

ASJMC

INSIGHTS

Winter 2010

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ASJMC **INSIGHTS**

ASJMC Insights

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From the Editor

OLD PHRASE TAKES ON NEW MEANING

By James L. Stewart

Nicholls State University

As far back as my undergraduate days – which seem like weeks ago, but in truth are more years removed than I care to remember – everyone was already discussing the emergence of a global village.

The real meaning of that phrase did not come home to me until last January when I attended the ASJMC winter workshop in Mexico City.

To be sure there were the usual indicators: Wal-Marts, KFCs and billboards promoting American television programs, all mixed among shops, restaurants and signs of local origin.

But to me, a visitor there to discuss mass media issues, these indicators of the influence of American culture on the lives of those in a foreign country, while important, were of secondary significance.

What struck closer to home were the discussions that took place during and between sessions of the workshop itself.

It didn't appear to matter if the speaker was from the United States or Mexico; was an academic or professional. We were all voicing similar concerns about the future of journalism, a future buffeted by the whirlpool generated by new technologies, societal changes and shaky economies.

To be sure, there are significant differences between the systems of journalism and journalism education that exist in the adjoining countries

For example, journalists operating in Mexico face a greater risk of physical violence than typically do their counterparts in America. As we heard, in Mexico journalists all too often face threats of murder, kidnapping and intimidation when pursuing their stories.

However, all appeared united by the same basic question, “What will the world of journalism be like 10, 20, 30 years from now?”

In addition, the academics were asking, “How can we adapt our programs so that the students we graduate will be prepared to function in that world?”

Latitude had little bearing on who was asking either question.

One other thing struck me as I reflected on my visit. The discussions reminded me that while the upheaval in journalism is uncomfortable, maybe even frightening, it also affords opportunities. It is causing people to examine new possibilities.

The overall theme of this issue of *Insights* is a reflection of this discussion.

Articles presented in these pages address central concerns – diversity, funding, technology, leadership – for programs as they attempt to respond to a rapidly changing environment that awaits students upon completion of their degrees.

FLOCKING SOUTH FOR THE WINTER: ASJMC MEMBERS ATTEND WORKSHOP IN MEXICO CITY

By Patrick J. Sutherland

Bethany College

Though there were fewer faces than there are usually, the ASJMC winter workshop, held in Mexico City Jan. 29-31, [2009] was every bit as successful as past workshops. For some it was even more so.

There were 41 attendees – 33 from American schools and eight from schools in Mexico – representing 30 institutions at the event, which for the third time was held out of the United States.

Jennifer McGill, ASJMC executive director, said average attendance at winter workshops is between 80 and 100, though she points out that usually as many as 30 of these are development officers from the represented institutions. All attendees this year were mass communication administrators.

Holding the event out of the country is part of an ongoing ASJMC outreach program geared toward strengthening ties between programs around the world.

The first out-of-country workshop, conducted in 2001, was also held in Mexico City. The other was held the following year in London.

As part of its international outreach initiative, ASJMC is scheduled to host a session at the World Journalism Education Congress in South Africa in 2010.

McGill said that while holding the ASJMC workshop in Mexico reduced attendance, there were benefits for those who took part.

The smaller conference allowed for more interaction. The international location provided access to new resources and to a better understanding of issues facing journalists globally.

“People who participated found it extremely valuable,” McGill said.

Then-president Judy VanSlyke Turk wrote in her column appearing in the April issue of *ASJMC Administrator*, the organization’s newsletter, that response to the meeting had been so favorable that she planned proposing to the Executive Committee that the meeting be held internationally every few years.

“Whether it is Mexico or Canada or Europe or Asia, I firmly believe that all of us benefit from contact with our counterparts in other countries and on other continents,” she wrote.

The 2009 Workshop was titled “Globalization and Media Education: Mexico, Latin America, and the United States.” In addition to the ASJMC Executive Committee meeting, there were seven workshop sessions held, along with several receptions and optional tours.

The welcome reception on Thursday night was co-sponsored by Edelman Latin America-Mexico with the opening speech delivered by Alejandro Junco de la Vega, publisher of the *Reforma* newspaper. Among other topics, Junco de La Vega spoke about an applied journalism research project that he is interested in helping to fund which would involve Mexican and Latin American newspapers partnering with North American college and university scholars. His address also touched on the narco-terrorism war in Mexico. Junco de La Vega pledged to all present that his newspaper would continue investigative reporting on corruption despite ongoing violence against, and threats toward, journalists, editors, and to himself as a publisher.

The Friday sessions were held at Monterrey Tec University in Mexico City.

Richard Cole, dean emeritus of the School of Journalism and Mass Communication at the University of North Carolina Chapel Hill, moderated the opening workshop session Friday morning on the topic of opportunities for partnerships between Mexican and Latin American Higher Education Institutions with United States programs.

Five speakers representing programs in Mexico, Peru, Chile, and the United States, summarized student and faculty exchange options. Enrique Tames, dean of the School of Humanities and Social Sciences, at Monterrey Tec seemed to put the opening workshop session presentations in context as he concluded his presentation by asking participants to engage in an ongoing discussion of “What’s next? How do we prepare our students for the new media world?”

Another workshop session Friday morning examined the topic of advertising/public relations/integrated marketing communication strategies and practices in Mexico and Latin America. Four panelists delivered short talks and took questions in the session moderated by Jesus Meza, director of the Communication Sciences Academic Program at Tec de Monterrey. Despite acknowledgment of the worldwide financial crisis, speakers in the session pointed out growth opportunities in this region of the world in areas such as professionalization and certification of public relations professionals.

The Friday keynote luncheon speech was delivered by Ricardo Raphael, the Opinion and Editorial Section Editor, of *El Universal* newspaper in Mexico City. Topics covered in Raphael’s talk included the transition to plurality in Mexico, challenges in increasing traditional newspaper readership, online journalism advertising business models, and coverage of organized crime and corruption in Mexico.

The two afternoon workshop sessions on Friday started with an informal address and a question-and-answer session on topics such as journalism coverage of immigration, drug-re-

lated violence, and journalists’ murders. Dudley Althaus, Mexico Bureau Chief for the *Houston Chronicle* was the featured speaker. The final session of the day examined the issues of changing newspapers and multimedia in Mexico. Gabriela Warkentin, dean of the School of Communication, Universidad de Iberoamericana, was the featured speaker. Also speaking were print, online and radio journalists from Mexico City media operations. There appeared to be a consensus that non-reading of traditional newspapers is becoming a global problem, and that new media journalism content and innovative presentation methods, such as on commercial Web sites, are becoming increasingly important challenges in Mexico City.

Three workshop sessions and an optional tour closed out the workshop on Saturday. At both the breakfast and opening session on Saturday, workshop participants were saddened to learn of the unexpected death of Eloy Aguilar, general manager of *El Universal’s* News Agency and former Bureau Chief of the Associated Press in Mexico City. Aguilar had been slated to address workshop participants in a Friday afternoon session, but he collapsed and died en route to the session.

Rosental Calmon Alves, director of the Knight Center for Journalism in the Americas at the University of Texas at Austin, moderated the opening workshop session on Saturday concerning what is happening to foreign correspondents. Issues discussed by the three speakers at this session included decreasing resources, worldwide, that fund foreign correspondents, declining interest in foreign news in the United States, consortium-type coverage provided by entities such as “the Global Post,” and the impact of digital media upon foreign-affairs coverage.

Jane Briggs-Bunting, then director of the School of Journalism at Michigan State University, moderated a Saturday session titled “ACEJMC Reaccreditation: Preparing for the Site Team Visit.” The final workshop session was titled “News Literacy,” and VanSlyke Turk moderated.

Speakers included Steven Reiner of the State University of New York at Stony Brook and Fred Blevens of Florida International University who discussed innovative courses and units of instruction devoted to news literacy instruction in U.S. higher education.

Several workshop participants attended a Saturday afternoon tour led by Rosental Alves to *El Universal* newspaper offices in Mexico City. Topics discussed on the tour included sensationalistic reporting in Mexican newspapers and the growing popularity of online news sites in Mexico.

