

ACCREDITING COUNCIL

On Education in Journalism and Mass Communications

Office of the Secretary-Treasurer: Assoc. Dean Milton Gross, School of Journalism, University of Missouri, Box 838, Columbia 65205, 314-882-6362

May 1, 1982

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

Dear President Schaefer:

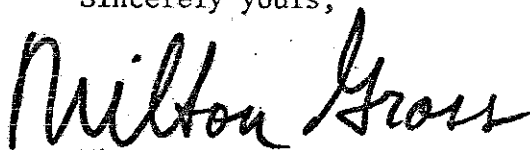
It is with great pleasure that I confirm the mailgram sent to you on April 25 informing you that the ACEJMC at its meeting in San Francisco that day voted to accredit your Department of Journalism and its graduate program, and to reaccredit its news-editorial program.

On behalf of the Accrediting Council, I congratulate you.

You will find enclosed a copy of the evaluation team's report which of course you may release if you wish to do so. A copy of this letter and of the report is going to Prof. Donald Carson with the hope that he will make it available to faculty and students in the Department of Journalism.

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

Sincerely yours,



Milton Gross
Professor emeritus

enc.

cc: Prof. Donald Carson
Department of Journalism

MEMBERS: American Association of Schools and Departments of Journalism; American Newspaper Publishers Association; American Society of Journalism School Administrators; American Society of Newspaper Editors; Associated Press Broadcasters Association; Associated Press Managing Editors; Association for Education in Journalism; Broadcast Education Association; Inland Daily Press Association; International Association of Business Communicators; International Newspaper Advertising Executives; Magazine Publishers Association; National Association of Broadcasters; National Conference of Editorial Writers; National Newspaper Association; National Press Photographers Association; Public Relations Society of America; Radio-Television News Directors Association; The Society of Professional Journalists, Sigma Delta Chi; Southern Newspaper Publishers Association; Western Newspaper Foundation; Women in Communications.

Journalism Accreditation Report

Accrediting Committee

Accrediting Council on Education in Journalism and Mass Communications

(Confidential)

Institution: University of Arizona.

Highest Administrative Officer: John P. Schaefer, President.

Unit Administrator: Donald Carson, Head, Department of Journalism.

Date of Evaluation: February 15 and 16, 1982.

Members of Accrediting Team:

Dean Neale Copple, University of Nebraska (chair).

Stuart Awbrey, Burlington (Iowa) Hawk Eye.

Professor Theodore Peterson, University of Illinois.

Recommended for Accreditation:

Unit.

News-Editorial

Graduate Program.

DATA SUMMARY

School: University of Arizona

Academic year: 1981-82

1. This year's total journalism/communications budget: \$373,235

Percent of increase in 3 years: 23.6% (\$285,141 in 1979-80)

Amount spent this year on fulltime and parttime teachers salaries: \$321,075

2. Salary Information (fulltime faculty members only):

	No.	Salary Range	Mos.	Range of Increase in 3 years	Age
Administrator	1	\$36,012	10	\$7,932	48
Professors	2	\$37,344-\$39,702	10	\$6,163-\$8,403	58 & 48
Assoc. Profs.	2	\$26,391-\$27,824	10	\$6,036-\$8,071	39 & 60
Ass't. Profs.	1	\$25,966	10	\$6,891	43
Ass't. Profs.	5	\$22,000-\$25,530	10	N/A (new hires)	42, 34, 36, 40 & 42
Instructors	None				

3. Number of parttime faculty members teaching at least one course or part of course this academic year: 9 Percentage of total instruction by parttime faculty this academic year: 13.5%

4. Ratio of students to faculty in skills courses (news writing, reporting, editing, photography, etc.): 20 to 1 in reporting; 9 to 1 in editing.

5. Fulltime journalism/communications majors (juniors, seniors, graduate students) currently enrolled, and number in each sequence offered:

approximately 250 juniors, seniors and graduate students, all in news-editorial

6. Total graduate students currently enrolled: approximately 50.

VISITORS' GENERAL AND UNIT 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:

Administrative support of the journalism unit seemed excellent. The dean of the Liberal Arts College described the department as a "breath of fresh air" and showed knowledge of the department and its philosophy. He expressed willingness for support within current economic restrictions. Relations between the administration and the faculty generally seemed excellent. However, some faculty members believed that more consultation with the faculty would improve collegiality. Media relations seemed excellent. Encouragement of research appeared limited. However, it was evident that certain of the abundant media service projects included research and could, with planning, lead to publication.

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

Salaries are competitive with some softness at the associate professor level. Teaching loads appeared normal in the previsit report, but on the scene were obviously heavy. Some classes include weekly, face-to-face, one-half hour sessions with each student. Promotions appear to follow university, college, and departmental guidelines. Out of ten faculty members, three are women and one is a minority person. Faculty members participate in traditional areas (curriculum, etc.), but there are areas in which more consultation and communication would increase collegiality. There may be a notion that the open faculty desk arrangement creates communication, but apparently this is not always the case.

