

**Newsroom Realities, Curriculum Opportunities: The role of professional practice
in journalism education**

For would-be journalists in universities, determining and supporting the development of the skills needed for their future employment and success in the workplace are critical components of the associated academic disciplines.

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By Debora Halpern WENGER

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Contents List

Abstract/List of Works Submitted	4
Acknowledgements	5
1. Overview	6
2. Research	9
2.1 Background.....	9
2.2 Research Methodology	17
2.3 Research Programme Impact.....	26
2.4 Coherence	29
3. Context and Originality: An Identification of Key Themes	33
3.1 The expansion of journalism into a multimedia discipline requiring a multimedia mind-set, skill set and revised educational foundation.....	33
3.2 The ongoing evolution of the skills and attributes required for success in the journalism profession and subsequent impact on journalism education	34
3.3 The rise of audience power within the field of journalism and the need for journalism educators and practitioners to address this relationship and the changes in practice required	35
4. Publications	37
4.1 <i>Advancing the Story: Journalism in a Multimedia World</i>	37
4.2 ‘Help Wanted: An examination of new media skills required by top U.S. news companies’	43
4.3 ‘Help Wanted 2010: An examination of new media skills required by top U.S. news companies’.....	45
4.4 ‘Skills needed to work in online journalism in the top news of the United States of America’	47
4.5 ‘An examination of the job skills required by top U.S. broadcast news companies and potential impact on journalism curricula’	48
4.6 ‘Help Wanted: Mobile journalism skills required by top U.S. news companies’	50
4.7 ‘Are journalists supposed to stay home while audiences roam? Professional implications of structural expectation regimes between Europe and the United States’ ...	51
4.8 <i>Managing Today’s News Media: Audience</i>	53
5. Conclusion	57
References	61
Links to works submitted	69

- Appendix A ‘Walking in Step to the Future: Views of Journalism Education by Practitioners and Educators’
- Appendix B Core open-ended questions for use in face-to-face and phone interviews with new media leaders within the research associated with the submitted publications
- Appendix C Statements by co-authors

Abstract

This research isolates and examines the professional skills and personal attributes that lead to academic and future employment success for students studying journalism in a university setting. The following books and articles represent the relevant research:

Books

Wenger, D.H. & Potter, D. (2007; 2011; 2014) *Advancing the Story: Journalism in a Multimedia World*. Washington, D.C.: CQ/SAGE.

Husni, S., Wenger, D., & Price, H. (2015) *Managing Today's News Media: Audience First*. Washington, D.C.: CQ/SAGE.

Book Chapter

Wenger, D., Owens, L., Charbonneau, M., & Trever, K. (2011) 'Help Wanted: An Examination of New Media Skills Required by Top US News Companies.' In Franklin, B., & Mensing, D. (Eds.). *Journalism education, training and employment*. (193-206) New York: Routledge.

Journal Articles

Wenger, D., Thompson, P. Owens, L. (2014). 'Help Wanted: Mobile journalism skills required by top U.S. news companies.' *Electronic News*, 8(3), 18-31.

Wenger, D., & Owens, L. (2013). 'An Examination of Job Skills Required by Top U.S. Broadcast News Companies and Potential Impact on Journalism Curricula.' *Electronic News*, 7(1), 23-36.

Cokley, J., Wenger, D. H., Wenger, M., & McBride, J. (2013). 'Are journalists supposed to stay home while audiences roam? Professional implications of structural expectation regimes between Europe and the United States.' *Journal of Applied Journalism & Media Studies*, 2(3), 437-458.

Owens, L. C., Joyce, C., & Wenger, D. (2013). 'Skills needed to work in online journalism in the top news of the United States of America.' *Questions of Journalism* (1-2), 50-65.

Owens, L. & Wenger, D. (2012). 'Help Wanted 2010: An Examination of New Media Skills Required by Top U.S. News Companies.' *Journalism Educator*, 67(1), 9-25.

These works analyse how rapid change within the journalism industry has influenced the academic disciplines that prepare students for a future in the journalistic workforce, as well as led to the development of a range of skills transferable to a wide variety of related fields. Collectively, the works provide a thorough and critical examination of the ways in which new media technologies have affected courses of professional preparation, as well as practice within the profession.

Acknowledgments

I am deeply grateful to Dr. Alison Baverstock and Dr. David Rogers at Kingston University for mentoring me through the preparation and submission of this thesis. I also owe a depth of gratitude to Dean Will Norton, who leads the Meek School of Journalism & New Media at the University of Mississippi. Without his encouragement and support, I think it unlikely that I would have embarked on this journey. Finally, many thanks to Mitch and Jay Wenger for their forbearance while I wrote these books, chapters and journal articles, and for encouraging me to take them further with a PhD.

1. Overview

The goal of higher education is to produce ‘thoughtful citizens and potential contributors to the intellectual and cultural life of the society’ (de Burgh, 2003). In his critique of journalism education, de Burgh states: ‘It is the very combination of the reflexive practical and the applied theoretical which makes journalism such a terrific subject’ at university (2003). Similarly, Baverstock has identified ‘profession-orientated disciplines as combining professional practice with academic thinking at the highest levels, leaving students able to not only function in the industrial sector they seek to join but well equipped to solve problems as yet unanticipated (Baverstock, 2016b). To that end, research that operates at the interface between academic thinking and professional practice is of particular value.

Whether seeking to understand the goals and trends within the industry in order to translate those into instructional objectives or exploring the most effective ways to instill necessary job skills and attributes in journalism students, my research questions have remained consistent: How can studying industry practices help educators improve student instruction? Where are the research gaps in journalism education? How can the changing nature of the industry be best supported by the work of the academy?

The selection of publications highlighted in this dissertation includes textbooks to help educators and students understand current industry practices as well as papers for the scholarly community, which help in building theory related to the evolution of the industry and academe. Overall, my work has contributed to a growing field of research into curriculum development, journalistic practice and news media leadership.

According to the National Council of Teachers of English in the U.S., educators often assume and just as often ignore the relationship between teaching and research (NCTE, 2007).¹ Good research should and does influence good teaching (and vice versa), perhaps most especially in rapidly changing professional disciplines. Gibbs (2015) has

¹ The Conference on English Education released this explanation of the relationship between teaching and research as part of a 2008 position statement: ‘As teachers begin to apply the research of others to their own classroom contexts, they inevitably come up with their own questions: “Does the research I am studying address the concerns I have about my classroom?,” “If not, is there research that does?” “If not, how might I find the answers to my questions?,” As teachers ask such questions, they begin the kind of reflection that leads to the generation of their own research—often as teacher/practitioner researchers.’

written more recently about the hierarchy of attention given to teaching compared with research within universities. He writes, ‘Despite all the rhetoric that virtually every university subscribes to about the centrality of research to teaching, a very large number of teachers do not do any research, or at least not to a standard that is valued.’ My concern as an educator has been that there is too little research within the discipline that helps bridge the gap between practice and instruction, and, in a field such as journalism, closing that gap is critical to successfully preparing graduates and maintaining the health of the profession. Journalism programmes provide a significant percentage of the workforce for news organisations in the U.S., so the critical thinking and practical skills of those degree holders have the potential to influence a vast amount of news content. At the same time, the journalism profession is looking to institutions of higher learning for leadership of thought and innovation when it comes to improving journalistic practice; therefore, a university journalism degree should be more than a training course to meet current employer demands; it should serve as an incubator for new thinking and new approaches to producing relevant and quality journalism in an evolving ecosystem.

In my research, I have identified and analysed the skills and attributes news organisations require of job candidates seeking employment in journalism, as well as tracked and monitored the evolution of the requirements over time. The research is designed to help those teaching journalism in higher education to develop fresh ways of thinking about the role of journalism in society and to manage the impact of societal changes affecting instruction in order to anticipate the changes to curriculum that must take place to ensure currency. I have presented the results of my research through a series of publications that are widely used and cited within journalism education, by journalists developing their own multimedia skill sets and by management in journalism organisations when considering their own internal development programmes.

Peer review has been a critical component of the publications I am submitting for consideration. Whether that is the traditional academic peer review process required by scholarly journals or the more market-driven professional review undertaken by publishers, I will document the rigour by which my work has been evaluated. In addition, I will provide evidence of further research that references my own and additional responses to my work in the wider conversation around the topics of journalism and digital media.

This critical appraisal will demonstrate that my published works have been based on consistent methodology and offered an original, coherent and significant contribution to research concerning multimedia skills education and curriculum development within the discipline of journalism. My research output has also expanded to identify and analyse the skills and attributes necessary to manage news media organisations in a time of technological and economic upheaval. Although one goal has been to influence journalism in higher education by identifying, analysing, evaluating and promoting the need for greater understanding of the business imperative faced by news organisations, my expectation is that my research will affect the allied field of media management.²

The introductory section for this dissertation is divided into five parts. Section 1 provides the overview. Section 2 explains my background and how my experiences have influenced my research, the methodologies used and the ways in which I acquired appropriate research skills, as well as the coherence of the publications. Section 3 sets my work in the context of existing literature, provides an evaluation of the contribution that the research makes to the discipline, and expands on unifying themes. Section 4 offers a chronological analysis of the publications submitted for consideration, including relevant detail regarding methodology, the research problems raised, the critical and scholarly response and information regarding the further dissemination of the publications. Section 5 presents a conclusion.

The dissertation contains statements from co-authors regarding my contribution to the publications submitted, a list of secondary references, as well as links to the works submitted and other supplemental materials.

² For example, most media management courses have historically given short shrift to the impact of technology on the media or the study of audience behaviour. Instead they have relied heavily on the application of management theories. My writing acknowledges the importance of bridging the gap between general theoretical disciplines of management and the specifics of the media industry, noting in particular the growing influence of the audience, technology and new business models.

2. Research

2.1 Background

In 2002, I entered the world of academia after a lengthy journalism career, which began in small-town newspapers and then developed into a series of increasingly challenging jobs at television stations. Although I began my journalism career as a reporter, I made the transition fairly early on into producing and then news management. As a producer, executive producer and assistant news director, I led teams that won state, regional and national awards for the best newscasts, top quality breaking news and political coverage, as well as recognition for overall excellence.

My last job in a television newsroom was at the Media General-owned TV station in Tampa, Florida. There, I was part of the management team that introduced what was then called ‘convergence’, a new approach to cross-platform journalism that was facilitated by company ownership of a TV station, newspaper and web portal all located in one city. As one of the pioneers in this type of journalism, Media General was written about extensively in both the popular press and in academic publications (Colon, 2000; Lawson-Borders, 2003; Dupagne & Garrison, 2006). My role as assistant news director at WFLA-TV from 1997-2001 alerted me to the possibilities of new types of storytelling facilitated by unprecedented access to a greatly expanded set of journalistic tools in the form of printed text, graphics and stills, audio, video and the interactivity provided by the web. That experience also placed me in position as a viable candidate for the job of Associate Professor of Media Convergence at Virginia Commonwealth University (VCU) in Richmond, Virginia. One member of the interviewing panel was then CEO of Richmond-based Media General, Reid Ashe. I had worked closely with Ashe during his tenure as publisher of the Media General-owned Tampa Tribune newspaper, and he recommended that the school ask me to apply for the position, which I accepted and began in August 2002.

At that time, University of Kansas researcher James K. Gentry estimated that approximately 50 U.S. news operations were heavily involved in convergence – essentially producing news content for multiple media platforms - though he anticipated it was just the beginning of a major trend, facilitated by the relaxation of media ownership rules at the federal level and prompted by a decline in newspaper and TV

audiences (Wendland, 2002). Globally, online news sites were most often simply extensions of legacy newspapers or TV stations and were not yet considered profit centres for the media companies that operated them (Meek, 2006). Yet, those involved in these multimedia experiments were often optimistic that cross-platform partnerships and new communications technology would lead to the development of new and powerful forms of journalism (Carr, 2002). In light of these developments, one of my first duties at VCU was to recommend changes to the existing journalism curriculum in order to instil new multimedia skill sets in graduates, which professional news organisations were beginning to demand. Although the convergence efforts at Media General and a handful of other news outlets, most notably the Lawrence Journal World in Lawrence, Kansas, had been the subject of academic study and publication (Kawamoto, 2003; Singer, 2004; Silcock & Keith, 2006), most of that scholarly work focused on the cultural and operational shifts necessary to support a new way of producing journalism, rather than the specific skills and ways of thinking that had become necessary to produce journalism across platforms.³ As early as 2001, I had been hired by Media General to provide consulting and workplace education to more than a dozen of their journalism properties, a relationship that continued until 2009. Working closely with news managers and journalists who were producing content across media platforms, I created a series of best practices in multimedia training, which I adapted for the classroom and curriculum development. My experience working in multiple converged newsrooms led to an invitation to teach at The Poynter Institute, a global leader in journalism instruction for practitioners and educators. As part of the Convergence for College Educators programme, I worked with more than a dozen U.S. and Canadian university educators to help guide their curriculum decision-making and to learn from them about their experiments with teaching about convergence on their own campuses (Castaneda, 2003).

In 2002, I began working with The Committee of Concerned Journalists (CCJ). This non-profit consortium of journalists, publishers, media owners, academics and citizens

³ For example, my work with the converged news operations owned by Media General helped me understand that the common practice of journalists conducting two separate interviews – one for print and one for audio or video – was not only less efficient, but nearly always led to weaker content on at least one platform. I also learned that photojournalists were frequently able to use still frames from video as images online and in print, so shooting video first at a breaking news event was often the best practice. Understanding these nuances was an advantage in curriculum revision and developing workplace education.

convened a series of forums in the late 1990s about what sets journalism apart from other information sources. CCJ began offering on-site training to print, broadcast and online news organisations through its Traveling Curriculum in 2001, and I worked with the group, delivering workshops for news organisations around the country on topics including: “Accuracy and Verification in the Age of 24-Hour News,, and “Bias and Accuracy.,”⁴

In 2003, the president of the Society of Professional Journalists (SPJ), one of the oldest and largest journalism organisations in the U.S., asked me to chair the Professional Development Committee for the group.⁵ Society president Mac McKerral learned about my convergence work while I was at WFLA-TV in Tampa, Florida, and he was editor of the Tampa Bay Business Journal. At the 2003 national convention for SPJ, he and I discussed the workplace education programmes I had developed for Media General, as well as my work with CCJ. He was interested in leveraging my expertise in workplace education because Bloomberg had just offered SPJ a \$100,000 annually renewable grant in support of developing a training programme that would help foster multimedia and traditional journalism skills in newsrooms across the country.⁶ McKerral asked me to oversee the creation of the SPJ/Bloomberg Journalism Training Program, which was launched at the national conference for the society in New York in 2004 (Editor & Publisher, 2004). I developed a series of interchangeable modules so that the training sessions could be tailored to the needs of individual newsrooms.⁷ In its first year, the programme reached more than 1,000 journalists across the U.S. and was written about in trade publications:

The Society of Professional Journalists/Bloomberg Journalism Training Program has become so popular it’s booked solid for the next nine months. The program launched last year in cooperation with the Society of Professional Journalists,

⁴ By 2006, the group had offered 1½-day sessions to more than 7,300 journalists in more than 120 print, broadcast and online newsrooms. In 2005, The John S. and James L. Knight Foundation awarded a \$2.28 million grant to CCJ and the Missouri School of Journalism to support the CCJ Traveling Curriculum (University of Missouri, 2005).

