

T/TE Faculty Salary Equity Review

Report

Liesl Folks, PhD, MBA

SVP and Provost

April 2020



Objectives

The University of Arizona is committed to **paying comparable salaries for comparable work** for all its employees, regardless of gender, race / ethnicity.

- Accordingly, we have completed a comprehensive review of **base salary among tenured and tenure-eligible (T/TE) faculty**.
- Review objectives;
 - (i) Ascertain if there are **systemic inequities** in base salary, on the basis of gender, race or ethnicity.
 - (ii) Ascertain if there were **instances of base salary disparities that could not reasonably be attributed to performance or some other legitimate, non-discriminatory, factor**.
 - (iii) **Develop a process** that can be utilized periodically.



Process

For all T/TE faculty on the UA payroll in October 2019;

- **Legal review** in late 2019 for systemic issues.
 - Privileged process.
 - No systemic issues found.
- **Internal review** for non-systemic issues (early 2020).
 - Develop internal mathematical model for salaries.
 - Perform near-peer comparisons for all faculty.
- **Recommendations / adjustments**
 - Completed March 2020.
- **Elective Review / next steps**
 - In process.



Data Utilized

- **Base salary** data, as of January 30, 2020
- **Year of terminal degree**
- **Academic rank**
- **Years in rank** at U Arizona
- **Employment unit(s) for paid position(s)**
- **Gender** data
- **Race / Ethnicity** data, per IPEDS definitions
- **Teaching contributions**, measured as the sum of Student Credit Hours delivered in the period 2014 – 2019 (fiscal year data)
- **Sponsored Award Research Expenditures**, by credit split to investigator, 2016 – 2019 (fiscal year data), as recorded in UACCESS Research / Financials.



FTE Normalization

- All salaries were pro-rated to **Academic Year @ 1.0 FTE** to allow for comparison.
- Faculty on **Fiscal-Year appointments** were pro-rated to an **Academic Year appointment** for purposes of comparison.



Population Data, by Gender (Pre-Adjustments)

- Population Salary Pool = \$182,004,331.
- Share for female faculty = \$60,881,737 (33.5%)
 - Female median annual salaries = \$99,046,
 - Male faculty median salaries = \$111,356
 - Difference = \$12,310.
- Difference is mostly attributable to factors other than gender, such as rank and discipline.
- E.g., more senior ranks have a higher proportion of male faculty, and these are better paid.

Rank	Representation, by Gender	
	Female	Male
Professor	31.5%	68.5%
Associate Professor	38.5%	61.5%
Assistant Professor	42.4%	57.6%

Rank	Median Salaries, by Gender	
	Female	Male
Professor	\$125,999	\$131,958
Associate Professor	\$92,510	\$99,801
Assistant Professor	\$80,900	\$89,750



Population Data by Race / Ethnicity (Pre-Adjustments)

- Representation by race and ethnicity is uneven across the ranks.
- Median salaries by race and ethnicity vary significantly also.

Ethnicity & Race	Representation, by Rank		
	Assistant Professor	Associate Professor	Professor
American Indian/Alaska Native	1.3%	0.7%	0.6%
Asian	17.8%	15.8%	9.2%
Black/African American	3.2%	2.1%	1.4%
Hispanic/Latino	8.8%	9.5%	5.2%
Not Specified	14.1%	13.2%	6.0%
White	54.9%	58.7%	77.5%

Ethnicity & Race	Median Salaries, by Rank		
	Assistant Professor	Associate Professor	Professor
American Indian / Alaska Native	\$78,000	\$80,768	\$171,777
Asian	\$90,000	\$99,859	\$129,606
Black / African American	\$84,375	\$85,003	\$153,563
Hispanic / Latino	\$80,000	\$89,891	\$115,749
Not Specified	\$73,440	\$95,400	\$127,927
White	\$88,000	\$97,580	\$130,764



Salary Range Data by Gender & Race / Ethnicity (Pre-Adjustments)

- Salary ranges are large for all gender, ethnicity and race cohorts.

Gender	Ethnicity	Number of Faculty in Cohort	Salary Range	
			Minimum Salary	Maximum Salary
F	White	322	\$56,000	\$391,761
F	American Indian/Alaska Native	7	\$68,100	\$215,000
F	Asian	59	\$56,000	\$550,000
F	Black/African American	12	\$66,000	\$450,000
F	Hispanic/Latino	46	\$57,211	\$412,000
F	Not Specified	61	\$57,054	\$290,000
M	White	619	\$56,000	\$565,200
M	American Indian/Alaska Native	4	\$78,000	\$216,154
M	Asian	129	\$64,222	\$371,000
M	Black/African American	15	\$66,500	\$401,403
M	Hispanic/Latino	60	\$58,000	\$304,496
M	Not Specified	81	\$56,000	\$422,292



Internal Mathematical Model

- Based on AAUP guidance*
- Multilevel regression model
- Predicts employee salaries, based on 4 predictor variables (only);
 - Academic Rank
 - Years Since Terminal Degree
 - College (treated as a random intercept effect)
 - Department (treated as a random intercept effect nested within College)
- Pseudo $R^2 = 0.869$, implying that 86.9% of the variation in salaries can be explained by the model, similar to the outcome at other institutions.
- Balance of variation in salaries *should* be attributable to performance differences, or other non-modelled factors, absent bias.
- “Residuals” from model indicate the dollar amount by which that faculty member is over-paid or under-paid, relative to the model.

* Haignere, L., United University Professions (Association : N.Y.), & American Association of University Professors. (2002). *Paychecks : A guide to conducting salary-equity studies for higher education faculty*(2nd ed.). Washington, DC: American Association of University Professors.



Near-Peer Comparison Process

- Considered ALL faculty, one department / one college at a time, regardless of gender, race / ethnicity.
- Work performed by provost, dean & college representatives, with support of UAIR data analytics team.
- Faculty salaries were ordered as a function of years since terminal degree.
- Each salary was compared against all near-peers (as determined by academic rank and years since terminal degree).
- Where salary disparities were seen that could not be explained by the limited number of performance factors available (teaching contributions and / or the research expenditures (as appropriate)), adjustments were recommended.
- The size of the adjustment was informed by residuals resulting from the regression model.

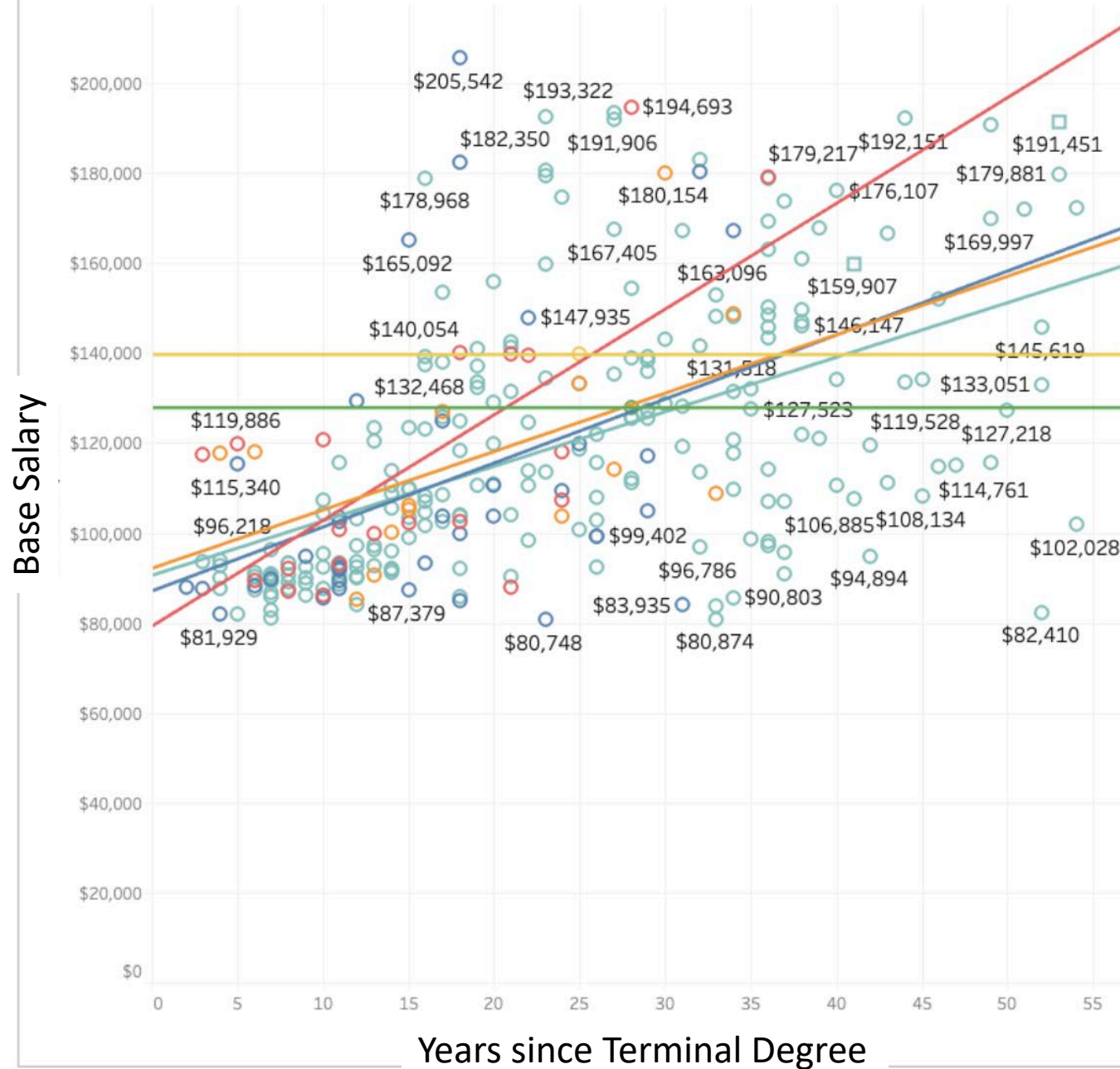


Exclusions

Of the total population, 38 were **excluded from the near peer comparisons**, out of a total of 1,458. Exclusions were based on the following situations.

- Faculty that currently held, or previously held, administrative roles at the level of head / chair or above.
- Faculty with formal retirement agreements in place.
- Faculty with salary differences due to non-normative qualifications, relative to the peers within their departments (e.g., a computer scientist working in a non-STEM department).
- Faculty for whom UA does not control the salary.
- Faculty with current Performance Improvement Programs.





College.Name	
College Of Wilbur & Wilma	
Department.Name	
(All)	
Gender	
(All)	
Current.Academic.Rank	
<input checked="" type="radio"/> (All)	
<input type="radio"/> Assistant Professor	
<input type="radio"/> Associate Professor	
<input type="radio"/> Professor	
Ethnicity	
<input checked="" type="checkbox"/> (All)	
<input checked="" type="checkbox"/> American Indian/Alaska Native	
<input checked="" type="checkbox"/> Asian	
<input checked="" type="checkbox"/> Black/African American	
<input checked="" type="checkbox"/> Hispanic/Latino	
<input checked="" type="checkbox"/> Not Specified	
<input checked="" type="checkbox"/> White	
Ethnicity	
<input checked="" type="checkbox"/>	American Indian/Alaska Native
<input checked="" type="checkbox"/>	Black/African American
<input checked="" type="checkbox"/>	Hispanic/Latino
<input checked="" type="checkbox"/>	Not Specified
<input checked="" type="checkbox"/>	Asian
<input checked="" type="checkbox"/>	White

College of Wilbur and Wilma >> Department A

ETHNICITY

Base Salary



Years since Terminal Degree

College.Name

College Of Wilbur & Wilma

Department.Name

Department A

Enter search text

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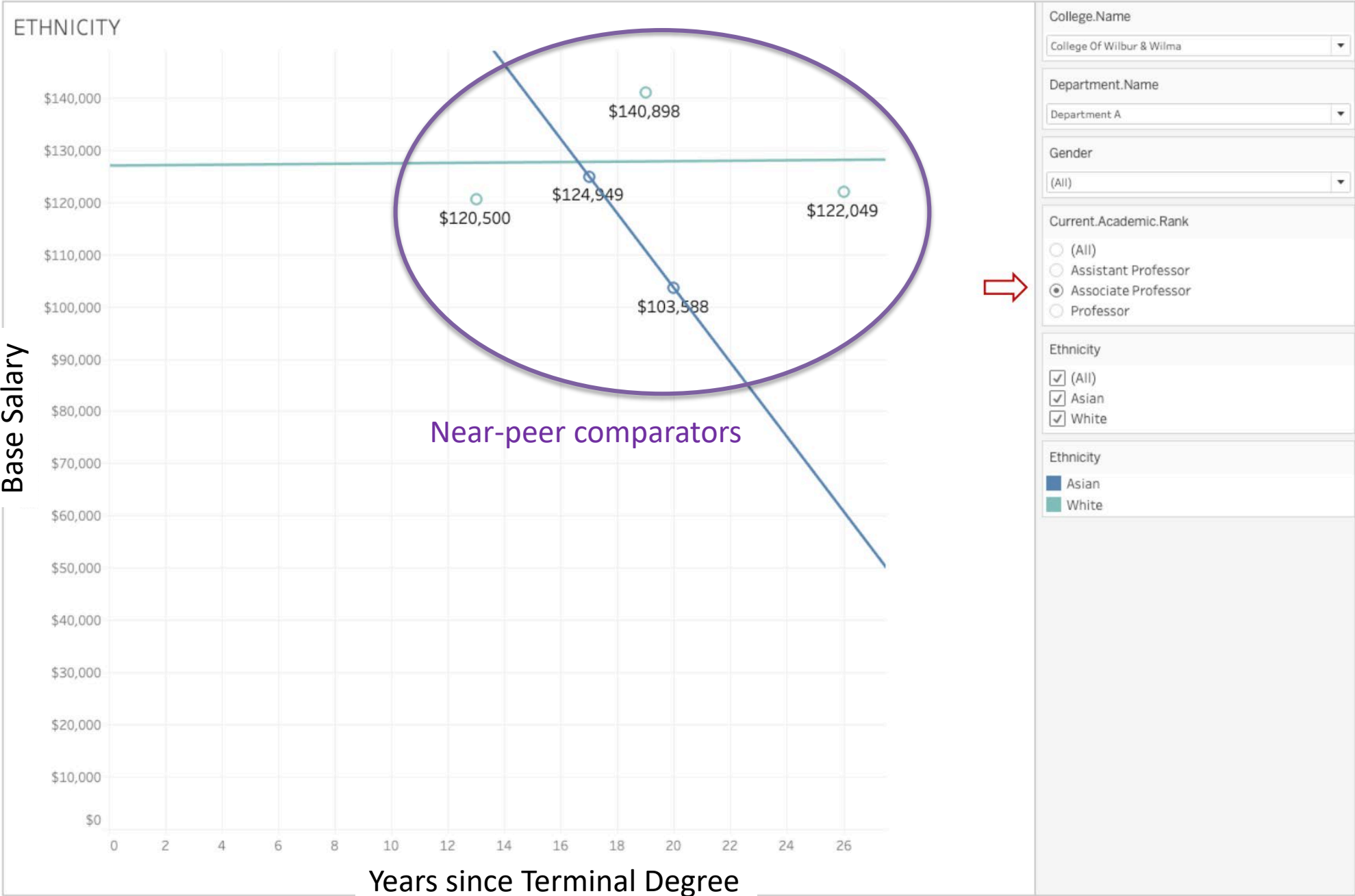
- ☒ Department A
- ☐ Department B
- ☐ Department C
- ☐ Department D
- ☐ Department E
- ☐ Department F
- ☐ Department G
- ☐ Department H
- ☐ Department I
- ☐ Department J
- ☐ Department K
- ☐ Department L

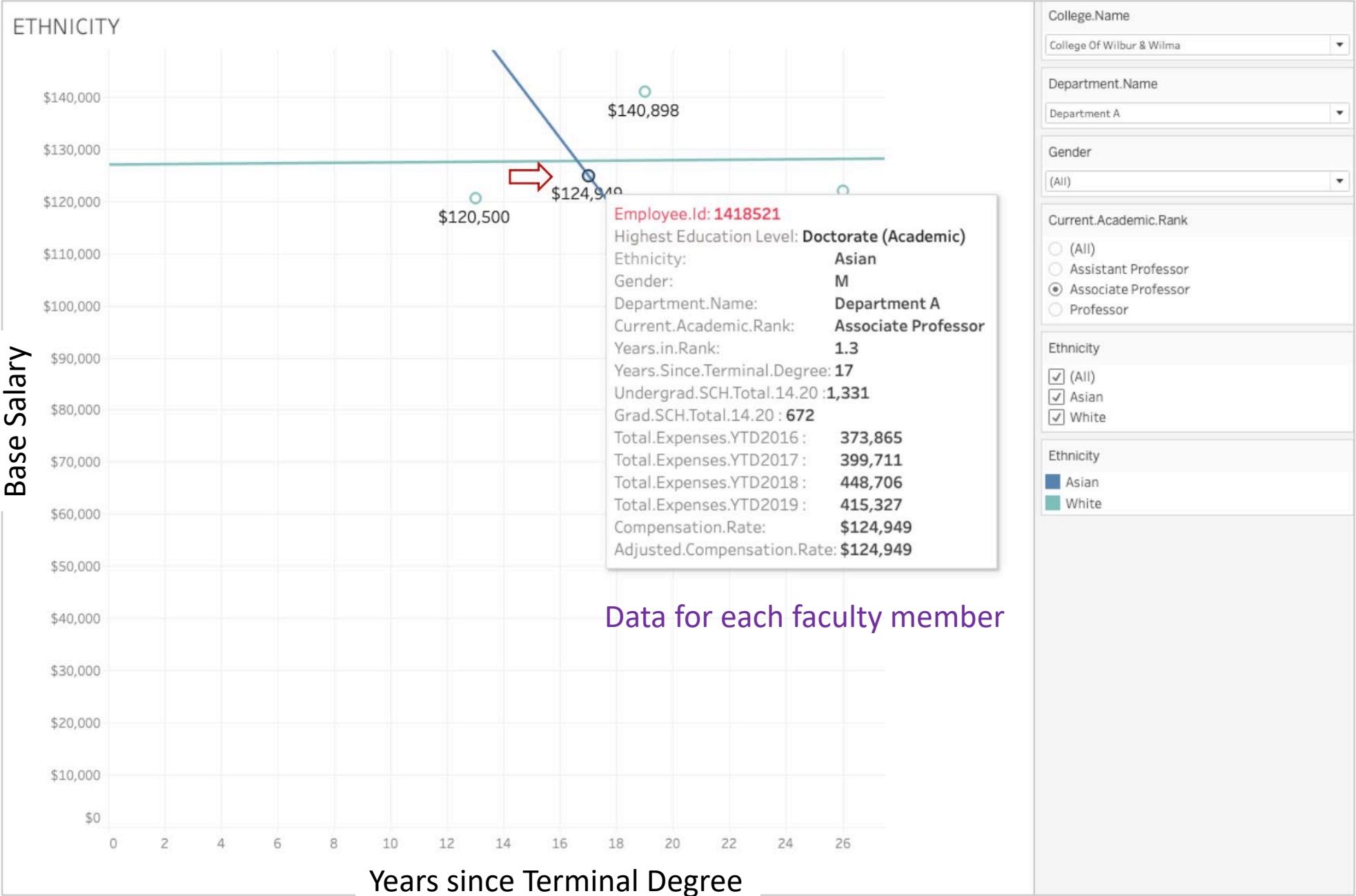
- ☒ Hispanic/Latino
- ☒ Not Specified
- ☒ White

Ethnicity

- Hispanic/Latino
- Not Specified
- Asian
- White







Data for each faculty member



Outcomes - Salary Adjustments

- From the results of the near-peer comparisons, salaries of **177 employees**, out of a total of 1,458 employees, or **12.1%** of the population are to be adjusted.
- **Effective date of Adjustments - start of Spring 2020 semester.**
- The total amount of the salary adjustments across this population was **\$885,659**, or **0.5%** of the total salary pool.
- The **notifications** of the adjustments were made to individual affected faculty via memos from the relevant deans.
- *Adjustments will be **funded centrally** until start of the Fall 2021 semester, at which time they will be absorbed into the college budgets.*
- The written report is online at: <https://provost.arizona.edu/content/report-2020-salary-equity-review-tenure-tenure-eligible-faculty>



Next Steps

- **Elective Review Process:** Any current T/TE faculty member who has been on payroll since at least the start of the Fall 2019 semester may request an Elective Review of base salary using (only) the same data types and processes used in this review.
 - A simple, secure web form is provided for faculty wishing to make a request. (See online at <https://provost.arizona.edu/content/salary-equity-review-tenure-tenure-eligible-faculty>)
 - Request deadline 30 April 2020 / Results communicated by 30 June 2020.
- Convene a **Faculty – Administration Joint Committee** to guide further campus work on faculty salary equity.
- Conduct salary equity reviews for **Career Track Faculty** and for **Continuing Status Faculty** (during 2020) and for **University Staff** (initiated already).
- Implement **non-binary gender identification option** within our HR system.
- **Schedule biennial salary equity reviews** for faculty and staff.



Communications

1. President's Direct Reports – Thu, 20 Feb 2020
 2. Senior Leadership Team – Tue, 25 Feb 2020
 3. President's Council – Wed, 26 Feb 2020
 4. Dean's Council – Tue, 3 Mar 2020
 5. Provost's Council – Tue, 3 Mar 2020
 6. Heads / Chairs / Directors – Wed, 4th Mar 2020
 7. Memos out to recipients, via deans – Mon, 9th Mar 2020
 8. Memo out to campus – Mon, 9th Mar 2020
 9. SPBAC – Wed, 1 Apr 2020
 10. Faculty Senate – Mon, 6th Apr 2020
 11. Quarterly Leadership Meeting – Tue, 28th Apr 2020
- *Elective Review Process submission deadline - Thu, 30 Apr 2020*
 - *Elective Review results provided – Tue, 30 June 2020*



REPORT TO FACULTY SENATE

FROM: President Robert Robbins <http://president.arizona.edu/>

DATE: April 6, 2020

ACCOMPLISHMENTS and GOALS:

Thanks to every one of you for your tremendous adaptability, compassion and determination during this transition to teaching online. I know that you have all worked extra hours to ensure that students continue to receive a quality education and support during this time of uncertainty and change.

As faculty members, you are on the front lines of supporting students and I know you are concerned about student wellbeing and success.

Here are some of the things we are doing to support our students:

- We have raised over \$368,000 for the Student Emergency Fund and Campus Pantry. Thank you to all of you who have donated and to the colleges that have dedicated unrestricted funds to this effort.
- Campus Health remains open and CAPS counselors are available online, including after hours for crisis situations.
- Think Tank and other units are offering online tutoring, academic support, and test preparation courses.
- All academic advising has moved online.
- Housing & Residential Life allowed students who did not have safe alternative housing to remain on campus. Students have been consolidated into two dorms, each with their own room and private bathroom. For students who did not remain, they were offered a 10% housing credit for this academic year or 20% applied to next year's bill. Housing is placing their belongings in storage for pick-up or shipping.
- For students who do not have WiFi, UITS has compiled a list of drive-up options around the state, as well as other resources.
- For students who do not have laptops, the Libraries have loaned them 325 and in some cases have shipped them to students.
- Student employees will continue to be paid through the end of the semester.
- The Bookstore has secured access to ebooks for all students through May 25th, which can be accessed at bookshelf.vitalsource.com.
- The University has increased the Bursar registration hold amount to \$2,500 to ensure as many students as possible can re-enroll. We are also offering payment plan options.

- SOS (Support, Opportunity, Success) offers phone (520-621-2327), online chat, and text to answer any questions students have on any topic.

We have also taken a number steps to support our faculty members and employees:

- Employees have been informed that they should be working from home to the largest extent possible, except where they are deemed essential workers.
- Employees who are unable to work remotely or report to the workplace due to partial or complete closure are currently being paid and recording their normally scheduled hours as University Release Time.
- Clock delays for tenure-eligible or continuing-eligible candidates are encouraged and are available through a simple online opt-in process on the Faculty Affairs website.
- Student Course Surveys (formerly known as Teacher Course Evaluations) will not be administered this semester.
- Life and Work Connections is offering employee counseling and many other resources.
- Campus Health is open all employees. Employees on the University's state-sponsored medical plans can also connect with a physician or counselor over live video.
- There will soon be an email message to employee permit holders notifying them of the ability to request refunds.
- Although there are significant financial challenges ahead, our goal is to preserve employee jobs as much as possible.

These are some of our initiatives to benefit the community in Tucson, Arizona, and beyond:

- UA scientists are working to create more COVID-19 test collection kits to support our campus our Banner partners and community throughout the state. We have already provided test kits to Campus Health, Banner in Tucson and the Navajo Nation so that healthcare centers can test more widely for the virus.
- Our College of Public Health is leading the way on contact tracing and contact notification of positive cases in Pima County, through a long-standing relationship with the Pima County Health Department.
- We will be providing temporary housing in our dorms for Banner medical professionals who are working during the COVID-19 response so they don't have to return home to their families.
- Theater students are using their costume-sewing skills to make masks for healthcare workers who are short on supply and the College of Agriculture and Life Sciences (CALS) is producing hand sanitizer for healthcare workers in Southern Arizona and the Navajo Nation.

REPORT TO FACULTY SENATE

FROM: Senior Vice President for Academic Affairs and Provost Liesl Folks

<https://provost.arizona.edu>

DATE: 6 Mar 2020

ACCOMPLISHMENTS:

3-Mar	Provost	COVID-19 Updates	https://provost.arizona.edu/news/2020/03/coronavirus-update
3-Mar	Provost	Modification to Class Absence Policy	https://provost.arizona.edu/news/2020/03/modification-ua%E2%80%99s-class-absence-practices-effective-monday-16-march-2020
5-Mar	Provost	Overseas Travel Information	https://provost.arizona.edu/news/2020/03/overseas-travel-information
9-Mar	Provost	Class absence policy modification / effective Monday march 16, 2020	https://mailchi.mp/672576a4e98d/class-absence-policy-modification-march-2020
11-Mar	Provost & RII	COVID-19 Campus Mitigation Plan (Research)	https://provost.arizona.edu/news/2020/03/covid-19-campus-mitigation-plan-research-operations
11-Mar	Provost	COVID-19 Campus Mitigation Plan (Staff)	https://provost.arizona.edu/news/2020/03/covid-19-campus-mitigation-plan-teaching-and-travel
11-Mar	Provost	COVID-19 Campus Mitigation Plan (Faculty)	https://provost.arizona.edu/news/2020/03/covid-19-campus-mitigation-plan
11-Mar	Provost	COVID-19 Campus Mitigation Plan (Students)	https://provost.arizona.edu/news/2020/03/covid-19-campus-mitigation-plan-online-instruction
13-Mar	Housing / Res Life	COVID-19 Update from UA Housing & Residential Life	https://us3.campaign-archive.com/?e=&u=48d51123515608032d9a65a73&id=274ecce7ff
13-Mar	Provost	COVID-19 Campus Mitigation Plan / Events, Meetings and Gatherings	https://provost.arizona.edu/news/2020/03/covid-19-campus-mitigation-plan-events-meetings-and-gatherings
13-Mar	Provost	COVID-19 Campus Mitigation Plan / Research Continuity Update	https://mailchi.mp/5fef224917f1/covid-19-campus-mitigation-plan-research-continuity-update?e=a8bc665c3c
13-Mar	Provost	COVID-19 Campus Mitigation Plan / Update for Faculty and Staff	https://mailchi.mp/5059c153ba80/covid-19-campus-mitigation-plan-update-for-faculty-and-staff?e=a8bc665c3c
15-Mar	Provost	Guidance on Student Workers in Academic Instruction Roles	https://provost.arizona.edu/news/2020/03/guidance-student-workers-academic-instruction-roles
15-Mar	Dean of Students	A Message from the Dean of Students	https://mailchi.mp/540e89602f37/a-message-from-the-dean-of-students
20-Mar	Provost	Revised Academic Grading and Eligibility Policies (for employees)	http://view.comms.arizona.edu/employee
20-Mar	Provost	[AMENDED] Revised Academic Grading and Eligibility Policies (for students)	http://view.comms.arizona.edu/students
23-Mar	Provost	COVID-19 Campus Mitigation Plan / Students in credit-bearing experiential learning placements	https://provost.arizona.edu/news/2020/03/covid-19-campus-mitigation-plan-students-credit-bearing%C2%A0experiential%C2%A0learning
27-Mar	Faculty Affairs	COVID-19 Campus Mitigation Plan / Promotion Guidelines	http://view.comms.arizona.edu/mitigation_plan
27-Mar	Campus Health	University of Arizona Students Support Pima County on COVID-19 Cases	http://view.comms.arizona.edu/student_support

GOALS / ONGOING:

- COVID-19 Mitigation
- Salary Equity Elective Review for T/TE faculty
- Salary Equity Process for CT and C/CE faculty
- Streamlined process for course / program approvals
- Gen Ed Refresh

REPORT TO FACULTY SENATE

FROM: The Faculty Officers <http://facultygovernance.arizona.edu/>

DATE: April 6 , 2020

ACCOMPLISHMENTS:

- The Officers, like all of us, have been working as hard as we can to support essential services, provide assistance in decision-making, and maintain our teaching, research and administrative functions. We are enormously grateful to all of the campus community for your heroic work, and we are honored to be a part of this University. We hope that, in light of these circumstances, you will forgive the preparation of a more detailed written report in advance of this Senate meeting.
- We have been successful in safely and responsibly participating in a wide variety of activities and events around campus focusing on response to the epidemic. We are working to ensure that the University continues to operate under the best possible implementation of Shared Governance, consistent with our mission and values.

GOALS:

- To work with you to all that we, as a community, can do to save lives, support our most vulnerable community members, and increase faculty participation in all decision-making that affects our lives and the long term health and well-being of all of us.

REPORT TO FACULTY SENATE

FROM: Marie Teemant, GPSC President <http://www.gpsc.arizona.edu/>

DATE: April 6, 2020

ACCOMPLISHMENTS:

- Organized volunteers and identified students needing resources
- Currently holding final rounds of grants
- Passed Mental Health Resolution

GOALS:

- Next steps on dependent health insurance access for student health insurance plan
- Follow up on graduate mental wellness, looking at policy and campus services

REPORT TO FACULTY SENATE

FROM: Jennifer Lawrence, APAC <http://apac.arizona.edu/>

DATE: April 6, 2020

ACCOMPLISHMENTS:

APAC is working to address concerns and support University Staff during the crisis. We are fielding questions and directing employees to appropriate resources. Regrettably, the University Awards for Excellence Ceremony, jointly sponsored by APAC and CSC, has been cancelled. We are looking at alternative ways to announce this year's awards and honor recipients.

GOALS:

APAC has requested formal representation on the Financial Sustainability Emergency Response Taskforce. The actions and decisions of this taskforce will have far-reaching implications for employees of the University, and we believe participation of all branches of University shared governance is critical.

Proposed Amendment to the General Education Foundations Second Language Requirement

Approved by UWGEC, 12/18/2019; approved by UGC Curriculum and Policies Subcommittee, 1/28/2020; approved by UGC, 2/11/2020; approved by CAAC, 2/25/2020

Relevant section of the [catalog policy on the Second Language Requirement](#):

U.S. students who are native speakers of a language other than English (e.g. Spanish, American Sign Language, Navajo) may satisfy the requirement through a proficiency exam administered by the appropriate department.

International students who are native speakers of languages other than English may fulfill the Second Language Requirement with the Test of English as a Foreign Language (TOEFL) or with the International English Language Testing System (IELTS), provided that it was an admissions requirement and their score was satisfactory for admission to the University of Arizona. Alternatively, in lieu of an acceptable score on one of these standardized tests, an Endorsement from the **[Center for English as a Second Language \(CESL\)](#)**(**link is external**) may satisfy the Second Language Requirement. U.S. citizens and international students from countries where English is the official language may not use the TOEFL, IELTS, or CESL Endorsement to satisfy the Second Language Requirement; those students must meet the requirement through one of the options stated above.

Note: Current [temporary policy](#) also allows students to meet the requirement by completing the ENGL 107/108 sequence with a minimum "C" grade in ENGL 108. This is also listed on the Admissions website as one way to demonstrate English proficiency for admission to UA.

Language from the [Admissions website page addressing English proficiency](#):

International applicants whose primary language is not English, or who attended school in a non-English speaking country, regardless of citizenship, must prove English proficiency. English proficiency may be proven by one or more of the following: *(This is followed by a list of options by which a student can prove proficiency.)*

Rationale for updating the wording:

Because there are now multiple ways for international student applicants to UA to demonstrate English language proficiency, and because UA is likely to continue to adapt our admissions policy in the future, the catalog wording should be less specific. What is important is to capture the intent of the current policy, which is that students whose primary language is not English, and who have demonstrated sufficient English proficiency to be admitted to UA, have met the General Education Foundations requirement to demonstrate proficiency in two languages.

Additionally, the term "native speaker" is problematic to experts in linguistics and second language acquisition. It is also unnecessary when "speaker" will suffice.

Proposed new wording:

U.S. students who are ~~native~~ speakers of a language other than English (e.g. Spanish, American Sign Language, Navajo) may satisfy the requirement through a proficiency exam administered by the appropriate department.

International students whose primary language is not English and who had to prove English proficiency to be admitted to the University have thereby fulfilled the Second Language Requirement.

September 29, 2019

Military Excused Absence Policy

*Approved by UGC Curriculum and Policies Subcommittee, 1/28/2020; approved by UGC, 2/11/2020;
approved by CAAC 2/25/2020*

Proposal: This policy seeks to provide student-members of the US Armed Forces serving in the National Guard, Reserves or Active Duty the opportunity to complete class requirements when a military obligation makes it impossible to attend class or complete an assignment by the due date.

Effective Term: Summer 2020

Submitted by: Cody Nicholls, Assistant Dean of Students, Military and Veteran Engagement
Cori Cashen, Associate Registrar, Military Certifications

Rationale for the Proposal: We must comply with the Department of Defense Memorandum of Understanding in order to offer Tuition Assistance to qualifying students at UA. We are already in compliance section 3.i.(1) with our Military Leave of Absence policy and this proposal seeks to remedy compliance with section 3.i.(2) shown in red below:

Department of Defense, Memorandum of Understanding

3. EDUCATIONAL INSTITUTION (INCLUDING CERTIFICATE AND DEGREE GRANTING EDUCATIONAL INSTITUTIONS) REQUIREMENTS FOR TA. Educational institutions must:

i. Have a readmissions policy for Service members that:

- (1) Allows Service members and reservists to be readmitted to a program if they are temporarily unable to attend class or have to suspend their studies due to service requirements.
- (2) Follows the regulation released by ED (34 C.F.R. 668.8) regarding readmissions requirements for returning Service members seeking readmission to a program that was interrupted due to a Military service obligation, and **apply those provisions to Service members that are temporarily unable to attend classes for less than 30 days within a semester or similar enrollment period due to a Military service obligation** when such absence results in a withdrawal under institution policies. A description of the provisions for U.S. Armed Forces members and their families is provided in Chapter 3 of Volume 2 of the Federal Student Aid Handbook.

Proposed Military Excused Absence Policy

Enrolled students who are members of the United States Armed Forces including the National Guard, Reserves or Active Duty who are unable to attend class for less than 30 days within the term due to a military obligation will be afforded the opportunity to complete class requirements.

- The student is responsible for notifying their instructor within 10 days of receipt of orders and prior to missing classes, exams or assignments.
- The instructor will provide the qualifying student with opportunities to complete class requirements with reasonable due dates accounting for the excused absence.
 - The instructor may request review by the Dean of Students or designee of the student's military orders to determine their validity and to consult on recommended reasonable due dates.
 - If the student and instructor are unable to come to a mutually satisfactory agreement concerning revised due dates, the Dean of Students or designee will work with the faculty member to make a final determination of adjusted due dates.
- Coursework that was to be completed during the absence will not incur a reduced grade penalty when submitted by the agreed upon deadline.
- The instructor may award an Incomplete (I) Grade if the excused absence is near the end of the class and the student has completed all but a small portion of the coursework in accordance with the Incomplete Grade policy.

Policy Implementation

The Assistant Dean of Students for Military Connected Students and Veteran Engagement is Cody Nichols and he will serve as the DOS designee.

Proposal to Eliminate the 18/30 Units in Residence policy

Submitted by University Academic Advising Council (UAAC), 1/6/2020; approved with amendments by UGC Curriculum and Policies Subcommittee, 1/28/2020; approved by UGC, 2/11/2020; approved with changes by CAAC, 2/25/2020

Proposal Statement

The University Academic Advising Council recommends the elimination of the 18/30 Units in Residence policy (see <https://catalog.arizona.edu/policy/units-residence>). The majority of program major and minor plans define minimum units in residence, and it is recommended that all plans be updated to address residency units.

