

Accrediting Council on Education in Journalism and Mass Communication

**University of Arizona**  
**School of Journalism**  
2017-18 Accreditation  
Self-Study Report



# Self-Study Report for Accreditation in Journalism and Mass Communications

Undergraduate site visit during 2017-2018

Submitted to the  
Accrediting Council on Education in Journalism and Mass Communications

**Name of Institution:** University of Arizona

**Name of Journalism/Mass Communications Unit:** School of Journalism

**Address:** 845 N. Park Avenue, P.O. Box 210158B, Tucson, AZ 85721-0158

**Date of Scheduled Accrediting Visit:** Jan. 21-24, 2018

**We hereby submit the following report as required by the Accrediting Council on Education in Journalism and Mass Communications for the purpose of an accreditation review.**

**Journalism/mass communications administrator:**

**Name:** David Cuillier

**Title:** Director, School of Journalism

**Signature:**  \_\_\_\_\_

**Administrator to whom journalism/mass communications administrator reports:**

**Name:** John Paul Jones III

**Title:** Dean, College of Social and Behavioral Sciences

**Signature:**  \_\_\_\_\_

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## APPENDICES

PROVIDED BY SECTION IN THE WORKROOM BINDERS AND ONLINE AT:  
[HTTPS://JOURNALISM.ARIZONA.EDU/2017-18-ACEJMC-ACCREDITATION-SELF-STUDY-MATERIALS](https://journalism.arizona.edu/2017-18-acejmc-accreditation-self-study-materials)

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- II.d. History of the School of Journalism
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- 1.d. School Policy and Procedure Manual
- 1.e. Student Grievance Policy
- 1.f. Student Feedback from Surveys
  - 2011 Senior Exit Survey
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  - 2016 Student Specialties Survey
- 1.g. Faculty Meeting Minutes for 2016-17
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  - [Susan Knight bio and CV](#)
  - [Linda Lumsden bio and CV](#)
  - [Michael McKisson bio and CV](#)
  - [Kim Newton bio and CV](#)
  - [Jeannine E. Relly bio and CV](#)
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- Brett Fera [bio](#) and [resume](#)
- Joe Ferguson [bio](#) and [resume](#)
- Lorraine (Rivera) Florez [bio](#) and [resume](#)
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Carmen Valencia interns for KPNX 12 News in Phoenix Summer 2017 and leads the school's National Association of Hispanic Journalists student chapter.

## PART I

# GENERAL INFORMATION

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This general information section will be included in its entirety in the site team's report, and it must present the most current information available. Before the site visit, the unit should review its responses to the questions below and update them as necessary. The unit then should provide a copy of this updated section for each team member when they arrive on campus. A digital copy in Word document format of the updated responses also must be provided to the team chair to be included in the digital team report sent to the ACEJMC office.

In addition, if any significant changes not covered in this section have occurred since the original self-study report was submitted, the unit should describe and document those changes and present this new material to the team when members arrive.

**Name of Institution:** University of Arizona

**Name of Unit:** School of Journalism

**Year of Visit:** 2017-2018 academic year (Jan. 21-24, 2018)

**1. Check regional association by which the institution now is accredited.**

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

**2. Indicate the institution's type of control; check more than one if necessary.**

- Private
- Public
- Other (specify)

**3. Provide assurance that the institution has legal authorization to provide education beyond the secondary level in your state. It is not necessary to include entire authorizing documents. Public institutions may cite legislative acts; private institutions may cite charters or other authorizing documents.**

Legal authorization is provided by the Arizona Constitution, Article 11, Sections 4 and 5, and Arizona Revised Statutes, Sections 15-1601 and 15-1626.

**4. Has the journalism/mass communications unit been evaluated previously by the Accrediting Council on Education in Journalism and Mass Communications?**

- Yes
- No

**If yes, give the date of the last accrediting visit:**

Jan. 22-25, 2012

**5. When was the unit or sequences within the unit first accredited by ACEJMC?**

1964

**6. Provide the unit's mission statement. Statement should give date of adoption and/or last revision.**

The School of Journalism's mission statement, adopted in 2011 and affirmed in 2014, is provided on the next page.

## **MISSION STATEMENT**

### **UNIVERSITY OF ARIZONA SCHOOL OF JOURNALISM**

The School of Journalism has a four-fold mission:

1. To provide future journalists with the intellectual training and professional skills necessary to gather, evaluate, organize and disseminate information in a way that enables citizens to participate in a democratic society in a meaningful way.
2. To provide all students with the opportunity to develop an understanding of the role of the press in a multicultural society, so they can learn to think critically about the ways in which the news media affect individuals, institutions and social values. This includes an understanding of the legal and ethical issues that are an integral part of the journalism profession.
3. To encourage faculty scholarship that reflects a balance of theoretical and professional approaches to exploring the role and impact of the news media at a time when information generated by news organizations has become a major component of international cross-border data flow.
4. To develop a dialogue with journalism educators and professional journalists concerning the most effective ways to encourage professional standards at a time when the profession is confronting unprecedented challenges arising from the technological changes that have created the global information age.

The school's mission is based on two fundamental ideas: (1) Journalists fulfill a crucial role in a democracy, providing the public with independent, objective information about issues and events so citizens can make informed judgments about policy and policymakers. (2) Information provided by the news media forms the foundation for much of the research in other fields, such as history and political science.

As the above items indicate, some media-related subjects are outside the scope of the school's mission. The school does not engage in research or teaching in the fields of advertising, creative writing, media arts, or public relations. Given the importance of the press as a democratic institution, and its significance for the research and teaching agendas of other social sciences, the faculty has decided that journalism will be the sole focus of the UA program.

*Adopted May 9, 2011; Last paragraph affirmed by faculty vote May 7, 2014.*

**7. What are the type and length of terms?**

Semesters of 16 weeks  
Summer sessions of 3, 5, 7 and 10 weeks  
Winter sessions of 3 weeks

**8. Check the programs offered in journalism/mass communications:**

Bachelor’s degree  
 Master’s degree  
 Ph.D. degree

**9. List the specific undergraduate degrees as well as the majors or sequences being reviewed by ACEJMC.**

Bachelor of Arts in Journalism

**10. Credit hours required by the university for an undergraduate degree:**

120 semester-hour credits

**11. Give the number of credit hours students may earn for internship experience.**

Up to 3 semester-hour credits

**12. List each professional journalism or mass communications sequence or specialty offered and give the name of the person in charge.**

Name of Sequence or Specialty	Person in Charge
Journalism	David Cuillier, School Director

**13. Number of full-time students enrolled in the institution:**

29,783 full-time and 5,340 part-time undergraduates in Fall 2017 for University of Arizona

**14. Number of undergraduate majors in the accredited unit, by sequence and total:**

Name of Sequence or Specialty	Undergraduate majors
Journalism	414 <sup>1</sup>

<sup>1</sup> The count as of Sept. 12, 2017, the fall semester census date. Prior to Fall 2017, the school had a pre-major, so in previous years those numbers were combined with majors for the total. The faculty decided to drop the pre-major, so now students can become majors as soon as they matriculate.

**15. Number of students in each section of all skills courses. List enrollment by section for the term during which the visit will occur and the preceding term. Attach separate pages if necessary. Include a separate list for online skills courses, which also must meet the 20-1 ratio.**

### **Enrollment in Journalism Skills Classes – Fall 2017 and Spring 2018**

Course Number	Course Title	Enrollment Fall 2017	Enrollment Spring 2018
201A	Career Success	19	15
203	Photojournalism (3 separate labs)	20, 20, 17	20, 18, 20
205	Reporting the News	19, 14, 17	19, 19, 19
280	Broadcast Writing	19	18
306	Advanced Reporting	17, 18, 17, 11	16, 19, 19
307	Principles of Multimedia	17, 17	17, 15
308	Sports Journalism	17	
313	Reporting Public Affairs	19, 16, 17	20, 19, 16
320	Editing	19, 19, 17	18, 19, 19
385	Beginning TV Reporting & Production	13	
390	Intermediate TV Reporting & Production	12	
401B	Travel Writing		12
401D	Food Journalism		15
405/505 <sup>2</sup>	Arizona Daily Star Apprenticeship	8	8
411/511	Feature Writing	20, 20	20, 19
422/522	Publication Design	19	
455	Environmental Journalism		19
472/572	Science Journalism	20	
473/573	Reporting U.S.-Mexico Borderlands	12	
484	Mobile App Development		19
479	Professional Project	11	
490F	Arizona Sonora News	17, 15	18, 18, 18, 18

<sup>2</sup> The total student count is provided for 400-level classes co-convened with 500-level students or cross-listed with other departments' classes. All journalism skills courses remain at 20 or fewer students, even if co-convened with master's-level courses or cross-listed. The school attempts to schedule skills courses with no more than 19 students when possible, as requested by the provost's office to enhance student learning and university rankings.

**16. Total expenditures planned by the unit for the 2017 – 2018 academic year. Give percentage increase or decrease in three years. Amount expected to be spent this year on full-time faculty salaries.**

**Projected Expenditures – Academic Year 2017-18**

Projected 2017-18 total Journalism expenditures	\$2,139,193
Change from 2014-2015 (\$2,139,477)	0 % <sup>3</sup>
2017-18 full-time Journalism faculty salaries <sup>4</sup>	\$1,510,673
Change from 2014-2015 (\$1,374,975)	+ 9 %

**17. List name and rank of all full-time faculty. (Full-time faculty refers to those defined as such by the university.)<sup>5</sup> Identify those not teaching because of leaves, sabbaticals, etc.**

**Tenured/Tenure-Track Faculty**

**Full Professors**

- Shahira Fahmy (on leave for sabbatical 2017-18)

**Associate Professors**

- David Cuillier, director
- Celeste González de Bustamante
- Linda Lumsden (up for promotion to full professor Spring 2018)
- Jeannine Elisa Relly
- Carol Schwalbe

**Assistant Professors**

- Susan E. Swanberg (on leave from teaching Spring 2018 for Udall Fellowship)

**Professors of Practice**

**Full Professors of Practice**

- William Schmidt (.50 FTE)
- Nancy Sharkey, associate director
- Terry Wimmer
- Mort Rosenblum (.20 FTE)
- Maggy Zanger (professional development leave Fall 2017)

**Associate Professors of Practice**

- Geoff Ellwand
- Susan Knight
- Kim Newton (professional development leave Fall 2017)

**Assistant Professors of Practice**

- Rogelio Garcia (.50 FTE)
- Michael McKisson

<sup>3</sup> The budget in 2014-15 was higher than it normally would be because of \$300,000 from a multiyear \$1 million State Department grant to establish a journalism school in Afghanistan. In reality, the 2017-18 school budget is up about 15 percent since 2014-15.

<sup>4</sup> Includes all core faculty tenured/tenure-track or professors of practice on three-year contracts. All faculty, including those without 1.0 FTE, are included in school service and governance. This excludes adjunct faculty.

<sup>5</sup> As noted for the budget figures, above, this list includes all faculty who are tenured/tenure track or on three-year contracts. The list notes where workload percentages are less than 1.0 FTE.

**18. List names of part-time/adjunct faculty teaching at least one course in fall 2017. Also list names of part-time faculty teaching spring 2017. (If your school has its accreditation visit in spring 2018, please provide the spring 2018 adjunct list in the updated information.)**

**Spring 2017**

Tom Beal  
Candace Begody  
Fred Brock  
Cathalena Burch  
Shannon Conner  
Christopher Conover  
Brett Fera  
Joe Ferguson  
Lorraine (Rivera) Florez  
Sarah Gassen  
Megan Kimble  
Irene McKisson  
James Mitchell  
Jim Nintzel

**Fall 2017**

Tom Beal  
Fred Brock  
Michael Chihak  
Michael Christy  
Shannon Conner  
Christopher Conover  
Brett Fera  
Joe Ferguson  
Lorraine (Rivera) Florez  
Sarah Gassen  
James Mitchell  
Daniel Ramirez  
Renee Schafer Horton

**Spring 2018**

Tom Beal  
Fred Brock  
Cathalena Burch  
Michael Chihak  
Shannon Conner  
Joe Ferguson  
Sarah Gassen  
Edie Jarolin  
Irene McKisson  
Jenni Monet  
Nancy Stanley

**19. For each of the last two academic years, please give the number and percentage of graduates who earned 72 or more semester hours outside of journalism and mass communications.**

**72 or more semester hours  
outside of journalism and mass communications**

Year	Total Graduates	Number	Percent
2016-2017 academic year	93	93	100%
2015-2016 academic year	85	85	100%



Associate Professor of Practice Susan Knight mentors students at the annual summer [high school diversity workshop](#), hosted by the school for nearly 40 years.

## PART II: SUPPLEMENTARY INFORMATION

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### 1. Complete and attach the following tables:

- Table 1, Students
- Table 2, Full-time Faculty
- Table 3, Part-time Faculty

See tables on following pages.

**Table 1. Students**

List below each of the separate programs of study in the unit. These may be called emphases, concentrations, sequences, or majors; please identify each program with a separate set of requirements.

Give the number of students by class (year in school) in each of these programs at the end of the 2016 – 2017 academic year. If all of your students technically come under one major but you subdivide those majors into sequences or tracks, please list students by those sequences or tracks. Please be sure to list separately all subsidiary programs of study even if not formally identified by computer or register codes.

Show the number of undergraduate degrees conferred during academic year 2016 – 2017. Please include all semesters or quarters. If the unit has a formal pre-major status, list the number of such students.

**NOTE:** The total student number of 433 is for May 2017, the end of the 2016-2017 academic year, as directed. This differs from the 445 number on page 10, taken Fall 2016.

Undergraduate programs of study	<u>Number of Students</u>				Total students	<u>Degrees Conferred 2016-17</u>	
	frsh	soph	jr	sr		Bachelor's	M.A.
1. Journalism	117	82	126	108	433	93	9

**Table 2. Full-Time Faculty**

List names of full-time journalism and mass communications faculty members assigned to the unit and provide requested information for the quarter or semester **immediately preceding** the accreditation visit. Add or delete lines as needed.

**Semester or Quarter: Fall 2017**

	years full-time professional experience	years full-time college teaching	years on this faculty	years at present rank	highest earned degree	tenured (y/n)	credit hours taught per semester	% of time tchg-rsch-svc.	FTE
<b>Unit Administrator</b>									
David Cuillier	12	11	11	6	Ph.D.	Y	3-3	20-20-10 <sup>6</sup>	1.0
<b>Professors</b>									
Shahira Fahmy	6	14	9	1	Ph.D.	Y	6-6	40-40-20	1.0
William Schmidt *	44	4	4	4	B.A.	N	6-3	30-00-20	.5
Nancy Sharkey *	32	25	6	6	M.A.	N	9-6	50-00-40	1.0
Terry Wimmer *	25	17	11	11	Ph.D.	N	9-9	60-00-40	1.0
Mort Rosenblum *	56	12	12	12	B.A.	N	0-2	10-05-05	.2
Maggy Zanger *	32	16	12	12	M.A.	N	9-9	60-05-35	1.0
<b>Associate Professors</b>									
Geoff Ellwand *	35	.5	.5	.5	L.L.M.	N	9-9	40-40-20	1.0
Celeste González de Bustamante	17	12	12	4	Ph.D.	Y	6-6	40-40-20	1.0
Susan Knight *	15	21	21	8	M.A.	N	9-9	60-00-40	1.0
Linda Lumsden	13	21	11	5	Ph.D.	Y	6-6	40-40-20	1.0
Kim Newton *	25	15	10	5	M.S.	N	9-9	60-00-40	1.0
Jeannine Elisa Relly	12	12	12	2	Ph.D.	Y	6-6	40-40-20	1.0
Carol Schwalbe	31	15	7	7	M.A.	Y	6-3	30-40-20	1.0
<b>Assistant Professors</b>									
Rogelio Garcia *	20	3	3	3	B.A.	N	6-6	40-00-10	.5
Michael McKisson *	10	4	4	4	MBA	N	9-9	60-00-40	1.0
Susan E. Swanberg	3	2	2	2	Ph.D./J.D.	N	6-6	40-40-20	1.0

\* Professor of practice

<sup>6</sup> Half time is assigned to school administration as director; also for Nancy Sharkey 10 percent is dedicated to school administration as associate director, and for Carol Schwalbe 10 percent is dedicated to administration as director of graduate studies.

**Table 3. Part-Time Faculty**

List names of part-time faculty paid from journalism and mass communications funds and provide requested information. List should include personnel, including laboratory instructors and teaching assistants, who taught any regular course during the two semesters or quarters before the accreditation visit. Present the names in groups by semester or quarter. Put an X under the appropriate teaching responsibility. Add or delete lines as needed.

**Semester or Quarter: Fall, 2017**

Name and Rank	years	years	highest	now working	working	credit hrs.	teaching responsibilities:			
	full-time professional experience	teaching experience	earned degree	full-time as professional (y/n)	toward degree (y/n)	teaching this semester	in charge of course	lectures	assists in lab	assists teacher in charge
Tom Beal Adjunct Instructor	43	12	B.A.	y	n	3	x	x		
Fred Brock Adjunct Instructor	50	15	M.Ed.	n	n	3	x	x		
Cathalena Burch Adjunct Instructor	31	20	B.A.	y	n	3	x	x		
Michael Chihak Adjunct Instructor	46	.5	B.A.	n	n	3	x	x		
Michael Christy Adjunct Instructor	5	.5	B.A.	y	n	3	x	x		
Shannon Conner Adjunct Instructor	22	4	B.A.	y	n	4.5	x	x		
Christopher Conover Adjunct Instructor	28	8	B.S.	y	n	1.5		x		x
Brett Fera Adjunct Instructor	10	3.5	MBA	n	n	3	x	x		
Joe Ferguson Adjunct Instructor	12	2	B.A.	y	n	3	x	x		
Lorraine (Rivera) Florez Adjunct Instructor	12	4	M.Ed.	y	n	1.5	x	x		x
Sarah Gassen Adjunct Instructor	22	14	M.A.	y	y	3	x	x		
James Mitchell Adjunct Instructor	25	15	J.D.	n	n	3	x	x		
Daniel Ramirez Adjunct Instructor	18	1	h.s.	y	n	3	x	x		
Renee Schafer Horton Internship Coordinator	20	1	B.S.	n	n	1	x	x		

**Semester or Quarter: Spring, 2017**

	years full-time professional experience	years teaching experience	highest earned degree	now working full-time as professional (y/n)	working toward degree (y/n)	credit hrs. teaching this semester	teaching responsibilities:			assists teacher in charge
							in charge of course	lectures	assists in lab	
Tom Beal Adjunct Instructor	43	12	B.A.	y	n	3	x	x		
Candace Begody Adjunct Instructor	7	.5	B.A.	n	n	3	x	x		
Fred Brock Adjunct Instructor	50	15	M.Ed.	n	n	3	x	x		
Cathalena Burch Adjunct Instructor	31	20	B.A.	y	n	3	x	x		
Shannon Conner Adjunct Instructor	22	4	B.A.	y	n	1.5	x	x		
Christopher Conover Adjunct Instructor	28	8	B.S.	y	n	1.5		x		x
Brett Fera Adjunct Instructor	10	3.5	MBA	n	n	3	x	x		
Joe Ferguson Adjunct Instructor	12	2	B.A.	y	n	4.5	x	x		
Lorraine (Rivera) Florez Adjunct Instructor	12	4	M.Ed.	y	n	1.5	x	x		x
Sarah Gassen Adjunct Instructor	22	14	M.A.	y	y	1.5	x	x		
Megan Kimble Adjunct Instructor	6	3	MFA	y	n	1	x	x		
Irene McKisson Adjunct Instructor	14	2	B.A.	y	n	3	x	x		
James Mitchell Adjunct Instructor	25	15	JD	n	n	3	x	x		
Jim Nintzel Adjunct Instructor	25	17	B.A.	y	n	1.5	x	x		
Daniel Ramirez Adjunct Instructor	18	1	h.s.	y	n	3				x

## 2. Describe the history of the unit in no more than 500 words.

The [school's history](#) began in 1951 as the University of Arizona Journalism Department and the program was first accredited in 1964. During its initial 40 years it was regarded as a leading department of print journalism. Its faculty were experienced journalists, including Douglas Martin, who won two Pulitzer Prizes for the *Detroit Free Press* before becoming founding head of the department. Alumni worked for major U.S. news organizations, including *The New York Times*, *The Washington Post*, *Newsweek* and The Associated Press. The department expanded its curriculum in the 1970s by establishing a professional master's degree and enabling students to cover stories for community newspapers statewide. The school began publishing *The Tombstone Epitaph* for the town of Tombstone, Arizona, in 1975, and a year later Jacqueline Sharkey founded *El Independiente*, at the time the only bilingual college newspaper in the country produced by journalism students for a community.

By the early 1990s, some university officials believed that advances in the international communication infrastructure made journalists obsolete and mistakenly concluded that journalism was a subject outside the parameters of social science. In 1994, university administrators decided to close the Journalism Department. This led to a public outcry, and a two-year battle ended in a Faculty Senate finding that the grounds for closure were specious. In 1996, the closure order was rescinded. However, the dean and provost at the time froze the size of the faculty at six tenure-track positions and one multiyear lectureship. Meanwhile, undergraduate enrollment, which had dipped during the crisis, began to increase.

In 1999, the department began to rebuild. Faculty suspended entry into the master's program until the curriculum could be redesigned, and committed the department to focusing on journalism, eliminating the public relations and advertising course. The department started a fundraising campaign to develop new instructional laboratories to support curriculum revisions. Journalism also began a series of important interdisciplinary initiatives. The department collaborated with other units to create a global journalism emphasis, and began to integrate broadcast courses into the curriculum.

In the early 2000s, the department underwent significant growth through the leadership of then-Director Jacqueline Sharkey. The department achieved school status in 2008 and increased the number of faculty from seven in 2006 to 15 FTE by 2011. The master's program re-opened in 2008, and the school developed an interdisciplinary emphasis in science/environmental journalism. Undergraduate enrollment was brought into check with pre-major requirements. The introduction of a half dozen research faculty members resulted in significantly increased production in peer-reviewed social science research.

In 2011, David Cuillier stepped in as director and the faculty updated the curriculum to infuse more digital media offerings, implement an assessment program, and expand local and global outreach. Despite the recession and university cuts, including elimination of the school's operations budget by the college, increased fundraising allowed the school to increase its capacity to better serve students and faculty, resulting in new faculty travel funds, teaching engagement grants, amplified efforts in diversity and inclusion, and the introduction of drones, virtual reality, and other emerging news technologies.

### **3. Describe the environment in which the unit operates, its goals and plans, budgetary considerations, and the nature of the parent university.**

#### **Overview**

The School of Journalism is a unit housed within the [College of Social and Behavioral Sciences](#) at the [University of Arizona](#), a state research-intensive land-grant university. Since 1951, the school has provided students with the intellectual liberal arts foundation and professional training that journalists need to cover complex events and issues wherever they occur – locally, nationally, or internationally. Faculty members are active in research and have won major national teaching awards, as well as state and university honors. In school media courses, students publish a community newspaper for the town of Tombstone, create a bilingual magazine covering Southern Arizona, prepare television news reports for the local PBS affiliate, and provide professional quality digital-first content for commercial news organizations through the [Arizona Sonora News](#) course required of all majors.

Through interdisciplinary initiatives, the school has collaborated with academic units within and beyond the college, including the Center for Latin American Studies, School for Middle Eastern and North African Studies, Department of Communication, Department of Spanish and Portuguese, Department of Soil, Water and Environmental Science, the School of Government and Public Policy, and the Information School.

As a result of these partnerships and expertise of faculty, the school has developed specialties in international/border journalism, science/environmental journalism, and public affairs journalism. The overriding mission and culture of the school is to foster democratic self-governance and human rights in the United States and abroad through a strong press dedicated to ethically reporting truth, exposing injustice, and holding those in power accountable.

The school focuses on providing students with the education and training that are essential for journalists working in a global information environment, regardless of the medium, whether print, broadcast, or online. This includes a background in law, ethics, and the function of the press in a democratic system. It is of utmost importance that journalism students at all levels understand how to locate, evaluate, organize, and disseminate information that will provide a comprehensive and accurate accounting of the complex causes and consequences of issues and events in multicultural societies.

#### **Undergraduate Degree**

The school offers a Bachelor of Arts degree in journalism. Journalism is the 24th largest major among more than 100 bachelor's degrees offered at the University of Arizona, and as a unit has the fifth largest number of undergraduate students within the 17 degree-offering departments in the College of Social and Behavioral Sciences.<sup>7</sup> During 2016-17, the school graduated 93 students with bachelor's degrees in journalism. No public relations degree is offered on campus, although the Department of Communication, also within the SBS College, is proposing to create a PR minor starting Fall 2018.

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<sup>7</sup> These comparisons include combining pre-majors with majors, to simplify.

## Top 25 Majors at the University of Arizona

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Major	Fall 2017 Enrollment	Change From 2016
1. Business	4,033	+ 3%
2. Physiology	1,850	- 6%
3. Psychology	1,618	- 11%
4. Computer Science	1,263	+ 3%
5. Public Health	1,013	- 1%
6. Communication	928	+ 11%
7. General Studies	810	- 3%
8. Biology	765	+ 9%
9. Criminal Justice	765	+ 2%
10. Political Science	749	+ 1%
11. Economics	656	0%
12. Nutritional Sciences	640	0%
13. Engineering	629	- 17%
14. Law	598	+ 53%
15. Mathematics	590	+ 2%
16. Nursing	570	- 28%
17. Neuroscience	513	+ 8%
18. Biochemistry	502	0%
19. Molecular & Cellular Biology	481	- 9%
20. Veterinary Science	481	+ 2%
21. Retailing & Consumer Science	466	+ 1%
22. Electrical Engineering	449	+ 10%
23. Mechanical Engineering	440	+ 6%
24. <b>Journalism</b>	<b>414</b>	<b>- 7%</b>
25. Health, Care & Society	387	+ 16%

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### Master's Degree

Following a decade-long hiatus, the school reopened its master's degree program in 2008. It had been put on hold during a time of rebuilding. With the hiring of additional faculty since 2006, the school could once again provide a master's degree without harming undergraduate education, and the program has about 20 enrolled master's students and graduates a half dozen annually. The school offers a professional track intended for people who want to become practicing journalists and a journalism studies track for students who would like to study journalism but not practice it. The school also has developed dual-degree master's programs with other units, including the School of Government and Public Policy, Latin American Studies, Soil, Water and Environmental Science, and the School of Middle Eastern and North African Studies. Also, the school in 2010 started an accelerated master's program where promising undergraduates can earn a bachelor's and master's degree in journalism in five years. The school strategic plan includes the goal of establishing a doctoral program in the next 10 years.

## Goals, Challenges, and Opportunities

The goals, challenges, and opportunities described below reflect the ongoing discussions of faculty in anticipating and adapting to the quickly changing media world and evolving nature of higher education. These and other goals and opportunities are outlined in detail in the school's [strategic plan](#):

- 1. Public relations.** The university has no degree program in public relations, and the school continues to focus exclusively on journalism as its mission. To fill this void on campus, the Department of Communication is proposing to create a public relations minor starting Fall 2018, and then possibly a major several years later. Given about a third of journalism majors surveyed by the school express an interest in public relations and would change majors if PR were available, this new degree program under Communication, if approved, is likely to lower enrollment in the journalism major and minor, and therefore, decrease school funding and electives. The faculty have discussed this at length and have decided it is better to have a smaller and more focused major with dedicated students, rather than one that is large and straying from the school's core mission. This is an opportunity to strengthen the student culture and bolster the school's niche and brand as "just journalism," particularly during a time when investigative watchdog reporting is more important than ever.
- 2. Going global and digital.** To compensate for the lower enrollment of journalism majors, the school can take action to expand in other areas, such as new campuswide courses and degree programs, or through online and global education. Faculty are working on projects to expand the school's reach internationally, including the possibility of creating a "micro-campus" in Peru, as well as online degree programs. These initiatives fit perfectly with faculty members' expertise in global journalism teaching, and research, as well as the work of the school's three-year-old [Center for Border and Global Journalism](#), co-directed by Professors of Practice William Schmidt and Mort Rosenblum. Faculty also have started exploring new degrees in digital media innovation.
- 3. Doctoral program.** Given the University of Arizona is a research-intensive university, it is important that the school hires more research-active tenure-track faculty to build the graduate program and begin a doctoral program, which has been a priority for faculty for years. This will require funding for grad students and increased teaching resources.
- 4. Fundraising.** Because of the death in 2016 of an extremely generous donor, Luda Soldwedel, the school will need to develop new funding sources to cover basic operations, at least until significant estate gifts dedicated to operations endowments come to fruition. This will require entrepreneurial activities, such as online degrees, to provide faculty, staff, and students the resources they need to take it to the next level.
- 5. Retirements.** About two-thirds of faculty members are in their 60s, and while professors can work well into their 70s or longer, it is likely many will retire in the next five years, which could lead to a significant change for the school.

6. **I-Hub.** For the past five years, the school has communicated with a variety of stakeholders in Tucson toward creating an “**Information Hub**” that would provide collaborative spaces for multiple departments (Journalism, Communication, Information School), shared broadcast/multimedia studios for **Arizona Public Media**, student media, and school courses, and a cohabitated newsroom where journalists from newspapers and television work alongside faculty and students – a true teaching hospital. The proposal has the dean’s support and needs donor funding or university support to move forward.