⁵ SPJ was founded in 1909 and currently has more than 8,000 members in the U.S. and around the world.

⁶ Former editor in chief of Bloomberg News Matt Winkler said the programme was ‘designed to expand the quality and integrity of American journalists, in a programme tailored to reporters’ schedules’ (SPJ, 2004). In partnering with SPJ, Bloomberg was affiliating itself with an organisation known for helping to preserve ethical and accurate journalism.

⁷ I sole-authored the broadcast learning modules and co-authored or edited all other programme modules, including those covering access to public records, writing for online media, ethics, diversity, numeracy and precision writing.

helps participants learn to write more precisely, use numbers to tell a story or create a document-driven newsroom (*TV Week*, 2005).

The formal Bloomberg partnership ended in 2007, but the renamed SPJ Journalism Training Program continues due to funding from the SDX Foundation. To date it has provided workplace education to more than 3,000 U.S. journalists nationwide.

These workplace education initiatives provided me with insight into the discipline, which I used to lead a multi-platform group of VCU colleagues in updating our curriculum to meet current and anticipate future industry needs. To put this in context, in the 1990s news websites began to proliferate, thanks to the development of the first commercial web browsers, such as Internet Explorer. By 1996, most news outlets had an online presence. Typically, the journalism posted on these early sites was simply repurposed content that would have already been published in print or aired by a broadcast news outlet before appearing online. However, these websites offered the audience a way to consume the content on demand and to potentially expand the reach of the journalism, since those consuming the content did not have to be in the circulation area or within reach of the broadcast signal to access the information (Wendland, 2002).

The sites also gave rise to what was labelled a new journalism platform. In 2001, Bardoel and Deuze determined that the technological capabilities of the Internet were creating a new occupation and a new industry: digital and online journalism (Bardoel & Deuze, 2001). Deuze subsequently analysed the first generation of news media online and found that online journalism was ‘fundamentally different’ because it involved a new platform to share information that must constantly be kept in mind for journalists in the future (Deuze 2001). However, this new form of journalism was creating a deficit in university journalism education. According to Singer (2003), many long-time educators were worried about a lack of professionalism among practitioners of online journalism, while other educators failed to understand the potential for the new medium:

It is safe to say, however, that nothing close to a standard online journalism curriculum exists, nor are guidelines for one provided by journalism educators' accrediting body. Both the skills needed by online journalists and the education leading to acquisition of those skills suggest as-yet-unresolved challenges to the cognitive dimension of journalistic professionalism.

Part of the challenge for university educators was that few people – whether in the industry or the academy -- had predicted the impact of the Internet on the practice or study of journalism. Through my own experience with Media General, I knew that the rise of news websites was fundamentally changing the work of journalism practitioners and significant blurring of journalistic roles was taking place. For example, it was not unusual for video journalists to shoot stills for online slide shows, and still photographers were being asked to shoot video stories for the web. Print journalists were urged to appear live in news broadcasts, and TV reporters were writing text versions of their stories for print publications and websites.

However, in 2003, it was still difficult to know how widespread were multimedia skills in the journalism profession and whether university journalism education was keeping up. Contributing to the confusion was a lack of clarity about what precisely it meant to practice or teach ‘convergence journalism’, as it was most commonly referred to at the time. According to Killebrew (2002), convergence required that all platforms available deliver to a web-based product, with information sharing and enhancement taking place in the process. Dailey et al. (2003) defined it simply as television and newspaper staffs working together. Those relatively vague definitions were not much help to curriculum developers. At VCU, we began searching for more quantitative research to use as a benchmark. We found some case studies describing what forward thinking schools, such as the University of Kansas (Utsler, 2002) and the University of Southern California-Annenberg (Outing, 2002) were doing to promote multimedia skill sets in students. However, these publications typically failed to provide background on how the schools had arrived at their approaches to multimedia instruction; they were experimenting, but supporting research was often missing. Huang et al. (2004) did examine practitioner concerns about skills news professionals needed to learn in their current positions. Considered particularly important were good writing, multimedia production, new technology, critical thinking, computer-assisted reporting and visual production. Bulla (2002) examined the impact of convergence on contemporary working journalists’ job routines and skills development and their suggestions about what journalism educators should be teaching their students. However, as Associate Professor of Media Convergence at VCU, I realised that those in higher education needed an even broader sense of what it would take to provide students with the skills they would need in

preparation for long careers in the industry, while preserving the theoretical foundation of the academic degree.

Three of my colleagues subsequently collaborated with me in fielding a survey of journalism practitioners and educators to contrast views about preparation of students for current and future jobs by showing gaps between what employers' value most in job applicants and what journalism programme administrators thought was most important. The survey also sought to explore newsroom challenges shaping the industry and journalism education. Dr. Ernest F. Martin, whose expertise is in the area of public relations, had the most experience in survey design, so he provided guidance in submitting our application to the Institutional Research Board and pre-testing the survey, as well as taking the lead on the statistical analysis. I led the effort to develop the research questions and specific survey questions, and then shared the writing responsibilities with others on the team.

The resulting paper, 'Walking in Step to the Future: Views of Journalism Education by Practitioners and Educators,' analysed responses from 91 educational administrators of U.S. journalism programmes and 226 U.S. television news executives, newspaper editors and online executives during first quarter 2004 (Martin, et al., 2004). Educators and practitioners in general agreed that students needed to have convergence skills, although reporting, ethics, interviewing and research skills were also considered essential in new hires. The team presented the paper at the Association of Educators in Journalism and Mass Communication (AEJMC) Conference in Toronto, Canada in August of that year (See Appendix A). We repeated the survey the following year, and we once again presented at the AEJMC conference.

We used the results of this survey in conjunction with a growing body of research on this issue, as well as my ongoing interaction with practitioners in converged newsrooms, to implement a series of changes within our curriculum. We created a common core for all journalism students (previously the school had separate print and broadcast degrees), which included an introduction to multimedia writing, a text-oriented reporting class and an audio and video storytelling class. We added a series of required media technology laboratories to be sure our graduates understood the basic principles of audio, video and web newsgathering and production before they had the opportunity to

specialise in one medium or another. A capstone course was subsequently required, which resulted in all students producing a multimedia project and analysing the latest issues facing journalism practitioners.⁸

The work we did at VCU was part of a worldwide trend as the profession-orientated academic discipline of journalism was dealing with an urgent need for curricular change at the university level, especially across the U.S. and Europe. The pace of technological change within society and the journalism profession had never been as rapid, and so it became increasingly important for journalism educators to stay abreast of the impact of technology on journalistic practice. I was routinely invited to speak on related topics at national conferences -- on news writing across the curriculum at the 2003 Broadcast Education Association convention in Las Vegas, on convergence in college journalism at the 2004 UNITY Journalists of Color national conference in Washington, D.C. and on best practices in convergence journalism at the Society of Professional Journalists convention in New York in 2004.

About this same time, Deuze (2004) analysed the professional and academic literature in Europe and the U.S. to determine the current and emerging practices related to multimedia journalism. The literature suggested that managers of converging new media organisations struggled to determine whether they were creating an entirely new culture or simply amalgamating ‘existing cultures, rituals, routines, and practices into some kind of hybrid where “old,, and “new,, ways of doing things evolve more or less side by side’ (Deuze 2004). Educators, too, were unclear of what journalism education should look like in an era of increasing convergence among media platforms. According to Kraeplin & Criado (2005), ‘only two in ten heads of journalism divisions said they had substantially altered their curriculum to reflect the industry trend toward convergence’.

⁸ The impact on the programme and its students has been positive by multiple measures. According to The State Council of Higher Education for Virginia (SCHEV), VCU graduates most of the journalism and mass communications students in the state (69% of the 1,430 total in 2013, the latest figures available) and graduates of the VCU School of Mass Communications found jobs in the broad field of communications at a rate higher than those with similar qualifications from other Virginia schools (68% for VCU vs. 64% from other programmes). VCU mass communications students continue to graduate school at a slightly higher rate as well (9% vs. 8%). (It is also important to note that SCHEV has no data available for 23% of VCU graduates who may have also found jobs but did not report them.) All of this data indicates that the curriculum changes at VCU have helped the school maintain its dominant role as the programme preparing the largest number of journalism and mass communication graduates in the state, whose skills are in demand for Virginia’s journalism employers.

To help fill the information gap in 2005, the editor of *Insights*, a journal published by the Association of Schools in Journalism and Mass Communication, asked me and the director of VCU's School of Mass Communication, Dr. Judy VanSlyke Turk, to write a two-part exploration of the current state of convergence education for a special edition on the topic.⁹ Turk and I co-authored an article entitled 'Convergence: Where are we?' (Wenger & Turk, 2005) which analysed the status of convergence efforts within newsrooms and classrooms. Although the conversation about convergence was widespread within the profession and the journalism professoriate by this point, the number of convergence efforts taking place within both newsrooms and institutes of higher learning was still relatively modest overall. In the second article, 'Convergence: Who's doing what?' (Wenger, 2005), I articulated five distinct approaches to addressing convergence curriculum challenges, from which other schools might learn. After publication, I received emails from educators such as Dave Sabini, the head of the broadcast sequence at Indiana State University in Bloomington, Indiana, asking for an electronic copy of the articles so he could easily distribute them to his faculty.

Concurrently, my teaching at VCU had begun to focus more on courses in the broadcast sequence for the journalism degree, based on my years of working in television news operations. I evaluated multiple textbooks designed for broadcast reporting classes, but only one represented the cross-platform skills emerging as necessary in newsrooms. *Broadcast News Handbook: Writing, Reporting and Producing* was first published in 2001, and, although it provided an excellent foundation in traditional broadcast skills, it still fell short in recognising the work broadcast journalists were doing on other platforms, such as the web and in print publications; so I found myself often supplementing the text with content gleaned from my own experience.

It may be that instructional tools were lagging behind in the area of multimedia skills required for broadcast journalism because these materials are typically developed by academics, many of whom have been removed for years from the daily work occurring in newsrooms. The combination of the work I was doing in newsrooms, the conversations I was having with journalists and news managers, and the survey research I

⁹ *Insights* is a journal devoted to administrative issues facing journalism and mass communication leaders in approximately 190 member schools in the U.S. and Canada. Therefore, content in the publication has the potential to affect schools through programme leadership.

was conducting with my VCU colleagues convinced me that there was an urgent need for a new kind of broadcast journalism textbook. In 2006, I contacted former CBS and CNN reporter Deborah Potter, a leader in U.S. broadcast journalism and founder of NewsLab, a journalism think tank dedicated to improving the quality of television news, in particular. I knew Potter sympathised with my approach with respect to the need for TV journalists to understand and embrace the digital paradigm shift it was facing, so I invited her to read sample chapters I had written and asked her to consider working in partnership with me to complete the book. She agreed, and we approached two textbook publishers, both of whom viewed publishing the book as an investment in a growing area of enquiry, and, as such, they offered contracts and support for undertaking the additional research necessary for the book.¹⁰ The product of our research became one of the first journalism-related texts ever published by CQ Press, which went on to develop a list of more than a dozen journalism publications, including several authored by journalists for the *New York Times*. Additional research and writing of *Advancing the Story: Broadcast Journalism in a Multimedia World* occurred over the next year and a half, and the book was published in 2007 (Wenger & Potter, 2007). The text is the first of six publications submitted for consideration in this dissertation.

2.2 Research Methodology

My work in the industry, initial forays into quantitative research and first few years of university teaching and workplace education prompted me to develop new research queries and to contribute to the existing body of knowledge in the discipline. The research that lays the foundation for this dissertation began as an attempt to answer the question, ‘What skills and knowledge would best help educators do a better job in preparing journalism students for success in an evolving discipline?’

As early as the mid-1990s, studies by Russial and Wanta (1998), Duhe and Zukowski (1997) and Becker, Stone and Graf (1996) among others, had addressed the changing landscape of all forms of journalism -- broadcast, print, radio and web -- and how these changes affected educational practices, employer needs and the diverse desired skill sets

¹⁰ Rowan and Littlefield said that the text would add an important option in its catalogue -- a book on the cutting edge of an emerging journalism trend. CQ Press, which was part of Congressional Quarterly, Inc. and also owned by The Poynter Institute, was new to the discipline of journalism, having published leading texts on political science and government topics for many years. We were excited about being part of a company known for content excellence and a brand that was affiliated with one of the leading think tanks on journalism issues.

for employees. The studies concurred that technological know-how was becoming a de facto hiring criterion for many newsroom positions. For example, the chemical darkroom skills that were essential to photojournalists in previous decades were supplanted by the need for digital and design expertise (Russial & Wanta, 1998). In broadcast journalism, news directors considered 'polished journalism and technical skills' secondary only to experience when it came to hiring new graduates (Duhe & Zukowski, 1997). Both of these examples of changes in professional practice suggested that university-level journalism instruction needed to change as well.

More recent studies reported an increase in the need for all journalism and mass communication bachelor's degree recipients to engage in more types of media-based work activities such as graphic design, nonlinear video editing, photo imaging, use of still or video cameras and production of content for mobile phones (Cox Center, 2007). Researchers found that gaining real-world experience with the technology in today's newsrooms helped university students secure jobs in the industry after graduation. Moreover, Cushion (2007) said that for potential employment, the criteria that make a journalism school 'good' in today's convergent media environment had become a debate between 'in the classroom' or 'on the beat' experience. As the media converged, potential employees, including university graduates, faced the challenge of acquiring multiple and variant skill sets.

Within university journalism education Huang et al. (2006) found that, at the start of the millennium, 60% of journalism schools in the United States were redesigning their curricula to include courses that prepared students for producing news in multiple platforms. Criado and Kraeplin (2003) surveyed 240 journalism programmes and found that nearly 85% had adopted some elements of a convergence curriculum in response to the industry emphasis on convergence. Becker et al. (2006) reported similar findings, with three-fourths of journalism programme administrators stating they expected increased emphasis on convergence in their curricula.

Clearly, researchers were interviewing and surveying practitioners already working in converged newsrooms, as well as graduates seeking employment in the journalism field, in an effort to understand what types of new media skills were most commonly required on the job. Other researchers were asking academic administrators questions about the

response of journalism in higher education to a rapidly changing news environment. Deuze, for example, tried to synthesise these multiple research streams using media logic. Building on a framework proposed by Dahlgren (1996), Deuze used media logic to look at the reconfiguration of journalism, and those who manage, create or consume it, in a new media environment. He defined media logic as the ‘particular institutionally structured features of a medium, the ensemble of technical and organisational attributes, and the cultural competences of users’ (Deuze, 2004).