For clarification, there is no recommendation to change the 30 units in residence requirement. A requirement that 18 of the 30 units in residence must be upper division units has been added, as indicated below.

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Existing Policy	Proposed Edit	Policy link
University Credit Requirement A minimum of 30 units of University Credit from The University of Arizona is required for the bachelor's degree. It is further required that 18 of the final 30 units offered toward the degree be University Credit. In other words, no more than 12 of the final 30 units to complete the degree may be credit-by-exam (i.e., CLEP, Special Examination for Credit), or transfer credit. Various departments have specific University Credit requirements for their majors, and students should consult individual departmental information (link is external) sections for this information.	University Credit Requirement A minimum of 30 units of University Credit from The University of Arizona is required for the bachelor's degree. Of those 30 units, 18 must be in Upper Division (300+ level) coursework. It is further required that 18 of the final 30 units offered toward the degree be University Credit. In other words, no more than 12 of the final 30 units to complete the degree may be credit-by-exam (i.e., CLEP, Special Examination for Credit), or transfer credit. Various departments have specific University Credit requirements for their majors, and students should consult individual departmental information (link is external) sections for this information.	https://catalog.arizona.edu/policy/units-residence
University Credit Requirement A minimum of 30 units of University Credit from The University of Arizona is	University Credit Requirement A minimum of 30 units of University Credit from The University of Arizona is	https://catalog.arizona.edu/policy/graduation-grade

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Existing Policy	Proposed Edit	Policy link
<p>required for the bachelor's degree. It is further required that 18 of the final 30 units offered toward the degree be University Credit. Various departments have specific University Credit requirements for their majors, and students should consult individual departmental information (link is external) sections for this information.</p> <p>Upper-Division Unit Requirement</p> <p>The University of Arizona recognizes both breadth and depth of knowledge as important characteristics of a baccalaureate degree. To insure depth of study beyond introductory levels, the University has a general policy requiring students to complete a minimum of 42 units of upper-division course work for graduation. This requirement applies to students graduating under the 1991-93 catalog or any subsequent catalog. The special requirements of some academic programs may necessitate an exception to this requirement. Some degree programs require fewer than 42 units of upper-division credit. For current information, students should consult their advisors, the department (link is external) which offers their major, or the Academic Advisement Report (link is external) for their major to determine if their degree program may require fewer than 42 units of upper-division credit.</p>	<p>required for the bachelor's degree. Of those 30 units, 18 must be in Upper Division (300+ level) coursework. It is further required that 18 of the final 30 units offered toward the degree be University Credit. Various departments have specific University Credit requirements for their majors, and students should consult individual departmental information (link is external) sections for this information.</p> <p>Upper-Division Unit Requirement</p> <p>The University of Arizona recognizes both breadth and depth of knowledge as important characteristics of a baccalaureate degree. To insure depth of study beyond introductory levels, the University has a general policy requiring students to complete a minimum of 42 units of upper-division course work for graduation, including 18 units of University Credit. This requirement applies to students graduating under the 1991-93 catalog or any subsequent catalog. The special requirements of some academic programs may necessitate an exception to this requirement. Some degree programs require fewer than 42 units of upper-division credit. For current information, students should consult their advisors, the department (link is external) which offers their major, or the Academic Advisement Report (link is external) for their major to determine if their degree program may require fewer than 42 units of upper-division credit.</p>	<p>averages-and-credit-requirements</p>

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Rationale

Following is a summary of some of the issues with the current policy.

- Indeed, **18 of the final 30 units in residence is not calculated on the Advisement Report.** Students and advisors must calculate manually.
- Problems arise with this policy when students are nearing graduation learn that while they have 30 units in residence, the order in which test or transfer credit is completed and applied to the final 30 units, they may discover they have not satisfied that 18 of the final 30 units are in residence. Students are left to either take additional elective UA course work (at additional expense), file a general petition (difficult for May graduates since there are no petitions accepted during summer months), or delay their graduation.
- **This policy disproportionately affects AAS transfer students compared to other students, which means it affects adult, military, rural, and ethnically diverse students.** AAS transfer students are typically short the general education requirements they need when they transfer, and they are co-enrolled at both the community college and the UA to finalize their general education coursework (by design of the AAS to BAS 75/45 pathway defined by ABOR).
- The Department of Defense MOU and other military pathway agreements, such as the UA-ABC pathways from the CCAF, specifically ask about residency units and final units in residency policies. We're one of a select number of universities qualifying for the AU-ABC pathways: One of the questions they ask is:

Please confirm that a residency of not more than 25% of the degree's credit requirement (30 SH) and no final year of residency will be required by your institution for degree completion. Also explain options for Airmen to complete the 25% required residency with your institution when traditional classroom opportunities are not available with your institution.

- To remain eligible for financial aid, students must transfer as soon as they complete their Associates degree regardless of whether their prerequisites and other requirements for their UA degree are complete. If students who are earning a BA degree elect to take 16 units of second language elsewhere – or – earns 16 units through successful completion of a CLEP exam, they have already violated 18/30.
- Study abroad in the senior year can be problematic if it's not a UA credit bearing program or there is a change in credits that are transferred (i.e. planned for a 3-unit course, but it turned out to be 4 units).
- Geosciences is unable to offer enough enrollment for the required senior field camp meaning many students must transfer a 6-unit course in their final year.

- Problems are beginning to surface for micro campus students. Courses are offered on a rotating basis, so depending on a student's start date, they may end up with a lighter load of UA classes in their final semester thus causing them to not meet the 18/30-unit requirement. There is no option for these students to take elective UA classes since they are not available to these students.

Executive Summary

Request for Authorization to Implement MA in Bilingual Journalism

Requested by	College of Social & Behavioral Sciences, School of Journalism				
CIP Code	09.9999, Communication, Journalism, and Related Programs, Other				
Purpose of Program	<p>The Master of Arts in Bilingual Journalism (BJP) is a specialized degree program that responds to current and shifting needs in Arizona and the nation. It also addresses increased interest domestically and internationally among students who want to study bilingual journalism and become proficient journalists in a rapidly changing environment. Through focused and engaged coursework students will develop high level skills to compete in local, national and global markets that need journalists who can report and communicate effectively in multiple languages. Our program will be fully bilingual, making it one of the only M.A. programs of its kind in the country. Graduates will have strong skills in both English and Spanish, which will give them a competitive edge in the workplace. Also distinguishing this program from others is its emphasis on innovation and discovery through the development of new models of journalism and storytelling in the digital age.</p> <p>The 33 unit program consists of 15 units of core and 18 units of elective coursework.</p>				
	3-year projected annual enrollment				
	1 st year	2 nd year	3 rd year		
	5	14	22		
Source(s) of Funding	<ul style="list-style-type: none">• Program Fee RCM Revenue• Reallocation from existing College funds• Institutional Strategic Investment – PIF				

Approvals:

ABOR

Graduate Council

CAAC

02/25/20

Faculty Senate

For use by Curricular Affairs:

☐ Create approval memo

☐ Send memo to college/dept and acad org listserv

☐ Create UAccess Plan Table code(s) (secondary?)

☐ Upload approval memo and proposal documents to UAccess Plan Table

☐ Notify acad org of the plan code creation

☐ Notify ADVIP team

☐ Update API, if necessary



New Academic Program Workflow Form

General

Proposed Name: Bilingual Journalism

Transaction Nbr: 00000000000045

Plan Type: Major

Academic Career: Graduate

Degree Offered: Master of Arts

Do you want to offer a minor? Y

Anticipated 1st Admission Term: Sprg 2021

Details

Department(s):

SBSC

DEPTMNT ID	DEPARTMENT NAME	HOST
0419	School of Journalism	Y

Campus(es):

MAIN

LOCATION	DESCRIPTION
TUCSON	Tucson

Admission application terms for this plan: Spring: Y Summer: N Fall: Y

Plan admission types:

Freshman: N Transfer: Y Readmit: Y Graduate: N

Non Degree Certificate (UCRT only): Y

Other (For Community Campus specifics): N

Plan Taxonomy: 09.9999, Communication, Journalism, and Related Programs, Other.

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

Print Option:

Diploma: Y Master of Arts in Bilingual Journalism

Transcript: Y Master of Arts in Bilingual Journalism

Conditions for Admission/Declaration for this Major:

Earned Bachelor's Degree; Statement of Purpose; Curriculum Vitae or Resume; minimum GPA for the last 60 hours of undergraduate work is a 3.0 in a 4.0 scale; two or three writing samples; three recommenders; for international students TOEFL 600 (paper-based) 100 (ibt) or 250 (computer-based). The minimum required IELTS (International English Language Testing System) composite score is 7 (no subject area below a 6).

Requirements for Accreditation:

N/A

Program Comparisons

University Appropriateness

University Appropriateness

The Master's in Bilingual Journalism Program aligns with Pillars 3 and 4 of the University of Arizona's Strategic Plan. First, the program advances Pillar 3 (Arizona Advantage) and Pillar 4 (Arizona Global) as it seeks to rethink and redesign economic and cultural models for disseminating information in innovative ways at a time when global engagement needs to be at the fore. Further, the program contributes to Pillar 4 by celebrating and supporting "multilingualism to reach a 75% multilingual student body."

This unique program will go beyond teaching students how to tell stories in two languages. It will offer cultural competency courses about historical, social, cultural, geographical, and political issues relevant to Latinx communities in Arizona, the U.S.-Mexico borderlands, and the Latin American countries where many U.S. immigrants originated. Another distinguishing feature of our program is that the UA will be one of the first universities to offer an entire program in bilingual journalism. Graduates will have strong skills in both English and Spanish that will give them a competitive edge in the workplace. Finally, the program's emphasis on innovation and discovery and the quest for developing new models of journalism and storytelling will set it apart from existing programs.

Consistent with the College's strategic goal of increasing student diversity and

success, specific efforts will be made to recruit a diverse student body and particularly to ensure the success of underrepresented students (see section Diversity and Inclusion, in the "Additional Information Form" document for specific strategies). This Master's in Bilingual Journalism will serve the increasing number of Hispanic students on campus, lead to increased student and faculty diversity, provide better coverage of Latino communities, attract students from abroad, and satisfy the demands of the Latino media industry. This initiative builds on the existing strengths of SOJ faculty who have worked in Latina/o communities and the U.S.-Mexico borderlands for decades. The SOJ has already launched this objective by hiring two Latina bilingual, full-time faculty in Fall 2019 and strengthening long-standing relationships with LAS and MAS.

In addition to partnering with other SBS units, such as LAS and MAS, the SOJ is strengthening collaborations with units across campus, including the Department of Spanish and Portuguese, the Universidad Autónoma Nacional de México (UNAM)¿UA campus, and the Office of Digital Learning. Additionally, we will continue discussions with other institutions of higher education in Mexico, including the Universidad de Guadalajara, which pioneered an online digital journalism program a decade ago, and the Universidad Autónoma del Estado de México, with which SOJ faculty have collaborated for the past five years.

Arizona University System

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
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Peer Comparison

See attachment below.

Faculty & Resources

Faculty

Current Faculty:

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
22083807	Jessica Retis Rivas	0419	Assoc. Prof	Doctor of Philosophy	100.00
09409198	Cel Gonzalez	0419	Assoc. Prof	Doctor of Philosophy	50.00
22083800	Ruxandra Guidi	0419	Assit. Prof. Pract.	Master of Arts	25.00
10703298	Jeannine Relly	0419	Assoc. Prof	Doctor of Philosophy	15.00
15809267	David Cuillier	0419	Assoc. Prof	Doctor of Philosophy	15.00
01865590	Michael Mckisson	0419	Assoc. Prof. Pract.	Master of Bus Admin	15.00
22051714	Carol Schwalbe	0419	Professor	Master of Arts	15.00

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
17304140	Susan Swanberg	0419	Assit. Prof	Master of Arts	15.00
05802665	Margaret Zanger	0419	Prof. Pract.	Master of Arts	15.00
16600614	Kim Newton	0419	Prof. Pract.	Master of Arts	15.00

Additional Faculty:

N/A

Current Student & Faculty FTE

DEPARTMENT	UGRD HEAD COUNT	GRAD HEAD COUNT	FACULTY FTE
0419	372	24	15.00

Projected Student & Faculty FTE

	UGRD HEAD COUNT			GRAD HEAD COUNT			FACULTY FTE		
DEPT	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3
0419	377	387	402	35	45	55	15.00	14.00	15.00

Library

Acquisitions Needed:

N/A

Physical Facilities & Equipment

Existing Physical Facilities:

N/A

Additional Facilities Required & Anticipated:

N/A

Other Support

Other Support Currently Available:

D2L & 24/7 IT support.

Other Support Needed over the Next Three Years:

Half-time to full-time coordinator.

Comments During Approval Process

2/17/2020 11:43 AM

DEBBIECROSS

Comments
Attached are letters of support from: 1. Latin American Studies; 2. Mexican American Studies; 3. Spanish & Portuguese

2/17/2020 8:55 PM

CSCHWALBE

Comments
Approved.



**NEW ACADEMIC PROGRAM-GRADUATE MAJOR
ADDITIONAL INFORMATION FORM**

- I. **MAJOR DESCRIPTION** -provide a marketing/promotional description for the proposed program. Include the purpose, nature, and highlights of the curriculum, faculty expertise, emphases (sub-plans; if any), etc. The description should match departmental and college websites, [Graduate Catalog and Program Descriptions page](#), handouts, promotional materials, etc.

The Master of Arts in Bilingual Journalism (BJP) is a specialized degree program that responds to current and shifting needs in Arizona and the nation. It also addresses increased interest domestically and internationally among students who want to study bilingual journalism and become proficient journalists in a rapidly changing environment. Through focused and engaged coursework students will develop high level skills to compete in local, national and global markets that need journalists who can report and communicate effectively in multiple languages.

The two-year master's degree provides students, including those from diverse and underrepresented backgrounds, with an interdisciplinary and highly experiential program that will advance their understanding of the history and culture of Latinx, Mexican American and other bilingual populations in the United States and Latin America. The program, which is both practice and conceptually oriented, goes beyond teaching how to report on Latinx issues in two languages by offering cultural competency courses about historical, social, cultural, geographic and political issues relevant to Latinx communities in Arizona, the U.S.-Mexico borderlands and the Latin American countries where many U.S. immigrants originated.

Our program will be fully bilingual, making it one of the only M.A. programs of its kind in the country. Graduates will have strong skills in both English and Spanish, which will give them a competitive edge in the workplace. Also distinguishing this program from others is its emphasis on innovation and discovery through the development of new models of journalism and storytelling in the digital age. This program fosters and strengthens collaborations with existing industry and community partners, such as Arizona Public Media, the Arizona Daily Star, Wick Communications and the Southwest Folklife Alliance. Further, it will provide opportunities to form exciting new partnerships with some of the leaders in global and Spanish language media such as Google News, Univision, Telemundo and TV Azteca. These partnerships will be key to the visibility, sustainability, and growth of the program.

Through a combination of skill-based and conceptual courses, incubator labs, fieldwork and internships, students will work alongside with University of Arizona bilingual professors and Spanish-language and English-language media professionals to innovate and explore new and more effective ways of storytelling. Some classes will be taught in Spanish only or English and Spanish. Students will explore emerging entrepreneurial models of journalism, such as crowd-funding and nonprofit or donor-based hyperlocal and translocal projects. Moreover, students will practice innovative ways of reporting and disseminating news for non-legacy media by incorporating the conversational style of the internet, social media engagement and reporting, community engagement and advanced understanding of audiences. Each of the Bilingual Journalism courses in the M.A. focuses on issues and perspectives from diverse contexts along and across borders, including the Arizona-Mexico borderlands region, and different cultural, political, economic, geographic, legal and societal systems. Courses will be taught by a team of distinguished faculty who have real-world experience in top media markets in Latin America, the United States, and other parts of the world. One professor in particular, Dr. Jessica Retis, has experience teaching in bilingual settings and developing bilingual programs in Los Angeles, California, the second largest media market in the country. Dr. Retis was hired specifically to develop and lead the new program. In short, we anticipate that graduates of our program will be future leaders in the field of bilingual journalism and will help to remap, reinvent and reinvigorate news media locally, nationally and internationally.

- II. NEED FOR THE MAJOR/JUSTIFICATION**-describe how the major fulfills the needs of the city, state, region, and nation. Provide market analysis data or other tangible evidence of the need for and interest in the proposed major (and emphases, if applicable). This might include results from surveys of current students, alumni, and/or employers or reference to student enrollments in similar programs in the state or region. Include an assessment of the employment opportunities for graduates of the program for the next three years. Curricular Affairs can provide a job posting/demand report by skills obtained/outcomes/CIP code of the proposed major. Please contact [Martin Marquez](#) to request the report for your proposal.

Local and State Needs

The Bilingual Journalism Program serves the increasing number of Hispanic students at the University of Arizona, enhances student and faculty diversity and inclusion, provides better coverage of Latinx communities, attracts students from abroad and helps satisfy the demands of the Latinx media industry. In addition, the program advances the University of Arizona's strategic goals to strengthen the university's curriculum and programs that invest in Hispanic students, given its Hispanic Serving Institution (HSI) designation. In 2019, the School of Journalism received a grant from the Provost's Investment Fund to develop this program, signaling the importance of this endeavor for the present and future mission of the university.

In Tucson, in 2018, 43.2% of the population identified as Latino, and nearly one out of every four residents in the city was Spanish-speaking.¹ Over the next few decades in Southern Arizona and throughout the state, journalists who have high levels of communication skills in Spanish and English will be able to better serve and cover all communities in the state. Further, as the number of Spanish speakers grows in Southern Arizona, the demand for bilingual professionals will also increase.² These same demands will exist throughout the state and U.S. Southwest.

National and International Needs

Nationally, there are almost 60 million Latinxs, and it is estimated that around 2065 will make up 24 percent of the total population in the country. One-third of all Latinos are immigrants; the rest are U.S. born. Around one million Latinxs enter adulthood each year and in this upcoming presidential election, for the first time in history, more Latinos than Black Americans will be eligible to vote.³ These residents represent members of the growing the audiences for bilingual news media.

Over the past two centuries, Spanish-language and bilingual Hispanic media have grown and changed alongside the growing communities they serve. Originally an advocate for immigrants marginalized by discriminatory political, linguistic, and cultural policies, Spanish-language media today serve growing communities of Latinx people born in the United States and abroad who have been educated in English, and who continue to speak Spanish at home. To meet the specific information and communication needs of a diverse set of communities, the Spanish-language media landscape is broad and heterogeneous in its patterns of production, distribution, and consumption.⁴

While there is no precise data on audience size or the exact number of Latino-oriented media, the latest estimates calculate around few more than 600 news media outlets. Univision and Telemundo have a combined total of 136 TV stations out of 181 Hispanic television enterprises. These two conglomerates are now owned by non-Latino corporations or private-equity funds. There are around 240 newspapers and 32 magazines. Around 22 Spanish-language newspapers are owned by English-language newspapers companies. More recently, there has been an increase of digital-only publications, calculated in 87, most of them websites with small or no newsrooms, as well as 33 podcasts. There are hundreds of radio stations but only

¹ <http://worldpopulationreview.com/us-cities/tucson-population/>

² https://tucson.com/business/tucson/tucson-businesses-address-growing-need-to-speak-spanish/article_30a933b0-2a90-5179-b327-a38dc4e20053.html

³ Pew Research Center, various years.

⁴ Retis, J. (2019). *Hispanic Media Today*. Serving Bilingual and Bicultural Audiences in the Digital Age, New York: Democracy Fund. Available at: <https://www.democracyfund.org/publications/hispanic-media-today>

few of them produce news content.⁵ Further, as more Hispanic Americans become bilingual, Spanish-language media companies are increasing their English-language offerings, while English-language media offer Spanish-language content.⁶ Over the past decade, some news media producers have crossed digital divides across language, age, and immigrant status, through the creations of a number of bilingual and English-language digital media for younger Latinx. It is clear that the future of Latino media is bilingual.⁷ ⁸ All of these media outlets and new ventures will need to hire qualified staff over the next five years, and the Bilingual Journalism Program can be the place to train future employees at these outlets.

Spanish is the country's most spoken language after English and it is estimated that in 2060 the United States will become the second largest Spanish-speaking country in the world, after Mexico.⁹ More than 41 million Latinxs over the age of five years speak Spanish at home, and almost 90 percent of foreign-born Latinxs prefer to get at least some of their news from Spanish-language sources; but U.S. born and Latinxs millennials tend to use English-language news more than older generations.¹⁰ Estimates show that the Latinx population growth will rely more in domestic births rather than immigration. Consequently, we are facing a crucial state: Spanish-language media will still have an important role to play for many years while English-language-Latino-oriented news media outlets are becoming increasingly important in the media landscape. The future of Latino media is bilingual (Retis, 2019; CUNY, 2019).

Until recently, most professionals working in Spanish-language broadcast, print, and online newsrooms have been born and educated abroad, mostly in Mexico and other Latin American countries. This is partly because many so-called heritage speakers have not received formal education in Spanish. The Bilingual Journalism Program helps to fill this knowledge gap and will graduate Latino students in the U.S. who can compete for jobs in the industry.

The increased need and demand for Spanish language and/or bilingual journalism programs in the United States is partly reflected in the recent emergence of a handful of such programs at the undergraduate and master's levels. A few years ago, Arizona State University began to offer a Bilingual Journalism Specialization at the undergraduate and MA levels. Our

⁵ V.V.A.A. (2019). *The State of Latino Media*, New York: City University of New York, Craig Newmark Graduate School of Journalism. Available at: <http://thelatinomediareport.journalism.cuny.edu/>

⁶ Retis, J. (2019). *Hispanic Media Today. Serving Bilingual and Bicultural Audiences in the Digital Age*, New York: Democracy Fund. Available at: <https://www.democracyfund.org/publications/hispanic-media-today>

⁷ *Ibid.*

⁸ The Latino Media Report. Available at: <http://thelatinomediareport.journalism.cuny.edu/>

⁹ El español: una lengua viva. Informe 2019. Available at: https://www.cervantes.es/imagenes/File/espanol_lengua_viva_2019.pdf

¹⁰ Pew Research Center (2013). A Growing Share of Latinos Get Their News In English. Washington: Pew. Available at: <https://www.pewresearch.org/hispanic/2013/07/23/a-growing-share-of-latinos-get-their-news-in-english/>

program will go beyond the level of specialization, will be much more comprehensive, and will serve a wider group of students, e.g. recent graduates who have received a bachelor's degree, as well as bilingual and Spanish speaking working journalists who are interested in career advancement and updating their skills.

Nationwide there appears to be an increased interest in developing professional training in Spanish language journalism. Since the first Spanish-language journalism programs were established in early 2000s in Florida (University of Miami's first Spanish-language Master's in Journalism Program) and California (California State University Northridge's first Spanish-language Minor in Journalism), there have been several attempts to launch concentrations, certificates or even teach some Spanish-language journalism courses offered in the general curricula. Yet, universities do not appear to be meeting demand. The only Spanish-language minor in journalism in the country still exists at CSUN, whereas UM closed its program several years ago due to lack of funding. Also, in California, there are some schools that offer a Spanish-language Media Certificate (Fullerton College) or some Spanish language journalism classes (Cal State-Long Beach). In 2019, San Francisco State University received approval for the nation's first Spanish-language Undergraduate Major in Journalism. In Texas, Texas A&M Kingsville offers an undergraduate Minor in Spanish journalism, while University of Houston, UT Austin and UT El Paso allow students to produce news in Spanish, but there are no Spanish language or bilingual programs in place. The same is happening at Columbia College in Chicago. University of Nevada, Reno recently launched an undergraduate emphasis in Spanish-language media. On the East Coast, University of Florida offers courses and plans to launch an undergraduate joint with Latin American Studies certificate program in Spanish-language journalism. Florida International University offers a Master of Spanish-language Journalism, and The City University of New York has a concentration in Spanish within its master's in journalism. All these programs demonstrate an increased interest and need to train bilingual professionals. Our new program will be unique because it is designed to be completely bilingual. Our goal is to train Latinxs professionals to work in either English or Spanish-language media, but also to train other journalism students interested who are interested in improving and expanding their bilingual skills and their understanding of Latinx affairs.

A Bright Forecast: Assessment

Journalism is one of eight U.S. industries that needs bilingual professionals to serve Latinx communities.¹¹ According to the U.S. Census Bureau, more than 41 million Americans ages 5 and older speak Spanish at home, thus increasing the demand for journalists who can perform their jobs seamlessly in both Spanish and English. At the same time, the industry needs an infusion of innovative approaches and increased cultural competence.

¹¹ Balderrama, A. (2008). Eight industries need bilingual workers. CNN. Available at: <https://www.cnn.com/2008/LIVING/worklife/09/10/cb.industries.bilingual/>

The overall job outlook for graduates with bilingual journalism skills is bright. Over the next decade job prospects in the field of communication and journalism are expected to grow between 2.7-8.9%, according to analytics company Burning Glass Technologies. In 2019, in addition to there being 86,000 jobs in U.S. newsrooms around the country,¹² internet media employment continued to be a growing area and has tripled over the past decade to 277,000 jobs.¹³ In the 10 years, as well, online media companies became the largest employer in the media industry, according to analysis from Ad Age. Last year, 36 percent of media jobs were with online media firms, up from 11 percent in 2009.

In Arizona, over the next decade job growth in select media and communications occupations, jobs are expected to grow between 8.5% and 15.8%, according to Burning Glass Technologies, which provides data on job market and skills demand in state and national markets. In Arizona in the last 12 months,¹⁴ there were 218 job postings in this field; nationwide the growth rate was 7.79 percent, considered average with 16, 224 job postings in the last year.¹⁵ The Burning Glass report indicated that more than one in six jobs in Arizona are represented in this field with employers in professional, scientific, and technical services; information; educational services; and finance among other career areas. The salary average for our target occupation group is \$57, 006 in Arizona and \$63,574 nationwide, according to Burning Glass Technologies reports.

We receive enthusiastic interest in a Master's in Bilingual Journalism Program. A 35.71% said they would be extremely interested in enrolling if offered at the University of Arizona.¹⁶ 24.43% are quite interested and another 21.43 said they are somewhat interested while 14.29% said they will be extremely interested. Fifty percent said they would be extremely interested in improving their knowledge about news coverage of Latinx and Latin American affairs. A 35.71% of surveyed said they would be quite interested and 14.28% said they would be somewhat interested or slightly interested. Regarding improving bilingual skills 71.43% of surveyed students expressed extreme interested in advancing their bilingual abilities, while 21.43% said they are quite interested and 7.14% are somewhat interested.

¹² Grieco, E. (2019, November 26). Nine charts about America's newsrooms. Pew Research Center. <https://pewrsr.ch/2sYDWOT>

¹³ Johnson, B. (2020, January 3). Internet media employment has tripled over the past decade. AdAge. <https://bit.ly/2sURlaD>

¹⁴ Validate Employment potential for a Master's degree level in the selected programs of Communication, Journalism, and Related Programs, Other (09.9999). End date was November 30, 2019.

¹⁵ Validate Employment potential for a Master's degree level in the selected programs of Communication, Journalism, and Related Programs, Other (09.9999). End date was November 30, 2019.

¹⁶ Please see attached survey results.

Regarding the new courses, 19.30% said they will take Latinxs and the News Media in the United States, 17.54% expressed interest in Global Latinxs and the News Media in Latin America, Europe, Asia and North America, 14.04% said they will take Covering Latino Affairs: Bilingual Multimedia Reporting and Audio Production, while 14.04% said they will take Covering Latino Affairs: Bilingual Multimedia Reporting and Video Production. Other electives indicated are Social Justice Journalism in Latin America (Jour) or U.S. Involvement in Latin American Foreign Affairs (LAS).

Some additional comments on the survey:

- It would be great if language study could be incorporated into the MA, especially for those with a global journalism emphasis.
- This program sounds amazing! I would be curious to know if it would work well for someone who is not yet fluent in Spanish, but who is interested in getting to that point as part of the program.
- Great idea!

Finally, the School of Journalism and the Center for Latin American Studies developed a dual MA more than a decade ago. Many of the graduates of that program now have successful careers in journalism. We anticipate that the creation of the Bilingual Journalism MA will act as a recruitment tool for the dual degree program.

- III. **MAJOR REQUIREMENTS**— complete the table below by listing the major requirements, including required number of units, required core, electives, and any special requirements, including emphases (sub-plans), thesis, internships, etc. Note: information in this section must be consistent throughout the proposal documents (comparison charts, sample plan of study, curricular/assessment map, etc.). Delete the **EXAMPLE** column before submitting/uploading. Complete appropriate table found in Appendix A if requesting a corresponding master's degree (for PhD proposals) and/or minor.

Total units required to complete the degree	33
Pre-admissions expectations (i.e. academic training to be completed prior to admission)	Earned bachelor's degree; training in field; statement of purpose
Major requirements. List all major requirements including core and electives. If applicable, list the emphasis requirements for each proposed emphasis*. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	<ul style="list-style-type: none"> • Complete 15 units of core coursework: <ul style="list-style-type: none"> ○ JOUR 510 Latinx & News Media in the United States ○ JOUR 5XX Global Latinxs: Diasporic Transnationalism & News Media ○ JOUR 5XX Covering Latinx Affairs I: Bilingual Multimedia Reporting Audio production (Taught in Spanish) ○ JOUR 5XX Covering Latinx Affairs II: Bilingual Multimedia Reporting Video production (Taught in Spanish) ○ JOUR 909 Internship or Bilingual Multimedia Final Project (Taught in Spanish) • Complete 18 elective credits minimum in: <ul style="list-style-type: none"> ○ Journalism ○ Latin American Studies ○ Mexican American Studies ○ Spanish and Portuguese <p>* See electives listed in sample plan of Study</p>
Research methods, data analysis, and methodology requirements (Yes/No). If yes, provide description.	No
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	Yes. Students will intern at a news media outlet in the United States or abroad.
Master thesis or dissertation required (Yes/No).	No
Additional requirements (provide description)	No
Minor options (as relevant)	No

*Emphases are officially recognized sub-specializations within the discipline. Proposed official emphases having similar curriculum with other plans (within department, college, or university) may require completion of an additional comparison chart. Complete the table found in Appendix B to indicate if emphases should be printed on student transcripts and diplomas.

- IV. CURRENT COURSES**— using the table below, list all existing courses included in the proposed major. You can find information to complete the table using the [UA course catalog](#) or [UAnalytics](#) (Catalog and Schedule Dashboard> “Printable Course Descriptions by Department” On Demand Report; right side of screen). If the courses listed belong to a department that is not a signed party to this implementation request, upload the department head’s permission to include the courses in the proposed program and information regarding accessibility to and frequency of offerings for the course(s). Upload letters of support/emails from department heads to the “Letter(s) of Support” field on the UAccess workflow form. Add rows to the table, as needed.

Course prefix and number (include cross-listings)	Units	Title	Course Description	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Typically Offered (F,W, Sp, Su)	Dept signed party to proposal? (Yes/No)
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Course prefix and number (include cross-listings)	Units	Title	Course Description	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Typically Offered (F,W, Sp, Su)	Dept signed party to proposal? (Yes/No)
JOUR 596L	3	U.S. Press and Latin America	Throughout the semester students look at two sides of the same news media coin – examining how U.S. and foreign news correspondents cover Latin America, and also how journalists from Latin America cover their own countries. We will use the lens of history and the overarching concept of silence, as well as draw upon other theories and conceptual frameworks to discuss and problematize both sides of the coin. Although, most countries in Latin America have laws that guarantee freedom of the press, these laws often do more to restrict the news media. In this course, students will explore the historical, political, economic and cultural factors that influence news media in Latin America, as well as what drives international news about Latin America. Students will conduct research for journalism projects. Grading: Regular grades are awarded for this course: A B C D E.	N/A	In person	Sp, Fall	
JOUR 573	3	Reporting in the U.S.-Mexico Borderlands	This is an intensive, highly focused, and experiential course with unique opportunities for students to learn about and engage with the diverse communities that make up the Arizona-Sonora borderlands. One of the main goals of the course is to help upper-division undergraduate and graduate students develop skills and knowledge necessary for work and research as journalists or other related professions in international settings. Another fundamental goal of the course is to increase intercultural	N/A	In-person	Sp, Fall	

			<p>competence, and to deepen students' appreciation of the social, cultural, historical, and environmental diversity of the U.S.-Mexico borderlands.</p> <p>The first part of the course students will study the ways in which news media have constructed images and understanding about the U.S.-Mexico borderlands from both a historical and contemporary context, and they will examine some of the research that has been published about border journalism. The second part of the course students will work to produce multi-platform journalism. High-quality journalism projects may be published online on the Border Journalism Network/<i>La red de periodismo de la frontera</i>, ASN (Arizona Sonora News) and/or professional journalism news outlets.</p>				
JOUR 539	3	Ethics & Diversity in the News Media	<p>This course will provide students with a framework to think critically about media's obligations to the public. Analyses examine ethical philosophies as they relate to both citizen-driven media and journalist professionals' roles and responsibilities in various societies and governmental systems around the world. Through case studies, readings, lectures, documentaries and individual research, students will explore ethics questions related to cultural bias, political and economic pressure, diverse representation, accuracy, privacy, national security, and other pressures on news media in countries around the world.</p>	N/A	In-person	Sp, Su	No
JOUR 504	3	Freedom of Expression	<p>This course provides historical, philosophical, legal, political, societal and cultural perspectives about values related to online and offline freedom of expression and access to public information in a global context. Freedom of speech, freedom of the press, freedom of association and movement, and rights to public information among other rights are explored in global, regional and country case contexts. The course also focuses on how freedom of expression and access to public information are related and how separately and together, both are situated in countries with varying contexts. Course content also examines influences of globalization and digitized environments and state and nonstate actors on inhibiting and supporting freedom of expression and information and various interpretations of these concepts, and how, or whether, they translate into practice.</p>	N/A	In-person	Su	No?
JOUR 560	3	Comparative Media Systems	<p>Using comparative theoretical and conceptual approaches, students will analyze the strengths and weaknesses of various media systems. This course will examine a variety of national and transnational news media systems and some of the economic, political, societal and cultural influences that contribute to both differences and similarities among them. Students will explore the impact of state interventions, market-oriented policies, and media development initiatives on national media, and the influence of transnational news organizations in shaping the global news agenda.</p>	N/A	In-person	F	No?
JOUR 596	3	Media in Latin America	<p>This course will focus on historical and contemporary issues involving news media in Latin America and the Caribbean. The class will concentrate on two sides of the same coin – first, how news media have covered and portrayed Latin America and the Caribbean, and, second, how the news media in Latin America and the Caribbean have covered global news and how issues are covered by media systems in Latin America and the Caribbean.</p>	N/A	In-person	Sp	??
JOUR 502	3	Media & Terrorism	<p>This course investigates the history of acts of state and nonstate terror, the interplay between terrorism around the world and media content about acts of terror. The course analyzes the varying ways terrorism has been defined and how this impacts news coverage. News coverage or lack of reporting on state and nonstate acts of terror also will be explored. Course content also focuses on how news media portray terrorism and terrorists, and the effects of terrorism and media portrayal of terrorism on the public. The use of propaganda by terror groups and other entities also will be studied as will global norms for handling these phenomena. News media coverage of ways terror acts are being addressed also will be analyzed. Security and safety methods that journalists employ when covering acts of terror also will be highlighted. Perspectives from experts and others from countries around the world also are explored.</p>	N/A	Online and in-person/hybrid	F, W, Sp, Su	No

JOUR 596F	3	Media and Humanitarian Crises	This course examines the role and responsibility of global news organizations and citizen-based social media in reporting on humanitarian crises that may stem from natural disaster, climate change, the impact of globalization, conflict or social upheaval. Using lectures, documentaries, audio, readings, discussion and research, students will explore the dynamic interaction among news producers, relief organizations, policymakers, the public audience and those directly affected by humanitarian crises.	N/A	Online and in-person/hybrid	F, Sp	No
JOUR 532	3	Social Justice Movement Media	This course will survey the history and functions of social justice media to contemporary times around the world. Students will consider the theoretical and practical frameworks of social justice media, which serve a swathe of social movements involving human and civil rights, education, labor, immigration, globalization, feminism, environmentalism, ethnic and racial equality, transgender rights, and global inequity. This course will provide students with the historical and theoretical frameworks necessary to evaluate and publish social justice media.	N/A	Online	Sp	No
JOUR 520	3	Digital Communications Law	This class will examine the law of digital communications, including but not limited to freedom of expression and information online, cybersecurity, surveillance, intellectual property, cooperation/collaboration, libel, privacy, hate speech, and regulatory mechanisms. Students learn how to follow current law while engaging with digital communications. The course covers historical and theoretical foundations of the law of digital communications and professional, ethical, and legal decisions about digital communications in a global context. From issues that arose from the Arab Spring to Occupy Wall Street to cyberbullying, the course addresses long-term implications of digital communications law in decision-making.	N/A	Online	Su	No
JOUR 582	3	Drone Zone: Become a licensed drone pilot	Drones or sUAVs are increasingly common in many industries including; journalism, engineering, research, agriculture, commerce and more. In this course you will learn about the current requirements for operating a drone for work or profit, how drone controls work, videography techniques and the rules and laws governing safe sUAV flight. This course will prepare you to pass the FAA's Drone License program and legally fly a drone for commercial purposes.	N/A	In person	F	No
JOUR 528	3	Product Development in Journalism	This course will be a hands-on class in which you research and develop an idea for a news website and begin implementing the necessary steps to see your idea become a real website. By the end of the class you should have a website, which you can launch and begin publishing content and start generating revenue. Graduate students will be required to research an emerging trend in journalism entrepreneurship. The student will write an eight-page paper on the subject and present findings to the class and local media outlets.	N/A	In person	F	No
JOUR 584	3	Mobile App Development	This course will be a hands-on, interactive class in which you research, and develop a mobile news application. You will develop and pitch an application, form teams and implement web technology to launch your application. By the end of the semester, you and your team will have a working application deployed on the internet. This course will take you from idea to application launch. Graduate students will be required to also research an emerging trend in news application design and functionality. The student will write an eight-page paper on the subject and present findings to the class and local media outlets.	N/A	In person	F	No

- V. **NEW COURSES NEEDED** – using the table below, list any new courses that must be created for the proposed program. If the specific course number is undetermined, please provide level (ie CHEM 6**). Add rows as needed. Is a new prefix needed? If so, provide the subject description so Curricular Affairs can generate proposed prefix options.