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

Student record keeping is efficient and proper protections seemed to be at work. Placement is fairly informal, but does include a booklet of students and is effective. Alumni relations are maintained through mailings and events. There is some recruitment at the graduate level and for minorities at all levels. Student advising is excellent, described by many of the undergraduate students as the best on campus.

B. Budget and Facilities

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

The quarters illustrate innovative use of two-story, basement space. A newsroom atmosphere has been created. Faculty desks in this open arrangement lead to excellent student contact, but limit almost any faculty privacy. Several faculty members would prefer some kind of partitions. Travel budgets from state and foundation funds are good. Scholarship funds of about \$20,000 are good for a school of this kind.

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

Central library holdings are good and availability is excellent. However, the school's reading room is a closet with book shelves and the racks in the newsroom are subject to student and faculty semi-permanent "borrowing".

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:

There is adherence to degree requirements. Admissions standards are the same as those of the university, which are normal for most state institutions. Academic achievement of students is excellent to good. Students say journalism professors grade harder and require more work than their other professors. There was no way to check accurately the use of library, but students interviewed insisted they were sent to the library frequently.

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 morale was generally very high with exceptions noted elsewhere regarding communication. Even those professors who complained mildly said there was no factionalism. Professional achievement was excellent. Research productivity was low. Media service was both abundant and sound--possibly as extensive as any in the country.

3. Quality and supervision of parttime faculty, ratio of parttime teachers to fulltime teachers, percent of total teaching budget paid to parttime teachers, accessibility of parttime teachers to students and their participation in educational affairs of the unit. How parttime teachers are evaluated:

Historically, there has been extensive use of parttime faculty from local media. Quality control involved student evaluations as well as peer assistance. More recently, the number of adjunct professors has been cut as additional fulltime faculty lines have been added to the budget.

4. Sequences being offered but not considered for accreditation, percent of total unit enrollment in sequences not considered for accreditation. (Count juniors, seniors and graduate students only):

None not up for accreditation. 250 juniors and seniors and 50 graduate students, are all within the programs being examined.

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

Ratios of journalism to liberal arts fall well within the ACEJ/MC guidelines. In fact, an average of the transcripts presented would fall slightly below 25 per cent in journalism. Liberal arts hours showed both depth and breadth. The department, in fact, requires additional liberal arts group requirements beyond those of the Liberal Arts College. Journalism history is not required, but students showed remarkable awareness, apparently gained in other courses.

D. Students and Graduates

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

Undergraduate morale was excellent. Graduate students assumed respect for a good program, but expressed concerns detailed in the report on the graduate program. Student-faculty relations generally were excellent. Professional achievement of graduates appeared to be sound.

News-Editorial

A. Scholarship and Teaching

1. Teaching effectiveness, vitality of faculty, adherence to curriculum objectives:
Faculty unusually cohesive, highly professional. Competence of graduates testifies to effective teaching. Students rate faculty above counterparts in other university departments. Curriculum is tight, conscientiously followed.

2. Quality of instruction in news writing, reporting, news editing, journalism law, ethics, editorial writing, feature writing, photography:
Instruction of generally high quality in nearly all areas. Some weakness noted in copy editing. Instruction enhanced by "face-to-face" sessions, with individual conferences with each student at least twice during a course. Photography instruction good, but limited. More lab work, practical experience desirable. Strong in news-writing, law, reporting, good emphasis on ethics. Feature writing could be beefed up.

3. Emphasis on social responsibility of media, emphasis on interpretation and back-grounding of news, evidence of student understanding of trends and developments in news-editorial field:
Highly conscious of social role of newspapers, particularly in light of state's emphasis on investigative reporting and the need for minority recognition. Outstanding minority program in place, and developing. Students have good grasp of current events, and a strong ethical sense.

4. Use of media (campus and/or commercial) in teaching, integration of laboratory work in curriculum, opportunity for contact with typographic problems and information:
Typography, lay-out instruction is limited. Little opportunity for research in new developments, in make-up and other practical applications. Hands-on work is available for some students in two lab biweekly papers. Media use in instruction is general, but parochial.

5. Internships (if any) for credit, academic quality, student protection, supervision, evaluation and grading:
Internships are encouraged, and many students have summer jobs and part-time work during school year. No credit is given.

B. Equipment

1. Amount and use of equipment available for teaching, electronic editing, photography:
Ten VDTs, Headliner, two typesetters, 20 standard typewriters in use. Adequate for present needs. Photo lab well-equipped.

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:
Frequent opportunity for contact with professionals, through two local newspapers, community newspaper program, guest lecturers, and part-time instructors. Students make many field trips to newspapers. Relationship with state press is excellent. Services include seminars, strong minority program, Latin American program, and workshops.

1. Objectives:

The aim is to ground students solidly in the basics of reporting, newswriting and editing to prepare them for careers as professional journalists, primarily in the print media. The emphasis is on professional skills, although students do take career-related seminars. Since most of the students have undergraduate degrees in liberal arts, the strong professional thrust of the program is appropriate. The program is doing a first-rate job of meeting its objectives. However, the team believes--and the students almost unanimously concur--that this sound program would be strengthened by enlarging its focus. Students believe there is too heavy an emphasis on hard news and newspapers. They would like increased opportunity to explore magazine journalism, say, and photojournalism. Both they and the team see the need for a stronger academic component.

