

Report of On-Site Evaluation

ACEJMC
Undergraduate program
2017-2018

Name of Institution: University of Arizona

Name and Title of Chief Executive Officer: Robert C. Robbins, President

Name of Unit: School of Journalism

Name and Title of Administrator: David Cuillier

Date of 2017-2018 Accrediting Visit: Jan. 21-24, 2018

If the unit is currently accredited, please provide the following information:

Date of the previous accrediting visit: Jan 22-25, 2012

Recommendation of the previous site visit team: Re-accreditation

Previous decision of the Accrediting Council: Re-accreditation

Recommendation by 2017-2018 Visiting Team: Re-accreditation

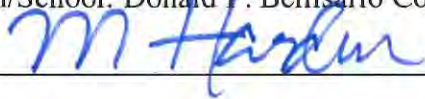
Prepared and submitted by:

Team Chair

Name and Title: Marie Hardin, Dean

Organization/School: Donald P. Bellisario College of Communications, Penn State

Signature

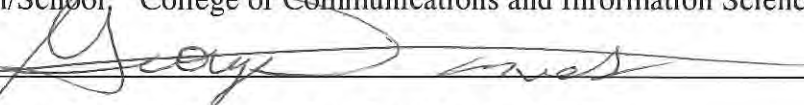


Team Members

Name and Title: George L. Daniels, Assistant Dean of Administration

Organization/School: College of Communications and Information Sciences, Alabama

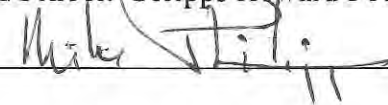
Signature



Name and Title: Mike Philipps, Retired President and CEO

Organization/School: Scripps Howard Foundation

Signature



PART I

GENERAL INFORMATION

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 ¹

¹ 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 ²	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

² 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 % ³
2017-18 full-time Journalism faculty salaries ⁴	\$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.)⁵ 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

³ 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.

⁴ 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.

⁵ 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%

PART II — Standard 1: Mission, Governance and Administration

The policies and practices of the unit ensure that it has an effectively and fairly administered working and learning environment.

Unit performance with regard to indicators:

a) The unit has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals and is supported by university administration outside the unit.

The School of Journalism is one of 32 units in the College of Social and Behavioral Sciences at the University of Arizona. The School was first accredited as a department in 1964. Its most recent mission statement was adopted in 2011. In 2014, the School's faculty reaffirmed the final paragraph reiterating journalism as its sole focus. The strategic plan was also adopted in 2011 and is updated annually. A review of faculty meeting minutes indicates the plan is treated as a "living document" that guides priorities for the School.

b) The unit has policies and procedures for substantive faculty governance that ensure faculty oversight of educational policy and curriculum.

The School's policies and procedures for faculty governance are guided by university and unit guidelines. A unit-specific "Policy and Procedure Manual for Faculty and Staff" is available on the School's website. Besides including detailed guidelines related to teaching, resources, and other topics, the manual's "Faculty Committees and Staff Responsibilities" section details the roles and responsibilities of the School's many faculty committees, including those with oversight of the curriculum and educational policy. Review of faculty meeting minutes indicate these committees are engaged in the life of the School. Interviews with faculty also indicate a strong, collegial culture of shared governance.

c) The unit's administration provides effective leadership within the unit and effectively represents it in dealings with university administration outside the unit and constituencies external to the university.

David Cuillier has been Director of the School since 2011. (His first year was in an interim appointment.) He was appointed by the dean with the approval of the faculty. He is seen as having moved the School along on several fronts, such as fundraising, resources and strategic growth. He has been characterized by alumni and other department heads as effective and collaborative, and the dean described him as an excellent advocate for the School among the 32 units in the college. Faculty members describe him as someone who has grown into the role, in terms of his understanding of their work and communication with them on priorities and challenges for the School.

Cuillier will step down from the director's position in June 2018 and return to the School's faculty to concentrate on his research. The dean has elected not to do an external search and will consider internal candidates for the role. Faculty members indicated that they are eager to see the selection completed and expressed varying levels of anxiety about the School's future under new leadership.

d) The institution and/or the unit defines and uses a process for selecting and evaluating its administrators.

The university uses a process to select and evaluate administrators that involves a review by the dean annually, and a more extensive, college-level review every five years. The Director has been subject to annual reviews and a 360 review (requested by him) but did not undergo a five-year review since he announced he planned to step down from the role.

e) Faculty, staff and students have avenues to express concerns and have them addressed.

Faculty, staff and students each have a set of steps they can take to express concerns. A School “Student Grievance Resolution Policy” provides guidance for students on how they should proceed with complaints. Faculty members indicated they were confident students also understood it. The School's Policy and Procedure Handbook along with university-level policies provide guidance for faculty and staff.

SUMMARY:

The School has a current mission statement and strategic plan. The School's Director is regarded as effective and collaborative across the university, and has amassed resources for the unit. Faculty members indicate that they are effectively involved in shared governance.

Overall evaluation compliance / non-compliance:

COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

The unit provides curriculum and instruction, whether on site or online, that enable students to learn the knowledge, competencies and values the Council defines for preparing students to work in a diverse global and domestic society.

Unit performance with regard to indicators:

Discussions of indicators b, c and e must describe and evaluate the individual academic sequences in the unit.

a) The unit requires that students take a minimum of 72 semester credit hours (or 104 quarter credit hours) required for a baccalaureate degree outside of journalism and mass communications and meet the liberal arts and sciences-general education requirements of the institution. ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet this requirement.

The School is in compliance with this rule. All Journalism majors are required to complete either a minor of at least 18 credit hours or a double major to graduate, allowing them to specialize while still being well-rounded. The School's full-time academic adviser reminds students of the 72-hour rule. Of 93 graduates in 2016-2017 and 85 graduates in 2015-2016, 100 percent of students completed 72 or more semester hours outside of journalism and mass communication.

b) The unit provides a balance between theoretical and conceptual courses, professional skills courses, and courses that integrate theory and skills to achieve the range of student competencies listed by the Council.