Course prefix and number (include cross-listings)	Units	Title	Course Description	Prerequisites	Modes of delivery (online, in-person, hybrid)	Status *	Anticipated first term offered	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)	Faculty members available to teach the courses
JOUR 510	3	Latinx and the News Media in the United States	This seminar is divided into two main parts. In the first part, students explore and analyze the history of Latinxs in the United States as well as U.S.-Latin American economic and political relations and the ways in which they have intertwined over the past two centuries. In the second part, students explore and analyze the history and economics of Latino-oriented, Spanish-language and bilingual news media, as well as news coverage of Latinos and Spanish-speaking communities in the U.S., in order to understand both how this major ethnic group has produced news media and how Latinxs have been represented.	No	In-person	S	Fall 2020	Fall	No	2
JOUR 5XX	3	Global Latinxs: Diasporic Transnationalism and Media in Latin America, Europe and Asia	This course introduces students to the interdisciplinary study of contemporary migrations, diasporic transnationalism and the media in Latin America. The course will examine historical perspectives and contemporary trends on migration from Latin America to Europe, Asia and North America (South-North) as well as migrations within Latin American (South-South). The seminar will analyze how global news media cover Latin American migrants and how this coverage has evolved in relation to journalistic ownership, funding, audiences and professional practices. When possible, University of Arizona students will engage with students in Latin America or other parts of the world via online discussions. Students may use digital technologies to map Latinos in global media using archives from different parts of the world.	No	In-person	S	Spring 2021	Spring	No	2
JOUR 5XX	3	Covering Latinx Affairs I: Bilingual Multimedia Reporting and Audio Production	This course focuses on the practice of bilingual journalism in Latinx communities, which goes far beyond simply translating editorial content from one language to another. This class is hands-on and experiential, and as a result, students will do much of their work outside of the classroom. As the first in a series of two skills courses, this class emphasizes bilingual multimedia writing and audio production. Working in teams, students will conduct interviews, write audio scripts and	No	In-person	S	Spring 2021	Spring	No	3

			produce podcasts or radio pieces in Spanish and English—and Portuguese, when applicable. Students will also write bilingual stories for the web to accompany their audio projects. Students will learn to exercise news judgment and ethical decision-making when covering Latino affairs in the United States and abroad. Students will be encouraged to look for new models of producing high-quality journalism. This class includes lectures, readings and practical experience in the field. To the extent possible, the classroom will function as a newsroom.							
JOUR 5XX	3	Covering Latinx Affairs II: Bilingual Multimedia Reporting and Video Production	This course focuses on the practice of bilingual journalism in Latinx communities, which goes far beyond simply translating editorial content from one language to another. This class is hands-on and experiential, and as a result, students will do much of their work outside of the classroom. As the second in a series of two skills classes, this course emphasizes bilingual multimedia writing and video production. Working in teams, students will conduct interviews, write video scripts and produce videos for TV and online media in Spanish and English—and Portuguese, when applicable. Students will also write bilingual stories for the web to accompany their video projects. Students will improve their skills in news judgment and ethical decision-making when covering Latino affairs in the United States and abroad. Students will be encouraged to look for new models of producing high-quality journalism. This class includes lectures, readings and practical experience in the field. To the extent possible, the classroom will function as a newsroom.	No	In-person	S	Fall 2021	Fall	No	2

*In development (D); submitted for approval (S); approved (A)

Subject description for new prefix (if requested). Include your requested prefix, if any:

VI. FACULTY INFORMATION- complete the table below. If UA Vitae link is not provided/available, attach a short CV (2-3 pages) to the end of the proposal or upload to the workflow form (in the “Letter(s) of Support” field). UA Vitae profiles can be found in the [UA directory/phonebook](#). Add rows as needed. Delete the EXAMPLE rows before submitting/uploading. **NOTE: full proposals are distributed campus-wide, posted on committee agendas and should be considered “publicly visible”.** Contact [Martin Marquez](#) if you have concerns about CV information being “publicly visible”.

Faculty Member	Involvement	UA Vitae link or “CV attached”
Jessica Retis	Teach BJP core courses and journalism electives: JOUR 410/510 Latinx and the News Media in the United States; JOUR 411/511 Global Latinxs: Diasporic Transnationalism and Media in Latin America, Europe and Asia; JOUR XX Covering Latinx Affairs I: Bilingual Multimedia Reporting Audio Production; JOUR XX Covering Latinx Affairs II Bilingual Multimedia Reporting Video Production; JOUR 909 Internship or Bilingual Multimedia Project; JOUR/BJP Media in Latin America	CV attached
Celeste González de Bustamante	Teach BJP core courses and electives: JOUR 909 Internship or Bilingual Multimedia Project; JOUR 573 Reporting in the US-Mexico Borderlands, JOUR 539 Ethics & Diversity in the News Media; JOUR 596L U.S. Media in Latin America; JOUR 5XX Comparative Media Systems;	CV attached
Ruxandra Guidi	Teach BJP core courses and electives: JOUR XX Covering Latinx Affairs I: Bilingual Multimedia Reporting Audio Production; JOUR 909 Internship or Bilingual Multimedia Project; JOUR 596L Media in Latin America and the Caribbean; JOUR 5XX Media Investigations and Collaborations	CV attached
David Cuillier	Teach electives: JOUR 504 Freedom of Expression and the Right to Information; JOUR 520 Digital Communications Law	https://bit.ly/2R7Jrmr
Linda Lumsden	Teach JOUR 539 Ethics & Diversity in the News Media; JOUR 532 Social Justice Movement Media	CV attached
Michael McKisson	Teach electives: JOUR 584 Mobile App Development; JOUR 528 Product Development in Journalism; JOUR 582 Drone Zone; JOUR 5XX Sustainable Media Models	https://bit.ly/2tJrAds
Kim Newton	Teach electives: JOUR 5XX Documentary Journalism	https://bit.ly/308nMi1
Jeannine Relly	Teach electives: JOUR 5XX Disinformation & Information Security in a Global Context; JOUR 504 Freedom of Expression and Right to Information; JOUR 5XX Media Theories, Concepts, and Research Methods; JOUR 5XX Media and Human Rights; JOUR 502 Media and Terrorism; JOUR 5XX Media Investigations & Collaborations; JOUR 596F Media and Humanitarian Crises; JOUR 5XX Media, War and Conflict	CV attached
Carol Schwalbe	Teach electives: JOUR 5XX Media and the Environment	https://bit.ly/2NdDkLY
Susan Swanberg	Teach electives: JOUR 5XX Media and the Environment; JOUR 5XX Science and the Media; JOUR 520 Digital Communications Law	CV attached
Maggy Zanger	Teach electives: GLO/JOUR/HRTS 4XX/5XX Media and Human Rights; 5XX Disinformation & Information Security in a Global Context; GLO/JOUR 504 Freedom of Expression and Right to Information; GLO/JOUR 502 Media and Terrorism; GLO/JOUR 5XX Media Investigations & Collaborations; GLO/JOUR 596F Media and Humanitarian Crises; GLO/JOUR 5XX Media, War and Conflict	CV attached

VII. SAMPLE PLAN OF STUDY- provide a sample plan of study.

33 credits total for MA in Bilingual Journalism

Required: 15 credits

Electives: 18 credits minimum (three courses minimum in major)

MA Bilingual Journalism

1st Semester		Units
JOUR 510	Latinx and the News Media in the United States	3
JOUR	Electives	3
LAS/MAS/SPAN	Electives	3
2nd Semester		
JOUR 511	Global Latinxs: Diasporic Transnationalism & Media in Latin America, Europe and Asia	3
JOUR 5XX	Covering Latinx Affairs I: Bilingual Multimedia Reporting and Audio Production	3
LAS/MAS/SPAN	Electives	3
3rd Semester		
JOUR 5XX	Covering Latinx Affairs II: Bilingual Multimedia Reporting and Video Production	3
JOUR	Electives	3
LAS/MAS/SPAN	Electives	3
4th Semester		
JOUR 909	Internship or Bilingual Multimedia Final Project	3
LAS/MAS/SPAN	Electives	3

ELECTIVES IN JOURNALISM

JOUR 506	Introductory and Advanced Reporting
JOUR 507	Reporting with Multimedia
JOUR 596L	U.S. Press and Latin America
JOUR 573	Reporting in the U.S.-Mexico Borderlands
JOUR 597C	Keeping Tabs on a Mad World: Reporting the World
JOUR 502	Media and Terrorism
JOUR 508	Journalism Theory and Practice
JOUR 509	International and U.S. Media Law
JOUR 511	Feature Writing
JOUR 520	Digital Communications Law
JOUR 522	Publication Design
JOUR 526	Reporting the Middle East
JOUR 528	Entrepreneurial Journalism
JOUR 532	Social Justice Movement Media: History, functions and theory
JOUR 533	Digging with Data
JOUR 539	Ethics and the News Media
JOUR 547	Government Secrecy
JOUR 555	Environmental Journalism
JOUR 558	Opinion Writing
JOUR 565	Issues in Covering Science and the Environment
JOUR 572	Science Journalism
JOUR 580	Advanced Multimedia
JOUR 582	Drone Zone
JOUR 584	News App Development
JOUR 587	History of American Journalism
JOUR 589	Research Methods
JOUR 596F	Media Coverage of International Crises

ELECTIVES IN LATIN AMERICAN STUDIES

LAS 500	Introduction to Latin American Studies
LAS 505	Sabores de Mexico: From Farm to Table
LAS 550	Qualitative Research Methods in Latin America
LAS 580	Power, Politics and Deforestation in the Brazilian Amazon
LAS 595A	Latin American Studies
LAS 595C	Contemporary Issues in Latin America
LAS 595D	Latin American Studies Special Topics
LAS 595N	Environment and Conflict: A Latin American Perspective
LAS 595E	Contemporary Latin American Economy
LAS 596A	Latin American Studies
LAS 596B	Special Topics in Caribbean Studies

ELECTIVES IN MEXICAN AMERICAN STUDIES

MAS 505	Traditional Indian Medicine: Health, Healing and Well Being
MAS 508	The Mexican-American: A Cultural Perspective
MAS 509	Mexican Immigration
MAS 510	Socio-Cultural Determinants of Health
MAS 525	Latino Health Disparities
MAS 530	Latina/o Adolescence
MAS 535	Mexican Traditional Medicine: An Overview of Indigenous Curing Cultures
MAS 565	Critical Race Theories for Policy and Practice
MAS 566	Decolonial Chicana Theory
MAS 570	The Feminization of Migration: Global Perspectives
MAS 575	The Education of Latinas/Latinos
MAS 585	Mexicana/Chicana Women's History
MAS 587	Chicana Gender Perspectives
MAS 595A	Special Topics in Mexican American Studies
MAS 580A	Advanced Research Methods

ELECTIVES IN SPANISH AND PORTUGUESE

SPAN 584A	Spanish Sociolinguistics 1 (Language Contact)
SPAN 541	Topics in Spanish-American Nineteenth, Twentieth and Twenty-First Cent. Lit (*depending on topic)
SPAN 550	Development of Mexican and Mexican-American Lit
SPAN 551	Topics in Mexican and Mexican-American Literature
SPAN 571	Topics in Literary Theory and Criticism
SPAN 574A	Language in the Mexican American Experience
SPAN 574B	Heritage Language Research [CBS3] [RRJM-4]
SPAN 585	Introduction to Translation Studies
SPAN 696B	Spanish American Literature
POR 503	Contemporary Luso-Brazilian Literature
POR 530	Brazilian Civilization
POR 540	Portuguese Phonetics and Phonology
POR 552	Introduction to Portuguese Linguistics
POR 597	Advanced Intensive Portuguese and Brazilian Culture
POR 696M	Gender, Sexuality and International Migration

VIII. STUDENT LEARNING OUTCOMES AND CURRICULUM MAP—describe what students should know, understand, and/or be able to do at the conclusion of this major. Work with [Office of Instruction and Assessment](#) to create a curricular map using Taskstream. Include your curricular map in this section (refer to Appendix C for sample Curriculum Map generated using Taskstream).

Outcome					
	Recognize historical and contemporary Latin American and Latino issues involving politics, society, economics and culture, and how they relate to media systems of production and representation.	Demonstrate skills and knowledge necessary to work and research in at least two languages as a journalist or other related professions in international and local settings.	Increased intercultural competence, and understanding of the social, cultural, historical, and environmental diversity of the U.S.-Mexico borderlands and Latin America, and Latinos in the United States. Develop understanding and knowledge of news media coverage of immigration in various regions around the world.	Analyze the practice of current trends in bilingual journalism platforms for U.S. Latino audiences and in Latin America. Critique the technical and aesthetic elements of Spanish and English-language journalism for broadcast and digital media.	Research, report, write and produce Spanish-language and English-language long-form stories, with emphasis on <i>semblanzas</i> (interviews), <i>crónicas</i> (long-form news stories), and <i>reportajes</i> (feature or reportage), for bilingual and bicultural audiences in English and Spanish
Courses & Learning Activities					
JOUR 4XX/5XX Latinx and the News Media in the United States	A	P	A	I	P
JOUR 4XX/5XX Global Latinxs: Diasporic Transnationalism & Media in Latin America, Europe and Asia	A	P	I	A	P
JOUR 4XX/5XX Covering Latinx Affairs I: Bilingual Multimedia Reporting and Audio Production	A	P	P	A	P
JOUR 4XX/5XX Covering Latinx Affairs II: Bilingual Multimedia Reporting and Video Production	I	A	P	P	P
JOUR 4XX/5XX Internship or Bilingual Multimedia Final Project	I	A	P	P	P

EMPHASIS LEARNING OUTCOMES – at minimum, provide two unique learning outcomes for each proposed emphasis. Which courses will Introduce, Practice, and/or Assess the learning outcomes? Use the table below to provide the information. Add rows as needed. **Delete this section and table if the proposed major does not include emphases.**

Emphasis	Learning Outcome	Introduced	Practiced	Assessed
EX: Fire Management	Students will be able to....	FIRE 578	FIRE 581	FIRE 687

Curriculum Map:

- IX. ASSESSMENT PLAN FOR STUDENT LEARNING-** using the table below, provide a schedule for program assessment of intended student learning outcomes 1) while students are in the program and 2) after completion of the degree. Add rows as needed. Delete **EXAMPLE** row.

Learning Outcomes	Sources(s) of Evidence	Assessment Measures	Data Collection Points
Outcome 1: Recognize historical and contemporary Latin American and Latino issues involving politics, society, economics and culture, and how they relate to media systems of production and representation.	Course-embedded assessments Exit survey of graduating students.	Exams, papers, discussion posts, online presentations, and other forms of student work Grading rubrics	Throughout each course. At the end of the last semester.
Outcome 2: Demonstrate skills and knowledge necessary to work and research in at least two languages as a journalist or other related professions in international and local settings.	Course-embedded assessments Exit survey of graduating students	Exams, papers, discussion posts, online presentations, and other forms of student work Grading rubrics.	Throughout each course. At the end of the last semester.
Outcome 3: Increased intercultural competence, and understanding of the social, cultural, historical, and environmental diversity of the U.S.-Mexico borderlands and Latin America, and Latinos in the United States. Develop understanding and knowledge of news media coverage of immigration in various regions around the world.	Course-embedded assessments Exit survey of graduating students	Exams, papers, discussion posts, online presentations, and other forms of student work Grading rubrics.	Throughout each course. At the end of the last semester.
Outcome 4: Analyze the practice of current trends in bilingual journalism platforms for U.S. Latino audiences and in Latin America. Critique the technical and aesthetic elements of Spanish and English-language journalism for broadcast and digital media.	Course-embedded assessments Exit essay for graduating students	Exams, papers, discussion posts, online presentations, and other forms of student work Grading rubrics.	Throughout each course. At the end of the last semester.
Outcome 5: Research, report, write and produce Spanish-language and English-language long-form stories, with emphasis on <i>semlanzas</i> (interviews), <i>crónicas</i> (long-form news stories), and <i>reportajes</i> (feature or reportage), for bilingual and bicultural audiences in English and Spanish.	Course-embedded assessments Capstone work Exit essay for graduating students	Papers, discussion posts, group online verbal discussions, online presentations, and other forms of student work Portfolio, academic research paper, project Grading rubrics.	Throughout each course. At the end of the last semester.

- X. PROGRAM ASSESSMENT PLAN-** using the table below, provide a schedule for program evaluation 1) while students are in the program and 2) after completion of the degree. Add rows as needed. Delete **EXAMPLE** rows.

Assessment Measure	Source(s) of Evidence	Data Collection Point(s)
Job Placement Statistics	Student/Alumni Survey	At graduation and as part of alumni survey
Academic Program Review	Reviewers' responses	Year 5 and every 7 years afterwards
Program Review	Graduate and alumni data on job placement or promotions, input from student stakeholders and our Bilingual Journalism Program Advisory Board, which will be comprised of professionals and academics in the field from around the world.	Every graduation cycle, annually (for surveys of student body), and every two years with advisory board members.
Individual Course Assessment (while students are in program)	Student reflection; instructor reflection	Every 2 years

- XI. ANTICIPATED STUDENT ENROLLMENT-** complete the table below. What concrete evidence/data was used to arrive at the numbers?

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Number of Students	5	14	22	24	31

Data/evidence used to determine projected enrollment numbers:

The School of Journalism have met with the heads of the Center for Latin American Studies, the Department of Mexican American Studies, the Department of Spanish and Portuguese and other institutions in Mexico and other countries Latin America and there has been great interest in this program. Nevertheless, we have opted for a conservative forecast based on previous studies of new graduate programs.

- XII. ANTICIPATED DEGREES AWARDED-** complete the table below, beginning with the first year in which degrees will be awarded. How did you arrive at these numbers? Take into consideration departmental retention rates. Use [National Center for Education Statistics College Navigator](#) to find program completion information of peer institutions offering a same or similar program.

PROJECTED DEGREES AWARDED ANNUALLY					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Number of Degrees	4	5-6	7-8	7-8	7-8

Data/evidence used to determine number of anticipated degrees awarded annually:

Data/evidence used to determine the number of anticipated degrees awarded annually was through the National Center for Education Statistics College Navigator. Our projection utilizes the Center's suggested graduation rate for students completing their degrees in a "normal" amount of time. We took the overall graduation rate of 64 percent included in the analysis and applied it to the new enrollments rather than the cumulative enrollment; as a conservative measure, we keep the graduation rate after year three flat, though we expect enrollment to rise as the program grows and as partners in other countries

increases.

The School of Journalism will develop a thoughtful recruitment and retention program and work closely with local, statewide, national and international counselors and advisors and faculty working in this program to ensure that students' needs are met and that they receive the most cutting-edge and engaging instruction possible to ensure retention. The School also will strive to provide students in each course with all of the materials needed to minimize costs.

XIII. PROGRAM DEVELOPMENT TIMELINE- describe plans and timelines for 1)marketing the program and 2)student recruitment activities.

The School of Journalism has been granted the Provost Investment Fund in Spring 2020 to launch and develop the [master's](#) degree in Bilingual Journalism.

We expect the following timetable:

- **Spring 2020**
 - Develop four syllabi for new courses for new program for Committee approvals.
 - Revise several course titles and descriptions in Arizona Catalog.
 - Receive approval from the University of Arizona to launch program in Spring 2021.
 - Work with LAS, MAS and Spanish and Portuguese Departments to identify instructors and develop guidelines for minimum requirements for each course offered.
 - Develop promotional materials and work on social media networks to promote the program.
 - Begin recruiting bilingual students in Arizona, the Southwest, Latin America and Spain.
- **Summer 2020**
 - Begin developing courses for the degree launch in Spring 2021.
 - Begin the process of hiring a program coordinator for the Bilingual Journalism program.
 - Meet with LAS, MAS and SPAN adviser/s to introduce / discuss new degree.
 - Begin ongoing evaluation of course material development.
 - Confirm course rollout for 2021/2022/2023.
 - Continue to recruit bilingual students in the U.S. and abroad.

- **Summer 2020/Fall 2020:**
 - Meet with LAS, MAS and SPAN advisors and counselors.
 - Work with Journalism Librarian Mary Feeney on resources needed for the program.
 - Develop marketing objectives and goals.

- **Fall 2020:**
 - Create a recruitment and retention program.
 - Fall 2020: Continue developing courses for the program.
 - Fall 2020: Launch recruitment program on social media, School of Journalism website, and during conference and outreach trips.
 - Fall 2020: Begin search for Advisory Board members.
 - Fall 2020: Orient new program coordinator and adviser.
 - Fall 2020: Develop a Quality Assurance monitoring program for course expectations.

- **Spring 2021:**
 - Launch the new master's program in Bilingual Journalism.
 - Spring 2021-Fall 2023: Continue developing courses.
 - Spring 2021: Convene Advisory Board online in a group meeting at least once a semester
 - Spring/Fall 2021 – Spring/Fall 2022: Develop questionnaires for graduates and Alumni and general question areas for the Masters in Bilingual Journalism's Advisory Board for assessments.

XIV. DIVERSITY AND INCLUSION—describe how you will recruit diverse students and faculty to this program. In addition, describe retention efforts in place or being developed in order to retain students.

The School of Journalism has a long tradition of incorporating diversity and inclusiveness into its curriculum, research and outreach, and specific initiatives over the past eight years have led to positive results in student diversity, instructor diversity, curriculum, and climate. The Bilingual Journalism Program will build upon the existing strengths of faculty who have worked in Latina/o communities, the U.S.-Mexico borderlands, and across the globe.

Recruitment

The School of Journalism makes specific efforts to ensure that it recruits students who reflect Arizona's growing diversity through a variety of practices, some that have been ongoing for decades and some initiated through diversity planning over the past several years. For example, in spring 2018, the school worked with a Tohono O'odham graduate student from American Indian Studies to help build connections with regional tribes to recruit master's and undergraduate students.

A strategic recruitment plan for the Bilingual Journalism Program has been created that puts diversity and inclusion at its core. Efforts in our recruitment plan focus in part on prospective students from underrepresented groups around the state, nation and in other parts of the world. Faculty recruitment efforts will focus on visiting community colleges and regions where there are large Hispanic populations (e.g. Tucson, Arizona, U.S. Southwest), and where there is strong interest among journalism and communication undergraduate students in the United States and in Latin America. The recruitment plan will also be directed toward those Latinx and Latin American working journalists who are interested in advancing their careers by attaining an advanced degree. The recruitment plan involves continued partnering with other SBS units, such as LAS and MAS, and in addition, we are pursuing collaborations with units across the university whose mission includes promoting diversity such as: the Department of Spanish and Portuguese, the Universidad Autónoma Nacional de México (UNAM)—UA campus, and the Office of Digital Learning. Beyond the UA, we will continue discussions initiated with other institutions of higher education in Mexico, including the Universidad de Guadalajara, which pioneered an online digital journalism program a decade ago, and the Universidad Autónoma del Estado de México, with whom SOJ faculty have collaborated for the past five years.

Financial support to implement the strategic recruitment plan will come from the Provost's Investment Fund. In addition, because several faculty members conduct research, teaching and outreach around the world and in the global south, they

will be able to recruit while they are working abroad. The recruitment plan also includes the development of promotional materials and a Facebook page (and other social media) for the program once it has been approved.

Retention

The retention plan for the Bilingual Journalism Program connects to the School of Journalism's overall efforts to retain diverse students and faculty. For example, in 2018, the school applied for and received funds from the university's Office of Inclusion and Multicultural Engagement to extend its ongoing promotion of diversity and inclusion. Once students are recruited to the program, they are exposed to multicultural education through the school's global curriculum. Faculty members are encouraged to use diversity principles in all courses, and faculty are required to include diversity and inclusion statements in all syllabi. This is the environment in which bilingual journalism students will be welcomed.

Given the importance of students seeing representation of the general population in faculty and staff, the School has worked diligently to diversify and retain faculty and staff from all backgrounds, including those from underrepresented backgrounds. In spring 2020, the faculty were 60 percent female and 33 percent underrepresented backgrounds; the staff was 60 percent female and underrepresented staff made up half of those employed. The school doubled recruitment of diverse adjunct instructors (from 2010-2016) to a pool that is 35 percent racially and ethnically diverse in the last evaluation. Females, as well, are well-represented in the student, faculty and staff populations. Sixty-five percent of the student body is female.

The school states explicitly in all of the policies, procedures, and programs, that diversity and inclusiveness are a priority. The school has made significant strides in recent years in recruiting and retaining students from diverse backgrounds. The percentage of racially diverse journalism majors has continued to steadily increase, from 19.5% in 2005 to 47% in 2019, currently outpacing these same communities in Arizona (43%).

The school continues to infuse diversity and inclusion throughout its courses required of all majors, and through extracurricular activities and high school recruitment. The School of Journalism has a Diversity, Equity and Inclusion Plan, a social media site for a diversity initiative with 196 members, a School of Journalism Facebook and Twitter account where student achievements are posts, annual Diversity, Equity and Inclusion reports where progress is analyzed, and regular student surveys, focus groups and self-audits on progress in this area. The School had a Diversity and Inclusion Coordinator for more than a decade and formed a Diversity, Inclusion and Equity Committee about three years ago with student, staff and faculty membership. The committee is open to anyone in the School who wants to join.

There have been additional initiatives to diversify the School and to further create an inclusive environment. It was the result of proactive, intentional initiatives, backed 100% by the entire faculty, staff, and university leadership, including:

- **Diversity Fellow Program.** Three years ago, the school started a visiting diversity fellow program to bring prospective faculty to campus for talks and recruitment.
- **Global faculty collaborations.** Numerous faculty members collaborate with diverse academic colleagues from institutions around the world on projects that drive greater awareness of and support for diversity and inclusion. Those contacts and connections are vital when the school looks to bring on new faculty.
- **Advertising.** The school advertises opportunities through the National Association of Black Journalists, National Association of Hispanic Journalists, Asian American Journalists Association, Native American Journalists Association, Unity: Journalists of color Inc., National Lesbian and Gay Journalists Association, and National Federation of Press Women, among other groups, to be sure that members are aware of job opportunities in the school. 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.”
- **Partnerships.** The school collaborates with programs and groups in other countries as well as local and national organizations such organizations as the News Leaders Association, Robert C. Maynard Institute for Journalism Education, Poynter Institute, Society of Professional Journalists, National Association of Hispanic Journalists, and Journalism and Woman Symposium to advance a shared interest in diversity issues and training and in the case of our program, education.
- **‘Growing our own.’** The school seeks out diverse adjunct instructors who might work into permanent professor positions in the future.

All of these initiatives and efforts combined have worked to create a space for all students to feel a sense of belonging and included.

- XV. **ABOR REQUIREMENT: New Academic Program Request.** This section is required by ABOR. Most of the information can be copied/pasted from completed sections above. Instructions/clarification for completing the table below, from ABOR, can be viewed/downloaded [here](#).

University: University of Arizona

Name of Proposed Academic Program: Master's in Bilingual Journalism
Academic Department: School of Journalism, College of Social & Behavioral Sciences
Geographic Site: The University of Arizona. Main Campus - Tucson, Arizona
Instructional Modality: In person
Total Credit Hours: 33
Proposed Inception Term: Spring 2021
Brief Program Description: The Master of Arts in Bilingual Journalism (BJP) is a specialized degree program that responds to current and shifting needs in Arizona and the nation. It also addresses increased interest domestically and internationally among students who want to study bilingual journalism and become proficient journalists in a rapidly changing environment. Through focused and engaged coursework students will develop high level skills to compete in local, national and global markets that need journalists who can report and communicate effectively in multiple languages. The two-year master's degree provides students, including those from diverse and underrepresented backgrounds, with an interdisciplinary and highly experiential program that will advance their understanding of the history and culture of Latinx, Mexican American and other bilingual populations in the United States and Latin America. The program, which is both practice and conceptually oriented, goes beyond teaching how to report on Latinx issues in two languages by offering cultural competency courses about historical, social, cultural, geographic and political issues relevant to Latinx communities in Arizona, the U.S.-Mexico borderlands and the Latin American countries where many U.S. immigrants originated. Our program will be fully bilingual, making it one of the only M.A. programs of its kind in the country. Graduates will have strong skills in both English and Spanish, which will give them a competitive edge in the workplace. Also distinguishing

this program from others is its emphasis on innovation and discovery through the development of new models of journalism and storytelling in the digital age. This program fosters and strengthens collaborations with existing industry and community partners, such as Arizona Public Media, the Arizona Daily Star, Wick Communications and the Southwest Folklife Alliance. Further, it will provide opportunities to form exciting new partnerships with some of the leaders in global and Spanish language media such as Google News, Univision, Telemundo and TV Azteca. These partnerships will be key to the visibility, sustainability, and growth of the program.

Through a combination of skill-based and conceptual courses, incubator labs, fieldwork and internships, students will work alongside with University of Arizona bilingual professors and Spanish-language and English-language media professionals to innovate and explore new and more effective ways of storytelling. Some classes will be taught in Spanish only or English and Spanish. Students will explore emerging entrepreneurial models of journalism, such as crowd-funding and nonprofit or donor-based hyperlocal and translocal projects. Moreover, students will practice innovative ways of reporting and disseminating news for non-legacy media by incorporating the conversational style of the internet, social media engagement and reporting, community engagement and advanced understanding of audiences. Each of the Bilingual Journalism courses in the M.A. focuses on issues and perspectives from diverse contexts along and across borders, including the Arizona-Mexico borderlands region, and different cultural, political, economic, geographic, legal and societal systems. Courses will be taught by a team of distinguished faculty who have real-world experience in top media markets in Latin America, the United States, and other parts of the world. One professor in particular, Dr. Jessica Retis, has experience teaching in bilingual settings and developing bilingual programs in Los Angeles, California, the second largest media market in the country. Dr. Retis was hired specifically to develop and lead the new program. In short, we anticipate that graduates of our program will be future leaders in the field of bilingual journalism and will help to remap, reinvent and reinvigorate news media locally, nationally and internationally.

Learning Outcomes and Assessment Plan:

Learning Outcome #1: Recognize historical and contemporary Latin American and Latino issues involving politics, society, economics and culture, and how they relate to media systems of production and representation.

Concepts: Cultural awareness, ability awareness, English style and grammar.

Competencies: Written and oral communication, Intercultural competency.

Learning Outcome #2: Demonstrate skills and knowledge necessary to work and research in at least two languages as a journalist or other related professions in international and local settings.

Concepts: Genres, platforms, communication and journalism theories

Competencies: Information and data literacy, real world applications, teamwork, research, reporting and bilingual journalism writing.

Learning Outcome #3: Increased intercultural competence, and understanding of the social, cultural, historical, and environmental diversity of the U.S.-Mexico borderlands and Latin America, and Latinos in the United States. Develop understanding and knowledge of news media coverage of immigration in various regions around the world.

Concepts: Research, collaboration, analysis.

Competencies: Intercultural competency, real world applications, critical thinking, teamwork, problem discovery and problem solving.

Learning Outcome #4: Analyze the practice of current trends in bilingual journalism platforms for U.S. Latino audiences and in Latin America. Critique the technical and aesthetic elements of Spanish and English-language journalism for broadcast and digital media.

Concepts: Research, content analysis, content strategy, news media analysis.

Competencies: Bilingual written and oral communication, time management, news media production for bilingual audiences.

Learning Outcome #5: Research, report, write and produce Spanish-language and English-language long-form stories, with emphasis on *semblanzas* (interviews), *crónicas* (long-form news stories), and *reportajes* (feature or reportage), for bilingual and bicultural audiences in English and Spanish.

Concepts: Reflexivity, assessment, bilingual reporting, bilingual production.

Competencies: Critical thinking, bilingual writing.

Measures

Direct measures will include projects, quizzes and tests, reflections, internship supervisor evaluations (if applicable), and portfolio assessments.

Indirect measures will include student surveys and summative critical self-reflections.

Assessment Methods/Instruments

1. Exams, online presentations, and other forms of student work
2. Papers, discussion posts, group online verbal discussions
3. Grading rubrics for lecture and skill courses indicating specific learning outcomes that are introduced, practiced, and assessed in courses.
4. The final project or international internship will serve as the final assessment of a student's progress in meeting the learning outcomes.

5. Students will receive feedback from program faculty and major advisory board, comprised of professionals in journalism-related fields.

Projected Enrollment for the First Three Years:

Year 1	Year 2	Year 3
5	14	22

Evidence of Market Demand:

Journalism is one of eight U.S. industries that needs bilingual professionals to serve Latinx communities. According to the U.S. Census Bureau, more than 41 million Americans ages 5 and older speak Spanish at home, thus increasing the demand for journalists who can perform their jobs seamlessly in both Spanish and English. At the same time, the industry needs an infusion of innovative approaches and increased cultural competence.

The last two reports on Latino media in the United States addressed the need for a better understanding of the industry and its audiences (Democracy Fund, 2019 and CUNY, 2019). Hispanic media outlets' predominant language is Spanish, and the audience, at least as perceived by media practitioners, consists mainly of immigrant Latinxs, despite the fact that a majority of U.S. Latinxs are U.S. born and prefer to get their news in English. Worries about sustainability and lack of resources are the main concerns of Latino news media professionals, and these are closely linked to demographic changes: The immigrant population that most outlets target is declining, and the large majority of U.S. Latinxs, who are U.S.-born millennials and younger, increasingly prefer to get their news from the internet and English-language news sources. Yet a majority of the outlets see themselves as advocates for a Spanish-language population learning to navigate a new country (CUNY Report, 2019).

Hispanic Media in the U.S. serves one of the fastest-growing demographics in the country, but is trying to find its way as its customers' habits and preferences shift (Schmidt, Neiman Lab, 2019). For more than two centuries, Spanish-language and bilingual Hispanic media have grown and changed alongside the growing communities they serve. Originally an advocate for immigrants marginalized by discriminatory political, linguistic, and cultural policies, Spanish-language media today serve growing communities of Latinx people born in the United States and abroad, educated in English, and speaking Spanish at home. To meet the specific information and communication needs of a diverse set of communities, the Spanish-language media landscape is broad and heterogeneous in its patterns of production, distribution, and consumption (Retis, Democracy Fund 2019).

Until recently, most professionals working in Spanish-language broadcast, print, and online newsrooms have been born and educated abroad, mostly in Mexico and other Latin American countries. Increasingly, new initiatives are being launched by journalism programs seeking to prepare bilingual and bicultural journalists. These young journalism students need opportunities for entering the job market. Funds for projects that facilitate their transition from journalism schools to newsrooms can highly benefit both Hispanic media and Hispanic communities. The new, demanding convergence journalism and multimedia production trends are also affecting the preparedness of Hispanic media professionals. Surveys of Latinx journalists have found that 42 percent reported downsizing or cutbacks in staff hours at work, and more than 75 percent say they have been asked to do more with less resources (NAHJ, 2014). And 40 percent are concerned about job security (Villafañe, 2015). Funding and support for digital workshops and social media seminars can help Hispanic media professionals become more prepared in this competitive job market (Retis, 2019).