2. Control and Funding:

The Graduate College has jurisdiction over the program. As a practical matter, however, much of the control rests with the College and primarily the department. The program seems to work well under this arrangement. Funding comes from the department. The Graduate College currently supplies five scholarships. The department itself provides some awards of up to \$500, but it does not offer assistantships. Most students have financed their education by working or with student loans.

3. Students:

The students are bright, articulate, highly-motivated and mature. A healthily cosmopolitan group, they come from colleges across the U.S. (e.g., Alaska, Florida, Illinois, Wisconsin, California, Maine, New York). The department discourages--but does not bar--applicants holding the journalism B.A., especially from the University of Arizona, without intervening professional experience. Only about four of the 120 M.A. recipients entered the program immediately after receiving the Arizona journalism B.A. Ten have both B.A. and M.A. in journalism from UA. The department has no records on the ratio between applications and acceptances. However, admission and retention standards are satisfactory. Estimates are that 20-25% of the students drop out before completing the program, a rate that is not excessive. A major reason for dropping is that the student has found a job; if getting a job was the student's primary objective, the department unofficially advises him to drop. A greater percentage of M.A. grads than B.A. graduates eventually takes positions in journalism.

The team believes that the department does not fully capitalize on the motivation, maturity and diverse background of the students. The students themselves believe they are treated as too homogeneous a lot and that requirements are applied too inflexibly. They believe that exceptions to policy are sometimes applied inconsistently. They highly praise the openness, availability, supportiveness and professional competence of the faculty. Yet they say that the strict city-room discipline sometimes breeds an air of hostility, a "them vs. us" atmosphere. They feel that most of the faculty are not really comfortable dealing with the student not directly oriented toward newspapers. The near-unanimity and depth of such feelings suggest that the department should consider the students' recommendation: creation of a graduate student board that would meet regularly with administration and faculty to discuss common concerns.

4. Faculty:

The entire undergraduate faculty is the graduate faculty. It is strong on professional experience, short on academic credentials for traditional graduate study. Indeed, it is almost chauvinistically professional. However, it is well-suited to carrying out the objectives of the program--which it does very well.

5. Curriculum:

The curriculum seems well-suited to achieving the aims of the program. Full-time

students entering it in fall term can earn the degree in three semesters plus summer; those entering in spring usually need four semesters.

Although the curriculum is good, the team believes that the department might consider two ways of strengthening it. One is sharpening the distinction between the B.A. and M.A. programs. The M.A. program (as the students recognize) is not distinguished from the B.A. program by greater intellectual challenge. Mainly, it simply requires students to take a greater number of professional courses. The department might consider slightly compressing the professional component (by not requiring work on both papers, for instance) and expanding the academic component. A second way is increasing the flexibility of the program. Is the lock-step approach, which can delay expeditious completion of the program and can interfere with taking non-journalism electives, necessary? Can ways be found to make it easier for students to use their elective hours in non-journalism subjects, as some would like to do? Is the requirement of two non-credit beginning courses too rigidly enforced?

6. Internships:

The department does not offer credit for internships nor require them for a degree.

7. Facilities:

The program uses the same facilities as the undergraduate program. They are satisfactory. However, students complain that the reading room is highly unsatisfactory.

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SUMMARY

Note: This summary was not confidential. It was left in the hands of the proper administrators at the time they also were given the regular report pages.

These programs are almost precisely as they are described by the stated objectives of the department. These are highly-professional programs offered within a philosophy that includes a heavy liberal arts background.

The faculty members are highly professional. The atmosphere of the quarters is highly professional. The relationships between the faculty members and the students are both professional and friendly. The frequent use of the phrase, "face-to-face", is an accurate description of the teaching methods. Several professional courses routinely include half-hour, face-to-face conferences with every student every week. In a class of 18, for example, that would equal nine scheduled contact hours in addition to regularly-scheduled lecture and laboratory hours. Within the same reasoning, a three-course load would equal something in the range of 35 to 40 contact hours a week.

Teaching aids are innovative. The regular publication of papers for Tombstone and South Tucson is built around classes. Thus they become live laboratories for the students. (They also serve the communities involved.) One should note that Spanish summaries are a part of the paper for South Tucson. This is one illustration of the strong commitment and delivery regarding minority concerns.

The media service of this department is continuing and extensive. It probably is so extensive that it might hinder some more traditional faculty production.

The combination of the heavy professional teaching loads and the strong media service automatically places traditional faculty production in third position--sometimes a poor third. However, this positioning is a logical result of the stated goals of the department. Fortunately, an enlightened and flexible dean of the Liberal Arts College understands the goals of the department and the resulting faculty credentials and faculty production. Even within the professional structure there is need for additional fulltime faculty members.

The professional mast master's program compares favorably with certain more widely-recognized programs. However, it could be strengthened by the addition of flexibility and a sharper distinction between it and the undergraduate program. Such changes could be implemented by the addition of a single individual with academic credentials for traditional graduate study.