

UNIVERSITY OF ARIZONA  
SCHOOL OF JOURNALISM  
POLICIES

Both the graduate and undergraduate journalism programs at the University of Arizona are designed to help the student develop an objective respect for ideas and to maintain an open mind. The student who earns a degree should be able to perform at the two-year level of experience or better in the gathering, reporting and writing of news. In addition to the expertise necessary to write, report and edit, the student should leave the school with the background in both journalism and the liberal arts necessary to cope with the responsibilities of a news professional.

This goal does not differ substantially from the goals defined by professionally oriented journalism programs throughout the country.

#### STANDARDS FOR HIRING

Instructors – Usually a part-time position. Candidates shall be active in their field with a superior reputation among peers.

Assistant Professor (and higher) – Substantial professional experience as a reporter or editor is a preferred qualification, with an unquestioned reputation for excellence in journalism and a dedication to the goals of the school. Every new faculty member on this level should be a potential director of the school.

General Procedures – Every member of the faculty can seek candidates, and is encouraged to do so. Candidates are considered by the faculty acting as a committee of the whole.

## GUIDELINES FOR PROMOTION AND TENURE

### I. Success as a teacher

This is the most important factor, judged on diligence, ability, enthusiasm and the evaluations of students. A strong reputation for mentoring and general availability of faculty always has been a hallmark of this school. Every faculty member should contribute new ideas to the periodic re-evaluations of teaching methods.

### II. Research and Publication

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.

### III. Contributions to the School, the University and the Community

This involves initiative and imagination in developing new programs and participation in ongoing programs that serve the student, the school, the university, the profession and the community.

IV. An indication that the faculty member can practice what he or she teaches, and has continued to enlarge the reputation that was brought to the university.

## COMMENTS ON THE GUIDELINES

In the employment and promotion of journalism faculty members, there is one primary consideration: Is this person considered superlative on a national scale by his or her peers?

Peers, in this case, mean both those engaged in the active practice of journalism and those persons in journalism education whose philosophy parallels our school philosophy. The school must have only those teachers with the capacity to command continuing respect from the news media.

Evidence of professional growth and development includes:

1. Consistent high evaluations of teaching performance.
2. Research, such as the following:
  - a. Writing for scholarly journals.
  - b. Writing substantive articles of merit for professional journals.
3. Service activities, including the following:
  - a. Periodically returning to the professional field as a consultant, editor or newsperson.
  - b. Conducting or being otherwise involved as a leader in seminars, workshops and short courses for professionals.
  - c. Appearing on convention programs or otherwise working in a substantive, leadership capacity with professional groups.
  - d. Participation in professional organizations in a position of leadership and prominence.

It is not expected that each faculty member will excel in the same manner or in every direction. The quality of the activities shall be considered of greater importance than the quantity.

## PROMOTION PROCEDURE

University policies are set out in Chapter 3 of the University Handbook for Appointed Personnel. On a school level, the tenured members of the faculty, acting as a committee, recommend candidates. The director acts as a separate reviewer. The recommendations of the committee and the director are forwarded to the dean of the College of Social and Behavioral Sciences, and the college promotion and tenure committee.

The college committee and dean may uphold or reject the recommendations from the school committee and director. The entire dossier is then submitted to the university promotion and tenure committee, which serves in an advisory capacity to the provost and the president.

The school sets its own standards for promotion and tenure, and these have been discussed. The university committee on promotion and tenure is expected to follow these standards, or inform the school that its standards do not meet university requirements.

Since the university promotion and tenure committee is insulated from outside appeal while considering recommendations, it is important that proper documentation be submitted. This, in large measure, is up to the individual faculty member. It might be of value for the person seeking promotion to ask those in the school who have been promoted previously for approval to review the materials they submitted.

## DIRECTOR

The director is under contract in his or her administrative capacity. Traditionally, the director has been chosen by the faculty and recommended to the dean of the College of Social and Behavioral Sciences.

The normal term of the director is five years, renewable upon faculty and administration ratification. After each five-year period, a comprehensive review of school administration is conducted by an ad hoc committee consisting of three members elected by the faculty and two members designated by the dean of the College of Social and Behavioral Sciences. A review also may be initiated at any time upon request of one-third of the school faculty, or at the discretion of the dean. In each case, the review committee reports its findings and recommendations to the dean and the faculty of the school.

The director chooses such committee chairs, coordinators and assistants as he or she may deem advisable. The director prepares and administers the budget, as well as preparing the schedule and designating teaching assignments.

The director is responsible for the overall operation of the school, for the quality of its performance, and for its internal harmony and development. All administrative and educational policies of the director remain subject to review by the faculty. The ideas, goals, undertakings and achievements of the director should be a matter of personal satisfaction to each member, and publicly attributable not to an individual, but to the school.

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