On January 2020, USA Today launched a Spanish-Language vertical focused on stories and issues important to the Latino community called “Hecho en USA,” or “Made in America.” The effort is led by USA Today national enterprise editor Christina Silva, who is working with a team of reporters and a translator. The stories on “Hecho en USA” appear in both Spanish and English. The first series of stories included reports on bilingual education, college education and Latinos in politics. New content will post monthly over the coming months (Fuller, 2020). On December 2019 The Washington Post launched the first episode of “El Washington Post,” its Spanish-language podcast that will explore the top stories shaping the world. “El Washington Post” is the company’s second Spanish-language product launched in 2019. Last summer, The Post launched “Post Opinión” which publishes original and translated Spanish-language op-eds. Vogue launched a Spanish-language edition on 2018.

The Office of Economic Opportunity, Arizona Labor Statistics has the following projections for 1) Technical writer, 2) Editor, and 3) Writer and author 4) Broadcast news analysts 5) Radio and TV announcers 6) Media and Communication workers 7) Interpreters and translators 8) Media and Communication workers or other 9) Photographers from Standard Occupational Classification:

Occupation	2019 Estimate	2018-2026 6-year % change
Technical writers	830	18.2%
Editors	1,464	2.7%
Writers & authors	2,025	9.1%
Broadcast news analyst	171	--
Radio and TV announcers	740	-3.4%
Media and Communication workers	13,198	14.8%
Interpreters and translators	2,913	32%
Media and Communication workers or other	797	17%
Photographers	2,686	-8.8%

According to Burning Glass Technologies for careers mapped to the program's CIP code 09.9999, (Communication, Journalism, and Related Programs, Other), the overall job outlook for graduates with bilingual journalism skills is bright. Over the next decade job prospects in the field of communication and journalism are expected to grow between 2.7-8.9%, according to analytics company Burning Glass Technologies. In 2019, in addition to there being 86,000 jobs in U.S. newsrooms around the country, internet media employment continued to be a growing area and has tripled over the past decade to 277,000 jobs. In the 10 years, as well, online media companies became the largest employer in the media industry, according to analysis from Ad Age. Last year, 36 percent of media jobs were with online media firms, up from 11 percent in 2009.

In Arizona, over the next decade job growth in select media and communications occupations, jobs are expected to grow between 8.5% and 15.8%, according to Burning Glass Technologies, which provides data on job market and skills demand in state and national markets. In Arizona in the last 12 months, there were 218 job postings in this field; nationwide the growth rate was 7.79 percent, considered average with 16, 224 job postings in the last year. The Burning Glass report indicated that more than one in six jobs in Arizona are represented in this field with employers in professional, scientific, and technical services; information; educational services; and finance among other career areas. The salary average for our target occupation group is \$57,006 in Arizona and \$63,574 nationwide, according to Burning Glass Technologies reports.

A report generated from Program Insight, Burning Glass Technologies for careers mapped to the program's CIP code 09.9999, (Communication, Journalism, and Related Programs, Other), indicates the following:

Growth by Geography			
Geography	Selected Occupations	Total Labor Market	Relative Growth
Arizona	13.41%	14.97%	Average
Nationwide	7.79%	5.78%	Average

Salary numbers are based on Burning Glass models that consider advertised job posting salary, BLS data, and other proprietary and public sources of information.

Occupation Group	0-2 years	3-5 years	6+ years
Writing and Language	\$51,589	\$72,763	\$78,890
Journalism and Broadcasting	\$45,799	\$51,622	\$68,019

Communications and Public Relations	\$49,721	\$68,174	\$78,097
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Employment data between years 2019 are projected figures.

Details by occupation				
Occupation Group	Postings	Employment (2018)	Employment Growth (2017-2018)	Projected Employment Growth (2019-2028)
Writing and Language	10,538	155,920	-1.5%	2.7%
Journalism and Broadcasting	4,835	214,380	0.0%	6/1%
Communications and Public Relations	1,897	239,030	2.3%	8.9%

Graduates of this program usually transition into any of the 3 different occupation groups.

Occupation Group	Market Size (postings)	Percentage of Career Outcome demand
Writing and Language	10,538	61.0%
Journalism and Broadcasting	4,835	28.0%
Communications and Public Relations	1,897	11.0%

Similar Programs Offered at Arizona Public Universities:

There is no Masters in Bilingual Journalism offered in Arizona.

Cronkite Noticias is a program fully taught in Spanish at the Cronkite School at Arizona State University. It offered as a concentration for undergraduate and graduate journalism students.

New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.):

<p>No new infrastructure requirements needed.</p> <p>Three journalism faculty are bilingual and able to teach BJP core courses. One professor was hired to help launch and lead this new program. She has a decade-long expertise from her time working at an interdisciplinary minor in journalism at a Hispanic Service Institution in California.</p> <p>Program coordinator time, possible adjuncts, books for instructors and an eventual program administrator.</p>		
<p>Program Fee/Differentiated Tuition Required?</p> <p>Program Fee Justification:</p>	<p>YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>	<p>Estimated Amount:</p>
<p>Specialized Accreditation? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p> <p>Accreditor: N/A</p>		

Appendix A. Master's and/or Minor Requirements. Complete Table 1 if requesting a corresponding master-level program. Complete Table 2 if requesting a corresponding minor. Delete **EXAMPLE** column before submitting.

Table 1: Corresponding Master Program

Degree type		EXAMPLE NA
Available for direct admission (Yes/No)? If yes, provide pre-admission expectations.		
Total units required to complete degree		
Major requirements. List all major requirements including core and electives. If applicable, list the emphasis requirements for each proposed emphasis*. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any		<p>Complete 12 units of core coursework:</p> <ul style="list-style-type: none"> -ECOL 547 (3) Introduction to Theoretical Ecology -ARE 631 (3) Arts-based Research -MAS 587 (3) Chicana Gender Perspectives -DNC 500 (3) Dance and Culture <p>Complete 3 units of methodology from the following list:</p>

limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.		Complete 9 units of electives from the following list. At least 3 units must be internship or practicum. Limit of 3 units of independent study may be used towards this requirement.: Complete 6 units of master thesis:
Research methods, data analysis, and methodology requirements. (Yes/No). If yes, provide description.		Yes, complete 3 units of methodology coursework.
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.		Yes, complete at least 3 units of internship at an organization in the field of study.
Master thesis required (Yes/No). If yes, provide description.		Yes, complete 6 units of master thesis.
Additional requirements (provide description)		Written comprehensive examination. Oral defense of master thesis.
Minor options (as relevant)		Minor not required. Open options.

* Emphases are officially recognized sub-specializations within the discipline. Proposed official emphases having similar curriculum with other plans (within department, college, or university) may require completion of an additional comparison chart. Complete the table found in Appendix B to indicate if emphases should be printed on student transcripts and diplomas.

Table 2: Corresponding Minor

Minimum total units required	9
Total transfer units that may apply to minor	3
Pre-admissions expectations (i.e. academic training to be completed prior to admission)	Discuss minor choice with major professor and include in plan of study.
Minor requirements. List all minor requirements including core and electives. Courses listed must include course prefix, number, units, and title. Mark new	Complete 6 units of core coursework - JOUR 510 Latinx and the News Media in the United States - JOUR 5XX Global Latinxs: Diasporic Transnationalism and Media in Latin America, Europe and Asia

coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	- JOUR 5XX Covering Latinx Affairs I: Bilingual Multimedia Reporting and Audio Production - JOUR 5XX Covering Latinx Affairs II: Bilingual Multimedia Reporting and Video Production And the remainder of 3 or more units from electives in Journalism, Latin American Studies, Mexican American Studies, Spanish & Portuguese
Research methods, data analysis, and methodology requirements (Yes/No). If yes, provide description.	No
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	No
Additional requirements (provide description)	No

Appendix C. Sample Curriculum Map for BA in Statistics and Data Science. Created using taskstream. Contact [OIA](#) for assistance in creating your curriculum map.

BA Statistics and Data Science Curriculum Map

Courses and Activities Mapped to BA Statistics and Data Science Outcome Set

	Outcome					
	Be able to define mathematical and statistical terms precisely	Recognize when arguments, especially formal statistical procedures and data visualization, are valid, and identify logical flaws	Produce effective analyses from data using a variety of computational, mathematical, and statistical approaches	Critically evaluate and extend statistical models drawn from current scientific literature	Apply methods and concepts from their coursework to analyze data based scientific problems	Effectively communicate their results
Courses and Learning Activities						
MATH 313 Introduction to Linear Algebra	I					
MATH 363 Intro to Statistical Methods	I	I	I	I	I	I
MATH/STAT 375 Statistical Computing		P		P	P	P
STAT 464s Introduction to Mathematical Statistics I	P	P	P			P

BUDGET PROJECTION FORM
Graduate Degree in Bilingual Journalism

Budget Contact Person:	Projected		
	1st Year 2020-2021	2nd Year 2021-2022	3rd Year 2022-2023
METRICS			
Net increase in annual college enrollment UG			
Net increase in college SCH UG			
Net increase in annual college enrollment Grad	5	10	10
Net increase in college SCH Grad	45	90	90
Number of enrollments being charged a Program Fee	-	10	10
New Sponsored Activity (MTDC)			
Number of Faculty FTE			
FUNDING SOURCES			
Continuing Sources			
UG RCM Revenue (net of cost allocation)			
Grad RCM Revenue (net of cost allocation)			
Program Fee RCM Revenue (net of cost allocation)		15,786	15,786
F and A Revenues (net of cost allocations)			
UA Online Revenues			
Distance Learning Revenues			
Reallocation from existing College funds (attach description)	5,300	5,300	
Other Items (attach description)			
Total Continuing	\$ 5,300	\$ 21,086	\$ 15,786
One-time Sources			
College fund balances			
Institutional Strategic Investment - PIF	82,000	82,000	
Gift Funding			
Other Items (attach description)			
Total One-time	\$ 82,000	\$ 82,000	\$ -
TOTAL SOURCES	\$ 87,300	\$ 103,086	\$ 15,786
EXPENDITURE ITEMS			
Continuing Expenditures			
Adjunct (Salary + ERE)			13,140
Employee Related Expense			
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)			
Additional Space Cost			
Other Items (attach description)			
Total Continuing	\$ -	\$ -	\$ 13,140
One-time Expenditures			
Faculty - Course Buyout's	31,536	40,734	
Graduate Student Tuition	36,679	54,440	
Start-up Equipment - Audio Visual Equipment		6,000	
Student Recruitment	15,000		
Promotional Materials	4,000		
Other Items (attach description)			
Total One-time	\$ 87,215	\$ 101,174	\$ -
TOTAL EXPENDITURES	\$ 87,215	\$ 101,174	\$ 13,140
Net Projected Fiscal Effect	\$ 85	\$ 1,912	\$ 2,646

Graduate Major Peer Comparison Chart—select two peers for completing the comparison chart from (in order of priority) [ABOR-approved institutions](#), [AAU members](#), and/or other relevant institutions recognized in the field. The comparison chart will be used to identify typically required coursework, themes, and experiences for majors within the discipline. The comparison programs are not required to have the same degree type and/or major name as the proposed UA program. Information for the proposed UA program must be consistent throughout the proposal documents. Delete **EXAMPLE columns** once ready to submit/upload.

Program name, emphasis (sub-plan) name (if applicable), degree, and institution	Proposed UA Program:	Peer 1:	Peer 2:
	Master's in Bilingual Journalism	City University of New York (CUNY) Craig Newmark Graduate School of Journalism Spanish-Language Journalism Concentration	Florida International University (FIU) Journalism + Multimedia, Spanish Language Specialization
Current # of enrolled students		93 in the general M.A. Program. 12 in the Spanish-language concentration	25 in the general M.A. program. 15 in the Spanish-language concentration
Major Description. Includes the purpose, nature, and highlights of the curriculum, faculty expertise, emphases (sub-plans; if any), etc.	<p>The Master of Arts in Bilingual Journalism (BJP) is a specialized degree program that responds to current and shifting needs in Arizona, the nation, as well as addresses increased interest domestically and internationally among students who want to study bilingual journalism and become proficient journalists in a rapidly changing environment.</p> <p>Through focused and engaged coursework students will develop high level skills to compete in local, national and global markets that need journalists who can report and communicate effectively in multiple languages.</p> <p>The two-year master's degree provides students, including those from diverse and underrepresented backgrounds, with an interdisciplinary and highly experiential program that will advance their</p>	<p>The Spanish-language Journalism MA Concentration is an initiative designed to train bilingual students interested in covering Latino communities in the U.S. or abroad.</p> <p>The concentration benefits from all the Newmark J-School has to offer — the quality of its professors and guest speakers, its cutting-edge curriculum, its combination of traditional and multimedia journalism training, and its startup spirit. Plus, it offers the added advantage of bilingual instruction and the specific focus on covering the Latino experience.</p>	<p>FIU offers a Spanish language journalism specialization that is partly bilingual. Students can choose to present projects in Spanish or English.</p> <p>Training includes: -Bilingual training in electronic and digital media -Digital video-editing and multimedia production -Investigative journalism and data management -Internships in radio, television, print and digital journalism in local, national and international media.</p> <p>Some coursework is in English such as those included in the Latin</p>

	<p>understanding of the history and culture of Latinx, Mexican American and other bilingual populations in the United States and Latin America. The program, which is both practice and conceptually oriented, goes beyond teaching how to report on Latinx issues in two languages by offering cultural competency courses about historical, social, cultural, geographic and political issues relevant to Latinx communities in Arizona, the U.S.-Mexico borderlands and the Latin American countries where many U.S. immigrants originated. Our program will be fully bilingual, making it one of the only M.A. programs of its kind in the country.</p> <p>Graduates could work seamlessly in English, Spanish or bilingual news media, communication or other related fields such as public policy, , as well as for local, regional, national and internationally media organizations and agencies.</p> <p>33 Units (15 required; 18 elective credits in Journalism, Latin American Studies, Mexican American Studies, and Spanish and Portuguese)</p> <p>Courses will be taught by a team of distinguished faculty who have real-world experience in top media markets in Latin America, the United States, and other parts of the world. One professor in particular, Dr. Jessica Retis, has experience teaching in bilingual settings and developing bilingual programs in Los Angeles, California, the second largest media market in the country.</p>	<p>Students in the program follow the standard M.A. in Journalism curriculum with some exceptions: They take five courses in Spanish, including the first and second semester core reporting and writing classes and three subject courses. Students are required to have a paid summer internship at a Spanish-language or Latino-focused English-language news outlet in the U.S. or abroad.</p> <p>The program is 16 months long or three semesters.</p> <p>Students can benefit from partnerships with various domestic and international Latino media organizations in the US, Latin America and Spain.</p> <p>Courses taught be qualified professors with experience in Spanish language journalism.</p>	<p>America and Caribbean Specialization. An online Spanish language journalism program is scheduled to begin in fall 2020.</p> <p>This program may be completed in one year and consists of 36 credits (12 courses of three credits each). Two electives courses can be taken outside of the School of Communication + Journalism (SCJ).</p> <p>The Latin American + Caribbean Studies Specialization offers conceptual courses for those interested in covering bilingual Latin American and Caribbean issues.</p> <p>Students can specialize in areas of political science, sociology and anthropology.</p> <p>Courses taught be qualified professors with experience in Spanish language journalism.</p>
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	<p>Dr. Retis was hired specifically to develop and lead the new program.</p> <p>Students will complete at least one domestic or international internship.</p> <p>The program emphasizes innovation and cross-cultural and intercultural competencies.</p>		
Target careers	<ul style="list-style-type: none"> - Journalism -Mass Communication - Bilingual Media, local, national and international 	<ul style="list-style-type: none"> -Journalism -Mass Communication -Bilingual Media 	<ul style="list-style-type: none"> -Mass Communication -Bilingual Media
Total units required to complete the degree	33	23	36
Pre-admission expectations (i.e. academic training to be completed prior to admission)	<p>GPA of 3.0 on a 4.0 scale from undergraduate or other graduate work, two letters of recommendation, and a 500-word statement of focus or interest in the program. No GRE required, yet applicants are welcome to submit the scores.</p> <p>International applicants whose first language is not English must submit scores from the Test of English as a Foreign Language (TOEFL). A strong proficiency in English is required, thus a strong TOEFL score is key to admission to ensure that students receive the program's full learning benefits.</p>	<p>Fluency in English and Spanish; Bachelor's degree from a regionally accredited institution comparable in standards to a CUNY college; and passed the TOEFL or IELTS language tests if from a country outside the U.S.</p>	<p>Bachelor's degree or an equivalent degree.</p> <p>Minimum 3.0 GPA during the last two years of study; average of 13 on a 20-point scale; or a 4.0 on a 5.0 grading; or a 7 on a 9 point; or an 8 on a 10 point scale.</p> <ul style="list-style-type: none"> -Minimum TOEFL score of 500 or score of 80 in the online exam – if your degree is from an institution outside the U.S. -Pass the EXADEP or the Graduate Entrance Exam (GRE) with no minimum required score. -Two letters of recommendation from university professors or professional journalists. Submit a 500-word essay.

<p>Major requirements. List all major requirements including core and electives. If applicable, list the emphasis requirements. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.</p>	<p>Complete 15 units of core coursework: New - JOUR 510 Latinx & News Media in the United States (3 units) (Taught in English and Spanish)</p> <p>New - JOUR 511 Global Latinxs: Diasporic Transnationalism & News Media (3 units) (Taught in English and Spanish)</p> <p>New - JOUR 5XX Covering Latinx Affairs I: Bilingual Multimedia Reporting Audio Production (3 units) (Taught in Spanish and English)</p> <p>New - JOUR 5XX Covering Latinx Affairs II: Bilingual Multimedia Reporting Video production (3 units) (Taught in Spanish and English)</p> <p>JOUR 909 Internship or Bilingual Multimedia Final Project (3 units) (Taught in Spanish and English)</p> <p>Complete 18 elective credits minimum (in Journalism, Latin American Studies, Mexican American Studies or Spanish & Portuguese)</p> <p>Complete a three-unit internships at a news media outlet in the United States or abroad.</p> <p>*Letters from the heads of Latin American Studies, Mexican American Studies and Spanish and Portuguese are attached.</p>	<p>Complete 16 months of course work. Required courses include: Jour71102 - Craft of journalism – Spanish (6 units)</p> <p>Jour71154.1 Craft of journalism ii – advanced reporting and writing (multimedia) (4 credits)</p> <p>Jour72701.1 Covering Latino communities in the U.S. (3 units)</p> <p>Jour76012.1 The Latino media landscape (3 units)</p> <p>Jour76012.2 In-depth Reporting in Latino communities (3 units)</p> <p>Jour76012.3 Satire and Journalism (1 unit)</p> <p>Jour77003 Independent study (3 units)</p> <p>Students will take five courses in Spanish, including the core craft of journalism in the first and second semesters and three subject courses.</p>	<p>Required courses include): MMC 6108 Theories of Mass Communication & Writing (3 credits)</p> <p>JOU 6185 Reporting Social & Ethnic Issues (3 credits)</p> <p>RTV 6309 Visual Storytelling and Production (3 credits)</p> <p>MMC 5440 Applied Research Methods (3 credits)</p> <p>JOU 6118 Investigative Reporting Techniques (3 credits)</p> <p>MMC 6257 Media Management and Entrepreneurship (3 credits)</p> <p>RTV 6603 Visual Storytelling and Production II (3 credits)</p> <p>MMC 6736 Social Media for Communicators (3 credits)</p> <p>MMC 6213 Ethics and Social Responsibility (3 credits)</p> <p>MMC 6950 Mass Communication Professional Project (3 credits)</p> <p>Students are required to: -Finish the Final Project -Graduate GPA 3.0 or Higher</p>
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			-Maintain a minimum GPA of 3.0 in all courses required for the degree. No more than two 'C' grades will be allowed.
Research methods, data analysis, and methodology requirements (Yes/No). If yes, provide description.	No	No	MMC 5440 Applied Research Methods (3 credits)
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	Yes. Students will intern at a news media outlet in the United States or abroad.	Yes Students in the concentration must intern at a Spanish-language or Latino-focused English-language news outlet in the U.S. or abroad during the summer between the second and third semesters.	No
Master thesis or dissertation required (Yes/No). If yes, provide description.	No. Professional Project is required in lieu of MA thesis.	No	No. Professional Project is required in lieu of MA thesis.
Additional requirements (provide description)	N/A	N/A	N/A

*Note: comparison of additional relevant programs may be requested.

UArizona School of Journalism Estimates for Master's in Bilingual Journalism¹
Programs Online and In Person

Institution	Degree/Certificate/Minor Title/Master	In-person/ Online/Both	Total	Location
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Master Programs

The City University of New York	Spanish-language Journalism concentration within a Master's in Journalism	In Person	\$ 18,769.35 (In State) 31,619.35 (Out of State) 39,114.35 (International)	New York
Florida International University	MA in Spanish-language Journalism	Online and In Person	\$36,000 (1,001.00 per credit) 18,000 (Florida resident with Kinberly Green Scholarship) 15,000 estimated for living expenses per year	Florida

Non-Degree. B.A. Concentrations

Arizona State University	Not a degree. Bilingual Professional concentration/specialization	In Person	10,370 (In State Tuition) 26,470 (Out of State Tuition)	Arizona
University of Florida	Offers courses. Not clear if Major or Masters.	In Person	6,381 (In State Tuition) 28,659 (Out of State Tuition)	Florida
California State University Northridge	Minor in Spanish-language Journalism	In Person	6,587 (In State Tuition) 17,747 (Out of State Tuition)	California
California State University Long Beach	Spanish or bilingual production concentration	In Person	6,460 (In State Tuition) 17,620 (Out of State Tuition)	California
California State University Fullerton	Spanish and Bilingual Reporting concentration	In Person	6,850 (In State Tuition) 18,730 (Out of State Tuition)	California
	Spanish for Hispanic Media Professional Certificate	In Person		California
San Francisco State	Just approved a project of launching a Major in Spanish-language Journalism	In Person	6,484 (In State Tuition) 17,644 (Out of State Tuition)	California

¹ Searches were conducted using the following terms: "bilingual Journalism" "periodismo bilingüe."

Fullerton College	Spanish-language Media Certificate	In Person	1,138 (In State Tuition) 6,010 (Out of State Tuition)	California
University of Nevada Reno	Undergraduate Concentration in Spanish-language Media	In Person	7,142 (In State Tuition) 21,052 (Out of State Tuition)	Nevada
Texas A&M Tuition	Undergraduate Minor in Journalism	In Person	11,036 (In State Tuition) 31,214 (Out of State Tuition)	Texas

Abroad

Universidad de Navarra	B.A. Bilingual Journalism	In Person	15.180 euros	Spain
Universidad Carlos III de Madrid	B.A. Bilingual Journalism concentration	In Person	N/A (other B.A. around 1,500 euros per year)	Spain
Universidad Europea	B.A. Journalism and International Relations, bilingual concentration	In Person	921,60 euros per month per 10 months	Spain
Universidad Antonio de Nebrija	B.A. Journalism + bilingual journalism concentration	In Person	9,950 euros	Spain
Universidad Francisco de Vitoria	B.A. Journalism + International Relations. Bilingual Concentration	In Person	11, 500 euros	Spain
Universidad San Pablo CEU	B.A. Journalism. Bilingual Concentration	In Person	9,150 euros	Spain
Universidad Europea del Atlántico	B.A. Journalism. Bilingual Concentration	In Person	N/A	Spain
Fundación Universitaria Iberoamericana	B.A. Journalism. Bilingual Concentration	On line/ In Person	N/A	Spain
Universitat Abat Oliba CEU	B.A. Journalism. Bilingual Concentration	In Person	8,835 euros	Spain

SPANISH-LANGUAGE JOURNALISM PROGRAMS IN THE UNITED STATES

NEW YORK

CUNY:

- Masters Spanish-language Journalism Concentration

<https://www.journalism.cuny.edu/future-students/m-a-in-journalism/subject-concentrations/spanish-language-journalism/>

FLORIDA

Florida International University:

- Maestría Periodismo en español

<https://carta.fiu.edu/slj/>

- Maestría de Periodismo Online

<https://carta.fiu.edu/slj/maestria-de-periodismo-online/>

University of Florida:

- Spanish-language News course offerings & Project of launching a University of Florida's Center for Latin American Studies to develop an undergraduate joint certificate program in Spanish-language journalism

<https://www.jou.ufl.edu/2017/02/14/univision-cnn-news-veteran-lead-uf-spanish-language-news-programming/>

<https://www.jou.ufl.edu/staff/dania-alexandrino/>

https://www.jou.ufl.edu/assets/syllabi/201901/RTV4930_Noticias_Section%206530_Alejandrino_Spring%202019.pdf

CALIFORNIA

CSUN:

- Minor in Spanish-language Journalism

<https://catalog.csun.edu/academics/jour/programs/minor-spanish-language-journalism/>

Cal State Long Beach:

- Journalism & PR Bilingual: one class in Spanish or bilingual production

https://csulb.libguides.com/journalism/JOUR495_bilingual

<http://www.cla.csulb.edu/departments/journalism/voces-de-la-playa/>

Cal State Fullerton: Certificate

- Spanish Bilingual Reporting

<http://communications.fullerton.edu/studentlife/lci/sbr.php>

- Latino Communications Institute

<http://communications.fullerton.edu/studentlife/lci/index.php>

http://communications.fullerton.edu/studentlife/lci/academic_certificate.php

San Francisco State University

- Reporting for Spanish-language Media (course) Project of launching a Major in Spanish-language Journalism

<http://bulletin.sfsu.edu/colleges/liberal-creative-arts/journalism/#coursestext>

Fullerton College

- Spanish-language Media Certificate

<https://journalism.fullcoll.edu/certificates/journalism-certificate-3/>

NEVADA

University of Nevada Reno:

- Undergraduate emphasis: Spanish-language media

<https://www.unr.edu/journalism/degrees/undergraduate-emphases/spanish-language-media>

TEXAS

TEXAS A&M Kingsville

- Undergraduate Minor in Journalism

<https://catalog.tamuk.edu/undergraduate/arts-sciences/minors/spanish-journalism-minor/>

University of Texas at Austin

Latino and Latin American Media Studies

<https://moody.utexas.edu/students/minors/minor-us-latino-and-latin-american-media-studies>

University of Houston

- Project of launching a Spanish-language program

<https://www.uh.edu/class/communication/undergraduate/undergraduate-degrees/journalism/>

UT El Paso:

- They have a bilingual project: Borderzine

<http://borderzine.com/>

ILLINOIS

Columbia College Chicago

- Offers some classes in Spanish-language journalism

<https://www.colum.edu/academics/programs/journalism>

ARIZONA

ASU:

- Graduate Bilingual Journalism Specialization

<https://cronkite.asu.edu/degree-programs/bilingual-journalism>

PUERTO RICO

Universidad del Sagrado Corazón

<https://insagrado.sagrado.edu/perbilingue/>

Bilingual Journalism Programs in the World

SPAIN

Universidad de Navarra

<https://www.unav.edu/web/grado-en-periodismo-degree-in-journalism/presentacion>

Universidad Carlos III de Madrid

<https://www.uc3m.es/grado/periodismo#estudiareningles>

Universidad Europea de Madrid

<https://universidadeuropea.es/madrid/titulacion/doble-grado-periodismo-relaciones-internacionales>

Universidad Antonio de Nebrija

<https://www.nebrija.com/carreras-universitarias/grado-periodismo/>

Universidad Francisco de Vitoria

<https://www.ufv.es/estudiar-grado-periodismo-relaciones-internacionales-madrid/>

Universidad San Pablo CEU

<https://www.uspceu.com/oferta-academica/grado/grado-en-periodismo>

Universitat Abat Oliba CEU

<https://www.uaoceu.es/grado-en-periodismo>

Universidad Europea del Atlántico

<https://www.uneatlantico.es/facultad-de-ciencias-sociales-y-humanidades/estudios-grado-oficial-en-periodismo>

FUNIBER

<https://www.funiber.org/licenciatura-en-periodismo>

Master's in Bilingual Journalism New Academic Program Proposal

Faculty CVs Combined

Bilingual Professors Teaching BJP Core Courses

1. Jessica Retis
2. Celeste Bustamante
3. Ruxandra Guidi

Journalism Professors Teaching Electives

1. Linda Lumsden
2. Jeannine Relly
3. Susan Swanberg
4. Margaret Zanger

JESSICA RETIS

Associate Professor, School of Journalism, The University of Arizona

EDUCATION

Ph.D. Contemporary Latin America. Interdisciplinary Program. Complutense University of Madrid & Instituto Universitario y de Investigación Ortega y Gasset, Spain, 2006.

M.A. Latin American Studies. Political Sciences Faculty. Latin American Studies Center. National Autonomous University of Mexico, Mexico, 1996.

B.A. Communication, School of Communications. University of Lima, Peru, 1990.

GRANTS, AWARDS, FELLOWSHIPS & APPOINTMENTS

Grant. University of Arizona's Provost Investment Fund. Master's in Bilingual Journalism, 2020.

Award. Latino/ Latin American Research, Association of Educators of Journalism and Mass Communication, 2019.

Award. Mike Curb College of Arts, Media & Communications. Research & Scholarly Awards, 2018.

Grant. Brazilian National Council for Scientific and Technological Development, Spring 2017.

Award. Mike Curb College of Arts, Media & Communications. Research & Scholarly Awards, 2016.

Award. CSUN Competition for Research, Scholarship & Creative Activity Award, 2011.

Award. CSUN Interdisciplinary Community Learning Project Grant, 2010.

Award. Research & Creative Activities Grant, Mike Curb College of Arts, Media & Communications, 2009.

Scholarship. Post-Doctoral Scholarship, *Universidad Carlos III de Madrid*. Host: *University of Westminster*, London, 2006.

Scholarship. Pre-Doctoral Research Scholarship, Spanish Education Ministry and IUOG, 2003 – 2005.

Fellowship. M.A. Fellowship, Universidad Nacional Autónoma de México, 1997.

Fellowship. Undergraduate Fellowship, *Universidad de Lima*, 1985 – 1990.

Distinguished Teaching Award, *California State University International*. 2018.

Polished Apple Award, *California State University International*. 2009 & 2013.

INTERNATIONAL ACADEMIC APPOINTMENTS

Resident Director. *California State University International Programs in Spain*. 2014-15. Supervised academic programs for students from 23 CSU campuses in Spain: *Universidad Complutense de Madrid* and *Universidad de Granada*.

VISITING SCHOLAR APPOINTMENTS

Universidad de Lima, Lima, Peru, May 2017. Research project: *Japanese Peruvians and the Media in Lima*.

UESPM- Sao Paulo, Brazil, March – April 2017. Research project: *Nipo Brazilians and the Media in Sao Paulo*.

University of Tokyo, Japan, December 2016 – February 2017. Research project: *Latino immigrants and the media in Tokyo*.

Florida International University, Miami, Summer 2014. Research project: *Latinos and Media in Miami*.

City University, London, Summer 2013. Research project: *Latinos and Media in London*.

New York University, Summer 2011. Research project: *Latinos and Media in New York*.

London School of Economics, Summer 2010. Research project: *Latinos and Media in London*.

University of Westminster, Spring 2007. Project: *Public service models in European TV: a comparative analysis of TVE and BBC*.

ACADEMIC CONSULTANT / INTERNATIONAL RESEARCHER

Worlds of Journalism Study (WJS), 2019 – today (Peru and Mexico Chapters)

Democracy Fund, 2018-2019. Conducted research on mapping Latino ethnic media in the United States.

Real Instituto Elcano, Madrid, 2014 – today. Research projects on Hispanic cultural industries in the United States.

Fundación Alternativas, Madrid, 2010 – 2011. Research on Latin American immigrants' media consumption in Spain.

Center for Immigration and Intercultural Relations, Madrid City Council, 2005 – 2006. Mapping of ethnic media.

PUBLICATIONS

Books

Román, P. and Retis, J. (2020). *Latin Americans in London: Narratives of migration, relocation and belonging*. London: Palgrave.

Retis, J. and Tsagarousianou, R. (Eds.) (2019). *The Handbook on Diasporas, Media, and Culture*. Wiley Blackwell – IAMCR.

Retis, J., Lamuedra, M. and García, A. (Eds.) (2010) *Los informativos diarios en BBC y TVE. Los discursos de sus profesionales y receptores*. (Daily Newscasts in BBC and TVE. Professionals & audiences' discourses), Madrid: Ediciones de la Torre.

Retis, J. (Ed.) (2007). *Inmigración y medios de comunicación. Aproximaciones y propuestas para las buenas prácticas periodísticas*.

(Immigration and the Media: Approaches and Proposals for Journalists), Madrid: Ministerio de Trabajo y Asuntos Sociales, Proyecto Equal Fondo Social Europeo, Madrid Entre Dos Orillas.

Retis, J. (2006) *Espacios mediáticos de la inmigración en Madrid: Génesis y evolución*. (Media Spaces of Immigration in Madrid: Genesis and Evolution), Madrid: Observatorio de las Migraciones y la Convivencia Intercultural.

Book Chapters (selection)

Gonzalez, C. and Retis, J. (2019). "Latina/o Millennials in a post-TV network world: Anti-stereotypes in the transmedia edutainment web TV series *Estas Los High*." In: Christopher Campbell (Ed.) *Media, Myth and Millennials: Critical perspectives on race and culture*, New York: Lexington Books.

- Retis, J. (2019) Homogenizing heterogeneity in transnational contexts. Contemporary Latin American Diasporas and the Media in the global North, in: Jessica Retis and Roza Tsagarousianou (Eds.) *The Handbook of Diaspora, Media, and Culture*, Willey-Blackwell.
- Retis, J. (2019) International migrations and mobility across the transpacific area: Japanese Brazilians between Tokyo and Sao Paulo in: Kevin Smets, Koen Leurs, Myria Georgiou, Saskia Witteborn and Radhika Gajjala (Eds.) *The Sage Handbook of Media & Migration*, Sage.
- Cueva, L. Takahashi, B. and Retis, J. (2019). Peruvian Media Scenario: Between Corporate Media and *Chicha* Media. In: Manuel Chavez and Richard Cole (Eds.) *Latin American Communication and Journalism*.
- Retis, J. (2018). Hashtag Jóvenes Latinos: Challenges and Opportunities of Teaching Civic Advocacy Journalism in “Glocal” Contexts. In: Mari Castañeda and Joseph Krupczynski (Eds.) *Learning from Diverse Latina/o Communities: Social Justice Approaches to Civic Engagement*. Palgrave.
- Gonzalez, C. and Retis, J. (2017). Underrepresented Majorities: Latin@s and the Media in the Digital Age. In: Christopher Campbell (Ed.) *The Routledge Companion to Media and Race*. New York: Routledge, 210-221.
- Retis, J. (2017). The transnational restructuring of communication and consumption practices. Latinos in the urban settings of global cities. In: Maria Elena Cepeda and Dolores Casillas (Eds.), *The Routledge Companion to Latina/o Media*, New York: Routledge, 22-36.
- Retis, J. (2014). Latinos Online: Acceso e inclusión digital de los inmigrantes internacionales en contextos diaspóricos (*Latinos Online: Access and Digital Inclusion of International Immigrants in Diasporic Contexts*). In: Giancarlo Carbone and Oscar Quezada (Eds.), *Comunicación e industria digital (Communication and Digital Industry)*. Lima: Universidad de Lima.
- Retis, J. (2014). Latino Diasporas and the Media. Interdisciplinary Approaches to Understand Transnationalism and Communications in Global Cities. In: Darling-Wolf Fabienne (Ed.), *International Companion to Media Studies. Methods in Media Studies Volume*. New York: Willey-Blackwell, 570-596.

Editor Refereed Publications

- Senior Editor Retis, J. (forthcoming) The Oxford Encyclopedia of Race, Ethnicity and Communication - Latin American Section, in Subervi, F. & Roy Sudeshna (Co-Editors in Chief). *The Oxford Research Encyclopedia of Communication*.
- Guest co-Editor Retis, J. and Ferrandez, Alicia (2019) Guest Editors. Special Issue: Ethnic Minority Media: Between Hegemony and Resistance *Journal for Alternative and Community Media*, Vol. 3, Num 3.

