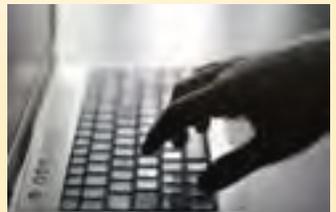




2011

A Report on the

Carnegie-Knight Initiative on the Future of Journalism Education



HARVARD Kennedy School

JOAN SHORENSTEIN CENTER
on the Press, Politics and Public Policy



Carnegie
CORPORATION
NEW YORK



John S. and James L.
Knight Foundation

A Report on the

Carnegie-Knight Initiative on the Future of Journalism Education 2011

Table of Contents

Foreword	1
Arizona State University	7
University of California, Berkeley	13
Columbia University	21
University of Maryland	29
University of Missouri	35
University of Nebraska	43
University of North Carolina	49
Northwestern University	55
University of Southern California	63
Syracuse University	69
University of Texas at Austin	77
News21	83
Journalist's Resource	123
Appendix	131

Foreword

Carnegie-Knight Initiative on the Future of Journalism Education

The Carnegie-Knight Initiative was rooted in a sense that journalism was in trouble. Even before the full impact of digital technology was apparent and the economic model for journalism had collapsed, there was a growing sense that a complex world needed a deeper journalism and better-trained journalists. The nation's journalism schools were largely responsible for that training, but were widely perceived to be behind the times and, in many cases, marginal players on their campuses.

The Carnegie Corporation of New York convened a gathering focused on revitalizing journalism education in June, 2002, and a product of that gathering was an expression of interest by the John S. and James L. Knight Foundation to form a partnership with the Carnegie Corporation to fund work on the issue. In 2004, at the request of Vartan Gregorian, president of the Carnegie Corporation, McKinsey & Company conducted 40 one-on-one interviews with news leaders to produce a report entitled "Improving the Education of Tomorrow's Journalists." While the report was complimentary of journalism education in ways, the overall judgment was that a "crisis of confidence" had seized journalism, and that journalism schools were not providing an answer to that crisis. Many singled out the need to raise the degree of mastery that journalists bring to the field and a new level of analytical skills that are needed to explain a complex world.

The Carnegie-Knight Initiative on the Future of Journalism Education was announced on May 26, 2005 by Dr. Gregorian and Hodding Carter III, the president and CEO of the Knight Foundation. Carter was succeeded a short time later by Alberto Ibarguen as Knight's president and CEO, and he and Dr. Gregorian have worked closely in what became a personal as

well as an institutional team. Much of the oversight and coordination of the Initiative was shouldered by Susan King, vice president of external affairs at Carnegie, and Eric Newton, vice president for the journalism program at Knight.

The Carnegie-Knight Initiative was born of a determination to “advance the U.S. news business by helping revitalize schools of journalism.” Three distinct efforts were identified:

- Curriculum enrichment which would integrate schools of journalism more deeply into the life of their universities.
- News21, an internship program in the form of an incubator that would create annual national investigative reporting projects overseen by campus professors and distributed nationally through both traditional and innovative media.
- And the Carnegie-Knight Task Force, which would focus on research and creating a platform for educators to speak on policy and journalism education issues.

The design and objectives of the Initiative took shape as a result of a series of discussions among the leaders of the journalism programs at five universities that initially comprised the Initiative: the University of California at Berkeley Graduate School of Journalism, the Columbia University Graduate School of Journalism, the Northwestern University Medill School of Journalism (since changed to the Medill School of Journalism, Media, Integrated Marketing Communications) and the University of Southern California Annenberg School for Communication & Journalism. The fifth original member was the Harvard Kennedy School of Government’s Joan Shorenstein Center on the Press, Politics and Public Policy, which is not a journalism school, but whose focus is the news media.

A few years later, the Initiative added seven additional members: the Arizona State University Walter Cronkite School of Journalism and Mass Communication, the University of Maryland Philip Merrill College of Journalism, the University of Missouri School of Journalism, the University of Nebraska-Lincoln College of Journalism and Mass Communications, the University of North Carolina at Chapel Hill’s School of Journalism and Mass Communication, the Syracuse University S.I. Newhouse School of Public Communications, and the University of Texas at Austin College of Communication.

Each school was invited by the Carnegie Corporation and the Knight Foundation to apply for grants aimed at achieving the three goals for curriculum reform. An internship program focused on multi-media and

digital innovation – News21 – was funded separately, as was the provision for the deans of the Initiative schools to speak out on relevant issues.

Each school approached curriculum reform – and the integration of the school with the university – in a different manner. There was no prescribed model. Indeed, the intent was that each school should chart a path that was tailored to its own situation and vision. This report includes a description of the curriculum reform efforts of each of the schools, and how they evolved over time.

Taken as a whole, however, their curriculum reform efforts reveal common themes and lessons learned.

The separate Carnegie-Knight themes merged

At the start of the Initiative, the focus of the Carnegie Corporation was largely on what came to be called “knowledge-based journalism,” meaning a deeper and more rigorous journalism drawing from the scholarship and knowledge base of great universities. The Knight Foundation’s primary focus was on the digital transformation of journalism, which in the early days of the Initiative was taking place, but had not yet become a sweeping revolution affecting every form of journalism.

As time and the grants unwound, both Carnegie and Knight – and the deans – saw that the digital transformation ended up becoming part of knowledge-based journalism and that the reverse was also true. News21 combines knowledge-based journalism with digital innovation, as students take special topic classes, but also innovate. And when schools teach entrepreneurial journalism, they are combining the two in the classroom, by teaching the topic of business to more journalism students.

“The unity of these two ideas was a real strength,” said Eric Newton of the Knight Foundation. And, citing the final evaluation of the Initiative, he noted that the fear expressed by the news leaders interviewed was that journalism education will not continue to be able to teach both digital transformation and knowledge-based journalism.

One of the main contributions of the Carnegie-Knight Initiative has been to demonstrate that both can be done.

Involving the president

One of the crucial elements of all the curriculum reform efforts was a requirement that the president of each of the universities involved make a significant commitment to the process. Vartan Gregorian, who has been a university president, recognized that this buy-in was crucial to legitimize the journalism school’s efforts and, in many cases, to boost the school’s

prestige within the university. While there was already significant financial support from the university at some programs – such as Columbia and Northwestern – at many others the requirement for university support was a watershed. Indeed, all of the deans of the journalism schools said that the involvement of the university president – and the substantial financial support that was a condition of getting the Carnegie-Knight grant – was invaluable and, in some cases, almost transformative. The impact was financial, but just as important it prompted new attention – and respect – from the university administration because of the prestige and authority of the two foundations involved. The terms of the grants were that Carnegie and Knight would provide funding each for two years, but that the university must provide the same funding for a third year. Each of the participating schools was able to elicit this support.

A variety of visions

Each of the 11 journalism schools approached curriculum reform – and integration with the larger university – in its own way. For instance, the Columbia University Graduate School of Journalism created an entirely new Master of Arts degree program, which required very significant additional financial support from the university. The Philip Merrill School of Communication at the University of Maryland used its Carnegie-Knight grant to create a seminar intended to deepen knowledge in designated areas. At the University of Missouri, the approach was to offer a new curriculum based on the arts. In each case – indeed, in every case – the faculty of the larger university was enlisted and engaged in new and innovative ways with the objective of creating a new and deeper learning opportunity for the school’s journalism students.

And at each of the schools, lessons were learned and the curriculum enrichment program was modified or evolved in response to those lessons learned. The University of Nebraska approach was to take advantage of the school’s location in an area rich in Native American heritage, but the initial approach was changed based on judgments about how the experimental efforts had gone. At the University of Southern California, the approach was to create a specialized reporting program for experienced journalists who wanted to deepen their expertise in various areas, and its focus evolved as some areas of interest proved more enticing to prospective students than others.

In every case, however, the effort to draw closer to the university was deemed a valuable advance and integrating with other parts of the university was viewed as something to maintain and expand. The

difficulty of maintaining that integration also became apparent in many cases, but the importance of going to the effort to build those bridges has become a given at all the schools.

Catalyst for Change

At each of the schools, the effect of the Carnegie-Knight curriculum reform effort encouraged – and in some cases prompted – an atmosphere of change that went well beyond the specific area of enrichment. Deans repeatedly mentioned that the process within their faculties of discussing how to use the Carnegie-Knight curriculum enrichment grant prompted a new engagement with the school’s mission and a new comfort with change itself.

At all of the schools, a broader curriculum review was being undertaken in light of the huge changes that digital technology had created in communications of every kind. To a greater or lesser degree, faculties at each of the schools were firmly established in traditional approaches to journalism education generally and skills training in particular. At many of them, the Carnegie-Knight Initiative opened the door to new thinking about every aspect of the school’s sense of what it wanted to teach and how to teach it. While each school had its own culture, the overall impact of the new thinking was to lower, if not shatter, the silos that had existed in which each journalistic medium tended to guard its own citadel. At many of the schools, the approach shifted from one of specific training in a form of journalism to a multi-disciplinary approach that recognized the integration of many platforms in the workplace. At the very least, the Carnegie-Knight Initiative should be credited with fostering – and easing – needed change well beyond the focus of the individual grants.

The value of talking

As the period for the grants to end drew near, the issue became whether the schools in the Carnegie-Knight Initiative would continue to meet. The wish to do so was unanimous because of the perceived value of convening twice a year to discuss ongoing curriculum reform – a process that the Carnegie-Knight Initiative put in motion and that has a momentum that all of the deans wish to carry forward. It is worth mentioning that at almost every school the person who was dean at the beginning has been succeeded by a new dean. This has not diminished the enthusiasm of any of the deans, and a sense of shared commitment and camaraderie is as powerful now as when the Initiative was born.

The deans have, as a group, spoken out on issues of importance to journalism. Most recently, they issued a statement of support for the Federal Communications Commission's in-depth examination of the information needs of the nation. They also feel a strong sense that their efforts and the lessons they have learned have value for journalism education at other schools and universities, and there is a specific intent to make what they have learned from their experiments in curriculum reform widely available, which is the purpose of this report.

In anticipation of the end of the Carnegie-Knight Initiative, the Knight Foundation repeated the process of interviewing news leaders about journalism education, in a reprise of the McKinsey report seven years earlier. While the focus of the June, 2011 report was the News21 internship program, the issue as well was a perception of journalism education in a larger sense. The result was a resounding vote of confidence that journalism education had improved and was getting better. The Carnegie-Knight Initiative was given significant credit for prompting this change.

— Alex S. Jones
Director, Shorenstein Center

Arizona State University

Walter Cronkite School of Journalism and Mass Communication

Perhaps most valuable of the Cronkite School's assets is the generous and powerful backing of the University's president, Michael M. Crow, who has repeatedly demonstrated a wholehearted belief in the importance of journalism and journalism education. In his passionate endorsement of the Cronkite School's grant proposal to the Carnegie Corporation in 2007, President Crow declared that the project – focused on Latino issues – was part of ASU's commitment to Arizona's large and growing Latino population. "In an era when the majority of media coverage of Latinos tends to focus on immigration issues, the importance of reinforcing cross-cultural understanding and broad representation in reporting cannot be overstated," he wrote. "With the development of its new curriculum, the Cronkite School will become the first and only journalism school in the nation to offer students a concentration in Latino issues reporting. And there is no better training ground for future journalism professionals than Arizona State University, which, immersed in the heart of the metropolitan Phoenix area, has long embraced the Latino community as integral to the growth and vitality of the region."

Christopher Callahan, dean of the Cronkite School, has had President Crow's extraordinarily unambivalent support from the time he became dean in 2005, after being associate dean at the University of Maryland's Philip Merrill College of Journalism. "When I first got here, there were way too many students and not nearly enough professors," Dean Callahan recalls. "So we basically doubled the size of the faculty and cut the student body in half." Asked if it was fair to say that he had an unusually understanding president, Dean Callahan, with a laugh, said, "I wouldn't

call Michael understanding, but he's very supportive." And as ambitious for the program as is Dean Callahan.

The creation of the new journalism concentration on Latino issues reporting grew out of the university's larger vision of making itself, as President Crow puts it, "a living example of a New American University which takes on personal responsibility for the economic, social and cultural vitality of its region and seeks to provide quality education that is accessible to a broad population, create a highly educated work-force, generate economic growth throughout the region and beyond, conduct trans-disciplinary research that advances the public good and maintains a global perspective in all of its endeavors." It is a vision that is "immersive, innovative and entrepreneurial, while guided by integrity, excellence and ethical standards synonymous with the legacy of Walter Cronkite himself."

In many respects, Arizona State University and the Walter Cronkite School are both brash newcomers that have assumed a prominent place on the educational stage in a relatively short time. In the 2006 edition of *The Princeton Review's "The Best 361 Colleges,"* ASU was termed "a rising star in the world of research," after building or acquiring more than a million square feet of research space in fewer than three years. The Cronkite School has been on a similarly meteor-like trajectory. Journalism courses have been offered at Arizona State since 1931, originally as part of the English Department. In 1979, with the express permission and support of Walter Cronkite, the legendary and iconic CBS anchor, the Walter Cronkite Endowment was created in support of what was then the journalism department. In 1984, the department became a school and was named the Walter Cronkite School of Journalism and Telecommunications, and in the early 1990s the school became a major player on the journalism education scene, with students who began to make their presence felt in the Hearst intercollegiate journalism awards, often called the Pulitzers of college journalism. At the end of the 1990s, the School developed international programs in Mexico and elsewhere, and was renamed the Walter Cronkite School of Journalism and Mass Communication.

Throughout, the emphasis at Arizona State's journalism program has been on journalism and did not include some of the areas of instruction that are taught at other journalism programs. "We don't teach advertising or sales," observed Dean Callahan in explaining the Cronkite School's focus. "We made a media analysis major into a minor only. We no longer have a major in broadcast production. We don't teach film classes and offer a limited range of communications classes." While there is a public relations curriculum, the students in it must take much of the journalism

curriculum. “These tradeoffs have had the benefit of strengthening the school’s core mission: to prepare young journalists with the skills, knowledge, discipline and experience they need to do meaningful journalism on all platforms in an increasingly complex world. We have learned in the past few years how very important it is to focus on key areas of excellence and that it is critical to put the right people in place to lead the change efforts, that spreading innovation is a slow process, but a doable one, that a key element to success is recognizing and celebrating successes while recognizing that failure is an opportunity to learn as well, that innovation and entrepreneurship are states of mind that can be taught, and that the fundamentals of great reporting and writing are always more important than cool new tools. Most important, we have learned that students given the opportunity to master complex subject matter are better journalists.”

It was this final lesson-learned that is at the heart of the Cronkite School’s Carnegie-Knight project, which has grown to be a model used increasingly at Cronkite.

The Cronkite School’s curriculum enhancement proposal presented to Carnegie-Knight for funding was focused at its core on a new multi-disciplinary seminar to explore cultural, historical, political, legal, economic, religious and sociological dimensions of Latino life in the United States and U.S.-Mexico transnational issues.

The choice of theme was based on a perception that news coverage of Latinos and Latino issues is often superficial, lacking the context necessary to produce meaningful dialogue and understanding between the cultures and the races. A Cronkite School study conducted in 2006 for the National Association of Hispanic Journalists examined 1,547 stories produced by Time, Newsweek and U.S. News & World Report in 2005 and found that only a tiny fraction of them were predominantly about Latinos; of those, most focused solely on immigration. The study also concluded that much of even that limited coverage portrayed Latinos as a negative and disruptive force in U.S. society. The Census Bureau reports that the Latino population will triple over the next half century, to nearly 103 million by 2050. Latinos are already the largest minority population in the United States with about 13 percent of the overall population. By 2050, Latinos are expected to increase that percentage to 25 percent of the total population.

“We believe the way to turn around this damaging pattern of coverage is to educate young journalists,” the Cronkite proposal stated, “providing them with the intellectual framework and journalistic skills they need to

lift the dialogue and bridge cultural barriers that bar understanding. This is a new approach.”

ASU has nearly 8,000 Hispanic students, one of the largest concentrations of Hispanic students in the nation. A record 27.6 percent of the 2006 freshman class at ASU has an ethnic minority heritage, and as a result ASU has focused heavily on Latino issues.

At the heart of the Carnegie-Knight curriculum enrichment project was the selection of Rick Rodriguez, Carnegie Professor of Journalism, who reached out to a disparate group of faculty in other areas of the university to create a rich seminar experience – a “deep dive into an important topic with the help of specialists in other disciplines.” This model has proven so valuable to students that it has informed how the Cronkite School approaches other high-level coursework that prepares students for and immerses them in deep topic reporting. For instance, the Cronkite School’s focus for the News 21 internship program, funded largely by the Knight Foundation, was a seminar based on the immigration seminar model. In the case of News 21, the focus was food safety. Similarly, a business journalism seminar and depth reporting class has been created. “The only thing we would have done differently,” Dean Callahan says, “is to have done it even sooner!”

In the fall of 2010, Professor Rodriguez brought to the immigration seminar ten different university experts on issues ranging from Latino culture and demographics to immigration patterns and health, a model that was established from the first year of the program. “The result has been a greater understanding and improved working relationship between the Cronkite School and other colleges and departments within the university that has benefitted the school in a number of ways, some unforeseen.” For instance, one of the professors, Raul Yzaguirre, the national civil rights leader and former president and CEO of the National Council of La Raza, was recently named U.S. Ambassador to the Dominican Republic, and he has been instrumental in arranging for student reporters from a depth reporting class to conduct a reporting project in that country that expanded the original concept of a focus simply on Mexico-U.S. border issues into something broader and more universal by examining the border issues between the Dominican Republic and Haiti.

This field work aspect of the Carnegie-Knight curriculum innovation proposal was the element that followed the seminar, in which students would apply their specialized knowledge in the field, delving in depth into critical Latino-related issues and meeting with discipline experts during

trips to Mexico and other places. The funding for these trips was provided separately by the university, another example of ASU's strong support.

Kristen Gilger, associate dean at the Cronkite School, who has specific oversight of the Carnegie-Knight Initiative project, says that the impact on the students has been both a significant deepening in their understanding of issues and ability to do more sophisticated and complicated stories on Latino themes, but a more nuanced sense of the issue in every respect. "I don't really like using the word sensitivity," she said, "but until I can come up with a better one, I'll use that." For instance, when covering Arizona's controversial legislation on immigration, "they're bringing to it a greater sensitivity both historically about what's happened on that subject, and the cultural aspect of what's happening."

"And I think that sort of learning is transferable to other things they do," added Dean Callahan. "It's almost a mindset. What our students are learning to do in this seminar is to think much more broadly. It's been really to engage in a conversation and a dialogue. And from that comes not just a good couple of quotes and a factoid for a story, but maybe six story ideas that nobody's actually done. And then maybe three of them are really good story ideas, and maybe two of them are story ideas that you can implement in a short period of time. But that's a whole different way to think as a journalist. And I think that's very transferable, no matter what they're covering and no matter where they go."

One of the structural advantages in making changes to the curriculum at Cronkite is that historically it was a program not divided into departments, though there were sequences and specializations. Dean Callahan has eliminated sequences in favor of an approach that is far more integrated and multi-disciplinary. For instance, when digital media was added to print, the next thought was that this is all one thing, "so we moved towards this one major" with many moving parts. Though there were silos, "they weren't quite as hardened as they are in some places, which was an advantage," he said.

For more information, please contact:

Christopher Callahan

christopher.callahan@asu.edu

University of California, Berkeley

Graduate School of Journalism

The Graduate School of Journalism at the University of California at Berkeley was one of the original members of the Carnegie-Knight Initiative. The dean of the school at the time was Orville Schell, who was instrumental in forging the Carnegie-Knight alliance and whose particular passion was strengthening ties with other parts of the university. The Graduate School of Journalism – which has no undergraduate program – is small, with only around 110 students. It is also focused on a particular kind of student – ones that have already demonstrated a commitment to journalism and are headed for professional journalism careers. As such, there is a heavy emphasis on practical learning and relatively little of what could be considered theory. Indeed, at the University of California, Berkeley, there is a separate Media Studies group major within the College of Letters & Science, where theory and a more academic approach are pursued, and also a School of Information – until 1996 the School of Library and Information Studies – which is now focused mainly on both academic and professional education in the subject of digital technology.

Even though its founding charter in 1967 promised an interdisciplinary program, the Graduate School of Journalism was largely unto itself relative to the rest of the university, and even within the school, there was a culture that every constituency had its own vision and largely followed its own agenda. Dean Schell's approach to the curriculum reform opportunity presented by the Carnegie-Knight Initiative was that it should be used to better integrate the School of Journalism into the much larger university, and at the same time seek a more unified and integrated culture within the school itself. He felt there needed to be a broader and deeper learning experience that was not so very focused on individual projects and

practical skills. The silos needed to give way to a faculty that would work with more unity and cross-pollination.

This vision was refined and evolved, with some singular and enduring successes – such as what at Berkeley is called the “Key Issues” course. In some other ways the initial efforts at such things as team-teaching with faculty from other parts of the university, after a few years of success, have proven difficult to sustain. Throughout the past half-dozen years, uncertainty about the leadership of the Graduate School of Journalism has affected to some extent the impact of the Carnegie-Knight curriculum reform effort. This, combined with creation of a required multimedia training for all students, has altered many of the basic tenets of reform as originally envisaged.

When Dean Schell left in 2007, he was replaced on an interim basis by Professor Neil Henry, a member of the School’s faculty. There followed a two-year period in which it was unclear who would ultimately be named the school’s dean. Professor Henry was confirmed in that position in 2009, but in the fall of 2010, Dean Henry went on medical leave, and the School was for the rest of the school year was governed, with approval of the central administration, by a committee. Robert Gunnison, the Director of School Affairs and a lecturer at the School, took responsibility for some of the dean’s duties, including the Carnegie-Knight program.

One of Dean Henry’s first achievements was to secure a three-year grant from the Ford Foundation that allowed the school to hire two multimedia specialists who would help transform the school’s required introductory reporting and writing class, J200. As it evolved, students now begin reporting for three local news sites – Richmond Confidential, Mission Local and Oakland North – within a few days of the start of their first semester. The team approach to teaching multimedia skills has helped break the isolation of individual instructors soldiering through the semester and led to a more integrated and collaborative culture among faculty.

Despite a climate of uncertainty about leadership, the Carnegie-Knight curriculum reform effort had the effect of creating an internal dialogue and debate within the faculty, which itself served as a catalyst for significantly reducing the culture of segmented silos. In a series of meetings in 2011, faculty confronted basic questions: Should Berkeley have a television or video program? Radio or audio? How should classes be sequenced? Some of these are still unanswered, but progress was made in many areas. From these discussions emerged a new collaborative class – digital storytelling – designed to teach students how to tell stories effectively in various media.

“One of the most important things that came out of the Carnegie-Knight Initiative was sort of giving us permission and power to actually examine our curriculum more closely and be more experimental than we had ever been,” said Mr. Gunnison. “I think that’s a really important legacy. It doesn’t have a lot of metrics, but it sure is important. We didn’t do a lot of that before. It was silos. ‘This is mine, and I’m doing it my way.’ Everybody just sort of marched to their own drummer. And I think that spirit of cooperation, teamwork and so forth is not going away. In fact, we seem to be building on that. So I think it’s going to get better. Just every time we talk about this, we make progress – incremental, small faculty progress. But we do. We’re looking at curriculum in such a more unified way that is trying to meet students’ needs.”

How the school identified and addressed what was perceived as those students’ needs evolved over the years and the focus of resources from the Carnegie-Knight curriculum reform effort evolved accordingly. Essentially, the Initiative seemed to spur a climate of experimentation that took a variety of forms.

The Initiative’s original charge to Berkeley was for the School to ‘begin reaching out to other units on campus’ and focused on three areas: Human Rights Issues and International Reporting; Public Health, and Urban Reporting. “We have advanced toward many of those initial goals,” wrote Dean Henry in his 2008 application for a new grant from the Carnegie Corporation, “and we propose to build on that success. At the same time, we propose to remain flexible and nimble enough to occasionally take advantage of timely multi-disciplinary educational opportunities for our students in other subject areas.”

As one example of the School’s ability to seize an unexpected opportunity, he described how in the fall of 2007 the school helped launch the Chauncey Bailey Reporting Project, in which 25 students working in a broad range of media collaborated with top local investigative journalists and university experts in urban policy to report on pressing political and social issues surrounding the murder of an *Oakland Post* journalist. “This unprecedented project has earned a number of local journalism awards since it started, and recognition in a broad range of local and national media.” And it served to deepen students’ knowledge in a policy area and integrate university faculty with the school.

Another way the Carnegie-Knight Initiative had an organic impact on the school was the success and growth of a portion of the original effort focused on international affairs.

“One of the most notable achievements under the Carnegie program at Berkeley,” Dean Henry wrote, was a reporting effort headed by Professor Lydia Chavez focused on Central America. “Students in this class traveled to key countries in the region to explore a wide range of topics, including the horrific ordeals of women traumatized by a culture of violence in Guatemala, the paucity of health care in Grenada, and the experience of an impoverished village in Honduras, where most of the adult male population has migrated to the U.S. in search of jobs in the aftermath of the collapse of the local economy and traditional cultural and family structures.” Carnegie funding played a major role in the project’s conception and creation, and Professor Chavez drew on the expertise of numerous experts from the university’s departments of political science, Latin American studies, public health and history. All provided lectures and other background briefings for the students.

