JOURNALISM SCHOOL CURRICULUM ENRICHMENT

A Midterm Report of the Carnegie-Knight Initiative on the Future of Journalism Education

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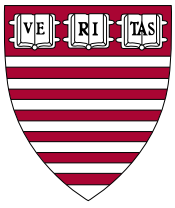

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Harvard University
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Journalism School Curriculum Enrichment

A Midterm Report of the Carnegie-Knight Initiative on the Future of Journalism Education

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by

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October 2008

This report was funded by a grant from Carnegie Corporation of New York in conjunction with the Carnegie-Knight Task Force on the Future of Journalism Education.

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The Carnegie-Knight Initiative on the Future of Journalism Education

The Carnegie-Knight Initiative was launched in 2005 with the aim of developing a vision of what a journalism school can be at an institution of higher education. Two foundations, Carnegie Corporation of New York and the John S. and James L. Knight Foundation, joined together with five, then nine and now twelve universities. The founding deans were Geoffrey Cowan (University of Southern California), Loren Ghiglione (Northwestern), Alex Jones (Harvard), Nicholas Lemann (Columbia) and Orville Schell (University of California, Berkeley). The foundations contributed $6 million for the first two years and, in 2008, agreed to fund an additional three years. The universities, and their presidents, made their own commitments of institutional and financial support to more fully integrate their school of journalism into the intellectual life of the wider university.

The Initiative has three parts: a *curriculum enrichment effort* to deepen the journalism curriculum; *News21*, an innovative news reporting project for students that builds on intensive content-based coursework; and *The Carnegie-Knight Task Force*, which is the research arm of the Initiative. The Task Force has produced four reports on journalism and journalism education and coordinates group efforts by the deans to speak out on public policy issues affecting journalism and journalism education.

The participating institutions and their current deans are:

Arizona State University, Walter Cronkite School of Journalism and Mass Communication — Christopher Callahan

Columbia University, Graduate School of Journalism — Nicholas Lemann

Harvard University, Joan Shorenstein Center on the Press, Politics and Public Policy — Alex S. Jones

Northwestern University, Medill School of Journalism — John Lavine

Syracuse University, S. I. Newhouse School of Public Communications — Lorraine Branham

University of California, Berkeley, Graduate School of Journalism — Neil Henry

University of Maryland, Philip Merrill College of Journalism — Lee Thornton

University of Missouri, Missouri School of Journalism — Dean Mills

University of Nebraska-Lincoln, College of Journalism and Mass Communication — Will Norton, Jr.

University of North Carolina at Chapel Hill, School of Journalism and Mass Communication — Jean Folkerts

University of Southern California, Annenberg School for Communication — Ernest Wilson

University of Texas at Austin, College of Communication — Roderick Hart

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Introduction

The journalist Walter Williams founded the world's first journalism school at the University of Missouri in 1908. Since then, U.S. journalism programs have set the standard for university-based journalism training. In recent decades, thousands of well-trained journalism school graduates have joined the media workforce each year.

Throughout their history, journalism schools have had to adjust to changing market conditions and public concerns. Seldom have the challenges been greater than they are today. The traditional news media have lost a large share of their market. Newspaper circulation has fallen sharply in the past two decades, as has the audience for local and national broadcast television news. Only a portion of this loss has been recaptured through cable and Internet news outlets. Particularly unsettling is young Americans' interest in news. Only about a third of adults under 30 say they enjoy "keeping up with the news."[1]

As competition for a shrinking audience has intensified, the integrity of the news product has eroded. As a McKinsey Report for Carnegie Corporation noted: "[T]he quality of journalism is losing ground in the drive for profit, diminished objectivity and the spread of the 'entertainment virus.' "[2] Said *Washington Post* editors Leonard Downie and Robert Kaiser: "So much news—but is it really news? … Are you watching news when you see stock quotes streaming across the bottom of the screen while commentators trade gossip about companies and markets on CNBC? Are the polemics huffed back and forth by politicians and pundits on CNN's *Crossfire* a form of news? Are the interviews with Hollywood personalities on *Good Morning America* or *Entertainment Tonight* news? . . . There are so many pretenders, and so few clear standards."[3] Downie and Kaiser's view is widely shared in the journalism profession. According to a 2007 Pew Research Center poll, six in ten of America's journalists believe that the news is going "in the wrong direction" and half say their organization's top managers place more emphasis on financial performance than on the public interest.[4]

New forms of information delivery are also eroding the integrity of news, and even what it means to be a journalist. According to a Harvard study, the audience of the websites of non-traditional news disseminators—such as news aggregators, bloggers, search engines, social-networking sites and service providers—is growing faster than the audience of the websites of traditional news outlets.[5] Bloggers and public-relations specialists posing as objective sources of information have contributed to public confusion about what the news is and who the journalists are.

These threats to journalism are occurring at a time when the public's need for quality journalism is perhaps greater than ever. America's traditional institutions have weakened in the face of social, economic and political change, which has reduced their capacity to guide public opinion. Less by design than by default, an increasing share of the burden for informing public opinion has fallen on the news media. As the historian Stig Hjarvard wrote recently: "In earlier societies, social institutions like family, school and church were the most important providers of information, tra-

dition and moral orientation for the individual member of society. Today, these institutions have lost some of their former authority, and the media have to some extent taken over their role as providers of information and moral orientation, at the same time as the media have become society's most important storyteller about society itself."[6]

Journalism might even be properly regarded as the "new knowledge profession." Before Gutenberg, the clergy and the state were the repositories of society's knowledge. With Gutenberg, librarians and teachers assumed this role. Although their contribution remains vitally important, it can be argued that, today, the media are the major storehouse and disseminator of society's information, which makes the quality of journalism a central issue of democratic governance and of professional education. As Vartan Gregorian, president of Carnegie Corporation of New York, said recently: "Journalism, the quintessential knowledge profession, deserves the best-educated and trained practitioners."[7]

The Carnegie-Knight Initiative

Such considerations led Carnegie Corporation of New York to launch an initiative aimed at enhancing journalism education. Said its president, Vartan Gregorian: "Refining and reinvigorating the curriculum to better educate journalists, who will be at the forefront of diffusing knowledge to the next generations, is key to strengthening our future as a democracy."

The initiative was premised on the notion that changes in news journalism are needed and that journalism schools must play a leadership role in bringing them about. In past times, the broadcast networks and a few top newspapers set the standard for quality journalism, but their position has been weakened by competitive pressures and a fragmented news system. As the source of tomorrow's journalists, the nation's journalism schools cannot be content to accept the standards of today's marketplace. Carnegie Corporation also recognized a gap between the aspirations and the realities of journalism education in America. Although journalism schools are attracting top students and have strengthened their curricula in recent decades, the transformation is incomplete. At many institutions, the journalism program is not as closely tied as are other professional programs to the intellectual resources of the university. Carnegie Corporation was convinced that a tighter link between journalism programs and the broader university was a key element in enriching journalism education.