Refereed Journal Articles (selection)

- Cardenas, L., Bustamante C. and Retis, J. (2019) "To tweet for solidarity or just report the news? Comparing social media strategies of Spanish language and English language TV networks", *Television and New Media* (submitted, under review)
- Schmitz-Weiss, A. and Retis, J. (2018) “I don’t Like Maths, That’s Why I am in Journalism”: Journalism Students Perceptions and Myths about Data Journalism,” *Asia Pacific Media Educator*, 28(1) 1-13.
- Retis, J. (2017) “Consumers or Citizens? Practices of cultural consumption by Latin American Immigrants in Spain,” *Comunicação, Mídia e Consumo*, vol. 14, num. 41, Setembro/Dezembro 2017, 53-83.
- Retis, J. (2016) “The Portrayal of Latin American Immigrants in the Spanish Mainstream Media: Fear of Compassion?” *The International Journal of Hispanic Media*, vol. 9, October, 32-45.
- Retis, J. (2014). “El rol de los medios en los procesos de estratificación social en el contexto migratorio: Espacios mediáticos y consumos culturales”, *Revista Latinoamericana de Comunicación Chasqui*, num. 125, 13-22.
- Retis, J. (2012). “El poder del documental: representación de los derechos humanos de las mujeres inmigrantes latinoamericanas en Estados Unidos, *Amérique Latine. Histoire & Mémoire*, num. 23.
- Retis, J. and Sierra, F. (2011). “Rethinking Latin American Communicology in the Age of Nomad Culture. Transnational Consumption and Cultural Hybridizations”, *Westminster Papers in Communication and Culture (WPCC)*, vol. 7, num. 3.
- Retis, J. and García P. (2011) “Jeunes et minorités ethniques dans la presse européenne: Les médias et les émeutes parisiennes de 2005”, *Global Media Journal - Canadian Edition*, Volume 4, Issue 1, 77-92.

Reports

- Retis, J. (2019). *Hispanic Media Today: Serving bilingual and bicultural audiences in the digital age*. Washington: Democracy Fund.
- Retis, J. Badillo, A. (2019). *La circulación de la cultura en español en las ciudades globales de los Estados Unidos: Los Angeles, Nueva York, Miami*. Real Instituto Elcano.
- Retis, J. Badillo, A. (2015). *Los latinos y las industrias culturales en español en Estados Unidos*. Madrid: Real Instituto Elcano.
- Retis, J. (2011). *Estudio exploratorio sobre el consumo cultural de los inmigrantes latinoamericanos en España: el contexto transnacional de las prácticas culturales*. Madrid: Fundación Alternativas.

Encyclopedia Entries

- Retis, J. (2013). “Spanish Language Newspapers in the United States” and “Spanish Language Television in the United States” in: *Encyclopedia of Latino Culture: From Calaveras to Quinceañeras*. Charles Tatum (Ed). Santa Barbara: Greenwood.

TEACHING EXPERIENCE

Associate Professor, Journalism Department, University of Arizona starting Fall 2019.

I have accepted a job offer from the U of A to launch and lead a Spanish-language Journalism Program.

Associate Professor, Journalism Department, CSUN, Fall 2014 to Spring 2019. **Assistant Professor**, Journalism Department, Spanish-language Journalism Program, CSUN, Fall 2008 to Spring 2013.

Guest Lecturer. “Mídia e transnacionalismo na era digital: indústrias, circuitos e consumos culturais latino-americanos em entornos urbanos nas cidades globais”. March 17-25, ESPM, Sao Paulo.

Assistant Professor, Television Department, School of Communications, Universidad Carlos III de Madrid, Spring 2008. *Course taught (in Spanish)*: Management and Promotion of Audiovisual Products.

Lecturer, Master in Peace, UNESCO Chair of Philosophy in Peace. Conflict and Development Studies, Universitat Jaume I, Castellón, Spain, 2006 -2007. *Courses taught (in English)*: Conflict Mediation and Negotiation: Media and Multicultural Societies in Times of Crisis. This was a new course that I developed for the Master’s Program.

Lecturer, School of Communications, University of San Diego, International Programs in Spain at Instituto Universitario de Investigación Ortega y Gasset, 2006 – 2007. *Course taught (in English)*: International Media.

Lecturer, Master’s Program in Latin American Studies, Universidad Complutense de Madrid, Facultad de Ciencias Políticas y Sociología, Madrid, 2006 – 2007. *Course taught (in Spanish)*: Information Society and Mass Media.

Lecturer, School of Communication, Universidad de Málaga, 2005. *Course taught (in Spanish)*: Journalism and Immigration: Latin American Immigrants in Spain.

Lecturer, School of Communications, Universidad de Sevilla, 2004. *Courses taught (in Spanish)*: Intercultural Communication - Journalism and Immigration: Latin American Immigrants in Spain.

Lecturer, Saint Louis University, Madrid Campus, 2002 – 2003. *Courses taught (in English)* Economic, Political and Social Development in Latin America, and History of Modern Latin America.

Assistant Professor, Instituto Tecnológico y de Estudios Superiores de Monterrey, Mexico City, Mexico, 1994 – 1996. *Courses taught (in Spanish)*: Communications & Journalism I, and II, Reading Comprehension Methods.

Assistant Professor, School of Communications, Universidad Intercontinental, Mexico City, 1994 – 1995 *Courses taught (in Spanish)*: Introduction to Public Opinion, Media Sociology, and Statistics for the Social Sciences.

Instructor, School of Communications, Universidad Latinoamericana, Mexico City, 1995
Course taught (in Spanish): Research and Methodology for Social Sciences.

SERVICE AT ACADEMIC & PROFESSIONAL ORGANIZATIONS

Chair Diaspora &Media Working Group at the International Association for Mass Communication Research (2019-2023).

Vice President, Binational Association of School of Communication of the Californias (BINACOM), 2018-2020.

General Secretary Unión Latina de Economía Política de la Información, la Comunicación y la Cultura (2013 – 2015).

Academic At-Large Director of National Association of Hispanic Journalists – Los Angeles Chapter, 2012 -2014.

Member. Chicano/a News Media Association, 2009 – present.

Adviser. CSUN Latino Journalists Club, student chapters of NAHJ and CCNMA, 2008-2018.

Adviser. University of Arizona NAHJ Student Chapter 2019-today.

Advisory Board Member. Pierce College Media Arts, Journalism Program, 2011.

Advisory Board Member. Santa Monica College, Journalism Program, 2010.

Editorial Board. International Academic Journals

Estudios sobre el Mensaje Periodístico. Academic journal, University Complutense of Madrid, Spain, 2019 - present.

Contratexto. Academic journal, University of Lima, Peru, 2017 - present.

Communication, Media & Consumption. Academic journal, ESPM, Sao Paulo, 2016 - present

Redes. Academic Journal published by University of Seville, 2013 - present.

Fronteiras. Academic Journal published by Universidad do Vale do Rio do Sinos, Brazil, Spring 2009 – present.

PROFESSIONAL MEDIA EXPERIENCE

Producer, reporter & anchor. *Red con Voz & Intercomunicación América Latina Europa*, Spain, 2006 – 2007.

Producer, reporter & anchor. *Televisión Educativa Iberoamericana, EFE News Agency*, Spain, 1997 – 1999.

Producer and scriptwriter. *Panamericana Televisión, Canal 5*, Lima, Perú, 1988 - 1989.

Reporter and producer of 60-minute documentary, *Second World Social Forum on Migration*, Red con Voz, Madrid, 2006.

Freelance reporter, *Reforma* newspaper Mexico City, 1995 – 1996

Co-Editor, Cultural Section "Opciones de lectura" in *El Nacional* newspaper, México City, 1994

International correspondent, *Universal and Ojo*, Lima, 1991 – 1992

Freelance reporter. *Ser Padres, Muy Interesante*, and *Mía*. Madrid, Spain, 2002 – 2004

Editor-in-Chief, *Fin de Semana*, Lima, Perú, 1989 – 1990

Reporter and editor, *Telecolor*, Lima, Perú, 1985 – 1989

Research Fellow, Latin American Studies Center, UNAM, Mexico City, 1993-1994.

Assistant, Latin American Federation of Schools of Communication. *FELAFACS*, Mexico, 1991 – 1993

Editor, *Opciones*, Mexico City, 1991 – 1994

LANGUAGES

Spanish (native) English (academic proficient) Portuguese (intermediate) French (beginner) Japanese (beginner)

Dr. Celeste González de Bustamante, Associate Professor
University of Arizona School of Journalism
Center for Latin American Studies
Marshall Building, 336
Tucson, Arizona 85721 - E-mail: celesteg@email.arizona.edu

EDUCATION

Ph.D. History, University of Arizona, Tucson, Arizona, May 2006.

- Major fields: Latin America, Mexico

M.A. Latin American Studies, University of Arizona, December 2000.

- Major fields: History, Political Science

B.A., Journalism and Mass Communication, San José State University, San José, Calif., May 1988.

- Major areas: Journalism, Radio and Television

B.A., Foreign Languages, San José State University, San Jose, Calif., May 1993.

- Major: Spanish; Minor: French

Universidad Complutense de Madrid, Madrid, Spain, August 1985-May 1986.

- Major areas: Literature and Social Sciences (coursework in Spanish)

ACADEMIC EMPLOYMENT

Associate Professor, School of Journalism, University of Arizona, Tucson, Ariz., 2013 – present.

Distinguished Visiting Professor, Department of Communication, Universidad Iberoamericana, Mexico City, Mexico, 2013-2014 academic year.

Assistant Professor, School of Journalism, University of Arizona, Tucson, Ariz., 2007–2013.

JOURNALISM EMPLOYMENT

Anchor/Producer, KUAT-TV (PBS), Channel 6, Tucson, Ariz., 1996 – 2005.

Reporter/Anchor/Producer, KOLD-TV (CBS), Channel 13, Tucson, Ariz., 1994 – 1996.

RECENT TRAINING AND OUTREACH

Director, Fronterabeat, a Southwest Folklife Alliance project. UA student Nogales High School student mentoring and training program (2019).

Lecturer/Trainer, “The environment of violence for journalists along the border,” International Center for Journalism (ICFJ) and UA Center for Border and Global Journalism Digital Security for Journalists Workshop. Nogales, Sonora, Feb. 25, 2017.

Lecturer/Trainer, “Responses and resistance in the face of violence: journalism in northern Mexico.” International Center for Journalism (ICFJ) Digital Security for Journalists Workshop, Ciudad Juarez, Chihuahua, September, 2016.

Lecturer/Trainer, “The environment of violence for journalists along the border,” International Center for Journalism and UA Center for Border and Global Journalism Digital Security for Journalists Workshop. Nogales, Sonora, February 25, 2017.

Co-head, Border Journalism Network, a binational consortium of educators, professionals and students in the US-Mexico border region, 2011-present.

RUXANDRA GUIDI

address

2009 E. Silver Street
Tucson, AZ 85719

phone

323.790.9335

email

ru@fonografiacollective.com

web

fonografiacollective.com
homelands.org

professional experience

Assistant Professor of Practice, UA School of Journalism

Tucson, AZ, August 2019-Present

Teach the capstone media course, El Inde, at the University of Arizona's School of Journalism and edit students' work for publication. Develop classes about various forms of telling nonfiction stories and collaborate with various media outlets to share the stories with the public.

Independent Journalist for Print, Radio and Multimedia

South & Central America, Mexico, & U.S., 2007-Present

Conduct research and report on a variety of issues; write and produce features in Spanish and English, radio documentaries and multimedia slideshows for BBC's The World, National Public Radio, Marketplace, and Canadian Broadcasting Corporation, Virginia Quarterly Review, The Atlantic, National Geographic Online, The New York Times, and others.

Guest Teacher

United States & Latin America, 2009-Present

Duke University, University of Southern California, University of Texas-Austin, San Diego State University, University of Colorado-Boulder, Emerson College, Mount Holyoke College, Universidad Autónoma de Baja California (Tijuana, Mexico), and Universidad de las Américas (Quito, Ecuador), among others.

Storytelling Consultant

United States & Latin America, 2008-Present

Assist and coach individuals, media, cultural, and human rights organizations in telling their stories through sound, multimedia, and social media in English and Spanish. Write grants, reports, edit print and online materials. Clients: Human Rights Watch, McKnight Foundation's Collaborative Crop Research Program (CCRP), Texas Folklife, Institute for Justice & Journalism.

Contributing Editor, High Country News

Los Angeles, CA, September 2016-Present

Report and write a monthly column in English and Spanish for a national magazine focused on the American West. Nurture new contributors from underrepresented communities throughout the state, edit their stories for the web and for print.

Editor, Mongabay

Quito, Ecuador, July 2015-April 2016

Develop mongabay.com's first Spanish-language site for environmental news and features. Cultivate relationships with contributors from throughout Latin America and the U.S. Develop editorial agenda and manage investigative projects for the site. Edit and assign copy on a daily basis.

Immigration Reporter, Southern California Public Radio

Los Angeles, CA, February 2012-June 2013

Covered breaking news, and produced features, radio and web series focused on immigration, culture, religion, and diversity for Southern California's largest public radio station. Moderated live forum discussions and community engagement on the same topics.

Border Reporter, Fronteras Desk and KPBS Radio

San Diego, CA, September 2010-February 2012

Covered immigration, border issues, health and culture along the Southern California-Mexico region for local, regional and national public radio and daily local television news program. Reported, edit-ed, and produced stories for radio and TV.

Lecturer, University of Texas, Radio-Television-Film Department *Austin, TX,*

August-December 2009

Taught bi-weekly lessons and practice labs for an undergraduate and graduate level course on radio storytelling and broadcast journalism. Developed syllabus and mentored students as they worked on their first audio documentaries, from concept to voicing and final mixing.

Radio Producer and Reporter, BBC's The World

Boston, MA, April 2005-May 2007

Wrote and produced breaking news features and interviews under daily deadlines; researched, pitched, and edited stories, planned future coverage of world issues with reporters on the field for daily international news program.

Reporter and Editor, NPR's Latino USA

Austin, TX, June 2003-April 2005

Produced weekly original features and long-form documentaries, conducted research and interviews, and edited contributions from reporters throughout the United States and Latin America for weekly program.

selected assignments, projects & collaborations**Co-producer**

"South of Fletcher" (Six-part podcast, public programs and a photo exhibit at Occidental College) Los Angeles, CA | A year-long commission by arts organization, Clockshop, about urban change and open space in Los Angeles.

Co-producer

"Going Gray in LA" (Web, photo and radio stories airing on KCRW Public Radio, accompanied with live forums and public installations), Los Angeles, CA | A year-long documentary project about aging in Los Angeles.

Producer/Reporter

"Stray Bullets and Forgiveness" (Radio, for the BBC World Service) | A radio documentary focusing on gang and gun violence in a tight-knit African-American community in Aurora, Colorado.

Writer/Reporter

"Between the Forest and the Sea: Climate Change and Community Forest Management in Kuna Yala" (Print/Radio/Multimedia; published in National Geographic NewsWatch, The Atlantic, Virginia Quarterly Review, and aired on the BBC); Multiple locations in Kuna Yala, Panama; 2009, 2010, & 2014 Ongoing print, audio, and multimedia documentation of life in Kuna Yala, focused on the impacts of climate change and challenges to the indigenous Kuna's culture in Panama.

Writer/Producer

"Coca Sí, Cocaína No" (Print/Radio/Multimedia, BBC's "The World") Los Yungas, Bolivia; 2008 | A series of print, radio, and multimedia stories about the lives of coca farmers in Bolivia.

Investigative Reporter

“Border Stories” (Web/Radio stories; published in KPBS’ Fronteras Desk, National Public Radio, BBC’s The World) San Diego, CA-Tijuana, Mexico; 2010-2012 | A series of stories and investigations along the Southern California/Baja California border, focusing on the deportations of mothers, the family members of the disappeared, migrant smuggling, corruption in the Border Patrol, and others.

professional affiliations**President of the Board & Producing Member**

Homelands Productions, January 2014-Present

education

School of Journalism, University of California, Berkeley, CA | M.A Journalism, 2002

Rutgers University, New Brunswick, NJ | B.A. Political Science & Latin American Studies, 1998

awards in journalism

- Susan Tifft Fellowship for Women in Documentary and Journalism, Center for Documentary Studies at Duke University, 2018.
- International Reporting Project Fellowship at Johns Hopkins University, Ecuador & Peru, 2014.
- Mongabay Special Reporting Initiative Fellowship, Panama, 2014.
- International Center for Journalists’ Ford Foundation Fellowship, Thailand, 2013.
- Institute for Justice and Journalism’s Immigration Fellowship, University of Oklahoma, 2013.
- Reporting on Health Fellowship, University of Southern California, 2011.
- Project Word Travel and Writing Grant, Panama, 2009.
- Finalist, Livingston Awards for Young Journalists, 2009.
- Finalist, Dart Center Award for Journalism and Trauma, Columbia Journalism School, 2009.
- International Reporting Project Fellowship at Johns Hopkins University, Haiti, 2008.
- Pulitzer Center on Crisis Reporting Grant, Bolivia, 2007.

relevant skills & training

- Native Spanish speaker; fluent in English, speaks French and Portuguese.
- Sound recording and editing, podcast production, and mixing experience.
- Multimedia reporting and editing.
- Hostile environment training (Centurion Training Group, August 2008).

C.V.**LINDA J. LUMSDEN, PH.D.**lumsden@email.arizona.edu**EDUCATION**

Ph.D., The University of North Carolina, Ph.D., Mass Communication, 1995.
M.A., Syracuse University, S.I. Newhouse School of Journalism, Magazine, 1989.
B.A., Central Connecticut State University, Sociology, 1978

ACADEMIC APPOINTMENTS**University of Arizona 2006-Current**

Professor, School of Journalism, affiliated with Department of Gender and Women Studies

Director of Graduate Studies, 2008-12 and 2018-19

Courses: *American Press History*; *Ethics and the News Media*; *Social Justice Journalism*; *Journalism, Gender, and Multiculturalism*; *News Reporting*

Western Kentucky University 1996-2006

School of Journalism and Broadcasting, affiliated with Women Studies Program

Associate Professor, Mass Communication Program Coordinator

PUBLICATIONS**Books**

- *Social Justice Journalism: Social Movement Media from Abolition to #womensmarch* (New York: Peter Lang Ltd., forthcoming July 2019).
- *Black, White, and Red All Over: A Cultural History of the Radical Press in Its Heyday, 1900-1917*. Kent, Ohio: Kent State University Press, 2014.
- *INEZ: The Life and Times of Inez Milholland*. Bloomington: Indiana University Press, 2004. Paperback ed. (Fall 2016).
- *Rampant Women: Suffragists and the Right of Assembly*. Knoxville: University of Tennessee Press, 1996. Paperback ed. 2009.

Book Chapters

- "Historiography," in Carolyn Kitch and Linda Steiner, eds. *Woman Suffrage and the Media*. Champaign: University of Illinois Press, forthcoming March 2020.
- "Press Criticism," in W. David Sloan, ed., *American Journalism: History, Principles, Practices*. Jefferson, N.C.: McFarland Publishing, 2002.

Refereed Articles (since 2012)

- "Activist Journalism A Century Before The Internet: Lessons from the Career Of Socialist Muckraker John Kenneth Turner," *American Journalism* 32 (July 2015): 282-306.
- *The [New York] Call: Challenges of Sustaining Socialist Identity in the Daily Newspaper Market, 1908-1917*, *Journalism History* 39:4 (Winter 2014): 1-12.
- "How Independent? An Analysis of GE13 Coverage by Malaysia's Online News Portals," *Jurnal Komunikasi [Malaysian Journal of Communication]* 29 (2/2013): 1-30.
- "Striking Images: An Analysis of the Visual Rhetoric in the Radical Press," *Visual Communication Quarterly* 17 (October-December 2010): 225-40.
- "Good Mothers with Guns: Framing Black Womanhood in *The Black Panther*, 1968-1980," *Journalism and Mass Communication Quarterly* 86 (4/2009): 900-22.
- "'Women's Lib Has No Soul'? An Analytical Challenge to Myths Surrounding the Black Press's Coverage of the Women's Liberation Movement, 1968-1973," *Journalism History* 35 (October 2009): 118-30.
- "Anarchy Meets Feminism: A Gender Analysis of Emma Goldman's *Mother Earth*, 1906-1917," *American Journalism* 24 (Summer 2007): 49-72.
- "The Essentialist Agenda of the 'Woman's Angle' in Cold War Washington: The Case of Associated Press Reporter Ruth Cowan," *Journalism History* 33 (Spring 2007): 2-13.
- "Beauty and the Beasts: the Significance of Newspaper coverage of the 1913 National Suffrage Parade," *Journalism and Mass Communication Quarterly* 77 (Autumn 2000): 593-611.
- "Excellent Ammunition: Suffrage Newspaper Strategies during World War I," *Journalism History* 25 (Summer 1999): 53-63.
- "'You're a Tough Guy, Mary': Gender and Women Reporters in the 1920s and 1930s," *Journalism and Mass Communication Quarterly* 72 (Winter 1995): 913-21.
- "Suffragist: The Making of a Militant," *Journalism and Mass Communication Quarterly* 72 (3/Autumn 1995): 525-538.
- "Playing with Fire: A Legal Analysis of Cross Burning in *RAV v. St. Paul*," *Free Speech Yearbook* 31 (1993): 90-99.
- "'Don Sotaco' Finds His Voice: Visual Rhetoric and Farm Worker Identity in *El Malcriado*, 1964-1967," presented at the American Journalism Historians Association [AJHA] 2018 convention, Oct. 6, Salt Lake City.
- "Abolitionist Aggregator: Collective Action Frames in the British *Anti-Slavery Monthly Reporter*, the World's First Social Movement Periodical, 1825-1833," presented on History Division "Best Faculty Paper" panel, AEJMC annual conference, Aug. 10, 2017, Chicago.
- "Moral Shock And Muckraking In The Congo Free State: A Framing Analysis of E. D. Morel's *West African Mail* Through the Prism of Social Movement Theory," presented at International Communication Association annual conference, May 26, 2017, San Diego.
- Research-in-Progress: *Social Justice Journalism: From Abolition to #womensmarch: A Cultural History of Social Movement Media*, AJHA convention, Oct. 7-9, 2016.
- "Trail-blazing for Social Movement Media': The *Sierra Club Bulletin*'s Role in Building Modern Environmentalism, 1893-1970," AJHA convention, Oct. 7-9, 2016.

- Report on results of my AEJMC Senior Scholar Grant research June 2-July 1 at the London School of Economics & Policy, AEJMC Research Division, Minneapolis, Aug. 9, 2016.
- “Socialist Muckraker John Kenneth Turner: A Journalist/Activist a Century Before the Internet,” Scholar-to-Scholar Poster Presentation, AEJMC, Aug. 7, 2014, Montreal.
- “*The Border*: Tucson’s Short-Lived Socialist Magazine on the Borderlands, 1907-08,” Arizona Historical Society annual conference, April 10, 2014, Prescott, Ariz.
- “Before Hashtags: Precedents of Online Social Media in the U.S. Radical Press, 1900-1917,” Annual International Conference on Journalism and Mass Communications (JMComm), Dec. 3, 2012, Singapore.
- “Radical Women’s Print Culture, 1900-1917: Countering The Counter-Hegemony Of The Male-Dominated Radical Press,” International Communication Association convention, May 24, 2012, Phoenix, Ariz.

AWARDS AND GRANTS

- Friends of the UW-Madison Libraries Grants to Scholars, \$2,000 to conduct research in the Social Movements Collection at the Wisconsin Historical Society in Madison, Wis. Spring 2019.
- Al Litzow Engagement Grant, \$500 for JOUR/HIST 487/587 American Journalism History students to record oral histories with Arizona journalists. Spring 2019.
- First runner-up, Outstanding Research on a *Minorities* Topic, “Don Sotaco’ Finds His Voice: Visual Rhetoric and Farm Worker Identity in *El Malcriado*, 1964-1967,” at the American Journalism Historians Association [AJHA] convention, Oct. 6, 2018, Salt Lake City.
- “Best Faculty Paper,” History Division (“Abolitionist Aggregator: Collective Action Frames in the British *Anti-Slavery Monthly Reporter*, the World’s First Social Movement Periodical, 1825-1833”) AEJMC conference, Aug. 9-11, 2017, Chicago.
- Participant, New York Humanities grant to develop Women’s Suffrage and the Media multimedia website, Spring 2017-.
- UA SBSRI Research Professorship. Course release to complete ms. for *Social Justice Journalism: From Abolition to #womensmarch*. Received Fall 2017.
- Winner, AEJMC-Peter Lang Ltd Scholarsourcing Book Program. *Social Justice Journalism: From Abolition to #womensmarch* received a book contract following a two-round competition of sixteen book proposals originally ranked by AEJMC members, summer 2016.
- Mary Lily Research Grant from the Sallie Bingham Center for Women’s History and Culture (\$750), March 2016.
- UA SBSRI Small Grant (\$3,346), March 2016.
- AEJMC 2016 Senior Scholar Research Grant (\$4,000). January 2016
- UA Udall Center for Studies in Public Policy Fellow, Spring 2016.
- AJHA Joseph Kerns Research Grant, Fall 2015 (\$1,250).
- Palestine American Research Center, Media Development Seminar, (one of 10 professors nationally selected to spend two weeks meeting with Palestinian journalists, officials and activists in East Jerusalem and West Bank), June 2014.
- J. William Fulbright Core Scholar, National University of Malaysia, 2012- 2013.
- UA SBSRI Small Grant 2012, \$1,000. Conducted research in the Ethel Duffy Turner Papers at Bancroft Library, University of California at Berkeley, regarding book project on socialist muckraker John Kenneth Turner.
- UA Magellan Circle faculty grant, \$500, Spring 2012.
- UA Office of Global Initiatives grant, \$300, to partially fund visit by Azerbaijan activist/blogger Emin Milli, October 2011.
- UA SBSRI Summer Grant 2010, \$1,500. Conducted research related to ms. of *Black, White, and Red All Over: A Cultural History of the Radical Press at Its Heyday, 1900-1917*. at Pittsburg [Ks.] State University and University of Connecticut.
- Honorable Mention, Maurine Beasley Award for Outstanding Paper in Women’s History, AJHA convention, 2008.
- Maurine Beasley Award for Outstanding Paper in Women’s History, AJHA convention, 2007, 2006, 2005.
- UA SBSRI Summer Grant 2008, \$3,000. Conducted research related to above ms. at Tamiment Labor Archives, New York University.
- UA Foundation Grant, Spring 2008, \$3,650. Conducted research related to above ms. at University of Washington.
- UA SBSRI Small Grant, Spring 2008, \$2,000. Conducted research related to above ms. at Tamiment Labor Archives, New York University.
- AJHA Joseph Kerns Research Grant, Fall 2007, \$1,250.
- 2004 Institute for Journalism Excellence Fellow, American Society of Newspaper Editors

PROFESSIONAL SERVICE AND AFFILIATIONS

- Board of Directors, American Journalism Historians Association, [AJHA], Fall 2012-14.
- Chair, AJHA Research Committee, Fall 2012-14.
- Host, AJHA convention in Tucson, 2010.

Invited presentations (since 2012)

- Panelist, “Women and the Vote: The 19th Amendment, Power, Media, and the Making of a Movement,” National Archives, Washington, D.C., to introduce its exhibit, “Rightfully Hers: American Women and the Vote,” May 16, 2019.
- Panelist, “Civil Rights and Human Rights: Digital and Oral Histories in the US-Mexico Borderlands,” 2018 Oral History Association Annual Meeting, Montreal, October 11, 2018.
- Panelist, “Preserving the Voices of Arizona’s Diverse Communities,” reception for UA Library-ASU Library Joint NEH National Digital Newspaper Project [digitizing minority newspapers in Arizona], UA Library, March 29, 2019.
- Panelist, “Civil Rights and Human Rights: Digital and Oral Histories in the US-Mexico Borderlands,” 2018 Oral History Association Annual Meeting, Montreal, Oct. 11, 2018.
- Panelist, “*American Journalism* Special Issue: Suffrage and the Media,” AJHA, Salt Lake City, Oct. 6, 2018.
- Featured speaker re *Social Justice Journalism*, Brown Bag Lunch, UA Department of Gender & Women’s Studies, April 16, 2019.
- Keynote speaker, “Speaking Out: A Day of Inquiry and Exploration,” Pima Community College, March 7, 2019.
- “Go Global: Opportunities for Journalists to Work or Teach Abroad,” Excellence 2014, Society for Professional Journalists convention, Nashville, Sept. 6, 2014.

- Fulbright Webinar on [Fulbright Opportunities in Southeast Asia](#), May 2014.
- Commentator, "*The Nation* in Southern History," Southern Historical Association, Little Rock, Ark., November 11-15, 2015.
- Moderator, "E-Community, Culture Studies and Mass Communication," International Conference on Social Sciences & Humanities: Knowledge for Social Transformation & Development in the 21st Century," Dec. 12, 2012, National University of Malaysia.
- Moderator, "Education and Development," International Conference on Social Sciences & Humanities: Knowledge for Social Transformation & Development in the 21st Century," Dec. 12, 2012, National University of Malaysia, Bangi, Malaysia.
- Moderator, Annual International Conference on Journalism and Mass Communications (JMComm), Dec. 4, 2012, Singapore.
- "Leadership in Modern Democracies in the 21st Century", [Malaysian-American Commission on Educational Exchange](#), Nov. 3, 2012, Kuala Lumpur.
- "Soul Sisters: Black Press Coverage of the Women's Liberation Movement," Co-Sponsored by Diversity & Gender Studies and Department of History, Murray State University, Murray, Ky., Sept. 12, 2011.
- Moderator and presenter, "*Periodismo Alternivo*: Radical Journalism in the Southwest," AJHA convention, Tucson, Ariz., Oct. 7, 2010.
- Moderator, "The Prism of Identity: The Challenge of Isolating Social Position in Media History," AJHA convention, Birmingham, Ala., Oct. 8, 2009.
- Chair, "Intricate Imperialisms: The Writings of Frances Fuller Victor and Margaret Mead," Tennessee Conference of Historians, Nashville, Tenn., Sept. 30, 2006.
- Blum Research Award Tribute to Margaret Blanchard, AEJMC Convention, Aug. 12, 2005, San Antonio, Texas.
- Scholars' Tea, "Movers and Shakers: Robin Morgan and the Role of *Ms.* Magazine in the Women's Liberation Movement," Sallie Bingham Center for Women's History, Duke University, Oct. 20, 2016.
- Keynote speaker, "Inez Milholland at Meadowmount," Adirondack Architectural Heritage Centennial Celebration, Westport, N.Y., June 16, 2015.
- Slideshow/lecture, "Malaysia, Media, and Me," on my experience as a Fulbright Core Scholar in Malaysia, UA School of Journalism, Nov. 8, 2013.
- "Visual Rhetoric in the Radical Press Before World War I," Nottingham University in Malaysia, March 5, 2013.
- "How the Internet is Changing Politics and Journalism in Malaysia," at the 5th Annual Mid-Year Enrichment Workshop for American Fulbright Students and Scholars: "*U.S.-ASEAN Cooperation: Creating Closer People-to-People Ties*," Bangkok, Thailand, March 6-9, 2013.
- "Room for Debate: A Look Back at the U.S. Election and Forward to the Malaysian Election," Nov. 29, 2012, College of Social Sciences, National University of Malaysia, Bangi, Malaysia.
- "Social Media and the U.S. Election," U.S. Embassy Presidential Election Celebration, Nov. 6, 2012, Kuala Lumpur.
- "The Social Media Election" for "*Democracy in Action: US Election 2012*," Nov. 8, 2012, Sunway University, Kuala Lumpur.

Editorial boards: *Jurnal Komunikasi, the Malaysian Journal of Communication (JKMJC)*, 2017-19; "Woman Suffrage and the Media," Special Issue of *American Journalism* (April 2019); *American Journalism*, 2010-present; *Journalism History*, 2009- current.

UA SERVICE

- Member, SBS Faculty Advisory Committee, Fall 2017-present.
- Member, Advisory Committee, UA Library-ASU Library Joint NEH National Digital Newspaper Project, 2016-present.
- SBS Adviser, Testing Committee, 2016.
- Adviser, Malaysian Students Association, 2017-present.
- Member, GWS Committee to create "Social Justice Publishing," online master's degree, 2014-15.
- Lecture/slide show, "'Women's Lib Has No Soul'? An Analytical Challenge to Myths Surrounding the Black Press's Coverage of the Women's Liberation Movement, 1968-1973," Women Studies Brown Bag Series, Nov. 28, 2007.
- Secretary, UA Association for Women Faculty, 2007-08.
- Speaker, "Ladies in the Street: My Work in the National Woman's Party Archives," UA School of Information Resources and Library Science, Jan. 24, 2007.
- Speaker, "New Perspectives on the New Woman," UA Department of History Brown Bag Series, Dec. 6, 2006.

SCHOOL OF JOURNALISM SERVICE

- Chair, P&T Committee for Carol Schwalbe, seeking promotion to full professor, 2018.
- Chair, Graduate Student Committee, 2018-. (member, 2016-17; chair, Spring 2012)
- Moderator, "Journalists Working in Dangerous Places," "Talk & Teasers" panel, School of Journalism, April 26, 2018.
- Instructor, Workshop on U.S. Journalism Ethics for Tunisian Journalism students, UA Social Sciences Building, Al-Jisr Exchange Program, April 24, 2018.
- Member, Diversity and Inclusion Committee, 2018-present.
- Member, Graduate Program Academic Review Committee, 2017-present.
- Member, Third-year Review Committee for Prof. Susan Swanberg, 2017.
- Advisor, Native American Journalism Association, Student Chapter, 2016-17.
- Advisor, National Association of Hispanic Journalists, Student Chapter, 2016-17.
- Chair, P&T Committee for Jeannine Relly, Fall 2014.
- Violence Awareness Month, and a Q&A with its producer/director Kimberly Bautista, in collaboration with the UA Hanson Film Institute. Oct. 31, 2013, Center for Creative Photography.
- Chair, Graduate Student Committee, 2010-12.
- Member, Graduate Program Curriculum Committee, School of Journalism, 2007-2012.
- Member, Undergraduate Curriculum Committee, Dept. of Journalism, 2006-08.

CURRICULUM VITAE
JEANNINE E. RELLY

Associate Professor
School of Journalism
The University of Arizona
Tucson, Arizona 85721-0158

Work: (520) 626-8680
Cell: (520) 250-1603
Fax: (520) 621-7557
jrelly@email.arizona.edu

CHRONOLOGY OF EDUCATION

Arizona State University
The University of Arizona
Virginia Tech

Ph.D., Public Administration, December 2008 Dissertation:
M.A., Journalism, May 1991
B.S., Human Nutrition and Foods, May 1985

CHRONOLOGY OF EMPLOYMENT

Appointments

Director of Global Initiatives	Center for Border & Global Journalism, School of Journalism The University of Arizona (May 2019-present)
Associate Professor	School of Journalism, The University of Arizona (August 2015-present)
Associate Professor (courtesy appointment)	School of Government & Public Policy The University of Arizona (August 2015-present)
Affiliated Faculty	Center for Latin American Studies, The University of Arizona (2006-present)
Affiliated Faculty	Center for Middle Eastern Studies, The University of Arizona (2014-present)
Affiliated Faculty	Center for Border & Global Journalism, The University of Arizona (2014-present)
Affiliated Faculty Advisory Board Member	Center for Digital Society & Data Studies (2017-)
Advisory Board Member	Social and Behavioral Sciences Research Institute, The University of Arizona (2014-2015)

Other academic positions

Assistant Professor	School of Journalism, The University of Arizona (2009-2015)
Assistant Professor	School of Government & Public Policy, The (courtesy appointment) University of Arizona (2011-2015)
Faculty Research Fellow	The Udall Center for Studies in Public Policy, The University of Arizona (Fall 2013)
Assistant Professor of Practice	School of Journalism, The University of Arizona (2004-2009)

HONORS AND AWARDS

- Fellow, Institute for Diverse Leadership in Journalism and Communication, Association for Education in Journalism and Mass Communication (2018-2019).
- Excellence in Mentoring Award, Office for Diversity and Inclusive Excellence, The University of Arizona (April 2018)
- Fulbright Scholar Program award for research across India. (September 2016- January 2017)
- U.S.-India Educational Foundation Grant through the U.S. Fulbright Scholar South and Central Asia Program to conduct Right to Information Act utilization training for professional journalists in Sri Lanka. (December 2016)

- Recognition of Outstanding Service and Dedication, International Communication Division, Association for Education in Journalism and Mass Communication. (August 2016)
- Invited Expert Reviewer, Draft Taxonomy of JSTOR's "Democracy Workbench Tool," designed to facilitate the study of democracy, Social Science Research Council. (October 2015)
- Research Grant Award from Kappa Tau Alpha, the university and college honor society that recognizes academic excellence and promotes scholarship in journalism and mass communication. (October 2015)
- Best Data Visualization Project, "No lawyer, no voice" (with Astrid Galvan, Kate Gunby, Susan Swanberg, Lucio Villa, and Brian White). Institute for Justice & Journalism Migrahack. (March 2015)
- Fulbright Specialist, recommended by the Bureau of Educational and Cultural Affairs of the U.S. State Department and the Institute of International Education's Council for International Exchange of Scholars. (2015-2020)
- Research Fellowship, The Udall Center for Studies in Public Policy, The University of Arizona, to conduct study titled, "Transnational and domestic policy networks and institutional change: A study of the collective action response to violence against journalists in Mexico." (Fall 2013)
- Best Journalism Research Paper Award, presented by the journal *Ecquid Novi African Journalism Studies*, and a Top Paper Award in the Robert L. Stevenson Faculty Paper Competition, for "Journalism in times of violence: Uses and practices of social media along the U.S.-Mexico border" (co-author). The Top Paper Award is sponsored by the International Communication Division of the Association for Education in Journalism and Mass Communication. (August 2013)
- The University of Arizona Confluencer for Creative Inquiry Award for Collaboration and Innovation (co-principal investigator, with Celeste González de Bustamante) for "The Documented Border," a digital open-access archive that includes audio interviews focused on the impact of violence on journalists along the Mexico-U.S. border. (May 2013)
- Emerging Scholars Program Award (co-principal investigator, with Celeste González de Bustamante). Silencing Mexico: A study of influences on journalists along the northern border. Association for Education in Journalism and Mass Communication. (January 2012)
- Top Paper Award, Robert L. Stevenson Faculty Paper Competition, for "Do journalists have information access? Exploring news media freedom and colonial heritage in 42 nations." (August 2010)
- Outstanding Honors Faculty Member, The University of Arizona Honors College. (Spring 2008)
- Mortar Board National College Senior Honor Society, award for The University of Arizona's outstanding female faculty member of the year. (Spring 2007)
- Arizona Five Star Faculty Award finalist, The University of Arizona Honors College. (Spring 2007)
- Hugh and Jan Harelson Excellence in Teaching Award, presented by The University of Arizona School of Journalism to one faculty member each year. (May 2004, 2005, 2006)

REFEREED WORK

Book (under contract)

- González de Bustamante, C. & **Relly, J.E.** *Red light, green light: To report and survive in Mexico in times of violence.* The University of Texas Press.