All journalism majors must enroll in 11 three-credit hour courses that are part of the core. Those 33 credit hours include a healthy dose of theoretical and conceptual knowledge about journalism and the First Amendment in society, journalism history and ethics plus a strong emphasis on newswriting and production skills. These 11 classes ensure every graduate from the School leaves with advanced reporting skills and hands-on knowledge of video production, photojournalism and statistical concepts. All 12 ACEJMC Values and Competencies are addressed at both the introductory and advanced levels. Journalism students can expect instruction in data analytics whether or not they enroll in advanced electives because it is addressed in core required reporting courses. Topics of ethics and diversity are introduced early in the core and then enhance a required upper-level course Ethics and Diversity in the News Media.

c) Instruction, whether on-site or online, is demanding and current, and is responsive to professional expectations of digital, technological and multimedia competencies. Achievements in teaching and learning are recognized and valued.

Both in core courses and electives, the School has been intentional in providing not just core journalism principles, but also instruction in the new technologies journalists need for storytelling in 2018. Those familiar with the School's long history readily admit that it was known primarily for its instruction in print journalism. But, at the same time, they recognize that faculty hires and course revisions directed at making sure multimedia and digital media are a part of the major. The impact on the curriculum of JOUR 307, a core requirement first introduced in 2009, is now more apparent as other electives have been added such as courses in entrepreneurial and product development journalism, coding for journalism and news app development. A recent graduate, who now works as a breaking news reporter

for Newsweek's website, cited specific Arizona journalism faculty who taught not only photojournalism, but also coding and app development as preparing her for the role she has in producing digital content. The School has employed an innovative co-teaching strategy where, for instance, an upper-level course on app development was taught by an innovation manager from industry and a full-time Professor of Practice. During the site team visit, undergraduate and graduate students were learning do's and don'ts of HTML (hypertext markup language) and preparing to pitch their own ideas for news apps that improve a social good.

It is worth noting that a student-produced project employing drone and 360 video technology won the 2017 Best of Web competition at the Association for Education in Journalism and Mass Communication. Although completed in an upper-level course in the Global Journalism specialization, the project required students to have developed digital skills in their core required courses. Additionally, traditional writing-intensive courses such as feature writing now include a requirement that students include video and slide shows with each written story. Since the last accreditation visit, the school in 2014 revamped its student-produced media outlets to go "digital first." *El Independiente*, a publication previously produced as a newspaper covering South Tucson, *Tombstone Epitaph*, a lab newspaper covering the town of Tombstone, near the Mexico border, and "Arizona Cat's Eye," a 30-minute student broadcast are contributing digital content in a multimedia production, *Arizona Sonora News*. At the time of this accreditation visit, the School was planning to implement a \$35,000 challenge grant awarded in Fall 2017 by the Online News Association to develop new products for the local newspaper, the *Arizona Daily Star*.

d) Student-faculty classroom ratios facilitate effective teaching and learning in all courses; the ratio in skills and laboratory sections, whether on-site or online, should not exceed 20-1. (Campaigns classes are exempt from the 20-1 ratio.)

Skills course enrollments ranged from eight (in the *Arizona Daily Star* Apprenticeship) to 20 (in sections of Photojournalism, Science Journalism and Reporting Public Affairs). No skills courses in either the Fall 2017 or Spring 2018 semester exceeded the 20-1 ratio. Most classes were operating with enrollments of around 16 or 17.

e) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit.

The School provides a range of opportunities for students to gain professional experience outside the classroom. A part-time internship coordinator reports directly to the School's Director and collects information from media contacts, websites, Listservs, referrals and word of mouth. Internship guidelines have been developed for everything from reporting and writing internships to radio internships and broadcast legislative internships. Students in the Global Journalism specialization are encouraged to gain practical experience through an internship specializing in global journalism that counts as one of three required courses in the specialization. A grading system of S (Superior), P (Pass) or F (Fail) has been established based on a rigorous evaluation system that includes formal assessment of both the student intern and the internship site. The internship supervisor at one Tucson-based media outlet noted compared to other journalism programs from which her magazine selects student interns, "Nobody requires such a comprehensive form at the end of the internship."

SUMMARY:

The School is in compliance with the 72-hour rule. Students complete a curriculum that includes a balance of conceptual and skills-based courses. All 12 ACEJMC Values and Competencies are addressed at both the introductory and advanced levels. Producing award-winning projects with drones and 360 video, restructuring the news flow for student lab publications and engaging students in courses focused on app development all exemplify ways the School provides instruction that is responsive to professional expectations. Maintaining the 20-to-1 ratio for skills courses, the program employs a strong internship program ensuring students get necessary professional experience outside the classroom.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

The unit has an inclusive program that values domestic and global diversity, and serves and reflects society.

Unit performance with regard to indicators:

a) The unit has a written diversity plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan. The diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the unit's definition of diversity and identify the under-represented groups.

The School has had a diversity plan since 2002. That plan has now been updated twice, in 2011 and most recently in Spring 2017. As the point person for diversity efforts, one faculty member is designated as the diversity coordinator and chairs the School diversity committee. The diversity coordinator led the latest update of the diversity plan, which includes seven goals and at least four or five methods for achieving each of the goals. The updated plan begins with highlights noting progress in faculty and student recruitment, programmatic accomplishments related to diversity and survey results on student perceptions of diversity. Both domestic minority and international groups are addressed in the latest diversity plan. The university-wide definition of diversity is included in the School's diversity plan.

b) The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of domestic concerns about gender, race, ethnicity and sexual orientation. The unit's curriculum includes instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.

Students in the School of Journalism complete a curriculum that employs an "infusion" approach to diversity where the topic is handled in the very first course, Principles of Journalism, then followed up in second and third-semester reporting courses reinforced in the Law of the Press course that includes cases on racial climate and gender equity. The curriculum ensures students can bring their education on diverse cultures together by taking a required 400-level course, Ethics and Diversity in the News Media. In the course, students are doing book-length studies on diversity topics. Instruction on issues of diversity and inclusion happens outside of diversity-focused courses. In one editing class, students were observed discussing whether the race of the school's football coach should be mentioned in a headline. The instructor used the headline-writing dilemma to underscore the importance of having diverse voices in a newsroom when everyday editorial decisions are made. When asked directly by site team members about how diversity is handled in their classes, students said their professors did not shy away from hard or difficult topics.

c) The unit demonstrates effective efforts to recruit women and domestic minority faculty and professional staff and, where feasible, recruits international faculty and professional staff.

While admitting in its self-study that "attracting minority faculty remains challenging," the School reports some progress since the last accreditation review with the hire of a Latino male. More than half (53 percent) of 17 core faculty members are female and a quarter of the faculty are from minority racial groups. Reflecting international diversity, one faculty member is Arab-American and another is Canadian. When asked to identify areas for improvement, campus partners, students and faculty all acknowledged that the School has more work to do in hiring from racial minority groups.