“This International Affairs course was a brilliant example of how a School of Journalism can best draw on the expertise of leading researchers from other fields on campus to better inform reporting, writing and contextual understanding of complex geopolitical topics.” The proposal outlined a new project aimed at the Chinese presence in Africa, which would draw on the university’s political science, Asian studies, African studies, economics and history faculties. Another Carnegie-funded international project was focused on Mexico and especially issues regarding Mexico’s border with the U.S., examining the cultural, political and economic issues focused on two towns mirroring each other on either side of the Texas-Mexico divide as a microcosm of the two nation’s similarities and lingering antagonisms. Another focus was to be human migration, looking at the experiences of immigrant families in the U.S., the culture of remittances and the families left behind. It was hoped that these international efforts would lead to publication in book form of essays and other reporting work done by students, but, perhaps because of the convulsive contraction in book publishing, that did not come to pass.

The theme of using the university’s resources to broaden and deepen the intellectual focus at the School evolved over time. Dean Schell’s vision was for bringing members of the larger faculty to the School to teach in depth and in partnership with journalism faculty. While these courses were viewed as successes, they were also complicated to arrange and required much advance planning. With the School’s leadership in flux, the effort to sustain them gradually eroded.

However, in the fall of 2007, the faculty met to discuss how to better engage and inform the School’s students about key social, political, cultural

and economic topics that they would likely be called upon to cover during their careers in journalism. Many subjects were suggested as “key,” and many arguments made before and against certain topics. “But the discussion eventually led to the beginnings of a new course of study dedicated to important topical subjects pertinent to the intellectual development of young general assignment reporters.”

The student body at Berkeley is both singularly uniform and highly divergent. As a graduate school, the average age is 26 – older than a typical journalism student body – and it is geared to people who have some knowledge of journalism already. It is not a school for, for instance, a lawyer with no journalism training who wants a career change. It is a student body highly motivated to learn enhanced skills that will help with a journalism career, and there is resistance to anything that does not generate a specific and perceived practical benefit. Hence there is resistance, in some students, to courses that might be considered more theoretical and general, albeit ones designed to deepen what the faculty considers to be a very specific need for students to have core groundings in such fields as economics.

The “Key Issues” course was conceived to provide that broad and deep instruction in a form that would engage Berkeley’s students. It drew on the larger Berkeley faculty, and at the same time was viewed as practical and useful by most students because its focus was on timely and obviously important issues, such as education, immigration, presidential campaigns, health care policy and international trade. “The experimental course was such a success that the faculty voted to make Key Issues a required course for all first year students, on an elevated par with Reporting the News and the Law and Ethics course,” Dean Henry said. “Carnegie fellows played a critical role in the Key Issues curriculum. The course, offered once a week for two-hours, is taught in subject blocks of three weeks on each topic. For instance, the education block covers the Supreme Court’s 1954 *Brown v. Board of Education* decision and how it has played out, while also addressing the specific education issues of California and the impact of No Child Left Behind policies.

Also a legacy of the Carnegie-Knight Initiative at Berkeley is the School’s concurrent degree program in journalism and public health. At the university, the School of Journalism and the School of Public Health had a tradition of collaboration on occasional activities and events, but there was a shared perception that there would be immediate and long-term benefits in strengthening those ties and developing educational

programming initiatives between the two schools. Previously, a small number of students completed degrees in both schools on an ad hoc basis, but the concurrent degree program allows each school to promote the program and increase participation. "There is and will be a critical need for a group of professionals who understand both public health issues and the importance of conveying information to a larger population in a transparent and responsible way," Dean Henry wrote. "The Graduate School of Journalism and the School of Public Health are ideally positioned to train that group of professionals."

At various times, the school has discussed with the Haas School of Business ways to collaborate on classes and research in the critical area of trying to find new journalism business models. However, the Journalism School is now focused on trying to develop its own research in this area. Alan Mutter, considered one of the nation's most formidable experts in this area, teaches journalism and business students at North Gate and is seeking outside support for an ambitious research program to be based at Berkeley.

The culture of experimentation that the Carnegie-Knight Initiative fueled led to a host of projects, some quite unexpected. For instance, enrichment funds were used for Professor Yehuda Kalay of the architecture department to pay for PhD students to work on a joint "7th Street Video Game" project. "Students were exposed to how architects conceive of a place (both real world and virtual) as a center for human activity, and then design buildings accordingly," said Mr. Gunnison. "It was a completely different perspective on something journalists are concerned about (building community) and thus made them think about this issue in a different way. And without the technical expertise of the architecture students in a video game and 3D programming, this never would have happened. Our students also got valuable exposure to those technologies." And there were lessons learned as well. Professor Grabowicz had structured the program to be in parallel classes, one in architecture and one in journalism, both attended by many of the students, but not all. There was not one giant class. In retrospect, Prof. Grabowicz came to believe that, while forging one big class would have been more difficult to pull off, it would probably have been more rewarding because the collaboration would have been continuous.

Another joint-partnership class that was quite successful was one focused on global warming. Professor John Harte of Berkeley's Energy Resources Group was a teaching partner with Lecturer Sandy Tolan of the Journalism School. The result was a more sophisticated approach to

journalism. “We decided not to focus on Hurricanes Katrina and Rita for a number of reasons,” Tolan said. “These included the timing of our work, the heavy news coverage from other outlets and, as Harte pointed out, even though the science strongly suggests that warming oceans will generate more powerful hurricanes, it is difficult to point to any specific storms and connect them with global warming.”

The faculty partnership of scientist and journalist in one class created a success. The stories were published in Salon.com with radio versions airing on stations that broadcast National Public Radio’s “Living On Earth,” and the series won a 2006 George Polk Award.

The power and benefits of such team teaching with Berkeley faculty are apparent, said Mr. Gunnison, but the dramatic shift to multimedia production has altered the landscape and made the purely academic collaborations more difficult. “To sustain this takes a lot of planning and a lot of faculty cooperation on both sides,” said Mr. Gunnison. When stability is again established, perhaps these efforts to broaden the School of Journalism’s partnerships will be revived.

For more information, please contact:

Rob Gunnison

gunnison@berkeley.edu

Columbia University

Graduate School of Journalism

In 2005, the Columbia University Graduate School of Journalism introduced an entirely new Master of Arts degree program in journalism. The innovations at Columbia had roots beyond the Carnegie-Knight Initiative, though funding from the Initiative was crucial to the success of the endeavor.

Dean Nicholas Lemann, in his application for renewal of the original Carnegie-Knight grant, wrote that the new M.A. program “was inspired, in part, by a remark of Vartan Gregorian’s in 1997 in an interview with *The New York Times*, in which he said that journalism schools must reconnect with the rest of the universities in which they are lodged.” This concept was shared by Lee Bollinger, Columbia’s President, who in 2002 convened a task force of journalists, educators and Columbia faculty to consider how the Graduate School of Journalism should proceed if its objective was to create a new, more integrated and deeper form of journalism education. Both Vartan Gregorian and Nick Lemann were on that task force, and Lemann – then on the staff of *The New Yorker* and an occasional adjunct teacher at Columbia - was invited by President Bollinger to design a two-year program for the school. At the time, Columbia offered only a Master of Science degree, which was a one-year program heavily focused on teaching basic journalism skills. Lemann’s proposal prompted President Bollinger to appoint him dean of the school, and Bollinger further demonstrated his strong support of the proposed new M.A. degree program by guaranteeing \$5 million to support it over five years.

The initial concept was to convert the one-year M.S. program into a two-year program, which President Bollinger wanted to be the Columbia standard. “That was massively unpopular with all the stakeholder

groups," said Dean Lemann, "and I was concerned as a new dean that I couldn't pull that off. Notionally, I kind of agree with him, but I just didn't think we could get there. And in November 2010, he got up at a conference and said journalism school should now be three years instead of two."

Lemann set up the new M.A. program as a separate year of instruction. The concept was that students with the basic journalism fundamentals provided by the M.S. program would then take a second year of deep immersion in one of four subject areas: Arts & Culture, Business & Economics, Politics, or Science. The door was left slightly ajar for people who had journalistic experience comparable to Columbia's M.S. degree to be accepted into the MA program, but it was expected that most of the students would be drawn from the ranks of Columbia's M.S. degree class from the previous year. This proved not to be the case, and Lemann says that one of the lessons learned from creating the M.A. program was the need to be flexible – which proved necessary. Most of the M.A. class, in fact, comes from experienced younger journalists rather than from Columbia's M.S. ranks.

But in 2005, that lesson was yet to be learned and the initial challenge was not only to create an entirely new M.A. degree program, but to persuade students who had already spent a year – and a significant amount of money – on an MS degree to agree to another year of instruction rather than plunging directly into the job market. Dean Lemann's solution was to use \$1 million of President Bollinger's \$5 million commitment to the program for student aid, essentially offering the second year of instruction to students at no tuition cost. This he viewed as absolutely essential to assure top quality students for an untried and experimental program unlike anything previously seen at any journalism school.

It was at this point that the Carnegie-Knight Initiative played its key role in the Columbia story. The M.A. program was heavily aimed at bringing in top-level members of the larger Columbia faculty to co-teach in their various disciplines at the Journalism School. But this was not a drop-in, visiting-lecturer concept. It required a significant commitment of time and focus from outside faculty to teach specially created courses, and that meant a substantial cost for their time. For instance, Carnegie money goes to pay Brian Greene, an eminent professor of math and physics whose specialty is string theory; Ken Prewitt, former director of the Census Bureau; and Sudhir Venkatesh, a professor of sociology and African-American studies whose research is rooted in the ethnographic investigation of urban neighborhoods. "There are about 25 of them from all over the university and a couple from outside the university," Dean

Lemann said. "And they come into the various classes and teach units along with the journalism professors."

The concept for the M.A. degree program goes back to the original vision of Joseph Pulitzer, who wrote a kind of manifesto for the school in 1904 which said that "...in general university courses we may find by-products that would meet the needs of the journalist. Why not divert, deflect, extract and concentrate them for the journalist as specialist?" The university founded the school of journalism eight years later, but only with the creation of the M.A. program did the school actively engage Pulitzer's original concept of "journalist as specialist." "That is the project the M.A. program is taking on," Lemann said.

The Graduate School of Journalism (which originally offered an undergraduate degree, but became graduate-only in 1935) had already in place several programs that were entwined with other parts of the university, such as the Knight-Bagehot Fellowships in Economics and Business, in which a small group of experienced journalists may take courses in the schools of journalism, business, law and international affairs. In major part, these programs were aimed at immersing journalists in those disciplines as they were taught by specialists in those disciplines. The new Master of Arts degree was designed to be something different in that it was to be an effort to create genuine mastery in the subject areas, but in combination with journalism values and practices. The concept was to produce journalists capable of engaging a subject at a very sophisticated level while also having the journalistic and critical thinking skills to analyze and explain in a way accessible to a general audience.

"The main purpose of the M.A. program is to train students, as journalists, in the substantive understanding of subject matter," Dean Lemann said in the proposal to renew the Carnegie-Knight grants in support of the program. "The School of Journalism's M.S. program offers concentrations in the types of news media; the M.A. program offers concentrations in realms of knowledge. It therefore draws deeply on expertise that resides elsewhere in the university and entails a good deal of academic partnership between the Journalism School and the rest of the university. We believe that future leaders in journalism can benefit greatly from university training in the substance of the areas they plan to cover."

He continued, "What is new in the M.A. program is the idea of offering students a program specifically for journalists, a comprehensive menu of those subjects journalists might find themselves writing about that reward university-level training. Also new is the idea of teaching those subjects to journalists-in-training in intensive detail, and in a manner that marries

non-journalistic academic expertise to training in its application to work as a journalist.”

“We believe there is a market for such journalists, not only because news organizations need business reporters and science reporters and so on, but also because learning the process of learning about a subject in depth will stand a journalist in good stead over the long haul of a career doing many different things, including management of news organizations. The success of students who have graduated from the program thus far shows us that the industry agrees.”

The Columbia M.A. degree is organized around five elements: a full-year seminar in one of the areas of concentration; a master’s thesis, a one-semester course on the history and principles of journalism; a one-semester course called “Evidence and Inference” co-taught by Dean Lemann; and courses taken elsewhere in the university narrowly focused on the particular deeper interest of the student in the larger subject area.

The aspect of the degree program that is the engine of integration with the larger university is the seminar, which is co-taught by a collaborator-specialist from outside the school and a journalism professor. “It is not the number of collaborators that we take the most pride in, but the fact that their collaborations are fully integrated into the curriculum,” the grant proposal stated. “These are not folks who parachute into the course and tell a few anecdotes about their work. They are full partners in designing the curriculum. The result is a demanding curriculum. One of our current students recently wrote, in an online article, that she was dealing with ‘Ph.D.-level’ reading assignments. While we think she exaggerates a bit, it is indicative of the serious level of commitment that we demand.”

“We are still, to the best of our knowledge, the only school that offers a program that seeks to be comprehensive in the subject areas covered, and we do the most to integrate subject-area learning into our own classes and curriculum. Although we do offer the richness of courses elsewhere in the university to our students, we work hard to bring leading professors into our classrooms and we tirelessly work to make the connections between the lessons learned from those experts and actual journalistic practice.”

As an example, one of the collaborators in the business and economics area is Professor Bruce Greenwald of the Columbia Business School. He explained the methodology: “The M.A. program seems to me unique among journalism programs in combining near weekly article length writing with serious substantive material on business and economic reporting. Students are expected to be able to frame questions from a theoretical point of view (e.g. what are the aggregate demand factors that

will determine the likelihood of a recession in the United States in the near future?). They must then go to the available data sources (increasingly on the Web) and obtain the relevant data. Finally, they must synthesize the material into a coherent story, presented in a compelling way. We then compare their work to that done on the same topics by their professional colleagues at places like *The New York Times* and *The Wall Street Journal*. The wonder of this process is how well the work of our students measures up in these comparisons and increasingly how far this quality is reflected in their subsequent careers as journalists."

These seminars are at the heart of the M.A. program, and they are premised on belief that inculcating the special expertise journalists need in these areas can best be taught inside a journalism school. "Most journalism schools currently teach their students subjects either by sending them elsewhere in the university, or by having a beat reporter offer a fairly informal course with a title like, 'Covering X.' The problem with the first approach is that, even if the students are well enough advised to wind up in the appropriate general introductory courses, they encounter an education aimed at future practitioners in a field, who are being trained to produce work product that is highly specialized and aimed only at fellow professionals. The problem with the second approach is that it usually does not go deeply enough into the subject, because the teacher does not have the expertise to discuss fundamental concepts. For example, it would be difficult for a journalism student who has finished a typical 'beat' course to be able to draw upon the latest academic literature on a subject in trying to understand a story on the beat, or to examine how the story might support one or another theory currently prevailing among academic experts in a field. A year-long seminar in the Journalism School would engender in future journalistic leaders a combination of real familiarity with a field, a sense of how to learn more from experts in specific areas, and a feeling for how to communicate information about a field clearly and accurately to a general audience."

There are four major elements to each of the seminars: fundamental concepts of the field, such as, in Politics, the concepts of the citizen and the state; the characteristic methodology or way of thinking employed by practitioners in the field, such as, in Science, the scientific method; the structure and sociology in the field, such as, in Business, corporations and financial markets; and a tour of the field's main sub-categories, such as – in Arts - dance, theater, painting and music. Admissions policy assures that the four seminars are roughly equal in size and they meet twice a week for the full school year.

To get a clearer understanding of how the seminars work – and to the Columbia approach to deep inquiry tailored for journalists – the proposal explained the Science seminar in some detail.

“The science seminar gives students a basic frame of reference for understanding a broad range of science by presenting the ideas of scale, time and complexity. This allows for the introduction of aspects of physics (as the scale moves from the universe down to the atom), biology, chemistry, technology, and even social science (that is, human scale). In the course of this tour, students learn about public health and epidemiology, environmental science and biomedical science. The seminar also, or along the way, shows students how scientific research is conducted and how the agreed-upon frontiers of scientific knowledge move forward. It introduces the scientific method and shows it in action through visits to experimental scientists. It familiarizes students with the way scientific research is funded and reviewed, and with the sociology of science; and it confers enough literacy for them to be able to understand and evaluate articles – as well as charts and diagrams – in scientific journals. Because science journalists serve as mediating figures between experts and the public, they also study common misperceptions about science, in areas such as risk, uncertainty and causality, and think about how to persuade readers to lay them aside in order to understand science better.”

The other elements of the M.A. program flow from this central approach of in-depth learning coupled with journalistic objectives. The required thesis is a 10,000 word – or the equivalent in another form such as a documentary film - year-long project selected by the student with guidance from both a member of the Columbia journalism faculty and also one from outside the Journalism School. “The thesis serves two vital purposes,” according to Dean Lemann. “First, it puts students – and for that matter their advisors – through an exercise that is central to the purpose of the M.A. program, figuring out how to marry journalistic technique to subject matter mastery...Our supposition is that purely journalistic work too often falls short in its understanding of the substance of complicated issues, and purely academic work too often fails the basic journalistic test of being accessible and engaging to a non-expert audience.”

Another of Dean Lemann’s convictions is that aspiring journalists should be reasonably familiar with the history of their own profession. Hence, he requires that all M.A. students take a course called “History and Principles of Journalism” something he is very proud of. The M.S. program has offered an elective course in the history of journalism for years, but it

had very low sign-up. He made a somewhat different history course mandatory for the M.A. program. In a case in which the M.A. program has influenced the M.S. program, a short-form history course is now required of all M.S. students, so that all professional degree recipients at Columbia now have studied the history of the profession.

But the part of the M.A. program that is Dean Lemann's particular focus is the course he had a large part in designing and co-teaches called "Evidence and Inference." The course assumes students have already acquired basic reporting skills of the sort that the M.S. program instills. But it "adds to them a second layer of more technical and critical skills that can be much more easily acquired at a university than in the professional workplace.

"The course is presided over by Journalism School professors, who introduce a series of experts from other disciplines, each of whom teaches for a period of several weeks. The course begins with a general overview of the concept of evidence and inference. Then it moves to a consideration of the framing devices, unacknowledged assumptions, and master narratives that, if journalists are unaware of them, can corrupt the reporting process. The heart of the course is a review of the best current expertise and thinking on evidence, divided into three parts: first qualitative evidence, then documentary evidence, then produced evidence.

"The section on quantitative evidence is, essentially, a short course on numerical literacy, with some added material on finding and assessing sources of quantitative data, such as government statistics, academic research studies and polling results. The section on documentary evidence teaches students how to locate and use legal records, government documents and historical archival material, as well as how to conduct a basic academic literature review. The section on produced evidence is a short course on ethnography, which includes material on interviewing and other active information-gathering techniques and a consideration of the relationship between people gathering this kind of information and their subjects.

"The course ends with a section on presenting evidence, which pays particular attention to such issues as how to use anecdotes and narrative technique responsibly, how to deal with conflicting evidence, how to convey to readers where one's information came from and how to communicate uncertainty.

The final part of the M.A. program is a series of classes offered elsewhere in the university that are focused on the narrow area within the

subject area which the student wants to make a specialty, such as environmental reporting within the Science focus.

What may have been somewhat sacrificed in creating the M.A. program – and evolving the M.S. program as well – is focus on the traditional beat reporting that had been Columbia’s hallmark, though there is still a great deal of that in the M.S. program. The experiment of creating the M.A. program, however, is something that Dean Lemann says, after six years, he considers a clear success in that it is at Columbia to stay. It has become a source of considerable interest from journalism programs in other countries, though he said that he knows of no journalism school in the United States that is seeking to create something based on the Columbia model. As important to Columbia, the creation of the M.A. program proved to be a transformative change in culture in which “the fact that it’s new and unfamiliar” changed into a source of excitement and new energy, whereas change had been largely feared in the past. And because the M.A. was an entirely new program, it did not require destruction of the existing M.S. program, which eased its way. “I think people’s guard just got let down,” Dean Lemann said in summing up, “and people were willing to see new curriculum in the spirit of adaptation and change that were exciting and fun, not threatening.

For more information, please contact:

Nick Lemann

lemann@att.net

University of Maryland

The Phillip Merrill College of Journalism

When Tom Kunkel, dean of the Phillip Merrill College of Journalism at the University of Maryland, designed the initial proposal for curriculum enrichment from the Carnegie-Knight Initiative, he created a multi-part program. Dean Kunkel left the post in the spring of 2008 and was succeeded on an interim basis by Dr. Lee Thornton, a member of the College faculty, and then in July of 2009 by Kevin Klose. By the time the grant was renewed in 2009, the focus of the enrichment effort had been narrowed to one ambitious program under the direction of an extraordinary member of the faculty who had made it into a defining part of the College culture. Professor Deborah Nelson's Carnegie Seminar has become a centerpiece of the educational experience for graduate and undergraduate students, and has evolved into a model for some of the College's best ideas about interdisciplinary teaching and engagement with the larger university.

Professor Nelson came to Maryland after thirty years as an investigative reporter, having made a distinguished career. "Her CV is remarkable," said Dean Klose. "Deb Nelson, without a doubt, is one of the premier investigative journalists in this country. And she's very quiet, unbelievably determined, tremendously outreaching in her thinking. And all that is reflected in what happened here, because of her predilection for getting deeper and deeper into things, which has direct impact on the way we at the college think about our role in the society."

"I was teaching here as an adjunct and had expressed interest in working full time," Prof. Nelson recalled, when Dean Kunkel asked, "Would you be interested in the Carnegie Seminar?"

Dean Kunkel had designed the seminar concept, which was part of a larger package of Carnegie-related activities, such as an international program and an effort to place journalism faculty in other parts of the university that, over time, were dropped. But the Carnegie Seminar concept flourished from the start.

“As Tom explained it, the seminar was intended to catch the greater university’s resources and expertise for the benefit of journalism students,” Prof. Nelson said. “My piece of that was to have a whole seminar that would be essentially three mini-seminars.”

She invited three top professors from different disciplines in the university to each teach a mini-seminar for four to five weeks, with three of these mini-seminars creating a full semester’s instruction. Then, in the following semester, the students would take a separate course to complete a piece of in-depth journalism. “The idea was to teach critical thinking.” As originally conceived, the three professors could be from different fields of concentration, and did not have to connect to a central theme. “But I’m kind of a linear thinker so each semester I shifted into the seminar taking a different theme, a different news topic, and exploring it from several different fields and perspectives.”

For instance, in the fall of 2010 the Carnegie Seminar’s focus was on economics. Prof. Nelson arranged for one of the mini-seminars to address the issue from the perspective of history, another from the political science perspective and a third from the point of view of the business school, each taking four weeks and exploring a different piece of the global economy, then local economic issues, and finally personal economics. “

Similarly, she has adopted immigration issues as the theme for the Carnegie Seminar a number of times. The theme of the fall 2010 seminar, for example, was “The Human Face of Immigration Policy. It was cross-listed with the Anthropology Department and featured experts from that field, from language and culture and from American studies.

“That’s really the course in the Journalism School that has focused on issues that are significant to the Latino community, which is substantial in the area that we’re in.”

She said the cross-listed course also became a “kind of engine” campus-wide for more and more creative approaches to education on immigration issues.

The Philip Merrill College of Journalism is named for a prominent Maryland journalist who was the college’s great benefactor, and it is a purely journalistic enterprise. At Maryland there are separate schools for mass communications and public relations. The association of the Carnegie

Corporation with the College of Journalism enhanced what was already a supportive university administration, and the University's former president had been instrumental in securing the major gift that led to the Merrill College. Dean Klose emphasized that "Carnegie had made a tremendously important commitment to the College of Journalism, and that it meant a great deal to the college, and would continue to mean a great deal going forward." He gives special credit to Prof. Nelson's work as a catalyst for the kind of open-mindedness that characterizes the College. For her part, Prof. Nelson says the impact of the Initiative has been profound.

"I think this is a time to make really radical change on the campuses of journalism schools," she said. "Carnegie had the right idea."

She pointed out that the college had replaced the old, brick fortress-like journalism school with a new building with glass walls, symbolic of changes in journalism's relationship to the community. Once fortresses of journalism education, she said, schools today need to knock down the walls between them and other disciplines – first, to spread journalistic values beyond our majors in recognition of a new reality in which the public gets its information from a wider range of sources, and second, to better prepare journalists to report on a cross-disciplinary world.

"I think that cross-pollination has always been important, but everybody realizes how important it is now, campus-wide," said Prof. Nelson. "I'm seeing it here, where there is real hunger for people to do things with us, to do courses with us, to have cross-disciplinary courses like the ones we've experimented with, with Carnegie, inviting some anthropology students in and cross-listing with anthropology ... So I hope the Carnegie Corporation continues its mission in some form or another because I think the time has come. It has planted some great seeds, but this is the moment that something can really come of it."

The Carnegie Seminar has consistently received high marks from students for achieving the course's stated seven goals:

1. Deepen journalism students' understanding of a news-related topic.
2. Bring the greater university's expertise into a journalism classroom
3. Expose journalism students to research techniques used in other fields
4. Provide a learning environment that encourages critical analysis and discussion
5. Connect classroom studies with the practice of journalism

6. Prepare students to report more accurately and insightfully on the topic
7. Provide students with a learning experience that will carry over into their careers.

“What is particularly edifying is the exceptionally high value they place on the last goal,” Prof Nelson said, “which is really the ultimate goal of the program. The immediate results can be seen in the multimedia journalism projects they are required to complete as part of the curriculum.”

The Carnegie Seminar was designed as graduate course, but there has been such demand from undergraduates that a group of seats have been reserved for qualifying seniors and the number of people permitted in the course has inched up from about a dozen to twenty or more. Visiting lecturers from other parts of the university have also rated the Seminar highly and view their participation as contributing to the intellectual rigor of the next generations of journalists. They also seem to enjoy the interaction.