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PROGRAMS ADDRESS PROBLEMS CAUSED BY POOR ECONOMY

By Dwight E. Brooks

Middle Tennessee State University

I served as a panelist on an ASJMC roundtable at the AEJMC Annual Convention in Boston, “Strategic Ways to Use a Tough Economy to Enhance Your Program.” Beth Barnes of Kentucky moderated the panel. The other panelists were Diane Borden of San Diego State and Carol Pardun of South Carolina. The panelists’ comments were followed by a robust discussion of some of the ways the economy is impacting journalism and mass communication education.

By the end of the program, it was clear that the downturn in the economy has impacted JMC programs across the country in a variety of ways. JMC educators join other academic administrators in confronting the realities of budget cuts, employee furloughs, hiring freezes, program reduction and elimination of services. Given these realities, panelists shared strategies that JMC leaders can deploy to successfully respond to the weak economy.

This article presents my comments to the roundtable along with some of the ideas presented by the other participants. JMC administrators must utilize strategies and tactics for their units that go beyond surviving to thriving during tough economic times.

Two major strategic approaches are necessary in successfully administering JMC programs: Open and transparent communication processes and collaborative partnerships. After discussing these two broad approaches, I will conclude with some specific strategies for sustained success in JMC education using today’s economic environment.

Communication and Transparency

Given the economic climate that all educators face, it is crucial for JMC administrators to lead their units in long-range planning processes and sustainable program management in ways that are open and transparent. This leadership approach to budgetary matters entails true strategic thinking and innovative planning while maintaining transparency and open communication with all faculty and staff members. Because some of the best (and most creative) ideas come from faculty and staff, effective leadership requires keeping them involved in decision-making processes. Leaders who maintain faculty involvement in the unit’s financial matters will cultivate motivated faculty members with a higher morale and, ultimately, a greater willingness to focus on the mission of the unit, its priorities, and how to do more with less. Further, administrators who nurture an environment that includes broad-based participation that leverages faculty expertise create a sense of ownership of operational processes and results. This approach eschews a top-down model of leadership in favor of decision-making processes that solicit input and meaningful involvement from all constituents. It also enhances accountability, in the sense that members of the unit are more likely to move beyond planning and ideas to the successful implementation of academic and program quality.

Another reason for JMC educators to remain honest and share information with faculty is because of a tendency for misinformation to spread around campus regarding budgetary affairs. Leaders can combat rumors about university budgeting by combining dissemination of accurate and full information with a demonstrated willingness to make difficult decisions. Faculty members pay close attention not only to what their leaders say, but also to what they do. In this vein, administrators must resist the tendency to create simplistic rationalizations for budget cuts. Good leadership means honest dialogue, even if it means

telling others what they would prefer not to hear. Administrators with realistic yet positive attitudes and long-term perspectives will not blame others. Effective academic managers use anxiety about future budget reductions to build a sense of trust that inspires and motivates constituents to work through the immediate crisis with a focus on the future. Specifically, JMC leaders generate a positive outlook during difficult budget times by expanding their unit's influence on campus and with external constituencies.

Partner, Partner, Partner

One effective strategy for using a challenging economy is to develop partnerships with academic and nonacademic programs. Because every campus unit has to deal with the economic downturn, the number of potential partners is huge, which, in turn, creates multiple “win-win” opportunities. This strategy of partnerships necessitates an end to “silo/bunker” mentalities and obliterates traditional boundaries created by disciplinary and professional distinctions. JMC programs can partner with academic units to establish degree programs, certificate programs, joint appointments, research grants and other research initiatives. For example, Michigan State University's College of Communication and Arts and Sciences has teamed with the College of Business to offer an innovative program in sales communication. Merchandising management faculty and students at MSU have merged with the Department of Advertising to form a new Department of Advertising, Public Relations, and Retailing.¹

Many JMC programs have undertaken collaborative efforts around the emerging field of health communication. Boston University Metropolitan College has teamed with BU's College of Communication to offer an online Master of Science in health communication. The University of Missouri's School of Journalism is recognized as a national leader in health communication research. Besides the Missouri Health Communication Research Center, the School of Journalism has launched the Midwest Health Journalism Program at the school. This innovative fellowship training program for reporters and editors involves a cooperative effort among a handful of partners, including the William Allen White School of Journalism at the University of Kansas.²

The University of Georgia's Grady College of Journalism and Mass Communication has spearheaded several statewide health communication initiatives. Under the leadership of UGA's Knight Chair Patricia Thomas, who directs Grady's Health and Medical Journalism MA Concentration, and Vicki Freimuth, a nationally renowned international expert on crisis communication and health promotion who serves as Director of UGA's Center for Health and Risk Communication, interdisciplinary

collaborations have led to funded research, lectures, conferences, professional development workshops for ethnic and traditional media, and other joint ventures with media organizations, foundations and public agencies.

One of the better-known journalism and law school partnerships is The Innocence Network, a consortium of more than 50 journalism and law schools across the country. For nearly 10 years, The Medill Innocence Project at Northwestern University has provided students with experiential learning opportunities by investigating wrongful convictions. The Innocence Project is under the tutelage of Professor David Proffess, a founding member of the Innocence Network.³ Besides building a stronger influence on campus and its surrounding communities, there are other rewards—monetary and nonfinancial—that high-profile partnerships such as those cited above bring to JMC programs. Collaborative projects strengthen the unit's brand, which in turn can be utilized effectively in student and faculty recruitment and retention. They also create synergies that enhance the curriculum and extend the reach of the program. Perhaps most important, partnerships cultivate development opportunities and yield new resources.

The importance of fundraising and development strategies to enhancing a JMC program in a tough economy cannot be overstated. The goal is to replace hard money with grants, fundraising and/or links with industry partners. *ASJMC Insights*, along with other ASJMC programs, has given extensive attention to fundraising and development.⁴ Therefore, a few reminders should suffice.

Partners in development can be anyone with a belief in the value of higher education and training. They include alumni, faculty, staff, corporations, foundations, small businesses, members of the general public and (financially) endowed private citizens. As internal and state program support declines, JMC programs can use private funding to grow internationalization, diversity and technology efforts; professional collaboration and development; and innovative learning experiences.

In terms of student support, I can attest to strong student support from local community leaders, churches and cultural institutions. Such support is especially intense for first-generation college students and those from underrepresented groups. In Mississippi and Georgia, members of state and federal legislatures have donated money to assist students from their districts in internship and study-abroad opportunities. In a similar vein, there are ongoing scholarship programs sponsored by Black churches, fraternities and sororities, and other civic organizations that can assist JMC

programs in attracting and retaining the best and the brightest diverse student populations.

External constituents who respect JMC education will be more inclined to provide faculty and facilities support when they see themselves as partners in a sustained relationship with educators. In the same vein, they are disposed to giving for outreach if it means maintaining relationships with valued alumni and friends.

At Middle Tennessee State University, the College of Mass Communication has strengthened its relationships with local media to create new revenue-sharing opportunities. For instance, a converged media center will bring together student and professional media to produce multimedia content for multiple-platform distribution for a variety of consumers. One goal of this initiative is for the College to converge campus media operations within the academic program in ways that generate sufficient revenues and other cost-saving measures that reduce campus media's reliance on university support. Simultaneously, we will increase industry demand for our students because they possess the type of multimedia skills required in today's media world.

One reality of our current economy is that as many of our media partners reduce their staffs, they become more reliant on our students—and our faculty. JMC faculty also can work with local media professionals in such initiatives as grant writing and sponsored research, distinguished lectures, and professional workshops. Grant competitions sponsored by foundations such as Gannett, Knight, and the Ethics and Excellence in Journalism provide seed money for (sustainable) innovative educational and/or public service projects. These and other funders stress collaborative projects.⁵ However, successful partnerships also can include revenue-generating projects.