As for staff hires, the self-study notes the School makes "every effort to recruit and retain a diverse staff." Investing in staff members who bring diversity is exemplified in one diverse staff member's

story of receiving professional development funds to attend a grant-writing workshop.

d) The unit demonstrates effective efforts to help 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.

Roughly one-third of the undergraduate students in the School are from racial minority groups, fairly close to the percentage of such students in the overall population at University of Arizona. This picture is similar to that painted in the last accreditation review, which found that the school was “unlikely” to match the minority percentage in the state of Arizona where K-12 schools struggle to graduate students, a high percentage of whom English is not their first language.

The School continues its recruitment and retention efforts with a highly successful nearly 40-year-old Journalism Diversity Workshop for Arizona High School Students, co-sponsored by Dow Jones News Fund. Faculty members involved in leading diversity in the School have suggested more outreach to local high schools may help in recruiting a more diverse student population. In the area of retention, the School has designated one faculty member to oversee an intentional strategy to retain students from minority racial groups by providing a framework for community among members of 10 student clubs that include affiliates of the Native American Journalists Association, National Association of Hispanic Journalists, National Association of Black Journalists and Asian American Journalists Association.

e) The unit has a climate that is free of harassment and all forms of discrimination, in keeping with the acceptable cultural practices of the population it serves, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

The School has built a culture of inclusiveness, which is communicated in course syllabuses, course content and daily classroom instruction and assignments. Certain faculty have been designated to address issues of accommodations for those in the disabled community and are part of a diversity committee. By himself completing the University’s SafeZone training, the School’s Director leads by example in communicating that the Journalism school is a safe place for all regardless of sexual orientation. Additional training is held internally just for faculty from the Journalism School, most recently conducted by the University’s senior diversity officer.

Faculty members described the School as free of harassment and discrimination. To assess its diversity and inclusion efforts, the School surveyed students in an inclusive excellence self-audit in Fall 2016. About one-fourth of the School’s students responded. Of 99 students who participated, 90 percent “agreed” that the School of Journalism encourages diversity. Eighty-four percent said the School “respects individuals and values their differences.”

SUMMARY:

While having a diversity plan for more than a decade, the School of Journalism has been intentional about updating its strategies in the areas of diversity and inclusion. Before taking a course on Ethics and Diversity at the 400-level, students encounter the diversity-related topics in the curriculum in lower level journalism skills courses. Despite this exposure to diversity in the classroom, students on more than one occasion have indicated that they would like to see a more racially diverse faculty. Faculty and students agree the School has an environment free of harassment and discrimination.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

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	% of total Female faculty	% of total Male faculty
Black/African American		
White	6 37.5%	6 ⁶ 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 faculty⁷

Group	% of total Female faculty	% of total Male 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		

⁶ One male identifies as a member of the LGBT community.

⁷ The total pool of 17 adjuncts is 47 percent female and 35 percent minority.

PART II — Standard 4: Full-Time and Part-Time Faculty

The unit hires, supports and evaluates a capable faculty with a balance of academic and professional credentials appropriate for the unit's mission.

Unit performance with regard to indicators:

a) The unit has written criteria for selecting and evaluating the performance of all full-time and part-time faculty and instructional staff.

One will find two types of core faculty at the School of Journalism: tenured or tenure-track faculty who have their time apportioned at 40 percent teaching (two classes each semester), 40 percent research, and 20 percent service and professor of practice with expectations of 60 percent teaching (three classes per semester) and 40 percent service. Along with general criteria for selection outlined in the University of Arizona School of Journalism Faculty Hiring and Promotions Policies, specific criteria for tenure-track faculty are listed in the advertisements for the positions. The faculty acts as a committee of the whole for all recruitment and hiring decisions. The process for selecting professors of practice can be more flexible and varied than the hiring of tenure-track faculty.

All core faculty, whether full-time or part-time, tenure-track or designated as professor of practice, participate in a peer-review process outlined in the University Handbook of Appointed Personnel. The faculty evaluations are conducted in February by a committee of the whole with each faculty member submitting a dossier of his or her work in teaching, research and service during the previous calendar year. Using the standard university rating system of 1 to 5, with 1 being Unsatisfactory, 2- Needs Improvement, 3- Meets Expectations, 4- Exceed Expectations and 5- Truly Exceptional, each faculty member rates his or her colleagues. At the time of the site team visit, the School was transitioning to a new fully-online system for submitting peer evaluations. The office staff calculates the results, which are forwarded to the School's director, who conducts an independent review before preparing a final evaluation that is shared with the faculty member before being sent on to the College.

The process for hiring adjunct faculty is handled primarily by the director and associate director, who interview candidates and decide on final selection. Adjunct faculty do not undergo peer review, but are monitored via student evaluations and student surveys and class observations (for first-semester faculty). As evidence of the system in operation, the School's newest full-time faculty member reports receiving both a faculty mentor who worked closely with him during the first semester of teaching and mentorship by the School's Director. Another faculty member, who has been teaching in the School for 11 years was proceeding through the channels for promotion to Full Professor. A third faculty member, the most recent tenure-track hire, was pleased to have just completed a successful third-year review.

b) Full-time faculty have primary responsibility for teaching, research/creative activity and service.

Since 2016, at least two-thirds of required core courses are taught by core faculty. This is down slightly from 2014-2015 when 70 percent of required core classes were taught by core faculty. During the site team visit, 27 of the 37 courses scheduled during Days 2 and 3 of the visit were taught by full-time faculty members, mirroring the breakdown reported in the school's self-study.

c) Credentials of the unit's faculty represent a balance of professional and scholarly experience and expertise kept current through faculty development opportunities, relationships with professional and scholarly associations, and appropriate supplementation of part-time and visiting faculty.

The School has historically required all of its faculty hires to have some professional journalism experience. The tenure-track faculty have research as evidence of their scholarly achievement while the professors of practice distinguished themselves in years of experience in the industry. It was noted that the School has sometimes been called “New York Times West” because of the number of faculty with experience from The New York Times. During the semester prior to the site team visit, the executive editor of The New York Times visited the campus and interacted with journalism students even as he held a local forum for those in the Tucson community. The full-time faculty credentials not only include traditional newspaper experience, but years of experience in radio and television network news and as online content producer. At least one faculty member has earned a remote pilot’s license from the Federal Aviation Administration enabling him to fly a drone as part of the drone journalism program. Two of the full-time faculty members have law degrees and one holds a Ph.D. in Genetics.