The concept of media logic can, for example, be used to analyse the characteristics of online media professionals in terms of how they describe and self-evaluate their competencies and attributes (Deuze and Dimoudi, 2002). The results can then be used to determine how best to educate university students for these roles or perhaps how to improve upon journalistic practice within online media outlets. Deuze (2004) expands on this idea to assess the characteristics of ‘multimedia logic’ in journalism. He chose to look at multimedia through the perspectives of the institutional, the technological, the organisational, and the cultural (essentially the perspectives of users and producers). In his consideration of the many aspects of multimedia journalism, Deuze significantly influenced the two primary paths my research has taken.

Qualitative Research

Corbin and Strauss (2014) define qualitative research as a form in which the researcher ‘collects and interprets data, making the researcher as much a part of the process as the participants and the data they provide’. Corbin and Strauss indicate that the qualitative approach is particularly useful for studying areas not already thoroughly researched or as a test of relevant variables uncovered through quantitative research. Relevant to the discussion of my qualitative work is what Glaser and Strauss (1998) call ‘grounded theory’. In grounded theory, research analysis and data collection are interrelated. After initial data are collected, that is, the researcher analyses that data, and the concepts derived from the analysis form the basis for subsequent data collection. In my case, I developed a programme of qualitative research within broadcast journalism to explore the ways in which the multimedia efforts of radio and television news organisations were affecting daily practice within the profession. I sought to determine how the jobs of broadcast journalists were changing, as well as the academic thinking required to

embrace a multimedia mind-set – one that was fundamentally altering the approach broadcast journalists were taking to reporting and producing the news.

Qualitative research is inherently multi-method in focus (Flick, 2002), which reflects an attempt to develop an in-depth understanding of the subject in question. I used a combination of personal experience, interviews, theoretical reading, statistics available from industry and academic sources, as well as the trade and mainstream press to thoroughly immerse myself in the discipline. Due to my efforts to remain active in newsroom culture, I had access to stakeholders in the industry, from entry-level to senior executives. I interviewed dozens of respected media commentators and practitioners, including recent graduates beginning their careers and veteran news people who had experienced the evolution of the industry first hand.

In one instance, I conducted an initial 35 semi-structured interviews either in person or on the phone over a period of about two years, from 2005-2006.¹¹ I only incorporated the results of these interviews into text if the content could be supported by another independently verifiable source. I sought to achieve balance by including a wide range of television stations and television market sizes among the research targets, something especially important in a book designed for students who will most likely begin their careers in smaller markets. I attributed results of those interviews in the *Advancing the Story* text included in this submission. Of course, it is also important to acknowledge the risk of bias inherent in research that relies heavily on interviews. Furnham (1986) suggests that researchers must question how honest and objective the subjects will be about themselves and the organisations for which they work since desires of the participant to be a good experimental subject or to provide desirable responses may affect the response in some way. The breadth of the interviews, in addition to the use of data compiled by reputable outside sources, and the comparison between the interviewees' responses and external analysis published in the academic and popular press, helps mitigate this challenge and ensure the validity of the content.

The first edition of *Advancing the Story* sold more than 4,000 copies through traditional academic bookstores and was adopted by more than 100 schools in the U.S. It is

¹¹ Subsequent editions of *Advancing the Story: Broadcast Journalism in a Multimedia World* required more than 40 additional interviews to fully update the books.

estimated that, as of the late 1990s, used textbooks accounted for about 36% of textbook sales within the publishing industry (Benson-Armer et al., 2014), so it seems safe to assume that the first edition had another 1,400 or more sales over its life cycle. Through the process of producing the text, I came to understand that journalism was experiencing an extended period of rapid and ongoing change. The economic crash of 2008 and the subsequent upheaval of the journalism profession in 2009 resulted in traditional job losses as well as a re-thinking about the role of technology in news (Pew Research, 2009). It was clear that additional research and publications on the evolution of journalism skills and employee attributes were critical to help journalism and journalism in higher education recover and prosper. In this time period, the means of news reporting were being reinvented. For example, gear designed for gathering audio and video became less expensive and easier to operate; the character of news was being reconstructed as blogging became mainstream and Twitter and other social media networks redefined the format of news. At the same time, reporting was being distributed across a greater number and variety of news organisations as entities like Huffington Post, Patch.com and Politico were becoming forces in their own right. All of these developments in technology and journalistic practice supported my recognition that the knowledge base of journalism practitioners, educators and students must continue to evolve, and therefore researchers must continue to study and to shape this new landscape, to help assure that the essential elements of independent, original, and credible news reporting were preserved.

After having established a strong theoretical and discipline-building foundation through my work on *Advancing the Story*, I wanted to embark on additional conceptual research, exploring the field of news media management and how leadership in journalism organisations might be affected by a more comprehensive consideration of the audience. In conversations with my eventual co-authors, Dr. Samir Husni and Hank Price, we concluded that news media leaders needed to understand more fully and embrace a concept that had been articulated years earlier: the idea that journalism is a conversation – a shared discourse between media producers and consumers (Anderson et al., 1994). Adding support to that argument was the fact that technological developments had inserted a new element into the equation as media producers and consumers were now able to switch roles, with journalists forced to think about how stories are told and distributed differently once interactivity required journalists to be listening to the

audience, as well as providing content and context for that audience through a growing number of media channels. The CEO of the Associated Press articulated this change well in 2004, in an address to the Online News Association:

That's a huge shift in the 'balance of power' in our world, from the content providers to the content consumers. 'Appointment-driven' news consumption is quickly giving way to 'on-demand' news consumption. And, as we've seen so clearly in the last year or so, consumers will want to use the two-way nature of the Internet to become active participants themselves in the exchange of news and ideas. The news, as 'lecture', is giving way to the news as a 'conversation' (Curley, 2004).

Managing Today's News Media: Audience First (Husni, Wenger & Price, 2015)

recognized that, although news practice had changed, news management strategies had remained much the same.¹² In *Managing Today's News Media*, we examined industry data as indicative of the shift in the power structure for news media organisations that Curley and others had predicted. For example, the audience desire to consume content via mobile devices versus on traditional media platforms has forced news organisations to deploy resources differently, but, rather than anticipating the change, most news outlets have been in a position of playing catch up, struggling to develop content and revenue strategies that would allow them to capitalise on the shift. Existing quantitative research, from sources such as the State of the Media Report from the Pew Research Center and the Reuters Institute Digital News Report, was used to inform the arguments in the book.¹³

The original research for the text consisted mainly of interviews with news media managers who have expertise valued by the industry. For example, an interview with the Chief Revenue Officer Michael Rooney of the *Wall Street Journal* provided insight on the successful use of paywalls for news websites, which he maintained would only work for news organisations offering unique content that was unavailable anywhere else. We

¹² One widely read book on this topic is *Media Management: A Casebook Approach* (Sylvie et al., 2009). Sylvie provides media-based case studies and focuses mainly on the major areas of responsibility that fall to the managers of media organisations. Although the Sylvie text provides real-world scenarios, it fails to deal with the topic of audience engagement, an area critical for modern media organisations. Another leading text in the field has been *Management of Electronic Media* (Albarran, 2009). This book looks at broadcast journalism alone. It includes current information on the management techniques and strategies used in the electronic media industry. It does not, however, provide anything about new media.

¹³ Reuters, for example, conducted research that suggested younger audiences were more willing to pay for mobile apps. That research was incorporated into the text to support an argument that mobile products might be more profitable for news organisations targeting specific audiences with niche content.

also spoke with Patch.com founder Warren Webster, who talked about lessons learned when the news company tried to expand too quickly and found itself in financial trouble. We conducted an initial 34 semi-structured interviews either in person or on the phone over a period of about two years, from 2012-2013 (a sample questionnaire is attached as Appendix B). We only incorporated the results of these interviews into text if the content could be supported by additional sources, and interviews were fully attributed in the text.

This unique approach to a media management text was both new and particularly relevant in a profession-orientated discipline, since it linked academic thinking to practice with its combination of first-person experience, relevant data and analysis. Early reaction to our book proposal was highly complimentary. One of the five reviewers selected by the publisher, Sage/CQ Press, noted that *Managing Today's News Media: Audience First* made a point to praise its currency and the use of extended interviews with newsroom leaders:

In my experience as both a student and an instructor, there are very few materials that are as up-to-date in the constantly changing media landscape of our contemporary society. This textbook seems to be on the right track toward making communication classes more applicable to students entering the workforce after college. They are encountering a post-convergence working environment, which current communication classes seem to acknowledge but do little to prepare students for what they will face in their careers. Husni's and Wenger's text is a great step towards helping students and professionals alike in their quest to understand the mediated world in which we live.

The strengths of this book are found in the narratives from industry professionals because, at the end of the day, it's within the industry that the firsthand experiences come from, not just the classroom. The interviews appear to be a way of bringing that industry experience into the classroom.

Mixed Methods

In a separate but related research stream, I embarked on a programme of content analysis, which contains elements of qualitative and quantitative methodology. As Krippendorff (2004) writes, 'Content analysis is indigenous to communication research and potentially one of the most important research techniques in the social sciences'. He describes content analysis as analysing data within a specific context in view of the meanings one can apply to them. Here, texts are empirically coded based on researchers developing a coding system in order to make observations about the messages conveyed

(Babbie, 1999). My content analysis involves word counts, which gives the approach quantitative features, such as the use of statistical methods for analysis (Riff et al., 2014). For example, we used SPSS to examine the frequency of specific terms. My research also analyses word meanings, which gives it the qualitative features found in thematic analysis, including the phases defined by Marshall & Rossman (2014): organisation of data, generating categories, coding the data, testing understanding of the data and writing up the data analysis.

My interest in this form of research was sparked in 2006, when the dean of the Reed College of Media at West Virginia University heard me speak about curriculum revision at the Broadcast Education Association national conference. She invited me to share some of my previous research findings in a workshop with her faculty. We discussed a content analysis of newsroom vacancies in the region that would typically be open to Reed College graduates. Following that visit, I wanted to test whether the wording of ‘situations vacant’ advertisements offered quantifiable proofs of the skills and attributes news organisations were looking for in their new hires. If university educators were able to develop curriculum more in step with industry needs, we could help graduates more easily find employment and help the profession meet some of its challenges.

I conceptualised a research programme that would identify the top news media organisations in the U.S. and then conducted a content analysis on all the journalism job postings, or vacancies, from those companies for a three-month period. From the very beginning, I was interested in a mixed methods approach that would include interviews with select industry recruiters who could offer insight and interpretation of the analysis results. Qualitative researchers will sometimes use multiple data sources in an investigation to produce a better understanding of results. Called triangulation, this technique helps to ensure that an account of the findings is rich and comprehensive (Patton, 2005). Golafshani (2003) says triangulation is a strategy for improving the validity and reliability of research or evaluation of findings, and is useful in helping to control bias. In this research project, I combined content analysis with semi-structured interviews, conducted over the phone using open-ended questions. Those interviewed are credited within the submission. Using thematic analysis, I looked for patterns in the data, which could then be translated into pedagogical action items. For example, I noted the number of job postings requiring ‘team work’ and then discussed the nature of team

work with the interview subjects, so I could then make concrete and informed suggestions about the best way to build team work into journalism curricula.

Due to the scope of the project, I invited Dr. Lynn Owens, who is now at the University of North Carolina-Chapel Hill, and two graduate students to work on the project. The research team performed content and thematic analyses on job postings from 17 media companies listed as the top U.S. newspaper companies and the top U.S. broadcast companies according to a 2007 Advertising Age survey.¹⁴ The authors collected job postings from the companies' websites from September 15, 2008 to December 15, 2008. We selected only jobs postings for newsroom positions for analysis. In total, 715 job postings were collected, which provided a large enough sample to give us confidence in the results.

The team coded the postings for job title, beat, attributes and skills required. We developed an initial coding sheet based on the first 100 job postings collected. Included on the coding sheet were 14 of the most requested skills and attributes. With further thematic analysis, we added six more skills and attributes.¹⁵ Once the team had coded and analysed the data,¹⁶ I invited recruiters from all of the companies in the study to participate in in-depth interviews. Recruiters from three of the media companies in the sample accepted: Gannett, Tribune and Cox.

I presented the resulting academic paper, 'Help wanted: An examination of new media skills required by top US news companies,' at the Future of Journalism Conference in Cardiff, Wales in 2009.¹⁷ Conference organiser, Bob Franklin, asked us to prepare the paper for inclusion as a chapter in the book, *Journalism Training, Education and*

¹⁴ The 17 companies include: Gannett, Tribune, New York Times, McClatchy, Advance, Hearst, MediaNews, Cox, Dow Jones, Lee Enterprises, Belo, NBC, Disney, Sinclair, CBS, News Corp, and Univision.

¹⁵ Original skills and attributes identified included: accuracy, news judgement, creativity, storytelling, enterprising, willingness to work under pressure/tight deadlines, team player, willingness to work long hours, strong writing, proofreading, nonlinear editing, shooting/photography, Web/multimedia and previous professional experience. Communication skills, leadership, multitasking, production/field production, AP style knowledge and software knowledge were later added.

¹⁶ Two of the authors coded the data, and then 72 randomly selected job postings, or approximately 10% of the sample, were coded by both of the authors. A test of inter-coder reliability, to help ensure consistency and avoid bias, resulted in a Cohen's kappa of .81, which is above the minimal acceptable level of .80 (Dewey, 1983).

¹⁷ In the U.S., 'Help Wanted' refers to an advertisement placed by employers who seek employees, which may be more commonly called 'Vacancies' or 'Situations Vacant' in the U.K. and elsewhere.

Employment, which was published by Routledge. (Franklin & Mensing, 2010). This Help Wanted research programme, which continues, has resulted in six journal publications, dozens of academic citations and multiple invitations to speak nationally and internationally. The World Journalism Education Conference (WJEC) has recognised the work twice. One submission won the Top Abstract Award for WJEC 2010 in Grahamstown, South Africa and another took third place in the paper competition at WJEC 2013 in Brussels, Belgium. A paper based on the most recent round of content analysis was presented at WJEC 2016 in Auckland, New Zealand.

2.3 Research Programme Impact

This international exposure for my work resulted in my connecting with researchers investigating similar issues in other countries. Dr. John Cokley was at the University of Queensland in Australia when we began collaborating in 2011. In embarking on research concentrated on the transferability of journalism skills from country to country, we devised a modified Delphi Method approach to identifying commonalities within two data sets related to journalism skills and attributes in the U.K. and U.S. (Linstone and Turoff, 1975). The first data set was the basis for The Tartu Declaration, resolved in 2006 by the members of the European Journalism Training Association (EJTA) in an effort to establish a joint quality standard for journalism education (EJTA, 2011). As Drok (2012, 2010) notes, the declaration lists 10 central journalistic competences, each of which is built up of five qualifications, which the declaration defines as the ‘desired outcomes of a process of learning’. The other data came from an implicit set of standards from North America derived from an analysis of job advertisements for journalism positions (Wenger et al., 2010). In this approach, each researcher was asked to match each skill and attribute listed in the US study to its analogous competence goal(s) in the European study.