One ambitious initiative was a 2008 acquisition by the UGA Research Foundation of a commercial television license (WNEG-TV) from Media General to be operated by the Grady College. Besides joining a select group of flagship universities nationally that own and operate commercial television stations, UGA officials contend that revenue produced by the station will strengthen the station's operation while enhancing UGA's research and outreach mission.⁶ Although developing successful partnerships is essential to augmenting JMC programs in today's economy, they need not be as large-scale as purchasing a commercial media outlet. Modest collaborations between JMC programs and regional media include training programs for nonprofit and civic organizations and citizen journalism workshops. The JMC program at Jackson State University collaborated with the National Association of Broadcasters and local TV station manage-

ment to sponsor a series of community forums on the recent conversion to digital broadcasting.

Although hosting or sponsoring some type of professional workshop or community forum generates little, if any, revenue for the host unit, the positive publicity that these types of sponsorships produce for academic units is invaluable. These types of partnerships offer university presidents and other central administrators the type of "talking points" they seek as they fulfill the university mission. Universities that host and provide lodging for scholastic journalism summer camps, newspaper adviser workshops, and student media conferences contribute revenues to the institution and create a sense of goodwill towards the unit-host. UGA's Grady College hosts annual two-day summer workshops for high school journalism advisers and an annual two-day statewide conference of the Georgia Scholastic Press Association.⁷ Ball State University's Department of Journalism boasts its High School J-Day and Junior High J-Day, the largest single-day journalism event in the nation.⁸ One factor in making these types of partnerships successful is a strong relationship with media professionals.

Most journalism and mass communication programs have some form of professional advisory committee, alumni council and/or board of visitors. JMC leaders can strengthen their unit's partnership with their advisory boards by simply keeping them informed about the university's fiscal condition. These boards often comprise individuals who may have some "voice" in the university community.

A more proactive measure would be to solicit equipment, supplies, services and other gifts that can benefit the program and, especially, students. For example, a member of the Jackson State University Department of Mass Communications Advisory Board uses her full-service PR firm to provide design and printing services for the department's brochures, newsletters, and special events programs. Another member, who serves as president and general manager of a network-affiliated television station, has donated video cameras, tripods and teleprompters to the department. Some JMC programs have implemented (or are considering) dues for advisory board members. JMC administrators must handle this sensitive topic even more delicately in light of today's economic challenges. Some media professionals will choose to provide in-kind gifts and services over direct monetary payments. Before concluding, I will note briefly a few strategies for generating and saving revenues.

Every Little Bit Helps

Most JMC administrators have received requests to have their

units record (audio-video) campus events, programs and speakers. We also have been asked to have our students prepare newsletters and develop campaigns for nonprofits and other entities. JMC programs that provide such services create an additional revenue stream while providing students with valuable skills in media planning, design, producing, editing, and perhaps even entrepreneurship. JMC courses can provide opportunities for students to produce newsletters, PSAs and other media products for a cheaper cost compared to commercial media firms. Programs can earn revenues by charging competitive fees for duplication and/or distribution of information and content. In lieu of direct payments, JMC programs can barter for academic-related services such as tech support, software, laboratory space and field experiences.

Besides exploiting new revenue streams, JMC leaders must utilize other cost-saving strategies in a tough economy. Despite the increasing university rhetoric about going “paperless,” most sectors of the academy continue to use (and waste) enormous amounts of printed resources such as paper and ink. JMC administrators must take the lead in saving paper and print duplication costs by reducing reliance on such routine items such as printed agendas for meetings, minutes, memos and other written reports. Proactive fiscal leadership encourages and rewards faculty use of electronic syllabi, online readings and “hybrid” instruction. In fact, online course offerings can yield savings by eliminating or reducing costs for traditional course delivery methods.

Lastly, JMC leaders always should seek educational discounts and state-tax reduced rates when purchasing equipment and supplies from commercial vendors. There may be a tendency on the part of administrators to use these discounts only when purchasing “big-ticket” items like equipment. However, smaller purchase orders such as office supplies also can be purchased at a reduced rate by utilizing tax-free privileges, buyers-club discounts, and rewards programs.

Because JMC programs, like all other academic units, are facing difficult decision-making processes involving funding, staffing and resource allocation, I point out what may be obvious to some: successful programs are better able to absorb institution wide budget cutbacks and limits on personnel hiring. In fact, the best way for any unit to confront the adverse impact of a fragile economy is from a position of strength. Strong programs are less likely than weak ones to be identified for reduction and/or elimination. On the other hand, as increasing numbers of academic institutions implement across-the-board budget cuts, even “signature” programs will see reductions in operating budgets. In this common instance, it is necessary to be proactive by making sure JMC

strategic plans complement those of the university and contribute to the (immediate) *future* of the university’s mission. As administrators work with members of their unit in confronting budget challenges, they should keep the focus on the unit’s mission and priorities. Leaders must then be able to act on stated priorities and lobby on behalf of faculty. Another strategy that goes a long way in solidifying the economic vitality of JMC education in the academy is accreditation.

Although the value of accreditation in JMC is beyond the scope of this article, it must be noted that many colleges and universities and their governing bodies are requiring academic program accreditation where such certifications are available. Since 1945, the Accrediting Council on Education in Journalism and Mass Communications has been the sole agency formally recognized by the Council for Higher Education Accreditation for accrediting programs for professional education in JMC at institutions of higher learning. Consequently, ACEJMC’s educational requirements and standards, combined with its process of voluntary program review by professionals and academicians, not only provide strong assurance to the public that accredited programs meet rigorous standards for professional education, but also a measure of “protection” for JMC programs in the midst of restructuring plans, proposed programmatic changes and increased budget scrutiny.

While some JMC administrators underestimate the value of accreditation, others lament the financial burden of accreditation. In so doing, all fail to realize that accreditation has even greater worth in times of economic stress. They also miscalculate how institutional mandates for program accreditation actually bring increased institutional support for obtaining and maintaining accreditation. Further, some universities have formulas for funding academic units that are tied to accreditation status. In short, accreditation provides a value-added dimension to any JMC program. In a challenging economy, JMC accreditation becomes an invaluable asset for managing resources.

In conclusion, despite some signs that the economy is making a modest recovery, states will face weak budget situations, and funding for higher education will continue to take major hits. On the other hand, analysts predict an increase of some 1.6 billion in college enrollments of students aged 18-24 by 2015. Others forecast that the economy will need an additional 12 million workers with some form of post-secondary education in the next 20 years.⁹ JMC administrators must manage their academic units through belt-tightening measures, cost efficiencies, developing new revenue streams, creative networking and making equitable cuts. In the end, implementing these strategies will ensure our students *and*

faculty remain in demand. That type of demand is a powerful response to the budget crisis in higher education.

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Endnotes

¹ College of Communication Arts & Sciences, Michigan State University, Strategic Report: 2004-2008, 6.

² Missouri School of Journalism website, <http://journalism.missouri.edu>.

³ Medill Innocence Project, 2008-09, www.medillinnocenceproject.org.

⁴ See *ASJMC Insights*, Spring 2005.

⁵ Irma Simpson, "Collaborative Projects Applauded," *ASJMC Insights*, Spring 2005, 21.

⁶ Tom Jackson, "UGA Research Foundation to Acquire WNEG-TV," Grady College website, <http://www.grady.edu>.

⁷ Rachel Hobgood, "GSPA Hold Most Successful Conference Yet," Grady College website, <http://www.grady.edu>.

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⁹ Kristen D. Conklin, "After the Tipping Point," *Change*, March/April 2002, 29.

EXAMINATION OF DIVERSITY PLANS SUGGESTS SIX KEY FACTORS DURING ECONOMIC HARD TIMES

By Paul Parsons

Elon University

In economic hard times, journalism and mass communications programs face even more hurdles in meeting diversity goals. Budgets cuts can negatively impact faculty recruiting, student scholarships and curricular innovations.

In 2008, the ASJMC Diversity Committee analyzed diversity plans and self-studies from more than 50 JMC programs nationwide, resulting in a publication titled *Diversity Revisited: Good Ideas for Your Diversity Plan*.

This article covers the six key territories of a diversity plan and identifies ideas that seem particularly worthwhile in a time of financial challenge.