The School’s part-time faculty include best-selling book authors, top editors and writers from daily newspapers and broadcast journalism from commercial and public radio and television. A display in the School’s hallway showcases the professional credentials of former directors and School faculty.

d) The unit regularly evaluates instruction, whether onsite or online, using multiple measures that include student input.

The School uses a centrally supported service for collecting end-of-term feedback from students about courses and faculty. As of Fall 2015, the system moved completely online. Each semester, the Director not only reviews the results from individual courses within the School, but also performs additional comparative analyses of evaluations within the School against those elsewhere in the College of Social and Behavioral Sciences and across the campus.

e) The faculty has respect on campus for its university citizenship and the quality of education that the unit provides.

The School has a reputation as a strong collaborator for building unique and highly valued programs and courses. Unit heads both within the College of Social and Behavioral Sciences and elsewhere on campus report that the School’s faculty were active on campus and eager to innovate. For example, science journalism instructors visited the University’s Biosphere 2 facility, talked to the researchers and learned about current experiments. An even more extensive example of interdisciplinary collaboration involved two Journalism faculty members who co-direct the Center for Border and Global Journalists. The center was built on relationship with School of Middle Eastern and North African Studies, the Center for Middle Eastern Studies, the School for Government and Public Policy and Center for Latin American Studies. Along with creating interdisciplinary collaborations for research and teaching in border studies, the center assists reporters, editors and news organizations in confronting the political, economic, and legal issues that arise in cross-border environments.

SUMMARY:

The School has a seasoned faculty with a depth of industry experience in both tenure track and non-tenure track or professor of practice roles. The School follows an annual review evaluation process where all full-time faculty evaluate their peers. Full-time faculty provide instruction in the majority of courses offered. An online course evaluation system allows the School to closely monitor student impressions of full-time and part-time faculty performance. As exemplified by multiple examples of cross campus collaboration, the School is highly respected in the university community.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 5: Scholarship: Research, Creative and Professional Activity

With unit support, faculty members contribute to the advancement of scholarly and professional knowledge and engage in scholarship (research, creative and professional activity) that contributes to their development.

Unit performance with regard to indicators:

a) The unit requires, supports and rewards faculty research, creative activity and/or professional activity.

The School of Journalism is part of a university that has been designated as a doctoral institution with "highest research activity"; thus, scholarly productivity is expected of faculty members. The School of Journalism is no exception. Through its annual review and promotion-and-tenure review guidelines, it *requires* scholarly and/or professional activity; through a small travel stipend and University supported leaves and sabbaticals, it *supports* scholarly productivity; through the tenure-and-promotion process, it *rewards* such activity.

b) The unit specifies expectations for research, creative activity and/or professional activity in criteria for hiring, promotion and tenure.

A 2014 position announcement for an assistant professor in science journalism, the only tenure-track hire since the last site visit, specifies an expectation for research. The School's "Faculty Hiring and Promotion Policies" and university policies specify the expectation of all faculty members – whether tenure-track or "career-track" -- to be "active scholars."

Faculty members indicated that they understand the expectations for promotion and tenure and believe they have the resources to meet them. Evidence includes a positive third-year review for the 2014 hire and the expectation that an associate professor will be promoted to professor this year. Other associate professors are planning to go up for promotion in the next two years.

c) Evaluation criteria for promotion, tenure and merit recognition account for and acknowledge activities appropriate to faculty members' professional as well as scholarly specializations.

The School's "Faculty Hiring and Promotion Policies" outlines expectations for "Professors of Practice" and for tenure-line faculty at all ranks. Specifically, the document states:

Publication is expected of a professional journalist and should be second nature. This 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. Every faculty member should be an active scholar in his or her specialty and achieve a national reputation among journalism peers.

The document later mentions "production of high-quality creative, scholarly, or professional work" for professors of practice. For tenure-track faculty, output can include writing for both scholarly and professional journals.

d) Faculty members communicate the results of research, creative and/or professional activity to

other scholars, educators and practitioners through presentations, productions, exhibitions, workshops and publications appropriate to the activity and to the mission of the unit and institution.

Although funds for faculty members to travel for conferences is limited, they maintain visibility at the most prominent conferences in the field, such as those for the International Communication Association and the Association for Education in Journalism and Mass Communication. More importantly, their work has been published in top-tier communication journals and in the popular press. Faculty members have also, since the last site visit, published multiple books and op-eds in the Arizona Daily Star. A professor of practice led an eight-reporter team for an investigative package, "Looting the Seas," that was carried in major publications such as The New York Times and Le Monde and won an Overseas Press Club award.

e) The unit fosters a climate that supports intellectual curiosity, critical analysis and the expression of differing points of view.

Faculty members and students report a strong culture for intellectual engagement. Students said they are comfortable expressing a wide range of opinions about issues of the day. One said of faculty members, "They don't shy away from really hard topics."

SUMMARY:

The School requires, supports and rewards scholarship that plays to the strengths and experience of faculty members, who are active in publishing and conference participation to the degree travel funding allows. Faculty members understand the expectations to produce high-quality research and professional work, and the School is seen as a contributor to the university's research-intensive mission.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

Scholarship, Research, Creative and Professional Activities	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			5
Articles in Non-refereed Publications	76		38		18	76
Juried Creative Works	3				3	3
Non-juried Creative Works	16				15	16
Other (journalistic blog posts)	42					42

* 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.

PART II — Standard 6: Student Services

The unit provides students with the support and services that promote learning and ensure timely completion of their program of study.

Unit performance with regard to indicators:

a) Faculty and/or professional advising staff ensure that students are aware of unit and institutional requirements for graduation and receive career and academic advising.

The School has a full-time academic adviser responsible for all of the School's 414 undergraduate students. The adviser's office is located with the School on the fourth floor of the Louise Foucar Marshall Building near the main elevators and thus is convenient to students. She is a graduate of the journalism program and is in her fourth year as an adviser. She also provides general career counseling, including advice about preparing for job interviews, resume writing, finding faculty mentors and entering into the journalism market. Advising and career counseling are her sole duties, an improvement over the situation found by the last site-team when the adviser's duties included coordinating internships. The adviser sets aside 15 hours per week for student appointments and six hours for walk-in appointments.