To these ends, Carnegie Corporation invited the deans of four leading schools of journalism—those at Columbia, Northwestern, the University of California-Berkeley, and the University of Southern California, as well as the director of Harvard University's Shorenstein Center on the Press, Politics and Public Policy—to take the lead in developing a journalism education initiative. The initiative was subsequently strengthened by the addition of the journalism programs at Arizona State, Maryland, Missouri, Nebraska, North Carolina, Syracuse and Texas. Launched in May 2005 in cooperation with the John S. and James L. Knight Foundation, the project has several components including journalism practice, research and education.

The subject of this report is the Carnegie-Knight Initiative's curriculum enrichment program. The participating institutions were provided modest curriculum grants to develop innovative approaches to journalism education. Carnegie Corporation said: "The goal . . . is to elevate journalism schools within university communities and to integrate them into the life of the campus so that they will attract and prepare the journalism leaders of tomorrow for a more complex and intellectually challenging industry. A key feature of the initiative is curriculum enrichment, which demands a reinvigoration of the journalism curriculum to offer students a deep and multilayered exploration of

complex subjects like history, politics, classics and philosophy to undergird their journalistic skills." The Knight Foundation expressed the goal by saying: "In today's changing world of news consumption, journalism schools should be exploring the technological, intellectual, artistic and literary possibilities of journalism to the fullest extent, and should be leading a constant expansion and improvement in the ability of the press to inform the public as fully, deeply and interestingly as it can about matters of the highest importance and complexity."

This report is a midterm assessment of the Initiative's curriculum enrichment efforts. The report will begin with a discussion of some of the issues surrounding journalism education, including the relationship between journalism programs and the marketplace for journalism graduates. The report will then outline the objectives of journalism education, followed by a school-by-school description of the curriculum enrichment efforts. The report will conclude with thoughts on curriculum reform that go beyond the efforts to date. Because the Carnegie-Knight Initiative is only at its halfway point, this report is intentionally modest in scope. A more comprehensive report will be released upon the Initiative's conclusion, which will occur in 2011.

In preparing this report, we relied on written documents supplied by the participating institutions, as well as interviews with selected administrators and faculty. We also conducted brief site visits at four of the institutions.

Core Competencies of the Well-Trained Journalist

Journalism education began as vocational training and remains so in some European countries. There, journalism is a technique-based trade taught in vocational or technical schools rather than in universities. The United States was the first country to offer university-based journalism education, although from the start the emphasis was on technique acquisition rather than knowledge acquisition. Because these techniques could also be acquired on the job, a journalism degree, unlike those in professions such as law and medicine, was not a requirement for professional practice. Even as late as 2000, more than half of America's practicing journalists had either no college degree or a degree in a field other than journalism.

Increasingly, however, a university-based journalism education has been the path to a journalism career. Between 1971 and 2002, the number of practicing journalists with a journalism degree rose from 30 percent to 45 percent.[8] Part of the change is attributable to growth in the television industry, which prefers to hire entry-level journalists who are versed in the medium. For their part, newspaper employers, particularly in the smaller markets, have increasingly recognized the advantage of hiring entry-level employees with journalism training. Today, upwards of 80 percent of all first jobs in journalism are awarded to journalism school graduates. In the case of television, nearly all entry-level hires have a journalism degree.

This development places a substantial burden on journalism schools. As the educators of the next generation of journalists, the quality of their training will affect the future of American journalism. The Initiative's participating institutions embrace the notion that the quality of journalism and the quality of journalism education are now inseparable and that journalism education can and should be enriched. Carnegie Corporation's Vartan Gregorian summarized this view in saying: "We need the help of journalists who are superbly trained, intellectually rigorous, steeped in knowledge about the subjects they report on, steadfast about their ethical standards and courageous in their pursuit of truth. . . . American journalism schools are the key to enabling individuals to become the kind of journalists who will strive to achieve those standards—indeed, who will require nothing less of themselves."[9]

What type of training will enable journalism graduates to meet these standards? One might start by considering how the Committee of Concerned Journalists (CCJ), a national group of practicing journalists dedicated to strengthening the profession's values, defines the role of journalists: "The central purpose of journalism is to provide citizens with accurate and reliable information they need in order to make informed judgments in a self-governing society."[10] This definition assesses journalism from its end product—that is, what the profession delivers to its audience. The quality of this end product rests on the process through which it is created. In other words, the competence of the craftsman directly affects the quality of the product. According to the CCJ, the skilled journalist is expected to be able to:

- Gather information on the important events and issues of the day, analyze their relevant aspects and relate them to other knowledge. In short, journalists help society to understand realities.
- Report on those events in a way that maximizes the attention and comprehension of the audience and that minimizes the influence of non-professional factors, such as economic pressures, personal bias or peer pressures. In short, a good journalist tells a story in an engaging way and does it with integrity.

If journalism students are to have this capacity, we suggest that they need to acquire five competencies during their training:

1. General Competence. In order to assess the salience of events and issues and to place information in context, journalists need a broad intellectual perspective. In addition to staying abreast of current events, they need to possess an educational foundation generally attributed to a college degree or its equivalent. They also must be adept at analytical thinking, applying it to everything from challenging the veracity of their sources to understanding the behaviors and motivations of others. For most students, this imperative is best met through a liberal arts education. While acknowledging a need for specialized training in journalism, Carnegie Corporation's Vartan Gregorian notes: "But for greater understanding, we also need generalists, educated and cultivated, trained and knowledgeable in the humanities, arts, sciences and social sciences. The challenge is to provide synthesis. We also need generalists' help in creating a common discourse, a common vocabulary for discussing various disciplines. Today, more than ever, we must try to balance technical studies in reporting skills with a general and liberal education." General knowledge, in Gregorian's view, fosters a "moral balance … that teaches us the difference between making a living and actually living, between means and ends, and between the individual and society."[11]

2. Practical Techniques. As in any profession, journalism practitioners need the practical techniques essential to performance. A partial list of such techniques could include deadline reporting, news photography, newspaper headline writing, doing a television "live shot," recording a radio story with ambient sound, and posting a story on the Web. The techniques could also include ones that are less tangible, such as techniques for cultivating sources or interviewing a hostile subject. Such techniques are as critical to a journalist's success as surgical techniques are to a surgeon. Moreover, the skill demands on journalists are increasing. With the technological changes brought by digitalization, journalists must also learn to work across different media "platforms" to convey their messages to the audience. The typical newspaper today operates a website capable of enhancing a text report with video and sound, often gathered by the same reporter who wrote the report.

3. Process Competence. Journalists should understand the influences that affect the news product, and the consequences that can result. This competency refers less to basic techniques than to knowledge of how to apply the techniques for the purpose of avoiding unintended inaccuracies or consequences. Take as an example the phenomenon of "pack journalism," where the journalist's independent judgment is surrendered to a collective rush to judgment. A journalist who is trained to recognize such a situation has at the least the possibility of a detached assessment. Process competence also includes an understanding of how audiences react to news presentation. Studies have shown, for example, that when a story is told through video rather than through printed text it can have a different meaning and significance for its consumers.