Importance of Diversity

Most plans start by explaining why diversity is important, and our analysis of dozens of plans revealed a vast array of motivations. They range from legal obligation (*assure equal opportunity*) to social justice (*include all voices in the marketplace of ideas*) to professional benefits (*integrate media workplaces*) to student benefits (*diverse groups have performance advantages over homogenous ones*).

A program in an overwhelmingly white Western state wrote, “Without diversity, both in persons and in programs, our students will be ill-prepared to work as journalists, to function as responsible citizens, or to meet the personal and professional challenges of the future in the multicultural collage that our country has become.” Conversely, an HBCU program states its mission as “prepare African American students to live and work in a professional media environment and to communicate news and information to a mainly white culture.”

Good idea... Clearly articulate why diversity is important in a program’s own context.

Definition of Diversity

Historically, diversity was defined as gender, race and ethnicity. Today, JMC programs have adopted a smorgasbord of definitions that include disabilities, sexual orientation, age, religion, marital status, political ideology, socio-economic diversity, underrepresented groups and even learning styles.

It’s easiest to monitor diversity that can be seen (*gender, race, ethnicity*). Other forms of diversity cannot be confirmed through physical appearance (*religion, political ideology, sexual orientation, socio-economic diversity*), and such questions would be inappropriate.

This suggests that some diversity concepts are proactive (*Seek out and hire minority and women faculty, if underrepresented*), while other diversity concepts are reactive (*Don’t discriminate on the basis of religion or age or sexual orientation or political ideology*).

In 2008, the U.S. Census Bureau reported that 34 percent of the nation's people belong to a minority group, compared to 23 percent in 2000. Hispanics account for 15 percent of the U.S. population, African Americans 13.5 percent, and Asians 5 percent. The historic meaning of diversity focuses on gender, race and ethnicity to redress past wrongs or to mirror current populations. Today's broader meaning includes the growing internationalism of faculty and the student body.

Good idea... Define diversity in both proactive and reactive ways, keeping in mind historic meanings as well as embracing the broader meaning of diversity today.

A Diverse Faculty

Two decades ago, AEJMC adopted a resolution calling on programs to have at least 50 percent of their faculties be women or minorities by the year 2000. Some programs have met that target. Others say it's simply not possible until retirements of tenured faculty take place.

When it comes to building a diverse faculty, programs congregate toward one of three approaches. Some pledge effort (*We'll work hard*). Others pledge an increase from current levels. A few set measurable goals. A common measurable goal is to equal or exceed the diversity in the institution's faculty. Another measurable goal is to use a national benchmark (for instance, *Insights* reported in Fall 2006 that an ASJMC survey found 16 percent minority faculty).

In tough economic times, take advantage of any university initiatives related to faculty diversity. Don't sit by and let the English department obtain the targeted faculty position to enhance the institution's diversity.

Recruit minority professionals interested in making a transition to the academy and support their credentialing process in what universities call "Grow Your Own" programs.

Create a luncheon series to invite minority academics to campus. Besides the obvious benefit, one school uses this technique as a recruitment screening device.

If permanent faculty positions are not available, then use short-term appointments to enhance faculty diversity.

Seek adjunct faculty who boost female and minority presence in the classroom. Urban universities have a huge advantage in being able to do so.

Develop a partnership with an HBCU because it will benefit

students at both institutions.

Good idea... Set measurable goals and commit to specific actions toward that goal (Grow Your Own, use of short-term appointments, more diverse adjunct pool, HBCU partnership).

A Diverse Student Body

Student diversity has different meanings in different parts of the country. The South has a larger African American population. In the Southwest, Hispanic. On the West Coast, Asian American. The Plains states have a larger Native American population.

JMC programs are expected to attract a student body that approximates the percentage of minorities both at the university and in the institution's "service area." The service area represents the fat part of the enrollment curve. Flagship public universities typically define their service area as the state itself, even though a number of students may come from out of state. Regional universities list their section of the state. One California school lists a single local county that provides 60 percent of its student body. Some private universities identify their service areas as the nation at large, but most list those states that are home to a majority of the student body.

It's common for a JMC program to have a minority student population that lags the percentage in the university and service area. Some JMC programs have GPA or other admissions requirements that may affect minority enrollment. In terms of service area, one state school noted that its service area has a 25 percent Hispanic population, but only 12 percent of Hispanic high school graduates have the necessary academic coursework to enter the state university system.

In tough economic times when minority scholarships may not be as plentiful, consider ways for the JMC program to be proactive. Participate in the university's minority recruitment weekends. Send faculty or staff to area high schools with large minority populations. On campus, invite all minority freshmen who have not declared a major to a special information session about JMC.

Good idea... While student recruitment and retention are largely institutional in nature, JMC programs need to be strategically proactive, whether it's supplemental recruiting activities or hosting periodic feedback forums with multicultural students as an aid to retention.

Diversity in the Curriculum

The heart of the debate is between curricular separatists and

curricular integrationists.

To ensure that students are exposed to diverse perspectives, some JMC programs create a diversity course and require all students to take it. Other programs create diversity courses and offer them as electives. These courses carry titles such as Minorities and the Media, Gender and the Media, and Multicultural Issues in Communications.

In its diversity plan, a JMC program in the Midwest expressed concern that stand-alone diversity courses suggest that this is “a special topic lying somewhere outside the core principles” of the discipline. Instead, this school believes in curricular integration, believing in the value of finding natural points of entry for diversity to be discussed across the curriculum.

Whatever the philosophy, invite diverse voices into the classroom as guest speakers to reflect the full American pluralism. Faculty members have an understandable tendency to select people they know, or who are like themselves, to speak in class. Encourage faculty to broaden their invitations.

Good idea... Determine if the JMC program wants a diversity-specific course. If not, then ensure that courses are infused with diversity issues when appropriate to course content.

A Supportive Climate

JMC programs need to monitor their culture and environment related to diversity.

Some programs form a standing committee to do so. Others devote a faculty meeting each year to discussing faculty diversity, student recruiting, curricular connections and the department's climate. One school schedules a session for adjuncts to discuss creative ways in which diversity issues can be effectively communicated in the classroom.

Ask minority students if the program provides a supportive climate.

If the program has a professional advisory board, increase the number of women and minority professionals serving on the board to help keep faculty abreast of workplace issues.

Sponsor a campus forum about diversity in the media.

Remember diversity when organizing a panel or welcoming group. One school realized on the eve of a major student event that everyone scheduled to be on the podium was a white male. By realizing this in advance, the school was able to modify the list of speakers to reflect the diversity that actually existed.

Good idea... Create an environment that embraces diversity rather than seeing it as a matter of compliance.

Paul Parsons is Dean of the School of Communications at Elon University and president-elect of ASJMC. All JMC programs received a copy of the Diversity Revisited publication by the ASJMC Diversity Committee that he chaired from 2006-08. For an additional copy, contact Parsons at pparsons@elon.edu.

HIGHER-ED JOURNALISM PROGRAMS HAVE MUCH TO OFFER HIGH SCHOOLS

By Lillian Lodge Kopenhaver

Florida International University

Strong high school journalism programs and equally strong scholastic media form the foundation for students to not only learn about journalistic practices and ethics, but also to recognize the role of the free press in a democratic society. Strong scholastic journalism programs are also very important to schools and colleges of journalism, since the products of these programs – the students – may very well continue on with their education to become the journalists of tomorrow.

Yet scholastic journalism is facing significant challenges across the country. The number of high school newspapers has declined. Attempts to publish online media are being restricted. Content is being censored. Advisers' jobs are on the line for allowing students to determine what is printed or posted online. Principals are clearly being more aggressive in trying to control student media, and the censorship is not over anything that is illegal, defined as libel, obscenity or that which would materially or substantially disrupt the school day.

The Web site of the Student Press Law Center (www.splc.org) lists multiple cases involving the scholastic press in the first two months of the summer of 2009. In June, a reporter at the student newspaper of Thunderbird High School in Phoenix, AZ, wrote a story about the school district's teacher assessment testing and student and teacher reactions to it. The principal decided the paper could not run the story; he was upheld in that ruling by the superintendent.