**Question:** So, given these challenges and opportunities, what does the future hold for the school?

**Answer:** An exciting new chapter in journalism at the University of Arizona, building on the strong traditions of the past and nimbly adapting to the changing media landscape.

At the next re-accreditation site visit in six years, the school could look very different. If a public relations major launches in the Department of Communication, the journalism school’s student body could contract by at least a third. This has the potential positive effect of infusing a higher concentration of passionate and journalism-focused students, inspired through face-to-face mentoring from faculty, staff, and adjunct instructors. Expanded digital courses and degrees for non-majors could fortify the school’s financial and staffing position. Every major could leave with more video and digital skills, bolstered by new facilities shared with campus and community media. Online degrees and global programs could expand the school’s reach throughout the world, particularly in Latin America and the Middle East, diversifying the student population and providing life-changing opportunities for U.S.-born students. Half the faculty will be new, bringing additional perspectives and skills to the program, led by tenured full professors and professors of practice working to develop a Ph.D. program, and fully reflecting the diverse population they serve. Estate gifts will begin to mature, boosting the school’s operations budget and providing additional opportunities for students.

Ultimately, the school will be stronger for Arizona and stronger for journalism, which is more important than ever in combatting misinformation, corruption, and threats to civil society. While some journalism and mass communication programs seek to broaden their missions and expand turf, the University of Arizona School of Journalism will focus on what it does best: Prepare dedicated and skilled journalists to serve humanity with thoughtfulness, humility, accuracy, and tenacity.

## **Budgetary Considerations**

The recession led to significant budget cuts in Arizona higher education, slashing state funding more than half – the deepest in the entire nation.<sup>8</sup> Despite funding reductions at the university and college levels, the school has increased its teaching, research, and service activities for the past six years<sup>9</sup> through support from the college dean and generous donors.

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<sup>8</sup> See, for example, <http://www.azcentral.com/story/news/arizona/politics/2015/05/13/midnight-arizona-tops-nation-college-cuts-tuition-hikes/27221021/>

<sup>9</sup> The full-time equivalent of core faculty has increased slightly from 15 in 2011 to 15.2 in 2017.

Starting in 2010 the college swept the school's operations budget, requiring the school to find money elsewhere to cover its \$80,000 in annual operational expenses. This was accomplished through a yearly \$50,000 gift from a donor, along with other fundraising. When the donor passed away in spring 2016, the annual gift ended. The school has been able to make up for most of the difference through increasing operations endowments (from \$170,000 in 2011 to more than \$700,000 today), adding about \$20,000 in revenue from a new summer minor, a \$10,000 adjustment of student fees, and additional fundraising. Planned estate gifts also have increased, from about \$300,000 in 2011 to more than \$2.1 million in 2017.

Also, following the recession the college reduced the school's annual adjunct budget by more than half. Fortunately, Associate Director Nancy Sharkey acquired \$50,000 a year in evening/weekend funding to offer courses at night, maintaining the same teaching level for students so they could continue to graduate on time. The university's evening/weekend program ended in 2015-16, but fortunately the college replaced the funding to maintain the school's teaching levels. The dean, also to his credit, began in 2016-17 to centrally absorb the annual computer charges once billed to departments at \$1,000 per FTE, saving the school \$15,000 a year in expenses. The dean also approved increases in faculty workloads during the past six years, moving several to full-time, and has approved more than a dozen equity raises for faculty and staff.

Indeed, the school faculty did not entrench or cower in the face of tough economic times in Arizona. It charged forward. The number of faculty, staff, and adjuncts is slightly higher than it was six years ago, despite having about 200 fewer majors. As a result, the school has offered more courses to the campus community to foster media literacy, including starting a general-education class that seats up to 275 students each semester, a class in media and terrorism, a course in digital communications law, and a new class about sports and the media. The school also restarted its journalism minor in 2013 and has expanded electives for majors, including greater offerings in video, multimedia, and entrepreneurialism. From a teaching efficiency perspective compared to other college departments, the school is hampered by accreditation requirements to keep skills class sizes at 20 or fewer (though essential for student success). However, one advantage of a journalism program is its efficient use of essential adjunct instructors, who teach about 25 classes a year for the school. The same funds, if spent on tenure-track faculty lines, would yield only six courses per year.

As with most journalism programs, and higher education overall today, more money is needed to propel the school to the next level. Base-level operations funding and college support for the associate director position would enable the school to spend more time building new programs rather than raising money for basic functions.

#### **4. Describe any recent major changes in the mission, goals, or programs and activities of the unit.**

The school has not gone through major changes in its mission or goals since the last site-team visit in January 2012, but rather, has focused on its mission of "just journalism." As a result, the school has steadily built on its strengths and the foundation laid by previous faculty, directors, and staff.

Accomplishments and activities during the past six years have focused on:

- **Governance:** Created a new associate director position and updated core policies and processes, such as the [strategic plan](#), [diversity plan](#), and [annual-review criteria](#).
- **Curriculum:** Added [29 courses](#) in digital media, science journalism, global journalism, sports journalism, and other areas (out of 60 distinct undergraduate courses on the books), launched [specializations](#), restarted the [minor](#), increased broadcast offerings, and added an [accelerated master's program](#) and more [dual master's degrees](#).
- **Diversity:** Bolstered [diversity efforts](#), resulting in a student body that rose from 32.5 percent diverse in 2011 to 36.6 percent in 2016, as well as adding a Latino faculty member and doubling the number of female and minority adjunct faculty members.
- **Faculty:** Increased five part-time faculty to full-time, promoted a cohort of junior faculty through the ranks, added faculty in digital, global, and science/environmental journalism, and provided new development opportunities for everyone, including travel funds and professional leaves for professors of practice.
- **Research:** Grew the graduate program and increased research productivity by 10 percent through peer-reviewed articles and award-winning scholarly books.
- **Student Services:** Expanded [student clubs](#) to 10, more than doubled the number of internship placements, and exceeded national job-placement rates in journalism and mass communications.
- **Resources:** Increased personnel resources by 27 percent, raised \$1.3 million from dedicated supporters, quadrupled the operations endowment, and increased estate gifts from \$300,000 to \$2.1 million.
- **Service:** Expanded public outreach through a new [Center for Border and Global Journalism](#), more than quadrupled [social-media](#) communications, started an [alumni magazine](#), launched a journalism [film series](#), restarted the [Zenger press-freedom award](#) dinner, and coordinated or co-sponsored [high-impact talks](#) watched by hundreds of thousands of people worldwide.
- **Assessment:** Demonstrably and unequivocally produced [better-prepared graduates](#) as documented through a systematic [assessment program](#) used to improve curriculum and measure results.

While still grounded in a long tradition of teaching solid journalism skills, in the past six years the school has kept pace with the evolving media world, including new courses in advanced multimedia, video, news app development, entrepreneurial journalism, and coding. Data journalism is being integrated into required reporting courses and social media into editing and other classes. Extracurricular activities foster engaged learning, such as a new Online News Association student club and a new service for students to provide digital news assistance to media organizations in the state, including use of the school's drones, virtual reality cameras, sensors, and other digital technologies. The school has infused the new with the old, preparing graduates to inform the public, hold those in power accountable, and lead productive, rewarding lives.

**5. If the unit was previously accredited, summarize each deficiency noted in the most recent accreditation report that the site team said should be addressed (Part 3 of site team report), followed by a response to each, explaining actions taken to address the problems and the results. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify these standard(s), the reasons cited, and how these problems have been addressed.**

The site-visit team from 2011-12 identified five deficiencies in its [final report](#):

1. Not enough multimedia curriculum/support (Standard 2)
2. Lack of Hispanic faculty (Standard 3)
3. Misunderstanding of roles between tenure-track professors and professors of practice (Standard 4)
4. Lack of college-provided operations funding and broadcast resources (Standard 7)
5. Inadequate measures in assessment practices (Standard 9)

The accrediting council determined that the school was out of compliance in Standard 9 regarding assessment. These noted five deficiencies, and a description of how the school corrected them during the past six years, are discussed on the following pages.

#### **CURRICULUM (STANDARD 2)**

**Weakness: “Not enough emphasis on multimedia in curriculum and lack of multimedia support.”**

**School Action: Expanded multimedia faculty, courses, and infused digital instruction throughout curriculum**

The school hired a second professor of practice in multimedia in 2013 (Michael McKisson), who launched a new class in entrepreneurial journalism as well as a class in creating news apps. The school also added a class in advanced multimedia, taught by another digital journalism instructor, Kim Newton, and other courses including audio collection and video tools. In 2014 the school hired Rogelio Garcia, a documentary filmmaker, to expand video storytelling. In addition, the school hired adjunct instructors skilled in digital media and began integrating data analysis, data visualization, social media, and other skills into required core reporting courses. The school created a digital productions service that provides news organizations the opportunity to pay students to assist in drone video, virtual reality, sensor journalism, and other new technologies.

#### **DIVERSITY (STANDARD 3)**

**Weakness: “A faculty with no Hispanic or African American members among the fulltime faculty, while the student body is 19 percent Hispanic and 5 percent African American.”**

**School Action: Hired additional minority faculty and adjunct instructors**

The accreditation committee was not entirely correct in its statement that the school had “A faculty with no Hispanic.”<sup>10</sup> At the same time, faculty acknowledged that the school absolutely needed more. Since 2011 the school made progress by hiring a second Hispanic faculty member (Rogelio Garcia) as well as hiring 10 minority adjunct instructors out of 29 adjunct hires since 2011 (34 percent), including a female Asian, male African American, two female Native Americans, and five Hispanics. More is needed. The school created a minority visiting fellow program to invite diverse prospective faculty hires to campus and proactive outreach at conferences. A proposal to hire an additional Latina tenure-track faculty member, as a joint appointment in Latin American Studies, will be proposed to the dean and provost in Spring 2018. While the school is far from where it should be, it continues to make progress.

#### **FACULTY (STANDARD 4)**

**Weakness: “Faculty cognitive dissonance concerning the role and responsibilities of tenure-track faculty and professors of practice.”**

**School Action: Improved communication and addressed personnel issues**

At the time of the self-study, many of the faculty were relatively new to the school and to academia. Over the years, continued discussions and communication have helped the faculty better understand each other’s roles. For example, in revamping the annual-review criteria in 2015-16, faculty members were able to develop a greater understanding of each other’s roles, including research duties. Also, during the past few years several personnel issues were resolved that led to improved school morale and camaraderie. While disagreement can flare on occasion, as in any workplace, the school prizes its faculty’s overall collegiality and mutual respect and understanding.

#### **RESOURCES (STANDARD 7)**

**Weakness: “Lack of operating budget and broadcast equipment in the unit.”**

**School Action: Increased fundraising, summer/winter revenues and fees**

As noted earlier in this section, the college still provides no operating budget, requiring the school to cover its \$80,000 annual operations expenses on its own. To overcome this challenge and continue building the program, the school ramped up fundraising efforts, increased operations endowments from \$150,000 to \$700,000, raised estate gifts from \$300,000 to \$2.1 million, implemented a summer minor that added \$20,000 in annual revenue, and adjusted program fees and course fees. As a result, the school has been able to grow and provide students the equipment and facilities they need. Additional broadcast cameras have been purchased. Also, a new college-funded practice broadcast studio opened in Fall 2017 that can be used for school broadcast courses, in addition to the facilities at Arizona Public Media on campus.

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<sup>10</sup> As a Filipino American, Celeste González de Bustamante self-identifies as partly Hispanic, given the former Spanish colonial rule of the Philippines via the Viceroyalty of New Spain. A fluent writer and speaker of Spanish, Dr. González de Bustamante’s research has focused on media systems in Mexico, Latin America, and the U.S.-Mexico borderlands.

## ASSESSMENT (STANDARD 9)

**Weakness: “An assessment system that does not offer systematic ways of evaluating teaching/learning effectiveness or offer mechanism for making curricular adjustments.”**

### **School Action: Closed the loop**

A year before the last site visit, the school had scrambled to implement an assessment program, which was enough time to collect initial data and make curricular adjustments, but not enough time to measure results, or “close the loop.” During the past six years the school has been able to refine its multiple direct and indirect measures, evaluate the data annually, make numerous adjustments to curriculum, and evaluate follow-up data to see if the changes made a difference. The program helped identify – and improve – student learning in numeracy and other essential areas. The loop is closed. The [assessment program](#) has been recognized as a model on campus, and faculty members continue to improve it each year.

## **6. Describe the process used to conduct the self-study, including the roles of faculty members, students and others. Describe the strengths and weaknesses of the program discovered during the process, and describe any changes undertaken or planned as a result.**

The self-study for accreditation began in 2016-17 and continued into Fall 2017, coordinated by Director David Cuillier and Program Coordinator Debbie Cross. Faculty and staff contributed to specific questions relevant to their work. Student input was solicited through surveys and informal discussions. Following production of the first drafts of the sections in September, the self-study was provided for faculty, staff, and advisory council members to provide corrections and further suggestions. After review by the college, provost’s office, and ACEJMC staff, the final version was finished Nov. 8 and distributed to site-team members.

In addition to re-accreditation, the school is undergoing an [Academic Program Review](#), which the [Board of Regents](#) requires for every academic unit in Arizona universities every seven years.<sup>11</sup> The last school APR was conducted in Fall 2011, also coupled with re-accreditation. The university agreed to incorporate the ACEJMC evaluation and review in its program review to accomplish both reviews the same year. In addition, the school will undergo APR this year for its master’s program, separate from the [ACEJMC process](#).<sup>12</sup>

The self-study, as always, was useful in helping faculty take stock of the school’s accomplishments. Like hiking up the Santa Catalina Mountains, sometimes it takes something like a re-accreditation process to stop for a moment, look back at the incredible heights achieved, and then look ahead to the rest of the peaks ahead. As a result of the process, the faculty identified several strengths and weaknesses of the school, as well as determined a strong vision for the future, laid out in the strategic plan:

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<sup>11</sup>Arizona Board of Regents Policy Manual, Policy No. 2-208.

<sup>12</sup> A self-study for the master’s program was finished on Nov. 8, as well, and a separate site team was scheduled to conduct its site visit Nov. 29-30, 2017, led by Arizona State University Professor Doug Anderson.

## Strengths

- Committed, experienced world-class faculty who believe in “just journalism” (no public relations, advertising, speech, or other communication-related tracks) provide a strong vision and focus. The faculty voted in 2014 to affirm this mission, a relatively unique brand, and one that faculty believe in fiercely for the good of journalism and democracy.
- Global journalism and science/environmental journalism continue to grow as specialties in the school, further defining and distinguishing the program from others in the region and nation.
- The school serves students well, providing a foundation for on-time graduation and excellent preparation for careers in journalism or other fields. Despite the recession and cuts, the school is stronger than ever, and its robust assessment process demonstrates that. This is a testament to the hard-working staff, shared faculty governance, college support, and dedicated professors.
- Faculty research productivity continues to increase, thanks to a maturing cohort of junior faculty who have worked through to associate professor and are now moving toward full.

## Weaknesses

- Lack of a basic operations budget continues to hamper progress and, to some extent, morale within the faculty. The school has done well to make up for the \$80,000 annual budget gap, with some recent help from the college, but it has taken a toll.
- Structural weaknesses as a non-independent unit within a college create challenges for competing against other journalism programs that have greater autonomy and are better funded.
- While the school has made progress since 2012 in diversifying its core faculty and adjunct instructors, it still falls short. The school needs at least two more Hispanic faculty members to represent the student population it serves, and should also seek out African-American and Native American faculty.

## Changes Needed

- Take steps to make the school more financially independent and advance the mission (e.g., return some basic level of operations funding from the college, develop revenue-generating degrees and ventures).
- Form partnerships with news organizations, the tech industry, and campus units to create dynamic opportunities in digital journalism (e.g., the [I-Hub](#)).
- Enhance the [Center for Border and Global Journalism](#) by finding funding through philanthropy or grants to hire a full-time director and amplify programming.
- Hire at least two more Hispanic bilingual faculty members to enable online offerings in Spanish and English, and to better serve the quarter of journalism majors who are Hispanic. Also should add additional diversity to the faculty, including an African-American and another Native American.
- Explore new interdisciplinary initiatives and grants with science units on and off campus to expand the science/environmental journalism emphasis.
- Build the research program toward creating a Ph.D. in five to 10 years.

## **7. Provide the Web links to undergraduate catalogs and other publications that describe the mission and scope of the unit, its curriculum, administrative and graduation requirements.**

A variety of resources are available online for students and others to understand the courses and graduation requirements. In addition, a list of all journalism courses, including the 29 new classes added since the last re-accreditation visit in 2012, is provided online and in the workroom materials.

- All bachelor's degree graduation requirements are the same at the university – 120 units, 42 of which are upper division, 47 of which are general-education courses, and the remaining in the major, minor, and electives. See the university's policy at <http://catalog.arizona.edu/policy/graduation-grade-averages-and-credit-requirements>
- The university general catalog is provided online for students, including basic details of the school, its mission, and scope, and links to the academic calendar, departments, course descriptions and academic polices. The main page is available online at <http://catalog.arizona.edu/courses>
- An online pdf for the list of journalism courses in the current university catalog is available at [https://uaccess.schedule.arizona.edu/psp/uazsapr2/UA\\_CATALOG/HRMS/h/?tab=DEFAULT](https://uaccess.schedule.arizona.edu/psp/uazsapr2/UA_CATALOG/HRMS/h/?tab=DEFAULT)
- A synthesized course planning guide is available for students at the school website, including a course planning form. <https://journalism.arizona.edu/node/563>
- An explanation of how to specialize in global reporting or broadcast, along with the required courses, is provided at <https://journalism.arizona.edu/specialize>



The School of Journalism has operated out of the third floor of the Marshall Building since 2004.

## **PART II, STANDARD 1**

# **MISSION, GOVERNANCE AND ADMINISTRATION**

### **Executive Summary**

The School of Journalism is one of 32 units within the College of Social and Behavioral Sciences at the University of Arizona, a research-intensive public university. Launched in 1951 as the Department of Journalism, the school remains focused in its mission to serve journalism – in all its forms – with strengths in global journalism, science and environmental journalism, and public affairs reporting, while adapting to the highly dynamic and evolving media world. The school adheres to the principles of shared faculty governance, coordinated for the past six years by Director David Cuillier and Associate Director Nancy Sharkey.

**1. Describe the administrative structure of the unit, including to whom the unit administrator reports to within the university. Include names and titles. The information should extend from the lowest level of administrative responsibility within the unit to the institution's chief executive officer.**

The university is governed by members of the [Arizona Board of Regents](#), who are appointed by the governor and reliant on the Legislature for higher-education funding. In Spring 2017 the regents hired [President Robert Robbins](#), the executive leader of the university, who began his tenure Summer 2017. Senior Vice President for Academic Affairs and Provost [Andrew Comrie](#) oversees the colleges on campus, including the [College of Social and Behavioral Sciences](#), which houses the [School of Journalism](#) and 31 other departments and centers.

The university operates under a three-year-old responsibility centered management system, meaning funds are distributed to colleges based on the number of majors and student credit hours they generate for the university, minus costs, such as physical space. The college dean, [John Paul Jones III](#), decides how to distribute funds to the college's departments, including the School of Journalism. Ultimate decisions, including hiring, personnel policies, space allocation, and budgeting, are decided by the college dean in consultation with the school director and faculty.

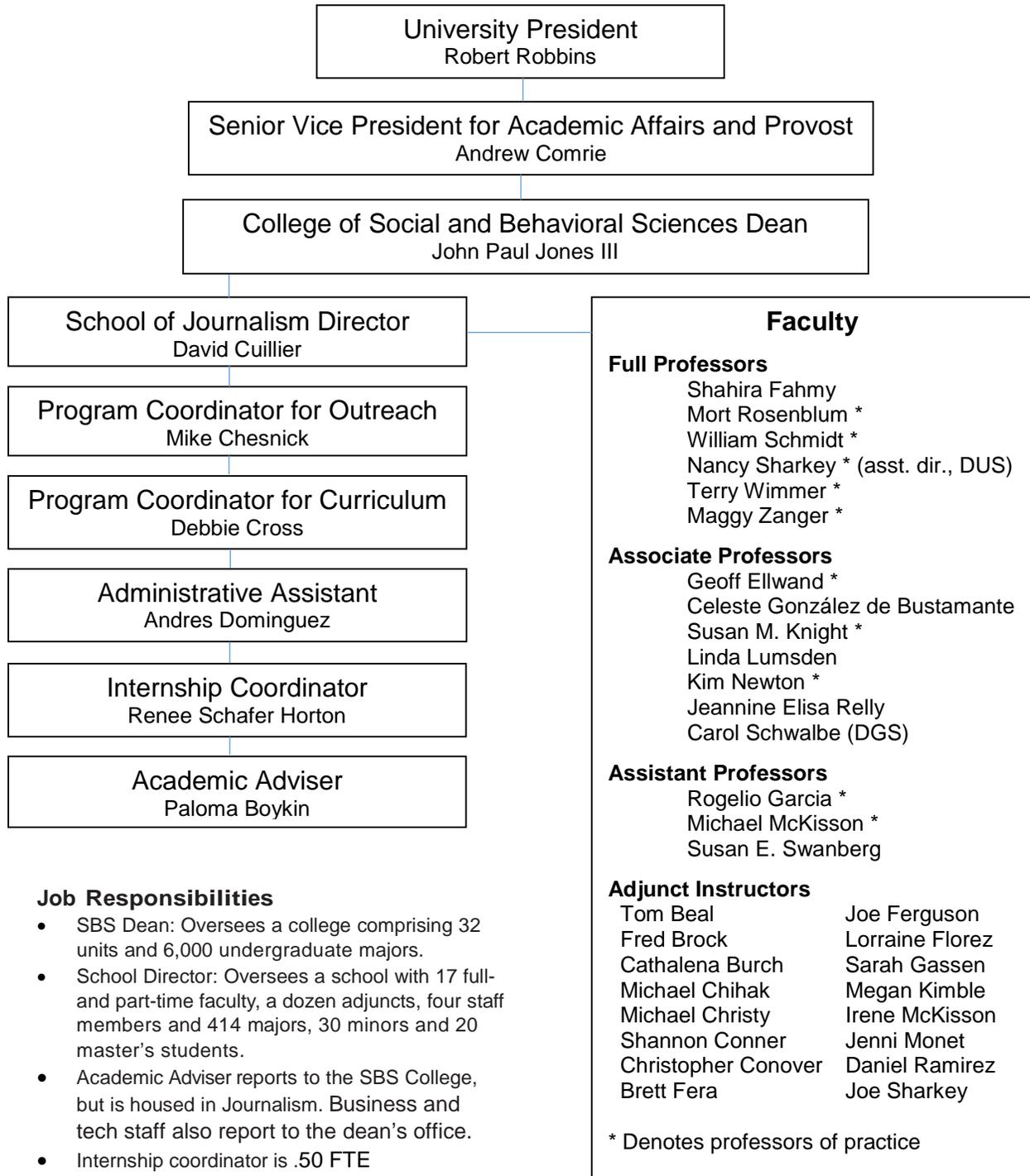
At the school level, the 17 core faculty members are responsible for key policy and curriculum decisions within the program. Director David Cuillier, who reports to the faculty and College of Social and Behavioral Sciences dean, is responsible for carrying out administrative functions year-around, including budgeting and course assignments, taking into consideration input from faculty, staff, and students. The director's time is assigned 50 percent to school administration, in addition to 20 percent teaching (1-1 course load), 20 percent research, and 10 percent service. The director is provided a \$15,000 stipend by the college for the year-round duties in addition to a 1-1 course release. He is assisted by Associate Director Nancy Sharkey, who leads assessment efforts, technology planning, course scheduling, and also serves as director of undergraduate studies. The associate director receives a \$7,500 stipend and one annual course release, paid for by the school.

Four staff members – two program coordinators (Mike Chesnick and Debbie Cross), an administrative assistant (Daniel “Andres” Dominguez), and a .50 FTE internship coordinator (Renee Schafer Horton), report to the director. Staff members for business affairs (Jennifer Paine, Martha Castleberry, and Kris Hogeboom), tech assistance, and academic advising (Paloma Boykin) report to the dean's office. Because the school does not offer a doctoral program it does not employ graduate teaching assistants, so all instruction is conducted by faculty or adjunct instructors. Some courses are aided by hourly paid undergraduate or master's degree students serving as graders or lab assistants.

See organizational flow chart on the next page.

# University of Arizona School of Journalism Organizational Chart

Fall 2017



**2. Describe the unit's process for strategic or long-range planning. Provide a copy of the unit's written strategic or long-range plan. This plan should give the date of adoption/revision and any timeline for achieving stated goals. Discuss how the plan provides vision and direction for the unit's future and how it is has encouraged and contributed to quality and innovation in the unit.**

See the next page for the school's [strategic plan](#), first adopted in Fall 2011 and updated at the faculty's annual fall retreat, an off-site gathering started in 2011 and held each August to foster strategic thinking and planning. All major planning decisions are made by the faculty acting as a committee of the whole. Faculty members systematically walk through the plan, deleting completed tasks and adding items, and set priorities that align with the school mission statement. The plan is broken into four areas consistent with the university's "[Never Settle](#)" [strategic plan](#) developed in 2013 and the College of Social and Behavioral Sciences' [strategic plan](#): Synergy, partnerships, innovation, and engagement. The university is currently undergoing a strategic planning process this 2017-18 year with the new president.

The school strategic plan guides decisions by the director and faculty. The faculty assign timelines to some of the goals, as well as assigned individuals, to facilitate completion. The plan is a "living document," ever changing and evolving, rather than a file to collect dust on a shelf. For example, the plan has helped the school build its key areas of global journalism, science and environmental journalism, and public affairs reporting. Strategic planning, in conjunction with evaluation of assessment data and the diversity plan, has helped the faculty focus on curriculum improvements, such as launching new diversity faculty recruitment efforts and infusing data journalism and social media through required courses.

Strategic planning also has helped faculty start new initiatives in research, teaching, and outreach. For example, the plan guided the establishment of the [Center for Border and Global Journalism](#) in 2014. It also helped faculty create research partnerships with other institutions through the [Border Journalism Network](#), and joint projects with researchers at [Biosphere 2](#) for the school's [science and environmental journalism program](#).

# UNIVERSITY OF ARIZONA SCHOOL OF JOURNALISM

## STRATEGIC PLAN

(Updated Aug. 17, 2017<sup>13</sup>)

### OVERVIEW

Acknowledging a changing media landscape, the School of Journalism must build a dynamic interdisciplinary curriculum that reinforces the enduring role of journalists — and journalism — in supporting a democratic society. We must build on our core strengths in:

- global and border journalism
- science, environmental, and health journalism
- public affairs watchdog reporting
- innovation, technology and entrepreneurial journalism

We will do this by working closely with other units across the university and by creating innovative scholarship and research partnerships with industry and communities locally, nationally, and internationally. We must engage our students — and our faculty — more deeply in a global experience, so they have the skills, context and knowledge to understand and interpret a world that technology has rendered smaller and where information moves at the speed of light. We will:

1. Create synergy through interdisciplinary collaboration with units across academic disciplines to build on the school's strengths of global, science, and public affairs journalism.
2. Foster innovation in research, teaching and service to meet the demands of a fast-changing media landscape.
3. Build creative partnerships across the university, the media industry and local and international communities.
4. Provide students with more opportunities for engagement on campus and with the world beyond.

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<sup>13</sup> The plan was first created in 2011 and is updated every August at the annual faculty retreat.

## GOAL 1: SYNERGIES

CREATE SYNERGY THROUGH INTERDISCIPLINARY COLLABORATION WITH UNITS ACROSS ACADEMIC DISCIPLINES TO BUILD ON THE SCHOOL'S STRENGTHS OF GLOBAL, SCIENCE, AND PUBLIC AFFAIRS JOURNALISM.

### OBJECTIVE A: EXPAND INTERDISCIPLINARY COLLABORATIONS IN GLOBAL AND BORDER JOURNALISM.

1. **Grow the Center for Border & Global Journalism.**
  - Identify project and grant opportunities in collaboration with Latin American Studies, Middle East and North African Studies, and other units. Apply for at least two per year.
  - Acquire funding for a named chair.
2. **Expand U.S./Mexico border initiatives**, building on relationships with Mexican universities, Global Initiatives, and Latin American Studies. Explore a certificate in border studies.
3. **Explore expanding the master's program to create an M.A. in Global Journalism in collaboration with other UA global partners.**
4. **Create an interdisciplinary doctoral program in Global Journalism Studies for launch in five to 10 years.**
  - Build the master's program to 10-20 incoming students per year through increased promotions and adjustments to make it more attractive to potential students.
  - Seek college support for TA/RA support.
  - Explore a multidisciplinary approach to pressing issues of journalism worldwide, including working with the Communication Department and other units that share similar interests.