Prof. Nelson found that one part of the original structural design didn't work and has corrected it. “The initial structure of the program separated the classroom learning experience from the journalism practicum. Over time, we have discovered that the learning experience is greatly enhanced when the journalism practicum is tightly integrated with the seminar coursework. In the fall semester of 2010, for instance, an anthropologist taught one segment of the course. We planned the student project for her segment – videotaping and analyzing an oral history of an immigrant – to have direct relevance to the journalism outcome of producing a piece of journalism that put a human face on the immigration policy debate. Student evaluations indicate that this approach achieved better results. Many of the graduate students who take the course are especially interested in learning practical journalism techniques, and integrating the practicum with the theory keeps them happier.”

By the end of the semester, “they got it,” she said.

She recently was invited to present on the Carnegie experiment at a forum for social science educators and students and to write about it for an anthropology journal, with particular interest in what anthropologists might learn from journalists “and vice versa.”

But the critical thinking aspect of the seminar is what Prof. Nelson values most highly, and she brought to that perspective the practice of thirty years as a reporter who reported on many different topics.

“I start out by telling students this: that they need to replicate what they do in the classroom when tackling a complex topic as professionals.

“I ground myself -- read books, read articles, talk to experts, make sure I really understand it. If I’m starting a new investigation, or if I’m starting a new beat, or know I’m going to be on a story for the long haul, that’s what I do. And I talk to lots of different people, because the first person you talk to will be approaching something from one perspective and the next one will be approaching it from another. And they’ll each leave something out. Part of critical thinking is figuring out what did that person just tell me? And what did they not tell me?

“But what’s really revelatory [in the Carnegie Seminar] is that you have three different disciplines coming in, and they’re all approaching things from a different perspective. And they have a different take on things and a different view of what reality is. And to me, critically thinking is looking at what information I am getting. What source is it coming from? And what more do I need to know to really fully understand? What do I know, and what do I not know?”

Starting in the fall of 2011, the Carnegie Seminar will evolve again by integrating the course and practicum with a project on economic policy with The Center for Public Integrity, a non-profit based in Washington, D.C. that has earned a stellar reputation for doing serious, in depth investigations. This will be a pilot for a long-term partnership with the center that will extend and expand the Carnegie philosophy beyond the life of the grant.

“We agreed to build a course together that is modeled after the Carnegie course where we would do an in-depth piece of journalism.”

The course will be designed to ground the students topically, using experts on campus, but Center staff also will benefit through brown-bag workshop. The students will benefit by working with the Center’s outstanding journalists and cutting edge data experts.

“We’ll engage them as partners. And we’ll see how it works, but they’re pretty excited about it and we’re pretty excited about it.”

For more information, please contact:

Kevin Klose

kklose@jmail.umd.edu

University of Missouri

School of Journalism

The University of Missouri School of Journalism proudly proclaims that it is “the world’s first school of journalism,” and has had a significant role in establishing the standards for journalism education since its founding in 1908. In particular, the school was a major force in establishing the criteria used for journalism school accreditation, with its emphasis on securing all journalism majors not only proficiency in journalism skills, but a broad based liberal arts education. This philosophical goal was enforced by allowing no more than 25 percent of the credits of any journalism major to be earned in the core of the journalism school, with 75 percent to come from the College of Arts & Sciences and other areas of the university.

For R. Dean Mills, the long-time dean of the University of Missouri School of Journalism, this focus on securing a broad-gauged liberal arts education for his journalism students was something he increasingly viewed as frustratingly elusive. Indeed, the idea of securing what was once considered a liberal arts education was, to his mind, a difficult thing to achieve for any student at a major university. As he wrote in his original proposal for a Carnegie-Knight curriculum enhancement grant in 2005, “Changes in the content of curricula in the liberal arts and sciences over the past several decades have made it more challenging for journalism students to receive a deep and broad education in those disciplines. Specialization of faculty research interests and an increasing fascination with methodology in all fields have affected even undergraduate courses. And the abandonment by most major research universities, including Missouri, of a required set of general education courses has made it difficult for us to give our students an undergraduate education that

exposes them to a coherent and broad-ranged understanding of the arts, humanities and sciences.”

In the non-journalism portion of their academic obligation, students at the Missouri School of Journalism, are required to take math, economics, literature and science courses, including lab sciences. These are courses taken in those separate departments as part of a larger population of students, and are not specially cast for journalism students, which Dean Mills views as a problem in and of itself, but one that cannot be solved readily. However, he perceived the true gaping hole in the liberal arts portion of his journalism students’ education to be in the fields of art and music, where there are no obligatory requirements.

“This proposal attempts to address a hole in the arts and humanities curriculum,” Dean Mills wrote in the original Carnegie-Knight grant application, “by piloting a reform initiative targeted to developing connections with colleagues in the arts and engaging journalism students directly in a program designed to broaden their perspective of the world of art, music and theater. We would begin by engaging honors-eligible journalism students in courses taught by faculty in art, music and theater, and co-taught by a journalism professor. The effort would be designed to develop teaching and research relationships between journalism faculty and their colleagues in the arts, while providing students with broader exposure to and a deeper understanding of the worlds of art and music.

“This proposal fits well with the School of Journalism’s goal of producing leaders who are well-equipped for that role in the 21st Century...We know of no other school of journalism that has targeted culture as the centerpiece of its undergraduate curriculum reform proposal, and we concur with Vartan Gregorian, who wrote, ‘Our American universities, which offer the most enriching, challenging and academically excellent higher education in the world, can provide journalism schools with an unparalleled opportunity to engage with ideas about subjects such as history, philosophy, economics and *culture* [emphasis added] that will help their students develop a passion for learning and knowledge along with the exemplary skills that will need to be at the forefront of the journalism profession in the 21st Century.’”

Specifically, Dean Mills proposed a collaboration with the University Honors College – which is available to the University’s best students, the School of Music, and the departments of art and theater to offer a series of courses tailored to the needs of journalism students beginning with the fall semester of 2006. “An honors course is an ideal test site for the School of Journalism because at least 25 percent of its students are eligible for the

Honors College. Limiting access to honors students also gives us an ideal target audience for the pilot," though Dean Mills adds that he would hope that the courses would eventually be made widely available and "part of a permanent foundation students receive in the liberal arts and sciences."

The significance of making the new courses part of the Honors College should be emphasized in that it was specifically chosen as a model as opposed to simply having journalism students take courses taught in the music, arts and theater departments. The Honors College humanities model offers "what is often lacking in undergraduate courses in major research universities: coherent and challenging courses using material from history, philosophy, and the classics that constitute some of the necessary building blocks of the educated person. We would hope the approach would be made available eventually to all journalism students."

The proposed new offerings would be offered in three sections of about 20-25 students, one section each in the area of art, music and theater. A member of the journalism faculty would serve as the second instructor of record in each section and would work to co-teach the classes. Guest lecturers would supplement expertise of the assigned faculty. The three sections of the courses would be restricted to journalism and agricultural journalism majors who are honors students. Primary instructors would come from the School of Music, and the departments of art and theater and the courses would be offered through the Honors College, not the School of Journalism.

While the concept was not intended to create journalists who were expected to build their careers on coverage of the arts, music and theater, it was anticipated that a new specialization in critical reviewing would evolve. "While the demand for full-time arts critics may not be high, there should be ample opportunity for journalists well educated in substantive knowledge of the arts to practice arts journalism as part of other journalism careers."

As Dean Mills saw it, "The key to success of the effort lies in the design of the courses and related activities. The approach we propose is unique to journalism undergraduate education. It is designed to provide journalism students with a rigorous grounding in the intellectual richness of the arts, taught by senior professors in the arts, but under the coordination of a journalism faculty member. The latter point is important. It gives continuing assurance that the course content will provide a broad conceptual understanding of the subjects, one that will enable students to understand the interconnections among the arts and humanities. And, somewhat like the experiment being carried out in the master's program at

Columbia University, the approach will allow journalism students to use their journalism skills – their ability to report and synthesize – to help them (and motivate them) to explore the intellectual substance of non-journalism disciplines. These would not be skills course; they would be courses in which journalism students delve deeply into the conceptual substance of the arts by using their journalism skills.”

The students were expected to produce newspaper and magazine articles, Web and other electronic products, television and radio stories which, it was hoped, stimulated additional student interest in the arts. The courses combined historical and critical foundations of the arts with immersion in arts experiences – all with an eye toward deepening the students’ critical understanding of art and music.

Course instructors and guest lecturers would provide students with the specific background necessary to appreciate that semester’s cultural events in the three different areas of art, music and theater. For instance, each year the St. Louis Symphony performs at the university, which would provide an opportunity for a “concert preview” by one of the University’s music historians. An art historian would provide the same for a traveling exhibit at the University Museum of Art and Archaeology and the Bingham Gallery. Theater faculty would dissect performances and offer students access to the actors, designers and directors. Students would attend various cultural events, write about them and discuss them in class. Funds would be available that would make it possible for students to attend events that otherwise might be outside the range of their budgets. And student work would be critiqued by both the arts faculty and the journalism faculty.

After three years, Dean Mills views his vision as the right one, but feels the vision was not fully realized. The arts-oriented courses are enormously popular and regularly oversubscribed. His problem is not one of student demand. If he could have done something differently, “I would have stayed truer to our original concept,” he says. “Our arts-in-depth program for journalism undergraduates was aimed at overcoming a common barrier to a true liberal arts education in the modern public university – the hundreds of separate, often highly narrow courses that baffle the undergraduate looking for a grounding in the arts, sciences, social sciences and humanities...All the evidence points to a big success as measured by the student interest in the courses, the level of their involvement and the increase in their understanding of the arts. And our journalism faculty members did a heroic job of insisting that connections be made among the courses from each of the departments.

“But because we allowed each department to own each of the courses, we haven’t yet achieved the fully integrated, seamless big-picture approach to the arts that I think would be ideal.” This is a rather subtle point, and Dean Mills elaborated: “The model I had in mind when I first proposed this was a wonderful series of courses taught in the Honors College, available only to Honors students, that take students in a coherent way through world civilization. And students love it because it’s challenging, it draws things together and so on, and because it’s run out of the Honors College, which has a faculty of its own, is taught by faculty from various departments.

“When I dreamed this thing up, I had that in mind as the model. And the point of using it is that we didn’t get all the way. That is, it’s not a fully integrated program in the sense that it is still through individual departments. The theater course is taught by a theater faculty member, the arts course by an arts faculty member, music course by a music faculty member. It’s kind of a straddle between the Honors College model and your traditional, absolutely separate individual courses. I hope that we can inch closer toward that more ideal model. It’s the university, so you know, to do that, it’s easy to step on departmental toes. Every department has its way of teaching its discipline and it’s hard for them to integrate themselves in sort of a larger concept of a liberal arts education.”

Dean Mills is now focused on creating a similar program of special courses aimed at the sciences. “It’s essentially the same problem: very bright journalism students, to check off their science requirement, will take a chemistry course or a biology course or whatever it takes to get through the required courses they have to check off their list. And I think the result is that’s exactly the meaning it has for them. It’s something to check off the list and something they do because they have to, that they don’t engage with, with any kind of passion.

“So the concept would be to have a similar series of courses in the sciences that would, yes, give them some hands-on experience in a lab, but do it in the context of understanding the language of science, the history of science, you could say science and technology. So, the language, history, that kind of conversation of science and technology. So that they would be able to understand it from the viewpoint of a citizen, not as, again to put it too harshly, but reasonably accurately, not as a baby chemistry PhD, or a baby biology PhD student. But to understand it in terms of science and technology’ meaning to a larger society.”

Over the past several years, Dean Mills has overhauled the journalism curriculum in fundamental ways that he views as part of the school’s

larger agenda of curriculum reform. “We’re moving away from the old industry-based divisions of faculty and curricula and toward interest areas, more than two dozen combinations and growing, of related courses that come from faculty with various professional and academic backgrounds. The interest areas allow students to focus on a particular interest, and select courses from more than one faculty silo.”

He explains: “This sounds like a paradox because the interest areas, if you see them on the school’s website, will strike you as paring down.” But to his mind that is deceptive. “There are broadly speaking two different kinds of interest areas: one according to subject area and one according to skills area. For example, arts and culture journalism is obviously based on subject matter. International journalism, international strategic communication are also based on subject matter. We have more areas that tend to sound very narrow like magazine publishing and management. Multimedia producing is one; news design is one; watchdog journalism is one. And, on the surface, it does sound like a paradox because it sounds as if we’re fleshing them into ever narrower areas rather than broadening their experience. But I think the paradox is resolved because of the total number of interest area courses that are required. Typically, there would have been a total of five required courses in any one of those interest areas, and then there are some that are suggested in addition. And the idea is that while the interest area itself is often fairly narrowly focused, it allows them to branch out and take courses from other areas within the school. Advertising students take the broadcast course, all students take convergence courses, and so on.

“If it works out as we hope it will, it will allow students to satisfy that itch to prepare themselves for their first job while at the same time getting them to have a fairly broad array of courses so that they’ll be more prepared for their second, third and fourth jobs and so on.”

As for the overall impact of the Carnegie-Knight Initiative at the Missouri School of Journalism, Dean Mills thinks it has been significant, but he notes that Missouri had long had integration with the rest of the university as a priority.

“We started moving aggressively toward integration with the rest of the campus when I got here 22 years ago, and I pushed faculty to do that. I reached out to faculty around campus, other deans. And also, we hired faculty who were, by nature, interested in playing across those boundaries. So we had been doing this for a long time. That’s not to say that the Carnegie-Knight program didn’t have an impact, but I think the impact

here is a different kind, because we didn't need the impetus to play well around the campus.

"But how it's had an impact is because it has made journalism education not just respected, but even in some universities, an admired discipline around the country. A quality journalism program is no longer seen as an oxymoron, I think, nationally. And people are understanding that a great journalism school can be a central part of a major university, not just at Missouri, but around the country. It just raises the status of the discipline nationwide, and it has to help us as well."

For more information, please contact:

Dean Mills

millsr@missouri.edu

University of Nebraska, Lincoln

College of Journalism and Mass Communications

The University of Nebraska College of Journalism and Mass Communications became part of the Carnegie-Knight Initiative in 2008 and applied for a three-year grant for curriculum innovation. The original grant proposal was for a multi-faceted array of projects that were designed to strengthen the school's curriculum.

This first-year proposal included a variety of possibilities: developing undergraduate courses focused on math and statistics for journalists; developing an additional science writing course to supplement the one already in place; providing other elective courses in specific subject areas such as non-fiction writing, political science and journalism and sociology or psychology and journalism; offering an in-depth reporting course. The idea was that any of these courses would be taught by journalism faculty along with faculty from each of the relevant departments at UNL to further strengthen an existing program.

In 2007, the College of Journalism and Mass Communications had adopted a strategic plan that would establish a new specialization in professional journalism for graduate students who would balance the study of mass communications with learning and applying professional skills in preparation for meaningful careers. This new specialization had been approved in 2006 as part of a broad curriculum reform, and the college proposed that the Carnegie-Knight program be part of this new thinking that would reflect the demands of a changing media environment. Breaching cross-disciplinary boundaries was a key element in this new way of thinking about the journalism curriculum.

Another part of the original proposal was a significant use of the available funds to add three international doctoral students and also to

provide resources for journalism faculty to teach in international settings. The college has a history of international involvement and faculty and students have done depth reporting in Cuba, Sri Lanka, France, Germany and England. For instance, students compared and contrasted the tsunami that hit Sri Lanka in 2004 with Hurricane Katrina's devastation of New Orleans in 2005. The result was a documentary, "In the Wake of Catastrophe," which finished in the top seven in the Academy of Motion Picture Arts and Sciences Student Academy Awards. The three international graduate students and the opportunity for further missions abroad were intended to advance this tradition.

The final element of the original proposal was the potential to enhance collaboration with other colleges at the University of Nebraska-Lincoln by strengthening the existing partnership with Nebraska Educational Telecommunications television and the Hixson-Lied College of Fine and Performing Arts. This partnership had been initiated in 2007 with support from the senior vice chancellor for academic affairs and provides internships for up to a dozen students from both colleges to work in the professional public television environment. Students also benefit from classes taught by public TV producers who are adjunct faculty at the College of Journalism. The college proposed that the Carnegie grant might be used to expand this collaboration to offer new courses such as advanced long-form videography, writing for non-fiction television and multi-camera studio and sports production.

The original proposal was made by Dean Will Norton, Jr., who had been dean of the College since 1990. He announced his retirement during the midst of the three-year Carnegie-Knight funding period, and was succeeded on July 1, 2010, by Gary Kebbel, who had been journalism program director for the John S. and James L. Knight Foundation, where he had become fully acquainted with the Carnegie-Knight concept and priorities.

The program of change as originally proposed had evolved and changed after the original proposal, and Dean Kebbel moved it toward further evolution, though the fundamental objectives of curriculum strengthening and integration were maintained.

"Looking back through the whole thing for Nebraska, I would say what we have done with this is, number one, we've learned from it and changed it every year," Dean Kebbel said.

In the first year, the college chose to focus on a depth reporting project that examined the state of Native American women in the Plains states and particularly in Nebraska. It was a multi-disciplinary project that was team-

taught with experts from other colleges at UNL. The project grounded the students in shoe-leather reporting hundreds of miles from Lincoln, including on some of Nebraska's Indian reservations. Dean Kebbel explained that while Nebraska has a significant Native American population, it is not evident in a city such as Lincoln, and the experience of gathering information in unfamiliar terrain was in itself a significant learning experience.

An array of experts was brought to the campus to give depth to the course, many of them Native American specialists from across Nebraska and other Plains states who lectured on Native American history and related subjects. The project was conceived from the start as producing a concrete product, which became a print magazine and website called *Native Daughters*.

Dean Kebbel said, "The quality of the magazine has been praised by Nebraska state senators, tribal leaders and the Lincoln Public School system," and it continues to be used as a significant resource on the subject.

But the project did not focus as clearly as it might have on the Carnegie-Knight objective of bringing faculty from across the university to the journalism college. "We missed an opportunity to inform our students and our report by the thinking of professors in cultural anthropology and economics, for instance," Kebbel said.

So the second year's core project was conceived differently. This time the reporting focus was Bolivia, the first nation in Latin America to elect a president from the indigenous native population. The course examined what effect having an indigenous president makes on the people, the country, the politics, etc.

A faculty member from Ethnic Studies team-taught the class with two journalism faculty, and professors from political science, geology, geography, earth science and agricultural economics were recruited to address the class. The students were flooded with input from this wide array of disciplines, but – again – the model was judged not quite right because while it included a wide variety of professors, their input was generally a single lecture, and, hence, their individual contributions may not have presented a fully coherent, unified intellectual perspective.

By the third year, Dean Kebbel had created a new model. This time the journalism program worked with the Department of Political Science, the College of Business Administration and with the computer science faculty to help those non-journalism programs create classes intended to educate journalism students. These classes were not taught by the journalism

faculty but were calculated to be adapted for the use of journalism students.

For instance, in the College of Business Administration, a new minor was created with an emphasis on teaching about the elements of business and entrepreneurship that make sense for journalists but without the accounting classes required of business majors. The concept was to help create a more “applied” business minor for non-business students.

Dean Kebbel said the students have gained enormously from these in-depth immersions in other disciplines, but he was not satisfied that this model sufficiently accomplished another priority, which was to educate the journalism faculty in these areas. So his ultimate model – and the one he prefers – is one in which journalism faculty team teach the courses with faculty from the other disciplines. That would both serve the interests of the students and move forward in the Carnegie-Knight aim of integrating the journalism faculty with that of the university and vice versa.

“We need to think harder about the multidisciplinary cross-currents that could better inform our students, and we need to have those professors teach our professors so that multidisciplinary viewpoints become more the core of what we eventually teach,” Dean Kebbel said. “In other words, we want professors in other disciplines to inform not only our students, but also our professors. We want the knowledge from other disciplines to become ingrained and sustained in what we teach.”

With this in mind, Dean Kebbel outlined his vision for curriculum reform at Nebraska in the immediate future:

“We are working to form partnerships with units throughout the campus,” Kebbel said. “For instance, we are creating a partnership with the Jeffrey S. Raikes School of Computer Science and Management, a unit that already sees interdisciplinary work as its mission.

“The work of the Raikes School, which combines computer science and business management, is the ideal way to bring an entrepreneurial education to journalism students. In preliminary discussion with the Raikes School, we have found that we both are interested in studying message creation and credibility in relation to different cultures worldwide as a means of improving the quality and efficacy of mobile communication.

“Secondly, we want to embed a systemic process of change that would evolve as we add new courses and revise courses. For instance, we typically have one or two in-depth topic-reporting classes each semester. In spring 2011, one of those classes was immigration reporting. In fall, we will offer a class focused on public affairs reporting, particularly in the health field. Each of these classes would obviously benefit by including lessons

from an entirely different set of professors from different disciplines. We want to be nimble in our ability to engage professors in different disciplines each semester to team-teach our topic classes.

“Our plan is directly in line with the goals of the Carnegie Corporation to integrate more topical knowledge into our journalism students’ education. This approach will continue to expose journalism students to a growing variety of intellectual disciplines. It also will help raise the reputation of the College of Journalism and Mass Communications among many other disciplines on campus as one interested in a variety of intellectual explorations.”

In the longer term, Dean Kebbel has a vision of inverting the process by bringing the university into the journalism school and exporting journalism education to other disciplines. “For instance, I would want to teach political science majors a course in writing and evaluating political communication. Or I would teach public health majors a class in explaining the health system and health reform.”

He is particularly ambitious to make political reporting a specialty of the Nebraska program and has forged an alliance that also has its roots in the original Carnegie-Knight proposal for deepening ties with Nebraska Educational Television (NET). He hopes to expand the newly created joint program with the Political Science Department. In spring 2011, he started the Nebraska News Service in which students cover the state legislature when it is in session and then other parts of state government when it is not: state budgets, issues, agencies, etc.

In cooperation with the Nebraska Broadcasters Association and the Nebraska Press Association, 85 news organizations now are clients of the Nebraska News Service.

“It’s thrilling,” Dean Kebbel says. “And what I want to do is to use that as the basis for restructuring our graduate program. I want to focus it on government reporting. I think that this would be a great focus and a great niche for us.”

For more information, please contact:

Gary Kebbel

gkebbel2@unl.edu

University of North Carolina

School of Journalism & Mass Communication

When Dean Jean Folkerts, head of the University of North Carolina School of Journalism & Mass Communication, considered how best to use a prospective grant from the Carnegie-Knight Initiative, she approached the issue from a perspective that her long experience had led her to believe was the most effective one. She began by looking at her existing faculty and their individual passions and interests. She then sought ways to marry that resource of passion and interest to objectives that served the larger strategy of her school and accomplished the priorities of the Carnegie-Knight Initiative. The result was a flurry of new courses, projects and partnerships – an array of many things rather than one focused project.

“We used the money primarily to free up people’s time so that they could build these things, so that they would be ongoing,” she said. “One piece of advice Nick (Dean Nicholas Lemann of the Columbia Graduate School of Journalism) gave me early on was to build something I could sustain and that I wanted to do anyway and not say, ‘We have this Carnegie money, so let’s try this.’ But to identify some things that you really wanted to do with your program, then use the Carnegie money to accomplish those things that you knew you could then sustain.

“Instead of paying somebody to come in and teach a course, for example, we used the money to give our own people time to pursue relationships and develop programs they were interested in, so they would have the time to get them built. And then, when the Carnegie money goes away, that time isn’t bought out anymore, but the relationship is established and courses are ongoing. What you have to do is work with the interests of the faculty that you have. It’s all key, I think, on working with the people that you have and their interests, or else you’re just down the

tubes. As an administrator, I think your strength is really working so that the people that you have can do their very best at what they do.”

As a result, Dean Folkerts’ original grant application is a long list of projects to “expand classroom and experiential learning opportunities to draw on a range of expertise and resources from varied disciplines across campus. We also will expose students to a global framework within their studies that will allow them to explore how countries, individuals and issues are inter-connected. This broad perspective will better prepare our graduates to contribute to the field of journalism in a manner which brings context and depth to national and international discussions.”

The proposal listed three strategic objectives:

1. To establish partnerships with departments and units that ally well with the teaching philosophy of the School of Journalism and Mass Communication, but which bring unique perspectives and depth to the curricula.
2. To initiate practice and research-based journalism projects that will offer students hands-on opportunities to explore the global connections of local issues, making sense of the social, cultural and political implications
3. To provide students with a global perspective on journalism, drawing on the wealth of expertise and resources across campus. Students will be better prepared to enter the field with an understanding of the diversity of audiences and issues in an era of world-wide, digital delivery.

With these strategic objectives in mind, Dean Folkerts, who assumed the dean’s post at UNC in 2006, assembled a series of specific projects:

To achieve the strategic objective of forging partnerships, she proposed creating a series of undergraduate journalism courses with a business and entrepreneurship focus, to be developed with the university’s Kenan-Flagler Business School, which is consistently ranked as among the nation’s top business schools.

She also proposed establishing the Center for Digital Media Economics and Entrepreneurship to institutionalize the classroom and research-based collaborations across the Journalism School and the Business School. And to complement the undergraduate course offerings she proposed that the Journalism School’s new Knight Chair in Digital Media Economics would work with Kenan-Flagler colleagues to develop an interdisciplinary research agenda that will involve graduate and undergraduate opportunities relating to business journalism and entrepreneurship in the media.

