 10 | \$2,442-\$2,225 |

3. Ratio of students to faculty in skills courses (writing, reporting, editing, etc.)

1 to 15

4. Undergraduate degrees conferred during last academic year in sequence for which accreditation is sought. 32

5. Graduate degrees conferred during year preceding visit: 12

6. Fulltime majors in journalism/communications (all classes),

Total: 309

7. Percentage of total credit hours earned in general education and journalism/communications by a sampling of the last graduating class.

| Size of sample: | 15 | Median | High | Low |
|---|----|--------|------|-----|
| Percentage range of hours earned in general education | | 68 | 75 | 52 |
| Percentage range of hours earned in Journalism/ Communications | | 23 | 30 | 17 |

VISITORS' GENERAL EVALUATION

A. Administrative Relationships and Duties

1. University administration support of journalism unit, journalism faculty relations with journalism administration, administrative and faculty relations with media, administrative encouragement of faculty research:

The university administration appears to support and respect the unit and its faculty. A firm commitment to providing additional instructional space does not seem to be present. Faculty-media relationships seem to be excellent and faculty support for the journalism head is good, though there appears to be some question as to leadership and direction for the longer range. Research is not encouraged. Focus is placed on the teaching of professional skills and on the professional background of the faculty.

2. Faculty salaries, teaching loads, promotion policies, participation in educational policy making:

Department policies generally are the responsibility of the three tenured full professors. There has been frequent turnover among junior faculty. Salaries at the lower professorial levels compare with national journalism norms, but they are low at the full and associate ranks. Teaching loads are heavy. The large number of publication projects occupy a large proportion of the time of the full professors. Faculty are available for student meetings. There appears to be a close student-faculty relationship. The unit's stated promotion policy should have validity on the campus and be of some service to other faculties and the central administration. There are some opportunities to engage in educational policy making at the university and unit levels.

3. Keeping of student records, placement of journalism graduates, journalism alumni relations, student recruitment activities, personal student advising by faculty and administration:

Student records are maintained. Placement of graduates is significant. Alumni relations are maintained. Recruitment is informal. The faculty and the unit's administration are available to students for advisement purposes.

B. Budget and Facilities

1. Journalism quarters, budget, availability and effective use of faculty travel funds, student scholarship funds:

The unit's physical facilities are inadequate. The support budget is low. Little improvement in the space situation since the last visit is evident. Students express a need for more typewriters. Travel funds for in-state business are adequate, but most of the faculty do not appear to be motivated to seek affiliation with professional or educational associations outside the region.

2. Availability of journalism books, newspapers, periodicals and magazines:

The journalism reading room is less than adequate. Space for this function was converted to meet other instructional needs. The use of the central libraries is not emphasized. Students acknowledge little interest or encouragement in doing research or work of a theoretical nature. Interest was expressed by students and faculty to expand the work in the area of the media and their relationship to the greater society.

C. Faculty, Scholarly and Academic Standards

1. Administrative adherence to stated degree requirements, journalism student admission standards, academic achievement (grades) of journalism students, student use of library facilities:

The faculty acknowledges a print orientation and emphasizes extensive professional experience in its search for candidates for faculty appointment. Academic standards in the reporting courses appear to be rigorous and demanding. These standards are supported by the students. Classroom excellence is emphasized. The unit appears to adhere to stated objectives, although there is some disagreement among the students and faculty as to whether those goals should be broadened. Student use of library facilities is minimal.

2. Faculty morale, professional experience of faculty, academic and professional achievement of faculty, research productivity, faculty participation in professional activities (consulting, summer refresher jobs, association work, etc.):

Faculty dedication is high, despite an excessive work load. Morale is good. Faculty is provincial in experience. Most of the faculty, for example, have newspaper experience in Arizona and received academic degrees at the University of Arizona. A search for faculty with academic and professional backgrounds from other areas should be encouraged. The head has been deeply involved in professional press and teaching affiliations, although others, especially the junior faculty, appear to be less involved. Little interest in the doctorate is expressed.

3. Ratio of journalism to liberal arts courses, breadth and depth of liberal arts course requirements, emphasis on history and communications study and understanding:

Emphasis on the liberal arts is strong and is supported by the President, the Dean, and the faculty. Concern was expressed about the minimal exposure to communication theory and media relationships with society. The unit's head indicated social responsibility and aspects of communications theory are taught in a number of courses.

D. Students and Graduates

1. Student morale and respect for journalism unit, student-faculty relations, professional achievement of journalism graduates:

Student morale appears to be excellent. Support for the unit is strong. Student-faculty rapport is close. Student achievement in writing and editing is high. Strong support was given to departmental activities and publications. Some concern was voiced students are not required to participate in one of the publications opportunities within the unit. Professional achievement of alumni is good.

2. Additional:

The university administration has expressed hope that the shortage of space can be rectified within a year or two, but no guarantees currently exist. Space and equipment needs must be met. The unit should look to ways to include new aspects of mass media. Efforts should be made to recruit persons for the associate professor rank.

News-Editorial

A. Scholarship and Teaching

1. Teaching Effectiveness, vitality of faculty, adherence to curriculum objectives:
Teaching the basics is effective, and teaching in general appears to be appropriately demanding. Vitality of the staff is of high magnitude. There seems to be a dedicated atmosphere among faculty members. There is good effort to adhere to curriculum objectives. The basic objective throughout the entire program is to try to qualify students for jobs on newspapers today. More concern perhaps should be given to what demands might be within the next few years -- in a period that will be early in the student's career.

2. Quality of instruction in news writing and reporting, news editing, journalism law, editorial writing, feature writing, photography:
News writing and reporting are the strong points of the department. Students substantiate this. Professors feel very sure of themselves in those areas. The class in journalism law probably is too large. There is not enough opportunity for students to have individual contact with the instructor. There is concern that students may not have an opportunity to get into editorial writing. This is not a required course. The team was assured by several professors that problems concerning editorials are handled in news writing, feature writing and public affairs reporting classes. The quality of instruction in editing seems to be acceptable.

3. Emphasis on social responsibility of media, emphasis on interpretation and backgrounding of news, evidence of student understanding of trends and developments in news-editorial field:
Questioning staff brought replies that the areas are covered in regular, required courses. The course, Press and Society, covers some of this, but students are not required to take this course. They may take History of Journalism, instead. The Pretentious Idea program is a plus here.

4. Use of media (campus and/or commercial) in teaching, integration of laboratory work in curriculum, opportunity for contact with typographic problems and information:
Campus, off-campus and commercial print media are used extensively in teaching. Opportunity for contact with typographic problems is limited for most students. The Wildcat, Tombstone Epitaph and The Pretentious Idea provide some degree of exposure.

B. Equipment

1. Amount and use of equipment available for teaching:
There are not enough typewriters, but even if they did have additional typewriters they would not have sufficient space to locate them. Photo equipment seems to be inadequate. Visits to local newspapers provide some exposure to modern equipment.

C. Relationships with Professionals

1. Opportunity for student contact with news-editorial professionals, evidence of effective faculty relationships with professionals and professional organizations, professional services to the media:
Students have some contact with professionals through guest lectures and by covering news people at news conferences. Some visits are made to newspaper offices

and mechanical departments. The relationship between the faculty and area professionals is very good. Much of this relationship is passed along to the student. The professional background of the faculty is above average. This must be viewed as professional contact for the students.

2. Additional:

Such projects as the Community News Service and the South Tucson writing-editing course are especially valuable. Products like The Arizona Journalist should be continued and be produced by the unit.