**OBJECTIVE B: INCREASE INTERDISCIPLINARY RESEARCH AND TEACHING IN THE SCIENCES.**

- 1. Promote journalism courses that focus on science and the environment.**
  - Build on existing science and environmental courses, working with other science units on campus, such as a gen-ed and courses targeted for science majors, or a classlet on health journalism.
  - Foster collaborations between journalism and science students through courses and projects, such as through the “View” magazine/app projects.
- 2. Expand dual-degree master’s programs in Science Journalism.**

**OBJECTIVE C: EXPAND INTERDISCIPLINARY COLLABORATIONS IN PUBLIC AFFAIRS WATCHDOG REPORTING.**

- 1. Build a watchdog component in school media in collaboration with media partners, such as the Arizona Center for Investigative Reporting and visiting investigative reporters.**
- 2. Explore the possibility of a new investigative reporting or watchdog reporting course.**

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**GOAL 2: INNOVATION**

**FOSTER INNOVATION IN RESEARCH, TEACHING, AND SERVICE TO MEET THE DEMANDS OF A FAST-CHANGING MEDIA LANDSCAPE.**

**OBJECTIVE A: INCREASE INNOVATION IN RESEARCH.**

- 1. Seek innovative research grants to advance our strengths in global, science and watchdog journalism.** (Debbie to ramp up grant-writing training 2017-18.)

2. **Continue to increase funds for faculty research, travel and professional development, prioritizing innovative research and teaching opportunities.**

#### **OBJECTIVE B: EXPAND DIGITAL OFFERINGS.**

1. **Infuse digital, social media, and entrepreneurial concepts throughout curriculum.** (FUCC to work on 2017-18.)
2. **Increase opportunities for students to learn multimedia journalism in school media.**
  - Integrate broadcast into ASN (starting spring 2018).
  - Create a multimedia newsroom.
  - Hire a full-time school media director (more likely to occur upon Terry's retirement in three years).
3. **Hire another full-time professor of digital media to support faculty and champion digital journalism in the school.**
4. **Explore new forms of course delivery, such as online hybrids or online programs/certificates.**
5. **Find ways of bolstering faculty skills in technology (workshops, training, etc.)**

#### **OBJECTIVE C: FOSTER INNOVATION IN THE MEDIA INDUSTRY.**

1. **Develop innovation outreach opportunities for media companies**
    - Develop a lab for entrepreneurial innovation that will consult with local and national businesses to create new forms of news delivery (e.g., I-Hub in collaboration with the Information School).
    - Start a journalism tech business to serve Arizona media. (Michael McKisson to launch Fall 2017 following university approval.)
-

## **GOAL 3: PARTNERSHIPS**

**BUILD CREATIVE PARTNERSHIPS ACROSS THE UNIVERSITY, THE MEDIA INDUSTRY AND LOCAL AND INTERNATIONAL COMMUNITIES.**

### **OBJECTIVE A: INCREASE STUDENT OUTREACH FOR ARIZONA COMMUNITIES.**

- 1. Promote Arizona Sonora News and build relationships with news organizations throughout the region, including Mexico, through personal visits (eventual new full-time ASN director).**
- 2. Expand the Don Bolles Fellowship.** Seek additional partners (e.g., AZ CIR?) to expand the fellowship to fall semester.
- 3. Create linkages with Arizona high school and community college journalism programs, offering training and recruiting top students.** (Talk to Renee and/or Mike Chesnick about coordinating faculty adopt-a-school system 2017-18 for major recruitment and diversity.)

### **OBJECTIVE B: DEVELOP PARTNERSHIPS WITH MEDIA COMPANIES FOR NEW FACILITY (I-HUB).**

- 1. Work with local media organizations and related campus units toward creation of an information hub building with converged newsroom and research facilities.**
- 2. Identify donors to support the I-Hub partnership and get central administration support.**

### **OBJECTIVE C: DEVELOP COMMUNITY AND CAMPUS PARTNERSHIPS.**

- 1. Start new conversations with Arizona Public Media for potential partnerships in sharing a new building, increasing student engagement, and other initiatives (Rogelio and Dave).**

2. Explore relations with College of Agriculture and Life Sciences, and health sciences.
- 

## **GOAL 4: ENGAGEMENT**

**PROVIDE STUDENTS WITH MORE OPPORTUNITIES FOR ENGAGEMENT ON CAMPUS AND WITH THE WORLD BEYOND.**

**OBJECTIVE A: EXPAND SERVICE-LEARNING OPPORTUNITIES FOR STUDENTS TO GAIN HANDS-ON WORK EXPERIENCE.**

1. **Create new partnerships and enhance existing partnerships with media to sponsor more paid internships and other professional opportunities.**
2. **Expand internships internationally.** Seek out funds to support more global journalism opportunities for students, including study abroad and internships.
3. **Seek funding for engagement activities and classes.** Expand opportunities for engaged learning (e.g., border class, D.C./NYC classes, drone project).

**OBJECTIVE B: RECRUIT AND RETAIN A DIVERSE STUDENT BODY.**

1. **Recruit top students and faculty/staff from a diverse pool.**
  - Expand efforts to recruit from areas of diverse populations, such as visits to tribal high schools.
  - Start first-generation school club. (Susan Swanberg to start and advise Fall 2017.)
  - Proactively recruit diverse faculty and staff. (Plan another visiting diversity fellow for spring 2018.)
  - Incorporate diversity and inclusion throughout the curriculum and school activities.
  - Aid the Maynard Institute in creating nationwide diversity teaching modules (Jeannine).

**2. Improve retention and graduation rates.**

- Increase communications between the director and students (monthly gatherings with grad students to start Fall 2017, examine starting student representation for the school).
- Provide resources for faculty to help increase student belonging and resources for mental health.

**OBJECTIVE C: STRENGTHEN COURSES TO ENSURE GRADUATES ARE ENGAGED AND INTERNATIONALLY COMPETITIVE.**

**1. Evaluate curriculum and new learning opportunities.**

- Identify objectives for some electives, outline measures to gauge outcomes and refine assessment procedures for improving the curriculum.
- Infuse multimedia, social media, and digital storytelling throughout courses.
- Finish integrating the data modules.
- Expand field opportunities.
- Explore and expand interdisciplinary offerings.

**2. Continue to market and grow the journalism minor (explore shifting to fall/spring). Communicate to students the work required.**

**3. Explore new degrees, certificates, specialties, online courses, and micro-campuses.**

**OBJECTIVE D: ENHANCE STUDENT EXPERIENCE THROUGH PROFESSIONAL AND RESEARCH ENGAGEMENT ACTIVITIES.**

**1. Foster professional connections for students.**

- Support and encourage engaged research collaborations between faculty and students, such as through work groups (monthly Talk and 'Tizers).
- Engage the Journalism Advisory Council with students.

**3. Describe the unit's policies and procedures for faculty governance. Provide online or make available in the site team workroom a copy of faculty policy manuals, handbooks or other documents specifying policies, procedures and the roles of faculty and students in governance and in development of educational policy and curriculum.**

School policy materials are provided [online](#). Faculty members make major decisions as a committee of the whole, with equal voting rights given to all core faculty, including tenure-stream faculty and professors of practice, full-time and part-time. Discussions are held during monthly [faculty meetings](#). Any faculty member can ask that an issue be added to the meeting agenda. Votes are conducted by voice or a show of hands except in matters relating to promotions and new faculty hires, which are done by secret ballot.

Shared governance is in the spirit of the school's policies, which state:

All administrative and educational policies of the school director remain subject to review by the faculty. The ideas, goals, undertakings and achievements of the school should be a matter of personal satisfaction to each member, and publicly attributable not to an individual, but to the school.<sup>14</sup>

The school policy reflects the spirit of the state's shared faculty governance law, and university and Faculty Senate documents regarding shared governance. For more details, see the school's [Policy and Procedure Manual for Faculty and Staff](#).

**4. How often did the faculty meet during the most recent academic year?**

The faculty met monthly, on Wednesday mornings, during the 2016-17 academic year. On occasion, the faculty met at other times to discuss pressing issues. Last year, the faculty met a total of 12 times, including retreats in August and January. They do not meet over the summer. [Minutes of those 12 meetings](#) are provided online and in the workroom materials.

**5. List faculty committees and chairs. List any ad hoc committees in operation at the time of the self-study.**

The list on the following pages contains the school's standing and ad-hoc committees, listed in alphabetical order, and the general responsibilities of each, along with individual assignments for other school service duties. Major work done by these committees is brought to the faculty for review, comment, and approval.

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<sup>14</sup>[University of Arizona School of Journalism Faculty Hiring and Promotion Policies](#), p. 3.

**Assessment Committee** – Responsible for implementing the assessment plan, including coordinating the gathering of data and making recommendations for curriculum change. Produce an annual report for faculty review at the fall retreat.

*Chair:* Nancy Sharkey

*Members:* Susan Knight, Jeannine E. Relly, Renee Schafer Horton, Michael McKisson, Paloma Boykin

**Diversity and Inclusion Committee** – Responsible for making recommendations to diversity plan updates, coordinating the annual diversity report, and leading diversity activities for the school.

*Chair:* Maggy Zanger

*Members:* Linda Lumsden, Jeannine E. Relly, Susan E. Swanberg

**Faculty Affairs Committee** – Responsible for recommending updates to school policies regarding annual performance review, promotion and tenure, and other faculty issues. Also oversee the annual review process and advise the director on individual reviews that require remediation or other action, as per UHAP.

*Chair:* Celeste González de Bustamante

*Members:* Terry Wimmer, Carol Schwalbe, Jeannine E. Relly

**Faculty Undergraduate Curriculum Committee** – Responsible for ongoing review of undergraduate courses, sequences, and content – including the infusion of additional multiplatform components into each class.

*Chair:* Nancy Sharkey (director of undergraduate studies)

*Members:* Susan Knight, Kim Newton, Carol Schwalbe, Terry Wimmer, Michael McKisson, Rogelio Garcia

**Global Journalism Committee** – Responsible for developing the international journalism emphasis in the school, particularly in supporting the Center for Border and Global Journalism. The committee also would attend to any border or travel issues, such as border safety, conferring with relevant faculty as needed.

*Chair:* William Schmidt

*Members:* Celeste González de Bustamante, Kim Newton, Jeannine E. Relly, Mort Rosenblum, Carol Schwalbe, Maggy Zanger, Geoff Ellwand

**Graduate Committee** – Responsible for ongoing review of graduate courses, sequences, and content. This committee also reviews applications from prospective students, and recommends other policies relating to the graduate program.

*Chair:* Carol Schwalbe (Director of Graduate Studies)

*Members:* Celeste González de Bustamante, Terry Wimmer, Maggy Zanger, Jeannine E. Relly, Susan E. Swanberg, Linda Lumsden. Graduate coordinator is an ex officio member.

**Grants Committee** – Responsible for identifying potential grants compatible with the school and alerting relevant faculty/staff.

*Chair:* Jeannine E. Relly

*Members:* Susan E. Swanberg, Mike Chesnick, Debbie Cross

**Online Task Force** – Responsible for researching and developing online degree proposals, presenting them to faculty, and shepherding them through the system.

*Chair:* Jeannine E. Relly

*Members:* Michael McKisson, Linda Lumsden, Celeste González de Bustamante, Carol Schwalbe (Grad Committee), Nancy Sharkey (FUCC)

**Re-accreditation Self-Study Task Force** – Responsible for directing the self-study for re-accreditation and the academic program review.

*Chair:* David Cuillier

*Members:* Nancy Sharkey, Carol Schwalbe, Jeannine E. Relly, Michael McKisson, Mike Chesnick, Debbie Cross, Susan E. Swanberg, Frank Sotomayor, Bobbie Jo Buel.

**Student Affairs/Awards Committee** – Responsible for issues, policies and events involving students, such as annual scholarships and student awards.

*Chair:* Michael McKisson

*Members:* Terry Wimmer, Susan Knight

**Technology Committee** – Responsible for a continual review and planning process for instructional technology. The committee will consult with all faculty, technology instruction personnel, and the school director regarding current and long-term needs for computer laboratories, seminar rooms, and the school’s server facility.

*Chair:* Nancy Sharkey

*Members:* Michael McKisson, Kim Newton, Rogelio Garcia

**Coordinators**

**Director of Undergraduate Studies**

Nancy Sharkey

**Director of Graduate Studies**

Carol Schwalbe

**Diversity Coordinator**

Maggy Zanger

**Science/Environmental Journalism Coordinator**

Carol Schwalbe

**Global Journalism Co-Directors**

William Schmidt & Mort Rosenblum

**Club Advising Coordinator**

Susan Knight

Society of Professional Journalists adviser

Susan Knight

Native American Journalists Association adviser

Jacelle Ramon-Sauberan

National Association of Hispanic Journalists

Celeste Bustamante

National Association of Black Journalists adviser

Chyrl Lander

Asian American Journalists Association adviser

Celeste Bustamante

National Press Photographers Association adviser

Kim Newton

Online News Association adviser

Michael McKisson

Sports Journalism Club adviser

Mike Chesnick

Journalism and Women’s Symposium adviser

Sarah Gassen

First Generation Club adviser

Susan E. Swanberg

**Community/Alum Outreach Coordinator**

Mike Chesnick

**High School Outreach Coordinator**

Mike Chesnick

**Finley Competition Coordinator**

Susan Knight

**Academic Integrity Coordinator**

David Cuillier

**Honors Coordinator**

Nancy Sharkey

**Study Abroad Coordinator**

Nancy Sharkey

<b>Course Scheduling Coordinator</b>	Debbie Cross
<b>Disabilities Coordinator (DRC liaison)</b>	Susan Knight
<b>Institutional Research Board Representative</b>	David Cuillier
<b>Kappa Tau Alpha Adviser</b>	Jeannine E. Relly
<b>Liaison to MENAS and Center for CMES</b>	Maggy Zanger
<b>Liaison to Center for Latin American Studies</b>	Celeste González de Bustamante
<b>Faculty Handbook Coordinator</b>	Mike Chesnick
<b>Articulation Coordinators</b>	Nancy & Susan Knight
<b>Contest Coordinator</b>	Renee Schafer Horton
<b>Loft Film Series Coordinators</b>	William Schmidt, Nancy Sharkey

## **6. Describe the faculty's contributions to the administration and governance of the university.**

Faculty members participate in a variety of governance activities for the college and university, including:

- Jeannine E. Relly serves on the college's Diversity and Inclusion Committee, the college Transnational/Global Committee, the executive committee for the college Human Rights Practice Program, the Center for Middle Eastern Studies Governing Board, the university's Commission on the Status of Women's Equity and Mentoring Committee, and the Center for Digital Society & Data Studies Advisory board.
- School Associate Director Nancy Sharkey serves on the college Tech Advisory Committee and college Undergraduate Advisory Committee. She is also active in assisting the Honors College and was on the university's Fulbright Screening Committee for four years.
- Susan E. Swanberg serves on the college's Social and Behavioral Sciences Research Institute Advisory committee.
- Susan Knight, Celeste González de Bustamante, and Linda Lumsden have served on the College of Social and Behavioral Sciences Faculty Advisory Committee, and Professor Knight served as a Faculty Fellow to mentor students in student life. Knight and Professor Terry Wimmer have both served on the University Hearing Board.
- Celeste González de Bustamante has served on the dean's review committee, the college Undergraduate Advisory Committee, Grade Appeal Committee, Global Committee. She also will serve this year as the university's first assistant director of faculty initiatives in the Office for Diversity and Inclusive Excellence and the Vice Provost for Faculty Affairs.
- Professor Carol Schwalbe is a member of the Institute of the Environment's Faculty Advisory Committee and the selection committee for the provost's University Distinguished Outreach Faculty.
- Michael McKisson served on the college Scholarship Committee.
- Internship Coordinator Renee Schafer Horton has served on the university Academic Advising Program Review team and university's Professional Advising Council.
- Linda Lumsden serves on the college's Faculty Advisory Committee and the UA Library-ASU Library Joint National Endowment for the Humanities' National Digital Newspaper Project.

- Maggy Zanger is an affiliated faculty member and board member for the university's Center for Middle Eastern Studies.
- Director David Cuillier is lead co-chair of the university's HeadsUp Steering Committee, providing the university's 140 heads and directors a voice and seat at the table of the Provost's Council. He also serves on the university's 2017-18 Responsibility Centered Management budget review committee, and numerous hiring and review committees for department heads and vice presidents across campus.

## **7. Describe the process for selecting, appointing and evaluating unit administrators.**

The school director is appointed by the college dean in consultation with faculty. The current director, David Cuillier, was appointed interim director in July 2011 and then was appointed permanent director in March 2012 without a search, following a recommendation by faculty.

The director's administrative performance is reviewed by the dean each summer for the administrative part of his workload (50 percent). The director's other duties in teaching (20 percent), research (20 percent), and service (10 percent), are reviewed by faculty each spring during the [school's peer-review process](#). This anonymous process is done in accordance with procedures developed by the university and College of Social and Behavioral Sciences. The faculty updated the review criteria in 2015-16 through a collaborative yearlong process.

A college-level review is conducted during the school director's fifth year. Three committee members are chosen by journalism faculty members from their own ranks by secret ballot. The dean appoints an outside member of the college faculty to be head of the review committee. Anonymous questionnaires are distributed to all full-time and part-time faculty and staff, and to student groups. The committee writes a report for the dean. After the review, the dean and the director discuss whether the school director's appointment should be renewed for an additional five years. If the director decides after this discussion that she or he would like to serve another term, the faculty votes on the reappointment by secret ballot. The final decision rests with the dean.

In addition to the five-year review, directors may seek further insights through a 360-degree feedback survey conducted by Human Resources. Director Cuillier requested a 360-degree survey in 2015, and as a result learned he could communicate more frequently with faculty and staff. He discussed the [results](#) with faculty and made adjustments accordingly.

The director was due to undergo a five-year review in 2016-17 but decided, following the November 2016 election, to step down as of June 30, 2017, to continue his research and national outreach in press rights and freedom of information. He continued, however, as director one additional year, 2017-18, as requested by the dean and faculty to facilitate the re-accreditation process. The college and faculty are currently working to designate a new director. Following his seven years of directorship for the school, Professor Cuillier will remain on faculty to assist in a seamless transition and to maintain momentum in the school's strategic initiatives, assessment, and fundraising.

## **8. Describe the unit's process for timely and equitable resolution of complaints and concerns expressed by faculty, staff or students.**

### **a. Faculty**

At the start of each academic year, the school director leads orientations for full-time and adjunct faculty members so general issues can be discussed, and new Board of Regents, university, and college policies can be explained. Any faculty member can add an item to the agenda for these [meetings](#). Full-time faculty members raise general concerns at faculty meetings, at the annual fall retreat, or to the director directly. Any faculty member can place an item on the agenda or can raise an issue as new business. The director periodically organizes special retreats during which full-time faculty members discuss issues relating to curriculum development, instruction, and administration. Adjunct faculty members also may bring general concerns to the director.

Faculty also have the ability to raise concerns beyond the school and director level. For example, complaints regarding allegations of sexual discrimination may be taken to the university's [Office of Institutional Equity](#), where a trained staff member investigates and renders a decision. Faculty can file complaints with the college dean, and if not satisfied, take their case to the provost. Faculty also have the ability to appeal their annual review ratings to a school committee and then to the dean. Further, a university [ombuds office](#) provides a venue for faculty to mediate disputes with the director, students, or other faculty. In some cases involving difficult student conflicts, some faculty members have reached out for assistance from the Dean of Students, campus police, and other resources.

### **b. Staff**

The school has three full-time staff members and a part-time internship coordinator who report to the director. Staff members may go to the director with complaints, and some issues are dealt with at weekly staff meetings. If a staff member raises a general issue that involves the faculty, that issue is discussed at a faculty meeting. Staff members are welcome to attend faculty meetings if they wish.

In addition to resources at the school level, staff may seek assistance from the same university resources available to faculty, such as the dean's office, Office of Institutional Equity, ombuds office, Dean of Students, and campus police. They also may bring issues of broader concern to the college's staff Advisory council, which takes them to the dean's administrative staff.

### **c. Students**

The school seeks input from students frequently using a variety of methods. In addition to word-of-mouth and impromptu gatherings, the director surveys students each fall to gather feedback and suggestions. Students can air their complaints to faculty and the director via student clubs and in person.

Students with complaints are provided numerous resources, outlined in the school's [grievance policy](#) posted on the school's website. According to the school policy, students should first speak with the student's faculty member concerning a grievance. If an issue cannot be resolved, a student may contact the school director for information on how to proceed. Typically the director will meet with the student to hear the complaint and then may gather information from the professor and others and seek to resolve the matter within a few days, if not sooner. If a student's parents also want to talk to the professor or director then the student must provide written permission.

If the issue is not resolved to the satisfaction of the student then the student may seek assistance outside the school, including by contacting the College of Social and Behavioral Sciences dean's office. If the issue concerns a course grade, the students may follow the university grade appeal procedures. Students may contact the Dean of Students office directly, or the Office of Institutional Equity or university ombuds office. The University of Arizona maintains links to a variety of consumer information resources.

If an issue submitted to the University of Arizona by a student is unresolved and involves a complaint arising under State laws, an Arizona Board of Regents policy or any other matter, the student may contact the Arizona Board of Regents (in accordance with 75 Fed. Reg. 66865-66, Oct. 29, 2010), by visiting the ABOR website. Students may also call the ABOR office at 602-229-2500. The Arizona SARA Council has jurisdiction over Arizona SARA-approved institutions, including The University of Arizona, in relation to non-instructional complaints.



Students learn broadcast techniques in the JOUR 390 [Arizona Cat's Eye](#) class. Starting in 2017 the school began offering [specializations](#) in broadcast and global journalism.

## PART II, STANDARD 2

# CURRICULUM AND INSTRUCTION

### Executive Summary

The school is known on and off campus for its dedication to teaching. The school's faculty members have won numerous national teaching awards, and have published textbooks and pedagogical research in *Journalism and Mass Communication Educator* and other academic venues. The rigorous curriculum is designed to provide students strong experiential and conceptual learning to develop the knowledge and abilities for excelling in the practice of journalism, while still maintaining a strong broad-based liberal arts education. During the past six years the school has strengthened its digital media instruction, preparing students for the new global media environment while teaching the fundamental principles and practices of journalism. New specializations in global journalism and broadcast journalism enable students to stand out in the crowd, and more specializations – in sports journalism, science journalism, and digital journalism – are planned for the near future.

**1. Use the following format to provide an outline of the curriculum required for the major and for each of the unit's specializations. Add lines for courses and categories as needed. (Please see example provided separately with this template.)**

**Number of hours/units required for graduation:** 120 semester credits

**Number of hours/units required for major degree:** 39 semester credits

**Core Courses for All Students in Program (39 credits earned)**

- 1) JOUR 105 Principles of Journalism
- 2) JOUR 203 Photojournalism
- 3) JOUR 205 Reporting the News
- 4) JOUR 208 Law of the Press
- 5) JOUR 306 Advanced Reporting
- 6) JOUR 307 Principles of Multimedia (or JOUR 385 Beginning Television Reporting and Production for those in broadcast specialty)
- 7) JOUR 313 Reporting Public Affairs
- 8) JOUR 320 Editing
- 9) JOUR 411 Feature Writing (or JOUR 390 Arizona Cat's Eye broadcast specialty)
- 10) JOUR 439 Ethics and Diversity in the News Media
- 11) JOUR 490F Arizona Sonora News or JOUR 490C ASN broadcast section
- 12) 6 credits in Journalism electives

**Additional courses in specialties that all students in specialties must take:**

**Global Journalism Specialization (9 credits)**

Take three from the following electives:

- 1) JOUR 402 Media and Terrorism
- 2) JOUR 426 Reporting the Middle East
- 3) JOUR 473 Reporting in the U.S.-Mexico Borderlands
- 4) JOUR 496F Media Coverage of International Crises
- 5) JOUR 496L U.S. Press and Latin America
- 6) JOUR 497C Reporting the World
- 7) JOUR 493 Internship Specializing in Global Journalism

**Broadcast Journalism Specialization (9 credits)**

- 1) JOUR 280 Beginning TV Writing
- 2) JOUR 385 Beginning Television Reporting and Production (instead of JOUR 307)
- 3) JOUR 390 Arizona Cat's Eye (instead of JOUR 411)
- 4) A second JOUR elective required of majors

**2. Explain how requirements for the major do not exceed the maximum credit hours allowable under the 72-credit hour rule and how students comply with the minimum of 72 hours they must take outside journalism and mass communications. If a minor is required, include these details.**

Students are counseled closely by a full-time academic adviser to enroll in no more than 48 credits of School of Journalism courses. This allows students to take at least 72 credits outside of journalism to complete the required 120 units to graduate, giving graduates a broad understanding of the world they will be expected to cover.

In addition, all journalism majors are required to complete a minor of at least 18 credits or double major to graduate, allowing them to specialize while still being well-rounded. Many students choose to minor or double major in political science, Middle Eastern studies, Spanish, sports management, economics, or sociology. Students are advised from their very first semester of interest in the major, whether fall freshman year or as incoming transfer students from community colleges, or immediately upon switching from another major.

**3. Describe how the core and required courses instruct majors in all of ACEJMC's 12 professional values and competencies with a balance of theoretical and conceptual courses and skills courses.**

The journalism curriculum is based on the principles that provide the foundation for the ACEJMC professional competencies. The goals of the curriculum enable students to:

- 1. Understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.**

Students are required to take three courses that emphasize the political, legal, and social theories that underlie the role and responsibilities of the press:

- Principles of Journalism (JOUR 105) emphasizes the role of journalism and the First Amendment in society.
- Law of the Press (JOUR 208) covers the Constitution and Bill of Rights, the evolution of federal and state court decisions relating to journalism, and past and pending legislation concerning the news media. The class compares how the First Amendment differs from press laws around the world.
- Reporting Public Affairs (JOUR 313) requires students to apply their knowledge in covering local and state government jurisdictions.

Comparative teachings also are delivered in a variety of electives, such as Digital Communications Law (JOUR 420), Reporting the Middle East (JOUR 426), International Media Systems (JOUR 460), Media Coverage of International Crises (JOUR 496F), U.S. Press and Latin America (JOUR 496L), and Access to Government Information (JOUR 447).

**2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.**

In addition to Principles of Journalism (JOUR 105), which covers a basic understanding of journalism history, students also are required to take Ethics and Diversity in the News Media (JOUR 439), which examines, from different perspectives, the history of the U.S. press, and how its Constitutional foundation has shaped news media principles and practices. The school also offers elective courses such as Social Justice Movement Media (JOUR 432) and History of American Journalism (JOUR 487).

**3. Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.**

The school infuses throughout its required core curriculum opportunities for students to better understand issues of diversity and inclusiveness in journalism, particularly in relation to the diversity of peoples and cultures in a global society.

Principles of Journalism (JOUR 105) first introduces students to the basic concepts, including an in-class exercise that exposes individuals to their own unintentional biases and the importance of understanding those biases. Instructors for the first writing class, JOUR 205, incorporate diversity issues into the course, such as using gender-neutral language. Assistant Professor Susan E. Swanberg, for example, assigns students to read an article about the barriers African-American reporters encountered while reporting on the Emmett Till murder as well as materials from the Cronkite School Center on Disability and Journalism. She assigns students to write reflection pieces on each of the articles they read regarding diversity. Ethics and Diversity in the News Media (JOUR 439), is also required of all journalism students. In that course students are required to read “Covering the Uncovered: The Evolution of Diversity in News.” Students in the required Reporting Public Affairs (JOUR 413) course cover local government meetings, including South Tucson agencies that serve primarily Hispanic communities. Elective courses further cover these issues, such as Journalism, Gender and Multiculturalism (JOUR 344).

School media courses provide a heavy emphasis on covering diverse and international cultures, particularly the Latino community and Mexico. [Arizona Sonora News](#) (JOUR 490F), which is required of all majors, focuses its coverage along the border, particularly issues affecting Latinos. [The Tombstone Epitaph](#), the school-produced newspaper that covers the town of Tombstone, also includes border coverage. Students in the broadcast school media course, [Arizona Cat’s Eye](#), are required to produce at least one story about the area’s connection with the Mexican border.

Also in the required Arizona Sonora News course, students have the opportunity to produce [El Independiente](#), a bilingual magazine that has served residents of the city of South Tucson since 1976. *El Independiente* is the first university-based bilingual publication in the country produced by students in a real community on a regular basis.

It is the only local news medium in South Tucson, whose population of 7,500 is about 85 percent Hispanic. The magazine provides students with experience covering multicultural communities, and is a reflection of the school's longstanding commitment to diversity.

**4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.**

The school's premier specialty is in global journalism given its proximity to Mexico and extensive foreign reporting experience of the faculty. Professor of Practice Mort Rosenblum, for example, has covered just about every world conflict since 1966 as Associated Press chief foreign correspondent and editor of the *International Herald Tribune*. As a foreign correspondent for *Newsweek* and *The New York Times*, Professor of Practice William Schmidt spent a decade abroad, running bureaus in Moscow, Cairo, and London. Professor of Practice Maggy Zanger has spent extensive time in the Middle East training Iraqis and others to become journalists, and Professor Shahira Fahmy lived and currently conducts research in the Middle East. Associate Professor of Practice Geoff Ellwand worked in Australia and Asia, and Associate Professor of Practice Kim Newton shot photos in Asia and was photo chief for Reuters in Europe. Other faculty, including Associate Professors Jeannine E. Relly and Celeste González de Bustamante, have extensive experience in foreign journalism and global research, as well. It was only natural for the school to launch its Center for Border and Global Journalism in 2014 due to the passion and experience of these faculty members.