Monograph

- Relly, J.E.,** & González de Bustamante, C. (2017) Global and domestic networks advancing prospects for institutional and social change: The collective action response to violence against journalists. *Journalism & Communication Monographs*, 19(2), 84-152.

Journals

- Chordiya, R., Sabharwal, M., **Relly, J.E.,** & Berman, E. (2019). Organizational protection for whistleblowers: A cross-national study. *Public Management Review*.
- Relly, J.E.,** & Pakanati, R. (2019). Freedom of information lessons from India: Collaboration, coproduction and rights-based agenda building. *Journalism*.
- Relly, J.E.** & Hutchens, M.J. (2018). The influence of 'dark networks' on citizens' confidence in democratic institutions in Mexico. *The Social Science Journal*.
- Schwalbe, C.B., **Relly, J.E.,** Cruikshank, S.A., & Schwalbe, E. (2018). Human security as a conceptual framework: The case of Palestinian journalists. *Journalism Studies*, 1-20.
- Relly, J. E., & Zanger, M. (2017). The enigma of news media development with multi-pronged 'capture': The Afghanistan case. *Journalism*, 18(10), 1233-1255.
- González de Bustamante, C. and **Relly, J.E.** (2016). The practice and study of journalism in zones of violence in Latin America: Mexico, a case study. *Journal of Applied Journalism and Media Studies*, 5(1), 55-73.
- Relly, J.E.** & Schwalbe, C.B. (2016). How business lobby networks shaped the U.S. Freedom of Information Act: An examination of 60 year of Congressional testimony. *Government Information Quarterly*, 33(3), 404- 416.

- González de Bustamante, C., & **Relly, J.E.** (2016). Professionalism under the threat of violence: Journalism, self-reflexivity, and the potential for collective professional autonomy. *Journalism Studies*, 17(6), 684-702.
- Relly, J.E.**, Zanger, M., & Fahmy, S. (2015). News media in a fragile state: Journalists' perceptions of professional ethics in post-Ba'athist Iraq. *Mass Communication and Society*, 18(4), 471-497.
- Relly, J.E.**, Zanger, M., & Fahmy, S. (2015). Democratic norms and forces of gatekeeping: A study of influences on Iraqi journalists' attitudes toward government information access. *Journalism & Mass Communication Quarterly*, 92(2), 346-373.
- Relly, J.E.**, Zanger, M., & Fahmy, S. (2015). Professional role perceptions among Iraqi Kurdish journalists from a "state within a state." *Journalism*, 16(8), 1085-1106.
- González de Bustamante, C., & **Relly, J.E.** (2014). Journalism in times of violence: Social media use by U.S. and Mexican journalists working in northern Mexico. *Digital Journalism*, 2(4), 507-523.
- Relly, J.E.**, & González de Bustamante, C. (2014). Silencing Mexico: A study of influences on journalists in the northern states. *International Journal of Press/Politics*, 19(1), 108-131.
- Relly, J.E.**, & Schwalbe, C.B. (2013). Watchdog journalism: India's three largest English-language newspapers and the Right to Information Act. *Asian Journal of Communication*, 23(3), 284-301.
- Relly, J.E.** (2012). Freedom of information laws and global diffusion: Testing Rogers's model. *Journalism & Mass Communication Quarterly*, 89(3), 431-457.
- Relly, J.E.** (2012). News media constraints and freedom of information legislation in developing countries. *International Communication Research Journal*, 47(1-2), 2-25.
- Relly, J.E.** (2012). Examining a model of vertical accountability: A cross-national study of the influence of information access on control of corruption. *Government Information Quarterly*, 29(3), 335-345.
- Relly, J.E.** (2011). Corruption, secrecy, and access-to-information legislation in Africa: A cross-national study of political institutions. In S.L. Maret (ed.), *Research in Social Problems and Public Policy – Government Secrecy* (pp. 325-352). Bingley, United Kingdom: Emerald Group Publishing.
- Relly, J.E.** (2011). Institutions of information access and constraint: The cases of China and India. In Y. Chen & P. Chu (eds.), *E-Governance and cross-boundary collaboration: Innovations and advancing tools* (pp. 247-269). Hershey, Pennsylvania: IGI Global.
- Relly, J.E.**, & Cuillier, D. (2010). A comparison of political, cultural, and economic indicators of access to information in Arab and non-Arab states. *Government Information Quarterly*, 27(4), 360-370.
- Relly, J.E.** (2010). A comparative study of E-government and political indicators in developing nations with and without access-to-information laws. In C.G. Reddick (ed.), *Comparative E-Government: An examination of E-Government across countries* (pp. 525-542). New York: Springer.
- Fahmy, S., **Relly, J.E.**, & Wanta, W. (2010). President's power to frame stem cell views limited. *Newspaper Research Journal*, 31(3), 62-74.
- Relly, J.E.**, & Sabharwal, M. (2009). Perceptions of transparency of government policymaking: A cross-national study. *Government Information Quarterly* 26(1), 148-157. The article was listed among *Government Information Quarterly's* most cited articles since 2009 on the journal's website.

Invited academic journal articles and chapters in scholarly books

- Relly, J.E.**, & González de Bustamante, C. (2017). Global violence against journalists: The power of impunity and emerging initiatives to evoke social change. In H. Tumber & S. Waisbord (eds.), *The Routledge Companion to Media and Human Rights*.
- Relly, J.E.** and González de Bustamante, C. (2016). Periodistas en peligro: un estudio de influencias sobre periodistas en el norte de México. In C.del Palacio Montiel (ed.), *Medios de comunicación, poder y violencia en las regiones de México*. Veracruz, Mexico: Universidad Veracruzana. (Spanish translation of 2014 article in *International Journal of Press/Politics*).
- González de Bustamante, C. and **Relly, J.E.** (2016). Use of social media along the northern Mexico border in violent times. In B. Franklin & S.A. Elridge (eds.), *Routledge Companion to Digital Journalism Studies*. Oxford, United Kingdom: Routledge.
- Relly, J.E.**, and Sabharwal, M. (2015). Perceptions of transparency of government policymaking: A cross-national study. In B.G. Peters and J. Pierre (eds.), *Public Administration*. Sage. Reprinted from article in *Government Information Quarterly*.

CURRICULUM VITAE
SUSAN ELIZABETH SWANBERG

Assistant Professor
School of Journalism
College of Social and Behavioral Sciences
Marshall Building Room 328
University of Arizona
Tucson, Arizona 85721

Cell: 916-730-7550
Email: swanberg@email.arizona.edu
@seswanberg
susaneswanberg.com

RESEARCH INTERESTS

Science journalism in a post-truth society; science journalism, propaganda and the Nuclear Age; climate science misinformation and disinformation; the American eugenics movement and other pseudoscientific belief systems.

EDUCATION

University of Arizona School of Journalism
University of California, Davis
California State University, Sacramento
University of Oregon School of Law
University of Oregon

M.A., Journalism - 2014
Ph.D., Genetics - 2005
M.S., Biological Sciences - 2000
J.D., Law
B.A., Psychology

ACADEMIC EXPERIENCE

Assistant Professor	School of Journalism, UA	2015-present
Teaching Assistant	School of Journalism, UA	Fall 2013
Graduate Assistant	Molecular & Cellular Biology, UA	Fall 2012
Postdoctoral Scholar	University of California, Davis	2009-2011
Postdoctoral Fellow	University of California, Davis	2005-2008
Laboratory Management Institute	University of California, Davis	2006-2007
Doctoral Researcher	University of California, Davis	2000-2005
Graduate Researcher	California State University, Sacramento	1998-2000

EXTENT OF TEACHING – research leave January-December 2018.

• 2019 Hugh & Jan Harelson Award for **Excellence in Teaching**

2019 Fall semester		
Jour 205	Reporting the News	18 students
Jour 205	Reporting the News (honors)	1 student
Jour 472/572	Science Journalism	18 students
Jour 599	Independent Study	3 students
2019 Spring Semester		
Jour 509	Media Law	18 students
Jour 455/555	Environmental Journalism	18 students
Jour 498 H	Honors Course (thesis)	1 student
2018 Fall semester		
Jour 498H	Honors Course	1 student
Jour 599	Independent Study	1 student
2017 Fall semester		
Jour 205	Reporting the News	19 students
Jour 205	Reporting the News	14 students
2017 Spring semester		
Jour 455/555	Environmental Journalism	19 students
Jour 509	Media law	10 students
2016 Fall semester		
Jour 205	Reporting the News	19 students
Jour 205	Reporting the News	19 students
2016 Spring semester		
Jour 205	Reporting the News	19 students
Jour 205	Reporting the News	19 students
2015 Fall semester		
Jour 472/572	Science journalism	17 students

RESEARCH**ResearchGate Statistics as of 1.7.20**

Total Research Interest: 450.14

RG Score: 20.43

citations: 867

h-Index: 10

reads: 1,531

Selected Research Awards, Fellowships, Scholarships, Grants and Honors*Journalism*

- 2018 American Journalism Historians Association (AJHA) Rising Scholar Award
- SBS Junior Faculty Research Leave – (fall 2018)
- Udall Fellowship – (spring 2018)
- “With Conviction: Reporting on Science in the Courtroom,” (\$13,000 NASW grant - 2015)
- “No Lawyer, No Voice,” Best Data Visualization Team Project, Arizona Migrahack (2015) (Team members included Jeannine Relly and Celeste Gonz  les de Bustamante)

Science

- NIH Individual NRSA Fellowship - (1F32HD055143-01) (2007-2008)
- NIH Training Grant (trainee) - UC Davis MIND Institute - Interdisciplinary Training Program for Autism Researchers (2005-2007)
- Kinsella Memorial Dissertation Prize, UC Davis (2006)
- Hart/Cole/Goss Summer Research Fellowship (2005, 2001)
- Austin Lyons Fellowship (2002-2005)
- American Foundation for Aging Research Fellowship (2005)
- Reduced Fee Award: EMBO/58th Harden Conference-Telomeres and Genome Stability (2004)
- Travel Award: 13th North American Colloquium on Animal Cytogenetics & Gene Mapping (2003)
- Glenn/AFAR Scholarship for Research in the Biology of Aging (2003)
- Jastro Shields Research Award (2003)
- UC Davis and Humanities Graduate Research Award (2002)
- Herbert Kraft Fellowship (2001-2002)

Refereed Work (science and journalism)

Swanberg, S.E. “Borrowed chronicles: *New York Times* science journalist William L. ‘Atomic Bill’ Laurence and the reports of a Hiroshima survivor” in *Legacies of the Manhattan Project: Reflections on 75 Years of a Nuclear World*. Forthcoming – April 2020.

Swanberg, S.E. (2019) ‘The Way of the Rain’: Towards a conceptual framework for the retrospective examination of historical American and Australian ‘rain follows the plow/plough’ messages, *International Review of Environmental History* 5(2): 67-96.

Swanberg, S.E. (2019). ‘Wounded in Mind’: Science Service Writer, Marjorie Van de Water, Explains World War II Military Neuropsychiatry to the American Public,” *Media History* DOI: 10.1080/13688804.2019.1652582

Swanberg, S.E. (2019). Psychological armor: *The Science News-Letter* warns against propaganda (1926-1965), *Journalism Studies* 20(13): 1883-1902 (published online November 8, 2018).

Swanberg, S.E. (2010). T.H. O’Hare, E.A. Robb, C.M. Robinson, H. Chang, M.E. Delany. Telomere biology of the chicken: A model for aging research. *Experimental Gerontology* 45(9): 647-54.

Maezawa, I., **S.E. Swanberg**, J.M. LaSalle, L-W Jin. (2009). Rett Syndrome astrocytes are abnormal and spread the MeCP2 deficiency state through gap junctions. *Journal of Neuroscience* 29(16): 5051-5061.

Swanberg, S.E., R.P. Najaragan, J.M. LaSalle. (2009). Reciprocal co-regulation of EGR2 and MECP2 is disrupted in Rett Syndrome and autism. *Human Molecular Genetics* 18(3): 525-534.

Nagarajan, R., K. Patzel, M. Martin, D. Yasui, **S. Swanberg**, I. Hertz-Picciotto, R. Hansen, J. Van de Water, I. Pessah, P. Jiang, W. Robinson, J. LaSalle. (2008). *MECP2* promoter methylation and X chromosome inactivation in autism. *Autism Research* 1(3): 169-178.

van de Lavoie, M-C., C. Mather-Love, P. Leighton, J.H. Diamond, B.S. Heyer, R. Roberts, L. Zhu, P. Winters-Digiaccio, A. Kerchner, T. Gessaro, **S. Swanberg**, M.E. Delany, R. J. Etches. (2006). Germline Transmission of genetically modified primordial germ cells. *Nature* 441(7094): 766-769.

van de Lavoie, M-C., C. Mather-Love, P. Leighton, J.H. Diamond, B.S. Heyer, R. Roberts, L. Zhu, P. Winters-Digiaccio, A. Kerchner, T. Gessaro, **S. Swanberg**, M.E. Delany, R. J. Etches. (2006). High Grade Transgenic somatic chimeras from chicken embryonic stem cells. *Mechanisms of Development* 123: 31-41.

Swanberg, S.E. and M.E. Delany. (2005). Differential expression of genes associated with telomere length homeostasis and oncogenesis in an avian model. *Mechanisms of Ageing and Development* 126: 1060-1070.

Swanberg, S.E. and M.E. Delany. (2004). Telomerase activity and differential expression of telomerase genes and c-myc in chicken cells *in vitro*. *Developmental Dynamics* 231: 14-21.

Swanberg, S.E. & M.E. Delany. (2003). Dynamics of telomere erosion in transformed and non-transformed avian cells *in vitro*. *Cytogenetic and Genome Research* 102(1-4): 318-325.

Delany, M.E., L.M. Daniels, **S.E. Swanberg**, & H.A. Taylor. (2003). Telomeres in the chicken: genome stability and chromosome ends. *Poultry Science* 6:917-926.

Chapters in Scholarly Books

Swanberg, S.E. (2018). Telomeres and telomerase in birds: Measuring health, environmental stress and longevity, In *Conn's Handbook of Models for Human Aging* (2nd edition).

Swanberg, S.E. & M.E. Delany. (2006). Telomeres in aging: Birds. In *Handbook of Models for Human Aging* (editor: M. Conn). Academic Press/Elsevier.

Miscellaneous Publications

Swanberg, S.E. "The Crux of the Matter: Renewing an Acquaintance with John Hersey," review of *Mr. Straight Arrow: The Career of John Hersey, Author of Hiroshima*, forthcoming in *Literary Journalism Studies*, 2020.

Swanberg, S.E. "The Limits of Memory and Vicissitudes of Truth," review of *Kept Secret: The half-truth in nonfiction*," *Literary Journalism Studies*, Vol 9, No.2, Fall 2017, pp. 139-141, <http://ialjs.org/wp-content/uploads/2017/11/Book-Reviews-130-149.pdf>

Swanberg, S.E. "Swanberg on Her Research on John Hersey and Hiroshima Eyewitness, John A. Siemes, S.J.," (August 2, 2017) *Intelligencer*, Retrieved from <https://ajha.wildapricot.org/Intelligencer/5009523>

Swanberg, S.E. (2017). "Notes from an Undercover Literary Journalism Fan," *Literary Journalism: The Newsletter of the IALJS*, 11(3): 24

SERVICE

National and International Service

Reviewer/judge

- American Society for Human Genetics (ASHG) DNA Day Essay Contest judge (2016-2019)
- Routledge, Taylor and Francis Group (reviewer - October 2017)
- Environmental Communications Division of the ICA (reviewer - 2016, 2019)
- Journalism & Mass Communication Quarterly (reviewer - April & June 2017)

Invited presentations, moderated panels and workshops

- Moderator, Panel discussion with author Ed Robbins and Professor Valerie Trouet at the Tucson Premier of "Anthropocene: The Human Epoch," Loft Cinema (September 25, 2019)
- Panelist, "Dialogues between Neuroscience and Society," Undergraduate Neuroscience and Cognitive Science Retreat, UA (January 9, 2018)
- Panelist, AMD Day Storytelling Panel, Centers for Disease Control and Prevention (CDC), Atlanta, Georgia (September 26, 2017)
- Moderator, symposium: Agua Dulce - The Santa Cruz River Heritage Project, Santa Cruz River Research Days: 9th Annual, Pima Community College – Desert Vista Campus (March 30, 2017)
- Guest lecture, UA School of Journalism, Issues in Science and Environmental Journalism class – presentation about Andrew Wakefield and the autism/vaccine scandal (October 2016)
- "How to make your public health stories come alive," presented at the annual meeting of the Association of Public Health Laboratories (June 2016)
- "'The Martian' Panel Discussion," moderated panel of three of UA's preeminent experts on Mars: Wolfgang Fink, Alfred McEwen and Gene Giacomelli. Event held at the Flandreau Science Center (2015)
- "With Conviction: Reporting on Science in the Courtroom," concept development, grant writing, organization and moderation of a workshop on junk forensic science funded by a National Association of Science Writers Idea Grant – 2015)
- "Looking Ahead: Wildfires in 2015," moderated a panel discussion about the 2015 fire season at the role of the media in reporting Arizona fires, Arizona Republic (2015)

University Service

- Member SBS Faculty Advisory Committee (2019-present)
- Member, SBSRI Advisory Board (2016 - 2018)
- Member, School of Journalism Graduate Committee (August 2015 to present)
- UA Women in STEM mentor (2019 to present)
- Advisor, First-Generation Club for Student Journalists, UA (Fall 2017, Fall 2019)
- Mentor and/or instructor - Diversity in Journalism Workshop for Arizona High School Students (2012 – 2019)

MARGARET ZANGER

Professor of Practice
University of Arizona
School of Journalism
Marshall Building 323d
845 North Park Avenue

Tucson, Arizona 85721
zanger@email.arizona.edu
Skype: maggyzanger
Cell: 520-661-274

SHORT BIO

Maggy Zanger is a professor of practice at the University of Arizona School of Journalism and an affiliated faculty with the Online Graduate Program in Human Rights Practice, the Center for Border and Global Journalism, and advisory board member of the Center for Middle Eastern Studies. She lived nearly six years teaching and training journalists in Egypt and Iraq.

EDUCATION

MSL (Master of Studies in Law), Yale Law School, 1989.

Knight Journalism Fellow. Areas of study: International law, human rights.

MA, Journalism, University of Arizona, 1985.

BA, General Studies, University of Arizona, 1979.

Areas of Concentration: Cultural Anthropology, Sociology, and Political Science.

Studies focused on Latin America, contemporary societies.

ACADEMIC AND PROFESSIONAL EMPLOYMENT

- **Professor of Practice**, School of Journalism, University of Arizona, Tucson, Arizona *January 2005 to present.*
- **Iraq Country Director**, Institute for War & Peace Reporting, Baghdad and Sulaimani, Iraq and Iraqi Kurdistan. *August 2003 to January 2005.*
- **Lecturer**, Department of Journalism and Mass Communication, American University in Cairo, Cairo, Egypt. *September 1999 to August 2003.*
- **Publications Coordinator**, Center for Contemporary Arab Studies, School of Foreign Service, Georgetown University, Washington, DC. *May 1995 to August 1999.*
- **Assistant Editor**, *Middle East Report*, Washington, DC. *January 1992 to May 1995.*

AWARDS

- **Excellence in Global Service Award** by UA Global Initiatives and the UA Center for English as a Second Language, for efforts “to internationalize the UA experience through border reporting curriculum and the development of dual master programs and study abroad programs in the School of Journalism.” November 19, 2015.

- **Fulbright Specialist**, recommended by the Bureau of Educational and Cultural Affairs of the U.S. State Department and the Institute of International Education's Council for International Exchange of Scholars. (2015-2020)
- **Hugh and Jan Harelson Excellence in Teaching Award**, UA Journalism Department, 2007.
- **Knight Journalism Fellow**, Yale Law School, 1988-89.

PUBLISHED WORK

BLIND PEER REVIEWED

- Relly, J.E. & Zanger, M. The enigma of news media development with multi-pronged "capture": The Afghanistan case. *Journalism: Theory, Practice and Criticism*. <http://journals.sagepub.com/doi/full/10.1177/1464884916670933>
- Relly, J.E., Zanger, M., & Fahmy, S. (2015). Democratic norms and forces of gatekeeping: A study of influences on Iraqi journalists' attitudes toward government information access. *Journalism & Mass Communication Quarterly*, 92(2), 346-373.
- Relly, J.E., Zanger, M., & Fahmy, S. (2015). News media landscape in a fragile state: Professional ethics perceptions in a post-Ba'athist Iraq. *Mass Communication and Society*, 18(4), 471-497.
- Relly, J.E., Zanger, M., & Fahmy, S. (2015). Professional role perceptions among Iraqi Kurdish journalists from a 'state within a state.' *Journalism: Theory, Practice and Criticism*, 16(8), 1085-1106.

RELATED REPORTING AND WRITING

- Op-ed. "Higher purpose found in fighting distant war," *Arizona Daily Star*, August 2015.
- Op-ed. "A Concise Guide to What's Happening in Iraq," *Arizona Daily Star*, June 20, 2014.
- Book review of *Kurdish Identity: Human Rights and Political Status*, Charles G. MacDonald and Carole A. O'Leary, Eds, in *International Journal of Middle East Studies*.
- "Kurdish Mountain Journalism," encyclopedia entry for *Social Movement Media*, Sage Publications, 2009.
- "Mas'ud Barzani" entry for the *Biographical Encyclopedia of the Modern Middle East*, Thomson Gale publishers. 2007.
- "Kurds and Kurdistan" entry for *Encyclopedia of the Modern World*, Oxford University Press. 2007.
- Book review of "Ahmad's War, Ahmad's Peace: Surviving under Saddam, Dying in the New Iraq," by NPR correspondent Michael Goldfarb for *Nieman Reports*, the Nieman Foundation for Journalism at Harvard University, Vol. 59, No. 4, Winter 2005.
- "Kurdish Media After the War," *Arab Reform Bulletin*, December 2004, Volume 2, Issue 11, Carnegie Endowment for International Peace.

- "Kurds Keep Iraq at Arm's Length: As violence engulfs the Sunni triangle, Iraq's northern Kurdish zone is going from strength to strength," *Iraqi Crisis Report*, No. 35, November 14, 2003.
- "Of Journalists and Dogs: Tales from the Northern Behind," book chapter in *Global Media go to War* (Marquette Books, 2004), details the experiences of journalists covering the 2003 Iraq war.
- "War Diaries: Maggy Zanger," *Transnational Broadcasting Journal*, Al-Adham Television Center, <http://www.tbsjournal.com/zanger.html>, Spring 2003.
- "Dangerous Mosaic: If the tenuous divisions of Kirkuk are resolved, it could become a role model for a new Iraq," *Cairo Times*, May 29–June 4, 2003.
- "Avoiding a 'war within a war' in Iraq: Northern city of Kirkuk could be trickiest for coalition," Analysis, *MSNBC*, April 11, 2003,
- "The Edge of the Cliff : Kurds in northern Iraq brace for war and wonder what the future will bring," *Cairo Times*, Volume 6, Issue 49, 27 February–5 March 2003,
- "Waiting for Mr. Bush: Ten years of limbo look set to end for the Kurdish enclave in Iraq," *Cairo Times*, 3–9 October 2002.
- "The US and the Kurds of Iraq: A Bitter History," *MERIP Press Information Note* 104, Middle East Research and Information Project, August 9, 2002.
- "Refugees in Their Own Country," historical analysis of ethnic cleansing of Kurds, Turkoman and Assyrians in Iraq, *Middle East Report* (MERIP), Washington, DC, Spring 2002, pg. 40-43.
- "Post September 11 Jitters in Iraqi Kurdistan," *Forced Migration Review*, Oxford University, UK, No. 13, June 2002, pg. 46.
- "Once bitten, forever smitten," analysis of possible Kurdish role in any US attack on Iraq, op-ed, *Al-Ahram English*, December 6-12, 2001.
- *Brave New Statelet*," analysis of current situation in Iraqi Kurdistan, *Cairo Times*, November 29-December 5, 2001.

RELATED LECTURES AND PRESENTATIONS

- Invited speaker on the Kurdish Media at one-day conference on Freedom of the Press in the Middle East, sponsored by Boston College and Peace Islands Institute, Boston, Mass., November 14, 2015.
- Presented "Case Study on Humanitarian Intervention in Post-Gulf War Iraq," for short course on Ethics in Humanitarian Interventions, American University in Cairo, Forced Migration and Refugee Studies. December 28, 2002 - January 2, 2003.
- Panelist, "The Media and the September 11th Attacks: the Views from the South," Université d'Été de la Communication, Hourtin, France, August 29, 2002.
- "The Iraqi Kurdish Media," presented on panel on "Democratization, Federalism and the Politics of Identity in Iraqi Kurdistan." International conference on "Iraqi Kurdistan: Ten Years of Self-Rule and Future Prospects," University of Southern Denmark, Odense, Denmark, November 30-December 1, 2002.
- "From Kalashnikov to Keyboard: The Iraqi Kurdish Media Come Down from the Mountains," presented at panel on "Iraqi Kurdistan After the Gulf War," Middle East Studies Association, Annual Meeting 2002, Washington, DC, November 2002.

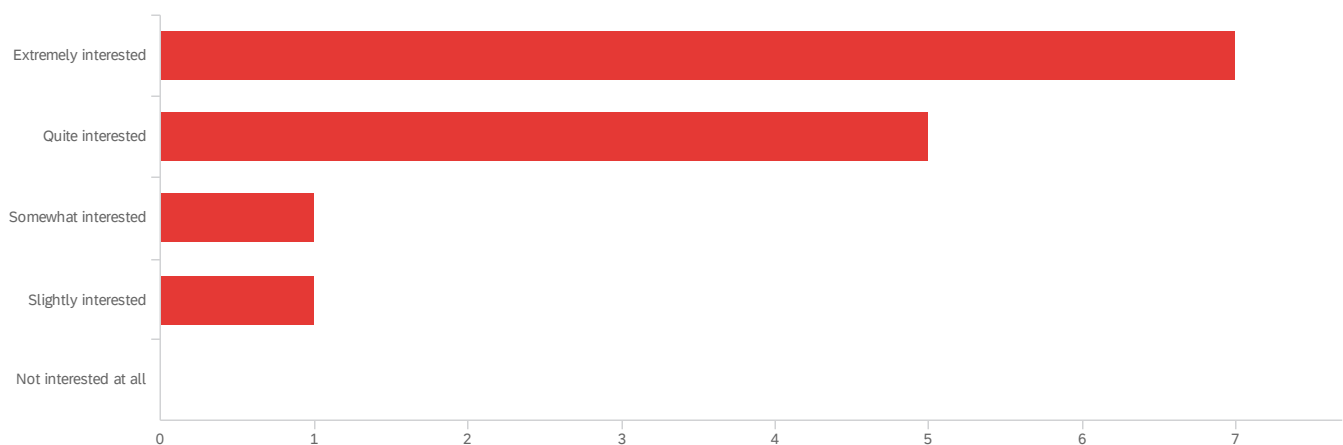
Default Report

MASTERS IN BILINGUAL JOURNALISM SURVEY

February 11, 2020 2:03 PM MST

Q1 - To what extent are you interested in improving your knowledge about news

coverage of Latinx and Latin American affairs?

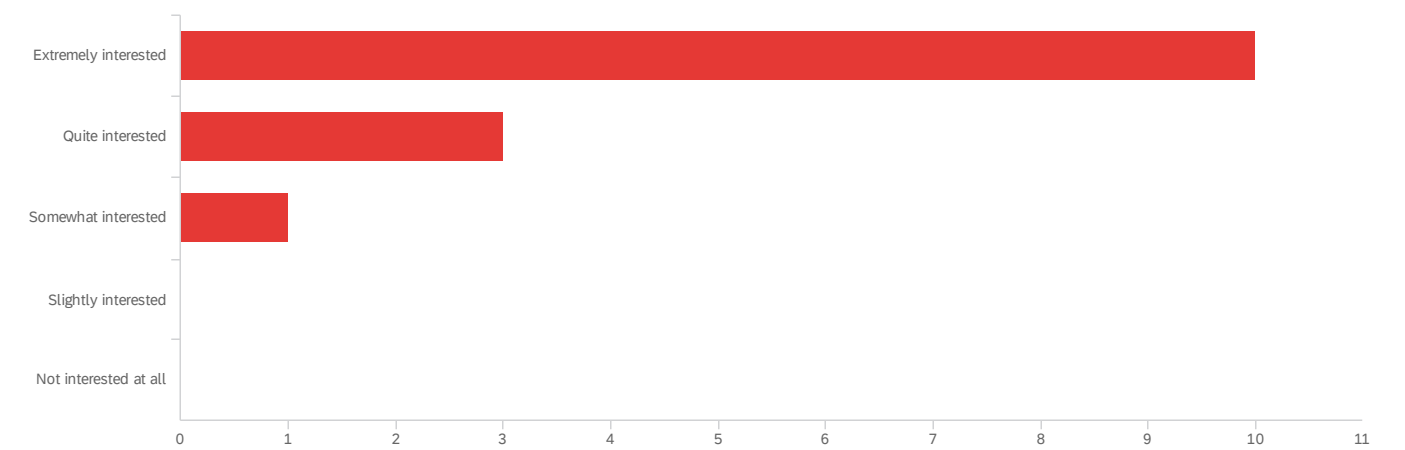


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	To what extent are you interested in improving your knowledge about news coverage of Latinx and Latin American affairs?	1.00	4.00	1.71	0.88	0.78	14

#	Field	Choice Count
1	Extremely interested	50.00% 7
2	Quite interested	35.71% 5
3	Somewhat interested	7.14% 1
4	Slightly interested	7.14% 1
5	Not interested at all	0.00% 0
		14

Showing rows 1 - 6 of 6

Q2 - To what extent are you interested in improving your bilingual skills?

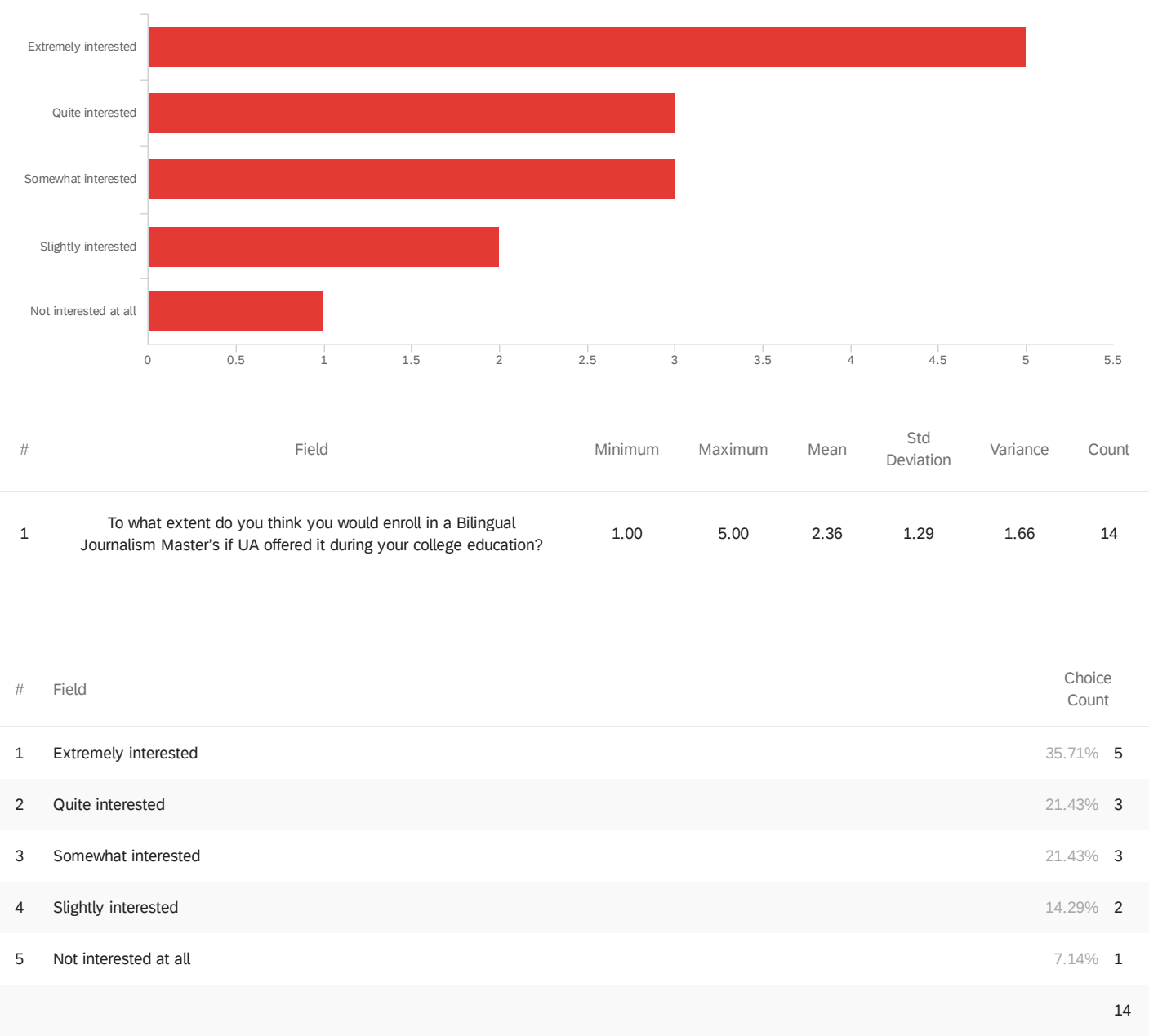


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	To what extent are you interested in improving your bilingual skills?	1.00	3.00	1.36	0.61	0.37	14

#	Field	Choice Count
1	Extremely interested	71.43% 10
2	Quite interested	21.43% 3
3	Somewhat interested	7.14% 1
4	Slightly interested	0.00% 0
5	Not interested at all	0.00% 0
		14

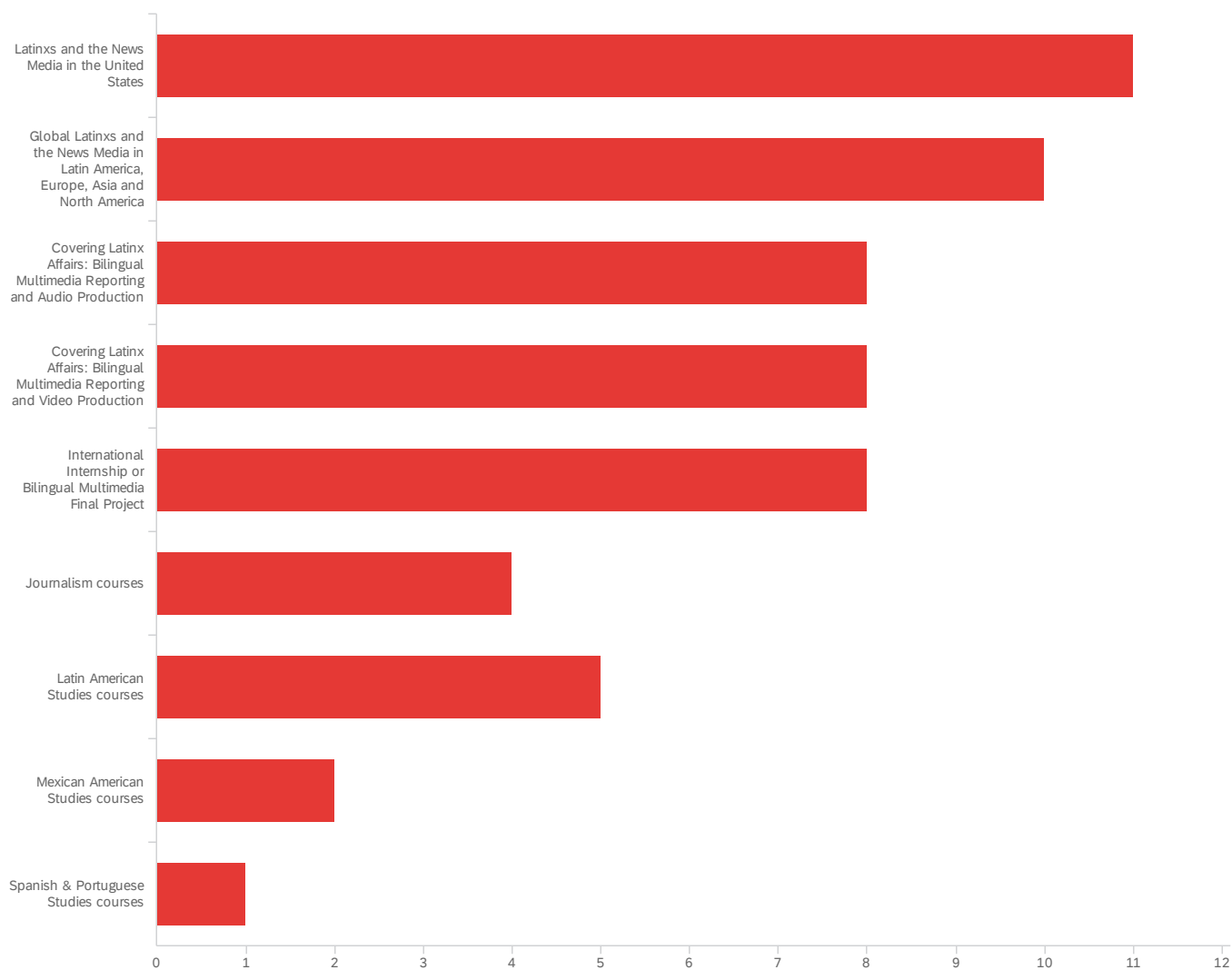
Showing rows 1 - 6 of 6

Q3 - To what extent do you think you would enroll in a Bilingual Journalism Master's if UA offered it during your college education?