Our first collaborative paper, ‘Journalism competencies wish-lists out of step but some alignments evident’ (Cokley, Wenger, Wenger, McBride, 2011), was accepted for presentation at the Journalism Education Association Australia conference in Adelaide. The same research team worked together again on ‘Creating culturally adept journalists: mobility without homogenization,’ which was accepted for presentation at WJEC 2013. What we learned in developing those two papers resulted in the publication of ‘Are journalists supposed to stay home while audiences roam? Professional implications of

structural expectation regimes between Europe and the United States,' which was published in the *Journal of Applied Journalism and Media Studies* (Cokley et al., 2013).

Taken together, my research makes a coherent and important contribution to the current body of knowledge within the discipline and offers a basis on which others can build. It has been widely cited by scholars researching journalism education (Donsbach 2014). It has informed a white paper produced by one of the top journalism institutes in the U.S. (Poynter, 2013) and has formed the basis of trade industry articles (Wenger, 2011). It has engendered an invitation to present as a PhD by Publication at Kingston University.

The texts resulting from the methodologies used underwent thorough rigorous review by experts, and in the case of *Advancing the Story*, the book has been subject to review mechanisms for three editions. Such an intensive and extensive review process is typical in such cases. Baverstock (2016a), for example, describes what occurs once an academic publisher receives a book prospectus from a potential author:

...it is submitted to a rigorous review of quality at which every aspect of what is suggested is critically appraised. The publishing process varies little from house to house and includes a series of meetings at which publishing experts (i.e. those who work there) consider the content, format and market acceptability of what has been proposed; drawing in external opinions to both examine and endorse a particular publication as being a valuable contribution to the field.

According to Baverstock, all of these efforts are intended to minimise investment risk for the publisher. *Advancing the Story* has been the subject of 15 publisher-commissioned peer reviews over its three editions. University journalism educators have also reviewed the text for academic journals. Dr. George Daniels, associate professor and assistant dean in the Department of Journalism at the University of Alabama specifically praised the originality of the work in his review of the first edition in early 2008. Writing for the Convergence Newsletter, a publication from the University of South Carolina, Daniels said *Advancing the Story* 'exemplifies the textbook of the future' (Daniels, 2008).¹⁸

¹⁸ Additional quotes from the Daniels review include: 'While there is a hardcopy book, it only provides half the learning experience – the other half being a Web log and an interactive workbook, which authors Deb Wenger (Virginia Commonwealth University) and Deborah Potter (NewsLab) have been updating constantly since this text was published in October. With the title *Advancing the Story*, Wenger and Potter, both veteran broadcast journalists with major-market and network TV experience, cast the discussion on convergence in the terms that we ought to be thinking of it in 2008 – its impact on the news

Universities offering courses in Broadcast Journalism, Mass Communication, Multimedia Journalism, Documentary Film-making, English, and Media Management quickly adopted *Advancing the Story* and *Managing Today's News Media*. *Advancing the Story* has also been frequently recommended as a supplemental text in courses, including the Knight Science Journalism Program at the Massachusetts Institute of Technology.

The results of my Help Wanted research have had a similarly significant impact, including publication of the book chapter referenced earlier and journal articles in *Journalism & Mass Communication Educator* and *Electronic News*. The work has had an associated impact through a wide range of other media, including professional and trade publications covering the effects of multimedia and convergence, as well as seminars and training workshops for practitioners and groups of journalism faculty. For example, the overview of the journalism industry provided by my research keeps me at the forefront of understanding current practices within the profession. This knowledge led to my being asked to be on the organising committee for the Society of Professional Journalists National Convention for nine years, from 2004 through 2012. My work has become part of a wider conversation about concept-based instruction in journalism education and, as a result, I was asked to be one of the founding organisers for Journalism Interactive, the first international new media conference focused on helping educators to develop research and classroom expertise at the intersection of journalism, teaching and technology. I was a part of the organising committee from 2010-2015.

I have been invited to present at dozens of academic conferences as part of peer-reviewed sessions. At the Broadcast Education Association conference, in particular, I am often asked for advice on how to incorporate the skills and academic thinking I'm discussing into the curricula for other journalism programmes. I have provided workplace education in more than 40 newsrooms across the U.S. and conducted

product. At the 2006 Convergence Conference at the University of South Carolina, we convened a panel of authors of convergence, Web journalism and multimedia books. As the moderator for that 'Convergence Booknotes' session, I recall how much we grappled with the challenges of preparing a teaching resource on a topic that is constantly changing. Wenger and Potter may have the best answer yet.'

workshops for national and international journalism organisations including the Society of Professional Journalists, Associated Press Managing Editors, The Poynter Institute, Association of Educators in Journalism & Mass Communication, and various regional news associations.

All of these publications constitute part of an ongoing research agenda. A new round of Help Wanted data has been collected and analysed and was or will be presented at the Association of Educators in Journalism and Mass Communication national conference in Minneapolis, Minnesota in August 2016 and at the World Journalism Education Conference, which took place July 2016 in Auckland, New Zealand. I was responsible for initiating the data collection, updating the content analysis rubric and supervising a majority of the coding. Lynn Owens generated the initial results, wrote the methodology section and portions of the literature reviews. I planned and undertook additional data analysis and wrote the abstracts and the full papers submitted to the conferences. Finally, the work presented in this dissertation is facilitating other researchers in their efforts to build on the theoretical foundation established and to explore new ways of thinking about university journalism education, especially how to balance the need to stay current with skills instruction without abandoning the applied theoretical dimension of the university degree.

2.4 Coherence

The series of publications presented as part of this submission are grounded in a profound understanding of the industry, backed by extensive academic experience and supported by evidence of a commitment to developing the academic discipline of journalism. Although there is no universal consensus on how to classify journalism in the academy, my research has its roots firmly planted in the social sciences. For the purposes of this submission, I have selected examples of my research and the resulting publications that illustrate trends within journalism education and its practice, as well as the wider social and technological context which influenced the work and to which my work continues to contribute. These trends can be described as the rise of multimedia instruction in university journalism education and multimedia news consumption within society; the impact of advancements in communications technology on news work; and an increasing understanding of the role of the audience in driving the economic and content distribution models for news media organisations.

The establishment and growth of convergence within journalism organisations and subsequently university journalism education began in the mid-to-late 1990s, although cross-platform journalism did not become ubiquitous for another decade. Previously, news organisations had neither the technological support nor the financial interest in producing content for more than one medium since newspapers and television news outlets were highly profitable entities, and the Internet was not originally a primary source of news for consumers. As technology designed to facilitate digital news distribution developed and societal interest in digital news consumption evolved, my research analysed the impact on the news ecosystem, including the effect on university journalism educators trying to prepare graduates, on practitioners learning on the job and on news media managers who had to anticipate where the profession was headed. My conclusions have influenced university journalism education and the practice of journalism more broadly.

For example, the three editions of *Advancing the Story* explore the need to develop a multimedia mind-set, to essentially think differently about how a journalistic approach to storytelling changes when a journalist is producing content for multiple platforms. In the first edition, we detailed the need to understand the strengths and weaknesses of each medium in order to prompt journalists to consider these attributes from the point of story conception, through the production process and on to dissemination of the content. As technology evolved to expand media distribution platforms to include social and mobile media, the book has evolved to promote new ways of thinking about multimedia journalism. *Advancing the Story* has consistently drawn positive reviews for its understanding of journalism and how to teach it in the context of a multimedia profession. For example, J.W. August is an investigative reporter for KNSD-TV in San Diego, California who also teaches at Point Loma Nazarene University. He recently adopted the text:

It was a life saver, it works for both classes I am teaching; one on long form reporting for broadcast and also how to do investigative reporting --it delves into the real issues faced now...well organized and the emphasis on multimedia is so important...it is something I have talked about since I went to an SPJ conference in Seattle about this new Internet thing some years ago...so, I am a believer...and appreciate good work. (Source: private correspondence, 2016)

Another aspect of the work making up part of this submission isolates the role of journalism employers in determining the nature of journalism, its practice and therefore university journalism education as a whole. Journalism employers influence university curriculum primarily through the people they hire. If candidates have the skills and attributes the news organisation needs, they generally get jobs. Therefore, employment listings are of particular value to researchers trying to determine the nature of news work and to university journalism educators exploring how best to prepare students for work in newsrooms and in anticipating emerging skill sets, as well. The series of journal articles presented under the heading of ‘Help Wanted’ have been steadily cited since the first one appeared in 2010. Those citations indicate that other researchers have used our findings to assess the changing nature of journalism as a profession or to make recommendations to those involved in the development of journalism curricula. Educators, such as Anthony Adornato of Ithaca College in New York, have indicated the value of the research:

I was happy to see your article about mobile journalism skills. I'm a former TV reporter, beginning my second year in a tenure-track gig at Ithaca. I recently launched a mobile and social media journalism course. The course focuses on exactly the skills you discuss in the paper. We're hoping to make this a requirement, rather than just a special topics course. This research will certainly help in my efforts on that front. (Source: private correspondence, 2014)

The body of work also explores and reflects a widened appreciation of the importance, role and impact of audience power within the journalism profession. *Managing Today's News Media: Audience First* considers a technology-driven news industry in which consumers can now choose from a vast array of information sources. The result of this transformation is that the audience now has much more influence over the content that news organisations produce and now has the capability to generate and distribute news without any professional journalists involved. The book describes how those in leadership positions are adapting their news organisations to this new paradigm. In reviewing the book for the publisher, the chair of the Communications Department at Tennessee State University Dr. Terry Likes wrote of the insight the book offers:

Managing Today's News Media: Audience First is not just a valuable resource for those who are leaders in news organisations. “MTNM: AF,, should be read by those working in all areas of news media management including sales and programming. Professors will find it a useful teaching tool in teaching management and leadership strategies to students. Consumers who wish to gain

insight into the constantly evolving and exciting world of journalism will find “MTNM: AF,, an easy and informative read.

A combination of in-depth interviews, empirical data and content analysis has been the foundation for all of the publications offered as part of this submission. These methodologies help forge the content into a coherent body of work and have significance in terms of the historical recording and subsequent analysis they offer regarding a period of considerable change within journalism practice and education. Each publication creates a snapshot of the industry at a moment in time, but the ongoing nature of the Help Wanted research allows us to compare those pictures of journalism practice and analyse the changes over time. The methodologies are outlined in Section 2.2 and explored further in Section 4, which isolates the various publications presented. The result is a body of work with a consistent and coherent research programme.

3. Context and Originality: An Identification of Key Themes

The earliest journalism textbooks arrived in university classrooms in the 1890s, and, according to McConnell (1995), educators at the time believed journalism instruction was meant to produce ‘proficient newspaper employees, well versed in the mechanics of news writing’. For example, *Steps into Journalism*, written by *Chicago Tribune* literary editor Edward Shuman, was published in 1894. It included sections on newsgathering and writing style. Don Seitz, business manager for the *New York World*, published *Training for the Newspaper Trade* in 1916, which focused on defining the mechanics of a newspaper operation. In the decades since, journalism education has continued to focus on providing news organisations with a workforce requiring minimal on-the-job training, prepared with all the skills necessary to meet current and future newsroom demands. However, university journalism education, at its best, combines academic, applied and occupational learning. *Advancing the Story*, my Help Wanted research and *Managing Today’s News Media* encapsulate all three of those goals.

In addition to its contribution to the field of journalism education, the work I have presented for this degree highlights the development of three specific themes which offer context for this submission and are detailed as follows: the expansion of journalism into a multimedia discipline requiring a multimedia mind-set, skill set and revised educational foundation; the ongoing evolution of the skills and attributes required for success in the journalism profession and the subsequent impact on journalism education; and the rise of audience power within the field of journalism and the need for journalism educators and practitioners to address this relationship and the changes in practice required.

3.1 The expansion of journalism into a multimedia discipline requiring a multimedia mind-set, skill set and revised educational foundation

The turn of the century was also a turning point for journalism education. In its Annual Survey of Graduates in Journalism and Mass Communication, researchers at the University of Georgia (Becker et al., 2002) reported, ‘the bottom fell out of the journalism job market’. In 2001 and 2002, the percentage of students with full-time employment six to eight months after graduation dropped dramatically; salaries and benefits for those who did find jobs also declined. In the first ever State of the News

Media Report (Pew Research, 2004), the authors reported, ‘journalism is in the midst of an epochal transformation, as momentous probably as the invention of the telegraph or television’.

Part of that epochal transformation involved news organisations and university journalism educators recognising that they would now need to find audiences across platforms and to redefine processes for newsgathering and dissemination. The publication of *Advancing the Story: Broadcast Journalism in a Multimedia World* (Wenger & Potter, 2007) provided a road map for instructors who wanted to teach their students to think beyond repurposing content, to advance their stories to the next level, in any medium. *Advancing the Story* was the first book to integrate an understanding of the strengths of each medium, with depth, interactivity, and immediacy all playing a different role as content was separated from container. Today, a majority of university journalism instructional texts acknowledge the need to ground students in the myriad of forms by which journalism is disseminated and embrace the subsequent changes in thinking and execution required, but *Advancing the Story* continues to be a leading text in this area, particularly in programmes with a strong emphasis on broadcast journalism.

3.2 The ongoing evolution of the skills and attributes required for success in the journalism profession and the subsequent impact on journalism education

Job advertisements provide a valuable source of information for anyone seeking to determine how employers define ‘journalism’ during a given period of time. Rather than simply assessing what employers have written or said about journalism, which is often filled with bromides or nostalgia, job advertisements are a succinct statement of what employers are looking for in prospective employees. The Help Wanted research included in this submission has been able to provide a snapshot of the daily practice of journalism across media platforms. For example, nearly two-thirds of U.S. adults (62%) receive some of their news from social media and almost one-fifth (18%) do so regularly, according to a new survey by Pew Research Center (2016). In 2012, based on a slightly different question, Pew reported 49% of U.S. adults reported seeing news on social media. For that same period, the content analysis research that supports the Help Wanted publications revealed that references to the need for social media skills grew over time for all journalism job openings analysed as well and were of particular importance for jobs coded as multiple platform. In 2012, 30% of all posts referenced

social networking (Wenger & Owens, 2013) and that percentage more than doubled to 70% for multiple platform positions in 2015. This finding raises important issues or questions for those involved in the discipline in journalism, such as the scope of social media instruction provided in journalism programmes, how the quality of reporting is affected by the continuous production mode required of social media and the impact on society when social media is a major form of news dissemination. These areas of study are all enhanced by the foundational work provided in the Help Wanted research.

3.3 The rise of audience power within the field of journalism and the need for journalism educators and practitioners to address this relationship and the changes in practice required

In 2006, New York University professor Jay Rosen published on his blog a warning to traditional media organisations: ‘The people formerly known as the audience wish to inform media people of our existence, and of a shift in power that goes with the platform shift you’ve all heard about’ (Rosen, 2006). Mark Thompson, former director general of the BBC and now CEO of the New York Times Company, coined a new term earlier that same year: the “Active Audience,, ‘who doesn’t want to just sit there but to take part, debate, create, communicate, share’ (Thompson, 2006). What Thompson, Rosen and others recognised more than a decade ago is still met with some resistance today within news organisations or embraced to the point at which the power sharing with the audience becomes pandering.