Because of the heavy emphasis in the school in global and border journalism, students often are exposed to courses that provide a window to diverse communities and global cultures. Not only is this introduced in the required Principles of Journalism (JOUR 105) and Ethics and Diversity in the News Media (JOUR 439) classes, but students can specialize in Global Journalism, noted on their transcript and diploma, by taking three of the many global journalism electives offered by the school, including International Media Systems (JOUR 460), Reporting on Latin America (JOUR 488), Reporting the Middle East (JOUR 426), Media Coverage of International Crises (JOUR 496F), U.S. Press and Latin America (JOUR 496L), Reporting in the U.S.-Mexico Borderlands (JOUR 473), Coups and Earthquakes: Reporting the World (JOUR 497B), and Media and Terrorism (JOUR 402). Further, the school provides summer study abroad courses in Italy and Costa Rica.

**5. Understand concepts and theories in the use and presentation of images and information.**

All students are required to take Photojournalism (JOUR 203) and Principles of Multimedia (JOUR 307). The multimedia class was created in 2009 because of the demands for every graduate to understand how to produce journalism in multiple formats and delivery options. Students learn how to produce photo slideshows, video, interactive maps, and other visual storytelling tools.

All students also are required to take Editing (JOUR 320), which provides them the introductory theories and techniques of page design. Electives include Advanced Photojournalism (JOUR 497B), in which students develop online galleries of their work; Magazine Photography (JOUR 424); and Publication Design (JOUR 422), which prepares students for careers in that field.

**6. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.**

All students are required to take Ethics and Diversity in the News Media (JOUR 439). Arizona was one of the first journalism schools in the country to make a separate ethics course a required part of the curriculum. The class provides students with philosophical frameworks for analyzing ethical dilemmas, and case studies that enable them to apply the frameworks to real issues. Further, instructors discuss ethics throughout all their courses, depending on the topic of the class. For example, Assistant Professor Susan E. Swanberg assigns beginning newswriting students (JOUR 205) to read and discuss the AP Stylebook section on news values as well as the [SPJ](#), [NPPA](#), and [RTDNA](#) codes of ethics.

**7. Think critically, creatively and independently.**

The teaching of critical thinking is woven through the entire curriculum, a fundamental attribute needed for any journalist or citizen. The school places strong emphasis on encouraging students to question assumptions, challenge authority, and think independently. Class exercises, particularly in Reporting Public Affairs (JOUR 313), require students to learn by doing, to be dropped into a meeting or news event and figure out what is news and what is not news, and to cut through spin and obfuscation. Through these experiential courses, students learn how to think critically.

This is a strong part of the school culture, embraced by all faculty members, who believe in the crucial role of the press as watchdog. This is evident by the faculty's backgrounds and interests, including the extensive reporting experience of faculty members Mort Rosenblum, William Schmidt, Maggy Zanger, Terry Wimmer, and others who have held those in power accountable. Director David Cuillier served as freedom of information chairman for the Society of Professional Journalists 2007-2011 and national president in 2013-2014. Jeannine E. Relly studies the importance of access to information laws internationally, including research in India while on a Fulbright. Linda Lumsden has written books about the role of the radical press in challenging authority and advancing social justice. Terry Wimmer, a former investigative journalist who shares a Pulitzer Prize, instills critical thinking in the capstone Arizona Sonora News course. The school also inspires students to be creative at a time when journalism needs creativity more than ever. Michael McKisson teaches courses in entrepreneurial journalism and developing news apps.

In the school's science and environmental journalism courses, students learn how to think critically about science, the scientific method, the role science plays in society, and the requirement that science be evidence based rather than based upon anecdote. In

Fall 2015, Professors Susan E. Swanberg and Carol Schwalbe, in collaboration with the College of Science and the James E. Rogers College of Law put on a workshop (With Conviction: Reporting On Science in the Courtroom) to educate journalism students, journalism professionals, and members of the community about the lack of valid scientific underpinnings in forensic science. Another goal was to help develop in journalism students critical thinking skills regarding science so that they do not assume that because a discipline is labeled a “science” it is in fact evidence-based.

## **8. Conduct research and evaluate information by methods appropriate to the communications professions in which they work.**

Given the heavy emphasis in the school on journalistic reporting, students learn how to effectively gather information through interviews, public records, secondary sources, and first-hand experience. Students must conduct research for stories in nearly all their skills courses, typically in this order:

- Principles of Journalism (JOUR 105) – introduces students to the idea of gathering information, verifying the information, and presenting it honestly and ethically.
- Photojournalism (JOUR 203) – introduces basic interviewing and information gathering techniques through audio interviews.
- Reporting the News (JOUR 205) – introduction to basic interviewing and information gathering, including analyzing spreadsheets.
- Advanced Reporting (JOUR 306) – enables students to learn more sophisticated interviewing and public records research techniques.
- Principles of Multimedia (JOUR 307) - introduces basic interviewing and information gathering techniques through video interviews.
- Reporting Public Affairs (JOUR 313) – requires all students to know how to gather information regarding government issues, including covering city council meetings.
- Editing (JOUR 320) — teaches students to analyze stories and photographs in terms of content, structure, and potential ethical issues and legal problems.
- Feature Writing (JOUR 411) – teaches students how to gather more detail and specialized information to produce in-depth features.
- Arizona Sonora News (JOUR 490) – requires all students to apply their reporting skills in a real-life publication for citizens, including a newspaper, magazine, broadcast, and digital-first content.
- Specialty courses provide students the opportunity to learn how to gather information in sports reporting, opinion writing, science journalism, data analysis, research methods, and international reporting, including how to stay safe in high-risk situations.

## **9. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.**

Solid writing skills are emphasized in the school. Throughout the curriculum, students follow the guidelines in a school Reporter’s Handbook, which outlines style and policy

issues in writing. For example, in most classes if a student spells a person's name wrong or makes a serious factual error, that assignment receives a 0 (traditionally for decades referred to as the dreaded "auto-E").

The first writing skills class in the core sequence, Reporting the News (JOUR 205), focuses on teaching basic research and writing skills. Students usually take Photojournalism (JOUR 203) the same semester. The next course, Advanced Reporting (JOUR 306), enables students to write more complex articles, including stories about the causes and consequences of local issues; and to acquire experience covering a beat, which could be an institution, such as the Arizona Board of Regents, or a subject area, such as higher education.

Students generally take Principles of Multimedia (JOUR 307) with JOUR 306. The multimedia course enables students to report using multiple platforms by producing slideshows, audio reports, and other visual elements in their reporting. Around the time students take JOUR 307 they are also taking JOUR 320, Editing. It teaches students to analyze stories and photographs in terms of content, structure and potential ethical issues and legal problems.

The next required course is Reporting Public Affairs (JOUR 313), providing students with experience covering government policy and agencies. Students write articles about city and county agencies, elected and appointed officials, the courts, and public meetings. The final assignment is an in-depth story about a significant policy issue.

Students then have the option of taking Feature Writing (JOUR 411) or Intermediate TV Reporting and Production (JOUR 385). In JOUR 385, students learn to prepare video-news reports, with an emphasis on integrating words and images. In the features class, they focus on learning research and writing techniques for different media, including newspapers, magazines and the Web.

All of their writing skills are put to the test in Arizona Sonora News (JOUR 490), required of all majors to graduate. In this class students are expected to produce five substantially reported pieces that are ready for commercial publication, provided to newspapers and TV stations throughout the region. This guarantees that every graduate of the program is prepared to produce professional-quality work.

In keeping with the professional nature of the curriculum, the school supplements classroom activities with an internship program that places students with local organizations during the academic year, and national and international organizations during the summer. Students may work in unpaid internships that produce academic credit, or in paid internships. Both types of internships are supervised by the school's internship coordinator, who more than doubled the number of for-credit internships from 49 in 2014-15 to 103 in 2016-17.

**10. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.**

In addition to learning Associated Press style and grammar in beginning writing courses, students are required to take Editing (JOUR 320), where they learn how to analyze stories and photographs in terms of their content, structure and style, and to examine them for potential ethical issues and legal problems such as libel. Students also learn to edit in the school media courses. They serve as editors to further their skills in developing accuracy, fairness, grammar, and Associated Press style. In Photojournalism (JOUR 203) and Principles of Multimedia (JOUR 307) students learn to critique their peers' work for visual content, compositional structure, and story content. Additional emphasis on evaluating AP style captions is taken into account.

**11. Apply basic numerical and statistical concepts.**

Students are exposed to basic math for journalists beginning in their first two courses, Principles of Journalism (JOUR 105) and Reporting the News (JOUR 205). Basic math and statistical concepts are reinforced in Advanced Reporting (JOUR 306) and Reporting Public Affairs (JOUR 313).

In 2006, the school began teaching the elective Digging for Data (JOUR 433) to provide students the skills to analyze government data using Microsoft Excel, Microsoft Access, data visualization tools, and statistical software. In 2016-2017, the school began developing data analysis modules to be infused within core required reporting courses (JOUR 205, 306, and 313) so that every student graduates knowing how to acquire data and analyze it in a spreadsheet program.

**12. Apply tools and technologies appropriate for the communications professions in which they work.**

The school utilizes four computer labs equipped with the latest software and tools required for today's working journalist. Students may check out camera equipment, and video editing bays are available for broadcast production. Students produce professional-quality news segments at Arizona Public Media's studios, and a new broadcast/multimedia video studio opened Fall 2017 through the College of Social and Behavioral Sciences.

In 2009, the school began requiring a course in multimedia journalism (JOUR 307), to be taken at the same time as Advanced Reporting (JOUR 306). The class teaches the concepts of multimedia and the actual software, including Final Cut Pro X and Adobe Premiere Creative Cloud. All students learn to use digital cameras, audio recorders and microphones, Web design, social media, and other tools basic to journalism today. The editing courses teach students how to use Adobe Creative Cloud for designing pages. The data journalism class teaches students basic and advanced data analysis software. Students enrolled in the news app class learn basic programming languages, including HTML, CSS, and Javascript, and students are able to tell stories using the latest technologies, including drones, 360° cameras, and through sensor journalism.

#### 4. Explain how instruction, whether onsite or online, responds to professional expectations of current digital, technological and multimedia competencies.

The school launched its required core multimedia course (JOUR 307) in 2009, developed by Professor Kim Newton. In 2013 the school hired Assistant Professor of Practice Michael McKisson, who worked for the *Arizona Daily Star's* online product, to bolster digital offerings. Some of the additional courses created since then include Entrepreneurial and Product Development Journalism (JOUR 428), News App Development (JOUR 484), Advanced Multimedia (JOUR 480), and Coding for Journalists (JOUR 401C) class. The school has taught data journalism (JOUR 433) since 2006.

In 2016-2017 the school began developing data modules for its three core required reporting courses (205, 306, and 313) to ensure that every graduate is able to acquire and analyze data. The school offered a new class in Digital Communications Law (JOUR 420) in Fall 2016, and continues to integrate relevant technology throughout skills courses, including Adobe Creative Cloud in Editing (JOUR 320) and photo editing software in the required Photojournalism course (JOUR 203). The school is switching from Final Cut to Adobe Premier to keep students familiar with industry-standard software. The editing class (JOUR 320), required of all majors, began integrating social media and digital editing in 2016, including the teaching of SEO, Google analytics, writing social media posts, and audience engagement.

The school also expanded technical offerings beyond the classroom. Professor McKisson advises the Online News Association student club, and in Fall 2017 he launched [Digital News Production and Consultation Services](#) for students to work for professional news organizations in applying drones, virtual reality, sensor technology, and other digital tools. McKisson earned his drone pilot license and acquired equipment through a Kickstarter campaign and donor funds.

A student-produced borderlands project, [bordering110°](#), led by Celeste González de Bustamante and McKisson, utilized drone and virtual reality technology to win the 2017 Best of the Web competition at the Association for Education in Journalism and Mass Communication conference. Further, Professor McKisson has developed collaborations with tech instructors throughout campus and has helped organized two [hackathons](#) for Arizona journalists, where reporters from throughout the region learned how to visualize data and use microcomputers and sensors to record and visualize data. In addition to Professors Newton, McKisson, and the broadcast video instructors, the students are served by adjunct instructors skilled in multimedia, audience engagement, and other digital technologies they use in their daily jobs. Many faculty have attended specialized training in multimedia to ensure the technology is infused throughout the curriculum.

Further, the school has started experimenting in combining courses, such as JOUR 306 Advanced Reporting with JOUR 307 Multimedia, applying drone and virtual reality technology. The features writing class incorporates video and slide shows with each written story. In 2014 the school revamped its media to go digital first, led by Professor Terry Wimmer and assisted by Professor McKisson. The conversion required putting the print publications on hiatus for one semester while restructuring news flow processes in JOUR 490F Arizona Sonora News, requiring students to produce their work for immediate

distribution for Arizona media for publication. Once the system was in place the print publications were reintroduced and now they are all produced within the JOUR 490F course – an improved multimedia experience.

In Fall 2017, the Online News Association awarded the school a [\\$35,000 challenge grant](#) for students to help develop new products for the local newspaper, the *Arizona Daily Star*. Professor McKisson will assign students in his Fall 2018 product development course to create news products for the *Star* applying user-centered design. The two top students will receive \$5,000 fellowships in Spring 2019 to develop the products to fruition. The exercise will be repeated the following year.

Some of the innovation was spurred by a student engagement grant started in 2016 thanks to alumnus and donor Al Litzow. Faculty and adjuncts can vie for a \$3,000 award to apply toward an experiential learning project. Winners have included a [border project](#) using drone and 360-degree video technology, a reporting project using sensors, and a “[Journalism 180](#)” project pairing a multimedia class with a reporting class.

## **5. Explain how the accredited unit ensures consistency in learning objectives, workload and standards in courses with multiple sections.**

In 2011, the faculty developed [learning outcomes](#) for all required courses, including all of the classes with multiple sections, and expect instructors to adhere to them. The outcomes were tied to the school’s learning outcomes and the [ACEJMC Professional Values and Competencies](#). Instructors are mentored by Associate Director Nancy Sharkey, director of undergraduate studies, and Professor Susan Knight, who has taught at the school for two decades. The two ensure continuity among courses, and encourage instructors to share syllabi, course materials, and textbooks.

Also, development of the [Reporter’s Handbook](#), used in all skills classes, was one step toward ensuring that all class sections have consistent standards. This handbook sets out school policies regarding issues such as the use of confidential sources. The [school policy manual](#) also sets out additional teaching standards, including policies about email interviews and phone interviews. This manual, updated frequently, has helped ensure that uniform policies are in place not only in multiple sections of the same course, but across the curriculum.

Guidelines are written after extensive consultation with faculty members who teach or have taught the course, discussions with alumni and other professional journalists, and reviews of websites that deal with the topics covered in the class. After guidelines have been drafted, they are reviewed by all faculty members, then revised.

**6. Describe the methods used to select sites for internships for credit in the major; to supervise internship and work experience programs; to evaluate and grade students' performance in these programs; and to award credit for internships or work experiences. Provide online the unit's internship policy, questionnaires and other instruments used to monitor and evaluate internships and work experiences. Provide examples of recent internship sites.**

### **Methods used to select sites for internships for credit in the major**

Students embark on internships in Tucson, around the state and country, and abroad. The internship coordinator collects information from media contacts, websites, listservs, referrals, and word of mouth. Students also find their own internships, in which case the internship coordinator follows up with the on-site supervisor.

To qualify for internship credit, internships must:

- Focus on journalism, not other forms of communication such as public relations.
- Have an on-site trained media professional who supervises students at the internships. Students may not oversee other students at an internship.
- Include meetings between the student and supervisor for no less than 10 minutes every-other-week to receive feedback and mentoring. This can be a phone call or virtual meeting if needed.
- Include a meeting between the student and supervisor on or before the first day of the internship to go over the intern job description, expectations, schedule, organizational structure/rules, and to sign the UA required paperwork. This paperwork must be signed by the first day of school so the student can be enrolled in a timely fashion and not be charged late-registration fees.
- Focus on journalism tasks at the organization, not secretarial tasks such as filing, cleaning, or answering phones.
- Provide students with opportunity to complete between six and 10 work samples, including but not limited to: stories published on the web, in print or distributed via broadcast methods; TV scripts; stand-ups; photography or multimedia storytelling examples.
- Provide a minimum number of hours to earn their credit. For one unit of credit, students must work 120 hours over the semester/summer session; for three units credit, students must work 240 hours over the semester/summer session.

### **Methods used to supervise internships**

**Prior to the internship:** The internship coordinator establishes contact with internship supervisors via email, phone, and in person. On-site supervisors – editors, producers, and internship coordinators – set up schedules with students and provide on-site orientation. Supervisors at internships new to the school are sent the requirements students must meet for materials turned in at the end of the semester. The internship coordinator meets with each student individually to go over the internship requirements. Students fill out an application and sign an Assumption of Risk and Release Form that also confirms their agreement to abide by Academic Integrity and Code of Conduct rules of the University of

Arizona. The internship coordinator maintains a database of students, their placement, their credit hours, and work turned in to meet internship requirements. Communication with interns is done via in-person meetings, email, and phone calls.

**Throughout the semester:** The on-site supervisor provides feedback to the student. The internship coordinator remains available to students to address questions and concerns.

**Midway through the semester:** The internship coordinator queries the supervisor by email or phone to determine each student's progress and meets with students individually to discuss progress, concerns and goals for the remainder of the semester. Students fill out a mid-semester internship form and provide one-half of their work samples to the internship coordinator. The internship coordinator assures that the student is on track with regard to producing work demonstrating learning at the internship.

**At the end of the semester:** The internship coordinator contacts the on-site supervisor for an evaluation, and students provide a student evaluation, a one-page "What I did at my internship" essay that is made available to subsequent semesters of students, and the work samples required to pass the course. This meeting happens in person unless the student is in an out-of-town internship.

### **Methods used to evaluate performance**

Internships are graded S-Superior; P-Pass; or F-Fail. The internship coordinator bases the grade on evaluations by the on-site supervisor; the quality of materials turned in at the end of the semester and their compliance with requirements; and concerns that may have arisen during the semester regarding student's attendance or performance, especially with regard to ethical or professional conduct.

Students who are evaluated with all "5" ratings (out of 5) by their on-site supervisor and whose work product excels are awarded a grade of "S." Students who do not attend their internship regularly, do not communicate with the internship coordinator, or participate in a mid-semester meeting, do not turn in materials and/or breach the University of Arizona Code of Conduct, Academic Integrity Code, or journalism ethics may be awarded a failing grade (F). Students who fall between these categories receive a passing grade (P). Materials students must turn in during the last week of the semester are the following:

#### **Part-time internships (JOUR 493, 1 unit)**

1. A one-page, double-spaced summary of the experience to share with other students.
2. Completed Student's Internship Evaluation Form.
3. It is the student's responsibility to ensure their supervisor turns in a Supervisor's Internship Evaluation Form by mail or fax to the internship coordinator.
4. Work samples as follows:

##### ***Reporting/writing internship:***

Six articles that have been published in print or online. They must have student's byline on them or the student must have the on-site supervisor write a letter confirming the stories are student-produced. This requirement may be adjusted in cases of investigative projects or long-form reporting at the

discretion of the School Internship and Career Coordinator. Blog posts that are opinion-based and have no outside interviews may only account for two of these six articles. If a student live-tweets an event/meeting, it may count as one story.

***Photojournalism internship:***

Six clips of published photos. All photographs must be sent with links to where they were published

***Designer internship:***

Six clips of published designs.

***Copy editing internship:***

Six headline clips and three copies of raw stories (min. 300 words) accompanied by the annotated clips of the published version. Annotated clips should be photocopied at 75 percent to allow room in the margins for brief explanatory notes or, if the editing is done in an online system, students may print out the unedited version, then print the edited version and show annotations on the printed edited version. Listings such as calendar items or sports tabular results are not acceptable.

***Broadcast internship at TV station:***

Six samples of learning, including practice stand-ups, scripts, etc. No more than three rewrites of press releases will be accepted. The press release rewrites must have student bylines on them and the student must have gotten outside quotes for value added to the press release for it to count. Student must submit the original press release and the one he or she rewrote with the changes highlighted for this to count as a work sample. Answering phones on the assignment desk, running the teleprompter or doing floor camera work are all important tasks in a TV station but those tasks are not accepted as samples of learning for the internship. However, if a student has been cameraperson on a story and that work is broadcast, the news director can sign off for the student so this can be counted as a work sample. Live-tweeting events count for no more than one work sample. If student is in third broadcast internship, a résumé tape is mandatory.

***Radio internship:***

Six stories reported and produced by student, which have aired. Other evidence may also be accepted; speak to the internship coordinator for clarification.

***If student is in another position (e.g., researcher, teleprompter, etc.), one of the following is required:***

- A research paper of at least eight full pages, double-spaced and a bibliography page with at least four sources. This is not a “What- I-did-in-my-internship” report and should have something to do with journalism. Topic must be pre-approved by internship coordinator at mid-term meeting or sooner. Wikipedia is not a source.
- A publishable, long-form news-feature article. This article must be at least 1,500 words and include at least three in-person interviews and hard data. Student must provide phone numbers and emails for sources of in-person interviews. Story idea must be pre-approved by internship coordinator at mid-term meeting or sooner.

- A presentation that includes the following and addresses one serious concern or trend in the media in regard to journalism and/or internships. This must be pre-approved by internship coordinator at mid-term meeting or sooner. This presentation must include:
  - A description of the company worked for
  - A description of what the student did
  - Challenges faced
  - Specific tie-ins (with notations) to classes taken at UA,
  - Future plans for a career, and
  - Discussion of a concern or trend in the media noticed during the internship with three research-based sources (e.g.: how the 24-7 news cycle has affected the ethical choices made by TV producers or city editors.)

**Full-time internships (JOUR 393, 3 units)**

Same as above, only 10 clips or work samples must be submitted.

**Graduate credit (JOUR 593, 1 unit if part-time, 3 units if full-time)**

Same requirements as above, as well as one of the following:

1. A five- to eight-page research paper on a topic proposed by the student and agreed upon by the internship supervisor.
2. Submit a proposal and create a project that a) ties in with the skills learned at the internship; and b) has an intellectual component. It should be at least the equivalent of the research paper described above.
3. Create an online resume incorporating clips from the internship.
4. Create a presentation to give in a class or public information session with journalism undergraduates. This can be in conjunction with other graduate students if others are enrolled in an internship the same semester. Summer interns only have this option if returning in the fall.
5. Create a portfolio or resume tape.

**Legislative Internship (JOUR 493L, up to 6 units)**

The Broadcast Legislative Internships are coordinated through the Dean of Students Office and take place at the Arizona Legislature. The internship coordinator at the school supervises the portion of the internship that is being completed for journalism credits. Students may receive up to 12 units of credit; of those, up to 6 may be for journalism credit. The internship always takes place in the spring to coincide with the legislative session. Students live in Phoenix.

**Questionnaires**

At the end of the internships, students fill out questionnaires assessing the value of the internship and what they learned, and supervisors fill out a separate questionnaire assessing the students' performance. The school keeps a running database of the numerical scores for these questionnaires of students and supervisors, allowing long-term tracking of internships.

## Methods used to award credit for internships

Students are graded S, P, F, based on requirements detailed in the “Evaluation of Internship” document. Students are evaluated by turning in their work samples (detailed in the “Acceptable Work Samples” document online and in the workroom materials), their Internship essay, their Student Evaluation Form, and working with their supervisors to get the Supervisor Evaluation Form sent to the internship coordinator by deadline.

Part-time internships receive 1 unit of credit. Students are expected to work about 120 hours over the course of the semester, about 8 hours per week. Full-time internships receive 3 units of credit. Students are expected to work about 240 hours over the course of the internship. Full-time internships are generally only approved for the summer. Internships can be repeated for a maximum of 7 credits (e.g., two full-time and one part-time), or a maximum of three internships. Credit counts as upper-division elective.

## Internship policy, questionnaires and other instruments used to monitor and evaluate internships and work experiences.

All of these [forms](#) are made available to students on the school’s website.

## Examples of recent internship sites

- Arizona Center for Investigative Reporting (Phoenix)
- Arizona Public Media, Tucson (NPR affiliate)
- ASME Internship; Family Circle Magazine
- CKNW Radio, Vancouver, WA
- Coast Magazine, Orange County Register
- CT Sports Now, Conn.
- Dateline NBC
- Edible Baja, Tucson
- Experience Arizona
- FiveThirtyEight, NY
- Green Living Magazine, Scottsdale
- Inside Tucson Business
- The Intelligencer, Penn
- KCRA, Sacramento
- KOLD Spanish app, Tucson
- KRON-TV; San Francisco
- KLAS-TV, Las Vegas
- KNEWS 94.3 (Cochella Valley)
- KTVU- Oakland
- KTVX - Utah
- KVOA, Tucson
- Legislative Broadcast
- NASA; Johnson Space Center
- National Public Radio, D.C.
- New Jersey Star Ledger
- NEWS 12 Phoenix/KPNX
- Playbill, NY City
- Santa Clarita Valley Signal, CA
- Skagway News, Alaska
- Tico Times, Costa Rica
- Times Publications, Phoenix (including Pulitzer winning East Valley Tribune)
- Tucson Weekly (alt-weekly)



For more than 40 years students have produced the bilingual *El Independiente* publication to cover South Tucson and other Latino communities of Arizona.

## PART II, STANDARD 3

# DIVERSITY AND INCLUSIVENESS

### Executive Summary

The school has a long tradition of incorporating diversity and inclusiveness into its curriculum, and initiatives during the past six years have led to positive results in student diversity, instructor diversity, curriculum, and climate. The percentage of racially diverse journalism majors has continued to increase through the years, from 19.5 percent in 2005 to 32.5 percent in 2011, to 36.7 percent in 2017. Females are well-represented in the student and faculty populations. The school still falls short of its goals in faculty diversity, with a quarter of faculty self-reporting as racial minorities. However, the school has made progress since the last site-team visit by hiring a second Hispanic faculty member and doubling recruitment of diverse adjunct instructors to a pool that is 35 percent racially and ethnically diverse. The school continues to infuse diversity and inclusion throughout its courses required of all majors, and through extracurricular activities and high school recruitment.

1. Complete and attach the following tables:  
 Table 4, “Area Population”  
 Table 5, “Student Populations”  
 Table 6, “Faculty Populations”  
 Table 7, “Full-time Faculty Recruitment”  
 Table 8, “Part-time/Adjunct Faculty Recruitment”

**Table 4. Area Population**

**Service Area: State of Arizona**

Based on the most recent Census figures,<sup>15</sup> what percentages do the following groups represent of the population of the unit’s geographic service area as described above?

<b>Group</b>	<b>% of population</b>
Black/African American	4.0%
White	56.5%
American Indian/Alaskan native	4.0%
Asian	2.9%
Hispanic/Latino (any race)	30.3%
Native Hawaiian/other Pacific Islander	0.2%
Two or more races	2.0%
Other race	0.1%
Female	50.3%

<sup>15</sup> Based on the [Census American Community Survey](#) 5-year estimates for 2015.

## Table 5. Undergraduate Student Populations

Show numbers of male, female, minority, white and international students enrolled in the unit, the percentages they represent of total journalism and mass communications enrollment, and the percentages these racial/ethnic groups represent of the total institutional enrollment.

Use figures from the most recent academic year for which complete data are available.

**Academic year: Fall 2017<sup>16</sup>**

<b>Group</b>	<b>Male</b>	<b>Female</b>	<b>% of total in unit</b>	<b>% of total in institution</b>
Black/African American	7	18	6.0%	3.9%
White	85	169	61.4%	49.5%
American Indian/Alaskan native	1	3	1.0%	1.3%
Asian	2	7	2.2%	5.3%
Hispanic/Latino (any race)	29	69	23.7%	26.5%
Native Hawaiian/other Pacific Islander	0	1	0.2%	0.3%
Two or more races	9	6	3.6%	4.5%
Other race	0	0	0.0%	0.7%
International students (any race)	2	7	2.7%	6.9%

<sup>16</sup> Fall census count, taken Sept. 12, 2017.

## Table 6. Faculty Populations, Full-time and Part-time

Show numbers of female, male, minority, white and international faculty members and the percentages they represent of the unit's total faculty.

### Academic year: 2016 – 2017 Full-time faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African American				
White	6	37.5%	6 <sup>17</sup>	37.5%
American Indian/Alaskan native	1	6.3%		
Asian				
Hispanic/Latino (any race)	1	6.3%	1	6.3%
Native Hawaiian/other Pacific Islander				
Two or more races				
Other race				
International (any race)	1	6.3%		

### Academic year: 2016 – 2017 Part-time/adjunct faculty<sup>18</sup>

Group	Female	% of total faculty	Male	% of total faculty
Black/African American				
White	6	35.0%	8	47.0%
American Indian/Alaskan native	1	5.8%		
Asian				
Hispanic/Latino (any race)	1	5.8%	1	5.8%
Native Hawaiian/other Pacific Islander				
Two or more races				
Other race				

<sup>17</sup> One male identifies as a member of the LGBT community.