Later in June, the principal of Orange High School in Orange, CA, confiscated a student magazine and prohibited its distribution. The issue featured a story on students with tattoos, "including a graphic illustration on the cover depicting someone's back with a tattoo of the publication's name and image of a panther, the school mascot." The principal told the students he felt the cover "could promote gang life and encourage some to get tattooed," so therefore he censored the magazine.

Still later that month, five journalism students and their adviser filed a lawsuit because the principal of Fallbrook High School in Fallbrook, CA, censored two articles in the paper the previous year. The stories dealt with "whether the district's former superintendent refused to use the school as an emergency shelter during the October 2007 wildfires" and an editorial which criticized a school assembly that endorsed abstinence-only sex education.

At the end of the month, the adviser at West Fargo High School in West Fargo, ND, was removed from his position because "school officials disagreed with the content of the publication and his leadership philosophy." The adviser said, "I felt the role of the advisor should be to advise. And they felt it should be to control." School officials had criticized student columns, editorials, and a few news stories covering sensitive subjects, such as a recent switch to block scheduling and teacher morale, which included teacher opinions. The paper won best overall school newspaper at the Northern Interscholastic Press Association state awards.

Then in July, newspaper editors at Conestoga High School in Berwyn, PA, spoke up about a proposed policy to implement prior review by administrators and to have the adviser's role be redefined as to ensure "no content published is 'in poor taste as a reflection of the school and the student body.' And allows the principal the 'opportunity to review proof materials before publication.'"

This is only a sample of the instances relating to the student press. Therefore, recognizing the importance of providing support

and encouragement for high school journalism programs and student media, ASJMC's Secondary Education Committee developed three major documents over the past year and a half to engage the membership proactively in providing assistance to their area high schools.

Value of Scholastic Media

The first, a statement on "The Value of Scholastic Media," was developed with principals and others who work with student media in mind. It says to those individuals: "Even though scholastic media may not seem like a necessary part of the curriculum or of co-curricular activities, it is invaluable to students as they become better writers and thinkers and to the community as these students learn to value democracy and civic engagement." In fact, in research published in 2008, "High School Journalism Matters," Jack Dvorak of Indiana University shows that students who have media experience get better grades in high school and college and outscore others on ACT tests.

The statement begins by asserting the role of high school journalism: "Students who work on high school media learn to think critically, research topics, conduct interviews, write clearly for an audience and work together as a team. In schools with strong journalism programs, they also learn how a free and responsible press can improve their school communities by informing, entertaining and influencing their audience."

The statement was sent to ASJMC members with the request to use it with area or regional schools. Some suggestions were to make copies available to journalism teachers or advisers and thus open a dialogue, to make copies available at high school press days or workshops, and to get it in the hands of individuals who should get the message. It also signifies the support of your department or school for high school journalism.

In addition to the ASJMC membership, the association has sent the statement to principals, state and national scholastic press associations, state press associations, and professional and scholastic trade publications. It was accompanied by a letter from the ASJMC president requesting support for these journalism programs and encouragement for advisers and their administrators to participate in workshops, training programs and online classes.

Several committee members used the statement to further the group's outreach efforts. Helen Fallon of Point Park University distributed copies to the executive committee of the Pennsylvania School Press Association and worked through

them to ensure that the statement was disseminated at every media day and high school conference and posted on school district's Web site. Sally Turner of Eastern Illinois University requested copies to distribute to board members of the Illinois Journalism Education Association and the director of the Illinois Press Foundation. Patsy Watkins of the University of Arkansas includes the statement in materials used in recruiting students from local high schools for their minority journalism workshops. Karen Flowers of the University of South Carolina suggested sending the statement to high school advisers, with a note such as the following: "Recruiting time is right around the corner in most schools. To help you in discussing the case for scholastic media, we have a document, 'The Value of Scholastic Media,' on our scholastic media Web site. We encourage you to make copies for your principal, your guidance counselors, your curriculum specialists and your faculty. And send some copies home to parents!"

These are just a few examples of how ASJMC's membership can reach out to support the values of the scholastic press.

Partnerships with education colleges

The committee next discussed the need to have trained journalism teachers/advisers in high school classrooms. The reality is that too many advisers get their jobs because they are English teachers and, therefore, the assumption is that they can teach journalism as well. In addition, few principals and administrators receive training in student press law in the school law classes which administrators take in graduate schools and colleges of education.

The committee therefore authored a "Proposal for Partnerships Between J/MC Units and Colleges of Education," which was approved by the ASJMC executive board at its meeting in Boston in August 2009. Since our colleagues in colleges of education train most of those who become secondary school administrators and many of those who teach journalism and advise scholastic media, the proposal asserts: "Schools and departments of journalism and mass communication have an impact on the training of those individuals to help ensure that the message of press freedom for scholastic journalism students is part of the education of administrators and teachers."

It further suggests talking to fellow education deans about a partnership exploring the following:

- Developing an area of concentration for undergraduate and graduate education majors in journalism, including a law and ethics course and one in teaching journalism/advising student media.

- Developing an area of concentration for undergraduate or graduate J/MC majors in education, including courses required for certification by the state.
- Offering the names of J/MC faculty who are willing to come to classes of administrators to talk about the value of scholastic journalism and press freedom.
- Offering a special class on either the undergraduate or graduate levels on teaching journalism/advising student media, and advertising it to education majors as well as J/MC majors.
- Partnering with colleges of education to ensure that one of the classes administrators take teaches the importance of journalism education and the skills students learn, the legal and ethical aspects of ensuring a free press in their schools, and civic engagement through journalism for the entire student body.

Ball State's College of Communication offers a class for administrators in partnership with the educational leadership department which teaches the importance of journalism education and the skills students learn. Linda Puntney said at Kansas State they work with their college of education to provide journalism speakers for classes of administrators pursuing degrees.

Watkins said: "I am very much on board with working through colleges of education to connect with would-be school administrators. This makes a lot of sense to me – to try to develop their orientation to student media before they take jobs and have to face boards of trustees, parents, etc. They will have already considered some of the critical questions."

ASJMC encourages its membership to pursue these partnerships, which can make a difference at the very foundational level.

Model Workshops

The final project, the culmination of this particular outreach effort which was distributed at the ASJMC Business Meeting in Boston, was the document containing "Proposed Models of Workshops for High School Journalism Advisers/Teachers." Included are content and a timetable for one, two and multi-day workshops which can be conducted by j/mc schools during the year or in the summer.

The document states in part: "The proposed models can easily be adapted to highlight the strengths of individual units. Whether the workshop is one day or several days, the interac-

tion with area high schools allows for spotlighting key aspects of the college program while improving the quality of the secondary programs. Ultimately, the additional training and interaction between the department/school/college of journalism and mass communication and the high school programs will enhance recruiting efforts and translate into better trained students entering college programs."

Variations on these models are already in use at schools and departments of journalism across the country. They include teaching the basics of reporting, interviewing, writing, editing, design, law and ethics, diversity, finances, grading and classroom management. But most critical to all these workshops is teaching about the role of the adviser – as a guide, a mentor and a teacher – not a censor, or editor, or rewrite person.

Also included with the proposed model workshops is a left rail list of "Getting Started" for the first time, which includes 10 tips ranging from securing mailing lists and facilities, to seeking funding for lunch and breaks, to registration and confirmation, and finally to evaluation and the awarding of in-service/CEU hours. There is even a suggestion to establish a blog or listserve to remain in contact with attendees, thus building a solid list of contacts in area schools.

A left rail list of "Resources" follows, including associations/organizations which can provide assistance, guidance and materials, and Web sites and publications which are also available. "Other Collaboration Opportunities" suggest serving as a guest speaker in journalism secondary education methods classes or offering such a course out of the journalism school (as Florida International University does) for those who want to be journalism and/or English education majors. Another suggestion is to work with colleges of education to get a course in supervision of school publications/media as a requirement for those who want to be journalism/English education majors. Many states require that course for teacher certification in journalism. Just contact your state department of education to find out if that is a requirement in your state.