4. Professional Ethics. Journalists are simultaneously private actors and public actors. With few exceptions, they work for profit-seeking organizations. At the same time, they have a public trust that stems from their privileged First Amendment position. Accordingly, they are obliged to serve the public's information needs. There is no exact agreement on what this obligation entails but Clifford Christians, as part of a Hastings Center ethics project, has identified five educational goals that encompass most of it: (1) stimulating the moral imagination; (2) recognizing moral issues; (3) developing analytical skills; (4) eliciting a sense of moral obligation; and (5) tolerating disagreement and ambiguity.[12]

5. Subject Competence. Increasingly, events and issues cannot be adequately assessed and analyzed without knowledge of the subject. While this is most obvious for news coverage in areas such as law, foreign policy, science and business, it can also pertain to subjects such as religion, travel and sports. Specialized knowledge enables the journalist to make sound judgments on the newsworthiness of events, to ask the right questions of the relevant actors, and to resist infiltration of non-professional factors in news decisions. While a journalist's level of substantive knowledge will rarely compare to that of a true expert in the field, it has to be sufficiently deep so that the journalist is able to exercise independent judgment about the news event or situation. An example is the comparative advantage possessed by journalists with training in economics in making sense from the outset of America's sub-prime mortgage crisis.

Curriculum Enrichment at the Participating Institutions

In developing their curriculum enrichment programs, the participating institutions concentrated on the last of the aforementioned competencies—subject competence. This emphasis reflects a long-standing limitation on journalism education. Journalism students have not been expected to have specialized knowledge of the subjects on which they will be reporting. A lack of substantive knowledge can make the journalist vulnerable to the self-interested claims of those with a stake in a public issue. Without the knowledge to test such claims, the journalist has little choice but to report them as presented—a type of journalism closer to stenography than reportage. Some news stories consist of little more than reference to a recent development and quotes from a few interested parties or experts. A weak knowledge base can also stunt entrepreneurial reporting because the journalist lacks the understanding required to fruitfully explore a story's unexamined or suppressed elements.

It is also the case that subject competence is more naturally acquired within the university context than outside of it. The first of the aforementioned competencies—a well-grounded liberal arts education—is also best acquired within the university but is not the province of the journalism program. The other three competencies—practical techniques, process

competency and professional ethics—are less fully dependent on what the university can uniquely offer. Some top journalists excel in these areas without having undergone journalism training within a university. On the other hand, the bodies of knowledge that are the basis of subject competence are found largely within the academy and can be taught most effectively in that setting.

Accordingly, the participating institutions chose to focus most of their Initiative-related efforts on improving their students' subject competence. Each school was encouraged to experiment with ways of achieving the goal that made the most sense in its particular case. All schools were also encouraged to strengthen their ties to those units of their university that are the repositories of journalism-relevant substantive knowledge. It is a pedagogical strategy that other professional fields—for example, medicine with chemistry, architecture with physics, business with economics, public health with epidemiology, and law with philosophy—have pursued to considerable advantage. Journalism is a somewhat different case, because of the wide ranging subjects it addresses. But the idea that journalism can be strengthened through heightened subject competence was fundamental to the curriculum innovations of the participating institutions.

The following sections describe on a school-by-school basis the innovations undertaken during the Carnegie-Knight Initiative's first three years (Arizona State, North Carolina and Nebraska joined the initiative too late to participate fully in the grant's first phase and for this reason are not included in the summaries):

Graduate School of Journalism, University of California at Berkeley. UC-Berkeley sought to deepen its course content by engaging knowledgeable scholars and practitioners (the Carnegie Fellows) from outside the school. Using a team-teaching approach, these individuals contributed substantive expertise to the coursework while journalism school faculty members supplied the journalism content.

The Initiative has produced several ambitious offerings, among them a course taught by an economist that engaged students in how to look at the problems of a city with greater depth; a course on Africa that included a grounding in history and development; and a course on Central America that used several academics and specialists to prepare students for how to think of Central America in geopolitical as well as regional terms. Berkeley remade a basic course on documentary film-making into one with historical depth, and developed another course showing how seemingly abstract economic theory (taught by a former Treasury Department official) can translate into public-policy making in Congress (taught by the team partner, a former newspaper congressional correspondent).

Most of these courses were designed to produce works of journalism with the expectation that a course's greater depth would result in deeper reporting. The news products created in these courses have included a prize winner (a George Polk Award in 2006 for public service journalism) and pieces that have appeared in, among others, the *Washington Post* and the *Christian Science Monitor*, and on NPR and CNN.

Berkeley's dean, Neil Henry, believes that, even where outside scholars have not been used, their contribution—a deeper form of journalism rooted in substantive knowledge—has become an integral part of the program's ethos. Dean Henry believes this is especially important as Berkeley tries to incorporate new media, which, he says, "if handled poorly, can easily become superficial and media lite."

The challenge of innovating in a new world and enriching a student's intellectual grounding has pushed Berkeley to slowly but completely revamp its basic reporting and writing course. For the last two years, no student has been able to graduate without being con-

versant in new media technology, and starting this year, thanks to a new Ford Foundation grant inspired in part by the ideals of the Carnegie-Knight Initiative, all of Berkeley's basic reporting and writing workshops—the first and most important courses students take in the first year—will include multimedia assignments focused on some aspect of the Bay Area. Dean Henry notes: "Students will not only have the skills to produce in each media, they will learn how to give depth and texture to their stories; how to look at new media not merely as visual goodies—any video will do—but an opportunity to use its tools to engage the viewer in a deeper understanding of an issue or a story. So, this fall, viewers in West Oakland, San Francisco's Mission District, Emeryville and elsewhere, will be engaged to view coverage of their neighborhood and to enrich and participate in that coverage in ways that will make our local democracies increasingly transparent and accountable."

Berkeley's biggest frustration has been that some students have not received the benefit provided by the outside scholars (each course enrolls only 8 to 12 students). To remedy this, Berkeley experimented last year with another idea—a Key Issues class split into five topics, each taught by a specialist. Last year the class focused on immigration, presidential politics, labor policy in a global world, education policy and health care policy. Two of the topics were taught by journalism school faculty and the other three were taught by leaders in their fields. Although the enrollment was nearly double that of the single-topic courses, it still failed to attract the hoped-for number of students. As a remedy, Berkeley has instituted a required Key Issues class for all incoming students. Dean Henry says this fall's version "will focus on California urban issues; the U.S. economy; and U.S. foreign policy. Each section will be taught by a UC specialist and students will be tested after each block. To avoid getting caught in the mid-week busy schedule of incoming students, it will be taught on Fridays and attendance will be mandatory. Although J-School faculty will not teach, two are overseeing the class. We expect the experts, including Laura Tyson and Robert Reich, to be engaging enough so mandatory won't mean punishing, but we also wanted to demonstrate our commitment to well-informed journalism."

A positive effect of the Initiative has been to connect the journalism school more closely to the rest of the university. Says Dean Henry: "The Carnegie program has indeed raised campus awareness and engagement with our program. It has exposed these scholars to the quality of our graduate students and faculty, and the exceptional value of what we do—and aspire to do—in this dynamic and rapidly changing field."