She proposed a new undergraduate research survey course to introduce social science research methods applied to the exploration of audience opinions, perceptions and understanding of various issues in partnership with the UNC Odum Institute for Research in Social Science, to have a broad, interdisciplinary enrollment.

A new master's degree program was proposed in Interdisciplinary Health Communication, which would be the first health communication master's program in the country focusing on interdisciplinary approaches. She argued that the area of health communications was increasingly important, and that in North Carolina "our population is growing almost twice as fast as the U.S. population and even more rapidly among the elderly."

Also proposed were expanded courses, community and industry outreach and professional programming to be developed through the recently established UNC Center for Media Law and Policy. The Center is an outgrowth of the successful joint MA/JD dual degree program created by the School of Journalism and the UNC School of Law in 2006, which prepares students for a variety of careers, such as attorneys in a media law practices.

To fulfill the second strategic objective of initiating practice and research-based journalism projects to explore the global connections of local issues, she proposed an integrated media project focusing on the story of Latinos in North Carolina. Students and faculty would examine the local and global impacts of changing demographics in the state through collaborative classroom and extra-curricular activities. "The chosen topic is timely and extremely relevant," she argued. "Offering a clear demonstration of global connections in our own backyard and immediate opportunities to involve constituents from across our campus and state. North Carolina has the third fastest growing Latino population in the country and the fastest in the Southeast U.S. with nearly a 400 percent increase from 1990-2000."

The proposed Latino project was multi-faceted and included creating content in a variety of courses, student publications and broadcasts, research partnerships with faculty and students from relevant disciplines, an inventory of ethnic outlets, a multimedia package developed by students, and a Web-based news service. Even conversational Spanish language classes would be offered as part of the project.

Finally, in fulfillment of the third objective of providing students with a global perspective on journalism, Dean Folkerts' proposal identified seven institutions in other countries as targets for forging key partnerships

to be formalized and grown. “These international partnerships will be structured to provide students with a global perspective on journalism. They will not be mere exchanges, but will involve faculty and students working across national boundaries, using technology and exchanging ideas as they create courses together. The list of prospective partnerships included institutions in Spain, England, Mexico, China, France, South Africa and Argentina.

Given the ambition of this long list of projects and objectives, the prospect of accomplishing all of it might have seemed slight but for the fact that Dean Folkerts had chosen each of the projects with a clear sense that she had a faculty member in place who was eager to devote great energy – if given the time and financial support – to making it happen. And the School of Journalism and Mass Communication had already established itself as one of the nation’s premier institutions of higher learning in its field and was highly regarded at UNC. Even so, the Carnegie-Knight Initiative enhanced that position. “The Journalism School has always enjoyed a central position on campus- both physically and academically. But the partnerships we have built through the Carnegie-Knight Journalism Initiative have allowed us to showcase not just our strengths as a traditional professional school, but our research expertise and connections both nationally and internationally. This Initiative has given us additional clout on campus and helped to position us as a highly attractive and equal partner to other schools and units. UNC Provost Bruce Carney recently described the Journalism School as ‘one of our most highly ranked units’ and the 2009 accreditation report said that the school ‘has earned a reputation as one of the premier programs in journalism and mass communication.’”

As would be expected, some of the initiatives were rousing successes and some were less successful, but Dean Folkerts feels that overall the fruit of the Carnegie-Knight Initiative at UNC was remarkable.

“Over the past three years, we have firmly established substantial interdisciplinary collaborations with the UNC schools of law, public health and library and information science. We have undertaken an ambitious expansion of classroom and experiential learning opportunities, launched a revised undergraduate curriculum, new graduate-level programs and a variety of new international opportunities. We have created a new Master of Art in Technology and Communication and developed a new specialization track in our Master of Arts in Mass Communication and interdisciplinary health communication. And we have created three new

courses combining journalism and business and developed a hands-on research methods course.”

“A particular area of innovation has been our experimentation with models for integrating global education into existing undergraduate courses. One such approach is through faculty exchange – an interesting alternative to student exchange. For example, a business journalism faculty member exchanged classes for two weeks with a colleague from the University of Navarra to expose students at both universities to expertise in financial systems and reporting from the perspective of both the U.S. and European Union.”

Some of the global partnerships worked out especially well. For instance, students went with one of the Journalism School’s instructors to Argentina and worked with multimedia students there. While the project was a success and won awards, Dean Folkerts noted that such international relationships are hard to sustain because they require new money for travel and living expenses. The only one of the international partnership efforts that she feels didn’t work out was with Oxford University, and the Journalism School’s focus in England has now shifted to City University in London. The best established of the programs is a partnership with the University of Navarra in Spain, and also the partnership with Monterrey Tech in Mexico is performing well. Overall, the lesson learned here is that these international partnerships take more time and must be done more slowly and gradually than she had hoped.

On the other hand, the project with the School of Public Health at UNC has been particularly strong, and for reasons that are very much in keeping with Dean Folkerts’ belief in finding the right faculty member whose interests coincide with the school’s objectives. “We had a good relationship with Public Health,” Dean Folkerts said. “And Jane Brown, one of the Journalism School’s senior faculty, had been at the School for a long time and worked with Public Health already on a couple of NIH grants on media and adolescent health. That was a natural starting place. And we built on that. There was a little interdisciplinary health communication program, and we built that into a regular Master’s track in our Professional Master’s program.”

In general, the faculty at the Journalism School and around the university were “very receptive” to proposals for interdisciplinary work. “We had a business journalism certificate here, and the person who was in charge of that, Chris Roush, was very interested in further relationships with the Business School We talked to the Business School. One of the problems was always with our lower certificate program here. Students

couldn't get into the business classes they needed. And so we just approved a dual degree in business and journalism. That is an undergraduate degree, but what it does guarantee is that a small number of business students have access to journalism courses, and a small number of journalism students take business courses to complete this degree."

As for the future, Dean Folkerts said, "The next step in the establishment of our interdisciplinary health communication program will be to convert the master's specialization into a fully interdisciplinary, stand-alone MA program. This will cement a significant cross-campus partnership with UNC's schools of public health and information library science – both highly ranked in their respective fields – and provide tremendous research and professional opportunities for our students."

For more information, please contact:

Dulcie Straughan

dulcie@email.unc.edu

Northwestern University

Medill School of Journalism, Media, Integrated Marketing Communications

Northwestern was one of the original five schools involved in the Carnegie-Knight Initiative. Loren Ghiglione was dean and the two curriculum enrichment initiatives at Medill from that time were an undergraduate course titled “People, Press and the Pentagon” and a numeracy course. Both began initiatives that continue today, though in different forms. Ghiglione was dean of Medill from 2001 until 2006 and now serves on the faculty as a professor.

In March, 2011, the board of trustees of Northwestern University officially changed the name of what had long been known as the Medill School of Journalism to the Medill School of Journalism, Media, Integrated Marketing Communications. It was the culmination of a sweeping revision of the school’s curriculum under the direction of Dean John Lavine, who became dean in 2006. To understand the Medill approach to the Carnegie-Knight Project’s curriculum reform initiative, it is first necessary to understand the vision that Dean Lavine and the faculty used to revamp the school, as the Carnegie-Knight curriculum reform projects were only a part of something much larger in scope and change.

“When I became a journalist in 1964,” Dean Lavine said, “I would have said that my job was to *inform* people so they can be smarter citizens and consumers in their personal and business lives. If I were to say that today, I would say our job is to *enable* people to be better informed, so they can be smarter citizens, consumers and in their personal and business lives. The move from *inform* to *enable* recognizes that journalism is finally a real conversation, and we take that seriously.

Dean Lavine came to Medill after founding Northwestern's Media Management Center, which is affiliated with Medill and the Kellogg School of Management. Previously, he was the Cowles Professor of Media Management and Strategy at the University of Minnesota. Prior to that spent 25 years as publisher and editor of four daily and four weekly newspapers in Wisconsin. He was also an executive of an international film company that made documentaries and films for television and founded an international medical journal. His vision included the strong conviction that for high quality journalism to succeed and endure, it was essential but not sufficient for prospective journalists to become accomplished at the traditional journalism disciplines. They must also learn what their audiences need to know and how they were apt to consume that information. Then they had to integrate that knowledge into the journalism they sought to produce.

"We made two bets," Dean Lavine explained. "One is that the world would go more digital, which means there would be more opportunity to go deeper with content on essentially vertical content areas that had never been covered or could be covered. We see this move to digital as an endless process; a tidal wave ever rising against the backdrop of people having not one second more during the day. Think of this. If you want to learn about something mundane like a 'coffee cup' and you search on Google you'll get 17 million hits. You'll never live long enough to even make a dent in that number; which illustrates that everything is competing for a non-renewable resource: people's time. Quality journalism must learn to compete and win in that arena.

"The second bet is people will continuously face an ever more complex world. If a story does not add value to their lives and is not engaging, citizens won't give it their time to take it in. They will only share their time and their money only if journalists give them an engaging story they value." It was from those assumptions that Dean Lavine and the faculty set out to remake Medill, preserving many things, but reshaping and recasting many others. "We say when you come to Medill," he said, "you don't come to a newspaper, magazine, television, online or mobile silo. First, you must learn the values and basics of journalism. We doubled the time spent on writing and finding quality stories. Our students learned better writing and journalism ethics."

Then, they learn all the tools -- audio, video and text -- though Dean Lavine says students arrive ever more conversant with digital technologies and techniques, so that they can be moved in a more accelerated way to go deep in a subject or two ". For instance, Medill has specializations on the

graduate level in health and science, urban affairs, business and economics, and national and homeland security. At the undergraduate level, Medill has the Innocence Project which focuses on people who have been wrongly convicted.

But what sets the Medill program apart from virtually all other journalism education curricula is the addition of a substantial and required focus research that helps its students understand the audiences they serve. "In this digital age, before you cover a topic as a journalist, you need to learn about the audience you want to reach at a level that essentially journalists never have. So, we've hired professors that are experts in doing that."

As to precisely what he means, Dean Lavine explained: "The census is not adequate by itself. We also use demographics because from it our students can tell what 30-year-olds are going to do ten years from now by looking at 20-year-olds today. They also look at all of the data from school systems, the city, business and neighborhood studies, etc. They also do qualitative, face-to-face interviews so they can meet cops on the beat, shopkeepers, single moms, and new immigrants. They need to do these interviews to learn what their audiences' needs are, What will make citizens smarter, What do they want to know that journalists can provide.

"In addition, we've added faculty who are experts at taking giant databases and turning them into smart information. We also added a series of faculty including an award winner from *The Washington Post*, and Pulitzer Prize winners from *The Chicago Tribune*, and *The San Jose Mercury News* on investigative reporting.

We also teach students how to start new media enterprises and brand and measure their start-ups. "

It was during this profound transformational change at Medill that the Carnegie-Knight Initiative provided funding for curriculum reform projects. That "allowed us to more deeply execute what we were doing. The timing couldn't have been better. It just overlapped everything, our strategic goals; that was terrific."

What Medill proposed was an enhancement in two very different areas: "Connecting with Immigrant and Multi-Ethnic Communities" and "Journalism in a Networked World." Both were entwined with Medill's larger vision.

The project focused on immigrants was rooted in the growth of the size and diversity of immigrant populations in the greater Chicago area, where immigrants make up 18 percent of the urban population. "Yet mainstream journalism," the proposal argued, "has not kept up with the phenomenon

in some critical respects that go beyond the persistent question of whether it is being covered adequately. Neither traditional journalism nor journalism education addresses how best to connect and engage with targeted immigrant and ethnic communities in addition to reporting on them or for them. While producing news on immigration and the transforming American demographic is vital, we propose to leverage that reporting as we create more informed ways for immigrants, ethnic communities and others who are invested in those communities to discover, use and engage in journalism.”

The immigrant mosaic of Chicago is dauntingly complex. More than half of the Chicago-area immigrants were born in Mexico, Poland or India. But no other country of origin accounts for more than five percent of the population. More immigrants in the area now live in the suburbs than in the city. Aggregate statistics and assumptions on the foreign born are often misleading. For instance, nearly two-thirds of Indian immigrants have college degrees compared to three percent of those born in Mexico.

The first step in the Medill proposal was a research project undertaken with the school’s Media Management Center to probe questions such as in what ways immigrant groups vary from one to another in what news and information they seek out and where they get such information. And in what ways do foreign-born immigrants and first-generation Americans who live with foreign-born immigrant parents differ from one another in the news and information they seek out.

Enlisting Medill journalism students, the research would “flesh out the answers to these questions by teaching a new generation of journalism and non-journalism students working in tandem to devise and execute reporting and networking strategies that engage immigrant and ethnic communities.”

As the proposal explains, “Medill’s new curriculum, which emphasizes ‘real world’ engagement and audience understanding, involves storefront newsrooms in some of the very Chicago communities where immigrant groups are most prominent. We propose to introduce an experimental course into the revitalized curriculum that both teaches students about the immigration phenomenon (locally, nationally, internationally) and develops multi-media reporting strategies that reach and engage foreign-born and first generation immigrant community members and groups in a way that enhances their connection to their own communities and to civic affairs.

“It is anticipated that the best practice models tested in the course will go far beyond the accustomed reportorial norms of journalist interviewing,

reporting, writing and publishing a print, broadcast or Web story. It will experiment with interactive, user-generated, and experiential and citizen journalism techniques that will benefit from multi-disciplinary approaches that are as conducive to field studies and ethnographic opportunities as to journalistic practices. The proposed project leverages the contacts and work already in place from Medill's global journalism program while at the same time taking advantage of the dramatic restructuring of the Medill curriculum to gain a keener appreciation of the news habits and behaviors of the immigrant communities we seek to engage. The impact will be immediate."

Specifically the plan was for an enrollment capped at 24, half of them Medill journalism students and half non-journalism students from other parts of Northwestern, and especially those interested in such subjects as diaspora literature, communications studies, computer technology, social networking, urban anthropology and international studies. Over the course of five years, the plan is that 60 groups or sectors of immigrants would be studied in depth.

The other piece of the Medill Carnegie-Knight proposal was for a project that would develop "a new, interdisciplinary course at Medill that will challenge journalism students to think deeply about the role of journalism in a networked society – content-based networks based on hyperlinks and interpersonal networks built through computer-mediated communications, to be called "Journalism in a Networked World," open to juniors, seniors and graduate students.

The course was conceived in response to the profound changes wrought by digital technology in which one-way delivery of media products is being displaced by hyperlinked online content, which creates an entirely different way for people to find and discover journalism and the multi-way communication capabilities made possible by technologies such as weblogs, discussion boards and social networks. "Journalists who want their stories to be discovered and generate discussion now must think differently about what they do," the proposal argued. "So do the companies that employ them. Consequently, it is most appropriate for a journalism school to orient its students to frameworks that will enable them to understand and thrive in a digital, interactive world."

The proposal called for building the new course through collaboration with Northwestern scholars such as Noshir Contractor, one of the nation's pre-eminent social network analysts, Eszter Hargittai, a communications scholar whose research interests lie in the diffusion of technologies, Justine Cassell, an expert on online communities, and Luis Amaral, a leading

researcher in the structure of networks. "It is the kind of course that can be best built at a major research university like Northwestern," the proposal stated. "And it is perfectly consistent with the focus on curricular enrichment fostered by the Carnegie-Knight Initiative on the Future of Journalism Education."

Three years after the projects were launched, Dean Lavine feels that there is nothing that he would have done substantially different. Indeed, mistakes and mid-course corrections are things that he assumes will happen. "We have to accept it is better to get our initiatives 70 percent right, but get them moving, and then refine or fix things as we go forward," he said. "It's a rolling front. We change courses midway through a given quarter instead of waiting until the end. We tell students to, 'Evaluate the class as we go so we can improve it.' Simultaneously, we get input from professionals and employers. We're constantly getting feedback and changing things on the move. As a result, the students are not just improving a specific class, but they are learning about change and ambiguity, which is an understanding that they will use for the rest of their careers.

"We've gotten a fair way down that road. The students are partners with the employers, the alumni, the experts we pull in – together we all are intend on refining and improving what we do.. We also teach how to make and test prioritized, smart decisions. We don't do too many things, but we push to do the most strategic and important things. Given the economy, our employment record for graduates has been very strong. Moreover, the jobs many graduates are getting are often far higher up in the organizations they join than was true in the past. Employers recognize that Medill graduates are not just able to do terrific journalism – and they sure do that – but they also know more about to find important stories that citizens want and need and then tell them in ways that are far more engaging.

Dean Lavine continued, "We've also taken the "digital, two-way conversation that journalists can now have with citizens and explored it with our own community. We began by offering courses in media literacy across the university, and this year we're proposing educating students in professional media communications - the deep, specific content that people in every profession are going to have to know how to do if they are going to communicate complex ideas in an increasingly media-filled environment.

We are also creating new forms of accountability journalism, and we're using technology to enhance what our graduates do and to help citizens to

communicate on their own. All of these innovations and more are in the spirit of the Carnegie-Knight Initiative. It has been an important factor in our progress.

For more information, please contact:

John Lavine

j-lavine@northwestern.edu

University of Southern California

Annenberg School for Communication & Journalism

The Annenberg School for Communication & Journalism is the umbrella institution for a host of communication-oriented endeavors including the School of Communication, School of Journalism, and centers focused on an array of disciplines such as strategic public relations and international diplomacy. But its journalism program is at the School's center, and it was journalism that was the focus when then-Dean Geoffrey Cowan mulled how best to accomplish the Carnegie-Knight Initiative's mandate to deepen journalist training through more intense use of the University of Southern California's many resources. He concluded that the answer lay in creating what has become the school's Specialized Journalism Master of Arts program, in which trained professional journalists come to USC for a year of focused study in a specific academic area, complemented by courses within the journalism program. "The whole concept of specialized journalism at USC grew out of the Carnegie-Knight Initiative," Cowan recalls.

Under Dean Ernest J. Wilson, who assumed the deanship in 2007, the specialized reporting program has expanded to include a new – and popular – Specialized Reporting degree program focused on the arts, one of the university's richest veins of scholarship, not surprising for a school located in the roiling arts environment of Los Angeles. But beyond the curriculum enrichment itself, Dean Wilson feels that the authority and legitimacy conferred on the Annenberg School through participation in the Carnegie-Knight Initiative was just as important. "The intellectual guidance that Vartan Gregorian and Alberto Ibarguen and their staffs provided was important at the university level," said Dean Wilson, "It was also important at the school level, so that especially my senior colleagues

could see this as something that was professionally and intellectually legitimate. It was buttressed by these two great institutions – the Carnegie Corporation and the Knight Foundation – and also achieved by the buy-in of leading deans of journalism schools from around the country.”

According to Geoff Cowan, the specialized journalism concept was conceived as a uniquely Annenberg solution to the problem of deepening and intellectually strengthening journalistic education. Cowan was part of a small group convened by Vartan Gregorian to think constructively about how this might be done. That it needed to be done was not in debate, but each journalism program and dean approached the problem a different way. To Cowan, the words “specialized journalism” implied a journalism education that would couple university-level instruction in a given area of interest with advanced journalism instruction. The result would be a journalist very well prepared to do journalistic work at a sophisticated level, and at the same time make the larger university part of the Annenberg School’s program by exposing journalism students to the university’s resources, and giving non-journalists – who had special training outside journalism – a chance to adapt their knowledge to a journalistic mission. In other words, to give journalists depth in a given area, and instruct non-journalists in a given area the skills needed to be journalists.

The concept went through a number of refinements as Cowan and Michael Parks, former editor of *The Los Angeles Times* who was then director of the Annenberg Journalism School, worked to strike the right balance between journalism instruction and the specialized academic instruction that students were to get in other parts of the university. The focus of the initial Carnegie-Knight curriculum enrichment grant was to launch a Master of Arts degree program in science and technology, with the grant money to be used to retain K.C. Cole, a celebrated science journalist, to shape and supervise the one-year M.A. program in Specialized Journalism focused on science. Annenberg had a two-year Master of Science program, but the M.A. was intended for working journalists who would come to USC for in-depth instruction according to a curriculum tailored to their interests and needs. “The essence of science journalism – like science itself – is learning how to avoid being fooled – or fooling yourself - so it’s inseparable from the rest of journalism,” Cole said when her appointment was announced. “In fact, science itself is part of nearly every story, whether it’s politics, crime, religion or the arts. As USC is the most vigorously interdisciplinary university I know, it’s the perfect

place to explore and exploit these connections – both at the journalism school and the university at large.”

The announcement said that the new specialized degree in science and technology would draw on many of the university’s academic units, including the College of Letters, Arts and Sciences and Viterbi School of Engineering. “Journalism is central to the public’s understanding of a broad range of issues facing society,” Cowan said in the announcement. “The Carnegie-Knight Initiative is helping strengthen journalism education to prepare the next generation with the specialized education they will need to serve their readers and viewers.”

The new M.A. program was a success, and in 2008 – with Dean Wilson at Annenberg’s helm – a proposal was made to the Carnegie Corporation for yet another M.A. degree program, this time focused on the arts and calculated to draw the university’s many arts schools and faculties into closer cooperation with Annenberg. The new M.A. program “will build upon the strengths of our highly regarded USC Annenberg/Getty Arts Journalism Program and the NEA Arts Journalism Institute in Theater and Musical Theater,” the proposal said. “More importantly, the arts track grows out of an unprecedented academic collaboration between the School of Journalism and USC’s five arts schools – the Roski School of Fine Arts, the Thornton School of Music, the School of Cinematic Arts, the School of Theatre and the School of Architecture.”

Dean Wilson said in the proposal that the request underscores the School of Journalism’s primary mission: “To prepare current and future journalists to bring a critical eye, a passion for public service and a mastery of both verbal and visual language to their work in order to reveal the truth about important issues of today and to help to drive social and institutional change in a society that is increasingly alienated from its institutions and skeptical of their messages. The Specialized Journalism program is a fundamental element of the school’s vision for transforming journalism education by creating innovative programs that integrate the school fully into the intellectual life of our university.

“A transcendent goal of the new arts track, reaching well beyond the education of journalists in best practices for arts reporting, is to increase journalists’ exposure to expert ideas, information and contacts through dialogue with leading scholars and practitioners in the arts. By enrolling in courses taught at USC’s arts schools, graduates of our arts specialization will develop a deeper understanding of the arts beyond their individual experience, enabling them to become leaders of innovation in their newsrooms. In the longer term we expect that the arts track will improve

the public's understanding of and appreciation for the importance of the arts in modern society."

The strategic objective for the new program was to use the Carnegie grant to hire two highly regarded journalists with extensive experience in the arts and digital media. These were Tim Page, formerly the Pulitzer Prize-winning chief music critic of *The Washington Post*, and Sasha Anawalt, who was director and founder of the USC Annenberg/Getty Arts Journalism Program and also director and founder of the National Endowment for the Arts Journalism Institute in Theater and Musical Theater. They were charged with designing the arts specialization "to attract and prepare tomorrow's journalists to assume a leadership role in a more complex and intellectually challenging industry, to create a model for journalism education in an era of digital media and to create a robust network linking USC Annenberg's outstanding faculty and academic programs with their peers at USC's five arts schools in order to offer students a well-integrated and in-depth approach to the arts and arts reporting. They will also help the School of Journalism achieve an important objective – integrating the school's internationally acclaimed professional education workshops – the USC/Getty and NEA programs and the Knight Digital Media Center – into the school's academic program."

Page and Anawalt would lead the new M.A. program, developing and teaching courses in the arts track and working with faculty from other disciplines to develop additional courses for the arts track, and also mentoring students and working with the various arts schools to identify faculty who will partner with USC Annenberg faculty.

In the years since, the program has flourished and, according to Dean Wilson, the Specialized Journalism (Arts) program is especially popular. It welcomes practicing artists and recent graduates of arts academies and conservatories. USC Annenberg has expanded the specialized journalism training it offers to the fields of education, youth and learning, demography and immigration and religion and society. Students take four elective graduate courses in their specialty areas from disciplines across the university, and a professor from another school serves on their thesis committee.

All of the specialized reporting programs work basically the same way, according to Geneva Overholser, Director of the Journalism School, who has immediate oversight of the specialized journalism program. "People come into it with intent to focus on a certain content area, and when they do, they are mentored by the faculty member who specializes in this area.

For instance, if it's science, it's K.C. Cole. But each of them take specific courses within Annenberg and within his or her emphasis arena, and also take courses in the larger university. So, let's say I'm coming in and I'm specializing in science. I'll take K.C. Cole's science journalism course. But then, working with K.C., I'll think about what environmental course, in the Policy Planning and Development School, to take, or what physics course to take, or whatever I might take outside the School. Meanwhile, K.C.'s course is also open to people in the two-year master's. The course is not just offered only to people in the master's specialized journalism program, which is a pretty boutique program. We'll probably have 15 this year across all the disciplines and 15 in the arts. So if you're in religion reporting, you probably have only two from the master's in specialized religion, but you draw from other degree programs as well....It's an awful lot like a Nieman Fellowship, but with a degree. Because people come here and they take courses across the university, and they also are part of a fellowship cohort. It's my favorite cohort. I've got to say it's just amazing because of all these people with some years under their belt and they come really enthusiastically knowing what they want to do."

Overholser says that when she came to be Director of the School of Journalism she had her doubts about its mission of specializing in content when newspapers were laying off specialists with abandon. "I was really worried about it. And yet, it has flourished. And I think that the counterintuitive thing that works is we are all realizing, in the end, that it is content that matters. And so, it's been a great, great success."