Academic advising in the College of Social and Behavioral Sciences is centralized, so the adviser reports to the dean's office rather than to the School Director.

Students are immediately informed of the School's graduation requirements at a mandatory summer orientation prior to their first day. The adviser reviews with each individual student the fall schedule and the requirements for the major and answers questions.

Students are encouraged to come in at least once or twice a semester to make sure they are on track to graduate. During each advising meeting, the adviser reminds students of the requirements needed to graduate, including the requirement to take a minimum of 72 hours outside the Journalism School.

The School of Journalism reports an "informal but effective network" of individuals and organizations to help students locate their first 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. Graduates and members of the School's advisory council also help with placements.

The School employs a former Tucson Citizen reporter as a part-time internship coordinator who also serves as a career counselor. The counselor 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. The counselor maintains a Listserv of recent graduates and when recruiters seek recent graduates, emails the job opportunities to these graduates.

Data provided by the School shows job placement by the School in mass communication careers tracks journalism and mass communication programs nationwide. 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.

Students interviewed by the site-team uniformly praised the quality of advising and internship counseling provided by the School.

b) Faculty are available and accessible to students.

All faculty are housed on the third floor of the Louise Foucar Marshall Building near classrooms and the student lounge. Faculty members and adjunct instructors hold office hours on a weekly basis, and faculty office hours are provided on syllabuses and were found posted on most office doors. Appointments may be made outside of normal office hours. For online courses, instructors are available via email and times are designated for conversation either in person or via online video-conferencing. Every faculty member shares a syllabus with students on the first day of class, and virtually all include office hours. Some also provide mobile phone numbers.

Faculty received high marks for availability from students.

c) The unit keeps students informed about the activities, requirements and policies of the unit.

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. Information about the School also is provided to the students via fliers in the hallways, on the adviser's door, and on Facebook.

d) The unit and the institution provide students with extra-curricular activities and opportunities that are relevant to the curriculum and develop their professional as well as intellectual abilities and interests.

The School describes an array of student organizations and media enterprises providing students with extra-curricular and co-curricular opportunities related to journalism.

As part of the curriculum, every Journalism major must take JOUR 490 Arizona Sonora News to graduate, requiring a half dozen professional-quality in-depth stories that are then provided to Arizona media for publication. Students in the class also 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 School provides elective courses with hands-on media opportunities. The "Arizona Cat's Eye" television program provides hands-on experience at Arizona Public Media. Students also produce class-specific publications, such as SciView magazine in the science journalism class.

The School also describes a collection of campus opportunities complementing the journalism curriculum and providing experience.

Campus student media operating under the university's division of Student Affairs are:

- The Arizona Daily Wildcat is published daily in multiple digital venues and weekly in print, employs 150 students and reports a print circulation of 7,000 and page views often surpassing 1 million per month.
- KAMP Radio is primarily a music venue, but has added some news and sports programming.
- UATV is a student cable television service provided to university residence halls and is live-streamed on YouTube and Facebook Live.

These media are reported to offer 250 jobs providing students with opportunities to enhance skills learned in the classroom.

Many journalism students are reported to work in campus information services writing press releases, interacting with local news media and producing magazine articles, including:

- UA Sports Information office.
- UA Presents artists series.
- Arizona alumni magazine.
- Publications produced by the College of Agriculture and by university science programs.

The School describes good relationships with publications and television news operations in Tucson. The Arizona Daily Star, owned by Lee Enterprises, has partnered with the School to provide a for-credit “apprentice” program. Students have internship and job opportunities at Tucson Local Media’s publications, The Explorer, Tucson Weekly, and Inside Tucson Business. Students also are interns at the ABC, CBS, FOX, NBC, and PBS affiliates.

There are 10 student clubs for those interested in journalism:

- Asian American Journalists Association.
- First Generation.
- Journalism and Women’s Symposium.
- National Association of Hispanic Journalists.
- National Association of Black Journalists.
- Native American Journalists Association.
- National Press Photographers Association.
- Online News Association.
- Society of Professional Journalists.
- Sports Journalism Club.

e) The accredited unit must gather, maintain and analyze enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success. The unit annually publishes retention and graduation information on its website.

The School gathers a variety of enrollment, retention and graduation data and the information was easily found on its website.

During the last six years, the School’s retention rate for students their second year has been about 80 percent, about that of the university as a whole.

Graduation data shows 50 percent of students who entered the journalism program in 2012 graduated on time in their fourth year, said to be an all-time high for the School and above the university average of between 42 and 48 percent.

Both retention and graduation rates have improved over the last six to 10 years.

The School also provides on its website all 2017-18 re-accreditation and academic program review information, including site-team reports since 1964, when the program was first accredited.

SUMMARY:

The School has greatly improved advising since the last site visit and provides a robust array of opportunities to enhance learning and professional development through extra-curricular and co-curricular programs. Graduation and retention data are reported to the public on the School's website. Support and services are sufficient to promote learning and ensure timely completion of programs of study.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

The unit plans for, seeks and receives adequate resources to fulfill and sustain its mission.

Unit performance with regard to indicators:

a) The unit has a detailed annual budget for the allocation of its resources that is related to its long-range, strategic plan.

The School of Journalism has had to live with severely restricted budgets for longer than the six years covered by the self-study. The School's budget continues to be modest, but is described by the School as "stable" for the six years of the self-study.

The 2016-17 self-study year budget was slightly more than \$2 million, of which nearly 92 percent was for what the self-study describes as "people." This budget had increased slightly from just over \$1.9 million in 2015-16. The 2014-15 budget was more than \$2.1 million but that reflected the impact of the third and last year of a \$1 million State Department grant.

Taking a slightly longer view, the self-study notes that despite university budget cuts, the School's budget has grown from \$1.6 million in 2010-11 to \$2.1 million in the current 2017-18 budget.

It must be noted, however, that while the School has "aggressively pursued" endowments during the past six years, some of the additional funding has come at the expense of its students.

For example, university tuition increases "paved the way" for faculty raises effective in September 2016, faculty were told at a retreat in August of that year.