Graduate School of Journalism, Columbia University. The Graduate School of Journalism at Columbia has implemented a new Master of Arts in Journalism (MAJ) degree to run alongside its traditional Master of Science in Journalism (MSJ) degree. When it was envisioned, the MAJ program was to offer an additional year of study in four fields—arts and culture, business and economics, science and politics—to students who had completed the MSJ program. The MSJ was weighted toward providing students with the "how" of journalism. The MAJ was to supply the "what," thereby providing a type of training associated with master's degree recipients in other fields.

That vision has been modified, primarily because it collided with the desire of most students to complete their master's work in a single year. The MAJ, according to Columbia Dean Nicholas Lemann, is now a more or less "free-standing [one-year] program for early career journalists." The program enrolls students with some experience in journalism who seek expertise in one of the program's subject areas. Students without journalism experience must enter the traditional MSJ program, which, as before, attracts people with a variety of un-

dergraduate degrees who seek a journalism or journalism-related career.

Like other Initiative programs, Columbia has used its Carnegie-Knight support primarily to pay stipends to faculty from outside the journalism school, mostly Arts and Sciences faculty. These scholars co-teach with journalism instructors who devise assignments that weave journalistic techniques into the subject matter.

Students in the MAJ take four or five courses per term, of which at least one has to be in another school at Columbia University. Columbia's approach also contains several features that distinguish it from others in the Initiative. For example, some of the MAJ students are required to take two courses outside the journalism school alongside students seeking degrees in that field. A student specializing in science may have to take a course intended for biochemistry graduate students. MAJ students must also complete a thesis that is advised jointly by a journalism instructor and a discipline-area instructor, such as a science professor.

Columbia has also devised an Initiative-related course: Evidence and Inference. The course is intended to impart skills such as critical thinking that will serve a journalist well throughout a career. Students are expected to enhance their ability to obtain and understand complex information, and to understand crucial concepts like facts, truth and proof. They are being trained to distinguish what can be *proven* to be true from what one *thinks* may be true. In the second mandatory course within the school, students study the historical and ethical context in which contemporary journalism takes place. Although both courses are pedagogically sound, some Columbia students have mixed feelings about the course content, preferring generally to study and discuss works of journalism.

Dean Lemann believes that his students' projects have already gained respect within the greater university because they are jointly advised by professors inside and outside the journalism school. Some of them get prominently published. Lemann wrote in the alumni magazine, *116th and Broadway*, that the journalism program as a result of the Carnegie-Knight Initiative is "getting a level of attention from the likes of top philanthropic leaders and university presidents that we haven't often had before."

The Philip Merrill College of Journalism, University of Maryland. Maryland's journalism school was among the institutions that joined the Initiative a year after its inauguration. As other participants have done, the school defined its central goal as creating stronger links with other disciplines across the campus. Thomas Kunkel, who was the journalism dean at the Initiative's outset, said the school felt it was important to use the funding to build on the school's strength as a public-affairs-centered school of journalism (the university's College Park campus is near Washington, D.C.).

As part of the Initiative, two courses were added to the master's program, now referred to as the Carnegie Seminar and the Carnegie Seminar Practicum. The initial content is broadly conceived as drawing on distinguished professors from other fields to educate students on topics they are not likely to encounter in their typical coursework. Topics have included global threats, war and peace, politics and policy and urban affairs. Although they are taught by professors from outside the College of Journalism, a journalism instructor participates in the classes and assigns students a significant journalism project based on the material.

The outside instructors are drawn from faculty in such fields as history, sociology and education. Each professor spends four weeks with the journalism students with the goal of broadening their understanding of the subject issue. As described in the syllabus, the course aims "to broaden and deepen journalism students' understanding of contemporary society by exposing them to instruction from lead-

ing experts in other fields at the University of Maryland." According to Deborah Nelson, the director of the Carnegie seminars, the course is meant to demonstrate that there is usually much more "underneath the iceberg" of topics and issues. The course should "blow apart the students' preconceptions," Professor Nelson said. The course is not mandatory (for logistical reasons) but is strongly recommended and will be required for prospective News21 participants. (News21 is an inter-institution program of the Carnegie-Knight initiative—see news21project.org.)

The Maryland seminar differs from those at some other institutions in that it addresses several related topics, each for a four-week period, rather than a single topic. The Maryland approach is also distinguished by a follow-up seminar. The Carnegie Seminar Practicum comes after the substantive seminar and is designed to encourage the students to think critically about the seminar's subject matter and to attack it as journalists. The practicum is taught by Professor Nelson, the program director and a former investigative reporter.

According to Tom Kunkel, the College has also built cross-campus relationships through teaching journalism-related courses to non-journalism students. Among these are courses on news literacy and on the press's role in the civil-rights movement (the latter is taught by legendary editor Gene Roberts). Carnegie-Knight funding helps the College free top journalism professors to teach non-journalism students, which contributes to the goal of connecting the School to the rest of the university. (News literacy courses taught to non-journalism students could possibly, if extended throughout the American college system, increase public demand for higher-quality news.)

Missouri School of Journalism, University of Missouri. The Missouri School of Journalism joined the Carnegie-Knight Initiative as part of the second group and thus did not launch its initial effort—an Arts-in-Depth Program—until the spring semester of 2007. The goal of the program was to provide journalism students with a deep engagement with the arts and an understanding of their role in society, using their interest in journalism as a motivator. The idea was to provide a coherent and holistic understanding of the arts through rigorous interrelated courses—an alternative to the disjointed, course-by-course general education approach common in major universities. The experiment may lead to others in the sciences or social sciences.

The Arts-in-Depth Program is built on a new partnership with the College of Arts and Sciences, which has assigned several full-time faculty members and one adjunct to teach courses overseen by a journalism instructor. The program has been solidified by the arrival at Missouri of Professor Andrea Heiss, a former journalist and Ph.D. in American Studies, who now coordinates it. Students study the arts in the classroom and are assigned to attend and report on shows or performances. The courses are taught by the faculty members in theater, music and arts; the journalism faculty member advises on and evaluates the journalism products.

Esther Thorson and Brian Brooks, two of the school's administrators, said that the program is meeting at least two benchmarks established by Carnegie: bringing journalism education into a closer relationship with scholarly bodies of knowledge and enhancing students' critical-thinking capacity. Another measure of the program's success has been the enthusiastic response of students. According to Thorson and Brooks, the courses have been "oversubscribed," increasing the likelihood that the program will become a permanent part of the curriculum.

Medill School of Journalism, Northwestern University. At the Medill School of Journalism, Northwestern University, Carnegie-Knight funded classes have helped inspire

some of longer-term changes to the School's new undergraduate and graduate curricula that were introduced just as the first three years of curriculum enrichment were ending.

The goal of one of the classes, Statistical Methods, was to teach undergraduate students the relevance of statistics to reporting and journalistic writing without watering down the statistics content -- to cover the same basic subject matter addressed in introductory statistics courses throughout the university but to have students learn the subject matter in a journalistic frame.

The course initially paired a mathematics department professor with a journalism faculty member. Medill Dean John Lavine said journalism students struggled with the material, particularly in understanding the mathematical underpinnings of statistics and using SPSS and Excel, and then applying the knowledge to journalism. However, experience with the class illustrated the value of quantitative literacy in journalism education and the need to emphasize it throughout the curriculum. Faculty subsequently developed a numeracy "learning ladder" that is distributed in modules and classes across the undergraduate and graduate curricula. In the graduate program, for instance, all students are now required to take a new class, Journalism by the Numbers, in their first quarter of study.