<sup>18</sup> The total pool of 17 adjuncts is 47 percent female and 35 percent minority.

## Table 7. Full-time Faculty Recruitment

Provide the following information for any searches for full-time faculty members conducted by the unit within the past three years.

<u>Academic years:</u>	<u>2014 - 2015</u>	<u>2015 - 2016</u>	<u>2016 - 2017</u>
<u>Openings</u>	1	0	0
<u>Total applicants in hiring pool</u>	19		
<u>Females in hiring pool</u>	13		
<u>Female finalists considered</u>	3		
<u>Offers made to females</u>	1		
<u>Offers accepted by females</u>	1		
<u>Minorities in hiring pool</u>	5		
<u>Minority finalists considered</u>	1		
<u>Offers made to minorities</u>	0		
<u>Offers accepted by minorities</u>	0		
<u>International faculty in hiring pool</u>	0		
<u>International faculty considered</u>	0		
<u>Offers made to international faculty</u>	0		
<u>Offers accepted by international faculty</u>	0		

## Table 8. Part-time/adjunct Faculty Recruitment

Provide the following information for any searches for part-time or adjunct faculty members conducted by the unit within the past three years.

<u>Academic years:</u>	<u>2014 - 2015</u>	<u>2015 - 2016</u>	<u>2016 - 2017</u>
<u>Openings</u>	1	1	2
<u>Total applicants in hiring pool</u>	10	5	19
<u>Females in hiring pool</u>	3	3	8
<u>Female finalists considered</u>	1	1	0
<u>Offers made to females</u>	1	1	0
<u>Offers accepted by females</u>	1	1	0
<u>Minorities in hiring pool</u>	1	2	4
<u>Minority finalists considered</u>	1	1	1
<u>Offers made to minorities</u>	1	1	1
<u>Offers accepted by minorities</u>	1	1	1
<u>International faculty in hiring pool</u>			
<u>International faculty considered</u>			
<u>Offers made to international faculty</u>			
<u>Offers accepted by international faculty</u>			

**2. Attach a copy of the unit's written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning. This plan should give the date of adoption/last revision, any designated timelines for reaching goals, the unit's definition of diversity and the under-represented groups identified by the unit. Describe how the unit assesses its progress toward achieving the plan's objectives.**

The school has had a [diversity plan](#) since 2002, updated significantly in 2011 and then again in Spring 2017. The school's diversity coordinator is Professor Maggy Zanger, who led the latest plan update and chairs the school diversity committee. The plan is a living document, updated as needed and designating target goals and timelines for reaching them, including a one-year action plan with deadlines for immediate tasks. The diversity coordinator provides an [annual report](#) to faculty to assess progress toward achieving the plan's objectives, and provides more information on the school's [diversity webpage](#), linked from the homepage.

The [diversity plan](#) begins on the next page.

# Diversity and Inclusivity Plan

## School of Journalism

### University of Arizona

Spring 2017

#### OVERVIEW

In a state where nearly 31 percent of the population is Hispanic, the University of Arizona School of Journalism recognizes the importance of fostering a diverse and inclusive faculty, staff, and student body, as well as contributing to a more diverse journalism in the 21<sup>st</sup> century. The faculty is dedicated to the UA's effort toward "inclusive excellence" and to continuing to build on the school's longtime commitment to diversity, initiated in the 1960s, to promote an academic community at the forefront of educating students to live and work in a multicultural country and world.

The school's achievements in diversity and inclusivity are detailed in an annual Diversity Report, submitted each fall, which generally runs from six to 14 pages and includes student club activities, guest speakers reflecting diversity, diversity topics and activities included in classes and outreach; and faculty research, affiliations or trainings reflecting diversity efforts.

The plan outlined below is designed to foster diversity in the recruitment and retention of underrepresented students, faculty and staff and to facilitate incorporation of the concepts of inclusivity and diversity into the curriculum and school activities. In line with UA policy, we seek an environment in the school that fosters awareness of and sensitivity to all people regardless race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information. ([www.policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy](http://www.policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy))

#### HIGHLIGHTS

Some highlights that illustrate the school's ongoing commitment to diversity include:

- Some 37 percent of SoJ's 475 majors in fall 2016 were minority, an increase from 19.7 percent in 2005. The UA had 36.6 percent minority undergraduates in Fall 2016.
- Among the SoJ students (as of fall 2016):
  - Hispanic students constituted 25 percent (110 students)
  - Black, Non Hispanic constituted 5.2 percent (23 students)
  - American Indian/Alaska Native constituted 0.3 percent (3 students)
  - Asian or Pacific Islander constituted 2.0 percent (9 students)
- The school launched the Center for Border & Global Journalism in 2014 and has sponsored numerous events featuring journalists from many countries and news organizations and reflecting media coverage of diverse global issues. <https://borderjournalism.arizona.edu/>
- The school offers dual master's degrees with Latin American Studies and Middle Eastern and North African Studies and several other departments.
- In a fall 2016 survey of 99 students, 90 percent agreed that the school of Journalism encourages diversity.
- *El Independiente*, the first bilingual community newspaper published by a U.S. journalism program, was launched 40 years ago and continues today as a bilingual magazine focusing on the Latino community in Southern Arizona.

- The Arizona Sonora News service that began in 2010 allows students the opportunity to cover news in Arizona and along the U.S.-Mexico border. <http://arizonasonoranewsservice.com/>
- At least four journalism courses are cross-listed with Latin American Studies and Middle Eastern and North African Studies. The SoJ also offers JOUR 344: Journalism, Gender and Multiculturalism, cross-listed with the Department of Gender and Women Studies.
- The school hosts a Dow Jones News Fund Diversity Workshop for High School students each summer for minority students in Arizona.
- Several faculty members have focused their research efforts on journalists working in the Mexico, U.S.-Mexico border region, Iraq, Brazil, India and Afghanistan. One faculty published an article on the 2013 Malaysian election in the Malaysian Journal of Communication.
- A faculty member served more than a decade on the board of the Maynard Institute for Journalism Education, an organization that advocates on behalf of diversity training, inclusive newsroom staffing, and diverse news coverage.
- New one-time and repeating study abroad programs have been developed in Costa Rica, Italy, Egypt, Oman and Dubai.
- The school was one of two homes to *The New York Times* Student Journalism Institute that accepts 20 minority students from around the country into a training program to work with *Times* professionals.
- The school completed a three-year project to train Afghan journalism professors, which involved a number of school faculty members and graduate students and brought several Afghan journalism professors into the school for short periods of time.
- The school was one of the first universities in the country to launch a student chapter of the Native American Journalists Association and the National Association of Hispanic Journalists, and also has student chapters of the National Association of Black Journalists, Asian American Journalists Association, and Journalism and Women Symposium.
- Five faculty and staff members attended the Dow Jones Multimedia Training Academy at University of Texas El Paso, which provides intensive multimedia training for instructors at Hispanic-serving universities.
- Four faculty members received fellowships for 12-day Media Development Seminars on Palestine in Jerusalem, sponsored by Palestinian American Research Center.
- Several students have been selected for the Chips Quinn Scholars Program for Diversity in Journalism, and several more for the MetPro program to boost diversity in newsrooms in the past five+ years. Other students have had internships or taken jobs in newsrooms as diverse as the *Nogales International*, Al-Arabiya television, the *Egypt Independent*, and the *Tico Times*.
- Faculty have served as visiting professors, Fulbright Scholars and/or professionals abroad, including in Mexico, India, Malaysia, Afghanistan, Iraq, South Korea.

## GOALS AND METHODS

### I. **Goal: Recruit a Diverse Student Body**

#### *Methods for achieving the goal*

- A. Appoint a Diversity Committee of faculty members with a chair and one or more students to support the school's recruitment and retention program for underrepresented groups.
- B. Secure funds to pay a part-time recruiter or faculty member, or develop other staff resources, to foster contacts with at least five Arizona high schools with large numbers of Native American, African American, Latino, Asian-American and/or refugee students.
- C. Continue to offer each summer the Dow Jones News Fund Journalism Diversity Workshop for minority high school journalism students in Arizona.
- D. Develop recruitment strategies to encourage underrepresented students in the gen-ed JOUR 150: News in a Digital Age to consider journalism as a potential major.
- E. Continue and support courses that serve diversity efforts such as Reporting in the U.S.-Mexico Borderlands; U.S. Press in Latin America; Arizona Sonora News Service; Media Coverage of International Crisis; Media and Terrorism; and Journalism, Gender and Race.
- F. Continue coverage of underrepresented groups in Arizona Sonora News Service and the *Tombstone Epitaph*.
- G. Continue efforts to build relationships with Mexican universities.
- H. Explore a certificate in Border Studies by working closely with other units in SBS such as LAS and MAS.
- I. Continue to explore a master's degree in bilingual journalism.

### II. **Goal: Retain a Diverse Student Body**

#### *Methods for achieving the goal*

- A. Launch a student club for "First Generation" students to assess needs and provide additional support and mentoring.
- B. Commit to developing a part-time mentor for students who need additional tutoring to improve writing skills. This could be developed through the First Gen club.
- C. Develop a Diversity Award for students to honor graduate or undergraduate students who have excelled in advancing scholarship or news coverage of underrepresented communities.
- D. Offer a new online course on Social Justice Journalism: History and Function of Social Movement Media, cross-listed with Gender and Women's Studies.
- E. Continue to make the internship coordinator position a priority with a mandate to seek and place diverse students and in diverse news outlets.
- F. Continue to provide students with group and one-on-one mentoring and workshop assistance in crafting cover letters, writing resumes, preparing resume tapes and choosing clips for portfolios.
- G. Recognize that inclusivity includes diverse political viewpoints. To encourage critical thinking, faculty will strive to frame and foster discussions of contemporary news events and coverage that reflect a variety of political, fact-

based viewpoints. Faculty will strive to ensure a “safe” environment for classroom discussion.

- H. Encourage faculty to take part in some of the Project Implicit social attitude tests at <https://implicit.harvard.edu/implicit/takeatest.html> to assist them in recognizing and keeping tabs on their possible biases.
- I. Continue an annual survey and/or “listening tour” to solicit feedback from students on the school’s efforts at inclusivity.
- J. Include in annual student survey questions concerning their perceptions of diversity-related issues, as was done in fall 2016.
- K. Continue to invite recruiters from print, broadcast and online news organizations to speak in the school about their expectations of internship and job applicants.
- L. Continue to appoint a faculty or staff member to liaise with the Disability Resource Center to ensure the needs of differently abled students are addressed.
- M. Continue to reach-out and provide opportunities to individuals with various special needs, including accommodations for physical and mental health challenges.
- N. Continue to offer to pay students’ membership fees in journalism organizations that foster diversity.
- O. Continue to forge and nurture relationships with editors, producers, news executives, publishers and reporters to build bridges that foster internship and job opportunities for diverse students.
- P. Continue to use the Facebook group UA Journalism Diversity Initiative to provide information about diversity-oriented scholarships, internships, fellowships, contests, and job opportunities.
- Q. Continue to seek more funding for student travel for research or study abroad opportunities and for conferences.

### **III. Goal: Recruit Diverse Faculty**

*Methods for achieving the goal.*

- A. Invite outside faculty members to campus to lecture to diversify pool of potential candidates for future faculty positions.
- B. Make personal contacts with potential applicants at the AEJMC national convention and other conferences of journalism educators and professional journalists.
- C. Continue to contact organizations such as the National Association of Black Journalists, the National Association of Hispanic Journalists, the Asian American Journalists Association, the Native American Journalists Association, Unity: Journalists of color Inc., the National Lesbian and Gay Journalists Association, and the National Federation of Press Women, to be sure that members of those groups are aware of job opportunities in the school. Advertise on their websites.
- D. Maintain contact with alumni, especially minority graduates working in the academy or the profession through Facebook pages, personal emails and the *Cursor*.
- E. Seek collaborations and partnerships with organizations such as the American Society of Newspaper Editors, the Robert C. Maynard Institute for Journalism Education, the Poynter Institute and the Society of Professional Journalists, Journalism and Woman Symposium to advance a shared interest in diversity

issues and training. This would include advertising on their websites and using their networks to seek out potential applicants.

- F. Offer nationally competitive salaries in job offers to academics in the field of journalism.

**IV. Goal: Retain a Diverse Faculty**

*Methods for achieving the goal*

- A. Work proactively to correct pay inequities for current faculty.
- B. Offer opportunities for continuing education through paying for faculty to attend conferences, workshops and programs that support research and teaching specialties.
- C. Connect new and current junior faculty members with academics in and outside of the school to serve as formal and informal mentors.
- D. Provide funds for faculty to attend professional conferences and for membership in organizations such as the Asian American Journalists Association, the Black Broadcasters Alliance, the National Association of Black Journalists, the Native American Journalists Association, the National Association of Hispanic Journalists, and the National Lesbian and Gay Journalists Association and others.
- E. Provide information to minority faculty and others about fellowships and grants that could help teaching and research performance.

**V. Goal: Recruit and Retain Diverse Staff**

*Methods for achieving the goal*

- A. Follow university procedures designed to ensure that the applicant pool is diverse and that all candidates receive fair consideration.
- B. Reclassify staff positions when the opportunity arises, to allow staff members to be eligible for higher pay.
- C. Develop job-posting strategies that will encourage diverse applicants.
- D. Provide time for training and other opportunities to learn new skills.
- E. In evaluations, recognize staff for their diverse interests and skills, including a second language and multicultural experiences.

**VI. Goal: Promote Diversity and Inclusion in the Curriculum**

*Methods for achieving the goal*

- A. Expand and deepen the resources available on the Diversity and Inclusion journalism web site, including funding resources.  
<https://journalism.arizona.edu/diversity>
- B. Provide all faculty members a continually updated Tip Sheet for including diversity in their courses.
- C. Include in all faculty orientation programs, a discussion of workshops on campus and creative ways in which diversity-related issues could be effectively communicated in the classroom.
- D. Continue to seek external funding for students to do research, writing, photojournalism, and multimedia projects in other nations.
- E. Continue and support courses that serve diversity efforts such as Reporting in the U.S.-Mexico Borderlands; U.S. Press in Latin America; Arizona Sonora News

Service; Media Coverage of International Crisis; Media and Terrorism; and Journalism, Gender and Race.

- F. Continue coverage of underrepresented groups in Arizona Sonora News Service and the *Tombstone Epitaph* and the bilingual publication, *El Independiente*.
- G. Continue to offer students the opportunity to report in diverse and culturally rich communities that include South Tucson and Tombstone, and in multicultural areas such as the U.S.-Mexico border and overseas.
- H. Provide programs and courses that offer instruction with a global context, and give students opportunities to do fieldwork in other countries, especially in Latin America and the Middle East.
- I. Seek additional funding to support study abroad (student travel) and diversity courses.
- J. Continue to provide Study Abroad opportunities for students to study journalism in diverse cultures.
- K. Ensure that the all school media coverage includes events and issues related to people of diverse cultures, economic status, gender, sexual orientation and ableness.

## **VII. Goal: Foster a Supportive Environment that Promotes Diversity**

*Methods for achieving the goal*

- A. Offer faculty and staff opportunities to attend diversity-oriented workshops and courses throughout the semester.
- B. Include in annual student survey questions concerning their perceptions related to diversity-related issues, as was done in fall 2016.
- C. Conduct a “Listening Tour” every other year to get direct feedback from students.
- D. Encourage a diversity of political opinion in the classroom. In doing so we will keep in mind the core values that we hold dear:
  - 1. A commitment to facts and to finding truth; recognizing the distinction between complex and contextual notions of objectivity and truth, on the one hand, and willful bias and fake news, on the other.
  - 2. A commitment to free and open communication of ideas, to careful and respectful listening, to adopting an analytic approach to evaluating arguments.
  - 3. To remember that as educators our job to impart to students the skills of critical analysis and questioning that will enable them to form their own views and perspectives. Opinions are likely to change over time, but one cannot unlearn the process of critical inquiry.

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## **Diversity and Inclusivity Action Plan School of Journalism For Academic Year 2017-2018**

In addition to the five-year Diversity and Inclusivity Plan, this action plan is intended to guide faculty and staff efforts during the immediate 2017-2018 academic year.

*Toward recruiting and retaining diverse students, staff and faculty:*

- A. Appoint a Diversity Committee of faculty members with a chair and one or more students if possible, to support the school's recruitment and retention program for underrepresented groups (October 2017).
- B. Invite a "diversity fellow" to lecture at least once a year to expand and diversify our pool of potential faculty job candidates (Spring 2018).
- C. Launch a student club for "First Generation" students to assess needs and provide additional support and mentoring. Plan at least one organizational meeting in the fall and one in the spring (September 2017 – done).
- D. Task Diversity Committee to explore successful strategies for recruiting diverse students from high schools with large numbers of minority students (recommendations due to faculty February 2018).
- E. Apply for additional funds for the 2018 Dow Jones News Fund Journalism Diversity Workshop for minority high school journalism students in Arizona (January, 2018).
- F. Develop recruitment strategies in the gen-ed Journalism 150: News in a Digital Age to encourage underrepresented students to consider journalism as a potential major (October 2018).
- G. Conduct a student survey in fall 2017 that includes demographics and questions concerning student perceptions of diversity-related issues (October 2018).
- H. Conduct a "listening tour" in spring 2018 to solicit feedback from students, staff and faculty on the school's efforts at inclusivity. The Diversity Committee will write a summary of crucial elements from the report for inclusion in next year's action plan (April 2018).
- I. Hold one diversity-related event (lecture, training, reception, presentation) in fall and spring semesters.
- J. Offer a new online course, contingent on resources, on Social Justice Journalism: History and Function of Social Movement Media, cross-listed with Gender and Women's Studies (scheduled for Spring 2018 - done).

### **3. Describe the unit's curricular efforts to foster understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation.**

The curriculum is designed to reflect a universitywide emphasis on multicultural education and professional journalism's need for a more representative workforce. Several required core courses ensure every student is engaged in discussions regarding diversity, and most if not all other courses integrate diversity through lectures and assignments.

Diversity issues arise naturally in school courses. Tucson is only 70 miles from the border with Mexico, and has a rich multicultural history. One hallmark of the curriculum is the infusion of diversity concepts throughout each class. Faculty members are encouraged to use diversity principles in each day's instruction, and are required to include discussion of diversity and inclusion in all syllabi.

Students are introduced to diversity issues in their first required class, Principles of Journalism (JOUR 105). In that course, students are introduced to the idea that journalists have an obligation to serve all people, regardless of race and beliefs. One exercise has students break into groups and brainstorm adjectives and nouns they associate with different races. When those words are written on a board the students realize the extent of stereotypes they inherently hold, and the need to unpack their own beliefs and better understand other cultures.

Similar opportunities occur in the first- and second-semester reporting and writing courses. Instructors discuss the importance of diverse sourcing in the development of accurate, balanced and fair reports. One instructor highlights readings from the "[Diversity Toolbox](#)" of the Society of Professional Journalists. Students are encouraged to bring to class examples of reporting – good and bad – that they wish to discuss with their classmates; instructors report that these stories often include examples of gender and ethnic bias. Students examine the content of print, radio, television, and Web news reports to ascertain the backgrounds of sources used in stories. They also are asked to analyze daily coverage in a range of news media to compare what topics are covered and not covered, so they can learn to think critically about news agendas and gatekeeping issues.

The required law course (JOUR 208), in studying the historic libel case of *New York Times Co. v. Sullivan*, explores the racial climate of the southern United States during the civil rights campaigns of the 1950s and 1960s. Gender equity is discussed in cases about invasion of privacy. Because they report in places where American Indians live, students are taught basics of free press in Indian Country. They learn about accessing records from Mexico, as a way of incorporating alternative thought in their reporting.

Students in the required core class JOUR 439 Ethics and Diversity in the News Media analyze studies about racial bias in crime reporting, gender bias in front-page bylines and ethnic bias in coverage of immigration issues. Lectures focus on how conscious and unconscious cultural filters affect everything from the news agenda to the use of connotative language in descriptions of individuals and groups. Associate Professor Linda Lumsden requires students to read the introduction to Journalism Across Cultures, "Covering the Uncovered: The Evolution of Diversity in News." They also read Anne Hull's W. Post series on Latinos in the

South, “Rim of the New World,” in “The Authentic Voice: the Best Reporting on Race and Ethnicity.” Then students brainstorm on where they could “hang out” to capture Tucson’s diversity.

School media, required of seniors to integrate all they’ve learned, focus on issues that expose students to diverse peoples and underrepresented communities. For example:

- *El Independiente*, which has been produced by the school since 1976, is a bilingual magazine that covers the largely Hispanic city of South Tucson and other parts of southern Arizona.
- On the newspaper *The Tombstone Epitaph*, students cover the legendary “Old West” town of Tombstone, which is located in a border county that is 30 percent Hispanic. This provides additional opportunities for students to gain experience covering issues involving diverse communities on an international border.
- Arizona Sonora News provides features, investigative stories and news to news organizations in Southeast Arizona, with a focus on covering issues of diversity.
- The broadcast school media course, Arizona Cat’s Eye, requires students to produce at least one story about the area’s border connections. Previous stories focused on the Day of the Dead, immigrants’ Mexican restaurants, the Hispanic Chamber of Commerce, and nuns crossing the border to provide relief to stranded Mexicans.

In addition to required courses, students are exposed to diversity issues through electives, such as JOUR 344 Journalism, Gender and Multiculturalism.

The school also is helping bolster diversity education nationally. It was one of four programs in the country selected in 2017 by the Robert C. Maynard Institute for Journalism Education to help create a [new training program](#) in diversity modules. The Knight Foundation-funded project will pilot the modules in college journalism classrooms, aided by Associate Professor Jeannine E. Relly.

#### **4. Describe the unit’s curricular instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.**

Because of the emphasis in the school in global and border journalism, students are exposed to courses that provide a window to diverse cultures and global communities. Not only is this introduced in the required JOUR 105 Principles of Journalism and JOUR 439 Ethics and Diversity in the News Media, but students can specialize in Global Journalism, noted on their transcript and diploma, by taking three of the many global journalism electives offered by the school, including JOUR 460 International Media Systems, JOUR 488 Reporting on Latin America, JOUR 426 Reporting the Middle East, JOUR 496F Media Coverage of International Crises, JOUR 496L U.S. Press and Latin America, JOUR 473 Reporting in the U.S.-Mexico Borderlands, JOUR 497B Coups and Earthquakes: Reporting the World, and JOUR 402 Media and Terrorism. The school provides [study-abroad courses](#) in Italy and Costa Rica.

## **5. Describe efforts to establish and maintain a climate that is free of harassment and discrimination, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.**

Journalism faculty and staff share the view that their differences are among the school's greatest strengths. This value has enabled the school to build a culture of inclusiveness, which is communicated to students through faculty attitudes and actions. It is manifested in syllabi, course content, and daily classroom instruction and assignments. There is a collegiality among faculty and staff that facilitates frank discussion about experiences and perspectives. This openness reflects a desire to learn from and educate one another about diversity in supportive ways. Faculty and staff frequently share materials about issues relating to gender, ethnicity, faith, race, and sexual orientation. The [faculty policy manual](#), which is provided to every new faculty member, also has information about these issues.

Associate Professor of Practice Susan Knight, the faculty mentor, works with journalism faculty who might feel challenged in making appropriate accommodations for differently abled students. The [UA Disability Resource Center](#) and other facilities make the UA one of the top destination campuses for these students. She also helps faculty members develop teaching methods that reach students who have varied visual and auditory learning styles.

Other faculty and staff who work on diversity issues include the diversity coordinator, Professor of Practice Maggy Zanger, along with the school's diversity committee (Linda Lumsden, Jeannine E. Rely, and Susan E. Swanberg). Several faculty, including the director, have participated in Safe Zone training and have posted signs in their offices declaring the school as an area that is safe for everyone, regardless of sexual orientation. The faculty meet occasionally to discuss diversity issues, such as a training workshop Oct. 17, 2017, led by the university's senior diversity officer, Jesus Trevino.

In Fall 2017 the school conducted an inclusive excellence [self-audit](#) for how it integrates diversity and inclusiveness throughout 28 different practices, including annual-review criteria, committee processes, hallway art, climate, faculty training, and fundraising. The faculty will review the audit findings in Spring 2018 and implement any needed changes. The audit is part of a new initiative launched by the university's senior diversity officer and coordinated by the college. Also, Professor Knight participated in a campuswide listening tour to gather comments from students about their experiences and recommendations for improved inclusivity, and the school [surveyed](#) its own students in Fall 2016 regarding their perceptions.

Instructors are encouraged to consider all types of differences when they teach about diversity, including age, class and income level, and political ideology. Students are urged to go beyond standard racial and ethnic classifications and develop a deeper understanding of people's backgrounds. For example, it is not sufficient to write that Tucson has a sizable "Hispanic population." Students must understand that the population includes people of a dozen ethnicities and religious faiths, with the myriad historical, political and social factors that such varying backgrounds represent. As one faculty member recently stated, "These components of excellent journalism are also an argument for incorporating diversity into everything we do. Without diversity we do not have excellent journalism."

**6. Describe the unit's efforts to recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.**

The school recruits and retains students reflecting the diversity of Arizona through a variety of practices, some that have been ongoing for decades and some initiated through diversity planning initiated for the past decade.

The most notable recruiting effort is the annual [Journalism Diversity Workshop for Arizona High School Students](#), hosted by the school for nearly 40 years and co-sponsored by the Dow Jones News Fund. This 10-day workshop brings high school students from diverse communities in Arizona to the UA to learn news writing, reporting, editing, video, multimedia, digital design, and photojournalism. They publish their work [online](#) and in a printed newspaper. Many of the students go onto college, including in University of Arizona journalism, and then into media careers. Workshop alums include a reporter at the *Arizona Republic*, producer at KPNX-TV, and Buzzly Media social media manager.

The school also reaches out to high school students from diverse communities, hosting workshops and talks, or visiting the schools. In the past six years such visits have included Hopi High School, Pueblo High School, Tucson Magnet High School, and Sunnyside High School. From 2013 through 2015 the school paid an adjunct faculty member to bolster high school recruitment, particularly within diverse communities. In Spring 2018 the school will work with a Tohono O'odham Ph.D. student from American Indian Studies to help build connections with regional tribes to recruit master's and undergraduate students.

School representatives attend the Arizona Interscholastic Press Association convention to recruit diverse high school students. At the 2016 convention Director David Cuillier led a session on student press freedom and useful public records high school media can use for enlightening their peers, while recruiting on behalf of the school.

Associate Professor of Practice Susan Knight oversees the [10 student clubs](#) in the school, providing a framework for community among student members, which student life leaders say is critical to student retention. The clubs enable minority students and first-generation students to find community in the school, despite the large and sometimes overwhelming community of the entire UA campus. As the clubs have multiplied, a spirit of cooperation and collaboration has emerged; many of the clubs team up for activities, panels and speakers on topics students feel are important to their communities.

**7. Units in which admission is selective or varies from general university admission requirements should describe considerations given to the effects of selective requirements on minority enrollment.**

All students are admitted to the university, and then choose a major. Any student may enroll as a journalism major. They may utilize the school's adviser and receive professional mentoring from the faculty from their first day on campus.

Until Fall 2017 the school administered a pre-major stage that required students to obtain a B or better in freshman English and Math 105, have an overall grade-point average of 2.5 or higher, and complete JOUR 105: Principles of Journalism with a C or better before becoming a journalism major. The school was the only unit in the college with pre-major requirements, and it appeared to be an unnecessary hurdle and red tape, so the faculty decided to eliminate it. Now students can sign up as a journalism major immediately without meeting the requirements. The school has maintained some of the entrance requirements by integrating them into the [pre-requisites](#) for the second class, JOUR 205 Reporting the News, including obtaining a B or better in English composition, C or better in Math 105, an overall GPA of 2.5, and completion of JOUR 105 with a C or better. This maintained some of the rigor of being a journalism major while eliminating some perceived barriers and red tape.

In regard to whether the pre-major or the newly integrated pre-reqs have affected minority enrollment, it is difficult to assess whether the requirement of a B average in freshman English had any impact. It appears, however, that the pre-major did not have a negative impact as the percentage of diverse journalist students has significantly increased since the pre-major went into effect, from 19.7 percent in 2005 to 36.6 percent in 2016.

**8. Assess the unit's effectiveness in retaining minority students from first enrollment through graduation. Describe any special program developed by and/or used by the unit in the retention of minority students. Note the role of advising in this process.**

Currently, the university tracks retention overall, but not broken down by race or ethnicity. The school is working with the university to develop a way to track individual students through the program to identify retention rates by race and ethnicity. Given the increasing numbers of minority students, the school believes the retention rate to be strong, but it plans to integrate a quantitative monitoring system when those numbers are available. In the meantime, the school plans to continue developing programs to retain minority students, building on more than 40 years of activities in minority student retention.

When students first enter the major, usually as freshmen, they take JOUR 105 Principles of Journalism, which covers diversity issues and encourages students to join any of the school's 10 extracurricular student clubs immediately. They include student chapters of the National Association of Hispanic Journalists, first launched in 2007, the Native American Journalists Association, started in 2008, the National Association of Black Journalists, Asian American Journalists Association, and a Journalism and Women Symposium chapter and First Generation Club, both started Fall 2017. The school pays for the students' dues and provides other financial assistance for programming so that money is not a barrier to participation.