In response to a weakness cited by the 2012 site-team that there was a "lack of operating budget and broadcast equipment," the School, in addition to other strategies, "adjusted program fees and course fees." Presumably the adjustments were increases in costs to students. Course fees are now budgeted to produce \$49,850 in a "typical" year for an annual refresh of lab computers, digital and video cameras and lab attendants. Undergraduate program fees are charged at \$250 per semester for juniors and seniors. After allocating 14 percent for students who demonstrate financial need, and allocating another 15 percent to the university's central administration, the School's annual budget for its program fees is \$68,210. Most of this pays for an internship coordinator and for staff support of extracurricular activities, while the rest pay for such things as student club support, student club dues and graders and student course assistants.

These fees are in addition to a dizzying array of mostly mandatory fees listed by the Bursar's office, including the Arizona Financial Aid Trust fee, an athletics fee, a freshman fee, a health and recreation fee, an information technology/library fee, a recreation center bond fee, a recreation center program fee, a student media fee, a student services fee and a Wildcat events board fee.

b) The resources that the institution provides are adequate to achieve the unit's mission. The resources are fair in relation to those provided other units.

The School continues to wrestle with the problem of funding basic operations expenses because, according to the self-study, "the college does not provide an operations budget for the School."

As noted in the 2012 site team report, lack of operating budget has been a continuing challenge for the School, which must find about \$80,000 per year for the most basic materials such as copy paper and furniture.

In addition to the aforementioned course and program fees, leadership increased the operations endowments to about \$700,000, which generates about \$28,000 in annual revenue.

Despite these efforts, School leadership must continually worry about how to find operations money and relies on \$20,000 in additional annual fundraising and \$25,000 in summer tuition revenue to round out the budget. As the self-study asserts, “the pressure to maintain basic services has strained School leadership, staff, and faculty.” However, it must be noted all other units in the college are similarly required to raise their own operating funds, and this lack of operating funds cannot be described as unfair.

c) The facilities of the unit enable and promote effective scholarship, teaching and learning.

The School of Journalism has occupied about 10,000 square feet on the third floor of the Louise Foucar Marshall Building since the facility was constructed in 2004. The walk-through found modern, high-quality classrooms with new furniture and audio-visual equipment served by a high-capacity broadband data network.

Virtually all skills teaching except for large lecture classes is offered in this space, which includes:

- Three seminar rooms.
- Three computer labs.
- A digital media lab.
- Five editing bays for broadcast students.
- All of the School’s faculty offices.
- Student reading room.
- Graduate student lounge.

Large lecture courses are held elsewhere on campus, generally within one-half mile and a 20-minute round trip walk to and from the School.

The School does not have any dedicated broadcast studio labs. Broadcast studio lab experience is provided at the studios of Arizona Public Media’s KUAT-TV, located in the Modern Languages building, also about one-half mile away, within a 20-minute round trip on foot.

The self-study describes a need for more offices to get some faculty out of high-walled cubicles in shared space “unsuitable for conversations with students.” Among other needs is the desire for “a large converged newsroom for School media [which] would be ideal for adjusting to the new media environment.”

And, of course, at the top of the School’s list of most urgent needs is “a basic operations budget” from the college.

Overall, most faculty and students believe they have adequate facilities for teaching and learning.

d) The institution and the unit provide faculty and students with equipment or access to equipment to support its curriculum and the research, creative and professional activities of the

faculty.

A 574-square-foot video/multimedia studio was opened by the college in September of 2017 and is available to the School's students and faculty.

The School provides an array of equipment, including:

- Six “professional-grade” video camera packs.
- 12 DSLR camera kits with multiple lenses, microphones and tripods.
- Six 360-degree cameras.
- Two drones.
- Several Raspberry Pi microcomputers and sensors used for “sensor journalism.”

Faculty members recognize additional equipment is necessary, and in at least one case video deadlines have been adjusted within classes to spread out demand for the limited number of high-end camera packs. Current plans are to use new course fee revenues to purchase new DSLRs in increments of two annually and video camera packs as needed.

As noted, the School relies on Arizona Public Media's KUAT television and KUAZ radio studios for portions of its practical training in broadcast production. Administrators at Arizona Public Media note there are limited opportunities for broadcast lab teaching in the facility. The new video/multimedia studio will be somewhat helpful, but the fact remains that facilities for teaching a full range of broadcast skills are limited.

e) The institution and the unit provide sufficient library and information resources to support faculty and student research and professional development.

The university website describes five libraries totaling 422,000 square feet, including a main library “open practically 24/7” and offering “flexible spaces, friendly experts, a wide range of technology, and in-depth research collections that encourage new ideas and help build new connections.” The main library is within a 20-minute round-trip walk from the School.

Students and faculty are reported by the library staff to be active users of main library resources.

There are limited basic reference materials located in the School's third-floor “reading room,” but these are not part of the university library system.

SUMMARY:

Although it continues to struggle with funding issues noted by the last site-team, due to the efforts of its leadership, the School, through intense and effective lobbying of college administrators, successful fundraising, thoughtful implementation of fee increases, and collaboration with other units, appears to have adequate resources to fulfill and sustain its mission.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 8: Professional and Public Service

The unit and its faculty advance journalism and mass communication professions and fulfill obligations to its community, alumni and the greater public.

Unit performance with regard to indicators:

a) The unit consults and communicates regularly with its alumni and is actively engaged with alumni, professionals and professional associations to keep curriculum and teaching, whether on-site or online, current and to promote the exchange of ideas.

The School has a staff member specifically tasked with keeping in contact with its more than 3,800 alumni. This staff member also works with the UA Alumni Association and the UA Foundation to maintain current contact information. Most faculty members report maintaining informal contacts with former students.

Formal efforts to communicate with alumni as well as market the School include:

- The Cursor magazine, mailed to alumni each fall before the annual fundraising appeal.
- The monthly e-Cursor online magazine is reported to reach 2,000 of the School's more than 3,800 alumni and to be opened by between 20 and 26 percent of recipients.
- The School's website.
- At least one Facebook post a day on alums, students or faculty.
- A YouTube channel, launched in late 2015.
- An annual pre-homecoming open house, The John Peter and Anna Catherine Zenger Award for Press Freedom Award dinner each fall and a new hall of fame induction event planned for 2018 and beyond.

Faculty in general and professors of practice in particular have extensive contacts with the professional community, which provide opportunities to keep current with industry issues, developments and trends and which can be applied to curriculum development. About a third of the journalism courses are taught by adjunct faculty members, most of whom still work locally in the industry. These contacts enable students to interact frequently with professional journalists to provide perspective on the state of the industry as well as standards and expectations.