The second course examined the relationship between the press and the Pentagon. It was designed to help students understand the unique roles of the two institutions, the tensions between them, and the impact on public knowledge and the public interest. The course evolved to include issues arising from such military practices as press pools and "embedding," as well as how First Amendment freedoms may conflict with the military's mission. It was taught by journalism and political science professors.

Based on experience with this class and another, Covering Conflicts, which is offered at Medill Washington, the School recognized a need for a sequence of classes in national and homeland security and civil liberties, which will be offered starting in 2009.

Dean Lavine emphasized that the curriculum has to be responsive to the realities of the digital age which include fragmentation of audiences and content, new channels of interaction and intense audience competition. While journalists need to acquire depth of understanding of topics, they also need to be able to communicate to their audiences in engaging and innovative ways, he said. Students must learn about the audience they are trying to reach, the media that it uses, and the storytelling approaches that appeal to it. "If we don't understand our audience it doesn't matter what we [journalists] write or shoot," he said.

Annenberg School of Communication, University of Southern California. Starting in the fall of 2008, the Annenberg School at USC will offer a new Master of Arts degree in "specialized journalism." Students combine advanced journalism courses with graduate-level classes in the schools of Education, Policy, Planning and Development, and Letters, Arts, and Sciences. The new degree program is primarily designed for mid-career journalists, but recent graduates are also admitted.

Former dean Geoffrey Cowan said that the new program's philosophy is "that quality journalism today requires subject-matter expertise, advanced reporting skills and knowledge of how new communications technologies are changing the ways that people learn, think and behave." Those aims dovetail with the Carnegie-Knight Initiative, which has helped fund participation by faculty from other programs at USC.

The program consists of 34 units taken over the course of a year. Students take 18 units in the journalism program and 16 units outside. The M.A. program will provide individualized courses in such fields as science, religion, immigration, education and urban ecology.

The students are free to choose courses from outside the Annenberg School, although these courses will not be structured to accommodate the particular needs of journalism students. As in the Maryland case, each field of specialization is represented by a member of the journalism faculty, who brings journalism-related perspectives and assignments into the instructional mix.

The program includes several new courses within the journalism department, including a seminar that is comprised of weekly sessions with prominent journalists, scholars, executives and political leaders; an intensive, three-week course titled Journalism and Society; and a course titled Research Methods for Journalists. The Journalism and Society course includes evidence from communication research as it relates, for example, to journalism ethics and media economics. There are also newly designed reporting courses in the different fields of specialization. At the end of the program, students conduct a journalism-centered master's project using their preferred medium or mediums.

Professor Cowan likened the new USC program to a "Nieman fellowship with a degree." Like Harvard's Nieman program, it emphasizes interdisciplinarity—that is, students are encouraged to take courses from a variety of specialized fields. In creating the new courses, the Annenberg School was aware that reaching out to other units in the university is a major goal of the Carnegie-Knight Initiative. These new connections have enabled Annenberg to personalize the curriculum for the students and give them some unique credentials in their specialty areas.

S.I. Newhouse School of Public Communication, Syracuse University. Within the framework of the Initiative, the S.I. Newhouse School of Public Communication has added two programs: Legal Reporting and Religion Reporting. These subjects were considered by the faculty as being increasingly important, yet largely unfamiliar to journalists. The choices were also pragmatic; the then Newhouse dean, David Rubin, reached out to qualified faculty members who were interested in developing the new programs. The two programs are intended primarily for undergraduates and are designed as minors. (The programs are also open to graduate students, but their one-year curriculum does not easily accommodate the additional requirements.) Because the participating professors teach the courses as part of their regular teaching load, the Initiative grant has been used primarily to pay for program-related special lectures and resource development (technology).

The two offerings have had mixed success, according to Dean Rubin. In the first phase of the Legal Reporting minor, the school cooperated with University College, the extension school of Syracuse University. After taking a gateway course offered at Newhouse, students were expected to complete the minor through night-school classes. They would also have exposure to legal segments taught to all majors in the intermediate and advanced news-reporting classes and to public lectures on law and the media. While 20 students took the gateway course, only two journalism students followed up on the minor.

The extension school arrangement was discontinued and replaced by cooperation with the university's College of Law and the Maxwell School of Citizenship and Public Affairs within the College of Arts and Sciences. The new 500-level course, Law, Politics and the Media (the first cooperation between the law school and Newhouse) enrolls students from three disciplines—law, political science and journalism. The initial offering was disappointing. Only two Newhouse students enrolled, and they were greatly outnumbered by law school students eager to learn about the media. Student interest in legal reporting appears somewhat limited. The school has not pursued a hands-on legal reporting class because it does not expect there to be enough demand. Nevertheless, the New-

house School is developing a new Legal Studies minor in cooperation with the College of Arts and Sciences that will include a "journalism-friendly track" starting in the fall of 2009. There will also be a Legal Reporting Fellowship Program, which pairs Newhouse students, as research assistants, with working journalists who are reporting on the law. It was launched in the fall of 2008.

The School has employed a successful "module" approach since fall 2006 to give legal-reporting lectures to several hundred Newhouse journalism majors in every section of its existing upper-level news reporting classes (NEW 305 and 405). These lectures are given by Professor Mark Obbie, the director of the Carnegie Legal Reporting program (http://newhouse-web.syr.edu/legal/faculty.cfm). The effort is intended to start a conversation—in and out of the classroom—about the quality of journalism focusing on the justice system, lawyers and the law.

Religion and the Media is the Initiative's second offering. This minor is housed within the Religion and Society Program in the College of Arts and Sciences. The minor is open to any university student, but is specifically designed to meet the needs of journalism students. A total of 41 students enrolled in the program's gateway course in the fall of 2007, of which 14 were Newhouse students. Of those 14, 10 enrolled in the follow-up capstone course, American Religions and the News Media. It had a total enrollment of 44 students, of whom 21 were from Newhouse. Professor Gustav Niebuhr, the program director, expects that 10 or so students will complete the minor.

The minor has resulted in the creation of one new course and the updating of another. The gateway course has been offered twice, including the fall 2008 semester; the capstone has been offered once. Total enrollment in the three courses has been 130 students.

Although both specializations can be justified, Dean Rubin acknowledges that the school's choice of the two was driven as much by circumstance (faculty interest) as by design. Moreover, the decision initially to link the Legal Reporting program with the less-selective extension school ran counter to an aim of the Initiative—to link the journalism school to academically strong units of the university. It should be noted, however, that the Newhouse School has long cooperated with other units at Syracuse University (an example is the Goldring program in arts journalism, which is based on cooperation with architecture, drama, and arts and sciences).

School of Journalism, University of Texas at Austin. The Texas School of Journalism joined the Initiative as part of the second group. The program's director, Lorraine Branham (who has since been appointed dean at Syracuse), indicated that the school wants to raise journalism's visibility and status within the broader university. "We have faced an ongoing battle to get people to take us seriously," Professor Branham said.