Managing Today’s News Media: Audience First is the first media management text to begin with the premise that, if journalism is a conversation, then news media leaders have to fundamentally change their operational efforts – from the data they use to make decisions to the people they hire – and yet, to succeed, they must affect all this change while continuing to provide accurate, ethical and relevant information to audience partners. In writing about the future of journalism for the Radio Television Digital News Association, one of the book’s authors emphasised why quality reporting is essential to news organisations:

This may be hard to see in today’s world of constant information bombardment, a wild west Internet and virtually every industry of any size creating paid content, but these things are exactly why fact-based journalism will continue to matter. Consumers want to know whom they can trust for the truth. Becoming a consumer’s trusted source will open a much deeper relationship than yesterday’s

one-way world. Consumers who trust you will tell others about you. They will become your greatest advocates (Price, 2015).

4. Publications

4.1 Wenger, D., & Potter, D. (2007). *Advancing the Story: Broadcast Journalism in a Multimedia World*. 1st ed. Washington, D.C.: CQ Press.

4.1.1 Background

In 2007, the Project for Excellence in journalism reported, ‘while journalists are becoming more serious about the web, no clear models of how to do journalism online really exist yet’ (Pew Research, 2007). Although increasingly journalism practitioners understood the need to think differently about newsgathering and presentation of news content in a world where technology was changing the tools and the trade, journalism educators were often unclear about how to systematically develop a multimedia mindset in their own teaching and in their students. They had few resources to help them methodically instill the necessary multimedia skill sets in those students. In addition, a majority of journalism educators had little cross-platform experience themselves and were often hesitant to teach about topics with which they felt they had little expertise (Wenger & Nicholson, 2005). *Advancing the Story: Broadcast Journalism in a Multimedia World* addresses this situation, particularly for those teaching broadcast journalism at the university level, by providing the latest research and best practices from a wide variety of news environments.

4.1.2 Content

Advancing the Story was the first book of its kind to fully consider the role that multimedia was playing in broadcast newsrooms and the first textbook to articulate the change in academic thinking required to produce content on multiple media platforms. It was also one of the first to be accompanied by both a blog that served as a mechanism for continuous updates to the topics covered in the text, as well as a highly produced, online interactive workbook, which provided instructors with classroom resources to reinforce the types of assignments recommended by the book. For CQ Press, now a division of Sage Publications, the online workbook was the first to offer more than chapter summaries, study materials and quizzes. We created interactive exercises, which allowed students to submit assignments directly to the instructor, and provided video examples that illustrated the concepts about which we were writing. The companion blog offered university instructors topical discussion material for every

chapter of the book, but also became an important resource for journalism practitioners learning about new media skills and techniques.

4.1.3 Initial Response

Initial response to the book was overwhelmingly positive within the industry and the academy: ‘If you want to visit an important battlefield, you want guides who walk it. Debora Halpern Wenger and Deborah Potter have not only walked the journalistic battlefield, but they know the generals, tactics and foot soldiers’ (John Larson, Correspondent, NBC News, publisher-commissioned review). In her review of the title for *Electronic News*, Katherine Bradshaw of Bowling Green University in Bowling Green, Kentucky wrote:

If you teach broadcast journalism, you’ve been waiting for this book. If you’re trying to teach old reporters (or yourself) new tricks, you need this book. Deborah Halpern Wenger and Deborah Potter have done a great job of integrating reporting for multiple platforms with reporting for television news. Their clear explanation of how to think differently about the demands of many platforms is key to the book’s value as they explain the strengths of each medium and the needs of people using it (Bradshaw, 2008).

More than 100 university journalism programmes within the U.S. and Canada, including top schools such as the University of Missouri, Northwestern University and University of Maryland, adopted the first edition of the text. Dan Bradley, Vice-President of News for Media General Broadcast Group, described the book in a publisher review as a ‘primer’ on multimedia journalism.¹⁹

The book is now in its third edition, and adoptions have spread to more than 200 universities and colleges in North America. In his review of the second edition, Michael Cremedas of Syracuse University called the book ‘an eminently useful text’.

No other text does such a thorough job of integrating new media into traditional TV reporting. The authors’ blog is a great way to keep updated and introduce

¹⁹ Quotes from the Bradley review include: ‘This book should become a standard in many newsrooms across the country as seasoned, single-platform journalists are challenged to break out of their comfort zones and tell their stories using more than just one form of delivery. As more newsrooms turn to the communities they serve and open up the presses and transmitters to them, this book is just the tool the managers need to conduct workshops to their readers, viewers and users on how to be more effective neighbourhood correspondents. The authors’ real-life newsroom experience is demonstrated throughout by their easy to follow breakdown of the steps necessary to tell a story on the various platforms available to journalists today.’

current material into the class, and the online resources include some truly inventive exercises.

The publishers estimate that the book has sold approximately 10,000 new copies over its lifetime, with an additional 35-45% more sales once you consider the used book market.²⁰ Libraries carry the text and the third edition is now available as an e-book, so it seems reasonable to suggest that as many as 15-20,000 readers have engaged with the various editions.

The number of Bachelor of Arts or Bachelor of Science degrees awarded in the U.S. within the discipline of journalism has averaged about 14,000 each year since 2008 (Data USA, 2014). However, it is important to note that those degrees include a variety of sub-disciplines of which broadcast journalism is just one. Broadcast journalism degrees are estimated to make up about 63% of journalism degrees awarded nationally on an annual basis (Cox Center, 2013). Given the data above, it seems we can conservatively say that the text has affected 15-20% of undergraduate students studying broadcast journalism at the university level in the U.S.

For several years, *Advancing the Story* was the only book to focus on multimedia instruction for those studying broadcast journalism, and it has remained an important text for those considering the discipline of cross-platform reporting and producing, whether in industry or academia.

4.1.4 Further and related dissemination of the work

One of the most important ways in which the content of this book and the results of related ongoing research has been further disseminated is through a companion website. AdvancingTheStory.com launched shortly before the book was published, and it was designed to feature new developments affecting journalists, particularly in the area of multimedia. Potter and I update the site bi-weekly during the academic year, providing links to the latest research, news reports about multimedia issues, as well as examples of great multimedia reporting. In this way, we assure our own connectedness with the field of journalism and participate in conversation about the industry with those who

²⁰ The used market greatly expands the readership of the text, which is mainly purchased by individuals for use in classes or for professional development.

comment on our posts or occasionally contribute to the site. According to Google Analytics, in the first two years for the site, it averaged about 4,000 unique visitors per year; it is now averaging about 10-12,000 unique visitors annually.

When it comes to geographic reach, Google Analytics indicate about a third of the site traffic comes from users outside the U.S., including the U.K. (4.35%), India (3.03%), Canada (2.52%), Australia (1.73%) and Philippines (1.7%).²¹ Those aged 25-34 make up the largest age group of users (33.5%), which suggests that the site is regularly accessed by young professionals looking to expand their skill sets, but college-age users in the 18-24 range make up the second largest demographic group (27.5%). The site has been routinely included on lists of ‘best’ resources for journalism, including those generated by TheDailyJournalist.com, Journalistics.com and JournalismDegree.org. JournalismDegree.org points specifically to The Multimedia Mind-set content as a prime feature: ‘Advancing The Story is a modern take on journalism and has comprehensive tools for becoming a better journalist and understanding how to properly operate within the ethical boundaries the profession entails’.

The expanded impact created by the website might be considered in light of what Dr. Samantha Rayner at University College London and others are doing as part of an effort initiated by the Arts and Humanities Research Council and the British Library. They are exploring Academic Book of the Future ‘in the context of open access publishing and the digital revolution’ (*Academic Book of the Future*, 2015). Although the analogue version of *Advancing the Story* provides an important tool in university journalism education, the accompanying website extends the educational impact to tens of thousands more people looking for relevant information within the discipline.

The book has also been widely cited in the academic press. Not surprisingly, the text has influenced journal articles concentrated on the study of broadcast journalism. For example, it was cited in an exploration of whether changes in the construction of a television news story could be tied to advancements in technology (Cummings, 2014) and referenced in a study trying to quantify the impact that the multimedia newsgathering model was having on reporters in large-market, local television

²¹ Croatia, Pakistan, Brazil and Germany, which round out the Top 10 geographic locations for users www.advancingthestory.com.

newsrooms (Perez & Cremedas, 2014). Owens (2015) used the text as evidence of the audience engagement generated by digital/social media.²²

Advancing the Story also gave rise to a series of invitations to speak at national journalism conferences for educators and practitioners. Since the book publication in 2007, I have spoken on the themes of multimedia education and industry challenges for organisations such as the Broadcast Education Association, the Society of Professional Journalists, UNITY Journalists of Color, and the Association of Educators in Journalism & Mass Communication. Because of my focus on best practices in teaching about multimedia, I was also asked to produce a Teach-A-Thon at the Journalism Interactive national conference for three consecutive conventions. The Teach-A-Thon is essentially a presentation of the best practices in new media education at the university level.

The book was first published at a time when many U.S. journalism programmes were in the initial stages of revamping curricula to incorporate multimedia, particularly web-based content. In recent editions, a new focus on the use of social media as a journalistic tool was added, including best practices for reporting with social media, writing for social media and using social media to engage audiences. The text now also pays special attention to the importance of mobile devices for newsgathering and delivery of news content. As the industry evolves, so does the text, with the research and reporting published on the companion website serving as the foundation for each subsequent edition.

4.1.5 Personal contribution to the work

The text, online learning modules and website have very much been a collaborative process with my co-author Deborah Potter. Partnering with Potter made the book stronger -- she had more reporting experience than I and I had more producing and news management experience. She had worked most of her career at the network level and I worked mostly in local TV. Although Potter was very involved in workplace education,

²² Owens writes: ‘In their textbook, *Advancing the Story: Broadcast journalism in a multimedia world*, authors Deborah Halpern Wenger and Deborah Potter remind us that a cross-platform journalist is one who is able to work effectively in more than one medium. Technology changes content; and, “journalists have to know what elements they have to collect so they can effectively present news and information to consumers in [various] media,,’.

I was a full-time faculty member, able to test theories and assignments in the laboratory that was my classroom.

Of the 12 chapters in the first edition of the book, I contributed a bulk of the content to:

Chapter 1 – *The Multimedia Mind-set* – this chapter offers a concept-based learning approach to multimedia instruction as it also provides an overview of multimedia practices in today’s newsrooms and describes how journalists need to think about leveraging each platform for effective communication of content.

Chapter 7 – *Writing for the Web* -- this chapter offers background on how the web is different than other mediums and focuses on the various writing styles used by multimedia journalists.

Chapter 8 – *Producing for the Web* – this chapter offers an overview of the skills needed to manage multimedia content for a website and introduces readers to strategies for creating interactive content online.

Chapter 10 – *Producing for TV* – this chapter introduces journalists to the concepts behind producing a successful TV newscast, including the skills needed to take on this management role.

Chapter 11 – *Multimedia Ethics* – the new methods of newsgathering and delivery have raised new ethical issues and this chapter offers guidance on how to make sound ethical decisions.

Chapter 12 – *Getting Ready for the Real World* – this chapter describes best practices for finding jobs in today’s multimedia environment and helps readers understand the current news ecosystem.

Help Wanted Research Overview

Journalism around the globe was in the middle of a major paradigm shift in 2008 as new media technologies rapidly forced changes in the day-to-day practice of journalism, as well as the economic model that had sustained the profession for decades. Research indicated that the culture of newsrooms was changing in response. ‘New job demands are drawing a generation of young, versatile, tech-savvy, high-energy staff as financial pressures drive out higher-salaried veteran reporters and editors’ (Pew Research, 2008). The Annual Survey of Journalism and Mass Communications Graduates reported that more than half of 2007 graduates who gained employment in the field of

journalism and mass communications reported that their jobs involved writing and editing for the web, an increase from 22% in 2004 (Cox Center, 2007).

Journalism programmes were feeling the pressure to prepare students for the new job requirements. A survey of journalism and mass communication administrators found that many colleges and universities were incorporating digital developments and multimedia into their programmes, and adding more media-skills experts to faculty rosters (Kunkel, 2007). Against this backdrop, I determined the most desirable skills and attributes for job candidates and the amount of emphasis placed on multimedia expertise as outlined in advertisements for job vacancies for the top U.S. news media companies. I believed the information gleaned from the advertisements would offer university educators specific evidence of practitioner priorities and allow those educators to plan instruction accordingly.

This research stream has been ongoing since 2008 and is the foundation for five of the journal articles within this submission, as well as a number of paper presentations delivered on a national and international scale. In addition, the sections below provide ample evidence that this research has had an impact on those developing theory related to the modern discipline of journalism and those involved in curriculum design at universities in the U.S. and in other parts of the world.

4.2 Wenger, D., Owens, L., Charbonneau, M., & Trever, K. (2011) ‘Help Wanted: An examination of new media skills required by top U.S. news companies.’ In Franklin, B., & Mensing, D. (Eds.). *Journalism education, training and employment*. (193-206) New York: Routledge.

4.2.1 Background

As indicated earlier, I led a team of researchers in a content analysis project involving more than 700 situations vacant advertisements from 17 of the largest U.S. print and broadcast news entities. We combined those results with qualitative research, which required me to interview recruiters for the companies analysed in order develop themes on what makes a desirable job candidate. The goal was to provide data to guide decisions on creating ideal university curricula for the discipline. Nearly half of working journalists (49.5%) in the U.S. have a degree in journalism, so the preparation they receive at university has the potential to greatly influence professional practice

(Mitchell, 2003). I presented the initial paper at the Future of Journalism Conference at the University of Cardiff in 2009. Conference organiser Bob Franklin requested permission for the paper to be included in the book, *Journalism education, training and employment*.

4.2.2 Content

The book chapter offered a unique view of what was happening within the discipline of journalism, arguing that vacancy advertisements provided valuable insight into an entire industry in transition – as newspapers increased their multimedia emphasis in hopes of capitalising on the web, broadcast newsrooms appeared to focus primarily on traditional skills and attributes in new hires, perhaps risking their future economic viability. Previous professional experience was the top requirement in job postings for both newspaper and broadcast companies, but, for newspapers, multimedia capabilities were the second most desirable skill/attribute, ahead of even writing abilities. This research served as a sort of ‘canary in the coal mine’, suggesting that scholars needed to continue to define the scope of the impact from technology on the discipline and university educators needed to continue revamping curricula to instill the necessary academic-thinking and appropriate skill sets in graduates.