The school seeks to make it clear to students from diverse backgrounds that they are welcome, including placement of photos around the school that represent diverse communities, such as photos featuring a Latina dancer, Day of the Dead participant, and Navajo children. Faculty, including the director, who have completed LGBTQ training post "Safe Zone" signs outside their office doors. The school's home page states that the school is "committed to fostering diversity and inclusion in and out of the classroom," and links to a special page listing diversity activities and resources. The program coordinator for outreach integrates photos and

video of diverse students throughout the webpage, including the welcome video on the home page featuring Stephanie Soto, who, as a student, helped KOLD-TV create Southern Arizona's first Spanish-language news app and now works for Telemundo. The webpage also provides resources for students who feel they have been discriminated against.

In 2016 the school began surveying students and conducting [listening tours](#) to assess their perceptions about diversity and inclusion in the school. The [survey](#) found that 84 percent of students agree that the school "respects and values their differences," that 90 percent agree the school "encourages diversity," and that 93 percent agree the school demonstrates a commitment to meeting the needs of students with disabilities. Three of the 99 students surveyed said they have been a victim of discrimination in the school, and some students offered suggestions for improving diversity, including adding more instructors who are younger and racially diverse.

A [diversity Facebook page](#) and listserv are managed by the school diversity coordinator to let students know about scholarships, internships, and jobs that might be of interest to them. Minority students often are awarded prestigious positions within the Chips Quinn Scholars program, which gives training opportunities to young journalists of color, and Dow Jones News Fund Editing Program. The school's diversity coordinator pays special attention to the retention of minority students, hosting open office hours to discuss problems and leading orientation meetings and socials. The coordinator also worked closely with the school's academic adviser.

Another way in which the school fosters student retention is through [scholarships](#). The school is able to provide assistance to most majors who apply each spring. The school sets aside 14 percent of program fee revenue, totaling about \$8,000, to distribute to students in need. Other sources of funding are scholarships for women and minority students provided by alumni and school supporters.<sup>19</sup> For example, the Concerned Media Professionals \$100,000 endowment and Don Carson \$60,000 endowment provide scholarships for diverse students and helps them attend such national conferences as the National Association of Hispanic Journalists.

The faculty also improve retention of diverse students by using examples throughout courses that reflect the variety of cultures and peoples in the community and world, as well as by inviting guest speakers from diverse cultures (see list, starting on page 89). In 2017 the faculty launched a new student award for students who demonstrate diversity and inclusion in their reporting or research, given out in May at the school's annual student awards program called "[Just Desserts](#)."

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<sup>19</sup> While the school's own monetary assistance is awarded without regard to race or gender, U.S. Department of Education guidelines permit the university's use of privately donated, race-conscious monies when they contribute to an overall university program of achieving a more diverse student body in a Constitutional manner.

## 9. Describe the unit's efforts to recruit women and minority faculty and professional staff (as enumerated in Table 7, "Full-time Faculty Recruitment").

The school has 17 core<sup>20</sup> faculty members, including the director and three part-time professors of practice, all of whom have voting rights, have service obligations, and participate in shared faculty governance. Of the 17 core faculty members, nine are women. Six faculty members are tenured, five of whom are women and two minority (Hispanic and Arab-American). One tenure-track assistant professor is a female. Ten faculty members hold professor-of-practice appointments, of which three are female and two minority (Hispanic and Native American). Five are professors of practice, three are associate professors of practice, and two are assistant professors of practice.

In all, 53 percent of core faculty members are female and 25 percent are minority. The school's professional staff members comprise a white male, Latino male, Latina female, and two white females. Of the 17 adjunct faculty currently employed by the school, 35 percent are racial minorities and 47 percent are female.

During the last accreditation cycle the school was urged to increase numbers of diverse faculty, particularly Hispanic faculty because only one professor was Hispanic and the school serves a state that is 30 percent Hispanic. During the past six years the school has had three discretionary hires, not including the two partner hires that did not provide for choosing from a pool of diverse candidates. Among the discretionary hires, the school made some progress by hiring a Latino male, in addition to a white male, and a white female. The white female filled a particularly narrow need – the ability to teach media law and science journalism (the school ended up hiring Dr. Susan E. Swanberg, a former city attorney, genetic scientist, and journalist). Attracting minority faculty remains challenging, particularly in Arizona, but the school is working to build upon recent improvements in this area. Toward that end:

- School hiring follows university procedures to ensure equal consideration of all qualified applicants, while encouraging persons of diverse backgrounds to apply. Every university faculty position announcement includes this language: "As an equal opportunity and affirmative action employer, the University of Arizona recognizes the power of a diverse community and encourages applications from individuals with varied experiences, perspectives, and backgrounds."
- Position announcements are placed in the usual widely circulated professional outlets, such as print and online publications of the Association for Education in Journalism and Mass Communication and the *Chronicle of Higher Education*. In addition, the school contacts organizations such as the National Association of Black Journalists, the National Association of Hispanic Journalists, the Asian American Journalists Association, and the Native American Journalists Association.

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<sup>20</sup> The term "permanent" is used here to describe those faculty members who are tenured or tenure track, or those with career-track appointments (professors of practice), who receive three-year contracts renewable indefinitely. Three professors of practice carry part-time workloads but have full voting rights.

- The school director and other faculty members personally make contact with potential applicants during AEJMC national conventions and other venues. The school director and faculty make extensive use of the alumni network, especially minority graduates working in the academy or the profession.
- The school seeks out diverse adjunct instructors who might work into professor positions in the future. That is how the school added a Latino male to its faculty ranks in 2014 – Rogelio Garcia was a longtime adjunct, highly regarded by students, and hired as a professor of practice in a competitive search. In another example, in Spring 2018 the school will work with a Ph.D. student in American Indian Studies who would like to teach in the program upon graduation. Her undergraduate degree was in journalism, she wrote for Indian Country Today, and is a member of the Tohono O’odham Nation near Tucson.
- The school has proactively invited several assistant professors to campus to get them to know the faculty and the campus for when openings arise in the future. For example, in January 2017 the school paid for a Latina assistant professor to speak on campus, using donations and funds from a university program intended to attract faculty with diverse research and teaching backgrounds. In Spring 2018 the school will submit a proposal to hire the professor as a joint appointment with Latin American Studies.

**10. Describe the unit’s efforts to provide an environment that supports the retention, progress and success of women and minority faculty and professional staff.**

The school has a history of encouraging faculty success through sabbaticals, professional development leaves, and awards. In the past the school provided two professors of practice who were working on doctorates with the choice of moving to the tenure track after completing their doctoral programs, which they both took. Both are female and one is Hispanic and Pacific Islander. The school provided a professional development leave for a female faculty Fall 2017, and has supported [Udall research fellowships](#) for four female faculty members during the past six years. The school also seeks to pair new faculty, particularly women and minorities, with skilled mentors.

The school works proactively to correct pay inequities for current faculty whenever salary adjustment funds become available. During the past six years the school director has provided more than a dozen equity salary adjustments for female and diverse faculty members. The school also nominates women and minority faculty for major awards. Associate Professor Celeste González de Bustamante earned the university’s [1885 Scholar award](#), which came with a \$10,000 prize. Associate Professor Carol Schwalbe won the [2014 AEJMC Scripps Howard Teacher of the Year Award](#), which also came with a \$10,000 prize. Professor of Practice Nancy Sharkey won the college’s [top teaching award](#) in 2017.

Faculty members are committed to promoting a strong environment and culture for women and diverse employees, not just within the school but throughout the university. For example, Associate Professor González de Bustamante will serve the next year as assistant director of

faculty initiatives for the university's [Office for Diversity and Inclusive Excellence](#). Associate Professor Jeannine E. Relly is a member of the college's diversity committee and also is helping the Maynard Institute develop [new diversity teaching modules](#) for the classroom.

Journalism makes every effort to recruit and retain a diverse staff. As with faculty hires, the school follows university procedures designed to ensure that the applicant pool is diverse, and that all candidates receive fair consideration. The director takes advantage of every opportunity to request pay increases for staff. The school has provided computers and other technology for the staff from its discretionary funds. Also, in 2015 the director began a staff development fund to provide up to \$1,000 per staff member per year for professional development conferences or training, just as faculty receive. A Latina staff member took advantage of that fund in 2016 for a grant-writing workshop.

**11. If the unit hires adjunct or part-time faculty members, describe the unit's effort to hire minority and female professionals into these positions (as enumerated in Table 8, "Part-time/Adjunct Faculty Recruitment") and list those who are minority and female professionals.**

The school has a core group of 17 adjunct faculty members, and frequently recruits new adjuncts who are female and minority. The school advertises once a year for adjunct faculty in the first Sunday edition of the [Arizona Daily Star](#) that is published after the new fiscal year begins each July. This ad runs continually on the [UA Human Resources Web site](#). The school keeps all résumés that are submitted in response to the ad on file for the year. The school also keeps contact information for any journalist who discusses teaching possibilities with a faculty member or the director throughout the year. The faculty also maintains a list of journalists they believe the school should approach about adjunct teaching, with a special focus on minority and women journalists. When openings become available, the school director contacts journalists on these lists, and informs alumni and other professionals at local news media about adjunct positions.

The school has doubled its minority and female adjunct pool since the last re-accreditation site visit. In 2011-12 the school employed five female adjuncts, one of which was Asian, and one Hispanic male. Today, the school can count on 11 minority and female adjunct instructors:

1. Cathalena Burch, white female
2. James Calle, Hispanic male
3. Michael Chihak, Hispanic male
4. Shannon Conner, white female
5. Lorraine (Rivera) Florez, Hispanic female
6. Sarah Gassen, white disabled female
7. Megan Kimble, white female
8. Irene McKisson, white female
9. Jenni Monet, Native American female
10. Anthony Perkins, black male
11. Daniel Ramirez, Hispanic male
12. Nancy Stanley, white female

**12. Provide examples of professionals, visiting professors, and other guest speakers invited or sponsored by the unit during the past three years whose background or expertise served to introduce students to diverse perspectives. (Five examples a year is sufficient and those examples should include the name, title, subject area/expertise, race, gender of speakers to provide context. The unit has the option of providing a complete list online.)**

Below is a snapshot of some of the speakers and visiting professors hosted in school classes for the previous three years. A complete list is included in each annual diversity report provided online and in the workroom materials.

#### **2016-2017**

- **Asos Hardi**, an independent Iraqi Kurdish journalist, gave a talk about ISIS. Professor of Practice Maggy Zanger met Hardi while doing a journalism workshop in Iraq.
- **Mohammad Omer**, an award-winning Palestinian journalist and Harvard visiting scholar, spoke to students in November. Omer, who was raised in a refugee camp in the Gaza Strip, talked about being beaten by Israeli soldiers while traveling into the West Bank from Jordan in 2008.
- Bosnian Journalist **Amir Telibećirović Lunjo** spoke with students, including those from Professor of Practice Mort Rosenblum's Reporting the World class, about his book, "The Siege of Sarajevo: 1992-1996," and current issues facing Bosnia, Serbia, Croatia, and the region.
- **Omar al-Salah**, Iraqi reporter with Al-Jazeera, Skyped in from Canada to talk to students in Professor of Practice Maggy Zanger's Media Coverage of International Crises class.
- **Jessica Retis**, a Latina associate professor at Cal State Northridge, talked to students and faculty about approaches to understanding transnationalism, Latinos, and the media.

#### **2015-2016**

- **Azhar Abdul-Salam**, a UA journalism alum and former ESPN producer/reporter in Asia who now teaches at Nanyang Polytechnic University in Singapore, spoke to students in several journalism classes about his career and sports reporting in Asia/internationally.
- **Mike Christy**, staff photojournalist at the *Arizona Daily Star*, presented work on an immigration project for the *Star*.
- **Doug Mitchell**, an African-American journalist and co-founder of NPR's Next Generation Radio, spoke to students about diversity and multimedia.
- **H. Clarke Romans**, Arizona Executive Director of National Alliance on Mental Health, spoke to students about the challenges in dealing with mental health in the community.
- **Herman Lopez**, a South Tucson City Council member, representing diversity in the community, spoke to students about immigration and the cultural and socio-economic issues surrounding the community's largely Hispanic population.

## 2014-2015

- **Fernanda Santos**, the former Phoenix bureau chief for the *New York Times*, spoke to Professor of Practice Nancy Sharkey's journalism class. Originally from Brazil, she is an [accomplished journalist](#) bringing a diverse perspective on many issues.
- **Cesar Barrón**, Hispanic reporter for Radio XENY in Nogales, Sonora, Mexico, was a guest speaker in Associate Professor Celeste González de Bustamante's course on reporting on the U.S.-Mexico Borderlands.
- **Kamel Didan**, a Muslim associate professor in the University of Arizona's department of agriculture and biosystems engineering, spoke to students in Associate Professor Jeannine E. Relly's journalism class about the Muslim community in Tucson. Students also visited the Islamic Center of Tucson.
- Arizona State Rep. **Victoria Steele**, who is Native American, presented at a press-conference style forum attended by students competing in the school's Finley beginning writing competition, coordinated by Associate Professor of Practice Susan Knight. Representative Steele talked about the election and priorities for the upcoming legislative session and answered students' questions.
- **Frank Sotomayor**, a Latino journalist who co-founded the Maynard Institute and worked at the *Los Angeles Times* for 35 years, spoke to students about the Latino project of the *L.A. Times* (for which he shared the Pulitzer) and about diversity more broadly. He also outlined the Maynard's Fault Lines concept for diversity coverage and more broadly about inclusiveness.



Students are served by 17 core faculty members and 20 adjunct instructors.

## 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.

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## Core Faculty

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

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**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. <sup>24</sup>

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.”<sup>25</sup>

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

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<sup>24</sup> [University of Arizona School of Journalism Faculty Hiring and Promotion Policies](#), p. 2.

<sup>25</sup> 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 half-time 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.

**3. Describe the unit’s expectations of faculty members in teaching, research, creative and professional activity, and service and its process for the award of tenure, promotion, reappointment and salary. (Provide online relevant faculty handbook sections and any supplementary promotion and tenure criteria and procedures adopted by the unit.)**

The school’s tenure and promotion [policies](#) state that success as a teacher “is the most important factor” for promotion and tenure.<sup>26</sup> Faculty members are expected to show “diligence, ability, enthusiasm” and a “strong reputation for mentoring.”<sup>27</sup> They are expected to “contribute new ideas to the periodic re-evaluations of teaching methods.”<sup>28</sup>

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.”<sup>29</sup> 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.”<sup>30</sup> Faculty members are expected to publish substantive articles in scholarly or professional journals.<sup>31</sup>

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.<sup>32</sup> 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.<sup>33</sup> Candidates prepare a dossier of their teaching, research, and service records, utilizing the format provided by the provost’s office. This usually is done

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<sup>26</sup> [University of Arizona School of Journalism Faculty Hiring and Promotion Policies](#), p. 3.

<sup>27</sup> Ibid.

<sup>28</sup> Ibid.

<sup>29</sup> Ibid.

<sup>30</sup> Ibid.

<sup>31</sup> Ibid., p. 4.

<sup>32</sup> Ibid., p. 4.

<sup>33</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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. Rely 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.



Associate Professor Jeannine E. Relly studies freedom of information in India during a Fall 2016 Fulbright scholar fellowship.

## PART II, STANDARD 5

# SCHOLARSHIP: RESEARCH, CREATIVE AND PROFESSIONAL ACTIVITY

### Executive Summary

The school has had a long tradition of employing faculty members who have focused primarily on teaching, not research, but that changed about 10 years ago with an aggressive program to hire research-active tenure-track faculty. As a result, since Fall 2011, faculty members have published more than 70 peer-reviewed journal articles, four scholarly books, and 84 conference papers, and have won numerous national research awards. In 2008 the school re-opened its master's program after a 15-year hiatus. The school has reached a balance between teaching and research expected at a research-intensive university.

## **1. Describe the institution’s mission regarding scholarship by faculty and the unit’s policies for achieving that mission.**

The University of Arizona is a research-intensive land-grant university that prides itself on its research mission. The UA brings in more than \$600 million a year in grants and is [ranked 21st](#) among all public universities by the National Science Foundation. In particular, the university specializes in research areas including the environment, Southwest issues, space, public policy, and biosciences.

To that end, the school expects that “Every faculty member should be an active scholar in his or her specialty and achieve a national reputation among journalism peers.”<sup>34</sup> Professors of practice, as well, are expected to produce “high-quality creative, scholarly, or professional work” in order to be promoted to associate professor.<sup>35</sup> In line with the university’s research mission, school faculty focus their journalistic and scholarly research on issues not only regarding the media’s role in society, but also pertaining to border/international issues, public policy such as freedom of information, and the environment.

## **2. Define the group of faculty whose work is included in this section and state time restrictions used to incorporate activities of faculty who were not employed by the unit during all of the previous six years (for example, new faculty and retired faculty).**

Research productivity has continued to grow in the school since a push in 2005-2008 to hire tenure-track, research-active scholars. Core faculty members combined have produced more than 70 refereed journal articles, four scholarly books, 84 conference papers, and numerous other worthy works. Productivity also has increased. Since the last accreditation site visit, the half dozen research-active faculty members have averaged 12 refereed journal articles and 14 conference papers each, up from the previous re-accreditation cycle of 11 journal articles and 12 conference papers. Several scholarly books produced by the faculty have won international recognition and awards.

### **Research-active faculty**

- David Cuillier became director in 2011, accounting for .50 FTE of his time; reducing his research workload to 20 percent annually for the past six years since the last site visit.
- Celeste González de Bustamante has been a productive scholar for all six years since the last site visit.
- Shahira Fahmy, professor, was assigned to the College of Social and Behavioral Sciences dean’s office in 2015, constituting four years of research on behalf of the school.
- Myiah Hutchens, assistant professor, started in Fall 2012 and left in Spring 2014 for a job at Washington State University, constituting two years of productivity for the school.

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<sup>34</sup> *School of Journalism Faculty Hiring and Promotion Policies*, p. 3

<sup>35</sup> *Ibid*, p. 6.

- Kevin R. Kemper, assistant professor, resigned in Fall 2013, constituting two years of research productivity during this accreditation period.
- Linda Lumsden has been a productive scholar for all six years.
- Jeannine E. Relly has been a productive scholar for all six years.
- Mort Rosenblum, a professor of practice, has apportioned 5 percent of his workload toward journalistic research during the past six years.
- Carol Schwalbe has been an active scholar for all six years.
- Susan E. Swanberg joined the faculty as a tenure-track assistant professor in 2015, constituting two years for the school.
- Maggy Zanger, a professor of practice, has apportioned 5 percent of her workload toward research during the past six years, assisting other faculty in studies regarding the Middle East.

**3. Using the grid that follows, provide counts of the unit’s overall productivity in scholarship for the past six years by activity; first the totals for the unit as a whole and then for the individuals who produced these totals, broken down by academic rank. The chart should provide a snapshot of scholarship activity within the unit during the six-year period. Therefore, the grid should capture relevant activity by all full-time faculty only while at the accredited unit. Provide the total number of individuals in each rank in place of the XX. Adapt the grid to best reflect institutional mission and unit policies and provide a brief narrative.**

The chart on the next page includes the research output of all 17 core faculty members since Fall 2011. However, not all permanent faculty members are full-time, and many have no research component built into their workload requirements. Also, some of them have not been at the school during the full six years for which this information is being sought.

Six tenure-track faculty members are expected to spend 40 percent of their time producing scholarly research: Shahira Fahmy, Celeste González de Bustamante, Linda Lumsden, Jeannine E. Relly, Carol Schwalbe, and Susan E. Swanberg. Director David Cuillier is expected to spend 20 percent of his time on research, with 50 percent dedicated to administration, 20 percent to teaching, and 10 percent to service. All but Dr. Swanberg have been on their current tenure-stream positions at the school since the last accreditation. During this accreditation period one faculty member, Kevin Kemper, produced scholarly research until leaving in 2013. Myiah Hutchens produced research on behalf of the school during her stay 2012 through 2014.

Two professors of practice are expected to produce some research. Maggy Zanger apportions 5 percent of her time toward assisting other faculty in their research in the Middle East. Part-time professor of practice Mort Rosenblum produces journalistic works, including international reporting in the 5 percent of time dedicated to professional work. Other professors of practice, full-time or part-time, may produce journalistic and professional work if they wish, and many do. Tenure-track faculty and professors of practice produced numerous professionally oriented publications during the past six years, including newspaper columns, investigative reporting, and articles for the Society of Professional Journalists’ *Quill* magazine, Investigative Reporters and Editors’ *IRE Journal*, and *The Intelligencer*.

Scholarship, Research, Creative and Professional Activities FY2011-2017	Total from Unit*	Individuals				Totals (18)
		Full Professors (1)	Associate Professors (5)	Assistant Professors (3)	Other Faculty** (9)	
Awards and Honors	20	5	10	5		20
Grants Received Internal	9		8	1		9
Grants Received External	10		9	1		10
Scholarly Books, Sole- or Co-authored	4	1	3			4
Textbooks, Sole- or Co-authored	1		1			1
Books Edited	2		2			2
Book Chapters	24	4	18	2		24
Monographs	1		1			1
Articles in Refereed Journals	70	23	32	11	6	72
Refereed Conference Papers	84	16	39	30		85
Invited Academic Papers	6		6			6
Encyclopedia Entries	4	1	2	1		4
Book Reviews	5		4	1		5
Articles in Non-refereed Publications	56		38		18	56
Juried Creative Works	3				3	3
Non-juried Creative Works	68				68	68
Other (journalistic blog posts)	112				112	112

\* Co-authored work should be counted as a single publication in the unit totals. However if, for example, two members of the faculty are co-authors on the same journal article, it would be reported as a publication for both authors.

\*\* Includes all full-time faculty who do not hold listed ranks, such as instructors and others on term appointments. Many faculty in this category may hold teaching appointments without significant scholarship, research or creative requirements.

**4. List online the scholarly, research, creative and professional activities of each member of the full-time faculty in the past six years. Limit to 10 per faculty member through the six-year period. The unit has the option of providing a complete list online. (Full-time faculty refers to those defined as such by the unit.) If including faculty who have since left the unit, please note. Professional service activities will be reported in Standard 8.**

See list of [selected research](#) for the past six years (up to 10 per faculty member).

**5. Describe the institution’s policy regarding sabbaticals, leaves of absence with or without pay, etc. List faculty who have taken sabbaticals or leaves during the past six years. Give one-sentence descriptions detailing the academic achievements of each sabbatical.**

Sabbatical leaves may be granted to tenured faculty members every seventh year. The [University Handbook for Appointed Personnel](#) states that sabbaticals may be granted for the following reasons:

The University prizes an inclusive view of scholarship with the recognition that knowledge is acquired and advanced through research, synthesis, practice, and teaching. Given this philosophy, sabbatical leaves are to be granted to further any of the following objectives: research and publication, teaching improvement (including the creation of teaching materials such as new textbooks, software, multimedia materials, or casebooks), intensive public service clearly related to the applicant’s expertise, and integration and interpretation of existing knowledge into larger interdisciplinary frameworks.<sup>36</sup>

Faculty members submit applications for sabbatical leave to the college under its [policies](#). A committee reviews applications and makes recommendations to the dean, who has final approval. A candidate whose sabbatical proposal is rejected may appeal to the university’s Sabbatical Leave Advisory Committee.

Sabbatical leaves may be for one semester at full pay, or for one year at 60 percent pay. This may be supplemented by fellowships, scholarships, employment, or grants-in-aid to cover expenses such as travel, secretarial assistance, or other research and publication expenses. The UHAP has an explicit provision stating that “compensated activity may not unduly interfere with the objective of the sabbatical.”<sup>37</sup> After a sabbatical has been completed, faculty members must return to the university for at least the same length of time they were on sabbatical. If faculty members leave the university before fulfilling this obligation, they may have to refund all compensation they received from the institution during the sabbatical.

The university also may approve paid leave for faculty members who receive prestigious fellowships or other research awards that do not cover their full salaries. In these cases, the college will provide up to 50 percent of the faculty member’s salary. These leaves must be approved by the department head, dean, and provost. Faculty members are expected to return to the university for at least the length of time they were on leave.<sup>38</sup> The university also provides faculty with paid health-related leave, including sick leave, bereavement leave, and accident and injury leave. Faculty members also can receive paid leave to fulfill legal responsibilities, including voting, serving on juries, or testifying as a material witness.

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<sup>36</sup> University of Arizona, [University Handbook of Appointed Personnel](#), Chapter 8, Section 8.03.02.

<sup>37</sup> *Ibid.*, paragraph F.

<sup>38</sup> *Ibid.*, Section 8.03.03.

Faculty also may be granted paid leave in the event of natural disasters or other situations that threaten their health or safety.<sup>39</sup>

Faculty members can request unpaid leave for any general purpose for up to one year. Such leaves must be approved by the dean and the provost, and may be renewed. Faculty members can retain health-care benefits for six months if they pay the university's share of the monthly premium, as well as their own.<sup>40</sup>

Faculty members also may request unpaid leave for medical reasons if they have exhausted their sick leave. Up to six months' leave is granted for pregnancy and recuperation, and faculty members can request that their tenure clocks be stopped.<sup>41</sup> Faculty members are covered under the federal Family Medical Leave Act, which ensures that the university covers its share of health-care premiums for up to four months.<sup>42</sup> Unpaid leave to fulfill military duty is available in accordance with Arizona and federal law.<sup>43</sup> Faculty members can request unpaid leave to run for or to serve in public office. The university president determines the lengths of such leaves.<sup>44</sup> Unpaid leave also is provided to any crime victim, or member of a victim's family, to participate in legal proceedings related to the crime, in accordance with the Arizona Victim's Leave Law, ARS § 13-4439; § 8-420.<sup>45</sup>

In addition to sabbaticals, the university has provided professional development leaves for career-track faculty (professors of practice), starting in 2016. Three faculty members have taken advantage of those leaves. See [policies](#) set by the college.

The following faculty have taken sabbaticals or professional development leaves during the past six years:

- Associate Professor Linda Lumsden spent a year in Malaysia in 2012-13 for a sabbatical she earned after promotion to associate. Her sabbatical enabled her to publish various research, including an analysis of GE13 coverage by Malaysia's online news portals.
- Associate Professor Celeste González de Bustamante spent 2013-14 in Mexico City after earning her promotion to associate. She taught courses at Universidad Iberoamericana and focused on her research about violence against journalists in Mexico.
- Associate Professor Jeannine E. Relly conducted her sabbatical Fall 2016, following her promotion to associate professor, by studying the state of freedom of information in India as a Fulbright scholar.

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<sup>39</sup> Ibid., Sections 8.03.02 and 8.03.01.

<sup>40</sup> Ibid., Section 8.04.01

<sup>41</sup> Ibid., Section 8.04.02.

<sup>42</sup> Ibid., Section 8.04.06.

<sup>43</sup> Ibid., Section 8.04.03.

<sup>44</sup> Ibid., Section 8.04.04.

<sup>45</sup> Ibid., Section 8.04.07.

- Professor Shahira Fahmy is on sabbatical for 2017-18, following her promotion to full professor. During the sabbatical, Dr. Fahmy planned to continue her teaching and research in global journalism at Addis Ababa University in Ethiopia.
- Professor of Practice Terry Wimmer completed a professional development leave Fall 2016 to visit newsrooms to study current editing practices for an update to school editing courses.
- Professor of Practice Maggy Zanger was on professional development leave Fall 2017 to teach at American University of Iraq, Sulaimani, get up to date on Middle East journalism issues, and expand her contacts.
- Associate Professor of Practice Kim Newton was on professional development leave Fall 2017 to pursue a photojournalism and multimedia documentary project in England.

## **6. Describe travel funding, grant support, or other methods or programs the unit uses to encourage scholarship, research, and creative and professional activity.**

Travel funding to aid professors in their research was eliminated when the college swept operations funds in 2010. However, through the generosity of donors and increased fundraising, the school was able to implement a systematic travel funding program in 2013-14, offering up to \$500 per faculty member per year toward travel to conferences to present papers. This was increased to \$1,000 in 2015-16.

In addition to travel support, the school encourages faculty to apply for research grants, and supports such efforts when it can. For example, the school has had five tenured or tenure-track faculty members honored with the [Udall Center for Public Policy research fellowship](#), which provides teaching release for one semester. The school subsidizes the fellowship because the center does not cover the full cost of the release.

Faculty also obtain assistance in grant writing through the [College of Social and Behavioral Sciences Research Institute](#), which provides small faculty seed grants and workshops. In some cases the school can provide flexibility in teaching schedules, as well, allowing faculty to adjust teaching loads from 2-2 to 1-3, for example.

## **7. List faculty who have taken advantage of those programs during the past six years.**

Travel funds provided by the school since 2013 have aided in 23 conference trips to present research, including:

- Shahira Fahmy for the International Visual Communication Conference, National Communication Association, International Communication Association, and Association for Education in Journalism and Mass Communication (AEJMC).
- Carol Schwalbe for four AEJMC conferences.
- Celeste González de Bustamante for the Latin American Studies Association conference, as well as four AEJMC conferences.
- Susan E. Swanberg for the American Journalism Historians Association meeting.