"Our programs are still evolving," Overholser added. "One of our biggest challenges has been learning how to market our programs to new groups of potential students. We learned we have to reach out more effectively and earlier to particular departments and partnerships. One area that has worked very well is to secure courtesy and joint appointments for key faculty members. We now have faculty with joint appointments in Departments of Religion, International Relations, Education, Music, Engineering, American Studies and Policy, Planning and Development. Joint appointments are now part of the culture of the Journalism School."

She observed, "One required course that has not worked as well as we hoped is the Advanced Research Methods class. We have a cohort of 'math phobic' students and we need to redesign the class to address their limitations."

The spirit of innovation that the Carnegie-Knight Initiative helped inspire has led to other curriculum changes at USC Annenberg, Dean

Wilson said. He pointed particularly to integrating digital journalism into the other journalism programs. And he is particularly proud of the launch in 2009 of a student produced news Web site, dubbed “Neon Tommy.” “Its growth has been phenomenal,” he said. “It draws a larger audience than any other Web-only college news site and ranks sixth among college outlets that also produce print publications. It has more than 270,000 unique visitors and 360,000 page views a month.

The Journalism School’s next focus, he says, is fostering a spirit of entrepreneurship – a passion he and Overholser share. “I’ve fought hard, with Geneva, to introduce the notion of entrepreneurship broadly defined, what’s sometimes called intro-entrepreneurship. Or thinking in ways that allow our students to take and have a higher appetite for risk as they move across platforms, as they move within one platform or medium, and they move up in their careers, to recognize that it is going to be an unstable and uncertain period, with technologies changing. And they have to develop not defenses against that change – but an appetite for it.”

For more information, please contact:

Geneva Overholser

genevao@usc.edu

Syracuse University

S.I. Newhouse School of Public Communications

The initial Carnegie-Knight funding opportunity for curriculum reform was offered to the S.I. Newhouse School of Public Communications at Syracuse University in 2006, and the dean at the time – David Rubin – elected to fulfill the grant’s objective of deepening areas of study by journalism students by focusing on two areas: religion and law.

Dean Rubin retired and, in June, 2008, was succeeded by Lorraine Branham, formerly director of the School of Journalism and G.B. Dealey Regents Professor at the University of Texas at Austin. In 2009, Dean Branham applied for a new grant that in some respect expanded on the original vision and in others was a new focus toward science journalism, and particularly on the area of climate and sustainability.

The decision to focus on religion initially – and to maintain that focus in the later grants – was in part a recognition that one of the Newhouse School’s greatest intellectual assets was Gustav Niebuhr, an associate professor with a joint appointment at both the Newhouse School and the College of Arts & Science’s Religion Department. Professor Niebuhr was a highly regarded former journalist who reported on religion for *The New York Times*, *The Washington Post* and *The Wall Street Journal*, and is the author of *Beyond Tolerance: Searching for Interfaith Understanding in America* (Viking Press.)

The original grant called for creating Religion and Media as a new, interdisciplinary minor, with more than 25 courses within 10 different academic departments. Examples of courses on offer included introductions to specific faith traditions, such as Native American Religion, offered through the Religion Department and Islamic Civilization to 1500, a course in the History Department. At the Newhouse School, the

contributions were two new courses to serve as gateway and capstone courses to the minor – Religious Issues in American Life, a survey of largely contemporary issues and events, and American Religions and the News Media, an upper-division course focused on the critical analysis of how religion is covered in major media.

The rationale for the focus on religion was calculated to begin “a process of encouraging new thinking among our students about the world and their professional role in it.” And after three years, a new grant proposal sought to expand the program. “Our goal,” the grand proposal stated “is to see students equipped to recognize religion as one of the prime moving forces in global society today. We want to help them gain the academic tools and discerning knowledge to reject superficialities and common stereotypes so often attached by the new media to specific forms of religion. In our view, it is crucially important that the rising generation of future leaders in journalism and communication understand the complex subject of religion in the world and transmit useful information about it.”

The proposal added, “To understand how (religion) functions in the United States and globally is a task of real civic value...Although the United States’ founders provided our nation with the incalculable benefit of religious liberty, the sad irony is that Americans are strikingly ignorant of religions at home and abroad...Students are often better educated in world economics than in religion.”

Though the original grant for creating the Religion and Media minor was approved in 2006, “such was the pace of the governing process at Syracuse University that we were not able to announce it as a fully approved field of study until the fall semester of 2007.” The Religion Department for space reasons capped the enrollment for courses at 40 students, and initial enrollment was about 30 students, but grew to 40 and then 45. Only six or seven students adopted the minor, but the overall results were considered sufficiently encouraging that in 2009 Dean Branham decided to solicit funding in a second grant to expand it.

“We want to develop the minor, adding to its academic depth and significantly broadening the intellectual experiences it will make available to students. We believe these paths will lead to an increase in enrollment in the minor, raising its profile and firmly establishing it as an academic asset.”

The new grant provided for three areas of enhancement: Creation of new courses and re-development of existing courses to fit the minor’s parameters. In particular, the minor’s director would personally develop at

least one new course on American religious history. The course would specifically focus on the admixture of religion and politics in the 19th and 20th centuries involving religious individuals and organizations in social and political movements. And an addition would be the overhaul of a current course to focus more closely on the legal development of religious freedom in America, from the Revolutionary era to current Supreme Court rulings.

A second objective was a fuller visiting scholars lecture series to be recorded for permanent use on the Religion and Media website. One of the key parts of the original concept was an ambitious program to bring to the campus prominent individuals who work at the intersection of religion and the media. At the inception of the series, an audience of about 75 people was drawn, and that number has now grown to 200 or more. The concept of this part of the proposal is to expand the visiting speaker series further so as to attract speakers directly involved with current news and issues of immediate interest, and involves working with the American Academy of Religion in a partnership.

Finally, the grant proposal called for building alliances with academic associations and important religious study centers, and in particular the American Academy of Religion, which is the largest organization in the country of specialists in the broad field of religious studies. And beyond this national focus, the vision was to create links to other centers outside the United States that study religion and the media.

Dean Branham, in proposing this expansion of the religious component of the original grant, acknowledged that the other original component – focused on legal reporting – had not been judged a sufficient success to expand. “While the gateway course and special seminars were very popular with our students, the actual minor was less so. Fewer students than we had hoped opted to pursue legal reporting as their chosen minor.” Dean Branham said that she does not consider the legal reporting course a failure and that many elements of it will continue with the support of the Newhouse School and the partnership that developed because of the course with the law school.

Instead, Dean Branham proposed a direction “I think is more current and compelling and which we also believe has the potential for evolving beyond a single course into a full-fledged science and environmental journalism minor...What is unique about this proposal is that it seeks to bring together science students and journalism students in an effort to help them better understand each other and better communicate scientific information to the public. Professor Donald Torrance, who has a strong

background in science reporting, notes in his description of this course that it is 'more important than ever for scientists to anticipate and communicate the impact of their work' and equally important for journalists and other producers 'to understand how scientists work' so they can explain and put scientific accomplishments into context."

The course's title is Science of Climate Sustainability and Public Communications, and its rationale is framed on the assumption that climate change is real and threatening. "Climate change presents real risks," the course description begins, quoting Carle Wunsch, the M.I.T. climate expert. "It seems worth a very large premium to insure ourselves against the most catastrophic scenarios. Denying the risk seems utterly stupid. Claiming we can calculate the probabilities with any degree of skill seems equally stupid."

The course description continues, "The American public is still not hearing this kind of message about global climate change. Why? Because the traditional news media, especially television, continue to frame stories about the Earth's climate and the science of climate change in the most facile and, they hope, profitable ways: as 'conflict' within the science community itself or as 'impending doom' by advocates of immediate, radical action to stop man-induced climate change. Add to this volatile mix the demise of many newspapers, the elimination of science reporting positions and the global economic crisis and we are left with a nation whose attention seems to be turning away from any reasoned arguments about what is practical and pragmatic in addressing climate change."

This presents the Newhouse School with "a real opportunity to make a difference in the public discourse over climate change and sustainability." The proposed gateway course "will bring together science students and journalism students. It will teach them how to deal with and participate in the traditional media. It will also teach them how to create their own media content and to navigate around traditional agenda-setters or gatekeepers when necessary."

The plan was to teach climate science communications to both student scientists and mass communicators in the same classroom and give each student the chance to apply the practical skills they will learn to create mass communications products, using both traditional and new media. A broad collaboration between the Newhouse School and the Maxwell School of Public Affairs with its environmental policy expertise, the Whitman School of Management, with a core of expertise in environmental entrepreneurship, and neighboring State University of New York College of Environmental Science and Forestry, one of the nation's most respected

colleges for environmental sustainability. Along with course work of a multi-disciplinary nature, the students will mount two major projects per semester that identify science work being done locally and create a short form work in print, broadcast and web-based journalism, and a long form print article or television magazine piece or documentary. Students who excel in the class will be given the opportunity to have their work disseminated and to continue their communications work through the Syracuse Center of Excellence in Environmental Systems News website and other venues.

Dean Branham, looking back over the course of the Carnegie-Knight Initiative at Syracuse, is frank in her assessment that if she had it all to do over she would have been done it differently. The decision to focus on religion and law was made in large part because there were Newhouse faculty willing to utilize the funds immediately. "Neither program was wildly successful, but the legal reporting program went nowhere," she said. "We had several years of great collaboration on speakers and seminars with the law school, the development of a terrific blog on media-related legal issues which became difficult for the professor to maintain as he was also trying to prepare for a tenure review, and a class in legal reporting that rarely had more than six-to-eight students." It was for this reason that Dean Branham decided to abandon the legal reporting direction.

"The journalism and religion minor attracted a small, but adequate, core of students each year with the support from the Religion Department in the College of Arts & Sciences. However, more of their students than ours are interested in this class."

"I think if we were to do it all over again," Dean Branham continued, "we'd focus on programs that might touch more of our students instead of narrow interest topics that had little appeal. I think we could have used a course that provided more skills in numeracy for journalism students, for example, or a course in the business of journalism. Or perhaps a course in public policy that helped students understand how government works."

As for the particular Carnegie-Knight priority of broadening the role of the larger university in journalism education and deepening the expertise of journalism students, she is similarly tough in her assessment. It was accomplished "only to a small degree," she said. "The areas of expertise, religion and legal affairs, only appealed to a small number of our undergraduates and it was difficult for graduate students to even take these courses because of the way our graduate program is structured.

However, it did allow us to build a relationship with the law school and to strengthen our relationship with Arts & Sciences.”

This improved relationship made the School of Arts & Sciences receptive to the proposal on science communications. Thus far she deems the science course that brings journalism and science students together “a modest success,” but that the good thing that has come out of it is “more collaboration with other colleges and those relationships continue to serve us well. I think the Journalism School is now seen as a place open to interdisciplinary programs and courses.”

Dean Branham says that the most important curriculum reform at the Newhouse School over the past five years has been a redesign of both the undergraduate and graduate curriculums of all the majors, including journalism. Key changes for undergraduates included a course in multimedia storytelling, a course in grammar, new diversity requirements and a global requirement. And more multimedia training was added to the graduate program.

“I think the most important thing we learned was how wedded we are to our silos, and how hard it is to get faculty to break out of them. We are now taking a look at the new curriculum and contemplating future tweaks,” she said. One thing that is a genuine regret from her perspective is that a research course that had been created was eliminated at a time when many on the faculty agree it is more important than ever.

The Newhouse School has also decided that all of its students need to have an entrepreneurial mindset even if they plan to work for traditional media companies and the result has been creation of a Center for Digital Media Entrepreneurship.

One of the surprises that Dean Branham found when she came to Newhouse from the University of Texas was how eager other parts of the university were to collaborate with the Newhouse School. “Because we’re Newhouse, and because we’re one of the two top schools here, everybody wants to collaborate with us.” But that was not reciprocated. “We sort of thought, ‘Well, we’re Newhouse and we don’t need to collaborate with anybody. And some of that has gone away, and there is more faculty interest in collaborations. We are working right now on a number of joint programs with other schools at the graduate level.” And she gives much of the credit for helping bring down those walls to the Carnegie-Knight Initiative.

Even so, the silos exist. “I was stunned when I got here because I had been led to believe that this whole curriculum redesign was aimed at

getting rid of the silos, and by the time it was all over, they had just built bigger silos. But we are determined to crack that.”

For more information, please contact:

Lorraine Branham

lbranham@syr.edu

University of Texas at Austin

College of Communication

At the University of Texas at Austin, the School of Journalism is one of five parts of the College of Communication and is focused solely on journalism. In 2005, Lorraine Branham, the School of Journalism's director, convened the faculty to discuss and debate what the School's response should be to the Carnegie Corporation's invitation to apply for a significant grant as part of the Carnegie-Knight Initiative on the Future of Journalism Education. Director Branham left Texas in 2008 to become Dean of the Newhouse School of Public Communications at Syracuse University, which was also a part of the Carnegie-Knight Initiative. She was succeeded as director of the School of Journalism for a two year interim term by Tracy Dahlby, who had been a member of the School's faculty since 2006 and had already had a strong role in shaping the Carnegie-Knight Initiative there. In 2010, Professor Dahlby was succeeded as director by Glenn Frankel, who came from Stanford University to be full-term director of the School.

In those years, the shape of the Carnegie-Knight Initiative's impact on curriculum reform evolved and changed somewhat, but the fundamental strategy and approach to how best to use the Initiative remained consistent. On one hand, the focus was a series of new courses and programs, some targeted from the start and some identified in subsequent years, that were intended to be a direct response to the question posed by Director Branham in 2005: What were the important challenges facing journalism and how could they be addressed at the School of Journalism while also addressing the Carnegie-Knight Initiative's priorities for enrichment and integration with the larger university? But beyond that tight focus on identifying specific needs was a spirit of collegiality and experimentation fostered by the Carnegie-Knight discussions, and strongly

encouraged by Roderick Hart, dean of the College of Communication who had overall direction and responsibility for how the Carnegie-Knight process was implemented.

Dean Hart, who became dean of the College of Communication in 2005, had very much wanted to change the culture of the college – and especially the School of Journalism – into one that reflected the values of deep knowledge, cross-fertilization, and scholarly critical thinking that the Carnegie-Knight Initiative espoused. In addition, he wanted to press change at the School of Journalism in response to a rapidly changing journalism landscape. “My own sense is that, generally speaking, journalism faculty are a timid lot that really don’t tend to mix it up in the university at large,” Dean Hart said. “I find that consistently it’s kind of a guild operation. And so they are very, very good at teaching young apprentices and building that kind of intellectual culture. But they do keep themselves just too distinct from the university at large, and I’ve been, frankly, trying to hire a very different kind of faculty over the last seven years.” The people he has added to the faculty in that time are, first and foremost, what he terms “citizens of ideas, citizens of the university,” and are eager for the engagement with other parts of the university that is a powerful part of the Carnegie-Knight curriculum enrichment concept.

In 2011, after two years of debate and study, the faculty unanimously approved a new curriculum that reflected such things as the convergence of different journalistic skills and disciplines into a single multimedia concept, and preserved or expanded aspects of the curriculum that had been created with Carnegie-Knight funding. Director Frankel gives significant credit to the spirit engendered by Carnegie-Knight concept. “We had a long discussion about critical thinking and about adopting the new curriculum,” he said. “One of the scholars versus practitioners debates here was essentially, ‘Where are we going to be able to give them critical thinking, even in courses where the students are learning the basics of reporting?’ And my argument was that critical thinking has to be from day one part of everything here. And I believe the journalistic method is all about critical thinking.”

In a letter to the Carnegie Corporation, Director Frankel said “The changes we adopted go far beyond mere renovations. We’ve abolished the old narrow ‘sequences’ of print, broadcast and photojournalism, moved toward a closer marriage of skills and topics courses to deepen our students’ expertise, and put stronger emphasis on critical thinking and ethics in all our courses. We’re also requiring a professional internship for the first time. We’ve already put a down payment on the new curriculum

with a team-taught multimedia newsroom course that we launched this spring and a digital media entrepreneurship course that Professor Rosental Alves will be introducing in the fall.

“My real purpose in writing,” he went on, “is to thank you for the important role the Carnegie-Knight Initiative played in moving us toward this transformation. The four courses and our multimedia website – called *Reporting Texas* – that you’ve sponsored have served as pilot projects for these new concepts. Among other things, they’ve helped us tear down the old walls between our school and other parts of the university and the larger community. Perhaps even more important, they helped create a climate of innovation and collaboration that produced the consensus over our new direction.”

The courses that were born of the Carnegie-Knight Initiative began at that first gathering of the faculty in 2005 when the faculty identified three areas as ones that the first part of the Carnegie grant money should be used to address: news literacy, changing demographics and technology.

News literacy was chosen as a focus because of the perception that there was a need to address the trend – especially among the young – of rejection of newspapers, the rise of bloggers as authoritative news sources, mounting skepticism and disaffection with the news media by the public and the non-stop competition for consumers’ time and attention. The Carnegie Knight Initiative grant would be used in part to create a new course, to be titled “Journalism, Society and the Citizen Journalist,” which would focus on the meaning of news, the importance of a free press, the elements of journalism, journalism’s influential role during presidential elections and critical periods in America’s history and why being an informed citizen is vital to a free society.”

The second challenge identified by the School of Journalism revolved around changing demographics, and not surprisingly was focused especially on the rapid growth of the Latino community. The new course was called “Covering the Latino Community, and was intended to develop much-needed expertise in news coverage of the nation’s Latino community, and that of Texas in particular. The idea was that the new course would serve as a gateway to a professional development course as well, which would be offered to professionals who wanted to deepen their knowledge of the subject.

The third challenge was that of technology. “The emergence of the Internet companies, the never-ending introduction of technological innovations and the rapid consumer adoption of new technology-driven sources of news and entertainment are just a few examples as to why

journalists need expertise to cover technology,” the proposal said. “It is not enough for journalists to understand technology and technology trends, they also have to be able to think critically and report on technology to a news consumer that is aware of and interested in technology, but not a technology expert. Designed for undergraduate and graduate students, this new course, ‘Covering Innovations and Trends for the Technology-Aware News Consumer,’ will prepare future journalists to cover the world of technology in the 21st Century.”

All the courses were intended to represent “bold action” and would be used “to build partnerships with intellectual centers across the university. With these new courses, we will develop thoughtful, ethical and culturally competent journalists who embrace their work as a public service and who understand the unique role of the press in our democratic society.”

In making the case for the new courses, the proposal noted the McKinsey report, commissioned by the Carnegie Corporation, which had identified curriculum concerns in journalism education.

“Because the proposed courses are designed to integrate academic departments and centers across the University, journalism students will have even greater exposure to the academic riches of the entire University community.” The courses would also “help us achieve our mission to educate ethical, socially responsible, well-rounded and fair-minded reporters and producers.” The enrichment would go to a program that had a recognized need to expand, but was constrained by limited resources. The professional training component – for professionals rather than college students – through the School’s Journalism Institute for Graduate and Professional Education, would be a prototype for providing continuing education for journalists, which was a need specifically identified in the McKinsey report. And finally, “the honor associated with being part of the Carnegie Corporation’s *Future of Journalism Education Initiative* will immediately elevate the prestige of the School of Journalism within the University of Texas community and among professionals.” One of the few regrets in later years about the program was that more effort had not been made to identify the new courses as “Carnegie Initiative” courses and in other ways create a strong identity for the elements of the School of Journalism that sprang from the Carnegie program.

Over the years, this core evolved in a number of ways. The Latino-oriented course grew and prospered and became one of the principal vehicles for bringing in elements of the larger university, as was a program oriented on health and another focused on investigative reporting. “We’ve been able to develop better ties with other schools and departments, public

health being foremost among them,” said Director Frankel. But he is also mindful that there remains a culture at the University of Texas that resists cross-pollination and partnership among disparate parts of the university. “We pay lip service to it and everyone knows it’s important,” Frankel said, “but all of the sort of bureaucracy rather works against it. For example, we don’t get any credit for teaching students from other departments.” This comes down to a major financial disincentive to create partnerships, he added. “I really, really think it’s crucial that we open the doors.”

The courses that are the legacy of the Carnegie-Knight Initiative, and that have survived and even grown in the new curriculum, are investigative journalism, public health and science reporting, news and society and covering the Latino community. “Carnegie-Knight funding allowed us to deepen the content of these courses and broaden them beyond the confines of the Journalism School to the university at large and to the outside community, specifically by paying for outside speakers and field trips. And the Initiative was also instrumental in launching a sophisticated news content website called *Reporting Texas*, which is growing into an important source of political news and a provider of news to news outlets across the state.”

What would Director Frankel have done differently? “In retrospect, we would have established more uniform criteria for the curriculum – for example, to ensure that each course included a multimedia component and that each emphasized critical thinking. We would have pressed to have each course include more writing assignments and would have spread those writing assignments more evenly through the course so that students would have been writing earlier. And I would have branded the courses as Carnegie-Knight pilot projects, to underline the emphasis on innovation and fresh thinking.

And while the courses succeeded in deepening the expertise of students in areas such as public health and sociology, “I don’t perceive that the courses have had much impact on our relationship with and profile within the larger university community,” Frankel said. “The walls remain high for a variety of institutional and cultural reasons. We’re working to break them down.”

As for the mid to long-term future, Frankel hopes to develop a course aimed at first and second-year Liberal Arts students that would combine elements of media literacy with the practice of basic journalism. “The working premise is that every Liberal Arts student could benefit from a practical introduction to basic journalistic techniques combined with explorations of important contemporary journalistic issues.” And he hopes

also to develop a set of courses in digital media entrepreneurship and innovation, that would bring together journalists, software designers, computer programmers, and entrepreneurs “working in small, interdisciplinary teams to conceptualize prototypes and launch sustainable digital journalistic ventures. “They may not learn each other’s disciplines, but they need to be able to talk to each other. This is one key means of tearing down the walls between the Journalism School and other parts of the university and fostering cross-disciplinary collaborations.”

For more information, please contact:

Glenn Frankel

glenn.frankel@austin.utexas.edu



News21:

PHOTO BY DEANNA DENT

BY CHRISTOPHER
CONNELL

Are Next-Generation Journalists the Future of a Profession in Transition?

It's 7:35 a.m. on the beach in Lincoln City, Oregon, and the mellifluous Roger Robertson, morning host on KBCH AM 1400, is on the air with "a couple of young gentlemen" who have come a great distance. "News21 is the program that they are with. Phil and Andrew, you guys are from where?"

"Roger, we are coming here from Syracuse, New York," replies Phil Tenser, a freshly minted broadcast journalism graduate from Syracuse University.

"On purpose?"

"On purpose, yeah," says Tenser. "We're here to study youth and technology as part of a national project. We are sponsored by the Knight Foundation and Carnegie Corporation. We are trying to study youth and technology and tell the stories in ways that will also help inspire the future of journalism." That may sound presumptuous for someone ten days out of college, he allowed, but given the parlous state of the economy and the news business, "you can't avoid it."

Tenser and partner Andrew Burton aren't just being interviewed. They are filming Robertson and the KBCH studio with a flip cam and taking photographs, all the while soliciting listeners to contact them with stories. Before the sun sets over the Pacific, they

First published in the Carnegie Reporter, Fall 2009

will have posted on the Internet a blog, pictures, video and sound from their 25 minutes on air with the Larry King of this stretch of coastal Oregon. And they were not alone. They were part of a larger army of 93 News21 fellows who fanned out across the country from eight campuses with high def cameras, sound recorders, laptops, iPhones and other devices in search of that elusive future for their beleaguered profession.

News21 is a multi-million dollar experiment by Carnegie Corporation of New York and the James S. and John L. Knight Foundation to determine if these next-gen journalists can awaken interest in news where their elders have failed, and to do so first by studying in depth important issues—liberty and security; the role of religion in American life; the country's dramatically changing demographics—and then spin out stories with all the multimedia tools that the digital age has to offer. Their work can be viewed at www.news21.com.

A crippling recession has created further hardships for an industry that was already in a tailspin. Venerable newspapers such as the *Rocky Mountain News* and *Seattle Post-Intelligencer* have folded, and big city dailies from Los Angeles to Minneapolis to Chicago to Philadelphia to Hartford are in bankruptcy. Tens of thousands of reporters and editors have lost their jobs. News operations that closed foreign bureaus to pinch pennies now are retreating from covering the nation's capital. The august *New York Times* had to sell both classical radio station WQXR and its glittering, new skyscraper to keep the wolves at bay. News magazines struggle with their own anorexia, while entertainment news and vituperation dominate the airwaves.

Elevating Journalism's Place in the Academy

A profound belief that democracy cannot thrive without good journalism initially led Carnegie Corporation President Vartan Gregorian and Vice President Susan Robinson King to reach out to journalism deans and presidents of five leading universities—Columbia University, Harvard University, Northwestern University, the University of California, Berkeley, and the University of Southern California (USC)—to consider how to bolster the education and practice of journalism. Later the Knight Foundation joined the effort, and the Carnegie-Knight Initiative on the Future of Journalism Education was formally launched in 2005. By revitalizing the curricula and intellectual quotient at journalism schools, they sought to ensure that a new generation of well-trained reporters, editors, producers and ultimately news executives would rise up to sustain the media's role as democracy's watchdog. Not incidentally, the deans also hoped to win new respect for their schools within the academy and from the industry that hires their graduates.