The School has an external advisory board comprising 21 almost entirely local and regional industry professionals who meet four times a year at the School. The board's prime responsibilities include fundraising and assisting the School with guidance about curricular issues.

As befits the professional experience common to most faculty and adjunct faculty, the School is often called upon to provide expertise and comment on issues at the state, regional and even national level, to serve on professional boards and to speak at industry conferences.

b) The unit provides leadership in the development of high standards of professional practice through such activities as offering continuing education, promoting professional ethics, evaluating professional performance, and addressing communication issues of public consequence and concern.

The unit actively promotes and provides continuing education for industry including through:

- Leading a variety of regional workshops for journalists along the U.S.-Mexico border on topics ranging from border safety for journalists to how to develop web-based products involving border and migration issues.
- Partnering with the Arizona Daily Star to train journalists in digital storytelling.
- Assisting the Society of Professional Journalists with local Google News Lab training.
- Partnering with Investigative Reporters and Editors on a “Better Watchdog Workshop” on campus.
- Creating, in 2017, a consultancy to train and help news organizations adapt drones, virtual reality, 360-degree video, sensors, and other technologies to reporting projects.
- Using a new Online News Association grant to help develop new digital products for the Arizona Daily Star.
- Participating in conferences and providing training to journalists worldwide with seminars and teaching.
- Being regularly invited to provide advice and recommendations to policy makers on free-speech, journalism standards and reporters rights issues at the campus, state, national and international level.

c) The unit contributes to the improvement of journalism and mass communication as academic disciplines by supporting the faculty’s involvement in academic associations and related activities.

Many faculty are engaged in academic associations and related activity. Review of vitae shows those who are engaged have extensive involvements in and service to academic and professional committees and organizations, including leadership positions. Interviews with faculty members found School support for such participation is adequate.

d) The unit contributes to its communities through unit-based service projects and events, service learning of its students and civic engagement of its faculty.

The School characterizes as a “public service to Arizonans” many of its various media programs, including:

- The Tombstone Epitaph, a newspaper for the town of Tombstone.
- El Independiente, a bilingual magazine for South Tucson and southern Arizona.
- “Arizona Cat’s Eye,” a television program for Arizona Public Media.
- Arizona Sonora News, a wire service for Arizona news organizations.
- Tucsonhoods, a blog reporting news of interest to specific neighborhoods in Tucson.
- A fellowship program that puts a student in Phoenix to cover the state legislature for community news outlets.

The School reports frequently organizing and participating in public talks on topical issues in journalism. The School also engages with the public at the annual Tucson Festival of Books, and faculty members offer seminars on broadcast news, international reporting, and other topics to senior citizens through the Osher Lifelong Learning Institute.

In 2014 the School established the Center for Border and Global Journalism to provide education,

outreach, and teaching. Directed mainly at students and professional journalists, the center has conducted a variety of workshops and public discussions.

The School also co-hosts the Journalism on Screen series at a Tucson cinema theater. The series presents films that explore the world of journalism followed by a discussion with a professional journalist about the issues raised by the film.

e) The unit supports scholastic journalism through such activities as faculty workshops, visiting lectures and critiques of student work.

Some faculty members judge scholastic journalism contests at both the high school and the university level, and they and others have participated in faculty workshops.

The School has hosted a Journalism Diversity Workshop for Arizona High School Students for nearly 40 years. This 10-day workshop brings high school students from diverse communities in Arizona to campus to learn news writing, reporting, editing, video, multimedia, digital design and photojournalism.

SUMMARY:

The School's strength here lies in depth of the faculty's professional news experience, which allows it to leverage industry contacts for the benefit of students. It demonstrates a robust record of community service through its diverse media offerings.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 9: Assessment of Learning Outcomes

The unit regularly assesses student learning and applies results to improve curriculum and instruction.

Unit performance with regard to indicators:

a) The unit defines the goals for learning that students must achieve, including the “Professional Values and Competencies” of the Council.

The School has adopted the ACEJMC values and competencies in its assessment plan, reworded to align with principles in its mission statement. The university's assessment office has deemed adoption of these learning outcomes as "excellent" because of their clarity.

Who is in charge of the assessment program (e.g., administrator, sequence coordinator or faculty committee)?

The School's associate director leads a committee of faculty members and takes responsibility for its assessment activities.

How has the unit verified that core and required courses cover all 12 of ACEJMC's professional values and competencies?

The School maintains a "Learning Outcomes Course Map," which features all required courses and their relationship to the ACEJMC values and competencies in terms of whether the class provides an "Introduction," "Practice," or "Mastery." The map and accompanying course descriptions are periodically updated.

How has the unit ensured that the syllabuses for these courses state learning outcomes that address the values and competencies appropriate for each course?

An examination of syllabuses indicates that learning outcomes are incorporated into course goals.

b) The unit has a written assessment plan that uses multiple direct and indirect measures to assess student learning.

The School has a detailed plan that is reviewed and updated periodically, with the last update in August 2017. The plan involves multiple direct and indirect measures.

What direct measures does the unit use, where in the curriculum and when?

The School uses the following:

1. *Standardized pre-test and post-test.* The test is administered to students in a 100-level introductory course (Jour 105) and again in the senior-level courses that produce student media.
2. *Writing pre-test and post-test.* The test is administered to students in a 200-level skills course and then again in the senior-level student media course. Faculty members evaluate the results.
3. *Internship supervisor surveys.* The survey asks supervisors to assess interns on the values and competencies. The survey is completed by supervisors toward the end of the student's internship experience.

What indirect measures does it use, where and when?

The School lists a number of activities as indirect measures, including:

1. *Key questions on student course evaluations.* Course evaluations are distributed to students toward the end of each semester. The School evaluates feedback on several questions to assess student perceptions of learning.
2. *Student internship survey.* This is distributed to students completing an internship to evaluate their perception of their growth and achievement related to the learning objectives.
3. *Senior exit interview survey.* The survey is distributed to second-semester seniors and includes open- and closed-ended questions.
4. *Survey of recent graduates.* Alumni are surveyed within the first year after graduating about their experience and job placement.
5. *Academic performance statistics.* Data on average student GPAs, enrollment, retention and graduation, and honors program participation is examined periodically.
6. *Student awards and honors.* The number of awards won by students in regional and national competitions is tallied annually.

Are these measures effective for assessing ACEJMC's professional values and competencies?