Finally, under the left rail section on "What else can you do?," suggestions range from establishing a speakers' bureau from your own department or school, to visiting area schools, to seeking grant support, to energizing area media professionals to mentor local schools, to conducting technology boot camps for secondary teachers, to providing area students with feedback on their work. Faculty volunteers could be enlisted to sign on as mentors to "adopt" a specific school in their local area to initiate many of these efforts.

All three documents developed by the ASJMC Secondary

Education Committee are accessible at <http://www.asjmc.org/resources/scholastic/index.php>.

College and university journalism administrators can lead the charge in mentoring and supporting high school journalism programs in their communities. These documents point the way. This is an investment in the future of your school and the future of the profession. The Accrediting Council on Education in Journalism and Mass Communication regarded scholastic journalism involvement as so important that it made it part of one of its nine standards for accreditation.

Close contact with and support of area scholastic journalism programs or student media yields multiple benefits for the j/mc unit in addition to helping fight the battle for freedom of the high school student press and training that next generation of journalists and responsible media consumers.

It is a battle worth engaging.

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PANEL OFFERS A MODEL FOR MULTIMEDIA CURRICULUM

By Deb Halpern Wenger & Stephen Goforth

University of Mississippi

“Convergence. Coming soon to a classroom near you?”

Some of us were still asking that question as recently as 2005 when researchers in the School of Mass Communications at Virginia Commonwealth University surveyed journalism education administrators. They found that less than half (42 percent) described their curricula as highly or moderately converged.

Since that time, the world of journalism has changed significantly. New media technologies have rapidly forced changes in the day-to-day practice of journalism, as well as in the economic model that has sustained the profession for decades. Massive layoffs within the newspaper industry and major cutbacks in broadcast operations have prompted a significant number of journalism programs to rethink their curricula.

Today, most schools have some sort of cross-platform instruction, even if it's nothing more than a module about the Web incorporated into a traditional print or broadcast course. More often, you'll find schools have gone through the sometimes agonizing process of completely rethinking their approach to journalism instruction in the hope of better preparing students for a constantly evolving journalism profession.

One program that's made significant changes is Temple University in Philadelphia. Temple went through major curriculum revision in 2001-2002. Since then, program chair Andrew Mendelson says the school has been “tweaking” the curriculum, adjusting to changes in the scope of multimedia newsgathering and the media industry itself.

“Right from the start we proposed everybody learn audio, video and Web research skills,” Mendelson said. “Then we created a single capstone that brings all the students together in a converged newsroom environment.”

At Elon College in North Carolina, the School of Communications follows a similar outline with a core and a capstone that focus on teaching students multimedia storytelling, but single-platform instruction continues.

“We still recognize that the industries are separate, that there are still jobs in newspapers and magazines, and there are still jobs in television stations,” said the program's Dean Paul Parsons. “So the curriculum needs to be slightly different between the two.”

Other schools, such as Louisiana State and Arizona State have a stronger emphasis on multimedia throughout the curriculum. For example, ASU recently added a course in multimedia journalism for its sophomores.

“The goal is to create renaissance communicators who are well trained in gathering, organizing and presenting content on multiple media platforms,” said Dave Kurpius, associate dean in the LSU'sanship School. “We are approaching our goal, though it is a moving target.”

The faculty at Western Kentucky have yet another model; though students are exposed to multimedia skills at different points

in the curriculum, they're encouraged to remain at the school for what's called an iMedia Certificate.

The certificate includes an additional 18-24 hours of journalism technology courses. For example, a student who focused primarily on print courses at the undergraduate level may go on to take Introduction to Interactive Advertising and News Video & Editing as part of the certificate program. The school's Web site says, "Taking journalism to the Web is what iMedia is all about."

"The iMedia Certificate program has the potential for becoming a national model because it minimizes curriculum changes," Pam Johnson, director of WKU's journalism school said. She pointed out they created the certificate option by adding just one new faculty member.

Doing it all

This commitment to keep up with changes in the way news and information is gathered and disseminated has its challenges. All of these schools have added more instruction in more content areas for more students. They've often found that tradeoffs are necessary.

"We did a little cutting back and little cramming more in," said Temple's Mendelson. "We cut a little from the sequences and added to the core requirement."

At LSU, Kurpius says they've done more cramming than cutting.

"The top students simply adjust (to the extra material), but the laggards really struggle," Kurpius said. The expectation is that the slower students will work on their digital skills outside of the classroom.

Elon combines media law and ethics into a single course and reduced the number of credit hours of their required internship from four to three. ASU's approach has been to increase the number of required courses students must take and to decrease the number of electives.

Paying the price

All of this change comes at a cost in terms of real dollars as well. Curriculum changes at Temple tripled the number of students needing access to video gear. The university doesn't allow individual programs to charge their own technology fees, but they can charge course fees for "consumables."

"We consider software consumable," Mendelson said.

At ASU, the school was able to institute a technology fee for all majors, and WKU is trying new strategies to save money.

"The charge to our equipment committee is to develop a long-range plan to see where we can phase out some expensive desk-top computer labs and instead use the funds for multimedia equipment," Johnson said. "Also, we are reviewing our textbooks to see which ones can be used in multiple courses. The money saved from textbooks could be used by students to purchase low-end equipment such as Flip videos."

Focus on faculty

In addition to forward thinking courses and making room for equipment, there's long been a concern in journalism education that some programs might not have the most effective faculty expertise needed to teach new media skills.

The solution for many programs is to offer training for instructors already on staff. At Elon and LSU, they have provided funding for faculty to attend professional development workshops. Meanwhile, Temple, WKU and ASU specifically mentioned a focus on bringing training directly to campus.

"Last year we brought in a series of trainers and offered a week-long (12 hours a day, 5 days) series of training sessions in different aspects of digital media for our faculty," Chris Callahan, dean of ASU's Cronkite School said. "Then we hired our first full-time technologist who is dedicated to training faculty on teaching technologies."

Hiring is another way that these schools are expanding their multimedia instructional capabilities. However, the need to teach more new media skills combined with newsroom layoffs hasn't necessarily led to more professionals applying and getting hired in academia.

At Elon, Parsons says he's noticed an up tick in pros applying, yet only one of his program's last five hires was a professional. WKU is moving away from professional hires. Johnson says, "we are probably less likely to hire professionals than we were in the past." She says they have a solid core of legacy and multimedia faculty and now want to balance that with more research-oriented hires.

Advice for others

Of course, there are programs that are just now beginning to emphasize cross-platform instruction, and the administrators interviewed have some specific suggestions for them based on their own transitions.

- **Get administrative buy-in.** Mendelson says there may be significant expense to all this, so you need to sell the bosses on the excitement of prepping the next generation of journalists.
- **Create a framework.** Rather than immediately wrestling with which courses to add and drop, Parsons advises getting everyone to agree on goals. This shifts the question from “Should we stop teaching my favorite course?” to “Does it fit into the framework we’ve established?”
- **Creative course names.** Mendelson says it’s best to give your classes somewhat “generic” names; that way, you can more easily adjust the course content without having to go through your university’s approval process.
- **Train your people.** Johnson suggests that faculty be given the opportunity to spend as long as a month in a multimedia operation to see how the work is actually being done.
- **Think ahead.** Kurpius says it’s wrong to focus too

much on teaching specific skills, instead he suggests programs focus on attitude, teaching students how to adapt to different technologies.

Each of these administrators is enthusiastically creating new courses while fostering innovation among faculty and students.

“The biggest lesson is that if you as faculty aren’t having fun, the students won’t,” Mendelson said. “The curriculum is a living entity; embrace the chaos.”

He may be on to something. Programs are struggling to hit the moving target to which Kurpius referred. That leaves journalism educators in the same position as their students. They have a choice as to whether to embrace the chaos. Keeping students grounded with an understanding of how an effective journalist thinks while allowing for ambiguity may be the toughest challenge of all.

Deb Halpern Wenger and Stephen Goforth are both Assistant Professors at the University of Mississippi.