- Jeannine E. Relly for three AEJMC conferences.
- David Cuillier for three AEJMC conferences and for the National Freedom of Information Coalition.

[Udall Center for Public Policy Research Fellows](#), which have teaching release for one semester to focus on research, have included:

- Susan E. Swanberg, Spring 2018
- Linda Lumsden, Spring 2016
- Jeannine E. Relly, Fall 2013
- Kevin Kemper, Spring 2013
- Celeste González de Bustamante, Fall 2011

Grants provided to faculty for facilitating research have included:

- University of Arizona [College of Social and Behavioral Sciences Research Institute](#) Research Professorship provided course release to Linda Lumsden to complete a book manuscript, Spring 2017. She also received a \$3,346 grant from SBSRI to fund research in 2016, a \$4,000 AEJMC Senior Scholar Research Grant for research in London in 2016, and an AJHA Joseph Kerns Research Grant for \$1,250 in 2015.
- [John S. and James L. Knight Foundation](#) \$50,000 grant to David Cuillier to study the state of freedom of information in the United States, 2016-18.
- University of Arizona [Confluentcenter for Creative Inquiry](#) Award for Collaboration and Innovation project, “[The Documented Border](#),” including interviews with journalists along the U.S.-Mexico border, for Jeannine E. Relly and Celeste González de Bustamante, May 2013.
- [Sequoyah National Research Center](#), University of Arkansas-Little Rock, Research Fellowship for Kevin Kemper, 2012-13.
- Association for Education in Journalism and Mass Communication [Emerging Scholars Program](#) Award for Jeannine E. Relly and Celeste González de Bustamante to study border journalists, January 2012.
- Jeannine E. Relly received a [Fulbright grant](#) to conduct research in India and Linda Lumsden conducted research in Malaysia as a Fulbright scholar.
- Faculty Small Grant, The University of Arizona Social and Behavioral Sciences Research Institute, provided to Jeannine E. Relly for transcription of audio from research focused on influences on Mexican and U.S. journalists reporting along the border, March 2012.



Student leaders meet to plan out the Fall 2017 events for the **10 school clubs**.

## PART II, STANDARD 6

# STUDENT SERVICES

### Executive Summary

The School of Journalism assists students in maneuvering through the university environment to graduate within four years and succeed in their careers. Retention rates and four-year graduation rates are on the rise, thanks in part to dedicated academic advising by an alumna of the program and student-focused course scheduling. Also, the school hosts **10 journalism clubs** for extracurricular activities, and offers job counseling from a passionate internship coordinator who has doubled student internships in the past two years.

## 1. Complete and attach Table 9, "Student Aid."

### Table 9. Student Aid

Provide information for each of the two years preceding the accreditation visit.

	2015 - 2016	2016 - 2017
<b>SCHOLARSHIPS AWARDED TO UNDERGRADUATE STUDENTS IN THE UNIT</b>		
Total amount of scholarship dollars from funds controlled by institution	\$1,794,333	\$1,794,865
Number of students receiving scholarships from funds controlled by institution	202	196
Median individual scholarship from funds controlled by institution	\$4,525	\$4,000
Total amount of scholarship dollars from funds controlled by unit	\$63,205	\$65,054
Number of students receiving scholarships from funds controlled by unit	98	129
Median individual scholarship from funds controlled by unit	\$385	\$165
<b>UNDERGRADUATE ASSISTANTSHIPS OR WORK-STUDY APPOINTMENTS</b>		
Number of students holding appointments	9	8
Range of stipends	\$1,496-\$4,620	\$744-\$12,420

**2. Describe how the unit informs students of the requirements of the degree and the major, advises them on effective and timely ways to meet the requirements, and monitors their compliance with the requirements, including the 72-hour rule. Provide online and in the workroom advising guides, manuals, newsletters or other internal communication with students. Describe availability and accessibility of faculty to students.**

The school's full-time academic adviser, Paloma Boykin, is responsible for advising all undergraduate students. Academic advising in the college is centralized, so Paloma reports to the dean's office, not the school director. Her office is located conveniently for students in the school near the main elevators. Paloma is an alumna of the journalism program, which provides additional insights for students. She also provides general career counseling, including advice about preparing for job interviews, writing résumés, finding faculty mentors and breaking into the journalism market.

Advising begins when freshmen attend a mandatory campuswide [summer orientation](#) prior to their first day. The adviser sits down with each individual student to review the fall schedule, review the requirements for the major, and to answer questions. The adviser also collects basic contact information from the students to add them to the main journalism listserv and internship listserv. Current UA students who are interested in changing their major to journalism can schedule an [advising appointment](#) to discuss the major, course requirements, and deadlines. Students can schedule appointments through a university wide advising system called [WiseAdvising](#). The adviser sets aside 15 hours per week for student appointments and six hours for walk-in appointments.

When students decide that they want to move forward with journalism as their declared major, they fill out an information sheet and advising half-sheet (see [advising forms](#)). The adviser takes notes on the backside of the half-sheet and enters information into the universitywide, adviser-only note system. Prior to the end of each appointment, the adviser scans whatever document(s) were created and the originals are given to the student.

New students are added to the journalism listserv upon declaring the journalism major. Information about university and school policies, course announcements, scholarships, and important dates and deadlines are sent to students each Monday. Pertinent information about the school also is provided to the students via fliers in the hallways and on the adviser's door.

The adviser recommends that students come in for advising at least one to two times a semester to make sure that they are on track to graduate. During each advising meeting, the adviser reminds students of the requirements that they need to graduate, including the limit on journalism classes (72-hour rule). On the course-planning sheet, which the adviser creates with each student, the following is listed:

- Number of units needed to reach 120 credits for graduation.
- Number of upper division units to reach the required 42 upper-division units.

Sometimes students convey personal issues that affect their academics, so the adviser refers them to them to [Counseling and Psych Services](#) (CAPS), which is part of the university

campus health service. They can meet with licensed professionals who provide brief treatment for anxiety, depression, difficulties with relationships, family problems, food/body image concerns, alcohol and drug concerns, ADHD, life crises, and other issues.

Faculty members and adjunct instructors hold office hours on a weekly basis, and all instructors are housed on the third floor of the Marshall Building near classrooms and the student reading room. Faculty office hours are notated on syllabi and posted on office doors. If a student is not able to make the listed office hours' time, then the student can contact his or her instructor to schedule an appointment with the instructor to discuss questions, assignments, etc. For online courses, instructors are available via email and designated times for conversation, often through Skype, Zoom, or other online video-conferencing platforms.

**3. Describe the unit's process for evaluating its advising and counseling services. Include measurements of the accuracy of academic advising, student and faculty opinion of the quality of advising, or other indices of the effectiveness of advising. Discuss the results of these assessments.**

During the senior degree check appointment, students are asked to fill out a [Senior Exit Questionnaire](#). Students are asked questions about the quality of advising that they received in the School of Journalism. In addition, when students schedule an advising appointment and notes are entered into the university wide note system, students are emailed a survey to find out how their advising session was.

These are the questions that are emailed to the students:

- I accomplished what I went to academic advising to do.
- I am able to schedule an appointment with my adviser in a reasonable amount of time (2-3 days).
- I am satisfied with my academic adviser's attempt to understand my academic interests and concerns.
- I feel confident in the information and advice I received from my academic adviser.

All responses are anonymous. The information is collected by the [Advising Resource Center](#) and the Director of Academic Advising for the College of Social and Behavioral Sciences. This information helps the university to evaluate the advising that is being performed across campus. Here are some of the responses from the survey:

Briefly suggest how the school can improve advising services:

- I cannot recommend something for what is not broken.
- Paloma was and has always been super awesome and helpful! I am very impressed with the academic advising services at U of A!
- I wish the adviser could choose and make our schedule for us, with our consent of course, just to make signing up for classes easier. But nothing else!
- Paloma is the best adviser I have ever had. She takes the time to make sure each student is on track academically and helps in any way possible.

Based on the feedback from the survey and other discussions with students, the adviser has made improvements and changes to the system. For example, some students requested more advising availability during priority course registration periods. As a result, the adviser increased the advising time from 15 minutes per student to 30 minutes to provide more in-depth discussion. She also added an hour of walk-in time on Monday and Tuesdays. As a result, the adviser reports seeing an increase in students who are taking advantage of walk-in hours to ask questions about their schedules for the upcoming semesters.

#### **4. Describe student media, student professional organizations or other extra-curricular activities and opportunities provided by the unit or the institution that are relevant to the curriculum and develop students' professional and intellectual abilities and interests.**

Students have scores of opportunities on campus to develop their professional and intellectual abilities, some in partnership with the School of Journalism and others outside the unit.

Campus student media independent of the School of Journalism include *The Arizona Daily Wildcat*, KAMP Radio and UATV, which are supervised by the university's [Arizona Student Media](#) department, operating under the university's division of Student Affairs. These media provide 250 jobs for students that complement the journalism curriculum and offer valuable experience.

[The Arizona Daily Wildcat](#), in production since 1899 and published weekly in print and daily via multiple digital venues, is recognized as one of the leading campus news outlets nationwide. The outlet, which employs 150 students, has a print circulation of 7,000, more than 1.4 million annual unique visitors to [DailyWildcat.com](#), and a combined 54,000 social media followers (Twitter/Facebook/Instagram). Student-produced content, across all *Daily Wildcat* platforms, often surpasses 1 million views per month.

[KAMP Radio](#) is principally a music venue, but has added news and sports programming. Most positions with the station are unpaid. [UATV](#) is a student-run television station that broadcasts to the 5,000 students who live in campus residence halls, in addition to live-streaming in-house programming via Facebook Live and YouTube. The station presents news and features 24 hours a day, seven days a week. Journalism students can gain experience reporting, writing, producing, and anchoring programs.

Many journalism students work in information services on campus. Some students have part-time jobs in the [UA Sports Information](#) office, while others work for the [UA Presents](#) artists series. They write press releases, interact with local news media and produce magazine articles. Journalism students also have worked for the [Arizona alumni magazine](#), as well as publications produced by the College of Agriculture and by university science programs.

The school has good relationships with all the publications and television news operations in Tucson. The [Arizona Daily Star](#), a Lee-owned paper, has partnered with the school to provide an "apprentice" program. Students take a class for credit and are co-supervised by a newsroom staffer and the full-time internship coordinator. Apprentices contribute to every section of the

paper, including news, sports, features and arts. Several students also are stringers for the sports section, producing bylined stories and shorts.

In addition to the opportunities at the two daily newspapers, journalism students have internships and jobs at smaller local newspapers and magazines, such as through [Tucson Local Media's \*The Explorer\*, \*Tucson Weekly\*, and \*Inside Tucson Business\*](#). Students also are interns at the ABC, CBS, FOX, NBC, and PBS affiliates. The school works with newsroom editors to make sure the students' experiences are meaningful. Many Tucson businesses call the school to find students with exceptional writing skills to intern in their communications departments.

Another major opportunity for relevant extracurricular activity is through the [10 school student clubs](#):

1. Native American Journalists Association
2. National Association of Hispanic Journalists
3. National Association of Black Journalists
4. Asian American Journalists Associations
5. Society of Professional Journalists
6. National Press Photographers Association
7. Sports Journalism Club
8. Journalism and Women's Symposium
9. Online News Association
10. First Generation Club

Like many journalism programs, the school struggled for years to maintain consistent student interest in clubs. They would wane, particularly after active students graduated, or they would suffer from a lack of numbers to accomplish significant programming tasks. That changed in 2012 when Associate Professor of Practice Susan Knight took on the new role of all-clubs adviser. The concept was that a club with three or four students might founder, but if 10 clubs with three or four members all consolidated their efforts they could accomplish significant activities together and still celebrate their individual specializations and interests. The clubs meet on their own, but also meet together for planning joint programs and events. The school pays national dues for students and funds food for gatherings. For example, the clubs put on a fall student-faculty mixer at a pizza parlor, host professional journalists for informal talks, and help with school events, such as the school's annual [John Peter Zenger Press Freedom Award dinner](#).

Finally, the school provides its own hands-on media opportunities for students through multiple publications. Every major must take JOUR 490 [Arizona Sonora News](#) to graduate, requiring a half dozen professional-quality in-depth stories that are provided to Arizona media for publication. In addition, students in the class produce the [El Independiente](#) bilingual magazine covering South Tucson and other parts of Southern Arizona, and a twice-a-month newspaper, [The Tombstone Epitaph](#), serving the town of Tombstone, Arizona. The [Arizona Cat's Eye](#) television program course enables students to get hands-on experience at [Arizona Public Media](#), and students also produce class-specific publications, such as [SciView](#) magazine in the science journalism class.

**5. Describe the unit's career counseling and placement strategy for assistance in students' searches for employment. List placement statistics for the three most recent years before the self-study year for which accurate information is available.**

The School of Journalism employs an informal but effective network of people and organizations to help students locate their first jobs, and subsequent jobs. This begins with the academic adviser, internship coordinator, and faculty who know local and national journalists with whom they can connect graduating students. Additionally, school alumni, members of the external [Journalism Advisory Council](#) (see Standard 8 for more information about the council), and employers, especially those who previously have hired graduates, contact the school with information about employment opportunities.

Students regularly attend meetings of organizations such as the Arizona Newspapers Association, Investigative Reporters and Editors, Society of Professional Journalists, National Association of Hispanic Journalists, and the Native American Journalists Association. Five percent of the gross revenues from program fees, or about \$3,500 a year, are set aside so that students can take part in these efforts.

Students from diverse backgrounds are especially encouraged to take advantage of networking, internship, and scholarship programs. Arizona students apply every year for the Chips Quinn and Dow Jones internship programs. The school maintains a record of organizations that focus on providing internship, job, and scholarship opportunities for minority students.

The school employs a part-time internship coordinator, Renee Schafer Horton, who also serves as a career counselor. The former *Tucson Citizen* reporter provides a variety of training opportunities for students seeking career help, and launched a new one-unit, five-week class Fall 2017 that focuses on teaching students effective job hunting skills. She coordinates an annual "Pizza and Portfolios" event for students, which has a centerpiece panel of professionals offering career advice to students, as well as faculty who provide feedback on students' resumes, cover letters, and work samples. In the spring, there is a "College to work" media panel for seniors, helping them understand the best way to present themselves for jobs.

Schafer Horton participates in monthly UA-sponsored Career Counsel meetings to gather further information for students in regard to employment statistics and job placement opportunities. Schafer Horton works individually with students to determine what type of job they are looking for after college and trains them on how to search for those jobs online. Finally, she maintains a listserv of recent graduates and when recruiters come to her seeking recent graduates, she is able to email the job opportunities to these recent graduates. She has more than doubled the number of paid and unpaid for-credit internships in the past two years, from about 65 per year to more than 130.

Job placement by the school in mass communication careers slightly exceeds journalism and mass communication programs nationwide (see next page for a table listing job placement statistics for 2014-15 through 2016-17, as of October 2017). About 35 percent of recent graduates work in journalism, 28 percent in public relations, and the other third attend

graduate school or take other jobs. According to [national studies](#) surveying graduates of journalism and mass communication programs, about 60 percent typically end up in the field (journalism and strategic communications combined).<sup>46</sup> Recent University of Arizona graduates have acquired jobs at Telemundo, ESPN, the *Los Angeles Times*, NBC Dateline, *Newsweek*, and WIRED. They also serve Arizona communities by working at newspapers in Sierra Vista, Tucson, Phoenix, and Show Low, as well as TV stations throughout the region.

A survey of graduates from the past four years conducted by the school in October 2017 found that students were pleased with their education. Of the 146 who responded (out of about 400 possible), half said they were “very satisfied” with their education in the school, 42 percent said they were “somewhat satisfied,” 6 percent said they were neither satisfied nor dissatisfied, and 2 percent (three grads) said they were somewhat dissatisfied.

### Job Placement Statistics of Graduates 2014-15 Through 2016-17

	2014-15	2015-16	2016-17	Total
<b>Journalism</b>				
Television.....	11 12%	13 17%	12 15%	36 14%
Newspaper.....	9 9%	6 7%	8 10%	23 9%
Freelance.....	4 4%	6 7%	1 1%	11 4%
Radio.....	3 3%	1 1%	2 3%	6 2%
Magazine.....	2 2%	3 4%	1 1%	6 2%
Photojournalism.....	2 2%	- -	4 5%	6 2%
Online only.....	- -	2 2%	2 3%	4 2%
<b>Total.....</b>	<b>31 32%</b>	<b>31 38%</b>	<b>30 38%</b>	<b>92 35%</b>
<b>Non-Journalism</b>				
Graduate school.....	7 7%	6 7%	7 9%	20 8%
Public relations.....	26 27%	19 23%	26 33%	71 28%
Other.....	34 34%	26 32%	16 20%	76 29%
<b>Total.....</b>	<b>67 68%</b>	<b>51 62%</b>	<b>49 62%</b>	<b>167 65%</b>
<b>Total known job placements</b>	<b>98</b>	<b>82</b>	<b>79</b>	<b>259</b>
Unknowns/non-response.....	18	3	14	35
<b>Total grads &amp; completion rate</b>	<b>116 84%</b>	<b>85 96%</b>	<b>79 85%</b>	<b>294 88%</b>

Data collected in September and October, 2017 through alumni surveys and social media searches.

<sup>46</sup> The University of Georgia’s last annual survey on journalism and mass communication graduates, in 2013, indicated that 61 percent of undergrads nationwide get jobs in mass communication, including journalism and public relations. Georgia has since stopped the annual survey. See [http://www.grady.uga.edu/annualsurveys/Graduate\\_Survey/Graduate\\_2013/Grad\\_Report\\_2013\\_Combined.pdf](http://www.grady.uga.edu/annualsurveys/Graduate_Survey/Graduate_2013/Grad_Report_2013_Combined.pdf).

**6. Discuss the processes in place to collect, maintain and analyze enrollment, retention and graduation rates within the major and in comparison with university rates. Discuss the findings of the analysis. Provide the Web link where the unit shares its most recent retention and graduation data with the public.**

The school collects retention and graduation rates, as well as overall university statistics, each summer from the university analytics computing system and posts the results on its public “[Report Card](#)” webpage, as well as on the university’s [assessment page](#).

The school’s retention rate of freshmen returning their second year has roughly mirrored the university’s during the past six years – about 80 percent. This has been an increase from 2009, which was at 72 percent for the school. The university has taken retention and graduation rates seriously, particularly in the past few years, given the anticipated trend of declining entering freshman classes. The university achieved significantly increased retention rates Fall 2017, [topping 86 percent](#) for in-state students from a variety of initiatives.<sup>47</sup>

**Journalism freshman retention rates**

<b>Fall Term</b>	<b>Freshmen</b>	<b>Returned 2nd Year</b>	<b>UA return rate</b>
2001	63	83%	76%
2002	91	78%	77%
2003	75	79%	79%
2004	101	83%	79%
2005	102	74%	79%
2006	96	75%	80%
2007	82	76%	79%
2008	96	82%	78%
2009	104	72%	77%
2010	110	77%	77%
2011	110	77%	80%
2012	82	80%	78%
2013	74	78%	81%
2014	86	81%	80%
2015	67	78%	80%

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<sup>47</sup> See UA News report from Oct. 4, 2017, about the universitywide increase in one-year retention rates at <https://uanews.arizona.edu/story/ua-retention-rates-exceed-abor-goals>. Specific Fall 2017 retention rates for the school were not available from the university by Jan. 15, 2018.

Graduation rates also have been increasing, based on numbers most recently available. Of the students who entered the journalism program in 2013, 55 percent graduated on time in their fourth year, by 2017, which is an all-time high for the school and above the university average of around 48 percent. School graduation rates eight or nine years ago were as low as 29 percent because of the difficulty to get into required journalism courses. That has been rectified through increased staffing and fine-tuned policies and advising for helping students graduate on time.

### Freshmen who Graduate in 4 and 6 Years

Fall Term	Graduated 4th Year	UA 4th Year Average	Graduated 6th Year	UA 6th Year Average
2001	37%	34%	56%	56%
2002	35%	32%	59%	57%
2003	29%	32%	56%	58%
2004	41%	34%	56%	60%
2005	39%	36%	65%	61%
2006	44%	35%	64%	61%
2007	42%	40%	54%	61%
2008	47%	40%	54%	60%
2009	40%	43%	64%	61%
2010	49%	42%	59%	60%
2011	46%	45%	62%	63%
2012	50%	48%		
2013	55%	48%		

Overall, the school has been able to graduate about 100 journalism students each year.

### Journalism major degrees awarded

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Degrees <sup>a</sup>	114	94	97	116	85	93

<sup>a</sup> Total for December and May graduations, including double majors.



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.

<b>Budget Item</b>	<b>2014 - 2015</b>	<b>2015 - 2016</b>	<b>2016 - 2017</b> (Self-study year)
Administrative salaries <sup>48</sup>	\$153,171	\$145,023	\$159,521
Teaching salaries (full time) <sup>49</sup>	\$1,221,804	\$1,238,079	\$1,370,751
Teaching salaries (part time/adjunct) <sup>50</sup>	\$166,828	\$165,991	\$182,318
Teaching assistants <sup>51</sup>	\$7,863	\$8,301	\$8,108
Clerical salaries	\$147,613	\$158,138	\$139,111
Equipment <sup>52</sup>	\$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 <sup>53</sup>	\$312,607	\$15,920	\$19,218
Other (please list)			
<b>TOTAL ANNUAL JOURNALISM</b>	<b>\$2,139,477</b>	<b>\$1,915,538</b>	<b>\$2,023,749</b>

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

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

<sup>50</sup> Purely the adjunct instruction budget – no core faculty salaries.

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

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

<sup>53</sup> 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.<sup>54</sup> 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.

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<sup>54</sup> 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.



Students and 80 Arizona journalists work through a News Hack in [Spring 2016](#) and again in [Spring 2017](#), co-sponsored by the school and the *Arizona Daily Star*.

## PART II, STANDARD 8

# PROFESSIONAL AND PUBLIC SERVICE

### Executive Summary

As a school within a land-grant university, where outreach and service are paramount, the School of Journalism provides service to citizens, scholastic education, and the news industry at the local, state, and national levels. School media serve diverse communities in Southeast Arizona, and for decades the school has helped train high school minority journalism students. Faculty members are heavily involved in academic and professional organizations, and engage with newsrooms throughout the state, country, and world.

**1. Summarize the professional and public service activities undertaken by the unit. Include operation of campus media if under control of the unit; short courses, continuing education, institutes, high school and college press meetings; judging of contests; sponsorship of speakers addressing communication issues of public consequence and concern; and similar activities.**

The School of Journalism for decades has taken an active role in reaching out to diverse communities through public and professional service. Faculty participate at the local, state, national, and international levels in aiding the profession and communicating its importance to the public. Some of the school's service and outreach activities include:

- **School media.** The school provides a public service to Arizonans by publishing [media products](#), including a newspaper for the town of Tombstone, a bilingual magazine for South Tucson and southern Arizona, a television show for public media, and wire service for Arizona news organizations. A donor-funded spring [Don Bolles Fellow](#) covers the state Legislature, providing community news organizations news they would not be able to cover otherwise. Professor William Schmidt created a *Tucsonhoods* blog for his reporting students to report news of interest to specific neighborhoods in Tucson. These hands-on experiential “teaching hospitals” not only help students learn by doing, but serve disenfranchised communities and aid professional news organizations in the region. The school does not operate [campus media](#), which reports to Student Affairs, however the school works closely with the campus newspaper, TV station, and radio station since so many journalism majors find valuable experiences there.
- **Center for Border and Global Journalism.** In 2014 the school launched the [Center for Border and Global Journalism](#) to provide education, outreach, and teaching. Co-directed by Professors of Practice William Schmidt and Mort Rosenblum, the center has conducted a variety of workshops and public topics, including a [public panel discussion](#) in 2015 aired by C-SPAN featuring former Associated Press reporter and hostage Terry Anderson, *New York Times* attorney David McCraw, and John and Diane Foley, parents of photojournalist James Foley, who was murdered by ISIS.
- **Loft Journalism on Screen film series.** For the past three years the school has coordinated the [Journalism on Screen](#) series at The Loft Cinema in Tucson. Following the showing of a journalism-themed film a professional journalist engages in a discussion with the audience. The series is coordinated by Professors of Practice William Schmidt and Nancy Sharkey, and has featured 15 films so far. They have included “The Insider” with former 60 Minutes producer Lowell Bergman and *New York Times* lawyer David McCraw; “All the King’s Men” with David Cay Johnston, author of “The Making of Donald Trump”; “Spotlight” with Richard Gilman, former publisher of the *Boston Globe*; “The Paper” with Sam Sifton, senior editor at the *New York Times*; “Absence of Malice,” with Kurt Luedtke, former editor of the *Detroit Free Press* and screenwriter for the movie; and “Citizenfour” with Glenn Greenwald.

- **High school diversity workshop.** For nearly 40 years the school has been the host of the Journalism Diversity Workshop for Arizona High School Students. This 10-day workshop brings high school students from diverse communities in Arizona to the UA to learn news writing, reporting, editing, video, multimedia, digital design and photojournalism. They publish their [work](#) online and in a printed newspaper. Many of the students go onto college, including in University of Arizona journalism, and then into media careers. Workshop alums include a reporter at the *Arizona Republic*, producer at KPNX-TV, and Buzzly Media social media manager.
- **Zenger Award dinner.** Since 1954 the school has honored journalists committed to fighting for press freedom with the [John Peter and Anna Catherine Zenger Press Freedom Award](#). Winners have included Katharine Graham, Walter Cronkite, Bill Moyers, Paul Steiger, and for 2017 *New York Times* Executive Editor Dean Baquet. In 1999, because of budget difficulties, the school stopped hosting an award ceremony and instead paired the award with the [Arizona Newspapers Association](#) annual conference, and also the school began giving out the award every two years instead of annually. In 2012 the school renewed the annual awards banquet, now held at a Tucson resort each fall. The banquet provides an opportunity for the school to engage with the public, inspire students, and honor press freedom.
- **Public talks.** The school frequently organizes and participates in public talks on topical issues in journalism, including a [panel discussion](#) Spring 2016 featuring Noam Chomsky, Glenn Greenwald, and Edward Snowden (Skyped in from Russia), which was streamed by *The Intercept* and viewed more than 300,000 times. Other public talks have included the [Oct. 19, 2017, discussion](#) with *New York Times* Executive Editor Dean Baquet, interviewed by Professor Nancy Sharkey at the Fox Theater in downtown Tucson. In 2015 faculty organized a panel discussion in Phoenix at the *Arizona Republic* regarding coverage of wildfires. The school also engages with the public at the annual [Tucson Festival of Books](#), and faculty members offer seminars to senior citizens through the [Osher Lifelong Learning Institute](#) on broadcast news, international reporting, and other topics.
- **Hall of Fame.** The school will launch its [Hall of Fame](#) April 7, 2018, in a public gathering to honor 14 individuals and two couples who have contributed to the school and journalism. The inaugural inductees – selected by a committee, the school’s Journalism Advisory Council, and faculty – include the Today Show’s Savannah Guthrie, author Lynne Olson, and former *Boston Globe* Publisher Richard Gilman.
- **Journalist training.** School faculty have led a variety of regional workshops for journalists, particularly along the U.S.-Mexico border. For example, the school hosted Arizona [Migrahack](#) in 2015, bringing together computer programmers, web designers, journalists, and nonprofits to develop web-based products involving border and migration issues. In Spring 2016 school faculty helped lead a border safety workshop in Nogales for journalists on both sides of the border. That same semester faculty helped coordinate [News Hack Arizona](#), in conjunction with the

*Arizona Daily Star*, to train about 80 journalists in digital storytelling, and [then again](#) in Spring 2017. The school has assisted in other local workshops, as well, including Google News Lab training through the Society of Professional Journalists and a Better Watchdog Workshop co-taught on campus by [Investigative Reporters and Editors](#). In October 2017 the school launched a [service](#) to aid news organizations in utilizing drones, virtual reality, 360-degree video, sensors, and other technologies. An Online News Association [grant awarded](#) in October 2017 will allow students to help develop new products for the *Arizona Daily Star*. Faculty provide training for journalists all around the world, as well. Associate Professor Jeannine E. Relly, for example, provided a talk in New Delhi, India, in November 2016 on “Right to information in India and the U.S.: A tool for journalists.”

- **Policy input.** Faculty help policy makers better understand critical issues affecting journalism and the people’s right to know. For example, Professor Shahira Fahmy has assisted NATO regarding its examination of terrorist groups’ social media, and has been invited to talk and provide insights for the State Department and groups throughout the world. Director David Cuillier has [testified](#) before Congress three times regarding the Freedom of Information Act, as well as before the [state Legislature](#) regarding student journalists’ rights, and has influenced freedom of information laws in [other states](#).
- **Campus public events.** Assistant Professor Susan E. Swanberg acquired a grant to organize a campus [workshop](#) in 2015 titled “With Conviction: Reporting on Science in the Courtroom,” based on her experience as a scientist, lawyer, and journalist. A Spring 2016 [panel](#) organized by the Center for Border and Global Journalism focused on covering the global refugee crises. The school also organizes a [5K run](#) to honor [James Foley](#), a photographer killed by ISIS, as well as a homecoming open house and family weekend open house for the public, alumni, students, and their parents. The bulk of the event planning for the school is handled by Mike Chesnick, the school’s program coordinator for outreach who previously worked for Tucson newspapers and *USA Today*.