Their principal tool for gaining this leverage would be News21, a summer laboratory showcasing the talents of their top students. The deans of the four journalism schools

and the director of Harvard University's Joan Shorenstein Center on the Press, Politics and Public Policy would select the summer's topic a year in advance, and each journalism school would arrange a seminar for fellows to study that issue in depth, with faculty drawn from across university disciplines. The fellows—ten from each journalism school and four from Harvard's John F. Kennedy School of Government—would be paid \$7,500 stipends to report and produce their stories over an intense ten weeks on the road and toiling on campus under the guiding hand of faculty and professional editors and web designers.

The number of fellows doubled in the summer of 2009 after seven more top tier journalism schools were welcomed into the News21 tent. Newsrooms were opened at Arizona State University, the University of Maryland, the University of North Carolina and Syracuse University, while the three other newcomers—the University of Missouri, University of Nebraska and University of Texas—joined Harvard in contributing fellows to the eight test beds.

Emphasis on Innovation

From the start, the News21 fellows have faced two daunting challenges: to come up with stories of national importance and to tell them in ways that break the mold of traditional news media. The deans regarded innovation and invention as the higher priority. "The experimental was the most important side of this. Otherwise, it was just a really rich, pleasant internship program," said Alex S. Jones, the Shorenstein Center director. Geoffrey Cowan, former dean of the Annenberg School at the University of Southern California, said he envisioned News21 as the journalism school equivalent of an engineering school laboratory, only this one "would be about inventing what journalistic storytelling could be like."

Former Berkeley journalism school dean Orville Schell, another of the original deans, had a practical objective in mind, too. He was dismayed at the paucity of openings in the broadcast news business—a particular strength of Berkeley's—and believed News21 could help fill that void. "I'd been sitting at too many meetings where people lamented that the serious media were melting away before their eyes," said Schell, now Arthur Ross Director of the Asia Society's Center on U.S.-China Relations. "There were big gaps in the journalistic food chain, like a salmon run with no salmon ladders."

Knight Vice President Eric Newton coined the moniker for the experiment. News21 is short for News for the 21st Century: Incubators of New Ideas. These would be stories reported and told in 21st century ways—such as using Adobe Flash to stream audio, video and slide shows—and the storytellers themselves were mostly 20-somethings, speaking to their own generation, accustomed to getting news online, not from newspapers, and tuned more to *The Daily Show with Jon Stewart* and the *Colbert Report* than to

the nightly news or *Meet the Press*. Back in 2005, some news leaders thought all the talk about how the digital revolution would transform the industry “was crazy, but if you look at where we are today, we weren’t crazy enough,” said Newton. “We were moving in the right direction, but no one had an appropriate sense of urgency.” USC’s Cowan observed, “We didn’t know that old journalism would collapse, but we knew how important new journalism would be.”

The deans had chosen as News21’s first topic the difficult balance in post-9/11 America between keeping the country safe and protecting civil liberties. While all pursued stories clustered around that theme, the fellows at the different test beds did not then and have never since functioned as a single army under joint command. Cowan, one of the framers, had expected that they would operate as one large investigative unit, à la the students that Ralph Nader attracted to Washington for his “Nader’s Raiders” exposés.

The 2006 fellows scored remarkable successes in getting their stories in major newspapers and on national television broadcasts. They landed a string of big stories about privacy and security in *The New York Times* and the Associated Press as well as on the PBS *NewsHour with Jim Lehrer* and CNN’s *Anderson Cooper 360°*. The Columbia fellows followed the money trail from the post-haste creation of the Department of Homeland Security. Northwestern’s Laura McGann made headlines with an exposé on how the FBI was sifting through college students’ financial aid records. Other fellows

NEWS21 Investigate Innovate Collaborate
Partners: Carnegie Mellon University, Northwestern University, University of California Berkeley, University of Illinois Urbana-Champaign, University of Maryland, University of Michigan, University of North Carolina, Northwestern University, University of Southern California, Syracuse University

CHANGING AMERICA

UNIVERSITY NEWSROOMS
Aurora State University
University of California, Berkeley
Columbia University
University of Maryland
University of North Carolina
Northwestern University
University of Southern California
Syracuse University

ASSOCIATE SCHOOLS
Harvard University
University of Missouri
University of Nebraska
University of Texas at Austin

2009 Topics: EXPLORATIONS IN A CHANGING AMERICA

The Latino Experience in the America
Partnering a Nation: Search for Energy in a Changing USA
Young Millennials: A Diverse Generation Confronts Its Future
Socioeconomic Shifts: New Communities & New Realities
The Young & the Mindful: NH Gen Zing
The New Energy Industry & U.S. Politics
Geopolitical Geopolitics of New York

Knight Foundation
www.knightfoundation.org

An early version of the News21 homepage for 2009.

from Northwestern's Medill school produced eye-catching reports on how government and industry digitally tracked citizens' digital transactions. The USC Annenberg fellows examined the social impact of stepped-up enforcement of immigration laws. And the Berkeley fellows sent four teams of reporters around the world to capture glimpses of the everyday lives of young soldiers and sailors serving in U.S. peacekeeping missions in Djibouti on the Horn of Africa, at bases across the Middle East, in the former Soviet republic of Kyrgyzstan and near the demilitarized zone in South Korea. *Anderson Cooper 360°* devoted a full hour to the documentaries produced by three of Berkeley's teams.

Bob Calo, a Berkeley senior lecturer who directed its News21 newsroom in 2006 and 2007 and was the national director in 2008, remembers telling his graduate students not to approach their interview subjects like some "network fancy pants," but as peers. "We wanted to do a narrative experiment and come up with a fresher and different way to report on the military. Most of the soldiers serving in places like East Africa and Kyrgyzstan are young and so was my staff of reporters," said Calo, a veteran television news producer. "Instead of having that Ted Koppel conversation—'Young man, where are you from and how do you feel?'—these were 27-year-olds looking at each other across a cultural divide."

From News21 to Newsweek

Katie Connolly, a fellow from Harvard, was on the team that journeyed to South Korea to report on how efforts to downsize and transform the U.S. military were playing out on the peninsula. "Bob Calo really emphasized innovation to us," she said. "That was in the forefront of our minds: how do we tell the story in a way that *The New York Times* wouldn't?" Connolly, a trade policy wonk from Australia, wasn't thinking about journalism when she enrolled at the Kennedy School. But she caught the bug from News21, landed a job at *Newsweek* and spent all of 2008 on the campaign trail covering John McCain. Connolly, now a political reporter in *Newsweek's* Washington bureau, said, "I came back from News21 thinking, 'This is the coolest job ever. You get to talk to interesting people and learn about fascinating topics and go to really cool places.'"

She also learned how to "craft an interesting narrative out of a boring policy topic like military transformation...It was actually the knowledge component that has been the most useful for me because I am a print journalist now, not a multimedia journalist. All the stuff I learned was fun and great, but I haven't had to use a video camera or Flash or anything like that since."

Aliza Nadi and Cerissa Tanner, who followed the rock band Hello, Dave, on a USO tour across the Middle East, became TV news producers at *Dateline NBC* and *Current TV*. Nadi said, "News21 was a fantastic opportunity to go beyond what we learned in grad school, take risks in our storytelling, experiment in our style, and brand a type of

journalism that's raw, intimate, and transparent." Tanner said the experience allowed her "to develop my own distinct voice and brand of storytelling." She added, "The fact that *Anderson Cooper 360°* aired my documentary the month I entered the job market looked pretty friggin' hot on my resumé," said Tanner.

Although the liberty-vs.-security stories impressed mainstream media editors and producers, those same packages elicited a collective ho-hum from the internet *avant garde*. One such verdict came from Mark Glaser, executive editor of MediaShift, a PBS blog and web site that bills itself as "Your Guide to the Digital Media Revolution." Glaser opined in August 2006: "From what I've seen so far, the fellows have done some great investigative work on topics such as digital data trails and life in the military abroad—but I wonder whether they are doing really cutting-edge, innovative work that will live on beyond the annual program." The fledgling News21 web site, he added, was "clunky."

Patricia Dean, associate director of the USC journalism school, said the work that first summer "wasn't as multimedia because the world wasn't as multimedia then." Calo observed, "We showed we were capable of doing mature reporting that would be valued nationally and locally. Where we didn't succeed was having those people focused on the digital future saying, 'Wow! You blew our minds.'"

Religion in America—and Tattoos

In each of the following three summers, the News21 stories would be presented in ever deeper and more complex multimedia packages designed to attract eyes on the web. But as the work moved closer toward the cutting edge, it also became harder for newspapers and networks to run the stories or even adapt them for their web sites. The religion topic that the deans chose for 2007 wasn't one "that lent itself to breaking big stories," said Merrill Brown, News21's first editorial director, "but it did lend itself to creative, multimedia storytelling, and we did a way better job at that in year two." Traffic to the News21 web site tripled to three million page views.

One Medill feature practically went viral: a multimedia look at tattooed Christian rock fans who advertise their beliefs with vivid body art. Fellows Brad Flora and Ben Helfrich found their subjects at Cornerstone, an annual religious concert and happening on 500 acres of farmland in central Illinois. Medill's Mrinalini Reddy eventually got a freelance follow-up feature in *The New York Times* on her story about how television sitcoms were shattering stereotypes about Muslims with series like Canada's *Little Mosque on the Prairie* and a U.S. show, *Aliens in America*. Columbia's fellows journeyed to India over spring break with professor and religion writer Ari Goldman and returned to examine how immigrants were finding ways to practice their faiths in America, from Buddhists and Baha'i to the Mandaeans, adherents of an ancient Gnostic religion. Berkeley



CHRISTOPHER CONNELL

University of Maryland News 21 Fellows Shauna Miller and Andrew Smith (R) prepare to videotape an interview with Rich and Malynda Madzel (L) on the topic of interracial marriages in the common room of a condominium in Columbia, Maryland

produced a “Moral Compass,” a roulette-wheel-like web graphic that spun out answers to where nine major religions stood on questions of sex and morality. Their “God, Sex and Family” package also mapped states with the fewest abortions (Idaho), the most divorces (Arkansas) and other values-laden distinctions. USC fellows followed seekers of spirituality off beaten paths to Mount Shasta and to a dome in the California desert where tourists lie down to listen to soothing “symphonies” played on crystal bowls.

MediaShift’s Glaser said News21’s web site and multimedia were much improved in 2007 and he applauded the replacement of “the traditional objective journalism structure...with a more personal tone and narrative.” But, he said, “there’s still the nagging problem of fellows trying to engage online communities in a subject—and then abandoning the project as they leave the program each fall.”

With the wide-open race for the White House and the likelihood that the Democrats’ standard bearer would be either the first African-American or the first female nominee, the deans’ choice of the elections as the topic for 2008 was an obvious one. But it posed a new challenge: with the blanket coverage in the major media, it would be hard for the fellows to get a word in edgewise with their reporting. Columbia journalism dean Nicholas Lemann defends the choice. “A national election is a huge, huge, huge thing,” he said, and many races and issues below the top of the ticket are inadequately covered. “My thought was, let’s not be perverse and not cover this very important and consequential election that all our students are dying to write about—but let’s not send them to cover the Democratic National Convention, either.” But web traffic slumped, few stories found a second life elsewhere, and a partnership with National Public Radio yielded little. Again, most stories were geared for the web, which made them harder for traditional media to pick up. “The bigger commitment you made to innovation, the harder it was to distribute a lot of stories because you stopped doing traditional nuggets

of content,” said Calo. “We weren’t producing television segments per se. Everything was cross platform, linked together and integrated into the web. You could do quality work, but it wasn’t as easily parceled out to mainstream media partners.” And to Calo, pushing forward on that front was more important “than getting our heads patted by mainstream media.”

Expanding and Extending the Initiative

The funders and the founding deans always planned to bring other top journalism schools into the initiative; Berkeley was the lone public university in the original gang of five. Six of the seven added for the second phase were large, public institutions. Arizona State University (ASU) and its Walter Cronkite School of Journalism and Mass Communication, newly ensconced in downtown Phoenix, were to become the new base of operations for News21 (Berkeley had been the administrative base for the first three summers). Calo and ASU dean Christopher Callahan crafted a proposal in 2008 that secured an \$11 million commitment from Carnegie Corporation and the Knight Foundation to support the expansion of News21 and to extend the experiment for three more years. They argued that the case for it was still compelling:

The Initiative sought to address central issues at the intersection of public journalism and journalism education. Among those issues were the disconnect between traditional journalism and millions of younger Americans, a general malaise and uncertainty inside the profession...and the extreme disturbances in the media industry due to quickening technological change. There was also a notion that among the nation’s top graduate schools of journalism, there was a window of opportunity to lead: they possessed an already built infrastructure for media production, a cadre of the nation’s most talented young reporters, and faculty members all too aware of the parlous state of American journalism.

The News21 experiment, they said, “could offer solutions and strategies to an increasingly jittery profession,” while at the same time allowing the journalism schools to improve their curricula. They said News21, which had gotten by with a part-time director in its first two years, would hire a full-time director and web site programmer to turn the experiment into “a live, vibrant, year-round enterprise” with “a nationally recognized news site.” While each school and dean would retain autonomy over its work, the national coordinator “would serve as the editor/publisher of the overall site” and seek to foster closer collaboration and a more “cohesive” product.

Callahan turned to Jody Brannon, a veteran editor at Microsoft’s msn.com, USA-Today.com and washingtonpost.com, to fill those shoes. Brannon also had academic credentials, having earned a Ph.D. at the University of Maryland’s Merrill School with

a dissertation that examined online journalism by major media. The deans chose the changing U.S. demographic tapestry as the topic for 2009, and Callahan and Brannon sought to get the eight incubators off to a faster start by bringing 39 fellows and a score of advisers to Phoenix in early April to share ideas and be tutored in digital storytelling techniques.

“News21 Needs to Go Far Beyond That”

In the tradition of Knight’s Eric Newton, who puckishly told a News21 gathering in 2008 that their task was “to think about new forms of truth-telling...in a totally new technological era, and create some innovations that will help keep the human race from destroying itself. No pressure,” Callahan told the fellows that they “really need to dream.”

“If what you accomplish at the end of the summer is having produced fantastic stories that are really interesting and really important and really matter and have never been told before and you get them published in the *Washington Post* or *The New York Times* or the *Los Angeles Times*—if that’s what we accomplish this summer, we fail. We fail miserably,” he said. “News21 needs to go far beyond that.”

In an interview, Callahan explained, “What I was trying to get across in a not so subtle way was that this project needs to be more than great journalism done in a traditional way, because the reality is that Carnegie Corporation and the Knight Foundation could take those resources and invest them in *The New York Times* or NBC News or the *Washington Post* or *Time* magazine to do great journalism. This needs to be something more.” That something more, he added, “is taking advantage of an incredible smart group of young people who think differently about news” and who are capable of coming up with new ways to keep the public informed.

News21’s lofty aspirations can give pause to even its most seasoned participants, the faculty. Susan Rasky, a Berkeley senior lecturer and former chief congressional correspondent for *The New York Times*, said, “You go to bed at night thinking, ‘Oh, my God! They are not really innovating. They’re just figuring out how to do what’s already been done,’ and ‘Oh, my God, the reporting is only half as deep as I want it to be because they don’t have [enough] time to report and produce.”

Brannon made the rounds of the eight newsrooms over the summer. When she visited Columbia in early July, several fellows remarked on feeling overwhelmed. Not to worry, the director assured them; everyone felt that way.

While News21 was originally for graduate students only, 16 of the 2009 fellows were undergraduates, including half those selected by Syracuse University’s Newhouse

School. Steve Davis, the chair of newspaper and online journalism and News21 executive director, confessed in a telephone interview a few weeks from the finish line to feeling that “we probably didn’t push the envelope enough...[and] ended up being a little more traditional than we wanted.” In hindsight, he said, Syracuse asked its fellows to do too much as they went out to 11 prototypical communities that the *Christian Science Monitor* had earlier selected for its “Patchwork Nation” reporting project. Newhouse students regularly go on reporting trips around central New York during the school year, but News21 was like no other assignment, Davis said. “They were very excited about it, to tackle a story as a team and spread out around the country. Part of the whole News21 thing is to have [that] experience and do something that you otherwise wouldn’t have the opportunity to do.”

Building a “Piece of the Future”

News21 has served as a springboard into the profession for many. Former fellows can be found at major news organizations (AP, *NewsHour with Jim Lehrer*, *Newsweek*) as well as start-ups. Brad Flora, the lead reporter on Medill’s Christian tattoo project, is the founder, editor and publisher of *The Windy Citizen*, a free, online news site that aggregates local Chicago news and encourages Chicagoans to submit their own stories, videos and photos and rate what interests them most. Flora said his site has attracted 70,000 visitors a month. “There’s lots of talk about the future of journalism,” he said. “I’m actually building a little piece of this future here in Chicago.”

Laura McGann, who exposed the FBI’s snooping through student financial aid records, is editor of the *Washington Independent*, an online investigative news site. She called News21 “the most important part of my formal journalism education...[It] offered me a chance to do the kind of reporting that young reporters just don’t normally get to do.”

Most other former fellows contacted spoke highly of News21, although some were disappointed that their stories did not get picked up by mainstream media. That may change now under Brannon, who told the Columbia fellows, “My role as national director is to ensure that the whole world sees your journalism and hopefully offer it to enough media partners that they’ll want to run your stuff on their sites or in their publication or on their television show...Everyone’s thirsty because they see great, excellent, free copy.”

Indeed, the success of Pro Publica, a nonprofit investigative reporting organization bankrolled by two philanthropists who made their fortune in the savings and loan industry, demonstrates just how thirsty news organizations are. *The New York Times*, the *Washington Post*, CBS’s *Sixty Minutes* and others all have collaborated with Pro Publica’s well-paid staff of investigative reporters. In an earlier era, big newspapers might look

down their nose at reporting done by student journalists. But in the Internet era, they ignore it at their peril. Thanks to the web, “you can now do actual journalism without having to have a media partner, and then go and find your media partner later, or not at all,” said Knight’s Newton. “It gave impetus to this notion that the students could not only join together and be an investigative force larger than what nearly all news organizations can muster, but a force that could be creative in figuring out new ways to display and disseminate this news.”

No Monopoly on Experimentation

But this also raises another challenge for News21. It is far from the only entity practicing experimental journalism. As riots in Tibet and Xinjiang, China, and election protests in Iran demonstrated, ordinary people are using cell phone cameras and Twitter to broadcast their own news around the world.

“The web has very low barriers to entry,” said Columbia’s Lemann. “You get lots and lots and lots and lots of people trying web journalism in every possible way, shape and form. That’s nice. It’s a period of very vigorous experimentation, some at News21, some in start-ups and individual news outlets, some inside big news organizations. There are thousands of these things going on. It’s nice to have News21 as part of this general feeling of experimentation.” But, he added, “I can’t look you in the eye and say News21 rises above all else as the most significant experiment in innovation in journalism.”

Still, News21 has provided a jolt of energy that has surged through the faculty and curricula at the country’s top journalism schools. “The unexpected pleasure of News21



CHRISTOPHER CONNELL

2009 Columbia University News 21 Fellows with (in middle front) Managing Editor Adam Glenn, National Director Jody Brannon, and Associate Professor and News21 Editorial Coordinator LynNell Hancock. Carey King, the Columbia newsroom manager, is at far right.

is that it's helping to reform faculty as well, getting them tuned up," said Berkeley's Calo. Leslie Walker, the Knight Visiting Professor in Digital Innovation at the University of Maryland and former *Washington Post* columnist and editor of *washingtonpost.com*, said, "All journalism schools are struggling with the transition that's roiling through the news industry. Most faculty members haven't worked in the news media for a long time and haven't experienced those changes. One of the beauties of News21 is that faculty members are learning alongside the students in these multidisciplinary newsrooms." News21 "gave us a jumpstart" in making the Medill curriculum more multimedia and interactive, said Ellen Shearer, who runs the school's Washington news bureau. "It's had an impact on our curriculum," said USC's Patricia Dean. "The team of people that work on News21 during the summer get a lot of terrific ideas that we then push into our classes and into the curriculum." Judy Muller, the former ABC News correspondent and National Public Radio commentator who has taught at USC since 2003, said, "News21 radically changed my approach to teaching journalism and continues to set the standard, as far as I can see, for a successful marriage of content quality with innovative delivery."

A Place for Nonprofit News?

Google, Facebook and, much earlier, the first web browsers all were invented at universities, although not at their journalism schools. News21's participants so far haven't produced a Twitter or even a blog that is a must-read for journalists. But some of its impact may not be known for years. Can it be sustained after the foundation funding runs out? That, too, is an unanswered question. But one of the tasks for Callahan, Brannon and their colleagues going forward is to explore the sustainability of a university-based, nonprofit news organization.

"This may be the biggest challenge facing the News21 partnership. It will require creative thinking about how public and private universities could partner to build a free-standing news operation that has as its primary asset the credibility of a diverse group of young American reporters, their schools and mentors," the deans' funding proposal said.

Already, these journalism schools have succeeded in getting their voices heard in serious discussions about the future of the news business. At a January 2008 Carnegie Corporation summit on "Journalism in the Service of Democracy," *New York Times* editor Bill Keller said he was "a convert to the cause of journalism schools." Keller, an English major at Pomona College, confessed that he used to disdain them and thought the best education a young reporter could get was under some "grizzled editor" at a small newspaper. Now, he said, "I've come to think of journalism schools as maybe the last resort" to give students the wisdom they need. Recalling Keller's remarks, Berkeley's



Arizona State News 21 Fellow Chyrstall Kanyuck profiled Chief Warrant Officer Sam Chavez as part of her News21 project, "Fighting Battles: Latinos in the Military."

Calo said, "You could argue that this is the first time that graduate journalism schools have had a key role in journalism. Their role before was always ancillary."

Whether News21 reports reverberate in the mainstream media and whether it's a leader or laggard on innovation, the timing of the initiative was impeccable. And Carnegie Corporation's Susan King believes the foundation chose the right leverage point to bring about change in the profession.

"I'm convinced that if we had tried to change the news business, which is what was being asked of us at the beginning, we couldn't have gotten anything done. Working on the pipeline and forcing the schools to face up to these challenges was the only lever to bring about change," said King, a former ABC News correspondent. "It is serving us well to have helped create this entrepreneurial, well-educated generation because they are going to be flexible enough to move with the business—and some will define what that future is." ■

Christopher Connell is an independent journalist who writes frequently about education and other public policy issues. He has written previously for Carnegie Corporation about its journalism education initiative, and authored a 2002 Corporation white paper, Homeland Defense and Democratic Liberties: An American Balance in Danger? Connell, a former Associated Press education writer and assistant Washington bureau chief, also writes the annual Internationalizing the Campus reports for NAFSA: Association of International Educators. He lives in Alexandria, Virginia. cvconnell@gmail.com.

Blogs, Videos Catch Journalism Experiment As It Happens

Jody Brannon, national director of News21, exhorted this year's 93 fellows to chronicle their work in progress through blogs, Twitter, video, audio and contributions to a Ning (a digital bulletin board for these "next-gen journalists"). Here are vignettes from those blogs as well as their responses to questions posed by e-mail by Christopher Connell.

JENNIFER WARD, Syracuse University

Jennifer Ward is a triathlete, foodie and aspiring reporter from Winnipeg, Canada. In a videoblog last winter, she likened the News21 experiment to preparations for a difficult race. Speaking over soft music and a slideshow of her warming up in the snow, Ward said: "I look at it as if we are a bunch of people new to the sport of running. We're trying to figure out which shoes to buy, what the proper form is, the pace that's right for everyone...I definitely feel a bit of that same trepidation and excitement."

Ward and fellow Mary Buttolph, a photographer and environmentalist, spent weeks in Nixa, Missouri (an "evangelical epicenter") and Eagle, Colorado (a "boom town") pursuing stories about teens and technology. The pair explored how the evangelical church culture met technology in Nixa. All the churches they visited had web sites, and one pastor took text messages from congregants during services.

May 22. Our days in this persistently sunny town have been spent meeting pastors, visiting schools, and barging in on youth events. Last night we were invited into the home of one of the area youth pastors, where we promptly derailed their discussion on the Gospel of Luke.

In Eagle, Colorado, Ward voiced frustration about hitting dead ends and coming up empty in their search: "That's what's hard about this project: you can have 15 interesting conversations, and yet not a single compelling story idea will emerge." But they also were met with kindness and help from former strangers. "It's amazing how people start caring about what two random journalists are doing in their town."

MAURA WALZ, Columbia University

Walz focused on multimedia reporting while earning a master's degree. Her News21 team traveled to Minnesota to look at the growth of ethnic charter schools. She responded by e-mail to a question about balancing innovation and good journalism.

I don't believe that most innovations have come because someone wanted to be "innovative"...[They] come about because someone is trying to solve a problem, because they want to do something that they can't do right now. Someone wanted an easier way to share videos, and now we have YouTube. Somebody else wanted an easier way to find out who the cute girl in his calculus class was and meet her, and now we have Facebook. Of course those things have expanded far beyond that as people figured out they could use those tools for other purposes, but the core of the innovation was figuring out a way to solve a problem.

I'm not sure that News21 had a specific enough problem that we wanted to solve or process we wanted to improve...[T]he most concrete goal I had was to do great journalism and tell the stories in compelling ways using multiple mediums and new tools.

SARA PEACH, University of North Carolina

Sara Peach was an environmental activist before returning to her alma mater for a master's degree in jour-

nalism. She doubled as reporter and editor-in-chief for UNC's project looking at how the country can slake its growing thirst for energy. Peach first wrote an introductory blog titled "Powering the journalism of the future."

Welcome to an experiment. This summer, I'm working with a team of reporters to develop new ways of telling stories online...