The measures are effective in demonstrating student learning and illuminating areas for improvement. The university's evaluation of the School's assessment plan found its implementation of the measures and involvement of faculty as "excellent."

c) The unit collects and reports data from its assessment activities and applies the data to improve curriculum and instruction.

How does the unit collect and analyze the findings and identify unsatisfactory learning of specific values and competencies?

The School's assessment committee relies mostly on results of pre- and post-tests, which it evaluates and uses to initiate a fuller discussion with faculty members.

What specific values and competencies had graduating classes not mastered satisfactorily?

Recent assessment results indicated a number of areas for improvement, including in numeracy, ethical decision-making, and in awareness of diversity-related issues.

How does the unit decide how to address these areas of concern and what actions did it take to do so?

The School faculty decide on issues to address based on assessment feedback, primarily from the pre- and post-test data. Various actions are taken depending on the data. It may be to refocus a course; create modules to address specific issues; or to change the delivery method/format for a course.

How does the unit evaluate whether its actions overcame the weaknesses in student learning and what were the results?

The School continues to use its pre- and post-test measures to monitor student learning with the adjustments to its courses and curriculum.

Was the program of data analysis and action effective for identifying and overcoming unsatisfactory student learning?

The program of analysis and action has netted positive results for the School. One example provided in the self-study is that of numeracy. After discovering, through pre- and post-test results, that students were scoring lower on math-related questions on the post-test, the School increased its focus on numeracy and saw post-test scores rise dramatically.

d) The unit maintains contact with the alumni to assess these experiences in the professions and to provide suggestions for improving curriculum and instruction.

The School's Advisory Council advises the Director about trends and issues in the profession, and members spend time at the School each year visiting with students and classes. Members include the executive director of the Arizona Newspaper Association, the Page One editor at the Arizona Republic, and a science reporter with Arizona Public Media. Faculty members report they also maintain strong relationships with alumni, engaging them in classes and connecting them with students. The School has also conducted surveys of alumni to gauge their experiences in the profession and to invite feedback that might improve the program.

e) The unit includes members of journalism and mass communication professions in its assessment process.

The School does so primarily through its internship survey, where professionals provide feedback about student performance directly related to the ACEJMC values and competencies.

SUMMARY:

The School has made significant strides on assessment since 2012, with a strong and detailed plan that has been praised by university administration. Faculty members are engaged to varying degrees in an assessment process that involves reliable measures and responses to strengthen student learning. Professionals are engaged directly through the internship survey.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

The School of Journalism has significant strengths, and we hope it can build on these in coming years:

- *Strong leadership.* The Director has gained in stature among the School's faculty over the past few years as he has collaborated with colleagues across campus and successfully lobbied for the School with the dean to gain resources and opportunities for all faculty in his unit. He has raised the profile of the School, has strengthened alumni connections and been a successful fundraiser.
- *Experienced faculty who pride themselves on their service to students.* All faculty must have significant journalism experience, and they do. The School is sometimes called "New York Times West" because of the number of ex-Times staffers who teach there. Faculty members are devoted to instilling a passion for journalism in their students and to giving them real-world experience.
- *A tight-knit, engaged student community.* Students are proud of the School's faculty credentials and the opportunities they have to work with them and one another. A student lounge on the same floor as classrooms and faculty offices is a place where they work together and discuss news of the day. Words like "family" and "community" were used to describe the ethos.
- *Strong out-of-classroom opportunities through student clubs and School media.* The School has multiple clubs and pays membership fees for students. It also encourages joint programming through a consortium-style club set-up. All students get field experience in reporting through its upper-level, "digital-first" student media courses.
- *Assessment with results.* The School responded in a manner characterized as an "exemplar" by University administrators after being found out of compliance on assessment in 2012. It has a thorough and detailed plan, the results to prove the plan works, and respect of the university on its dedication to moving aspiration to reality for student learning.
- *A strong internship program.* A dynamic and popular internship coordinator connects the students with strong opportunities in the region, where the School enjoys a good reputation with employers. Faculty members also connect students with internships. The evaluation of internship experiences for students and employers is systematic and thorough.

The School also has significant challenges that it will need to address:

- *Diversifying its faculty.* Faculty members, administrators, alumni and students agree: The faculty needs to be more diverse. Specifically, the need to add at least one Latino-a faculty member is recognized across the School.
- *Transitioning from one strong leader to the next.* The School will face significant challenges in enrollment and program development during the next accrediting cycle. It will need a visionary leader with strong management and fundraising skills to ensure the School's future.
- *Developing a strategy to sustain enrollments while staying true to its mission.* The faculty embrace a "Just Journalism" mantra that resulted in the School's decision to encourage another unit to develop programs in public relations. Many of its graduates go into public relations and other fields, and there is justified concern that competing programs at the university will hurt enrollment.
- *Advancing the curriculum.* The School is considering a new major focusing on applied digital media for students. It is also looking at ways to build on its strength in collaborating with other

units to create classes and programs. The School will need to continue to build on its “digital first” emphasis in journalism as it builds these programs.

- *Ensuring facilities, equipment and technology are sufficient to meet curricular and student demands.* The School has broadcast-focused classes but limited facilities and resources to support these classes; this may become an issue that will require investment in dedicated facilities or in the School’s rethinking how it addresses the need for instruction in video journalism.

2) List the standards with which the unit is not in compliance.

N/A

3) Summarize the problems or deficiencies that should be addressed before the next evaluation (i.e., related to non-compliance with standards).

N/A

4) In the case of a recommendation for provisional accreditation, list the deficiencies that should be addressed before the provisional status can be removed.

N/A

5) In the case of a recommendation for denial of accreditation, clearly and fully explain the reasons that led to the recommendation.

N/A

6) If the unit was previously accredited, summarize the significant deficiencies noted in the previous report and the actions taken to correct them. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify the standard(s) and the problems noted. Explain actions taken to correct the problems.

Assessment: The unit was found out of compliance on assessment because it had not sufficiently implemented its plan and did not demonstrate curricular improvement as a result of its assessment measures. Please see Standard 9 for an explanation of the unit’s current assessment plan and process.

7) The self-study is the heart of the accrediting process. Often the quality of that document determines the degree of success of the site visit. Summarize the team members’ judgment of the self-study.

The self-study was crisp, clear and thorough. In the electronic format, it linked to appendices and supporting documents in a way that made it easy and convenient for members of the review team to access that material.