**2. List online examples of professional and public service activities undertaken by members of the faculty in the past six years (before the self-study year). Limit to five examples per faculty member. The unit has the option of providing a complete list online. Do not include service to the unit or institution; this information should be presented in Standard 1.**

See selected list online of [faculty service activities](#) for the past six years.

**3. Describe the unit's contact with alumni, professionals and professional organizations to keep curriculum and instruction, whether online or onsite, current and to promote the exchange of ideas. Contact may include alumni and professional involvement in Advisory boards, curriculum development, guest speaking, placement, internships, and fundraising. Provide Advisory board members' names and contact information.**

Journalism faculty members have extensive contacts with alumni and the professional community. Faculty members maintain close contact with alumni via email, phone, and through social media, discussing changes in newsrooms, local story selection, and changes in the industry. They sometimes are asked to meet with news organizations to discuss specific issues. Faculty members also are active on the state level, leading workshops at conferences sponsored by organizations such as the [Arizona Newspapers Association](#), [Society of Professional Journalists](#), and [Investigative Reporters and Editors](#).

On the national level, journalism faculty members are active in professional organizations relevant to their research and teaching specializations – such as the [Online News Association](#) and [American Copy Editors Society](#). William Schmidt was a longtime board member of the [Maynard Institute for Journalism Education](#) and serves as a consultant for [Human Rights Watch](#). Linda Lumsden has served as president of the [American Journalism Historians Association](#). Michael McKisson serves on the Online News Association's annual conference panel selection committee. Director David Cuillier served as national president of the Society of Professional Journalists in 2013-14, and continues to serve on its freedom of information committee and the board of the [National Freedom of Information Coalition](#). In Fall 2016, he was awarded the [Wells Key](#) award, the highest honor given to an SPJ member for service to the organization and journalism profession.

The journalism faculty keeps up to date on industry trends by subscribing to a number of national journalism listservs. They find and share materials from sites run by the [National Association of Hispanic Journalists](#), [National Association of Lesbian & Gay Journalists](#), [National Press Photographers Association](#), [Nieman Foundation](#), and [Radio-Television Digital News Association](#).

The curriculum enables students to interact frequently with professional journalists. The class providing the best example of this interaction is JOUR 405 – Study of the News: [The Arizona Daily Star Apprenticeship](#). Students in the course work directly with reporters and editors at the *Arizona Daily Star*, Tucson's local morning daily, then have the opportunity to discuss reporting issues and concerns in the classroom. Students gain real-world experience and accumulate numerous bylines over the course of a semester, yet also have the opportunity to process that experience with classmates and faculty.

About a third of the journalism courses are taught by adjunct faculty members, most of whom still work in the industry at local TV stations and newspapers. Nearly all faculty members bring in media professionals – either in person or via Skype – to offer real-world perspectives in current issues in the industry. Several faculty members also ask students to sit in on budget meetings at the *Arizona Daily Star* or shadow a professional working in print or broadcast journalism.

One of the most important ways in which the school interacts with these constituencies is through the school's [Journalism Advisory Council](#), the external advisory board whose major responsibilities include fundraising and assisting the school with guidance about curricular issues. The council, which meets at the school four times a year, was formed in 1994 when the university threatened to close the department. The two-year battle by the council and others resulted in saving the program, and council members have continued to support the school since. The current chair is Frank Sotomayor, an alum who shared the 1984 Pulitzer Prize for public service for a *Los Angeles Times* [series](#) about Latinos. Before Frank's term as chair, alum Jon Rowley led the council, increasing fundraising by the council and support for the school's Zenger awards dinner.

### **Journalism Advisory Council members**

- **Jo Marie Barkley** ('86): Public affairs coordinator, UA Department of Emergency Medicine. [jgellerm@email.arizona.edu](mailto:jgellerm@email.arizona.edu)
- **Bobbie Jo Buel** ('79): Former editor of *Arizona Daily Star*; member of Arizona Daily Wildcat Hall of Fame. [bjbuelcarter@gmail.com](mailto:bjbuelcarter@gmail.com)
- **Paula Casey**: Executive director of Arizona Newspapers Association in Phoenix. [p.casey@ananeews.com](mailto:p.casey@ananeews.com)
- **Hipolito Corella** ('90): Senior editor at the *Arizona Daily Star*, where he has worked since 1991. [hcorella@tucson.com](mailto:hcorella@tucson.com)
- **John D'Anna** ('83): Page One editor, *Arizona Republic*; member of Daily Wildcat Hall of Fame. [john.danna@arizonarepublic.com](mailto:john.danna@arizonarepublic.com)
- **Sara Hammond, vice chair** ('77), vice-chair Arizona Public Media science reporter/producer; former UA Cancer Center public affairs director; former *Arizona Daily Star* reporter. [sara\\_hammond@msn.com](mailto:sara_hammond@msn.com)
- **Scott Harelson** ('84, Radio/TV): Media relations manager at Salt River Project in Phoenix. [scott.harelson@srpnet.com](mailto:scott.harelson@srpnet.com)
- **Chyrl Hill Lander** ('76): Former journalist at *Arizona Daily Star*, TUSD spokesperson and UA journalism adjunct instructor. [chlander@comcast.net](mailto:chlander@comcast.net)
- **Jon Rowley** ('66): Rancher in Amado, Arizona; family history in publishing and media ownership. [rowley.jon@gmail.com](mailto:rowley.jon@gmail.com)
- **Pat Sallen** ('82): Ethics lawyer and consultant. [patricia.sallen@azbar.org](mailto:patricia.sallen@azbar.org)
- **Nicole Santa Cruz** ('09): Reporter at the *Los Angeles Times*, where she also writes the Homicide Report blog. Received Daily Wildcat Young Alumni Award in 2011. [Nicole.SantaCruz@latimes.com](mailto:Nicole.SantaCruz@latimes.com)
- **Arlene Scadron** ('75): Former journalism head and student newspaper adviser at Pima College. [ascadron@gmail.com](mailto:ascadron@gmail.com)
- **Anne F. Segal** ('75): Tucson attorney; former Pima County Justice of the Peace in Precinct One. [afs1818@yahoo.com](mailto:afs1818@yahoo.com)
- **Frank Sotomayor, chair** (Class of '66), chair: an alum who co-edited the 1984 Pulitzer Prize for Public Service for the *Los Angeles Times* series about Latinos. [frank.sotomayor@sbcglobal.net](mailto:frank.sotomayor@sbcglobal.net)
- **Pam White** ('81, Radio/TV): Former TV/radio reporter for KUAT TV in Tucson. [pamlot2@yahoo.com](mailto:pamlot2@yahoo.com)
- **Mark Woodhams**: Former director of Arizona Student Media and adviser for the *Arizona Daily Wildcat*. [woodhams@email.arizona.edu](mailto:woodhams@email.arizona.edu)

### Honorary members

- **Michael Chihak** ('71): Arizona Public Media news director; former *Tucson Citizen* publisher. mchihak@email.arizona.edu
- **Patty Weiss Gelenberg** ('71): Former KVOA 4 anchor in Tucson. patty.gelenberg@gmail.com
- **Richard Holden**: Former executive director of Dow Jones New Fund. richard.holden@dowjones.com
- **Gerald Sass**: Former executive vice president of the Freedom Forum. gmsass@aol.com

#### 4. Describe the unit's methods for communicating with alumni, such as newsletters or other publications, on paper or online. Provide in the workroom copies of publications or the online link for communication during the previous academic year.

The school keeps in contact with its alumni, numbering 3,842 as of October 2017, through its faculty members and program coordinator Mike Chesnick, a former journalist from the *Arizona Daily Star*, *Tucson Citizen*, and *USA Today*. Chesnick works with the University of Arizona alumni office and foundation to update addresses and other contact information. Here are some of the ways the school communicates with alumni:

- **Cursor magazine.** The school produced the [Cursor](#) alumni publication each semester as a newspaper until it was put on hiatus in 2008 because of budget cuts. In 2013, the school restarted the publication as a magazine, coming out each fall before the annual fundraising appeal. Every alum is mailed a copy. The popular alumni notes section features photo breakouts on notable grads. The magazine includes sections on faculty, students, alumni and donors, including a donor honor roll. Each magazine has a theme, and the [2017 edition](#) featured the school's focus on watchdog journalism. The recent issue also included a two-page spread on the school's inaugural Hall of Fame class, to be inducted in April 2018. The magazine directly resulted in a \$1 million estate gift after an alum read it and was inspired to give. Here's what alumnus and former school professor Jay Rochlin had to say about the 2016 issue: "Speaking as a 20-year editor of the UA Alumni Magazine, an eight-year J-School faculty member, and as an alum, you did everything right: showing student success and faculty accomplishments; showing that faculty are at the top of their games both in the profession and scholarship; showing faculty care about their students; showing that lots of students stay in touch and are becoming mentors themselves; that the school is all about the future; and the past upon which today's school was built really matters."
- **e-Cursor.** Every month, the school sends out an [e-Cursor](#) alumni newsletter with a feature story and three smaller items on students, alums, or faculty. It includes links to stories on the school website and also has a rail with upcoming events. It reaches nearly 2,000 alums and is opened anywhere from 20 to 26 percent of the time, according to MailChimp.

- **Website.** The school’s [website](#) had 174,500 page views — 147,274 unique — in the last two years (from Sept. 28, 2015, to Oct. 4, 2017). The hub page is kept fresh, periodically changing up the four items in the carousel at the top, and adding to the news items below. The “welcome” section includes a video introducing the school, narrated by a student and produced by an alum. The news section includes student/alumni kudos and faculty kudos, with an archive back to 2006. Popular features include the [Journalism on Screen](#) page, which highlights upcoming and past films shown at a local independent theater with a prominent journalist guest speaker, and includes links to videos of Q&As conducted after the screenings. The [Drew Gyorke photo contest](#) page lists previous winners and displays students’ photos. The website has an [internship](#) section, with current listings and tips. The site also lists all the school’s [publications](#), with archive links to the alumni magazine and student publications. In addition, there is a link to the school’s [Center for Border & Global Journalism](#) website. The center, created in 2014, helps student and professional journalists meet the challenges of covering a more complicated and more perilous world.
- **Facebook.** The school generates at least one [Facebook](#) post a day, sometimes multiple posts, on alums, students, and faculty. Each post has at least one photo or video and tries to link to a story on the school’s website, or to a student’s or alum’s published story. From Jan. 1 to Oct. 4, 2017, the school had 372 posts, or 9.3 per week. The school saw a total reach of 311,056 during that period, or an average of 7,776 per week. In the past two years, the Facebook page has doubled from under 1,000 likes to nearly 2,000. A popular feature is “Where are they Wednesday,” where up to four alums can be profiled with a mug photo of each. The most popular recent posts were the school’s inaugural Hall of Fame class, an update on a science journalism intern at NASA who lost her belongings during Hurricane Harvey, and a slideshow on the school’s student awards ceremony in May. The school organized two Facebook Live events: the awards ceremony and a panel discussion on fake news. Both generated good page traffic and allowed alums to view the events. Also, a video introducing the school to prospective majors had a reach of nearly 5,000. In addition, the school sends out tweets on Twitter, and is planning to start an Instagram contest, in which students’ best work in photography classes, are featured each week.
- **Issuu.** The school has uploaded its publications, including The Cursor alumni magazine, El Independiente and Science magazines at [Issuu](#).
- **YouTube.** The school started a [YouTube channel](#) in late 2015, and has had nearly 9,000 views since. The channel features a student interview with alumna Savannah Guthrie of NBC’s “Today Show,” videos of Q&As done at the school’s Zenger Award dinner and Journalism on Screen series, its “welcome” video, and videos shot at school events.
- **Alumni engagement events.** The school provides a variety of opportunities for alumni to engage with faculty and students. For example, each fall during Homecoming weekend the school hosts an open house for alumni, inviting them to visit the school

and catch up with faculty. The John Peter and Anna Catherine Zenger Award for Press Freedom Award dinner each fall (featured *New York Times* Editor Dean Baquet on Oct. 20, 2017) engages alumni. The school frequently partners with [Arizona Student Media](#) on campus, home of the campus newspaper, which shares a similar alumni base. In 2018, the school will launch its inaugural Hall of Fame at a spring event, bringing some of the most noteworthy alumni to campus for recognition and interaction.

##### **5. Describe the unit's support of scholastic (high school) journalism, including workshops, visiting lectures, critiques of student work, etc.**

The school has focused many of its outreach activities on high school journalists. As mentioned previously, faculty members speak frequently at the Arizona Interscholastic Press Association convention for high school journalists and advisers. Following a talk given by Director David Cuillier to the AIPA convention in 2016 on student press freedom, he and others in the state educated legislators about the need to pass laws protecting journalism students, leading to [New Voices](#) legislation proposed in 2017.

Faculty are available to speak to high school and community college journalism classes and organizations. Many public and private schools visit the journalism school and faculty and students speak with them about student media, clubs, internships, classes and the high school workshop.

Members of the student SPJ chapter have mentored students at area high schools, including Amphitheater High School and Tucson High School, which have high minority enrollment. Campus visits in recent years include a trip to Hopi Junior/Senior High School in Northern Arizona; Cienega High School in Vail; and Baboquivari High School on the Tohono O'odham Reservation in Sells, Arizona. The school's sponsorship of the summer workshop for minority high school journalists is explored above and in detail in the Diversity section, and helped toward its recognition in 2010 as a [Robert P. Knight Multicultural Recruitment Award winner](#).



Christianna Silva covered the Arizona Legislature for the school's [Bolles fellowship](#), interned at Nate Silver's FiveThirtyEight and was hired Fall 2017 as a reporter for *Newsweek*, benefiting from bolstered math instruction following the school's assessment-based curricular changes.

## PART II, STANDARD 9

# ASSESSMENT OF LEARNING OUTCOMES

### Executive Summary

The School of Journalism has assessed overall student learning in the program since developing an assessment plan in 1999 and updating it in 2004, 2011, and 2017. The [assessment program](#) has collected direct and indirect measures of student learning in earnest for the past six years, led by Associate Director Nancy Sharkey. Each fall, faculty members review assessment data to identify areas that can be improved, make changes to the curriculum, and then monitor outcomes to determine if the changes enhanced learning. The curriculum has become more effective during the past six years because of this assessment process, and the school's program is considered a model on campus.

**1. Provide a copy of the unit’s written plan for assessment of student learning outcomes. This plan must include the dates of its adoption and of implementation of its components.**

The school’s [assessment plan](#) was originally adopted in 1999 and then updated in 2004, 2011, and 2017. Key direct and indirect measures, such as pre-test/post-test exams, were fully implemented by 2011 and followed up to “close the loop” by 2013. This was accomplished by creating an associate director position in the school in 2011 to lead the efforts, along with a committee of faculty members and staff dedicated to ensure the process would work. Additional measures have been added since 2011, including a systematic graduate job placement survey started in 2016. The school is exploring portfolio reviews and other measures for future years.

**2. Provide the unit’s definition of goals for learning that students must achieve. If this definition is incorporated into the plan for assessment, a page reference will suffice.**

The school has identified [11 core student learning outcomes](#) for graduates, incorporating key principles from the school’s mission statement and all of the [professional values and competencies](#) in the ACEJMC accreditation standard. See the school [assessment plan](#), page 4, online and in the workroom materials.

**3. Describe the collection and reporting of data from both direct and indirect assessment measures and how the unit used its analysis of the data to improve curriculum, instruction, etc. Provide copies of any end-of-year assessment reports. If there are multiple reports from the six-year period, summarize the findings and make the reports available online.**

### **School Assessment History**

The school developed its first written plan for undergraduate learning-outcomes assessment in 1999, and the plan was expanded in Fall 2004. The 2005-06 re-accreditation site team noted that the procedures relied primarily on qualitative, anecdotal, individual-level assessment rather than quantitative direct assessment of overall programmatic student learning. The team also noted that the school lacked a way of collecting baseline data to truly assess whether changes to the curriculum really helped. As a result, the school failed the assessment standard in that 2005-06 re-accreditation cycle.

After 2006, several attempts by faculty committees to update and improve the plan culminated with a new system adopted and implemented in Fall 2011. While some data had been collected, it was too late to adjust curriculum and measure its effects to demonstrate success for the February 2012 re-accreditation site-team visit. Therefore, the school failed the assessment standard in that re-accreditation cycle, for the second time.

To ensure the assessment program succeeded moving forward, the school created a new associate director position, filled by Nancy Sharkey and assisted by a new faculty

assessment committee. During the past six years their work has been exemplary. They've implemented a pre-test multiple-choice test for entering students in JOUR 105 Principles of Journalism, followed by a post-test administered in the JOUR 490 Arizona Sonora News class. They also administer a pre-test/post-test writing instrument. Additional measures – both direct and indirect – have led to useful data summarized for faculty each fall for discussion and curriculum adjustment at an annual August retreat. Follow-up data are examined to see if changes made a difference – “closing the loop.”

As a result of the progress made since 2011, the school's assessment program is now considered a model on campus, and the faculty continue to adjust it, improve it, and layer on new measures. The school is currently developing an assessment program for its master's degree, which was re-started in 2008. The overall goal for the faculty, which has been achieved, has been to phase in assessment procedures in a methodical way to provide useful results and definitive benefits to student learning without overburdening faculty and staff.

## Methodology

The school assesses student learning through a dozen instruments that include more than 40 different learning measures – direct and indirect, quantitative and qualitative. Faculty review the report at the annual fall retreat to discuss potential curriculum improvements (see [assessment reports and meeting minutes](#) for the 2015, 2016, and 2017 retreats online and in the workroom materials). A summary of the school's annual assessment indicators is posted on the school "[Report Card](#)" website for students and the public.

Measures are outlined in detail in the [assessment plan](#), including questionnaires used to measure outcomes. In summary, the measures include the following:

### Direct Measures

- **Journalism Assessment Test** (pre-test/post-test). Faculty spent two years testing and retesting the internal and external validity of a pre-test/post-test instrument comprised of multiple choice questions regarding nine of the 11 learning outcomes. The tool was fully implemented in Fall 2012, providing five years of baseline data. The multiple-choice test is given to students in JOUR 105 Principles of Journalism, the first course for journalism majors, and to students in the required senior school media course, JOUR 490 Arizona Sonora News. Results are compared from beginning to end of the program to measure learning.
- **Writing test (pre-test/post-test)**. The school administers a writing test for all students in their first skills course, JOUR 205 Reporting the News, each fall and spring semesters, and then the same instrument as seniors in JOUR 490 Arizona Sonora News. The stories are rated in several categories by a faculty committee, including accuracy, writing, legal knowledge, ethical decision-making, and critical thinking.
- **Internship ratings by supervisors**. After each student completes an internship, the student's supervisor completes a survey to assess the student's

capabilities and skills, including written skills, use of technology, critical thinking and ethical principles. These surveys have been conducted since 2005 (and have demonstrated a consistent increase in supervisor ratings of UA journalism students). The ratings for different categories are then averaged for the year and compared over time.

- **Course-specific studies.** During the past dozen years the school has conducted various studies of specific courses to assess overall student learning, based on a combination of surveys, focus groups, grade analysis and other methods. These targeted studies to address specific questions and issues have resulted in significant curriculum change.

### Indirect Measures

- **Course evaluations.** Students fill out course evaluations for every class, and those ratings are analyzed at the school level. One question is “How much do you feel you have learned in this course?” This question in particular is examined to see if students perceive they are learning. The school also looks closely at students’ overall perceptions of “teaching effectiveness,” as well, [finding](#) that overall, since 2009, journalism courses have been rated higher by students in teaching effectiveness than other courses in the college.
- **Intern self-evaluation.** At the end of an internship, students fill out a questionnaire asking how much they learned. This survey has been conducted each semester since 2005.
- **Self-perceived tech comfort.** As part of the pre-test/post-test, the school asks students about their comfort level using various technologies. This is an indirect measure because it does not actually test their skill with the technologies, just their perceptions. This has been useful, though, in identifying gaps in social media instruction.
- **Senior exit survey.** When students fill out their paperwork to graduate they also complete a survey asking their perceptions of what they learned, and soliciting suggestions for improving the program. These forms have been collected since 2009.
- **Alumni survey.** The school started an annual alumni job placement survey in Fall 2016, and gathered information in Fall 2017 for all alumni that graduated since 2014. The baseline data will be helpful in comparing future years.
- **Academic performance.** The school measures this through analyzing average GPA, retention, graduation rates, honors students, and enrollment trends.
- **Student awards.** Student awards and honors are tracked and publicized weekly on the school website and through an email “kudos” on the school listserv. Awards have been on the rise, including Hearst wins, thanks to internship coordinator Renee Schafer Horton spearheading award entries, covered by school funds.
- **Student feedback.** The school administers an online survey each fall to find out what students think of the program and how it can be improved. Faculty also solicit recommendations and suggestions from the 10 student clubs, as well as from informal communications with students.

- **Industry feedback.** Faculty travel the state and meet with editors, publishers, television news producers and others, collecting suggestions and perceptions as they go. Editors at community papers, in particular, often comment about their appreciation that students know how to cover local government when they graduate. The Journalism Advisory Council, comprised of professionals, such as editors from the Tucson and Phoenix newspapers, also serves as a sounding board for school performance.
- **Teaching achievement.** An indirect measure to student learning is competency of faculty. The school tracks teaching achievements among faculty, percentage of classes taught by permanent faculty, and other indicators to ensure a strong teaching environment.

It is important to note that no single measure can “prove” that the school causes students to learn the core competencies, and every measure has a certain amount of “noise” and imperfection. Also, because there are few comparative national assessment standards in journalism education, results are compared within the school over time, and between students starting and ending the program. Despite the limitations of these instruments, a broad range of indicators helps the school make better informed curriculum decisions based on substantial information rather than anecdotes and hunches. The university will begin integrating its unit assessment procedures into new software called [Taskstream](#) by Fall 2018 to help streamline the system.

## Analysis and Adjustment

The school’s associate director and director boil down the assessment data each summer and provide it to faculty for the annual retreat in August. Faculty [discuss the results](#), often delegate further work to the Faculty Undergraduate Curriculum Committee, and adjust the curriculum accordingly. Then the faculty note future assessment results to see if the changes made a difference.

The assessment process is not static. It is a feedback loop where data are gathered and analyzed, changes are made to the curriculum, performance is measured to see whether the changes resulted in improvements, and further changes are made if needed. Without improvements, assessment is an exercise of busy work and frustration.

## Results

As a result of the assessment program, the faculty members can [demonstrate](#) that they have improved student learning during the past six years. Ultimately, students and their parents, employers, legislators, upper administrators, and taxpayers can know that what the school does has impact. Students are getting their money’s worth. Here are some specific examples of improvements noted during the past six years because of assessment:

## **1. Numeracy**

The early pre-test/post-test instruments indicated something startling: Students were actually leaving college *worse* at math than when they started (e.g., the 2012-13 test showed that students in JOUR 490 scored lower in the math questions than entering freshmen). As a result, the school double downed on math modules, integrating the instruction in multiple courses. The numeracy scores for seniors skyrocketed, from 1.08 in 2013 to more than tripling to 3.64 by 2017.

## **2. Accuracy**

The faculty saw a similar trend with accuracy as they saw with math – early on seniors were actually sloppier than freshmen. With additional emphasis on accuracy the average scores for seniors tripled, from 1.24 in 2013 to 3.83 in 2016. The score dipped in 2017 to 2.54, which could be an anomaly, but faculty will be watching that closely.

## **3. Social Media**

Students' comfort with social media has continued to decline during the past five years, from 53 percent in 2012-13 saying they are "very comfortable" using it for news gathering to 44 percent in 2016-17. Anecdotally the faculty have heard similar sentiments from students, as well as from the fall online survey of students. Therefore, the faculty decided to integrate more social media instruction in courses, particularly the required editing course. The school will watch the scores during the next three years and conduct specific studies into student capabilities in social media.

## **4. Diversity**

Faculty members have not been satisfied with the scores for diversity in the assessment test, and they noted a dip in 2016-17. Therefore, they voted in August 2017 to change the name of the required JOUR 439 ethics class from "Ethics in the News Media" to "Ethics and Diversity in the News Media," and emphasize diversity and inclusion more in the course and throughout the curriculum. The school administered a diversity and inclusion self-audit in October 2017 and will implement changes in Spring 2018 to systematically integrate diversity through all of its processes. Also, Professor Susan Knight has gone through every syllabus to make sure they conform to school and university policies, including a diversity statement.

## **5. Ethics**

Results for seniors in their knowledge of ethics has gradually declined since 2013-14, from 93 percent then to 70 percent in 2016-17. This is disconcerting. Faculty discussed this at the 2017 fall retreat and decided to stop offering ethics as an online three-week course during winter and summer sessions. There was some feeling among faculty members that ethics is best taught in person for deeper class discussions. The faculty will watch the scores during the next three years to see if the curricular change has an effect.

#### **4. Describe the involvement of journalism and mass communication professionals, including alumni, in the assessment process.**

Journalism and mass communication professionals are involved in student learning outcomes assessment in several ways:

- **Involvement as teachers.** All journalism skills courses are taught, and all assignments are graded, either by permanent school faculty who have substantial professional experience or by adjunct instructors who are working journalists. No instruction in skills classes is provided, nor is any grading performed, by graduate teaching assistants. Adjunct faculty members also participate in curriculum development activities. They contribute to discussions about how to achieve learning objectives through revisions in course guidelines and assignments. They offer advice about hardware and software, which enables the school to provide instructional technology that is relevant for professional training.
- **Involvement as mentors and advisers.** Professionally trained faculty members serve as mentors and informal academic advisers for students. Formal advising and additional mentoring is provided by internship coordinator Renee Schafer Horton, who has an extensive background as a journalist, most recently as a reporter for the *Tucson Citizen* newspaper before it closed.
- **Involvement as alumni professionals.** The school maintains an extensive network of alumni. Those who work for news organizations, government information offices or other information businesses throughout the country tell the school about internships and jobs. These alumni provide continual feedback about student learning outcomes from a professional perspective.
- **Involvement as members of the external Advisory council of professionals and educators.** The school's Journalism Advisory Council comprises professionals from the news media and other information businesses, as well as journalism educators. The local component of the Advisory Council includes journalists, executives, and educators from Arizona. The national component includes members who work for national news media. These professionals provide information about what these industries are looking for in terms of students' general knowledge and skills. This enables the faculty to update the curriculum and learning-outcome goals.

#### **5. List online the major awards won by the unit's students in local, regional or national competitions in the past six years. Limit to five a year.**

See [list of major awards](#) won by students posted online.

**6. List online by specialty each member of the graduating class of 2014 and those graduates' current jobs. If practical, please give a total number of "unknowns" rather than including them in the list. Describe the program used to track graduates to assess their experience in the professions and to improve curriculum and instruction.**

The list of [2014 graduates' job placement](#) is provided online.

The school uses numerous methods to maintain contact with alumni. One involves the informal network created by faculty and alumni over the past two decades. Alumni stay in touch by phone, email, and particularly through social media, and through visits to the school for Homecoming and other events. They discuss their experiences in the job market and industry trends. This provides important information for curriculum discussions. These alumni contacts have enabled the school to build a database of the 4,000 names and addresses.

In 2010, the school began collecting contact information and other data from graduating seniors for assessment purposes, as well as to contact them after they have left the university. In Fall 2016, the school started a systematic graduate survey based on that contact information collected from the graduating senior surveys and from university contact data (see survey and results online and workroom materials). Responses to the open-ended questions illuminated the need for more social media training, which was consistent with other assessment data.

In Fall 2017, the school added another component to the [alumni survey](#) – manual tracking of graduates through social media. Previously the school relied exclusively on the address database kept by the university, as well as responses by graduates to emails asking them to fill out the online survey. However, response rates in 2016 were low, at about 25 percent. So now the administrative assistant and program coordinator for outreach seek out the graduates through Linked In, Facebook, and other social media platforms to find graduates' employers and current email addresses. Also, staff and faculty provide contact information for alumni they personally know. This significantly improved the completeness of the school's job placement data in Fall 2017 – achieving 88 percent completion instead of the 25 percent response rate from online surveying alone.

As noted in the section on Standard 6 Student Services, job placement in the field exceeds journalism and mass communication programs nationwide. Of the roughly 250 students who graduated since 2014, about 35 percent work in journalism, 28 percent in public relations (63 percent combined in mass communications), and the other third attend graduate school or take other jobs. According to national studies of mass communication programs, about 60 percent end up in the field (journalism and strategic communications combined). Recent UA graduates now work at Telemundo, ESPN, the *Los Angeles Times*, NBC Dateline, *Newsweek*, PBS NewsHour, and WIRED. They serve Arizona newspapers in Sierra Vista, Tucson, Phoenix, and Show Low, and work at TV stations throughout the region. As more data are gathered the faculty will be able to adjust curriculum, and note whether those changes make a difference.

Ultimately, as demonstrated in this self-study, the school's faculty, staff, and generous supporters do indeed make a difference by graduating students who inform and enlighten, protect democracy, and serve the people of Arizona and beyond.