How can we involve our audience? How can we be more transparent? How can audio, video, 3-D graphics and Facebook applications expand the reach and power of our stories—or become the stories themselves...We welcome you as a fellow experimenter in the journalism of the future.

BRAD HORN, Syracuse University

Brad Horn enrolled in graduate school with experience as a documentary filmmaker. His first video blog for News21, shot on a snowy Syracuse street last winter, used music, cutaways and split screens and made clever use of questions written on scraps of paper as storyboards.

This project is the future of journalism, right? So what are we doing? We're doing youth and technology...What does it mean to live a modern life? Some sort of personal Internet device attached to your hip all the time? And what does it mean to be able to see and talk to people on other continents? How does that change the way people live?...Often in student projects the broader world doesn't care about them. My hope is that we can create something that people actually want to be part of...and something that touches hearts.

Horn and Melissa Romero went to El Mirage, Arizona, a town with a large immigrant population, and visited a family of ten who shared a single laptop computer. Horn let the camera roll for two hours as kids and parents cycled on and off the laptop.

June 29. El Mirage. Woe unto you if you ever decide to set up a video camera in a room full of kids under 15-years-old...I had to say 'Get away from the camera!' about every 10 minutes. All the poking and prodding of the poor camcorder. I think someone even kissed the lens. But when I sat down to edit the tape it wasn't the typing and the MySpacing and the clickety-clacketing that made this video what it is. It's the kids...Thank god they didn't listen to me.

In another blog, Horn told of meeting a 16-year-old who "has gone digital native" since moving to Arizona from Mexico five years ago.

When I told him and his family about Skype—thinking I was being all Mr. Cutting Edge, 21st Century Man—as a way to keep in touch with family in Mexico, Luis pulled out his iPod Touch and typed in "s-k-y-p-e" so he could remember to download the program later.

JENN HUETING, University of Missouri, Columbia, at UNC News21

A perennial challenge for journalists is finding real people to illustrate their stories. Two Arizona State University fellows, pursuing a story on undocumented immigrants who enlist in the military, found such a family using Twitter, the social networking tool that allows users to send messages worldwide in bursts of 140 characters, or about 30 words.

Jenn Huetting, a University of Missouri graduate student and News21 fellow at UNC, tried to replicate their success on Facebook. She was in for a surprise when she sent a string of messages to strangers:

It didn't take me long...to discover how easy it is to snoop around on Facebook...Honestly, this did make me feel a bit like a creeper. And apparently Facebook thought I was a weirdo as

nalism. She doubled as reporter and editor-in-chief for UNC's project looking at how the country can slake its growing thirst for energy. Peach first wrote an introductory blog titled "Powering the journalism of the future."

Welcome to an experiment. This summer, I'm working with a team of reporters to develop new ways of telling stories online...

How can we involve our audience? How can we be more transparent? How can audio, video, 3-D graphics and Facebook applications expand the reach and power of our stories—or become the stories themselves...We welcome you as a fellow experimenter in the journalism of the future.

BRAD HORN, Syracuse University

Brad Horn enrolled in graduate school with experience as a documentary filmmaker. His first video blog for News21, shot on a snowy Syracuse street last winter, used music, cutaways and split screens and made clever use of questions written on scraps of paper as storyboards.

This project is the future of journalism, right? So what are we doing? We're doing youth and technology...What does it mean to live a modern life? Some sort of personal Internet device attached to your hip all the time? And what does it mean to be able to see and talk to people on other continents? How does that change the way people live?...Often in student projects the broader world doesn't care about them. My hope is that we can create something that people actually want to be part of...and something that touches hearts.

Horn and Melissa Romero went to El Mirage, Arizona, a town with a large immigrant population, and visited a family of ten who shared a single laptop computer. Horn let the camera roll for two hours as kids and parents cycled on and off the laptop.

June 29. El Mirage. Woe unto you if you ever decide to set up a video camera in a room full of kids under 15-years-old...I had to say 'Get away from the camera!' about every 10 minutes. All the poking and prodding of the poor camcorder. I think someone even kissed the lens. But when I sat down to edit the tape it wasn't the typing and the MySpacing and the clickety-clackety that made this video what it is. It's the kids...Thank god they didn't listen to me.

In another blog, Horn told of meeting a 16-year-old who "has gone digital native" since moving to Arizona from Mexico five years ago.

When I told him and his family about Skype—thinking I was being all Mr. Cutting Edge, 21st Century Man—as a way to keep in touch with family in Mexico, Luis pulled out his iPod Touch and typed in "s-k-y-p-e" so he could remember to download the program later.

JENN HUETING, University of Missouri, Columbia, at UNC News21

A perennial challenge for journalists is finding real people to illustrate their stories. Two Arizona State University fellows, pursuing a story on undocumented immigrants who enlist in the military, found such a family using Twitter, the social networking tool that allows users to send messages worldwide in bursts of 140 characters, or about 30 words.

Jenn Huetling, a University of Missouri graduate student and News21 fellow at UNC, tried to replicate their success on Facebook. She was in for a surprise when she sent a string of messages to strangers:

It didn't take me long...to discover how easy it is to snoop around on Facebook...Honestly, this did make me feel a bit like a creeper. And apparently Facebook thought I was a weirdo as

well and sent me a warning. [The warning: "You are engaging in behavior that may be considered annoying or abusive by other users."]

Huetting expressed a wish that Facebook had a way of allowing reporters to troll for willing sources for stories.

Unfortunately, that wonderful Facebook world does not exist, and because my innocent behavior was deemed as potentially 'annoying or abusive,' I was sent back to square one...begging friends for help. Sad day.

ANDREW BURTON and PHIL TENSER, Syracuse University

No fellows posted online more of their adventures and mishaps than Syracuse undergraduates Phil Tenser and Andrew Burton. At a soapbox derby in Hopkinsville, Kentucky, Tenser got clipped by a young racer who neglected to apply the brakes. He toppled headfirst to the ground, unconscious, as EMTs rushed to his aid. Burton Twittered updates from the scene and the hospital emergency room:

@pstenser survives to tell the tale of a soapbox derby gone bad—is responsive & talking to doctors. photo, video to come

Soon there was a blog titled "Becoming the News" showing the race (from two video cameras) and Tenser's frightening tumble in slo-mo (from Burton's).

Tenser and Burton hit pay dirt in an Oregon beach town, Lincoln City, when they found a teenager named Kaity Curry who chronicles high school life in a colorful cartoon blog she calls Frankensteinbeck. They quickly posted on the Syracuse News21 web site, www.youngandthewireless.com a "sneak preview" of their video on Kaity Curry. Then, life intimidating art, Tenser and Burton turned up in a panel in Curry's next cartoon, with Tenser wearing earphones, wielding a boom mike and balancing a laptop, and Burton holding a camera and saying, "This is just so cool. You're taking communication to the most primitive level—images. That goes back to hieroglyphics. Yet you're combining that with technology to make it accessible and modern."

SHARON MCCLOSKEY, Columbia University

More than a few News21 fellows have worked as professional journalists, usually for a few years directly out of college before enrolling in graduate school to learn new skills and advance their careers. Sharon McCloskey followed a different path to journalism school and News21. She is switching careers after a quarter century as a lawyer handling commercial and consumer litigation, including a stint as a deputy state attorney general in New Jersey. A deft writer, McCloskey saw News21 as an opportunity to hone not only reporting and story-telling skills, but to accelerate her own adjustment to the Internet age. News21, she said, "brings me and people like me into the 21st century."

"I come from a generation that just reads newspapers and is still very paper oriented. I see the benefit of trying to change the viewing habits of my generation," she explained. Already she has changed her own. Five newspapers used to land on McCloskey's driveway in Red Bank, New Jersey. "We had the state and local papers as well as the Wall Street Journal and New York Times. I stopped that. Now I go online and read most of my news there. I still get the Times delivered on the weekend, but the rest of the time I used the thing they call the Times Reader. I download the paper before leaving the house and flip through it on the train into the city."

And has she caught up with classmates who grew up with computers and were already at ease with the new, technological demands of the job?

"It depends on who you ask," McCloskey said with a laugh. "I'm better than I was."

Reinvigorating Journalism Education

A Review of News21, 2005-2011

June 1, 2011

Prepared For

John S. and James L. Knight Foundation

Prepared By

JM Advisory Group

Executive Summary

In 2005, the Carnegie Corporation of New York and the John S. and James L. Knight Foundation formed the Carnegie-Knight Initiative for the Future of Journalism Education, a campaign to transform journalism education. The initiative launched in the wake of an influential McKinsey study, *Improving the Education of Tomorrow's Journalists*, which demonstrated a belief amongst news leaders that journalism education ill-prepared students for careers in journalism.

A key component of the Carnegie-Knight initiative has been News21, a program that provides fellowships to journalism students to perform investigative reporting projects overseen by professors and distributed through media outlets. The program strives to demonstrate to both university presidents and news leaders that journalism schools have a major role to play in the future of news.

News21 and the Knight Foundation decided to perform a review of the program's impact in early 2011 in order to inform next steps. The review was performed by JM Advisory Group and yielded the following key insights:

- **News industry leaders think journalism education in the United States has improved over the past six years.** Although leaders say quality still varies significantly from school to school, 16 of 26 news leaders interviewed (61 percent) think journalism education has improved. Five additional news leaders felt specific schools improved but reserved comment on all of journalism education. Factors driving improvement included better leadership and faculty, and a greater emphasis on programs offering practical experience and digital skills. The schools most frequently mentioned as inspiring new attitudes about journalism education are Carnegie-Knight schools. Also, participating universities report they have transformed their teaching of digital journalism during the five-year life span of News21 and cite the program as a catalyst for this change.
- **News21 has positively impacted students.** News21 teaches best-of-craft investigative reporting and presentation skills. Students worked on in-depth journalism projects and produced significant innovation in storytelling, design, interactivity and data

presentation. Of 318 News21 graduates, at least 241 are employed full or part time in media or communications, and News21 student hiring rates in 2010 exceeded the national average. News leaders reported hiring more graduates directly out of college to fill entry-level jobs created by the web.

- **News21 is at an important juncture.** News21 has established that students can produce investigative journalism that matters. Their transportation-safety project published by The Washington Post, MSNBC.com and other media in 2010 proved the point. Now, News21 must find a way to sustain itself and focus its efforts for maximum impact.

Introduction

Six years ago, the Carnegie Corporation of New York commissioned a report exploring the views of news industry leaders about the state of journalism education in the United States and what they thought journalism schools could do to elevate the profession's standards.

The depressing conclusion: industry leaders didn't have confidence that journalism schools could give students the skills they need to succeed in a rapidly evolving media environment. Some news leaders continued to question the relevancy of a journalism degree.

In 2005, in an effort to reshape and reinvigorate journalism education, the Carnegie Corporation and the John S. and James L. Knight Foundation formed the Carnegie-Knight Initiative on the Future of Journalism Education. Among its chief goals: to draft a blueprint for reforms and demonstrate to leaders both in the news community and in academia that journalism schools have a major role to play in the future of news.

News21 is a key element of the initiative, funded with \$7.5 million by the Knight Foundation since 2005. The program provides fellowships to top journalism students to perform investigative reporting projects overseen by carefully selected, professionally accomplished university professors. The student reports are distributed nationally through both traditional and new media.

The Walter Cronkite School of Journalism and Mass Communication at Arizona State University, which leads the project on behalf of 12 participating universities, describes its purpose this way: “to change the way journalism is taught in the United States and train a new generation of journalists capable of reshaping the news industry.”

The project outlined three specific goals in grant documents: to result in high-profile jobs for graduates, place important new stories in the national news stream and, above all, to show that journalism schools have a role to play in the radically changing future of news.

Twelve universities participate in News21 – eight are “incubator schools” that host student fellows during semesters when investigative reporting projects occur. They are University of California at Berkeley, Columbia University, Northwestern University, University of Southern California, University of Maryland, Syracuse University, University of North Carolina and Arizona State University. Four additional schools send fellows to the other campuses to participate in reporting projects. These “contributing schools” are University of Missouri, University of Nebraska, University of Texas and John F. Kennedy School of Government at Harvard University.

Methodology

News21 and Knight Foundation sought to examine the broader impact of the program on journalism education as well as the level of innovation exhibited through individual student projects. This report, developed by JM Advisory Group, focuses on changes to journalism education and examples of student outcomes. A complimentary report¹ was developed by Jim Brady, former executive editor of WashingtonPost.com, to review the journalism reports produced by News21 students and assess their quality and impact on digital innovation.

This review examined news leaders’ perceptions about shifts in journalism education and the impact of the News21 program through one-on-one interviews with 26 prominent news leaders² at print, broadcast and online media outlets. The feedback offered by news leaders was kept anonymous.

¹ News21 Technology & Innovation Evaluation, Jim Brady, April 2011. Highlights included in Appendix A.

² News leader interview list included in Appendix B.

The review also explored the development and distribution of content by News21 as well as outcomes experienced by students. News21 progress reports to Knight and other grant documents were analyzed to gauge the performance of News21 related to project goals. Additionally, six program alumni were interviewed about their program experiences.

This study's author is Judy Miller, former Miami Herald managing editor, and editor or writer for several other Knight Foundation reports in recent months including an analysis of the Inter American Press Association's project to lessen the impunity of those who kill journalists in the Americas, and an evaluation of the digital transformation of the nonprofit investigative reporting organization, Center for Public Integrity.

Project Findings

The review analyzed News21's impact in three areas: 1) Quality of Journalism Education; 2) Content Development and Distribution; and 3) Student Outcomes.

Quality of Journalism Education

News Leaders Have Improved Their Perceptions of Journalism Education

News leaders' perceptions of journalism education are better than they were six years ago when the McKinsey study showed broad dissatisfaction. Twenty-one of 26 news leaders (81 percent) agreed journalism education is better in general or at specific leading institutions. This is a significant change from the McKinsey study which did not indicate much positive sentiment.

"Six years ago I might have said I'm not sure what benefit journalism schools bring or that they were places where some of the best ideas were generated," said one newspaper editor. "I've completely flipped on that. I think some of them are, or have the potential to become, a leading force for change in the industry."

An editor of a national news service added that journalism schools are "wiser" and "more aware" and noted that "the students benefit and we benefit because we are hiring more of them." A corporate executive cited "tremendous progress," saying many schools now had "eyes wide open," yet also reported that some schools remain stagnant. In agreement, another

executive said key journalism schools six years ago were still graduating students with a decades-old curriculum, but many journalism schools today are doing a far better job of “preparing students for the newsrooms of today.”

Of 26 prominent news leaders interviewed, five were uncertain that there had been an improvement in journalism education. No one said it was getting worse. The rest agreed that many of the nation’s leading journalism schools are in an important period of reform that will benefit students and the broader profession. News leaders frequently mentioned Carnegie-Knight schools as inspiring new attitudes about journalism education.

Several News Leaders were Familiar with News21 and Similar Programs

Of 26 news executives interviewed, 10 were very or somewhat familiar with the News21 program; six vaguely recalled hearing about it and 10 were completely unaware of it. Those familiar with the project knew about student work on major investigative stories, but few could cite digital innovations produced by News21.

Understandably, those only somewhat familiar with News21 said the project should have better connections with professional outlets. But those who were aware of the project were able to cite that students last year had a major investigative project on transportation safety published by The Washington Post, MSNBC.com, Yahoo! and the nonprofit Center for Public Integrity – an achievement demonstrating that important relationships exist.

Journalism Schools Have Stronger Leadership and Teaching Capacity

News leaders cite leadership as *the* defining factor in whether a journalism school earns their respect. Schools with good leaders produce graduates who can not only succeed in new-media jobs, but also bring transformative ideas for the evolving newsroom. They say the nation’s 500 schools or departments of journalism are quite uneven in quality.

“It does seem to me that journalism schools are very dependent on the leadership of the school,” said a broadcast executive, echoing others. “They [the good schools] are being more experimental and exposing their students to top quality journalists.”

The fight for relevancy in an evolving media landscape has re-energized journalism school leadership at the elite schools and beyond, several news

leaders said. Top journalists, many of them refugees from a shrinking traditional media industry, are arriving on campus and making a difference in the quality of teaching and in leadership.

“Certainly the quality of the faculty is significantly better than 10 years ago,” said the editor of an investigative nonprofit. “The eruption of the web and its destruction of the business model have made academia a more interesting place for leading journalists.”

“Schools now have professors who rose up the ranks and had stellar careers,” noted a network news executive. Said another: “Some of the faculty they are attracting really have deep newsroom experience. Journalism schools used to be a place you went to die.”

As working journalists move into academia, they are “awakening” journalism programs, said a regional newspaper editor. “They are saying, ‘Do you understand what’s going on out there ... you need to get with reality.’ I think the journalism programs have heard that enough now that they are getting their heads out of the sand.”

Journalism Schools Seen as Becoming More Innovative

As news leaders’ respect for journalism schools has risen, so have their expectations. Several said they hope journalism schools will help lead their highly dynamic industry in new directions rather than simply serve a 20th century-style role as a pipeline of apprentices. Toward that end, they praised the experimentation under way at the country’s top journalism schools.

“A lot more incubation and nurturing of new ideas is happening in journalism schools than in the past,” said a longtime newspaper editor. “There is something about not being tied to the distribution methods of the past that is freeing for them. They seem to have a renewed sense of purpose and pride, and they are bringing new and exciting stuff to the table.”

As the industry changes, “there is evidence of experimentation in j-schools and that’s a good thing,” a leading newspaper editor said. Added a colleague: “The schools need to be out ahead of the industry. We are looking to them for graduates who will lead us in new directions rather than just [serve as] apprentices here.”

Participating Journalism Schools Praised News21 for Driving Improvements

Every school that participated in News21 said its students greatly benefited from the program. Students got trial-by-fire experience working with top professors and professionals, and exposure to storytelling techniques valued in today's newsrooms. Importantly, several schools directly credited News21 for acting as a catalyst for the evolution of their journalism programs. They cite specific improvements in their digital curriculum and outline plans for in-depth reporting projects that incorporate new ways of telling complex stories. These program elements match the very curriculum reforms that news leaders praised in interviews.

According to Jim Brady's report, visual storytelling is now a part of most writing classes at Columbia, a development some faculty there credit to the presence of News21. Many faculty members at Columbia also use News21 projects as teaching tools to show students what's possible when the full range of storytelling options are employed. At Arizona State, a faculty member said that News21 has "launched a new cultural standard" for the journalism produced at the school, one in which students and faculty now understand and embrace the wide range of tools at their disposal.

Some schools plan to spin off their own programs with Knight's help; Columbia, for example, is developing New York World, a student-staffed media site that will offer in-depth reporting on city and state government. At University of Texas at Austin, the lessons of News21 will be incorporated to launch a multimedia course and to produce content for the school's Reporting Texas website. The future impact of these projects seems quite bright, in that they are tailored to what makes sense in the markets where the schools reside and within their own programs, which have developed since News21 began.

Here is a sampling of what the schools reported:

"As a measure of how far we have come ... and the integral role News21 has played, we recall that when News21 was launched, the concept of website for a journalism class was in itself new." – Columbia University

"It wasn't long ago that The Washington Post would have dismissed with little contemplation the notion of News21 content,

especially on an investigative piece. Now the stuff gets on A1 on a Sunday. We've come to incorporate News21 as an important asset to our program, and not just a bauble ... participants have brought back new skills, commitment to experimentation and an approach to journalistic teamwork that have aided other students and faculty." – University of Texas at Austin

"News21 ... students have been widely recognized, and the program is a point of pride for our school ... I am sure News21 has had a significant impact on tomorrow's media leaders." – University of North Carolina at Chapel Hill

"It is a showcase for our students and also a recruiting tool. It empowers our professors to do something different – in the classroom and also in the end product – that might be difficult to do with their own class. Students produce the highest quality content of their young careers and enhance their employment prospects." – Syracuse University

"There is no question that those who have completed the fellowship have had a much higher success rate in acquiring news industry employment ... [and] the project has helped faculty learn and think about new ways to teach our students how to report multimedia journalism. As a direct result of the News21 project, our school launched Annenberg Digital News and the 24/7 online publication Neon Tommy." – University of Southern California

"Our fellows produced outstanding, professional-level reports, and we saw enormous growth in their knowledge of the subject. They learned how to operate as professionals, work independently and put together large, multi-media multimedia-rich, in-depth story packages. All this will make them competitive in the ever-tightening journalism job market." – Arizona State University

Journalism Education Must Continue to Improve and Evolve

While welcoming the new focus on digital skills, some executives said they worry that some schools may not be up to the challenge of teaching both new and timeless skills. Most of them think digital reporting skills are still being taught *alongside* classes that drill in the fundamentals: reporting, writing and ethics. But there was a palpable worry that the former might overtake the latter to the detriment of students and their future employers.

“One of the negatives is that it’s very easy to get consumed by the toys, the shiny objects and technology and in doing so shortchange the fundamentals,” said the editor of a regional newspaper, who nonetheless thinks journalism education has improved.

An executive with a leading newspaper chain joined others in saying journalism schools do a better job teaching multimedia skills, design and technology – all welcome changes. “There is a flip side to that,” he warned. “Some of the fundamentals of good thinking, good writing and good conceptualizing have been left behind.”

“I was in the camp several years ago that thought the industry was changing rapidly and it was hard for journalism educators to keep up. I still think that’s true,” said a metropolitan newspaper editor, noting that his paper has difficulty finding qualified computer-assisted-reporting talent and others with technical skills.

So even though many journalism schools are seen as improving, they need to continue to emphasize instruction on critical thinking, in-depth reporting and ethics – the same timeless skills leaders cited in the McKinsey study. Said one network broadcast leader: “We get lost in the fact that there is going to be a new way of telling [and] distributing the news. ... Students need to learn to think, to analyze and to challenge preconceived notions. Too many still put together 2 and 2 and get 5.”

Two editors – one from a prominent paper and one a network executive – don’t approve of journalism schools that still funnel students into separate broadcast and print tracks. “Broadcast journalists would benefit from a traditional print curriculum and print people would be a lot better prepared to go on broadcast and radio if they had that training,” one said. Still, both agreed journalism education is improving.

“In some ways they are doing a fine job and in some ways they are still lagging like we are,” said a newspaper editor. “I’m seeing examples of journalism schools being in the forefront of developing skills we need, but I don’t see many of these peaks.”

Content Development and Distribution

Newsrooms Increasingly Use Students for Basic Coverage

Many newsrooms are engaged in successful content collaborations with journalism schools and their students. Driven by newsroom cutbacks, these collaborations most commonly involve students covering hyper-local beats, providing breaking news feeds or writing blogs for media websites. While media outlets are still overwhelmingly reliant on professional staff, significant barriers to content from sources other than full-time in-house professionals have dropped, opening the door in many places for student journalists.

“We can’t afford to cover a community of 65,000 with a fulltime reporter so we sought to deepen our relationships with [the local journalism schools],” said an editor at a leading U.S. paper. Several other editors said that top students – supervised by campus professors and professional newsroom staff – are providing coverage of areas that in better times would have been assigned to a beginning reporter.

The editor of an influential national paper predicted students may someday gain an even larger role. “I think they are going to step into the void and provide ‘coverage’ journalism and beat coverage,” he said. “There is a great opportunity for journalism schools to take on that content at local papers [so] we can use our journalists for things of higher value that are more difficult.”

News21 Story Pickup Expanded in 2010

In regard to media pickup, Arizona State reports³ “increased placements” of News21 content after somewhat faltering efforts when the task was handled by individual campuses, culminating with last year’s publication of the transportation-safety investigation by The Washington Post and MSNBC.com that attracted five million page views from a million unique visitors in 18 days. Other partners in 2010 included The (Baltimore) Sun, KTVU.com, Los Angeles Times, The New York Times, NPR, The Oakland Tribune, San Francisco Chronicle and USA Today, and 35 smaller media outlets.⁴

³ News21 Media Placements, July 2009- October 2010.

⁴ News21 Media Partners, 2009 and 2010.

Web statistics for the News21 site show strong growth last year. News21 sites averaged about 20,010 monthly unique visitors in 2010 – on pace with 2009. But adding traffic from partner sites last year, the number of unique monthly visitors soared to 137,039 – more than in the combined years since 2006. The biggest component of the traffic was the national transportation-safety project, “Breakdown: Traveling Dangerously in America.”

But no particularly persuasive statistics are available for the frequency of media pickups since the program’s inception; News21 reported that 16 media outlets picked up its single project in 2006 and 21 outlets picked up at least one of 98 stories produced in 2010, after more schools were added to the program. The important news: the 2010 project clearly topped the media distribution of any student-written U.S. journalism school project. The previous effort, widely written about by traditional media reporters, was Northwestern University’s student investigation that revealed wrongful convictions of death row inmates in Illinois.

News Leaders Cite Content Quality and Seek News Ways to Collaborate

Leaders of several organizations that published News21 content praised its quality. Most want to continue the partnerships, though they noted that these collaborations require significant investments of time by good teachers and professional editors, as well as adjustments to account for the academic schedule.

Leaders of digital media outlets – or traditional media outlets with industry-leading websites – expressed the most enthusiasm about using News21 content and working with its students.

At places like the Center for Public Integrity and Gannett, for example, specific story projects are under way, as well as a desire for ongoing collaborations. CPI in particular seems a good fit with News21, since the organization needs both additional reporters and digital storytellers to help flesh out findings from large databases.

Calling his organization’s collaboration with News21 “a model going forward,” the leader of an investigative nonprofit said professionals and students working together “can be very powerful in a resource-scarce era. We need bodies, so we are very interested in linking up with the university, because there is no cost. In return, we do a lot, and the results are incredible.”