4.2.3 Response to and Impact of the Work

In traditional academic scholarship, one of the most widely accepted forms of recognition for research is the number of citations generated. This book chapter has been directly referenced nine times, with acknowledgement of its importance in helping to fill a gap in the research as noted by Ross (2016).²³ The book, *Journalism education, training and employment*, has been cited 14 times, including the work of Paulsen (2012) who notes the general lack of scholarship available to help us understand how the journalism workplace is changing, but is encouraged by the growing body of research on employment and labour conditions in journalism. The data provided in Help Wanted

²³ Ross writes: ‘While a growing body of academic research explores the evolution of production practices within formal news organisations, much less attention is paid to how journalism schools are addressing the demands of the profession in the twenty-first century. Strains on the traditional routines, practices and unwritten rules of news production challenge those involved in professional development to rethink the standards and skills they prioritise as they transmit knowledge to the next generation of news workers.’

chapter serve as a starting point for other scholars seeking to understand how journalism is being redefined.

4.2.4 Personal Contribution

As lead author on this paper, I conceived the idea for the study, established the methodology, developed the subsequent qualitative research, which involved generating a standard set of interview questions and conducting the actual interviews. I also collaborated with my co-authors on creation of the coding sheet, data collection and analysis. Finally, I wrote the Discussion and Conclusions for the book chapter.

4.3 Owens, L. & Wenger, D. (2012). 'Help Wanted 2010: An examination of new media skills required by top U.S. news companies.' *Journalism Educator*, 67(1), 9-25.

4.3.1 Background

Based on the success of the 2008 study, three members of the original research team continued to analyse advertisements for situations vacant in 2009. Again we conducted a content analysis over a three-month period for job openings in the Top 10 U.S. newspaper and broadcast journalism companies. At the end of the second year of data collection and coding, we had more than 1400 advertisements analysed to help determine the most desirable skills and attributes for job candidates. I also combined the data with the results of interviews with recruiters from the companies analysed.

4.3.2 Content

This journal article identified important changes in the journalism industry from year-to-year, including an increased emphasis on web/multimedia skills for broadcast newsrooms and the emergence of social media and mobile content delivery as desired skills across media platforms. All of the recruiters I interviewed indicated that they expected the need for mobile and social media skills to increase dramatically in the coming years. The article recommended university educators would do well to get ahead of the industry by preparing students to be ready to step into leadership roles in the area of social media and mobile delivery. We also found a drop in web/multimedia job openings for both broadcast (8.6% to 5.7%) and print (12.7% to 5.7%), which the recruiters indicated was a function of two developments: 1) Instead of laying off some existing employees, they were being retrained to take on web- or multimedia-oriented

roles, and 2) Some web or multimedia functions may have simply been absorbed by existing staff as technological advances and staff familiarity with technology made it easier for journalists to perform these tasks in addition to other duties.

The research and the recruiters also suggested that a need within the industry for multimedia capabilities in the workforce was blurring some of the traditional demarcations between the skills needed to work for a newspaper or a television station. As one recruiter put it, ‘We’re looking for the same core skills and attributes whether we’re hiring for print or broadcast.’ This insight suggested a need for university educators to be sure they were instilling cross-platform skills in all journalism students and helping students think more broadly about the discipline they were entering.

4.3.3 Response to and Impact of the Work

Journalism and Mass Communication Educator is the largest, highest circulation, and oldest of any scholarly journal in the world devoted to university education in journalism, public relations, advertising, mass communication and media studies. Publication in this journal has led to 29 citations to date, including several which reference the study as part of research redefining what it means to be a journalist. For example, in writing for *Journalism*, Donsbach (2014) used our findings to develop a definition of journalism as a ‘new knowledge profession’ and to determine ‘areas of competence that would need to be taught in academic programs to furnish the profession with the necessary skills and make journalism a de facto profession’.

The article was also used in support of academic analysis of curricular design, whether that was an in-depth examination of the challenges and opportunities created by social media instruction (Bor, 2014) or a government-funded, comprehensive analysis of the journalism education sector in Australia (Tanner, et al., 2013). This research also solidified the importance of this work on an international level. Citations came from researchers publishing in Germany, Greece, China and the United Kingdom. I was also able to present the results of the research at the World Journalism Education Conference in Grahamstown, South Africa, where conference organisers honoured our submission with the Top Abstract Award.

4.3.4 Personal Contribution

I was lead author on this paper. I coordinated the data collection, contributed to the literature review, handled a bulk of the analysis, conducted the interviews, which provided the qualitative research component of the submission and wrote the Introduction, In-Depth Interviews section and the Discussion and Conclusion.

4.4 Owens, L. C., Joyce, C., & Wenger, D. (2013). Skills needed to work in online journalism in the top news of the United States of America. *Questions of Journalism* (1-2), 50-65.

4.4.1 Background

According to the Pew Research Center 2011 State of the Media Report, in 2010 every news platform saw audiences either stall or decline — except for the web. This paper analyses qualifications and practices of online journalism practitioners, specifically, and makes recommendations for journalism curricula designed to prepare students for jobs in online media. In a content analysis conducted for a three-month period in 2010, researchers evaluated all employment opportunities posted by the Top 10 newspaper and broadcast companies in the United States. More than 1,000 postings were coded to determine desirable skills and attributes. From that data, we culled a smaller sample of approximately 100 jobs coded as online-only and analysed them to determine the unique characteristics of those who work in a purely digital realm. We used the results in conjunction with in-depth interviews from those with responsibility for hiring online journalists at some key news organisations.

4.4.2 Content

The paper argued these online-only postings paint a picture of an industry requiring journalists to be not only adept at technology-related skills, but also firmly grounded in the basics. A desire for social and mobile content creation and distribution capabilities had clearly increased dramatically. However, the need for news judgement and strong writing skills remained critical with approximately two-thirds of online-only positions referencing a desire for those two attributes in job candidates. In terms of specific technology skills, the study found HTML (36.6%), nonlinear editing (34.4%), social networking (33.3%) and knowledge of mobile newsgathering and delivery (27.9%) to be key. The interviews reinforced these findings, although they also suggested that

HTML skills might become less relevant in the future as more user-friendly technology appeared in the marketplace.

4.4.3 Response to and Impact of the Work

This study was published in a period when print newsrooms continued to shed jobs, but native digital news sites were hiring thousands of journalists (Pew Research, 2014). Online journalism had become a direct entry route into the profession for new journalism graduates – a finding which continues to be relevant to scholars such as Marcia Prior-Miller of Iowa State University, who recently requested a copy of the paper for her own work on the impact of digital magazines on the discipline.

The shift in the location of reporting power and change in the editorial ecosystem defined in our research could have been predicted by technology determinists who interpret technology in general and communications technologies in particular as having the power to fundamentally change society (Chandler, 1995). The types of journalism made possible by the web and the audience interest in obtaining news and information through digital means appears to have permanently changed the ways in which societies consume content relevant to their lives. An understanding of this development is critical to the preparation of journalists going into the profession and to scholars developing communications theory.

4.4.4 Personal contribution

I conceptualised the idea for the paper, participated in the data collection and analysis, conducted multiple interviews and wrote the Introduction and Discussion and Conclusion.

4.5 Wenger, D., & Owens, L. (2013). An examination of job skills required by top U.S. broadcast news companies and potential impact on journalism curricula. *Electronic News*, 7(1), 23-36.

4.5.1 Background

By 2011, my research team produced a three-year study of situations vacant advertisements that made important observations about changes to these advertisements over time, and made observations about changes to the discipline of journalism. The findings were consistent with what other researchers were uncovering. According to the

State of the Media 2011, despite an improved economy, newspapers in the U.S. were not rebounding as some had hoped in 2010 (Edmonds, 2011). Digital news audience was growing, and those two developments were reflected in the types of job openings posted by news media companies. The number of newspaper jobs was shrinking, while broadcasters and online-only positions grew. At this point, nearly half of Americans (47%) reported they were receiving some of their news from a mobile device (Pew Research, 2011), and the situations vacant ads indicated that news media companies had been anticipating this shift and looking for employees who could help them navigate this new distribution platform.

4.5.2 Content

The ability to analyse three years of data permitted us to conduct detailed and historical analysis of what was happening with news work in U.S. journalism. Findings consistent from year-to-year reinforced their reliability and made the data more valuable for researchers building on the work and university educators using the results as a guide to specific curricular reforms. For example, the need for students to work in teams and for educators to create or simulate deadline pressure in assignments grew year after year, reflecting the realities of a 24/7 news environment. The essential skills of writing and posting to the web, shooting video and stills and working with social and mobile media were becoming more ubiquitous in the situations vacant advertisements, and the research offered insight into the new ways in which society was consuming news content and how journalism organisations were accommodating those new needs and desires.

4.5.3 Response to and Impact of the Work

The data from this research project was used to develop a series of papers, which I presented in multiple venues in addition to the journal article included as part of this submission. For example, The World Journalism Education Conference has convened every three years since 2007. In 2010 it took place in Brussels where I presented and conference organisers awarded our paper a third place prize out of more than 120 submissions. My colleague Lynn Owens presented another paper based on this data at the Association of Educators in Journalism & Mass Communication national conference in Chicago in 2012.

Scholars analysing multimedia curriculum to determine how to prepare students both conceptually and practically have cited the work (Auger et al., 2016), as have library science researchers in Ireland and Canada who analysed how information resources are used to accomplish communication tasks in professional roles (Dunne, 2016). In addition, scholars are testing the research findings through other methods, such as a case study exploring the transformative nature of new media on the daily job responsibilities of local television journalists (Adornato, 2014).

4.5.4 Personal Contribution

As lead author on this journal article, I conceptualised the idea of a multi-year analysis, acted as an equal partner in data collection and the results analysis, and I authored the Results and Discussion and Conclusion portions of the paper published in *Electronic News*.

4.6 Wenger, D., Thompson, P. Owens, L. (2014). ‘Help Wanted: Mobile journalism skills required by top U.S. news companies.’ *Electronic News*, 8(3), 18-31.

4.6.1 Background

According to the Pew Internet and American Life Project, by December 2012, 45% of U.S. adults owned a smartphone and accessing news was a popular use for the device. Pew Research found that 62% of smartphone owners consumed news on their devices weekly, and 36% did so daily (Pew, Research, 2013). Professional journalism outlets were then moving quickly to embrace mobile technology as a means of gathering and disseminating news content. At the same time, journalism educators were revising or developing new courses to prepare their graduates for jobs that included the need for mobile skills.

4.6.2 Content

This mixed-methods research included content analysis of more than 700 job postings from the Top 10 TV and newspaper companies in the U.S., as well as qualitative interviews with news executives. The researchers found that a broad range of broadcast journalism positions required mobile skills, including producers, anchors and reporters. Regardless of media platform, journalism employers wanted new hires to

understand how to gather news with mobile devices, how to use them to interact with the social media audience and how to format content appropriately for the medium. This research offers guidance to journalism programmes looking to formalise best practices in mobile newsgathering and dissemination and as such, offers an important link between professional practice and academic thinking.

4.6.3 Response to and Impact of the Work

The research has led to invitations for me to speak about mobile newsgathering at the Broadcast Education Association National Conferences in 2015 and 2016 and to teach about live streaming with mobile devices at the Poynter Teachapalooza conference (2015) and World Journalism Education Conference (2016). My work in this area has also afforded me opportunities to provide workplace education to professional journalists at the Alabama Broadcasters Association (2015) and the North Carolina Association of Broadcasters (2016).

Scholars, too, are aware of this work and are using it to help determine how emerging mobile technologies with contextual-awareness capabilities are complicating and expanding the realm of journalistic content. Those evolving complexities include the increasing possibilities for journalists to make connections to contemporary audiences through the customisation of content based on matters of user location. In turn, where an audience member is located when media is delivered can matter greatly (Oppengard & Rabby, 2015). Researchers involved in the study of curriculum design have also used the study as a baseline for understanding the role mobile is playing in current journalistic practice (Garyantes & Berkey-Gerard, 2015).

4.6.4 Personal Contribution

As lead author on this journal article, I conceptualised the idea for the paper, interviewed half of the news executives, participated fully in data collection and analysis and wrote the Introduction, Method, Results, Expert Interview portion and the Discussion and Conclusion.

4.7 Cokley, J., Wenger, D. H., Wenger, M., & McBride, J. (2013). Are journalists supposed to stay home while audiences roam? Professional implications of structural expectation regimes between Europe and the United States. *Journal of Applied Journalism & Media Studies*, 2(3), 437-458.

4.7.1 Background

As with every social practice, journalism cannot fully be understood apart from globalisation. Journalism contributes to the experience of a world-as-a-single-place and topics found at the intersection of journalism and globalisation make up an important and growing field of research. For example, Reese (2010) asks to what extent is journalism being shaped by ‘a globally consistent shared logic, and what are the consequences for social change and democratic values?’ Through my experiences at Cardiff for the Future of Journalism Conference in 2009 and the World Journalism Education Conference in Grahamstown, South Africa in 2010, I connected with other researchers interested in answering questions related to the transferability of journalism skills from one geographic region to another. We conducted an in-depth analysis to determine whether European journalism educators and practitioners expect professional outcomes, which are similar to those in the United States.

4.7.2 Content

The 50 competencies and qualifications published as the *Tartu Declaration of the European Journalism Training Association* in 2006 were compared with a list of 22 competencies and qualifications discovered in a wide-ranging review of editorial employment advertisements in the United States in 2008 and 2009. Results suggested a very narrow overlap in otherwise disparate sets of expectations. This disparity in expectations raises questions for future research such as these: Does this disparity impede professional migration for journalists between the two continents? Does it undermine intercultural transferability of academic enquiry within the field of journalism? An unexpected additional finding is that, while U.S. media rhetoric and history emphasise Constitutional First Amendment press freedom issues, only the *European* list emphasises the importance of journalists’ awareness of the role of media in society.

4.7.3 Response to and Impact of the Work

This publication evolved from a paper our research team presented at Australia’s Journalism Education Association Conference (Cokley et al., 2011). Before submitting our research to the *Journal of Applied Journalism & Media Studies*, we revised the work

to include an updated Tartu study (Drok 2012), and we then presented this revised version at the World Journalism Education Conference in Brussels, Belgium.

Building on our work, Willnat et al. (2013) concluded that there are no clear patterns of competency among the journalists included in their analysis of surveys from more than 29,000 journalists working in 31 countries or territories, conducted between 1996 and 2011. However, tendencies were observed for some countries to have younger, less formally educated journalists who do not highly value the interpretive or analytical role of journalism, and who lack the multimedia skills necessary in the age of online journalism. This validation of our work reinforces the importance of this type of enquiry as globalisation becomes more important to the discipline and practice of journalism.

4.7.4 Personal Contribution

As second author on this paper, I helped conceptualise the approach, participated fully in the data analysis, wrote the precursor study section on my own Help Wanted research and contributed to the Discussions and Further Research portions of the paper.

4.8 Husni, S., Wenger, D., & Price, H. (2015) *Managing Today's News Media: Audience First*. Washington, D.C.: CQ/SAGE.

4.8.1 Background

My research into the skills necessary for an individual journalist to succeed subsequently led me to consider the attributes journalism organisations need to survive in the digital era, including innovation, audience engagement and a drive to develop new revenue streams and models. Based on that desire to influence the practice of journalism in the executive suite, two colleagues and I embarked on a book project that analyses the business of journalism at a time when the profession continues to grapple with technological and economic change. The resulting text is a relatively new academic enquiry in our profession-orientated field.