The Initiative has led the school to develop and offer three elective courses for journalism and liberal arts undergraduate majors and journalism graduate students. Each course has a different aim. One course focuses on Latino culture in the United States, seeking to deepen students' understanding of the challenges facing the Latino population. A second course focuses on new technology, attempting to provide future journalists with the ability to adapt to technological change. These two courses, said Professor Branham, were regarded as "logical" because of Texas's large Hispanic population and Austin's high-tech economy. The third course is titled Journalism, Society and the Citizen Journalist. It teaches undergraduates about journalism's place in a democratic society. Professor Branham indicated that three additional courses are being considered.

The grant funding has been used to bring faculty experts from outside the journalism school to deliver guest lectures on subjects tied to the courses. Course assignments are

completed in a journalistic style with a strong emphasis on writing; the work is evaluated by journalism faculty.

Professor Branham said the course on Latino culture, despite attracting expert lecturers from the university's Department of Latin American History, has fallen short of enrollment projections. In contrast, enrollment in the Journalism, Society and the Citizen Journalist course has exceeded expectations. The course on new technology has also been popular. She is optimistic that the three courses will eventually win enough support to make them sustainable when the Initiative ends.

A Comparative Look at the Program Initiatives

The foregoing school-by-school summations describe the various curriculum efforts. An overview of these efforts is provided in Table 1, which is based on the programs' responses to a set of questions:

- New specialized courses/programs: What are the other disciplines or fields that have been brought into journalism curricula?
- New general courses: Has the school developed new courses teaching general analytical or research skills?
- Involvement of non-journalism faculty: Does the school cooperate with faculty members from other disciplines in the university?
- Course focus: Are the courses that are led by faculty members of other disciplines specifically designed for the journalism students, or must journalism students attend existing courses in other disciplines?
- Single lectures vs. coherent course: Is the Initiative funding used to invite single lecturers or to create a coherent, semester-long course?
- Co-teaching: Are lecturers from other disciplines in the university partnered with journalism faculty?
- Required or elective: Are the new offerings incorporated in the curriculum as required courses or are they treated as electives only?
- Undergraduate/graduate students: Are the Initiative courses offered to graduates, undergraduates, or both?
- Enrollment: How high is the enrollment in the new course offerings?
- Export of journalism courses: Has the school created a new journalism course intended for the enrollment of students from outside journalism?
- Focus of grant: For what has the grant money been used?
- Sustainability: Have the offerings been successful enough to warrant continuation after the expiration of the grant?
- Effect on reputation: Have the curriculum amendments had the desired effect of raising the stature of journalism education within the university community?

As Table 1 indicates, the programs have overlapping features. Although the curriculum innovations go beyond subject-intensive coursework, most of the innovations are of this type. These offerings are distinguished by a true interdisciplinarity—the reliance on outside faculty for substantive expertise and journalism faculty for translating and applying this knowledge to journalism practice. Although differences in the schools' institutional locations and operating conditions make exact comparisons difficult, their efforts would appear to justify a few conclusions about "best practices":

1. Teaching in Interdisciplinary Teams. The initiatives aimed at deepening substantive knowledge seem to have worked best when undertaken within team-teaching

Table 1. Overview of the Curriculum Enrichment Efforts

	Berkeley	Columbia	Maryland	Missouri	Northwestern	USC	Syracuse	Texas
Specialized courses/ programs	International Reporting • Politics • Urban studies • Economics • Literature	• Arts and culture • Business and Economics • Science • Politics	• Politics • Nuclear Proliferation • Immigration • Terrorism • Climate change • Race, U.S. demographics • Crime	Arts-in-depth program • Theater • Music • Art	• Statistical Methods in Journalism • Press, Pentagon and Public	• Science • Religion • Immigration • Education • Urban ecology	• Legal reporting • Religion and media	• U.S. Latino Community • Technology and Innovation • Journalism, Society and the Citizen Journalist
New general courses	None	• Evidence and Inference • History/ Princeples of Journalism	None	None	• Statistics/ quantitative methods	• Journalism and Society • Research Methods for Journalists	None	None
Non-journalism faculty involvement	Yes (plus external specialists)	Yes	Yes	Yes	Statistics: No more Conflict: Yes	Yes	Yes	Yes
Special offer to journalism students?	Yes	Some	Yes	Yes	Yes	Yes	Some	Yes (open)
Single lectures/ coherent course	Both (depending on subject)	Full courses	Four weeks in each of the three fields	Full courses	Full courses	Full courses	Both	Full lectures
Co-teaching other/ Journalism	Yes	Yes	Yes	No	Yes	Yes	Yes	No
Incorporated in curriculum	No	Yes (new M.A. degree)	No	Yes	Electives	Yes, new M.A. “specialized journalism” (2008)	Yes, as minors	No
Undergraduate/ graduate students	Graduate	Graduate (“early career journalists”)	Graduate	Undergraduate	Undergraduate, graduate	Graduate	Undergraduate	Undergraduate, graduate
Attendance	Low	Good	Low	High	High	N/A	Low/high	Good
Export of journalism courses	No	No	Yes	No	No	N/A	No	N/A
Grant used for	External lecturers, travel	External lecturers	External lecturers	External lecturers, travel, events	External lecturers, travel	External lecturers	Program developers	External lecturers, travel
Sustainability	At stake	At stake	Likely	Likely	Likely	Yes	Likely	Likely
Effect on Reputation	Low	Some	Particularly through media-literacy course	High	Some (significant curriculum changes are underway)	N/A	Some	Some

models where faculty from other disciplines partnered with journalism school faculty. In addition to making the content relevant to journalism students, the journalism faculty members introduce assignments that require the use of journalism techniques. This coordination can occur in one semester where substantive learning and journalistic practice run parallel (as in the Columbia case), or it can happen in consecutive semesters (the Maryland model). Either way, the joint presence and instruction by faculty from both fields seems desirable.

2. Offering a Coherent Curriculum. Regular classes within a coherent curriculum, led by one or a few professors from fields outside journalism, appear to be more effective than a series of loosely combined lectures by invited scholars. Bodies of knowledge are sufficiently complex to require systematic teaching structure, which is difficult to achieve without instructor continuity.

3. Integrating Knowledge and Techniques. Projects that created the opportunity for students to engage other disciplines—for example, international studies, anthropology, sociology, politics, foreign languages, foreign cultures—along with journalism, as the Berkeley program has done with its Central American content, fulfill many of the Initiative's goals. These programs draw on the resources available in other departments of the university, but combine that with a journalistic exercise. Students acquire substantive knowledge as they work also to refine their practical techniques. In a sense, the subject-matter expertise, besides its inherent value, is an extended applications exercise, in which students "learn how to learn" complicated material as well as mastering a particular subject.

4. Embedding Techniques Training. A related lesson from the integration of knowledge and techniques is a more general principle: the advantage of embedding practical techniques training in courses that are designed also to teach other competencies. The stove piping of either techniques training or other training denies students the opportunity to recognize the connections between journalism competencies and to learn that reporting can be strengthened when approached as a multilayered task.