“News21 is part of a changing ecosystem,” said another leader. “I do feel like the notion of student collaboration is spreading.”

Important feedback for News21 was offered by newspaper executives. The news leaders said News21 should collaborate with professional media organizations at the outset of investigative projects, rather than seek distribution of nearly completed work. In this way, media partners can shape projects to fit audience interests. Others suggested that students partner with them on investigations needing attention in their communities (stories on their to-do lists), rather than on ideas generated on campus or elsewhere.

“They do their thing and then approach us about running the material,” said one editor. “I think it’s fantastic the opportunities students get, but I think the whole premise of doing what they want and telling newspapers ‘here you go’ doesn’t really work. You really should talk up front about how you are going to collaborate.”

“On the front end, I would certainly involve newspapers and TV stations to see what their needs are ... what stories they aren’t getting to that perhaps this News21 network could reach,” said another editor. “I’m impressed with the people involved in News21 [but] my perception is that the stories are being hatched up on campus.”

“As impressed as I might be by the work they did, which I was, it was not part of our mission,” said another newspaper editor, explaining why his paper didn’t publish a News21 project. Others said they didn’t have the capacity to distribute the work of their own professionals, “much less student work.”

If there were common complaints about News21, they boiled down to these:

- The push for a highly visible project was difficult to accomplish at the same time as the goal of developing storytelling innovations.
- News21 lacks a developed strategy for distributing content, and possibly needs a staff member to develop potential media partners and handle placements.
- It takes significant effort to get work from students that meets not just professional approval but the highest professional standards.

Student Outcomes

Students Develop Digital Skills and Obtain More “Real-World Experience”

Many news leaders agreed the best journalism schools are doing two things better:

- Teaching new digital and multimedia skills alongside traditional reporting and writing.
- Providing students practical experience by organizing coverage collaborations with professional media outlets.

On the first point, the director of an online media outlet put it this way: “Journalism schools have caught up with the digital world.” Added a regional newspaper executive: “They are teaching students to be multimedia journalists ... and also the values of accuracy, fairness and good writing. The skills they are coming out with are amazing and so much more than I had.”

As far as practical experience, one editor involved in journalism school accreditation noted, “There is far more awareness of the real-world skills that students need to do what we need them to do in the newsroom – a significant shift from a theoretical approach to a more pragmatic approach.” Another newspaper executive specifically cited Columbia as being a leader in “giving their students real-world news skills ... and emphasizing digital journalism in a way that a couple of years ago was rare. They are shaking things up.”

Journalism Students Enter News Organization Ready to Contribute

These shifts at leading journalism schools are producing tangible benefits for both students and the profession. Most of the news leaders interviewed said they now sometimes hire graduates right out of college, something they did not do a decade ago. This trend is driven by the web’s creation of entry-level multimedia jobs, such as video journalist, web producer and interactive graphics producer. (It is still rare for a recent college graduate to get a reporting job on a metropolitan daily newspaper or at the national TV networks.)

“This says something about the quality of journalism education and that papers are looking for reporters with different skills sets than just print reporting,” said an executive at one of the nation’s most influential

newspapers, noting that her paper recently hired two graduates from Knight-Carnegie schools.

One news leader said graduates are more prepared to make a difference in a newsroom now vs. five years ago. Some credited the fact that students are “digital natives,” having grown up in this new age, but others noted wildly new skill sets, such as the a young print hire who impressed her “grizzled editor” by inventing an iPad application.

News21 Alumni Pursue Careers in Journalism and Communications

Arizona State reported⁵ that about two-thirds of News21 students – hand-picked for the program to ensure that they can handle its rigorous requirements – found full-time jobs in the industry after graduation.

Of 318 fellows from 2006 to 2010 for whom News21 had tracking data:

- 220 (69 percent) work full time, including 13 freelancers or independent journalists.
- 36 (11 percent) work part time or freelance part time.
- 45 (14 percent) remain in school (most are graduate students; several are in law school, doctoral programs or completing their undergraduate degrees).
- 17 (5 percent) are seeking jobs.

Arizona State benchmarks hiring rates using the *Annual Survey of Journalism & Mass Communication Graduates*⁶ which provides employment measures for journalism graduates. As the following chart demonstrates, News21 employment rates exceeded the national average.

Employed full time	Becker 2009*	News21 2010**
MA graduates	60%	78.6%
BA graduates	46.20%	57.1%
Communications Jobs	48.30%	94%
*Employment status as of Oct. 31, 2009		
**Employment status as of Oct. 26, 2010 (n=56 at time of report)		

⁵ News 21 Grant Report, Aug. 21, 2010.

⁶ Produced by Lee Becker, Tudor Vlad and Devora Olin of Grady College, University of Georgia.

News21 tracking reports⁷ from 2006 to 2010 show many of the graduates were hired into web jobs that require special skills; others found employment as reporters and producers. Fellows accepted jobs at NPR, WGNTV.com, ABC News, Los Angeles Times, NBA.com, Discovery TV, Fox, ESPN.com, PBS News Hour, Associated Press, Bloomberg News, BBC, The Washington Post, CNN, NBC News, MSNBC, Time Magazine, The Orange County Register, The (Portland) Oregonian, Chicago Tribune, St. Petersburg Times, The Atlanta Journal-Constitution and (New York) Daily News, among others.

This report is consistent with the news leaders' interviews, showing that national organizations not traditionally known for hiring graduates directly from school now are doing so.

News21 alumni interviewed said the experience was a valuable piece of their journalism education. Many said they got jobs or job leads, and all developed professional networks and digital skills.

"I definitely got valuable skills out of the program," said a Maryland graduate who is content-production manager for a group of suburban papers in Atlanta. "It honed my multimedia skills. It got me thinking about data and how to visualize it and how to make stories more compelling."

A Syracuse student said he learned multimedia skills and "expanded my professional network." Said an Arizona State graduate: "I think a lot of the people who were in News21 took the paradigm of News21 with them – a willingness to experiment, to have the confidence to fail, to not be afraid of risk and to confront the challenges that lie before us rather than be shackled by the past."

Key Insights & Recommendations

News21 discussed four specific benchmarks in its 2008 grant from Knight Foundation: 1) double the number of incubator schools from four to eight; 2) quadruple the number of contributing schools from one to four; 3) increase the number of participating students from 44 to 93; and 4) increase web traffic to newsinitative.org (or News21.org) to 30,000 unique monthly

⁷ News21 Alumni Report.

visitors (including visitors to partner sites). News21 met – and even exceeded – these goals.

Arizona State also strived for News21 to achieve larger goals: it would result in high-profile jobs for graduates, place important new stories in the national news stream and persuade news leaders that journalism schools have a role to play in the radically changing future of news. Though this has not been completely accomplished – the news leaders' belief in journalism schools is not unanimous – News21 made solid progress on these broader program objectives.

Students clearly derived the most immediate benefit from News21, gaining practical experience and skills that undoubtedly helped them find jobs. Journalism schools added a valuable program that emphasized instruction sought by future employers – digital and in-depth reporting skills. News21 pushed along broader curriculum reform at a critical moment for journalism schools. For the industry, News21 produced skilled graduates who will influence their newsrooms and a body of journalism worthy of publication in prominent media outlets. If there is a disappointment, it is that the industry is not deeply aware or using the innovations taking root on campuses.

While it's not possible to draw a direct link, it is clear from speaking with news leaders that the Carnegie-Knight initiatives and the Carnegie-Knight schools are improving perceptions of journalism education. Their comments show they strongly support education programs that emphasize practical experience and digital techniques, both fundamental elements of News21. Further, the Center for Public Integrity, Gannett and several other media outlets already have significant projects under way with News21 – further evidence of support for the project.

The program is at a planned crossroads. Funders envisioned a leadership program that would transform leading schools and eventually reach beyond them. Arizona State is stepping up to continue News21 as a national project with about 16 fellows, consisting of an all-star team of journalists from *any* school that wants to participate. Arizona State will fund 80 percent of annual operating costs and commit its nationally known professors to the program. Carnegie will provide operating funds, and a capstone Knight grant will create a \$2.1 million fund to generate operating money over the next decade to match that committed by Arizona State.

Arizona State has a proven track record – and the will, the means and the credibility to carry forward this national initiative.

At the same time, key participating schools are proposing grants to start their own News21-like projects in their own markets, such as Columbia's New York World site focused on in-depth (and undercover) state and local news. These projects incorporate News21 aspects as a regular part of what the journalism schools do and allow them to strengthen their relationships with media in their markets, with the potential to deliver the tailored content that news leaders seek. It makes sense that leading schools should now go forward as they see fit, growing their programs within their markets and contributing fellows to the national initiative as funding and competing priorities allow.

Going forward, the program might consider:

- Developing a partnership strategy that allows News21 students to showcase in-depth reporting *and* innovative storytelling skills. A big print partner, a big online partner and a big broadcast partner make sense. The transportation package provides a good template.
- Limiting the national program to fewer, larger media partners rather than trying to drive up the number of outlets picking up content. The value should be readership, not the number of outlets that pick up stories.
- Deepening the level of collaboration by giving partners a more hands-on role.
- Generating better lists of potential partners based on subject, package elements and partner interest. A good first step: generate a matrix of potential partners and list the subjects and storytelling devices of likely interest to each. The New York Times, for example, might be especially open to interactive graphics and strong photography. MSNBC might be more interested in video, databases or user-generated content.
- Formalizing contacts at the top 25 news organizations in the United States so that relationships build over time and more pickups occur in places where there are no personal or professional connections.
- Exposing News21 work to a wider audience through links with other universities, journalism labs and professional news associations, such as the Online News Association.

- Partnering with the innovation labs at Arizona State, Northwestern, American University and elsewhere, so ideas for innovations could be shared and built upon.

Overall, this report finds that News21 benefits students, the profession and the relationship between journalism schools and the news industry. More work lies ahead, but the program has momentum – and an engaged, focused partner poised to build on progress. Importantly, future plans open the program to top students from any university. This will further broaden the initiative’s impact beyond leading schools and amplify the many program benefits described in this report.

Appendix A: Technology and Innovation Highlights

Jim Brady evaluated the technology and innovations displayed within each student project. Highlights include:

- Berkeley's "Moral Compass," which allowed readers to spin a compass to learn the positions of established religions of a variety of issues.
- Columbia's "Immigration: New Voters, Old Fears," which included an interactive immigration timeline and data that could be massaged by readers.
- Berkeley's "The American Dream," which included a "Trade-Offs Calculator" where users could enter information and better understand some of the financial trade-offs they face as they grow older.
- Maryland's "The New Voters: Identity and U.S. Politics," which included a tag-based video player, allowing users to surface content; a mixed-media player, allowing users to play video while displaying text; and the talking bar chart, marrying audio and statistics. <http://thenewvoters.news21.com/database/age>
- Berkeley's "Behind Bars: The California Convict Cycle," which allowed readers to review and then render a verdict in an old murder case.
- Arizona State's "Latino America 2010," which featured a Media Box displaying added content at relevant points in the story.
- Columbia's "Brave Old World," which included an animated cartoon to suggest possible future life for the elderly, based on expected improvements in technology. <http://columbia.news21.com/2010/welcome-to-elderland/>
- UNC's "Powering a Nation v2," which featured an interactive graphic/game called "Energy Cocktail."
- Syracuse's "Apart from War," which included a post-traumatic disorder simulator and gave users the ability to submit video comments.

Appendix B: News Leader Interview List

Jill Abramson, Managing Editor for News, The New York Times
Martin Baron, Editor, The Boston Globe
Dave Boardman, Executive Editor, The Seattle Times
Marcus Brauchli, Executive Editor, The Washington Post
Phil Bronstein, Editor at Large, San Francisco Chronicle/Hearst
Bill Buzenberg, Executive Director, The Center for Public Integrity
Jennifer Carroll, Vice President/Senior Editor, Gannett
Nicole Carroll, Executive Editor, The Arizona Republic
David Fanning, Executive Producer, Frontline
Anders Gyllenhaal, Vice President News, Washington Editor, McClatchy
John F. Harris, Editor-in-Chief, Politico
Gerould W. Kern, Senior Vice President & Editor, Chicago Tribune
Linda Mason, Senior Vice President, Standards & Special Projects, CBS
News
David McCormick, Executive Vice President for Broadcast Standards, NBC
News
Sandra Mims Rowe, Knight Fellow at Harvard's Shorenstein Center,
former Editor, The Oregonian
George Rodrigue, Managing Editor, The Dallas Morning News
Jane Sasseen, Editor-in-Chief, Politics & Opinion, Yahoo!
Kerry Smith, Senior Vice President for Editorial Quality, ABC News
John Stack, Vice President Newsgathering, Fox News
Paul E. Steiger, Editor-in-Chief, ProPublica
Russ Stanton, Editor, Los Angeles Times
Rick Thames, Executive Editor, The Charlotte Observer
Julia Wallace, Senior Vice President News and Programming, Cox Media
Group Ohio
Bruce Wings, Vice President & Editor, Akron Beacon Journal
Matthew Winkler, Editor-in-Chief, Bloomberg
Anonymous, CNN

Journalist's Resource

Perhaps the most enduring legacy of the Carnegie-Knight Initiative is the broad-scale curriculum reform embedded in the Journalist's Resource website. Building on Vartan Gregorian's founding vision of knowledge-based journalism, the Journalist's Resource website provides easy access to scholarly research about a range of public policy issues. Journalists, educators and students can rely on an ever-expanding source of information that has been carefully vetted and prepared with an eye to the specific needs of journalism educators.

In launching the Carnegie-Knight Initiative, Vartan Gregorian argued that journalism might properly be regarded as the "new knowledge profession." To make that claim more of a reality, the initiative sought to strengthen the link between journalism and the bodies of knowledge that could inform its practice.

Each of the participating institutions was charged with developing courses that focused on deepening students' knowledge of the subjects of their reporting. Unanswered by these efforts was the issue of how to scale up the idea of knowledge-based reporting, to take it beyond a few courses at select universities. The Journalist's Resource website seeks to provide an answer to the question of how to spread the idea of knowledge-based reporting, and we believe it will prove to be the most enduring legacy of the Initiative.

The look, structure and technical underpinnings of the Journalist's Resource website are specifically designed to support the site's mission — getting the best research into the hands of journalism educators, students and journalists.

Content

The central mission of Journalist's Resource is to highlight timely, peer-reviewed studies from nonpartisan institutions on a wide variety of public-policy topics.

The site includes:

- **Studies.** Journalist's Resource now features more than 250 authoritative studies on a wide variety of topics, including health care, economics, energy and politics. All are from leading institutions, including major universities, government and nonpartisan research organizations. Many are metastudies — rigorous analyses of many individual studies — that can draw broader conclusions that escape any one study. Each post includes an overview of the study's findings, teaching notes, and links to recent news coverage.
- **Syllabi.** To help make knowledge-based reporting an everyday part of journalism education, the site currently features three sample syllabi, "Reporting the News," "Feature Writing," and "Business Reporting," that support the Journalist's Resource method.
- **Reference articles.** Skills-based material, including articles on writing, style, and ethics, was part of the site's original vision. Not only is it useful in itself, such material can serve as a gateway to the research and philosophy of Journalist's Resource. Work by UNC's Chris Roush, Syracuse's Charlotte Grimes, and Columbia's Sree Sreenivasan has already been featured on Journalist's Resource, including posts on reading SEC filings, covering government, understanding corporate financial statements, using Twitter, and more.
- **Case studies.** Laura Ruel of UNC developed a case study on knowledge-based reporting, based on her very successful News21 course on environmental reporting and the subsequent summer session. Ralph Izard and the faculty at LSU produced a report on their extensive use of Journalist's Resource, and detailed feedback from other educators has been solicited.

Studies, articles and other material are added constantly to Journalist's Resource — approximately 10 new posts debut each week. These include both landmark studies as well as research that illuminates current events — the Japanese earthquake, tsunami and nuclear accident; the still-unfolding "Arab Spring"; the rancorous U.S. budget debate; and the growing role of women in U.S. politics. In addition, links and text for existing posts are refreshed as the state of knowledge change.

Design

The look, structure and technical underpinnings of Journalist's Resource were specifically chosen to support the site's mission — getting the best research into the hands of journalism educators, students and journalists.

Because the site's centerpiece is the research itself, the graphic design is intentionally simple — carefully chosen colors, clear navigation, no animations. What must stand out is the content, not the manner in which it is presented. The site is structured around both the individual user (journalists, instructors, students) and the types of content available (policy studies, syllabi, reference articles, and more). Users can browse content by type, category, tag or keyword. To ensure that communication goes in both directions, they can also provide feedback, suggesting new studies, asking for material on a particular topic, or critiquing the site's content.

The site runs on Wordpress, an open-source platform. Because it originated as a blogging tool, Wordpress is content focused: each article is in essence a post, and no technical knowledge is needed to add new content. Collaboration is also simple: The site can have any number of authors, each with the appropriate access level.

The site's clear structure and open-source platform will simplify change as Journalist's Resource continues to grow. Design shifts can be achieved with relative ease and additional capabilities can be added as required. Because of the flexibility of the site's structure, content can be added endlessly without compromising users' ability to find what they're looking for as well as discover new material.

Team

The Journalist's Resource team includes two full-time Web Journalists, four student researchers, and a part-time developer.

Leighton W. Klein, Web Journalist, is a former reporter and editor for the *Boston Globe* and has a background in economics and computer science. John Wihbey, Web Journalist, has a master's degree from Columbia's Graduate School of Journalism and was most recently employed as a producer for the NPR affiliate in Boston. They direct the work of four researchers who are graduate students at the Harvard Kennedy School as well as oversee a technology consultant. Tom Patterson, Alex Jones and Nancy Palmer of the Shorenstein Center have been integrally involved in the development of the site and will continue to oversee its progress.

The Journalist's Resource team works with faculty at universities across the country to develop material for the site. This can include reference articles, syllabi, and case studies. This ongoing partnership has a great potential for synergy and collaboration among educators at Carnegie-Knight schools and other institutions.

Outreach and usage

Journalist's Resource actively uses email and digital marketing as well as social media tools such as Twitter and Facebook to reach users.

- **Email:** More than 5,000 journalism educators nationwide receive weekly updates on new studies and other resources. In addition, regular emails from Shorenstein Center director Alex S. Jones tell the evolving "story" of Journalist's Resource and its mission of promoting knowledge-based reporting.
- **Facebook:** Journalist's Resource now has more than 3,000 active users. Over 1,100 weekly visits were recorded in mid-May alone.
- **Twitter:** Journalist's Resource has more than 1,000 followers, including a significant number of high-profile users in the journalism and education communities.
- **Digital marketing:** Google and Facebook ads have been running since early May 2011, with continuing positive results. In addition, at our request peer organizations have featured us on their sites, in social media or in online forums.
- **Conferences.** This year Journalist's Resource had an exhibit and program ad at the National Conference on Media Reform. Upcoming efforts include attendance and a program ad at the Personal Democracy Forum, as well as an ad and booth at the AEJMC.

The end result has been a significant increase in site traffic: In the first five months of 2011, Journalist's Resource had more than 20,000 unique visitors and 65,000 pageviews. Year-over-year, web traffic is up 270% and pageviews have nearly doubled.

The number of educators and universities using the site has also increased significantly. As of May 2011, more than 130 schools were actively using the site in the classroom, as part of a syllabus or are preparing to use it in the fall semester. Some of the institutions include:

American University	Kennesaw State University
Arizona State University	LaSalle University
Ball State University	Lincoln Land Community College
Baruch College/CUNY	Louisiana State University
Black Hills State University	Loyola University
Boston University	Marquette University
Bowling Green State University	Michigan State University
Brandeis University	Midwestern State University
Brooklyn College/CUNY	Missouri Valley College
Carroll University	Morehead State University
Colorado State University	Murray State University
Columbia College	New York University
Columbia University	Norfolk State University
Dakota Wesleyan University	Northeastern University
Doane College	Northern Kentucky University
East Tennessee State University	Northwestern University
Eastern Illinois University	Ohio State University
Elon University	Ohio University
Emerson College	Oswego State University
Emory University	Pennsylvania State University
Florida A&M University	Purdue University
Franciscan University	Queen's University (Canada)
Garrett College	Ramapo College of New Jersey
Georgetown University	Ripon College
Grambling State University	Rowan University
Howard University	Rutgers University
Illinois State University	Ryerson University
Indiana University	Sacred Heart and Quinnipiac Universities
Iowa State University	Samford University
Ithaca College	
Kansas State University	

San Francisco State University	University of Memphis
San Jose State University	University of Miami
South Dakota State University	University of Michigan
Southern Illinois University	University of Minnesota
Southern Oregon University	University of Missouri
St. Bonaventure University	University of Nebraska, Lincoln
St. Edwards University	University of Nebraska, Omaha
St. Olaf College	University of Nevada, Las Vegas
Stonehill College	University of North Carolina
Syracuse University	University of North Texas
Texas Christian University	University of Notre Dame
Texas Southern University	University of Oregon
Trine University	University of Richmond
Tusculum College	University of Rochester
University of Alabama	University of Southern California
University of Arkansas	University of Tennessee
University of British Columbia (Canada)	University of Texas, Austin
University of California, Berkeley	University of the District of Columbia
University of California, San Diego	University of Washington
University of Cincinnati	University of Wisconsin
University of Colorado	Washington and Lee University
University of Florida	Washington State University
University of Georgia	Wayne State University
University of Idaho	Webster University
University of Illinois	Western Illinois University
University of Iowa	Western Kentucky University
University of Maryland	Wilson College
University of Massachusetts, Amherst	Winston-Salem State University

In addition to these schools, web analytics show that traffic flows from hundreds of other “dot edu” sources.

After educators, journalists are the second target audience of Journalist's Resource. The next marketing push will focus on working professionals, including those at mainstream news organizations as well as newer organizations.

Looking forward

In the last year, Journalist's Resource has made great strides in achieving Vartan Gregorian's founding vision of knowledge-based journalism. The amount and variety of content on the site has increased significantly and marketing efforts have been successful. Our goals for the upcoming year include:

- **Increased traffic.** In 2010 Journalist's Resource had more than 11,000 unique visitors, and is on track to quadruple that number for 2011.
- **More policy studies.** Strengthen existing policy areas as well as increase the timeliness of what is offered. At the current rate of production, the site will have more than 500 studies available by the end of 2011.
- **More reference materials,** particularly in collaboration with faculty at Carnegie-Knight schools.
- **More syllabi and case studies.** Among other topics, syllabi on legal, religion and computer-assisted reporting are under development.
- **Journalist-focused content.** This can include data — government reports, releases by organizations, archival material, and highlights from blogs by academic scholars — as well as "backgrounder" articles on issues in the news would help bring together current events and the content offered.

Appendix

The Carnegie-Knight Initiative also issued the following five reports:

Journalism School Curriculum Enrichment

Written by Wolfgang Donsbach (Technical University of Dresden, Germany) and Tom Fiedler (Dean of communication, Boston University and former editor of the *Miami Herald*), the report examines the history of journalism education and explores the criteria that might guide curriculum reform aimed at a fuller integration of journalism schools with the disciplinary knowledge and resources elsewhere in their universities. The report also summarizes the grant-related activities of the participating journalism schools at the midpoint in the Carnegie-Knight initiative.

http://www.hks.harvard.edu/presspol/research/carnegie-knight/journalism_school_curriculum_enrichment_2008.pdf

Mandatory Testing and News in the Schools: Implications for Civic Education

Written by Thomas Patterson (Shorenstein Center, Harvard), the study is based on a survey of 1,262 middle- and high-school instructors who teach courses that traditionally have used news content in the classroom. The study reveals a decline in this use as a result of the instructional restrictions imposed by the increase in mandatory student testing.

http://www.hks.harvard.edu/presspol/research/carnegie-knight/mandatory_testing_and_news_in_schools_2007.pdf

The Internet and the Threat It Poses to Local Media: Lessons from News in the Schools

Written by Thomas Patterson (Shorenstein Center, Harvard), the study is based on the same survey as the previous entry. The study reveals that teachers are gravitating toward the use of Internet-based information and away from the use of newspaper and television news content in the classroom, suggesting that the efficacy of the decades-long effort of local media, particularly newspapers, to foster interest in news among adolescents is declining.

http://www.hks.harvard.edu/presspol/research/carnegie-knight/internet_in_schools_2007.pdf

Young People and News

Written by Thomas Patterson (Shorenstein Center, Harvard), the study is based on a national survey of 1800 randomly sampled teens, young adults, and older adults. The evidence shows that young Americans are estranged from the daily newspaper and rely more heavily on television than on the Internet for their news. A few decades ago, there were not large differences in the news habits and daily information levels of younger and older Americans. Today, unlike a majority of older Americans, most young people find a bit of news here and there and do not have anything resembling a daily news habit.

http://www.hks.harvard.edu/presspol/research/carnegie-knight/young_people_and_news_2007.pdf

Creative Destruction: An Exploratory Look at News on the Internet

Written by Thomas Patterson (Shorenstein Center, Harvard), the study examined traffic to 160 news-based websites over a year-long period. It showed that the websites of national “brand-name” newspapers and television networks are growing at a much faster percentage rate than those of local media. Product substitution through the Web is particularly threatening to local newspapers whose advantage as a “first mover” on the Web has all but disappeared. The study also questions the Internet strategy of local news outlets that do not feature the day’s news prominently on their websites, forgoing their natural comparative advantage over other local sites.

http://www.hks.harvard.edu/presspol/research/carnegie-knight/creative_destruction_2007.pdf