Showing rows 1 - 6 of 6

Q4 - What types of courses would you like to see in an M.A. in Bilingual Journalism?



#	Field	Choice Count
1	Latinxs and the News Media in the United States	19.30% 11
2	Global Latinxs and the News Media in Latin America, Europe, Asia and North America	17.54% 10
3	Covering Latinx Affairs: Bilingual Multimedia Reporting and Audio Production	14.04% 8
4	Covering Latinx Affairs: Bilingual Multimedia Reporting and Video Production	14.04% 8
5	International Internship or Bilingual Multimedia Final Project	14.04% 8
6	Journalism courses	7.02% 4
7	Latin American Studies courses	8.77% 5
8	Mexican American Studies courses	3.51% 2

#	Field	Choice Count
9	Spanish & Portuguese Studies courses	1.75% 1
		57

Showing rows 1 - 10 of 10

Q4_6_TEXT - Journalism courses

Journalism courses
Social Justice Journalism in Latin America

Q4_7_TEXT - Latin American Studies courses

Latin American Studies courses
U.S. involvement in Latin American foreign affairs (historical and current)

Q4_8_TEXT - Mexican American Studies courses

Mexican American Studies courses

Q4_9_TEXT - Spanish & Portuguese Studies courses

Spanish & Portuguese Studies courses

Q5 - Any additional comments?

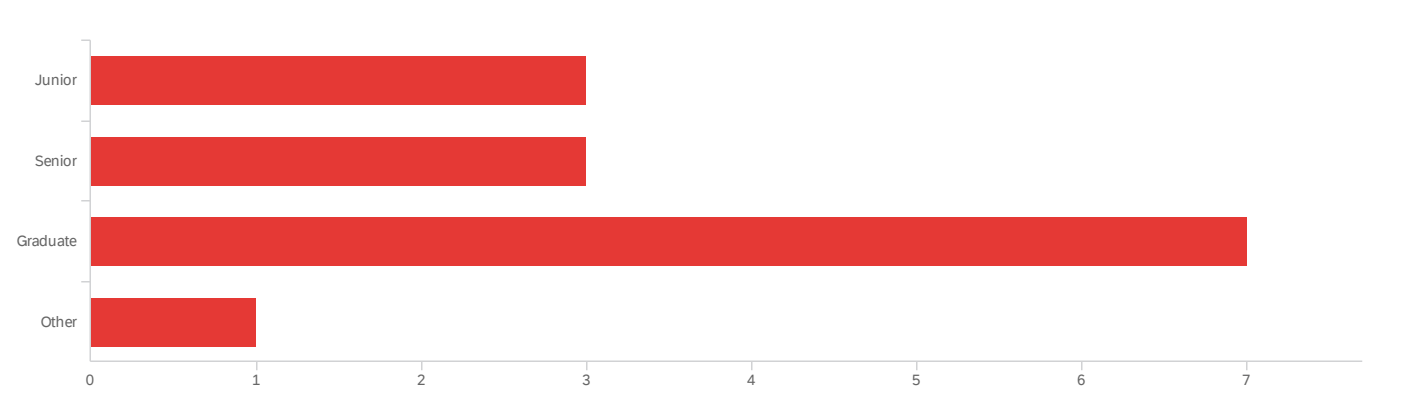
Any additional comments?

It would be great if language study could be incorporated into the MA, especially for those with a global journalism emphasis.

This program sounds amazing! I would be curious to know if it would work well for someone who is not yet fluent in Spanish, but who is interested in getting to that point as part of the program.

Great idea!

Q6 - What year are you at the university



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What year are you at the university - Selected Choice	1.00	4.00	2.43	0.90	0.82	14

#	Field	Choice Count
1	Junior	21.43% 3
2	Senior	21.43% 3
3	Graduate	50.00% 7
4	Other	7.14% 1

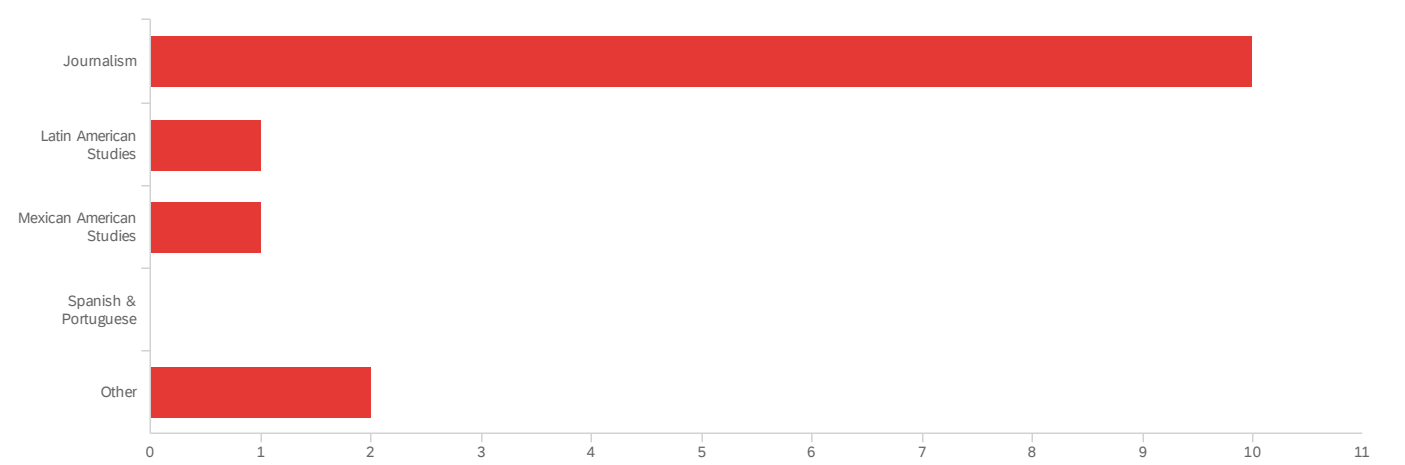
14

Showing rows 1 - 5 of 5

Q6_4_TEXT - Other

Other
Sophomore

Q7 - What degree(s) are you currently pursuing?



#	Field	Choice Count
1	Journalism	71.43% 10
2	Latin American Studies	7.14% 1
3	Mexican American Studies	7.14% 1
4	Spanish & Portuguese	0.00% 0
5	Other	14.29% 2
		14

Showing rows 1 - 6 of 6

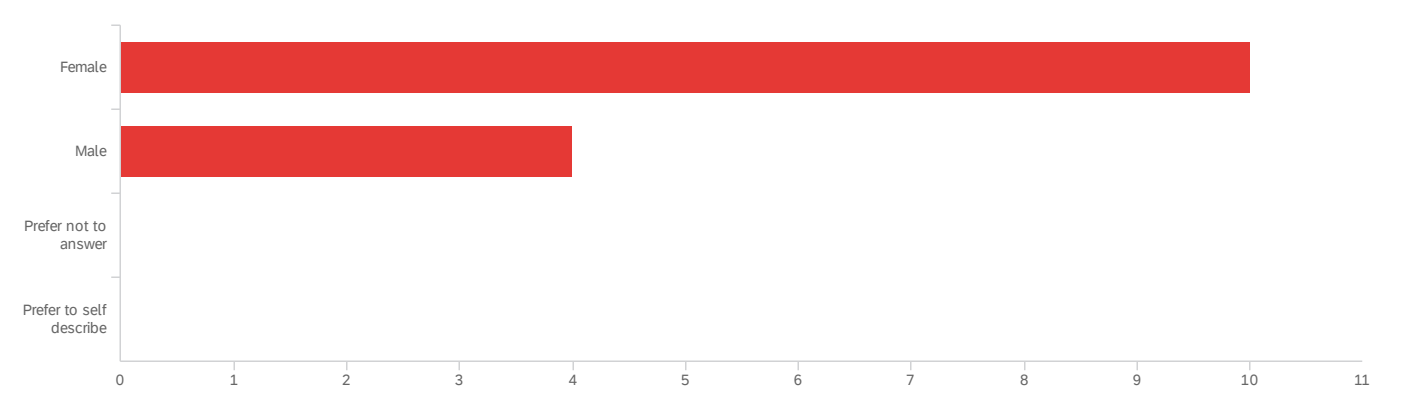
Q7_5_TEXT - Other

Other

History

Anthropology

Q8 - Do you identify as



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you identify as - Selected Choice	1.00	2.00	1.29	0.45	0.20	14

#	Field	Choice Count
1	Female	71.43% 10
2	Male	28.57% 4
3	Prefer not to answer	0.00% 0
4	Prefer to self describe	0.00% 0

14

Showing rows 1 - 5 of 5

Q8_4_TEXT - Prefer to self describe

Prefer to self describe

Q9 - Which best describes you? (Please select all that apply.)



#	Field	Choice Count
1	Hispanic, Latinx or Spanish origin	50.00% 9
2	American Indian or Alaska Native	0.00% 0
3	African American or Black	0.00% 0
4	Native Hawaiian or Pacific Islander	0.00% 0
5	Asian	0.00% 0
6	Middle Eastern or North African	5.56% 1
7	Caucasian	44.44% 8
8	Other race/s, ethnicity/ethnicities or origin/s	0.00% 0

Q9_8_TEXT - Other race/s, ethnicity/ethnicities or origin/s

Other race/s, ethnicity/ethnicities or origin/s

End of Report

VALIDATE: EMPLOYMENT POTENTIAL

PROJECT CRITERIA

Validate	Programs
States	Arizona
Degree Level	Master's degree
Time Period	2/1/2019 - 1/31/2020
Selected Programs	Communication, Journalism, and Related Programs, Other (09.9999)
Career Outcomes mapped to Selected Programs of Study	Writer, Technical Writer, Editor, Media Planner / Buyer, Producer, Proofreader

HOW MANY JOBS ARE THERE FOR YOUR GRADUATES?

For your project criteria, there were **218** job postings in the last 12 months.

Compared to:

- 986,147 total job postings in your selected location
- 83,080 total job postings requesting a Master's degree in your selected location

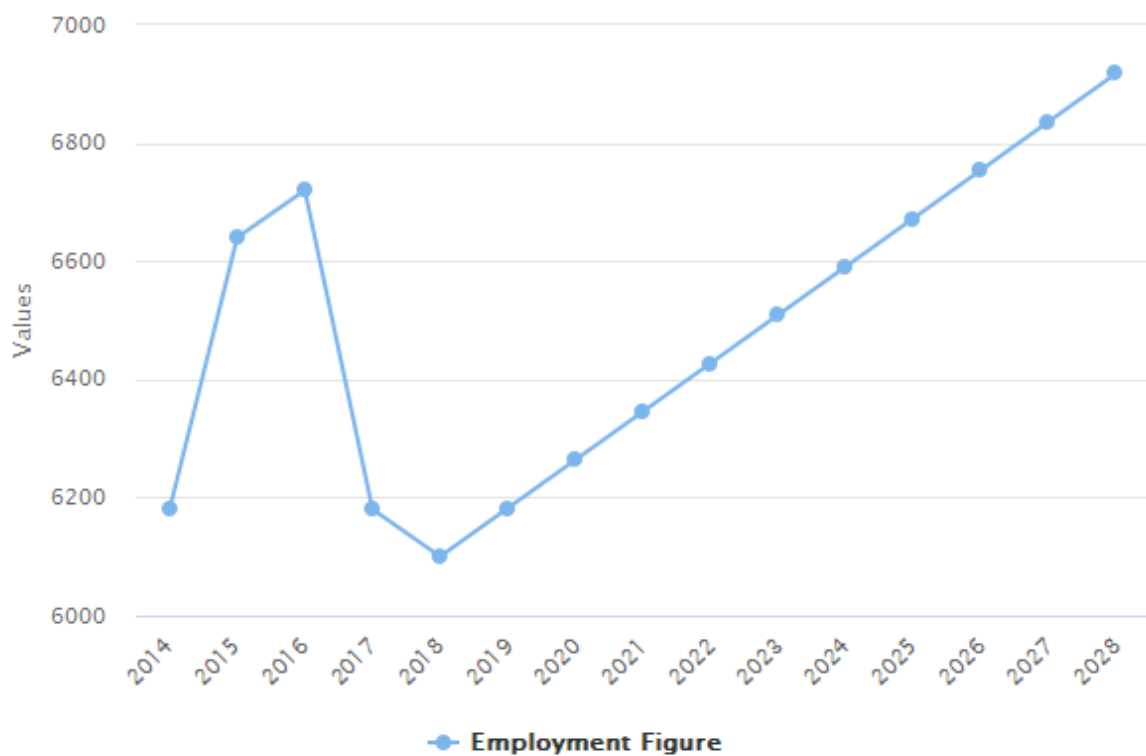
The number of jobs is expected to **grow** over the next 10 years.

GROWTH BY GEOGRAPHY

Geography	Selected Occupations	Total Labor Market	Relative Growth
Arizona	13.41 %	14.97 %	Average
Nationwide	7.79 %	5.78 %	Average

HOW HAS EMPLOYMENT CHANGED FOR CAREER OUTCOMES OF YOUR PROGRAM?

	2014	2015	2016	2017	2018	2028
Employment (BLS)	6,180	6,640	6,720	6,180	6,100	6,918



Employment data between years 2019 and 2028 are projected figures.

DETAILS BY OCCUPATION

Occupation Group	Postings	LQ	Employment (2018)	Employment Growth (2017 - 2018)	Projected Employment Growth (2019-2028)
Writing and Language	119	0.6	1,770	-8.3%	8.5%
Journalism and Broadcasting	78	0.9	2,270	1.8%	9.2%
Communications and	21	0.6	3,080	5.1%	15.8%

Public Relations	
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HOW VERSATILE IS MY PROGRAM?

Graduates of this program usually transition into any of the 3 different occupation groups:

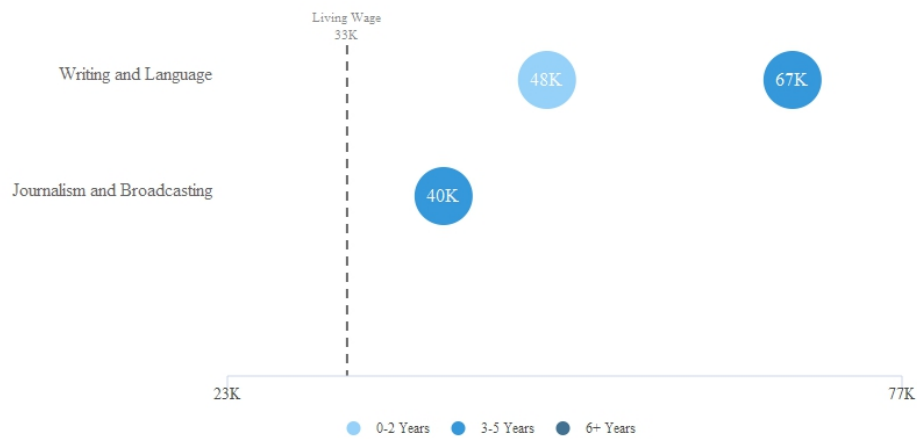
Occupations Group	Market Size (postings)	Percentage of Career Outcome demand
Writing and Language	119	54.6%
Journalism and Broadcasting	78	35.8%
Communications and Public Relations	21	9.6%



WHAT SALARY WILL MY GRADUATES MAKE?

The average salary in **Arizona** for graduates of your program is **\$57,006**

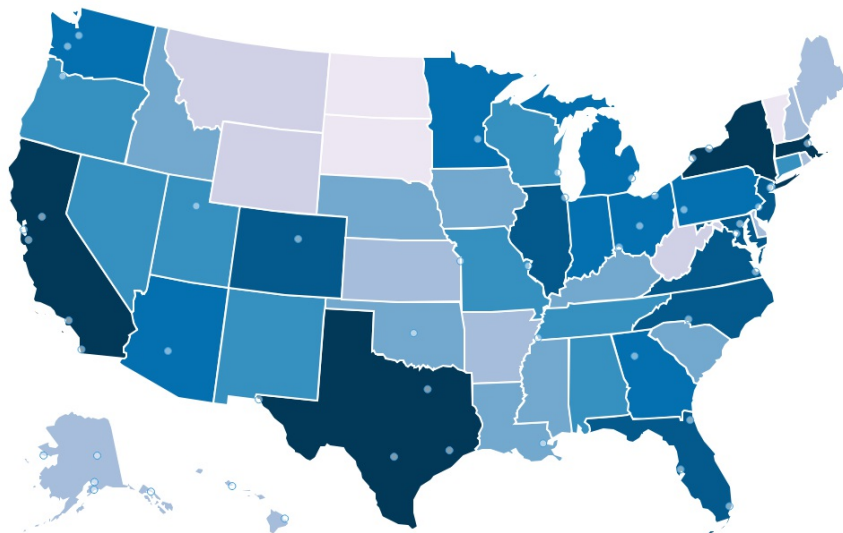
This average salary is **Above** the average living wage for Arizona of **32531**



Salary numbers are based on Burning Glass models that consider advertised job posting salary, BLS data, and other proprietary and public sources of information.

Occupation Group	0-2 Years	3-5 Years	6+ Years
Writing and Language	\$48261	\$66502	\$0
Journalism and Broadcasting	\$0	\$40484	\$0
Communications and Public Relations	\$0	\$0	\$0

WHERE IS THE DEMAND FOR MY GRADUATES?



TOP LOCATIONS BY POSTING DEMAND

Location	Postings
California	3,277
New York	1,677
Texas	1,107
Massachusetts	1,019
Virginia	857
Maryland	693
Florida	686
New Jersey	635
North Carolina	609
Illinois	579

VALIDATE: COMPETITIVE LANDSCAPE

PROJECT CRITERIA

Validate	Programs
States	Arizona
Degree Level	Master's degree
Time Period	2/1/2019 - 1/31/2020
Selected Programs	Communication, Journalism, and Related Programs, Other (09.9999)
Career Outcomes mapped to Selected Programs of Study	Writer, Technical Writer, Editor, Media Planner / Buyer, Producer, Proofreader

OVERVIEW

	#	% Change (2014-2018)
Number of Institutions	0	0%
Average Conferrals by Institution	0	0.00%
Median Conferrals by Institution	0	0.00%

MARKET SHARE BY PROGRAM

Program	Conferrals (2018)	Market Share (%)
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MARKET SHARE BY INSTITUTION TYPE

Institution Type	Conferrals (2018)	Market Share (%)
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TOP INSTITUTIONS

Institution	School Type	Market Share (2018)	Market Share Change	Conferrals (2018)	Conferrals Change (2014-2018)
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TOP PROGRAMS

Program	Market Share (2018)	Market Share Change	Conferrals (2018)	Conferrals Change (2014-2018)
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ACTIVE COMPETITORS

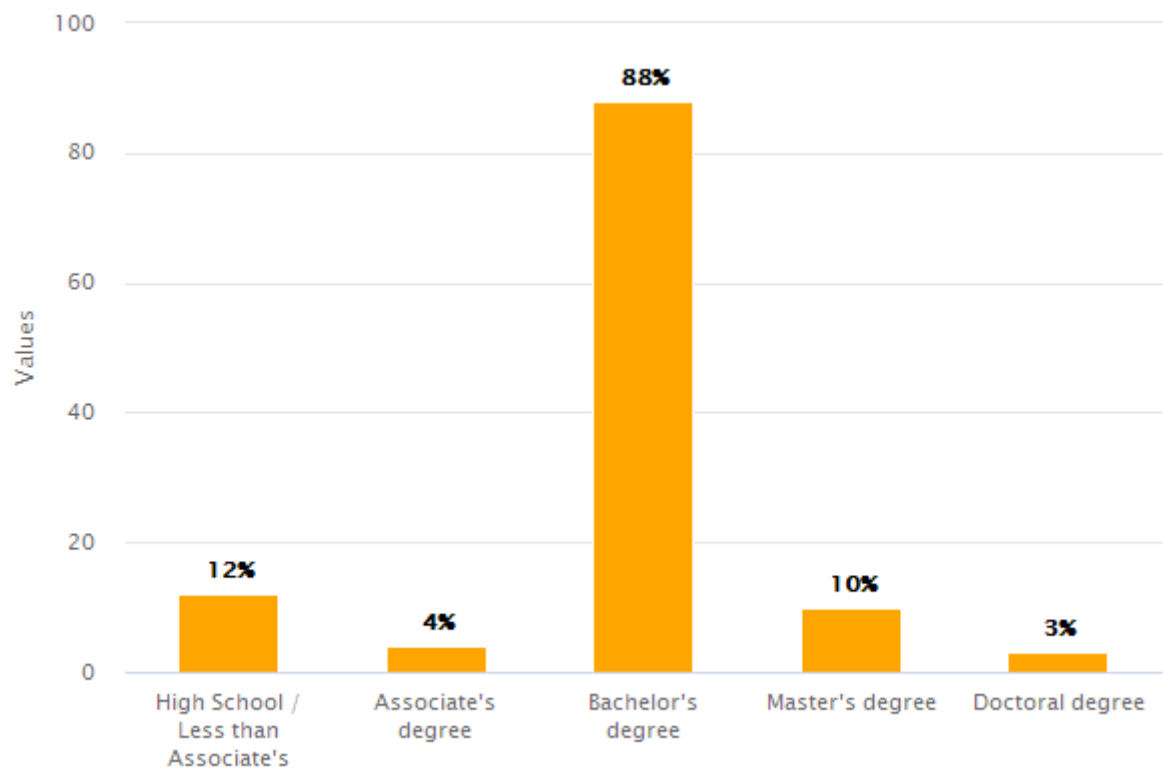
Institution	School Type	Market Share (2018)	Market Share Change	Conferrals (2018)	Conferrals Change (2014-2018)
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VALIDATE: MARKET ALIGNMENT

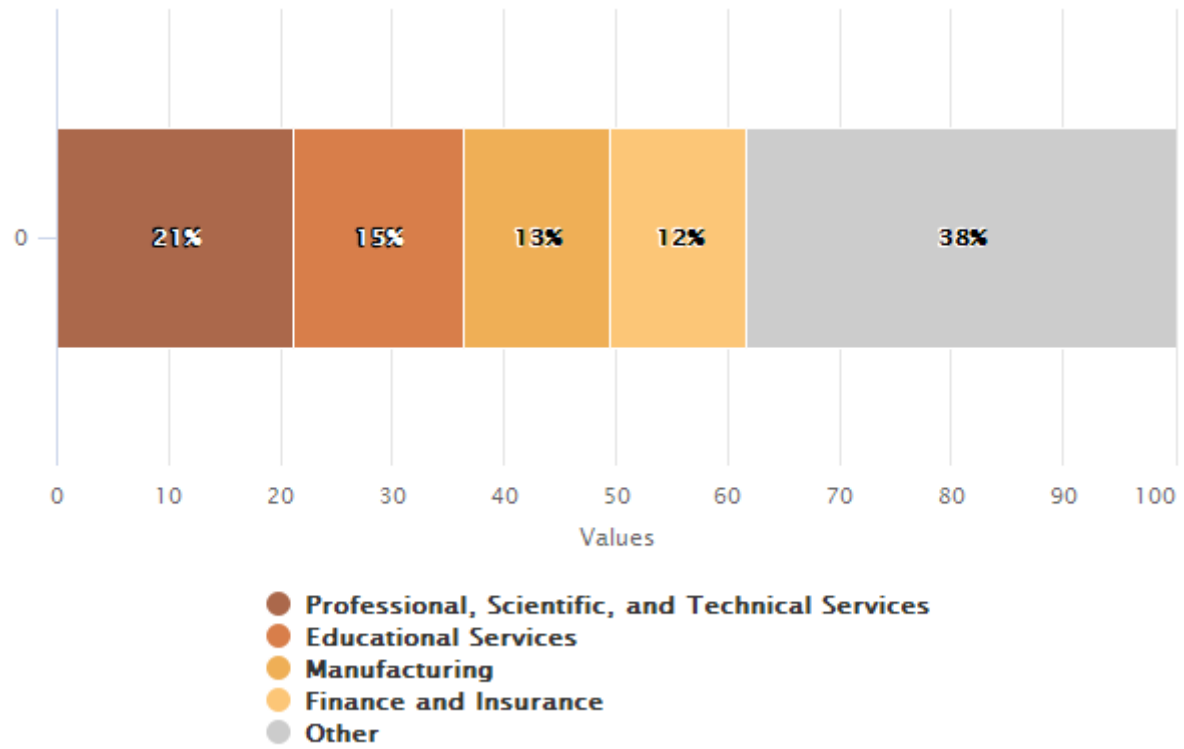
PROJECT CRITERIA

Validate	Programs
States	Arizona
Degree Level	Master's degree
Time Period	2/1/2019 - 1/31/2020
Selected Programs	Communication, Journalism, and Related Programs, Other (09.9999)
Career Outcomes mapped to Selected Programs of Study	Writer, Technical Writer, Editor, Media Planner / Buyer, Producer, Proofreader

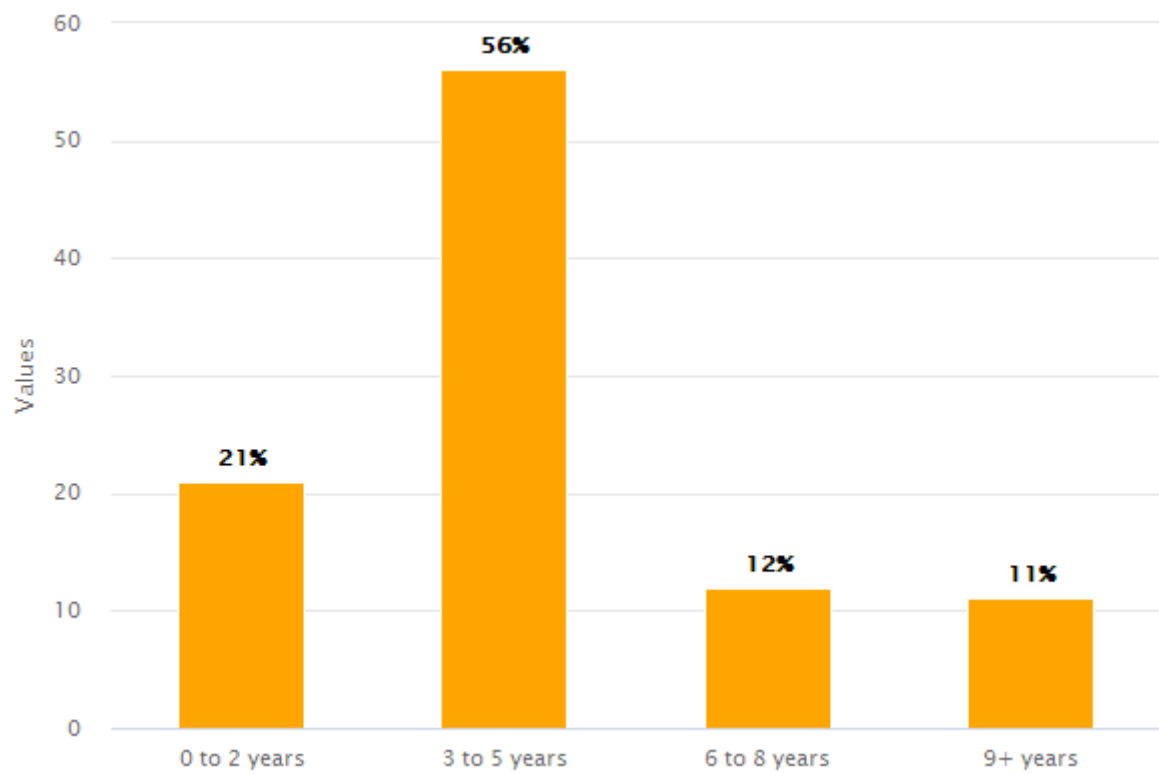
JOB POSTINGS BY ADVERTISED EDUCATION (%)



JOB POSTINGS BY INDUSTRY (%)



JOB POSTINGS BY EXPERIENCE REQUESTED (%)



TOP TITLES

Experience Level: All Experience

Title	Postings	Market Share (%)
Technical Writer	21	16.03%
Medical Writer	16	12.21%
Remote Editor	9	6.87%
Proposal Writer	8	6.11%
Copy Editor	5	3.82%
Editor	5	3.82%
Order Writer	5	3.82%
Content Specialist	4	3.05%
Digital Producer	4	3.05%
Associate Editor	3	2.29%
Content Editor	3	2.29%
Producer	3	2.29%

Product Producer	3	2.29%
Senior Technician/Writer	3	2.29%
Development Writer	2	1.53%

TOP EMPLOYERS HIRING

Experience Level: All Experience

Employer	Postings	Market Share (%)
Anthem Blue Cross	7	5.34%
Whole Foods Market, Inc.	7	5.34%
Arizona State University	4	3.05%
Stryker Medical	4	3.05%
Axway Incorporated	3	2.29%
Gannett Company Incorporated	3	2.29%
Humana	3	2.29%
W.L. Gore & Associates	3	2.29%
BAE Systems	2	1.53%
Becton Dickinson	2	1.53%
Maricopa Community Colleges	2	1.53%
Reputation Com	2	1.53%
Riester	2	1.53%
Shmoop	2	1.53%
Spear Education	2	1.53%

VALIDATE: KEY COMPETENCIES

PROJECT CRITERIA

Validate	Programs
States	Arizona
Degree Level	Master's degree
Time Period	2/1/2019 - 1/31/2020
Selected Programs	Communication, Journalism, and Related Programs, Other (09.9999)
Career Outcomes mapped to Selected Programs of Study	Writer, Technical Writer, Editor, Media Planner / Buyer, Producer, Proofreader

TOP 15 SPECIALIZED SKILLS

Skill	Postings	Projected Growth	Salary Premium	Competitive Advantage
Technical Writing / Editing	58 (27%)	-18.2%	No	No
Journalism	29 (14%)	-36.09%	No	No
Project Management	23 (11%)	-19.74%	Yes	No
Social Media	23 (11%)	12.88%	No	No

Content Management	22 (10%)	-13%	No	No
Adobe Photoshop	18 (8%)	-22.36%	No	No
Proofreading	17 (8%)	-13.19%	No	No
Teaching	17 (8%)	-12.75%	No	No
Merchandising	17 (8%)	-15.55%	No	No
Budgeting	16 (8%)	-10.04%	Yes	No
Customer Service	16 (8%)	1.05%	No	No
Customer Contact	16 (8%)	-11.38%	No	No
Medical Writing	15 (7%)	-17.69%	No	No
Copy Editing	15 (7%)	-38.39%	No	No
Sales	15 (7%)	-11.17%	No	No

TOP 15 BASELINES SKILLS

Skill	Postings
Writing	139 (66%)
Editing	107 (50%)
Teamwork / Collaboration	63 (30%)
Communication Skills	54 (25%)
Meeting Deadlines	49 (23%)
Organizational Skills	49 (23%)
Detail-Oriented	49 (23%)
Microsoft Office	48 (23%)
Microsoft Excel	38 (18%)
Research	37 (17%)

Time Management	35 (17%)
Creativity	35 (17%)
Microsoft Powerpoint	26 (12%)
English	23 (11%)
Microsoft Word	20 (9%)

TOP 15 SOFTWARE PROGRAMMING SKILLS

Skill	Postings	Projected Growth	Salary Premium	Competitive Advantage
Microsoft Office	48 (23%)	-10.2%	No	No
Microsoft Excel	38 (18%)	17.03%	No	No
Microsoft Powerpoint	26 (12%)	-8.52%	No	No
Microsoft Word	20 (9%)	-13.39%	No	No

Adobe Photoshop	18 (8%)	-22.36%	No	No
Microsoft Windows	17 (8%)	6.61%	No	No
Software Development	14 (7%)	5.78%	No	No
Salesforce	14 (7%)	46.69%	No	No
Adobe Indesign	12 (6%)	-25.5%	No	No
Facebook	12 (6%)	-34.28%	No	Yes
Microsoft Outlook	11 (5%)	-1.45%	No	No
Adobe Acrobat	10 (5%)	-15.24%	No	No
Adobe Creative Suite	10 (5%)	-7.62%	Yes	No
Extensible Markup Language (XML)	9 (4%)	-37.44%	No	No
Microsoft Visio	9 (4%)	-25.99%	No	No

TOP 15 SKILL CLUSTERS

Skill	Postings
Microsoft Office and Productivity Tools	87 (41%)
Writing	85 (40%)
Project Management	31 (15%)
Journalism	30 (14%)
Graphic and Visual Design Software	30 (14%)
Content Development and Management	28 (13%)
Social Media	26 (12%)
Procurement	24 (11%)
Contract Management	20 (9%)
Teaching	19 (9%)
General Marketing	19 (9%)

Software Development Principles	18 (8%)
Budget Management	16 (8%)
Medical Research	15 (7%)
Business Process and Analysis	14 (7%)

TOP 15 SALARY PREMIUM SKILLS

Skill	Postings	Projected Growth	Salary Premium	Competitive Advantage
Project Management	23 (11%)	-19.74%	Yes	No
Budgeting	16 (8%)	-10.04%	Yes	No
Content Development	11 (5%)	6.85%	Yes	Yes
Contract Preparation	11 (5%)	60.45%	Yes	No
Adobe Creative Suite	10 (5%)	-7.62%	Yes	No

TOP 15 COMPETITIVE ADVANTAGE SKILLS

Skill	Postings	Projected Growth	Salary Premium	Competitive Advantage
Facebook	12 (6%)	-34.28%	No	Yes
Content Development	11 (5%)	6.85%	Yes	Yes
Broadcast Industry Knowledge	3 (1%)	-20.62%	No	Yes

TOP 15 CERTIFICATIONS

Skill	Postings	Salary Premium	Competitive Advantage
Certified Teacher	5 (2%)	No	No
Driver's License	3 (1%)	No	No
Property and Casualty License	1 (0%)	No	No
Arizona Bar	1 (0%)	No	No
CDL Class D	1 (0%)	No	No
Security Clearance	1 (0%)	No	No

Spanish Certification	1 (0%)	No	No
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TOP 15 SALARY PREMIUM CERTIFICATIONS

Skill	Postings	Salary Premium	Competitive Advantage
No certificates available			

TOP 15 COMPETITIVE ADVANTAGE CERTIFICATIONS

Skill	Postings	Salary Premium	Competitive Advantage
No certificates available			

VALIDATE: EMPLOYMENT POTENTIAL

PROJECT CRITERIA

Validate	Programs
Location	Nationwide
Degree Level	Master's degree
Time Period	2/1/2019 - 1/31/2020
Selected Programs	Communication, Journalism, and Related Programs, Other (09.9999)
Career Outcomes mapped to Selected Programs of Study	Writer, Technical Writer, Editor, Media Planner / Buyer, Producer, Proofreader

HOW MANY JOBS ARE THERE FOR YOUR GRADUATES?