5. Developing Critical Thinking Skills. Few skills, if any, are more important to the success of a journalist than critical analysis. The journalist is obliged to test claims and to seek verification. Reporting assignments that are disciplined by a substantive body of knowledge help students to strengthen their critical thinking skills. Their knowledge of a subject compels students to scrutinize the validity of their claims and those of sources.

6. Connecting the Journalism School to Other Parts of the University. Although journalism programs in some instances might want to entrust their own faculty with the task of layering disciplinary substance into a subject-competence course, or might choose to hire faculty for that purpose, there are clear institutional and intellectual advantages to assigning the task to faculty from other parts of the university. Such arrangements connect the journalism school and its faculty and students to the intellectual resources of the university, which serves purposes that range from raising the visibility of the journalism school within the university to deepening the resource base for journalism education.

Thinking Ahead

In gathering information from the participating schools, we were struck by their interest in strengthening journalism education. At the same time and in most cases, the innovations to date are exploratory and relatively modest in

scope As the Initiative moves forward, there are several lines of inquiry that could be explored by the participating institutions, as well as by other journalism programs.

Subject Competence: Substance or Method? A basic issue is what students are expected to learn from a team-taught course with a journalism professor and a substantive expert. Is the goal that of making the student a "near expert" in the subject? If this is so, the effect might be fleeting. Exposure to a subject area through a course or two is not likely to produce expertise of a deep or long-lasting nature. Fuller immersion in the subject area, along the lines of the Syracuse minor or the Columbia MAJ, would seem necessary if that result is to be achieved. And if more is better, should journalism programs at the undergraduate level require a double major of any student who seeks to be certified as a subject-competent journalist? Many journalism programs already urge their students to consider a second major (the combination of journalism and political science is relatively common). The underlying logic of the Carnegie-Knight Initiative would suggest, however, that a dual major in itself would be insufficient. Dual majors should also be required to take an interdisciplinary course or courses—much like the new courses at the participating institutions—that will enable them to more fully integrate their majors.

The curriculum implications are different, however, if the major purpose of a team-taught interdisciplinary course is to teach students how to deepen their reporting through use of a body of knowledge. In this case, the instructional benefit is the acquisition of a qualitative methodological skill—learning how to bring substantive knowledge to bear on a reporting situation. If the purpose is to teach this skill, it might not matter whether the student takes a course in economics or foreign policy or religion. In each case, the student will have been instructed in the process of knowledge-tested reporting. This pedagogy is represented by the Berkeley and Maryland courses in which students are exposed during the academic term to several substantive areas rather than just one.

This model might be the better one for many and perhaps most journalism students, particularly at the undergraduate level. The low enrollment in some of the Initiative courses could reflect students' uncertainty about the desirability of concentrating on a particular substantive area at any early point in their training, especially if they believe such a choice is a career-determining one. For students who are not ready to adopt a specialty, general coursework aimed at giving them the ability to apply substantive knowledge to reporting situations would seem advisable.

Given the value of *substantive* subject competence (as opposed to a qualitative methodology skill that facilitates the use of a body of knowledge), we believe that journalism education would be enhanced if nearly every journalism graduate acquired subject competence in their reporting area. This competency could be achieved by any of several paths: an integrative dual major at the undergraduate level; an undergraduate journalism degree followed by graduate work in a substantive field; an undergraduate degree in a disciplinary field followed by graduate work in journalism; graduate training in both journalism and a substantive field (for example, completing both the MSJ and the MAJ at Columbia); or mid-career subject-area training for practicing journalists.

Such training would educate journalism students to be truth-seekers in the scientific sense. This emphasis would make explicit what is implicit in the Carnegie-Knight Initiative's subject-centered courses—namely, that journalistic explanations need to be rooted in evidence and tested against alternative explanations. The University of North Carolina's Philip Meyer has long argued that journalists need to apply the logic of the scientific method to their work—for instance, applying the technique of replication so that other journalists can "get the same answer."[13] As in the sciences, "true

objectivity," Meyer says, "is based on method, not result."[14] The latter is what Bill Kovach and Tom Rosenstiel had in mind when, in *The Elements of Journalism,* they argued for journalism based on "verification" rather than "assertion."[15] (The Shorenstein Center, as part of the Carnegie-Knight Initiative, is developing an instructional resource that can contribute to this goal. The Shorenstein Center's new website, which will be operational in early 2009, will link reporting subjects with bodies of knowledge and provide instructional aids that will assist journalism educators in the classroom use of the material.)

The Other Competencies. Although the curriculum efforts of the participating institutions have concentrated on subject competence, the other competencies—general competence, practical techniques, process competence and professional ethics—deserve further mention in this report.

General Competence. The issue of general competence extends beyond journalism schools to the university as a whole. In an era of specialization, the issue is whether college graduates in large numbers will continue to get the broad education that is essential to enlightened citizenry. As specialized units within the university, journalism programs have a responsibility to guide their students' choices outside their major. We agree with the late Columbia University professor James Carey, who said: "[T]he natural academic home of journalism is among the humanities and the humanistic social sciences. Journalism belongs with political theory, which nurtures an understanding of democratic life and institutions; with literature, from which it derives a heightened awareness of language and expression and an understanding of narrative form; with philosophy, from which it can clarify its own moral foundations; with art, which enriches its capacity to imagine the unity of the visual world; with history, which forms the underlying stratum of its consciousness."[16]

Practical Techniques. Although the practical techniques of journalism are not a focus of the initiative, they are an ever-present consideration in any significant curriculum reform. In most journalism programs, they account for the lion's share of course credits. Stanford's program, with its emphasis on theory and methods, is a rare exception. If other competencies are to receive greater emphasis in journalism programs, some reduction may be required in practical techniques training, though the Carnegie-Knight Initiative provides a fruitful alternative—the participating institutions' new courses are models of how, simultaneously, to teach techniques and substance. The Carnegie Seminar at Maryland and the Arts track at Missouri are among the examples. In any event, the logic of the Carnegie-Knight Initiative would suggest that techniques training, whenever possible, should occur within the context of other journalism competencies. Some journalism schools already take this approach, but we recommend that it become the norm.

Journalism programs should also evaluate the goal of their techniques training. If the goal is simply to provide techniques training in the latest technology, the training may ultimately fail because media technology is constantly changing. The instructional goal should the strengthening of students' adaptive capacity—coursework that will enable them to respond effectively to changes in technique, platform and perspective. Medical school training is an instructive example. Although medical students are properly taught the latest techniques, their training centers on the acquisition of knowledge that will enable them to adjust to whatever changes occur in medical technology and practice.

Heightened emphasis on critical thinking skills is also warranted. As Walter Lippmann observed, the core skill of journalism is the ability to distinguish "truth" from "opinion," in one's own assertions as well as those of others.[17] Yet, as a recent classroom experiment

revealed, many journalism students are unable to critically assess news messages. They tend to treat what they see, hear and read in the news as "reality," rather than as a refracted version of reality that highlights those developments that are timely, dramatic and compelling. Some of them even fail to make distinctions by source, trusting equally "news from an obscure Web site, an entertainment magazine, of the *New York Times.*"[18]

Process Competence. Imaginative instructional approaches to process competence could also combine training in that competency with training in practical techniques. Doing so would help bridge the long-standing rift in many programs between the journalism faculty and the communication research faculty. For reasons too complex to explain here, there has often been a lack of communication (and even appreciation) between the two camps, even in the nation's top programs. Such divisions may be diminishing. Tom Kunkel, the former dean at Maryland, believes that the divide is not as deep as in the past, due to the continuing maturation of communication research and a new generation of practitioner faculty that has a larger understanding and appreciation of scholarly research and theory.