DEANS OF ACEJMC-ACCREDITED COLLEGES AND SCHOOLS: A DEMOGRAPHIC PROFILE

By Edd Applegate, Robert Kalwinsky & Dennis Oneal

Middle Tennessee State University

Introduction

Anyone who has served on a search committee for a dean understands the challenge of finding someone with the right background. After all, new deans play a major role in shaping the future of their programs. Members of such search committees may believe they need someone with a stronger background in academic research than in professional experience, or vice versa. Members must keep in mind, however, the reactions of the vice president (provost) and president when making their recommendations or short list, primarily because the new dean answers to them.

In an effort to ascertain desirable characteristics of candidates, search committees for deans may look at similar programs at other colleges and universities for guidance. They might also want to look for other resources to help them in their efforts. The authors of this study presumed that such secondary resources of information exist. However, their inquiry uncovered only one in-depth examination of the educational and professional backgrounds of deans, and it was published in 2001.

Purpose of the Study

This study examines the backgrounds of those individuals who hold the title of “dean” at schools and colleges accredited by the Accrediting Council on Education in Journalism and Mass Communications. ACEJMC-accredited programs were selected for study because each of the units meets the same accrediting standards.

The information found will provide members of committees searching for deans insight into the backgrounds of those individuals holding the titles of dean in various-sized programs in the United States. This study can be of assistance to those who aspire to become deans by providing them some measures of comparison, given their academic preparation and professional experience.

Review of the Literature

Several studies have examined the demographics of professors (Fedler, Counts, Carey & Santana, 1998; Tuggle & Sneed, 1998); however, only a few have examined the demographics of administrators, and, with one exception, these studies have not provided members of search committees the kind of in-depth insights offered here. For instance, one study of faculty (Stuart & Dickey, 1991) reported demographic information relating to average salaries. Although administrators were included in the study, their demographic information was not. Another study (Tan, 1991) examined the perceptions of administrators of journalism and mass communication toward their units. Although demographic information was reported, it was limited to gender, highest degree earned and administrative position.

In 1998, the Association of Schools of Journalism and Mass Communications published a study that included age, gender, ethnicity, highest degree, rank, tenure status, major area of interest, years of teaching experience, years of professional experience and salary of faculty and top administrators. The reported results, however, focused primarily on salary information, not demo-

graphic information. AEJMC members provided demographic information in a study (Riffe, Salomone; Stempel, 1999) that included gender, ethnicity, and teaching area; rank by gender and years of teaching; journal articles by rank, gender, and years of teaching; and years of professional experience by gender and ethnicity. Unfortunately, there was no distinction made between faculty and administrators.

As mentioned, one study examined the academic qualifications and professional experiences of deans (Oneal & Applegate, 2001). The authors found that 92 percent of deans were male, Caucasian and full professors. They also found that 85 percent held a Ph.D. The study indicated that deans typically were educators, not media professionals. Indeed, half of the deans had fewer than five years of professional media experience. Seventy-three percent had more than 20 years of experience in higher education.

Research Questions

This study sought to answer the following questions: What are the educational backgrounds of deans of colleges and schools of journalism and mass communication? What are the rank, ethnicity, and gender of deans? How much educational and professional experience do deans have? In what size of institutions are the colleges and schools of journalism and mass communication located?

Method

In the spring of 2008, the authors sent via e-mail a list of questions to every administrator with the title of “dean” who managed an ACEJMC-accredited college or school. Names of the deans were selected from the *Journalism & Mass Communication Directory: 2007-2008* and the *Journalism and Mass Communications Accreditation: 2008-2009*. The authors followed up the first e-mail mailing with a second a few weeks later.

Among the questions asked on the questionnaire were the name of the academic unit, the number of years the dean worked in the current administrative position, gender, race, age, the number of years worked in educational administrative positions, undergraduate, graduate, the number of years worked in professional media, the number of years worked in higher education, the number of majors in the respondents’ unit, the number of faculty in the respondent’s unit, the number of students who graduate per year from the respondent’s unit, and the total enrollment at the respondent’s university.

Results

Questionnaires were sent to 36 ACEJMC-accredited colleges

and schools that listed “dean” as their unit head. Responses were received from 25. Four were from deans of colleges of communications, three from deans of colleges of communication, and three from deans of schools of journalism and mass communication. (See Table 1.)

Table 1
Names of Units with Deans

Names of Unit	Number of Deans
College of Communications	4
College of Communication	3
School of Journalism & Mass Communication	3
College of Journalism & Mass Communications	2
School of Communications	2
School of Journalism	2
College of Mass Communications	1
College of Mass Communications & Information Studies	1
College of Communication & Information	1
College of Mass Communication	1
School of Communication	1
School of Journalism & Graphic Communication	1
College of Journalism & Mass Communication	1
Unknown	1

Eighty-eight percent of the deans were white, while eight percent were African-American. One indicated “Other.” Ninety-two percent of the deans were male, while eight percent were female. Although deans ranged in age from 53 to 66, they averaged 61.36 years old. (See Table 2.)

Table 2
Ages of Deans

Age	Number of Deans
53	1
55	2
56	1
58	2
59	2
61	3
62	2
63	2
64	3
65	6
66	1

Two respondents did not answer the question regarding administrative-service time. Of those who did, the answers ranged from one to 27 years of administrative experience. The average was 6.39 years. (See Table 3 on next page.)

(See Table 4 on next page.)

One respondent reported 12 years as an associate dean. One reported five years as an assistant dean. Four indicated that they had worked from five to 12 years as a director. Eleven indicated they had worked from two to 21 years as a department chair. Three indicated they had worked at least two years as a sequence coordinator. Three indicated they had worked as an associate director, while four indicated they had worked in other administrative positions, including vice president of university relations, di-

Table 3
Years in Administration

Years	Number of Deans
1	5
3	5
4	2
5	4
6	1
7	1
9	2
17	2
18	1
27	1

One indicated s/he had been in administration 1.9 years.

rector of graduate studies and executive assistant to the president, among other positions.

Fifteen serving as dean had earned a B.A. degree. Six had earned a B.S. degree. Two had earned an A.B.J. degree, while one had

earned an A.B. degree. One did not respond to the question. Thirteen had majored in journalism or agricultural journalism. One had majored in mass communication. (See Table 5.)

Table 4
Years as Dean

Years as Dean	Number of Deans
1	2
2	2
3	2
4	4
5	2
6	1
7	1
8	1
9	1
11	1
12	1
17	2
18	1
27	2

Twenty-two respondents indicated they had earned a master's degree. Seventeen had earned an M.A. degree, while five had earned an M.S. degree. Eleven had majored in journalism or mass communications. (See Table 6.)

Eighteen of the deans had the Ph.D. as their highest degree. Two had an Ed.D. Fourteen majored in journalism or a communication-related field. (See Table 7 on next page.)

Twenty-one respondents indicated that their research productivity had decreased since becoming dean, while two indicated that it had stayed about the same. Two indicated that their research productivity had increased.

Sixty-eight percent of the respondents had fewer than 10 years of full-time, professional-media experience. (See Table 8 on next page.)

That same percentage had more than 26 years of full-time experience in higher education. (See Table 9 on next page.)

The respondents were asked to indicate the number of ma-

Table 5
Where Deans Earned Their Bachelor Degrees

Degree	Institution	Major
B.A.	Baylor University	Journalism
B.A.	Wheaton College	History
B.A.	Auburn University	Journalism
B.A.	Pennsylvania State University	Journalism
B.A.	Pennsylvania State University	Journalism
B.A.	Kansas State University	Journalism
B.A.	Baylor University	Journalism
B.A.	Hastings College	English
B.A.	Western Illinois University	English
B.A.	James Madison University	Mass Comm.
B.A.	University of Texas—Austin	English
B.A.	Oakwood College	English
B.A.	Wheaton College	History
B.A.	Emory	History
B.A.	Glassboro State University	English
B.S.	West Texas State University	Speech
B.S.	University of Illinois	Journalism
B.S.	University of Nebraska-Lincoln	Ag. Journalism
B.S.	<i>Not available</i>	Biology/Chemistry
B.S.	University of Kansas	Journalism
B.S.	University of Kansas	Journalism
A.B.J.	University of Kentucky	Journalism
A.B.J.	University of Kentucky	Journalism
A.B.	Tufts University	Pol. Science
<i>Not available</i>	<i>Not available</i>	Journalism

Three of the deans had earned a second bachelor's degree (two—B.A.; one—B.J.).