For your project criteria, there were **17,270** job postings in the last 12 months.

Compared to:

- 37,318,056 total job postings in your selected location
- 3,355,261 total job postings requesting a Master's degree in your selected location

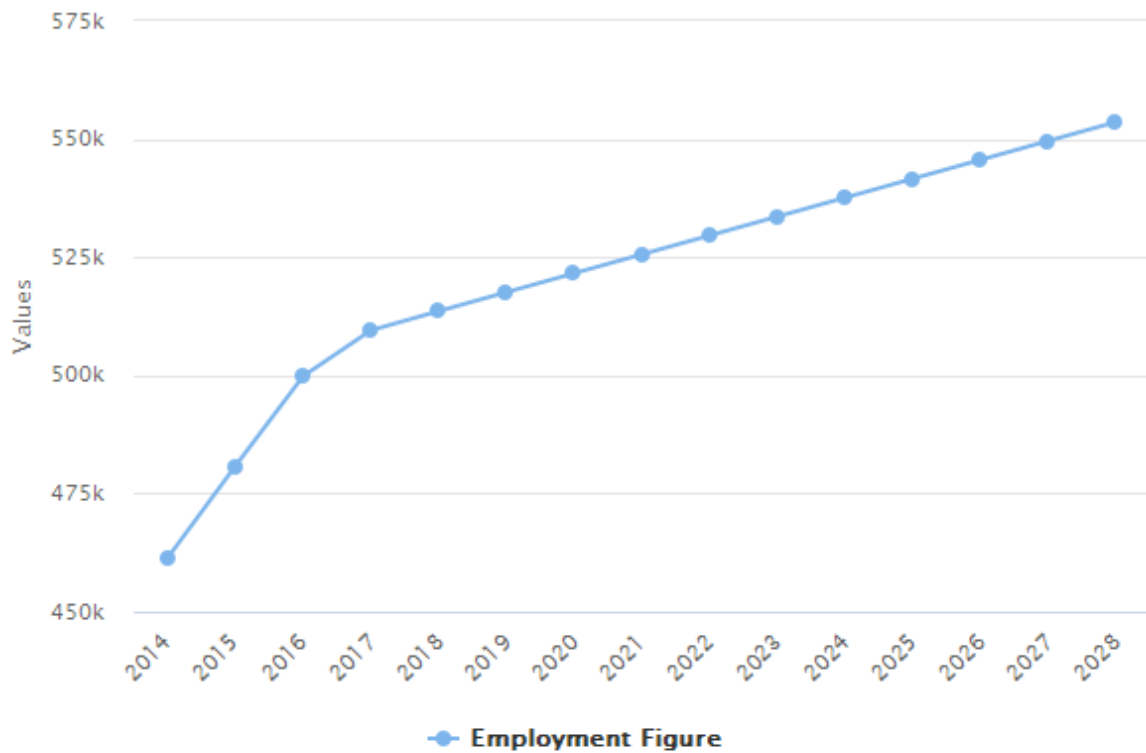
The number of jobs is expected to **grow** over the next 10 years.

GROWTH BY GEOGRAPHY

Geography	Selected Occupations	Total Labor Market	Relative Growth
Nationwide	7.79 %	5.78 %	Average

HOW HAS EMPLOYMENT CHANGED FOR CAREER OUTCOMES OF YOUR PROGRAM?

	2014	2015	2016	2017	2018	2028
Employment (BLS)	461,390	480,830	499,830	509,520	513,580	553,612



Employment data between years 2019 and 2028 are projected figures.

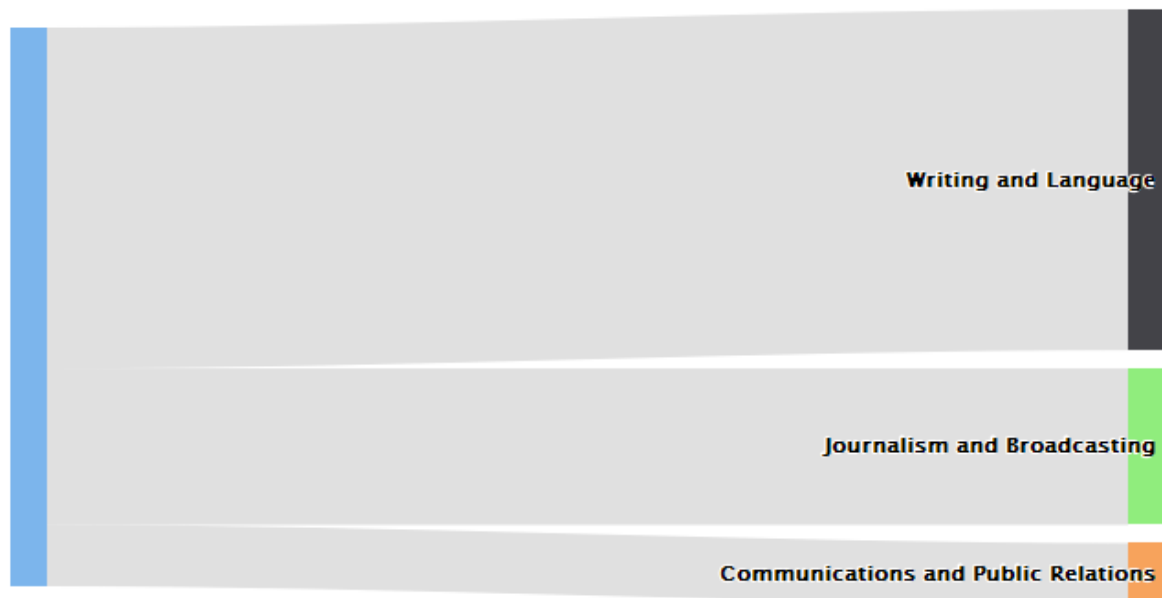
DETAILS BY OCCUPATION

Occupation Group	Postings	LQ	Employment (2018)	Employment Growth (2017 - 2018)	Projected Employment Growth (2019-2028)
Writing and Language	10,538	NA	155,920	-1.5%	2.7%
Journalism and Broadcasting	4,835	NA	214,380	0.0%	6.1%
Communications and Public Relations	1,897	NA	239,030	2.3%	8.9%

HOW VERSATILE IS MY PROGRAM?

Graduates of this program usually transition into any of the 3 different occupation groups:

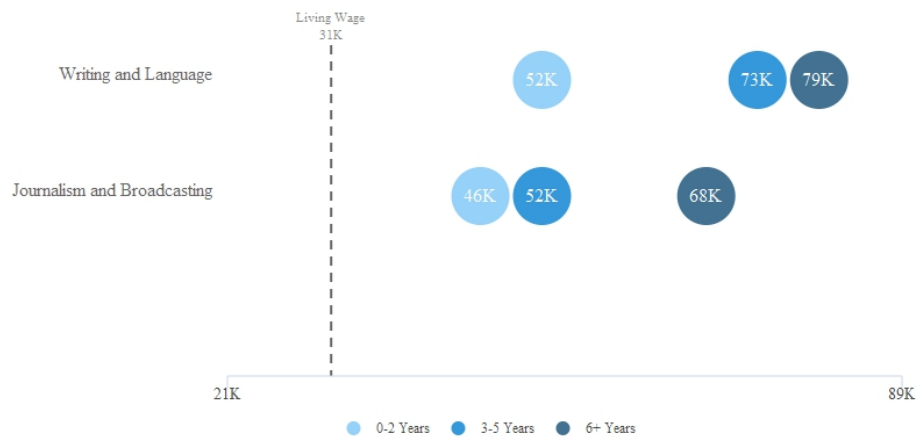
Occupations Group	Market Size (postings)	Percentage of Career Outcome demand
Writing and Language	10,538	61.0%
Journalism and Broadcasting	4,835	28.0%
Communications and Public Relations	1,897	11.0%



WHAT SALARY WILL MY GRADUATES MAKE?

The average salary in **the nation** for graduates of your program is **\$63,574**

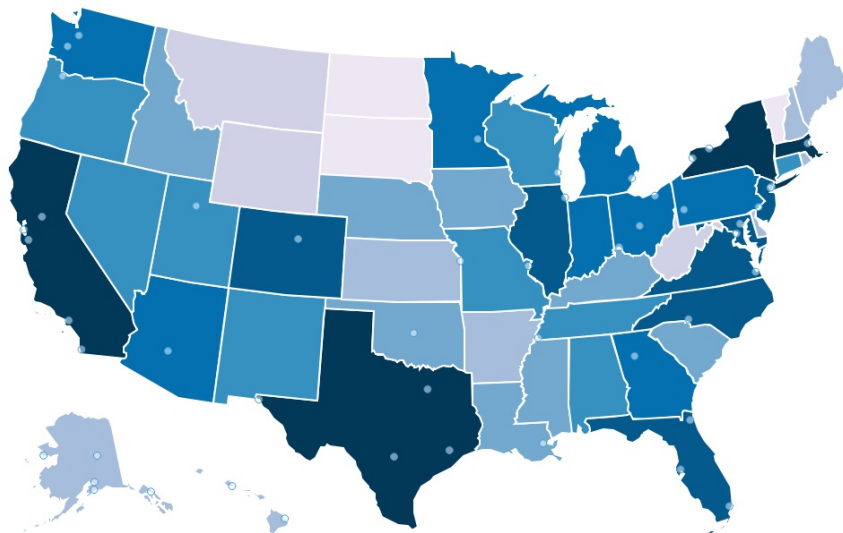
This average salary is **Above** the average living wage for your region of **31450**



Salary numbers are based on Burning Glass models that consider advertised job posting salary, BLS data, and other proprietary and public sources of information.

Occupation Group	0-2 Years	3-5 Years	6+ Years
Writing and Language	\$51589	\$72763	\$78890
Journalism and Broadcasting	\$45799	\$51622	\$68019
Communications and Public Relations	\$49721	\$68174	\$78097

WHERE IS THE DEMAND FOR MY GRADUATES?



TOP LOCATIONS BY POSTING DEMAND

Location	Postings
California	3,277
New York	1,677
Texas	1,107
Massachusetts	1,019
Virginia	857
Maryland	693
Florida	686
New Jersey	635
North Carolina	609
Illinois	579

VALIDATE: COMPETITIVE LANDSCAPE

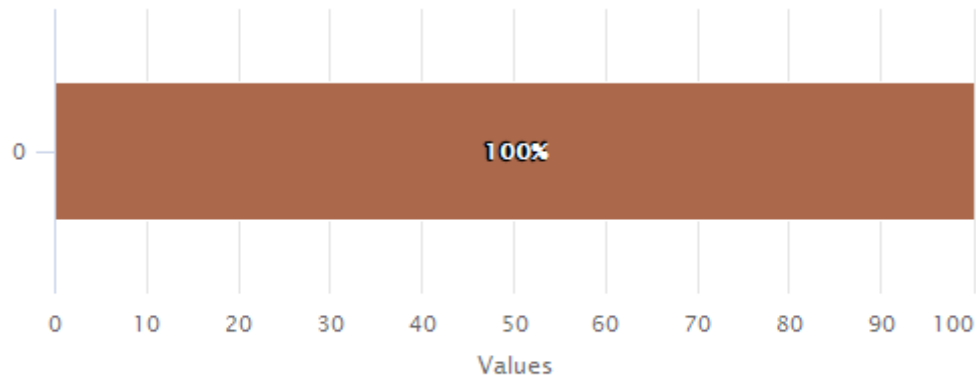
PROJECT CRITERIA

Validate	Programs
Location	Nationwide
Degree Level	Master's degree
Time Period	2/1/2019 - 1/31/2020
Selected Programs	Communication, Journalism, and Related Programs, Other (09.9999)
Career Outcomes mapped to Selected Programs of Study	Writer, Technical Writer, Editor, Media Planner / Buyer, Producer, Proofreader

OVERVIEW

	#	% Change (2014-2018)
Degrees Conferred	618	-14%
Number of Institutions	23	-4%
Average Conferrals by Institution	27	-10.00%
Median Conferrals by Institution	7	-30.00%

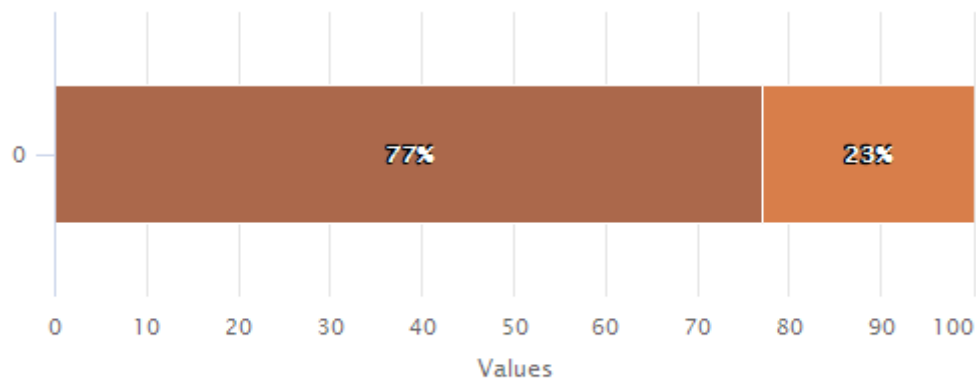
MARKET SHARE BY PROGRAM



● Communication, Journalism, and Related Programs, Other

Program	Conferrals (2018)	Market Share (%)
Communication, Journalism, and Related Programs, Other	618	100.00%

MARKET SHARE BY INSTITUTION TYPE



● Private ● Public

Institution Type	Conferrals (2018)	Market Share (%)
Private	475	76.86%
Public	143	23.14%

TOP INSTITUTIONS

Institution	School Type	Market Share (2018)	Market Share Change	Conferrals (2018)	Conferrals Change (2014-2018)
Northwestern University	Private	33.17%	18.29%	205	89.80%
New York University	Private	27.35%	-6.12%	169	-30.50%
West Virginia University	Public	6.80%	1.57%	42	10.50%
Georgia Southern University	Public	6.47%	5.09%	40	300.00%
Gonzaga University	Private	6.31%	-11.73%	39	-70.20%
University of Minnesota-Twin Cities	Public	3.72%	0.83%	23	9.50%
Bowie State University	Public	3.24%	1.59%	20	66.70%
Fordham University	Private	2.91%	1.53%	18	80.00%
University of Denver	Private	1.94%	0.29%	12	0.00%
University of Arkansas at Little Rock	Public	1.78%	0.26%	11	0.00%

TOP PROGRAMS

Program	Market Share (2018)	Market Share Change	Conferrals (2018)	Conferrals Change (2014-2018)
Communication, Journalism, and Related Programs, Other	100.00%	0.00%	618	-14.90%

ACTIVE COMPETITORS

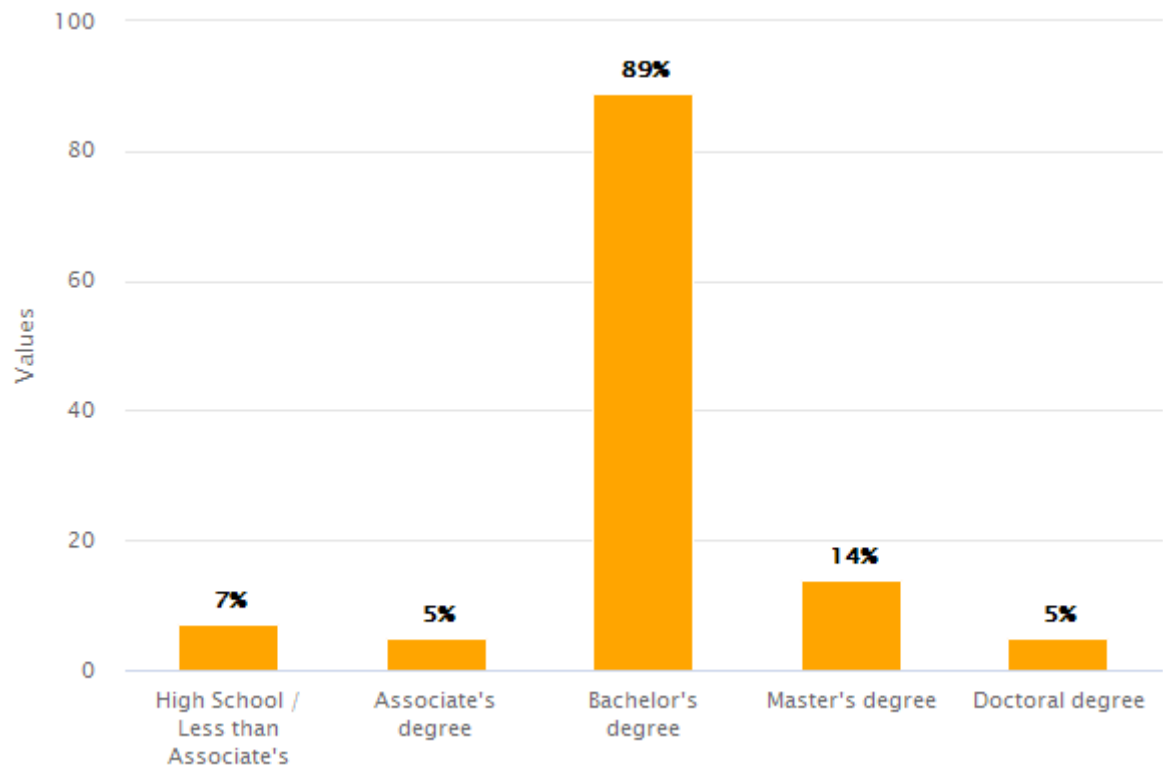
Institution	School Type	Market Share (2018)	Market Share Change	Conferrals (2018)	Conferrals Change (2014-2018)
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VALIDATE: MARKET ALIGNMENT

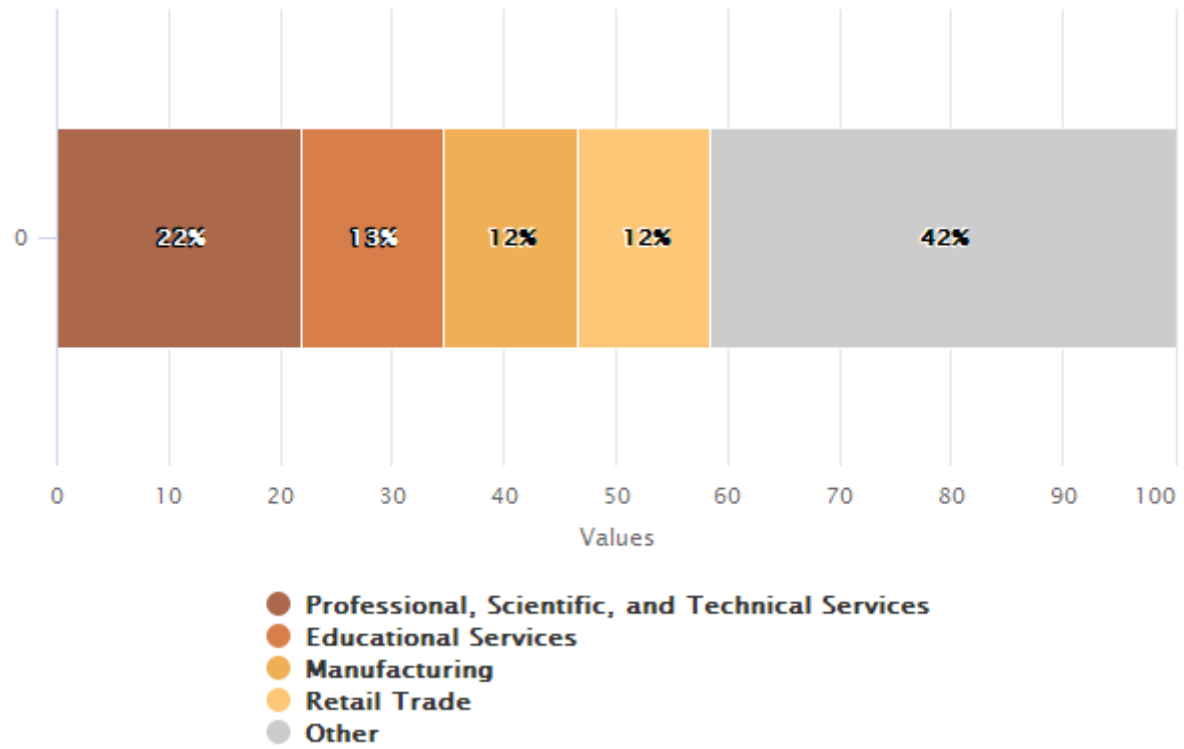
PROJECT CRITERIA

Validate	Programs
Location	Nationwide
Degree Level	Master's degree
Time Period	2/1/2019 - 1/31/2020
Selected Programs	Communication, Journalism, and Related Programs, Other (09.9999)
Career Outcomes mapped to Selected Programs of Study	Writer, Technical Writer, Editor, Media Planner / Buyer, Producer, Proofreader

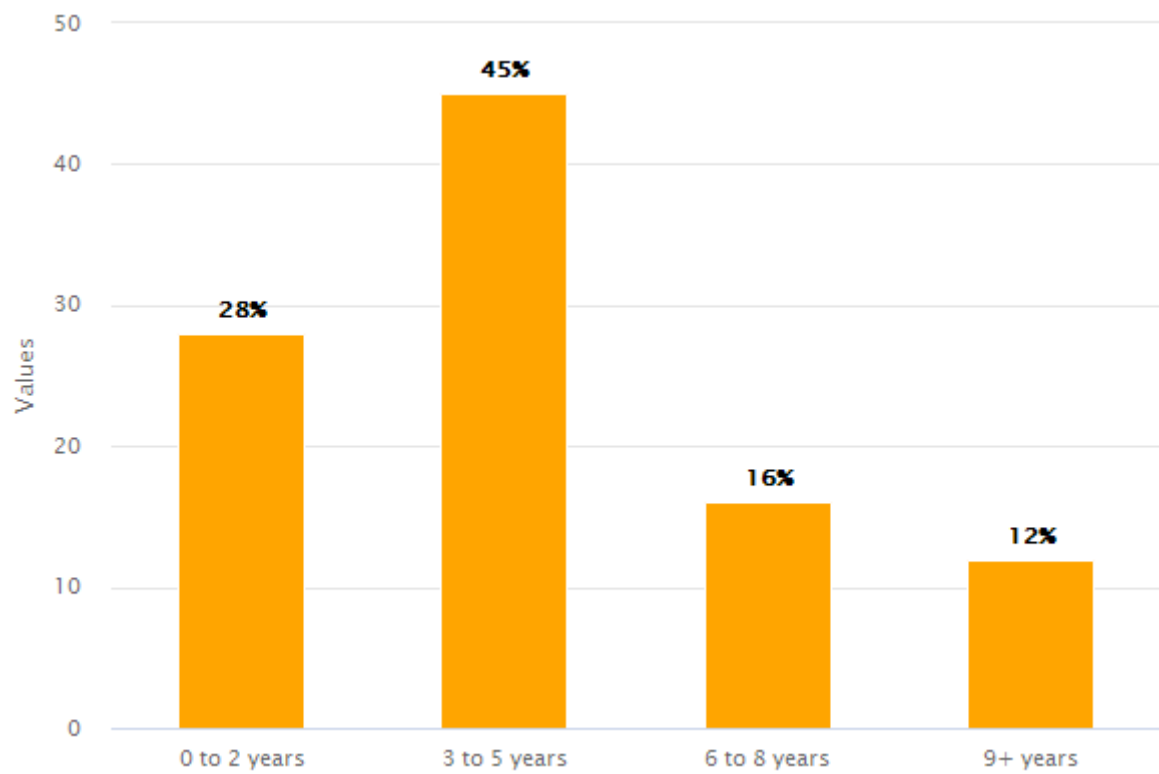
JOB POSTINGS BY ADVERTISED EDUCATION (%)



JOB POSTINGS BY INDUSTRY (%)



JOB POSTINGS BY EXPERIENCE REQUESTED (%)



TOP TITLES

Experience Level: All Experience

Title	Postings	Market Share (%)
Technical Writer	1,987	19.57%
Medical Writer	1,175	11.57%
Proposal Writer	549	5.41%
Writer/Editor	334	3.29%
Editor	220	2.17%
Grocery Order Writer	139	1.37%
Copy Editor	137	1.35%
Writer	134	1.32%
Managing Editor	129	1.27%
Content Editor	123	1.21%
Remote Editor	123	1.21%
Order Writer	110	1.08%

Produce Order Writer	98	0.97%
Proofreader	97	0.96%
Content Strategist	89	0.88%

TOP EMPLOYERS HIRING

Experience Level: All Experience

Employer	Postings	Market Share (%)
Whole Foods Market, Inc.	716	7.05%
Anthem Blue Cross	331	3.26%
Stryker Medical	126	1.24%
Humana	111	1.09%
Northrop Grumman	78	0.77%
Leidos	71	0.70%
General Dynamics	70	0.69%
SAIC	68	0.67%
McKinsey & Company	65	0.64%
Mathworks	58	0.57%
Medtronic	48	0.47%
PricewaterhouseCoopers	48	0.47%
US Government	46	0.45%
Merkle	45	0.44%
Covance Incorporated	44	0.43%

VALIDATE: KEY COMPETENCIES

PROJECT CRITERIA

Validate	Programs
Location	Nationwide
Degree Level	Master's degree
Time Period	2/1/2019 - 1/31/2020
Selected Programs	Communication, Journalism, and Related Programs, Other (09.9999)
Career Outcomes mapped to Selected Programs of Study	Writer, Technical Writer, Editor, Media Planner / Buyer, Producer, Proofreader

TOP 15 SPECIALIZED SKILLS

Skill	Postings	Projected Growth	Salary Premium	Competitive Advantage
Technical Writing / Editing	4579 (27%)	-18.2%	No	No
Project Management	2471 (14%)	-19.74%	Yes	No
Journalism	2320 (13%)	-36.09%	No	No
Customer Service	1908 (11%)	1.05%	No	No

Social Media	1698 (10%)	12.88%	No	No
Budgeting	1676 (10%)	-10.04%	Yes	No
Customer Contact	1555 (9%)	-11.38%	No	No
Scheduling	1477 (9%)	1.88%	No	No
Sales	1259 (7%)	-11.17%	No	No
Proofreading	1241 (7%)	-13.19%	No	No
Content Management	1188 (7%)	-13%	No	No
Adobe Acrobat	1142 (7%)	-15.24%	No	No
Adobe Photoshop	1119 (7%)	-22.36%	No	No
Medical Writing	1106 (6%)	-17.69%	No	No
Content Development	1050 (6%)	6.85%	Yes	Yes

TOP 15 BASELINES SKILLS

Skill	Postings
Writing	11940 (69%)
Editing	8802 (51%)
Communication Skills	6971 (41%)
Teamwork / Collaboration	5015 (29%)
Research	4892 (28%)
Organizational Skills	4375 (25%)
Detail-Oriented	3988 (23%)
Creativity	3468 (20%)
Microsoft Excel	3258 (19%)
Microsoft Word	2982 (17%)

Microsoft Office	2943 (17%)
Meeting Deadlines	2658 (15%)
Time Management	2567 (15%)
Planning	2424 (14%)
Microsoft Powerpoint	2154 (13%)

TOP 15 SOFTWARE PROGRAMMING SKILLS

Skill	Postings	Projected Growth	Salary Premium	Competitive Advantage
Microsoft Excel	3258 (19%)	17.03%	No	No
Microsoft Word	2982 (17%)	-13.39%	No	No
Microsoft Office	2943 (17%)	-10.2%	No	No
Microsoft Powerpoint	2154 (13%)	-8.52%	No	No

Adobe Acrobat	1142 (7%)	-15.24%	No	No
Adobe Photoshop	1119 (7%)	-22.36%	No	No
Adobe Indesign	963 (6%)	-25.5%	No	No
Microsoft Outlook	955 (6%)	-1.45%	No	No
Adobe Illustrator	650 (4%)	0.82%	No	No
Adobe Creative Suite	628 (4%)	-7.62%	Yes	No
Extensible Markup Language (XML)	620 (4%)	-37.44%	No	No
Microsoft Sharepoint	570 (3%)	-28.61%	No	No
Microsoft Visio	538 (3%)	-25.99%	No	No
Software Development	492 (3%)	5.78%	No	No
Word Processing	480 (3%)	-19.34%	No	No

TOP 15 SKILL CLUSTERS

Skill	Postings
Writing	7833 (46%)
Microsoft Office and Productivity Tools	5803 (34%)
Project Management	2993 (17%)
Graphic and Visual Design Software	2596 (15%)
Journalism	2433 (14%)
Social Media	2221 (13%)
Content Development and Management	2208 (13%)
Procurement	1913 (11%)
General Sales	1690 (10%)
Budget Management	1689 (10%)
Contract Management	1452 (8%)

Medical Research	1223 (7%)
Web Design	1117 (6%)
Business Process and Analysis	1100 (6%)
Online Marketing	994 (6%)

TOP 15 SALARY PREMIUM SKILLS

Skill	Postings	Projected Growth	Salary Premium	Competitive Advantage
Project Management	2471 (14%)	-19.74%	Yes	No
Budgeting	1676 (10%)	-10.04%	Yes	No
Content Development	1050 (6%)	6.85%	Yes	Yes
Contract Preparation	809 (5%)	60.45%	Yes	No
Adobe Creative Suite	628 (4%)	-7.62%	Yes	No

TOP 15 COMPETITIVE ADVANTAGE SKILLS

Skill	Postings	Projected Growth	Salary Premium	Competitive Advantage
Content Development	1050 (6%)	6.85%	Yes	Yes
Facebook	448 (3%)	-34.28%	No	Yes
Broadcast Industry Knowledge	401 (2%)	-20.62%	No	Yes

TOP 15 CERTIFICATIONS

Skill	Postings	Salary Premium	Competitive Advantage
Security Clearance	774 (5%)	No	No
Driver's License	249 (1%)	No	No
IT Infrastructure Library (ITIL) Certification	104 (1%)	No	No
Project Management Certification	88 (1%)	No	No
Certified Teacher	87 (1%)	No	No
ITIL Certification	49 (0%)	No	No

Project Management Professional (PMP)	27 (0%)	No	No
Certified Financial Planner (CFP)	25 (0%)	No	No
Leadership In Energy And Environmental Design (LEED) Certified	24 (0%)	No	No
Systems Security Certified Practitioner (SSCP)	22 (0%)	No	No
Certified Coding Specialist	18 (0%)	No	No
American Speech - Language Hearing Association (ASHA) Certification	18 (0%)	No	No
LEED AP	17 (0%)	No	No
Registered Architect	16 (0%)	No	No
CompTIA Security+	16 (0%)	No	No

TOP 15 SALARY PREMIUM CERTIFICATIONS

Skill	Postings	Salary Premium	Competitive Advantage
No certificates available			

TOP 15 COMPETITIVE ADVANTAGE CERTIFICATIONS

Skill	Postings	Salary Premium	Competitive Advantage
No certificates available			



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Latin American Studies

Carol Schwalbe
Director, School of Journalism

Dear Carol,

This is a letter of support to the new Masters in Bilingual Journalism. We are so pleased to be part of this. We look forward to working with you and wish you a positive experience with this new plan. All of these courses are offered by the Latin American Studies and will be available for your learners in the future:

LAS 500	Introduction to Latin American Studies
LAS 505	Sabores de México: From Farm to Table
LAS 550	Qualitative Research Methods in Latin America
LAS 560	Film and Feminism in Latin America
LAS 562	Special Topics in Contemporary Latin America
LAS 580	Power, Politics and Deforestation in the Brazilian Amazon
LAS 595A	Latin American Studies
LAS 595C	Contemporary Issues in Latin America
LAS 595D	Latin American Studies Special Topics
LAS 595N	Environment and Conflict: a Latin America Perspective
LAS 595E	Contemporary Latin American Economy
LAS 596A	Latin American Studies
LAS 596B	Special Topics in Caribbean Studies

There are certainly opportunities for synergy moving forward. We are eager to welcome your students into our relevant courses

Sincerely,

Dra. Marcela Vásquez-León
Director, Center for Latin American Studies
Associate Professor in Anthropology
University of Arizona
mvasquez@email.arizona.edu





January 30, 2020

Carol Schwalbe
Director, School of Journalism
University of Arizona
Tucson, AZ

Dear Carol:

The Department of Mexican American Studies supports the School of Journalism's proposal for a Masters in Bilingual Journalism. Whenever classes are available during any given semester, we agree to give graduate students in the School of Journalism's Master in Bilingual Journalism program regular access to the following courses:

MAS 505	Traditional Indian Medicine: Health, Healing and Well Being
MAS 508	The Mexican-American: Cultural Perspectives
MAS 509	Mexican Immigration
MAS 510	The Socio-Cultural Determinants of Health
MAS 525	Latino Health Disparities
MAS 530	Latina/o Adolescence
MAS 535	Mexican Traditional Medicine: Overview of Indigenous Curing Cultures
MAS 565	Critical Race Theories for Policy and Practice
MAS 566	Decolonial Chicana Theory
MAS 570	The Feminization of Migration: Global Perspectives
MAS 575	The Education of Latinas/Latinos
MAS 585	Mexicana/Chicana Women's History
MAS 587	Chicana Gender Perspectives
MAS 595A	Special Topics in Mexican American Studies
MAS 580A	Advanced Research Methods

There are certainly great opportunities for synergy moving forward and I am eager to welcome your students into our relevant courses, and to continue our collaboration.

Sincerely,

Anna Ochoa O'Leary, Ph.D.
Professor and Head



Carol Schwalbe
Director, School of Journalism

February 6, 2020

Dear Carol:

The Department of Spanish and Portuguese supports the School of Journalism's proposal for a Masters in Bilingual Journalism. If there are seats available during any given semester, we agree to give regular access to the following courses listed below to graduate students in the School of Journalism's Master in Bilingual Journalism:

Spanish 103
Spanish 203
Spanish 253
Spanish 323
Spanish 333
Spanish 343 (Intro to Socioling/Phonetics/Phonology for Heritage Learners)
Spanish 425 (Advanced grammar/writing course)
SPAN 341
SPAN 381
SPAN 382
SPAN 471
SPAN 472
SPAN 481
SPAN 482
SPAN 584A- Spanish Sociolinguistics 1 (Language Contact)
SPAN 541- Topics in Spanish-American Nineteenth, Twentieth and Twenty-First Cent. Lit
(*depending on topic)
SPAN 550- Development of Mexican and Mexican-American Lit
SPAN 551- Topics in Mexican and Mexican-American Literature
SPAN 571
SPAN 574A Language in the Mexican American Experience
SPAN 574B Heritage Language Research [CBS3] [RRJM-(4)]
SPAN 585 Introduction to Translation Studies
SPAN 696B Spanish American Literature
POR 503 Contemporary Luso-Brazilian Literature
POR 530 Brazilian Civilization

POR 540 Portuguese Phonetics and Phonology
POR 552 Introduction to Portuguese linguistics
POR 597 Advanced intensive Portuguese and Brazilian culture
POR 696M Gender, sexuality and international migration

There are certainly opportunities for synergy moving forward. We are eager to welcome your students into our relevant courses.

Sincerely,

A handwritten signature in black ink, appearing to be 'Carine Bourget', with a stylized, cursive script.

Carine Bourget
Interim Head