In any case, communication researchers are the source of most scientific knowledge about the news process, such as the non-journalistic factors that can influence news decisions and the way in which audiences attend to and respond to news content. In most journalism programs, this knowledge is not a substantial part of the curriculum. We examined the course offerings at a random sample of twenty U.S. journalism programs and found that most of them do not offer a single course that instructs students on the factors that affect journalists' decisions or audiences' receptivity of news content.[19] This omission would be inconsequential if journalism students and practitioners routinely acquired this knowledge through other means. There is little evidence that they do. For example, a recent review of surveys of newspaper editors indicates that most of them are out of touch with their readers, know little about their readership's composition, and are uninformed about their readers' motivations, including the reasons for their interest or lack of interest in particular types of news content.[20]

Although process competence could be taught in the abstract, journalism programs are likely to find that student interest and learning are enhanced when the course is taught in the context of practical journalism exercises that require the student to take process into account in creating news products. Such courses could be taught by teams of journalism faculty and mass communication faculty, much in the manner of cross-department courses that are currently part of the Initiative.

Although the thrust of the Carnegie-Knight Initiative to date has focused on getting journalism students to apply to their practice the research knowledge of other disciplines, research on journalism has increased exponentially in recent decades and now constitutes a substantial body of knowledge. Journalism is distinctive in that it is aimed at a non-expert audience, whereas most professions are engaged in expert-to-expert communication. Journalists thus bear a double burden. They need to possess expert knowledge but they also must be able to translate that knowledge in a way that makes it accessible and useful to the audience. To do this, journalism students should be aware, for example, of findings that relate to media uses and effects.

Instruction in process competence is in principle available to all journalism programs that include communication as a discipline. Of the participating institutions, Northwestern appears to be making the greatest effort to bring process competence into its curriculum. The new curriculum will include audience study, reflecting Dean John Lavine's belief that journalists' understanding of their target audience is critical to successful news communication. Medill's implementation of what it calls its storefront reporting program incorporates the

essential topic of audience research, something that is often omitted from journalism curricula and relegated to communication research or media theory. As Dean Lavine told the authors, it is useless for a journalist to produce information if it is not done in a way that the intended audience can understand and receive it.

Professional Ethics. Professional ethics is now as much a part of the training at leading journalism schools as it is at the top medical, law and business schools. Few faculty members at any of these schools would conclude, however, that ethics training has reached maturity, which is not surprising in that it is a relatively recent addition to curricula. There is considerable work yet to be done in making determinations about the efficacy and best practices of ethics instruction. There is also a collective ethical issue that stems from journalism's dual nature as both a private pursuit and a public duty. What obligations do journalism schools have in speaking out against news organizations and practices that clearly undermine the journalism profession? Journalism schools are not as accustomed as are medical and law schools to setting their profession's standards or acting as its guardian. But if they do not assertively do so, can they reasonably expect their students to internalize their ethics training?

A Final Issue: The Status of Graduate-Level Programs

The Carnegie-Knight Initiative began with the participation of four journalism schools that are noted for their graduate-level training. In fact, two of the founding schools—Columbia and Berkeley—offer journalism education only at the graduate level. In contrast, several of the schools that subsequently joined the Initiative are known primarily for their undergraduate programs, though they, like all of the participating schools, also offer graduate-level training.

As the Initiative progressed, the question arose as to whether there is any appreciable difference between undergraduate- and graduate-level journalism training. At most institutions, there is not much difference. In fact, graduate training in some programs is less substantial than the undergraduate training as a result of time constraints—most journalism master's programs are but a year in length. And because the large majority of journalism graduate students had some other major as an undergraduate, the emphasis is largely on practical techniques. In other disciplines, graduate education is designed to take the student to a level of training beyond that provided by the undergraduate program. With the exception of a few programs, that's not the case for journalism.

As the importance of journalism grows and its task of explaining the world to the public becomes more complex and demanding, we believe that journalism educators should reevaluate their graduate-level journalism programs. Such an evaluation might lead to the conclusion that the status quo is the preferred option. At a minimum, it provides university-based training to students who, for whatever the reason, decide to enter the journalism field after completing their undergraduate work in another area. For those students who acquired a journalism-relevant expertise as a result of their undergraduate major and seek to pursue a specialized journalism career in that area, graduate training in journalism skills will position them for just such a career.

This approach would mean, however, that graduate-level journalism training would continue to be nearly indistinguishable from undergraduate journalism training. Alternatively, a graduate degree in journalism could be envisioned as an advanced degree with its holders positioned to be leaders in their field, a challenge consistent with the claim that journalism is the new knowledge profession.

Given the wide variation in graduate journalism programs—they differ in their location within the university structure, in their facilities and resources, in their importance

relative to the undergraduate journalism program, and in the strength of the other academic units within the university from which they can draw intellectual resources—it is unlikely that all such programs could respond effectively to the challenge, or would have an interest in doing so, at least in the near term. But some graduate journalism programs are positioned to take up the challenge, which is as much a conceptual one as an implementation one. Most of the stronger graduate-level professional schools have tended more often to reason forward from the research university into the profession than to reason backward from the profession into the university. That has not been the model for graduate-level journalism education, but likely would be required for a substantial transformation to occur.

This report is not the place for a full-scale proposal of what the elements of enhanced graduate-level journalism education might be, though it would certainly be rooted in the core competencies of journalism, be guided by the innovative efforts of the Carnegie-Knight participants, and be informed by the graduate-training models of other professional disciplines, such as business, architecture, library science and public health. In thinking about the potential of advanced graduate-level journalism education, Columbia dean Nicholas Lemann evoked the success of graduate schools of business. The MBA, he said "is required nowhere but has a highly meaningful credential value everywhere."[21]

About the authors

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Tom Fiedler was appointed Dean of Boston University's College of Communication in the summer of 2008. In the preceding year, he was a Goldsmith Fellow at Harvard University's Shorenstein Center on the Press, Politics and Public Policy and served as the Visiting Murrow Lecturer of the Practice of Press and Politics at Harvard's Kennedy School of Government. In 2007 he retired after a 35-year career at the *Miami Herald*. His coverage for the *Herald* of the 1988 presidential campaign received the Society of Professional Journalists' top award. In 1991 Fiedler was part of a team of *Herald* reporters who received the Pulitzer Prize for their series on an extremist cult. During his time at the *Herald* Fiedler worked as an investigative reporter, political columnist, editorial-page editor and, ultimately, as the newspaper's executive editor.

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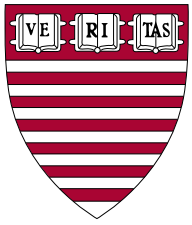

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