4.8.2 Content

The book introduces what I believe is a new conceptual framework for understanding and addressing the changes to journalism. Central to this new paradigm is a focus on the audience, and we have developed what we call “The 4Cs Strategy,, to describe how

customers, control, choice and change are all factors in developing successful operational strategies for news media organisations.

Every chapter in the book relates to one or more of these four key principles:

- **Customer** – Each platform must offer a unique experience to the customer.
- **Choice** – The audience has more options than ever, and news organisations must work harder to be the preferred choice.
- **Control** – Sharing power and control with the audience is now a necessary part of running a successful news operation.
- **Change** – Companies can manage change through adaptation.

If news managers take each of the 4Cs into account in all decision- making processes, they can successfully navigate the challenges they face.

Building on what I learned about the impact of first-person interviews in researching and writing *Advancing the Story*, this book includes in-depth discussions with major news media managers representing some of the top news outlets in the country, including *The Wall Street Journal*, Hearst, Forbes.com, CNN, and Bleacher Report. Called "Leadership Reports" within the book, these interviews with management experts offer insight into what the job of a media manager entails, as well as their best recommendations for developing successful implementations of The 4Cs Strategy.

4.8.3 Initial Response

All five of the publisher's pre-commission reviewers said they would be likely or very likely to adopt the book for management courses, which are often designed to help mid-career professionals grow into leadership positions within the industry. As described earlier in this submission, traditional publishers require a rigorous peer review process before commissioning a text, and comments like the one below help authors reinforce or revise content prior to publication:

What I liked best was that it managed to convey the urgency of the problems facing the media industries right now. It had a grasp on the pulse of the times

and it offered hope through its outline that the book would be offering some real solutions to readers about how to deal with some of these pressing problems. (Source: publisher-commissioned review, 2014)

Following publication, television consultant and market researcher Doug Clemensen reached out to us with a request for bulk pricing on the book, so he could provide copies to his clients in the U.S. and in Europe. Larry M. Rickel, president of a media consulting company called The Broadcast Image Group, had high praise for the text.

Managing Today's News Media: Audience First is a comprehensive and thoughtful look at where we've been, where we are and where we must go to stay relevant to our evolving news consumer. The authors' take on what newsroom leaders must embrace is essential for anyone working to successfully navigate the emerging content platforms in the news business today...and into tomorrow...a tomorrow where our customer controls our brand. (Source: private correspondence, 2016)

University educators, too, indicated the value of the book. Dr. Terry Likes is department chair and professor of multimedia journalism at Tennessee State University where the school has a specialisation in media management. He wrote in private correspondence that by chapter two he had already found the book an 'outstanding work'. Anthony Adornato of Ithaca College wrote that he was finding 'great info'.

Perhaps even more important is that those still in the trenches, media managers like News Director Deana Reece at WTWO in Terre Haute, Indiana, have found the book relevant to their day-to-day work. In private correspondence Reece wrote: 'The characterization of the current state of journalism was spot on'.

4.8.4 Further and related dissemination of the work

The book is currently generating interest and discussion on several different fronts. Editors for the U.K.-based Index on Censorship magazine commissioned me to write an article about the future of the television news business after the text publisher had recommended me as a subject matter expert (Wenger, 2014).²⁴ I was also asked to write an analysis of the approach university journalism education was taking in teaching students about the business of the media for MediaShift.org (Wenger, 2016). The website offers insight and analysis at the intersection of media and technology and is

²⁴ According to the Encyclopedia of Social Media and Politics, the magazine has a circulation of 10,000.

widely read by educators and media industry professionals.²⁵ Reaction to the article was overwhelmingly positive with comments from people such as Alves Rosenthal, director of Knight Center for Journalism in the Americas at the University of Texas at Austin, praising the work in a tweet to his more than 21,000 followers: ‘Thanks, @dhwenger for this great article. I wish my elective class on Entrepreneurial journalism attracted +students.’

The unique nature of the piece prompted MediaShift to sponsor a Twitter chat on the topic, which brought together university educators and practitioners to discuss what journalists need to know about the news business and how best to incorporate that instruction into the classroom. On that day, my tweets on the topic received more than 5,600 impressions, indicating the potential scope of the audience. My co-authors and I have also created a Facebook page on which we offer links and comments on industry developments that relate directly to the content in the text. Social media outreach has become an important component of disseminating my scholarly work and is allowing me to reach a much broader and diverse audience than I could otherwise.

Although the book is relatively new in the marketplace, it is already garnering positive reviews and growing in impact on the discipline. Tim McGuire, who has taught a course called ‘Business and Future of Journalism’ for many years at Arizona State University, says my work in this area prompted him to publish his own thinking on how to teach this important topic (McGuire, 2016). Inspiring this type of critical thinking is the primary goal of the book and a recognition that the academy must be attuned to the challenges faced and opportunities available to the profession. Scholars must then investigate and codify best practices to help journalism practitioners succeed, while preparing university journalism students to lead and thrive in the newsrooms of the future.

4.8.5 Personal contribution to the work

Although I am listed as second author, my contributions to the text are significant. I was solo author on four of the 11 chapters and acted as first editor for all of the chapters,

²⁵ SimilarWeb estimates the site averages about 170,000 visits per month.

aiding my co-authors in structuring their content and in developing instructional exercises for the text.

I sole-authored the following chapters:

Chapter 6: Television – this chapter explores strategies for building audience relationships, especially through social TV and Internet applications; it considers the re-definition of television news stations as video news and information providers; and looks at localism as integral to the success of local media companies.

Chapter 7: Online – the chapter explores strategies for helping news companies adapt to change and discusses the re-definition of websites as platforms offering the audience an opportunity to create, distribute and consume content. The challenges of monetising digital media and strategies to reduce dependence on advertising are another integral part of this chapter.

Chapter 8: Mobile -- this chapter offers the industry's best thinking on how news media companies can integrate existing platforms successfully with mobile and avoid the mistakes made with the Web. It also explores the role mobile will play in the development of the next business models for news media.

Chapter 9: From Consumer to Producer -- the role of customer content generation in the modern media landscape is explored in this chapter, as well as a recalibration of content value as the audience defines which sources are trusted and desired.

5. Conclusion

Beginning in the late 1990s, I witnessed the extent of the effect that technology was having on newsrooms and the individual journalists working within them. As a member of the management team in a converged news organisation, I helped develop a structure that made publication of content across media platforms possible, explored how to create content that leveraged the strengths of each medium available and created workplace education opportunities that helped newsroom staffers do a better job with multimedia.

When I left the newsroom for the classroom, I brought a wealth of practical experience with convergence that few other university journalism educators could match.

However, I also brought a desire to learn more about the best practices associated with

producing journalism across platforms and a willingness to ground myself in existing research and to learn the skills necessary to conduct my own academic enquiry.

Certainly I could not have picked a more exciting and invigorating time to try to determine the key skills, attributes and academic thinking that the journalism profession needed to sustain itself. The selected research helps illuminate a period of dramatic upheaval within the discipline for both the journalism industry and university journalism educators. Up until the late 1990s and early 2000s, university curriculum for journalists had largely been developed and delivered in two-medium silos – faculty members with print journalism interest and experience created and taught courses to prepare students for work on print publications and broadcast faculty focused on radio and TV. Over the period covered by this dissertation, those within the profession and the academy were influenced by significant changes in communication technology, which changed newsgathering and distribution, which coincided with changes in news consumption habits within society and subsequent changes in the business models for journalism.

For university journalism education in particular and in the profession more broadly, an awareness of the impact of multimedia on news production and dissemination grew, facilitated by the body of work presented. University journalism educators began to consider the wider role that current professional practice needed to play in curriculum and newsroom realities prompted practitioners to demand more and varied skills from the journalists they employed. My collection of research played an important part in providing guidance to university educators and practitioners, and it continues to do so today.

My publications have provided foundational research into the expansion of journalism into a multimedia discipline requiring a multimedia mind-set; skill set and revised educational foundation. They have tracked and reported the ongoing evolution of the skills and attributes required for success in the journalism profession and the subsequent impact on journalism education. They have increased understanding within the discipline about the rise of audience power within the field of journalism and the need for journalism educators and practitioners to address this relationship and the changes in practice required. I have advanced the discipline through the originality of the research, coherence of the methodology and the deliberate way in which I have presented the

results. Other researchers, too, have used my work as the basis for their own research programmes and publications, which speaks to the importance of the work.

Illustrating the significance of my role in the discipline and within profession-oriented disciplines in general are the more than 100 invitations to present and speak that I have received and continue to receive from national and international academic and professional organisations. Within academia, I was instrumental in establishing the MA Multimedia Journalism at Virginia Commonwealth University in 2008 and I have influenced journalism curriculum development in many more universities through my publications and presentations.

Practitioners continue to value my expertise/research as well. Most recently, I was named as part of the Google News Lab U.S. Training Team, for which I will provide workplace education related to the use of the Google suite of reporting tools. I continue to work with the Poynter Institute and the Society of Professional Journalists in providing workplace education to a wide variety of newsrooms and journalism organisations.

In a letter of support accompanying my successful application for tenure at the University of Mississippi, Associate Executive Director for the Society of Professional Journalists wrote:

Many young journalists have found a great mentor in Deb and she likes spending time with those new to the journalism community in order to help them succeed. Deb understands the importance of continually educating journalists and uses any opportunity available, formal or informal, to advise and counsel young journalists.

The amount of time and dedication to journalism and to SPJ that Deb has put forth is not only immeasurable, but also admirable. In my opinion, she is a role model for future leaders of the Society as to what is necessary in the role of serving as a leader of the largest and oldest journalism organization.

My publications form a coherent body of scholarly work, which have focused on answering these questions: How can studying industry practices help educators improve student instruction? Where are the research gaps in journalism education? How can the changing nature of the industry be best supported by the work of the academy? My scholarship has provided important answers, but the exploration and analysis is ongoing

as the changes in the discipline continue. I look forward to continuing to expand a body of work that has been consistently rigorous and determined, and which has sought to explain the significant changes experienced by the journalism industry, university journalism education and its stakeholders, and has been relied on by those seeking to adapt to those changes and to anticipate future developments.

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Appendix A:

‘Walking in step to the future: Views of journalism education by practitioners and educators’



Virginia Commonwealth University
VCU Scholars Compass

Richard T. Robertson School of Media and Culture
Presentations

Richard T. Robertson School of Media and Culture

2004

Walking in Step to the Future: Views of Journalism Education by Practitioners and Educators

Ernest F. Martin

Virginia Commonwealth University, efmartin2@vcu.edu

Debora Wenger

Jeff C. South

Virginia Commonwealth University, jcsouth@vcu.edu

Paula Otto

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Walking in Step to the Future:
Views of Journalism Education by Practitioners and Educators

Ernest F. Martin, Jr.
Associate Professor, School of Mass Communications
Virginia Commonwealth University
P.O. Box 842034, Richmond, VA 23284-2034
Telephone: 804-827-3733; FAX: 804-828-9175
efmartin2@vcu.edu

Debora H. Wenger
Associate Professor, School of Mass Communications
Virginia Commonwealth University
P.O. Box 842034, Richmond, VA 23284-2034
Telephone: 804-827-0250; FAX: 804-828-9175
dhwenger@vcu.edu

Jeff C. South
Associate Professor, School of Mass Communications
Virginia Commonwealth University
P.O. Box 842034, Richmond, VA 23284-2034
Telephone: 804-827-0253; FAX: 804-828-9175
jcsouth@vcu.edu

Paula I. Otto
Assistant Director, School of Mass Communications
Virginia Commonwealth University
P.O. Box 842034, Richmond, VA 23284-2034
Telephone: 804-827-3709; FAX: 804-828-9175
piotto@vcu.edu

This study was conducted by Virginia Commonwealth University's School of Mass Communications, in conjunction with the Radio-Television News Directors Association and Foundation and the Associated Press Managing Editors.

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Radio-Television Journalism Division
2004 AEJMC Convention
Toronto

ABSTRACT

Walking in Step to the Future: Views of Journalism Education by Practitioners and Educators

This study, based on an Internet survey of 317 educational administrators, television news executives, newspaper editors and online executives during first quarter 2004, contrasts views about preparation of students for current and future jobs by showing gaps between what employers' value most in job applicants and what educational programs are providing. Second, it addresses newsroom challenges that are shaping the industry and journalism education.

Walking in Step to the Future: Views of Journalism Education by Practitioners and Educators

Introduction

Journalism is undergoing tremendous change as technology and business practices move the industry to convergence of newspapers, television and the Internet. Today, both journalism educators and practitioners are in a unique and challenging position.

... Changes in the media are sure to alter the status quo in the classroom and in the newsroom. A stronger partnership between the classroom and the newsroom is needed. Unfortunately, because of the skepticism of both groups, the alliance has never reached its full potential.

The alliance is not needed to validate the importance of either the academy or the profession. The alliance is needed to protect and promote journalism. It should not be necessary to march in lock-step to realize that educators and journalists are on the same side. ...

The journalism tent is big enough for many orientations. We are not threatened by the journalism tent growing too big. We are threatened by the prospect of it becoming too small. ...

In the next decade, our democracy will depend on an informed public. That public will continue to need news gatherers and news explainers.

By the end of the next decade, journalism classrooms and newsrooms likely will look different, perhaps dramatically different. ...

It is ludicrous for practitioners and educators to operate so apart from one another. The relationships vary from state to state, but as a rule, very little collaboration beyond job references ever takes place. The smart people in the academy and the profession need to figure out how to improve that in the next decade. (Charles Overby, 1999)

It is against this backdrop that we look at views of journalism education by educators and journalism practitioners. Educators and practitioners are constantly walking forward into the changing future – simultaneously constrained by challenges of the daily operation, emboldened by the future horizon and grounded in current industry practice.

Previous Research

The question “What can universities contribute to the education of journalists?” continues to engender debate (Kirtz, 2002). Glasser (2002), addressing the periodic flare-up of this question, says:

No one benefits from a discussion mired in the vocabulary of ‘theory versus practice,’ ‘academics versus professionals,’ ‘education versus training,’ or – to remind everyone how old and tired this debate has become – ‘chi squares versus green eye shades.’

At the same time, perceived needs of practitioners and educators, informed by challenges posed by new economic, technological and social changes, place the discussion into new contexts.

In 1997, Ketchum Public Relations conducted a survey of media executives about journalism education and issues in the media. In that survey, media executives stressed the importance of reporting, interviewing, ethics, government affairs and current events as especially important areas for undergraduate journalism education (Lindenmann, 1997).

Other recent studies have looked at various of the aspects of convergence. Huang et al. (2002) examined practitioner concerns about skills news professionals need to learn in their current positions. Toward the top were good writing, multimedia production, new technology, critical thinking, computer-assisted reporting and visual production.

Bulla (2002) examined the impact of convergence on contemporary working journalists’ job routines and skills development and their suggestions about what journalism educators should be teaching their students.