Table 6
Where Deans Earned Their Master's Degree

Degree	Institution	Major
M.A.	Pennsylvania State University	Journalism
M.A.	Pennsylvania State University	Journalism
M.A.	University of Arkansas—Little Rock	Journalism
M.A.	University of Arkansas—Little Rock	Journalism
M.A.	University of Oklahoma	Journalism
M.A.	University of Texas—Austin	Journalism
M.A.	Kansas State University	Journalism & Mass Comm.
M.A.	Indiana University	Mass Communications
M.A.	Indiana University	Mass Communications
M.A.	Stanford University	Public Affairs Comm.
M.A.	West Texas A & M University	Speech
M.A.	Michigan State University	TV & Radio
M.A.	Hollins College	Creative Writing
M.A.	Western Illinois University	English
M.A.	Northwest Missouri State University	English
M.A.	University of Wisconsin—Madison	English
M.A.	Emory University	History
M.S.	University of Illinois	Journalism
M.S.	University of Illinois	Journalism
M.S.	University of Illinois	Journalism
M.S.	Ohio State University	Communication
M.S.	Keamey State University	Ed. Administration

Table 7
Where Deans Earned Their Highest Degrees

Degree	Institution	Major
Ph.D.	Ohio State University	Communications
Ph.D.	University of Illinois	Communications
Ph.D.	University of Illinois	Communications
Ph.D.	University of Illinois	Communications
Ph.D.	Stanford University	Communications
Ph.D.	University of Tennessee	Communications
Ph.D.	University of Tennessee	Communications
Ph.D.	University of Texas—Austin	Communication Research
Ph.D.	Southern Illinois University—Carbondale	Journalism
Ph.D.	University of Iowa	Mass Communications
Ph.D.	University of Iowa	Mass Communications
Ph.D.	University of Iowa	Mass Communications
Ph.D.	Michigan State University	Mass Media
Ph.D.	Vanderbilt University	American Literature
Ph.D.	University of Kansas	American Studies
Ph.D.	University of North Texas	Education
Ph.D.	Bowling Green State University	English
Ph.D.	University of North Carolina—Chapel Hill	History
Ed.D.	Nova Southeastern University	Communications
Ed.D.	West Virginia University	Ed. Administration

jors in their units. Forty-four percent indicated that their units had 1,000 or more majors. Thirty-two percent indicated they had 701 to 1,000 majors; twenty percent had 401

Table 8
Professional Media Experience

Years Worked Full-time in Professional Media	Number of Deans
0-5	7
6-10	10
11-15	1
16-20	2
21-25	1
26-30	2
30+	2

to 700 majors; and four percent had 201 to 400 majors. Seventy-five percent indicated that 100 or more students graduated each year from their units. Eight percent indicated that

Table 9
Higher Education Experience

Years Worked Full-time in Higher Education	Number of Deans
0-5	2
6-10	2
21-25	4
26-30	7
30+	10

76 to 100 students graduated; eight that 51 to 75 graduated; and eight that 26 to 50 graduated.

The respondents also indicated the number of graduates who found jobs relating to their majors. Forty-eight percent indicated that 100 or more graduates found jobs relating to their majors. Twenty percent indicated that 51 to 75 graduates found jobs. Twelve percent indicated that 26 to 50 graduates found jobs. Eight percent indicated that 76 to 100 graduates found jobs relating to their majors. Twelve percent were “uncertain.”

Respondents were asked to indicate the total enrollments at their universities. (See Table 10.)

Table 10
Full-time Enrollment at Universities

Full-time Enrollment at University	Number of Deans
5,000	2
8,562	1
10,000	3
11,000	1
13,000	1
14,000	1
17,000	1
17,500	1
23,000	3
25,000	1
26,500	1
27,000	3
28,000	1
34,500	1
38,000	1
42,000	2
82,000	1

Forty-four percent of respondents had more than 50 faculty members in their units. Twenty-four percent indicated 31 to 40 faculty members; 16 percent had 21 to 30 faculty members; and 12 percent had 11 to 20 faculty members. One respondent indicated having 41 to 50 faculty members.

Respondents were asked to rank from 1 to 6 (“1” being most important, “6” being least important) the following issues confronting administrators today:

- Funding for higher education
- Incursion of external departments into traditional mass communication offerings
- Impact of new media technologies
- Ethics
- Determining the appropriate faculty mix (scholar, teacher, practitioner)
- Race, class, and gender

Seventy-six percent indicated that “funding for higher education” was the most important issue; 12 percent “ethics” and eight percent “incursion of external departments into traditional mass communication offerings.” One respondent indicated “race, class, and gender” as the most important issue.

Respondents were asked to consider the ratio between faculty and administrative duties. Seventy-six percent stated that they tried to find ways to accommodate both areas. Eight percent indicated that they were torn between the two areas. Eight percent indicated that there were problems, but only occasionally.

Finally, respondents were asked to provide advice for new administrators. Sixty-eight percent provided comments, which included the following:

“Be honest and straightforward, both with your faculty and with your supervisor. They will all respect you for it, even though you may not please them all the time.”

“New technologies are changing the nature of media; at this time media are much weaker. This has made it very difficult for media-oriented programs like our colleges.”

“Find an outside-your-school mentor dean (don’t depend on the provost). Don’t cling to your job.”

“Maintain a sense of humor. Discern the difference between those issues over which you have control and those which you do not. Be flexible and collaborative.”

“Be objective; make the best decisions you can based on what is good for faculty and students. Try to plan at least three years in advance.”

“It is important to WANT the job of dean or director. Many dean candidates I have seen over the years have seemed ambivalent in their own minds about whether they really wanted to do the job.”

“Get firm commitments of support—fiscal, faculty, facilities—from university administration. Fundraising will take more time and be more difficult than you expected, even if you have a mega-millions donor.”

“I am not currently teaching. Remember that good administration means working to allow people to contribute in ways that they are best able to.”

“It’s demanding on time, family, and research productivity. Administration takes a patient personality, integrity, but, its

own rewards of making a difference. Go into administration fully informed about pitfalls and challenges as well as rewards.”

“Do your best to create a ‘yes’ culture so that faculty and student alike have enthusiasm to be innovative and come up with ambitious ideas. Sometimes this takes money, but sometimes it just takes encouragement.”

“Provide a vision for your unit and work to achieve buy-in. You can’t make everybody happy, so don’t even try. Work to help faculty, staff and students succeed; success is the best motivator. Be honest.”

“Students come first above all else.”

“When possible, build consensus and try to take care of faculty’s pressing needs. It is a balancing act between your constituencies: students, administrators, and faculty.”

“Recognize that time management is a critical issue; understand that if you are named administrator from within a department, you may no longer be perceived as a ‘colleague and friend’ by your former colleagues and friends.”

“Be focused on serving others and not on controlling events. Find satisfaction in faculty achieving their goals within the long-term objectives of your unit. Hire the best persons you can find.”

“Be urgent, but give yourself time.”

“Take advantage of any opportunities in leadership training and in fundraising.”

Conclusions

Based on the responses from those administrators who hold the title of dean, most are white males who have the Ph.D. or Ed.D. degree. Most majored in journalism, mass communications, or communications at the undergraduate and graduate levels. Most (21, or 84 percent) indicated that their research productivity had decreased as a result of becoming dean. The results indicate that deans come from the ranks of long-time educators, not from long-time media professionals.

Search committees for deans will continue to seek information to help them in their selection process. The results of this study provide solid information on the backgrounds of those serving as deans. Consequently, this study should provide a base on which further investigations of deans can rest.

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