Assessment of the educational needs of students is a never-ending process. The Freedom Forum’s *Winds of Change* study of journalism education (conducted by the Roper Center at the

University of Connecticut) interviewed journalism educators, new journalists and newsroom recruiters and supervisors (Medsger, 1996).

A variety of thoughtful pieces on journalism education appears in multiple venues.

William Woo (2003) wrote about the purpose of journalism, and journalism education, going beyond reporting and writing.

Some institutions may turn out excellent practitioners of craft. Others may produce graduates rich in historical, social, and theoretical understanding. But what does it matter if the owners of America's media are indifferent to these qualities?

The great task for journalism educators, in addition to providing practical training and academic breadth, is to equip their students with a firm sense of the public trust: how it developed, what it means to America, how it manifests itself or is betrayed in the work of journalists and news organizations. Journalism programs, departments, and schools need to become the places where such concepts are nurtured, protected, and ceaselessly advocated.

Research Questions

In the context of 2004, we ask journalism educational administrators, television news executives, newspaper editors, and online executives questions addressing the following areas:

1. How aligned are educators and practitioners on the important skills for students entering journalism for the first time?
2. How effective are university programs in training for the essential skills?
3. How aligned are educators and practitioners on the importance of particular general education areas for journalism students?
4. How aligned are educators and practitioners on the essential skills needed to make convergence successful?
5. What are the significant challenges in journalism relating to audiences, business, diversity, technology, resources and budget?
6. In what ways can journalism schools assist in addressing various challenges?

Method

This study is based on an Internet survey of national samples of educational administrators, television news directors, newspaper editors and online executives. The survey field dates were Jan. 12-March 8, 2004. The protocol was approved by the VCU's Institutional Review Board. Initial e-mail invitations were sent to each sample, with two reminder e-mails. The questionnaire was self-administered online.

The sample of educators was drawn from the schools listed in the AEJMC directory, with e-mail addresses verified by searching university Web sites. The response rate for educators was 27 percent (91 returned from 336 eligible respondents). Eligible respondents were defined as those whose e-mailed invitations did not "bounce back" as a "disconnected" addresses. Educators accounted for 29 percent of the total respondents of 317. The characteristics of returned educator sample is:

- 51 percent undergraduate only; 49 percent undergraduate and graduate programs.
- 67 percent journalism and other mass communications programs; 8 percent journalism only; 25 percent other.
- 40 percent ACEJMC accredited; 60 percent non-accredited.
- 2 percent fewer than 50 students; 32 percent 50-199; 30 percent 200-499; 27 percent 500-999; 9 percent 1,000 or larger.
- 20 percent hold the title dean or director; 61 percent head or chair; 19 percent other.
- 18 percent designate their curriculum as highly converged; 39 percent self-designate their program as moderately converged; 29 percent as somewhat converged and 13 percent as not converged. In the questionnaire, we define a converged curriculum as one that teaches all journalism students how to generate news content for print, broadcast and online.

- For the educators, 38 percent are in the Southeast; 24 percent in the West; 25 percent in the Midwest; 14 percent in the Northeast.

The newspaper sample was drawn from the “Managing Editor” e-mail addresses in Bacon’s Information Inc.’s database of daily newspapers. The response rate was 9 percent (84 of 955 eligible respondents). The newspaper sample accounts for 27 percent of the total sample.

- 89 percent of the respondents in the newspaper sample have the title of managing editor; 11 percent other.
- 49 percent of the newspaper sample comes from papers with circulation below 25,000; 23 percent from 25,000 to 49,999; 18 percent from 50,000 to 99,999; 8 percent from 100,000 to 499,999; and 2 percent from 500,000 or more.
- For the newspaper sample, 21 percent are in the Southeast; 27 percent in the West; 38 percent in the Midwest; 13 percent in the Northeast.

The television sample was drawn from the “News Director” e-mail addresses in Bacon’s Information Inc.’s database of television stations. The response rate was 10 percent (65 of 635 eligible respondents). The television sample accounts for 21 percent of the total sample.

- 89 percent of the television sample hold the title of news director; 11 percent other.
- 19 percent of the TV sample came from market size 1 to 25; 19 percent from 26 to 50; 30 percent from market size 51 to 100; 21 percent from markets 101 to 150; and 11 percent from markets 151 or smaller.
- For the television sample, 36 percent are in the Southeast; 27 percent in the West; 22 percent in the Midwest; 11 percent in the Northeast.

The online sample was drawn from the “Online Managing Editor, Online Editor” e-mail addresses in Bacon’s Information Inc.’s database of daily newspapers and television stations.

The response rate was 15 percent (77 of 512 eligible respondents). The newspaper sample accounts for 24 percent of the total sample.

- 40 percent of the online sample hold the title of online managing editor; 60 percent other.
- 74 percent of the online sample self-identify their organization as a newspaper; 12 percent an online organization; 5 percent a television station and 9 percent other (generally combination).
- 27 percent of the online sample had fewer than 50,000 monthly unique visitors to the site; 12 percent 50,000 to 99,999; 39 percent 100,000 to 499,999; 9 percent 500,000 to 999,999; and 13 percent 1,000,000 or more.
- For the online sample, 33 percent are in the Southeast; 31 percent in the West; 15 percent in the Midwest; 21 percent in the Northeast.

A summary of response rates are below. We know that non-response has been a serious problem with online surveys for quite a while, and rates have recently been plummeting. The response rates are low, but not unusual for recent non-permission based or non-opt-in panel sampling. The eligible non-responders introduce unknown bias into the results.

Sample	Eligible	Returned	% of Total	Response Rate
Educator	336	91	28.7	27.1
Newspaper	955	84	26.5	8.8
TV	635	65	20.5	10.2
Online	512	77	24.3	15.0
Total	2,438	317	100.0	13.0

Findings and Discussion

Research Question 1:

How aligned are educators and practitioners on the important skills for students entering journalism for the first time?

(See Table 1)

It is hard to find a skill that journalism educators or practitioners do not deem important for students to acquire before entering the job market. Even the skill ranked lowest in importance among the 13 tested received a mean score of 3.64 for educators and a 3.35 for practitioners – on a five-point scale. This skill, the ability to gather and edit audio, ranked well above average in importance to everyone surveyed with the exception of the print journalists, who weighed in with a mean score of 2.84.

However, there appears to be stronger agreement between educators and broadcast journalists on a majority of the skills tested in the survey than between educators and newspaper or online journalists. Broadcasters were most closely aligned with educators on five skills, including the most highly ranked skill of reporting, the third most highly ranked skill of interviewing as well as collaboration skills, computer-assisted reporting and multimedia story planning. In addition, there was no statistically significant difference between broadcast and print journalists in their alignment with educators on the No. 2-ranked skill of ethics, and no statistically significant difference between broadcast and online journalists in their alignment with educators for gathering/editing audio.

Print journalists were most closely aligned with educators on four skills, including research skills, copy editing, covering multicultural communities and creating/designing graphics.

Online journalists were most closely aligned with educators on two skills: writing across media platforms and gathering/editing video.

This may reflect the changing nature of journalism programs and schools of mass communication. As educators adjust their programs to meet the demands of an increasingly diverse journalism environment, there may be a slight movement away from teaching the skill set that traditionally focused on preparing students for jobs in newspapers.

The data also reveals a challenge for those journalism programs that are trying to prepare students for converged newsrooms – those newsrooms that are asking their journalists to gather or report information on more than one media platform. The practitioners are widely divided on the importance of three of the skills in the survey: writing across platforms, gathering/editing video and gathering/editing audio.

Educators see writing across platforms as more important than any of the practitioner groups – the mean score is a 4.23. Online journalists were most in sync with a mean score of 4.17, followed by broadcast journalists at 4.03. The print respondents were more than three-quarters of a point lower than the educators with a 3.44. Educators may see this skill as more important than practitioners in the legacy media of broadcast and print because so there are so many indicators that convergence is going to be a factor in the future of journalism. Within that framework, it is no surprise that online journalists are most closely aligned with educators on this issue.

To underscore this point, the skill of gathering/editing video scores a mean of 3.38 for educators and a 3.50 for online journalists – again the closest practitioner match. Understandably, the broadcast journalists rank this skill much higher with a mean of 4.35, but print journalists see this as the most unimportant skill with a mean of 2.72. It is clear that the print respondents in this survey were not placing much value on convergence or in creating Web sites with a strong multimedia component. And finally on this point, gathering/editing audio received a mean score of 3.64 from educators, a 3.50 from online, a 3.78 from broadcast and a

2.84 from print. Again, print is outside the cluster of practitioner peers, lagging behind in placing a value on multimedia content.

In the open-ended section of the survey, many educators and broadcasters said journalism graduates must know, above all, how to write and report.

“Strong fundamental writing skills are an absolute must,” one educator wrote. Another added: “The nuts and bolts of reporting well, writing well and getting the facts straight are enduring aspects of great journalism programs.”

In the words of one educator, it boils down to “writing, writing and more writing!”

Several broadcast respondents agreed. One wrote, “Teach people how to write and ask good questions.” Another said journalism curricula should emphasize “spelling and grammar use – English, English, English.”

Research Question 2:

How effective are university programs in training for the essential skills?

(See Table 1)

The more troubling news for educators is how far off the mark practitioners think schools are when it comes to teaching students the skills evaluated by the survey. Educators score themselves below a 3.0 (2.89) on just one skill – multimedia story planning. In contrast, practitioners score educators below a 3.0 on 10 of the skills evaluated. Practitioners do give educators a better than average grade on reporting, ethics and interviewing – the three skills designated as most important in the survey. However, educators rank themselves at least three-quarters of a point higher than practitioners do on all three of those skills.

There are obviously many possible factors contributing to this disconnect. Perhaps the industry’s expectations of what schools can accomplish are set too high. Few programs allow

more than 40 credits to be completed within the major. If those courses were taken all at once, that would be just three intense semesters of journalism instruction. Or it may be that journalism schools must do more to build relationships with the profession. When practitioners say certain skills are important, what does that mean in terms of instruction? What aspects of reporting, ethics and interviewing need to be included in the curriculum? By creating a more extensive, ongoing dialogue with journalism professionals, educators may be able to do much to close the effectiveness gap revealed here and in other similar research.

Interestingly, broadcast journalists find the schools least effective overall – ranking them lowest among practitioners on five skills: reporting, interviewing, research skills, creating/designing graphics and copyediting. As we pointed out in the first research question, broadcast journalists are most closely aligned with educators on the importance of reporting and interviewing – yet they perceive the biggest disconnect in effectiveness. It is possible that programs steeped in a tradition of print reporting may be failing to address some of the unique concerns of reporting and interviewing for broadcast journalism.

Online journalists graded the schools most harshly on four skills: computer-assisted reporting, covering multicultural communities, writing across media platforms and multimedia story planning. Given the nature of online journalism, it seems appropriate that the practitioners associated with this platform set the standards on these skills very high. Online and print journalists both rank schools equally low on collaboration skills with a mean of 2.72. Broadcast is only slightly higher with a 2.76.

In relative terms, print journalists seem to be the most forgiving when it comes to grading the schools. Among practitioners they scored schools the lowest on just three skills: ethics, gathering/editing video and gathering/editing audio. As indicated in the response to the first research question, print journalists regard video and audio skills as the least significant overall,

so their judgment on the effectiveness of teaching may be tied to their indifference to the skills themselves. The concern about the effectiveness of ethics training is significant; however, educators give themselves a mean of 3.97 compared to the print journalists' score of 3.16.

This is data that may inspire more introspection on the part of journalism schools and programs. Are practitioners grading educators too harshly, or are educators getting complacent about their programs and ceasing to evolve to meet the needs of an ever-evolving industry?

In their open-ended responses, several practitioners said many journalism graduates lacked basic skills.

“The key for success in the future is to train students in the basics,” one broadcaster wrote. “I can’t believe the number who come out of school unable to write coherent sentences. Spelling, grammar, sentence structure – where did this get lost? I believe it happens when we’re dazzled by the ‘technology’ and forget about the basics. Schools need to ensure students can write correctly, or they don’t graduate.”

Another broadcast respondent said: “We get many young journalists who want to be on the air, yet don’t know how to report. They just want to have their face on TV. They need to be taught how to interview how to investigate and how pick up the phone and get basic information. There also seems to be a basic lack of knowledge in the area of journalistic ethics.”

A third broadcaster wrote: “The English skills of the candidates I’ve considered in the past three years are probably at a ninth-grade level.”

Research Question 3:

How aligned are educators and practitioners on the importance of particular general education areas for journalism students?

(see Table 2)

There is no doubt that practitioners would prefer that journalism schools were able to do it all, and so do the educators. Only one of the items included in this question generated a mean response below 4.0 when one compares responses for educators and all practitioners combined. However, there are significant differences when one compares what educators consider the most important general education courses to what practitioners deem the highest priority.

For educators, requiring courses for students in liberal arts receives a mean score of 4.67. When you look at percentages, 70 percent of all the educator respondents said liberal arts courses were very important, another 26 percent said the courses were important. This may be linked to accreditation standards, which require schools to provide a strong liberal arts background for students. All of the practitioners rank liberal arts courses as second to last in importance (mean = 4.06) with only courses in management and business practices receiving a lower mean score. This raises at least one important question: If educators feel this strongly about the value of a liberal arts education for journalists, should they not be working harder to inform the industry about why this kind of education should matter to journalism practitioners?

In the case of practitioners, current events and government affairs are ranked No. 1 and 2 for both broadcast and online journalists. In fact, broadcasters give the topic of current events a mean score of 4.81, with the survey showing 81 percent rating this coursework as very important. Print journalists put government affairs first, followed by current events. Many journalism schools teach current events as part of other skills and theories classes, and government affairs may be offered by another academic department or incorporated into a journalism course that does more than focus on the process of government. Though the survey

did not ask how effective schools are at teaching these general education curricular areas, the results of this question may be an indicator that practitioners wish schools could do more in those two areas of instruction.

In the open-ended responses, one educator said: “A well-rounded liberal arts education should be the primary goal of every good journalism school; an emphasis on reporting, editing, design, photojournalism (in whatever medium) should be second; and convergence third.”

Journalism practitioners said it’s important for students to study history and political science.

“Classes in marketing and advertising? Who cares?” wrote a broadcaster. “Classes on how the courts work, criminal science, how city government functions, politics, history, sociology – now you’re talking.”

One practitioner – a newspaper respondent – said the value of liberal arts was overrated. “I’m perturbed by this overweening preoccupation with journalism ethics, political science, history, diversity and other liberal arts drivel at the expense of practical skills.”

Research Question 4:

How aligned are educators and practitioners on the essential skills needed to make convergence successful?

(see Table 3)

To understand the results of this question, you have to have additional background on the respondents’ views about the importance for journalism schools to prepare students for work in highly converged newsrooms. The educator mean is 4.16, and the practitioner mean is 3.98. When you look at the practitioner groups individually, you see it is the print respondents’ mean of 3.66 that is defining the lower mean response for practitioners.

On all the skills listed as potentially necessary to make convergence successful, print journalists consistently rank them lower than their journalism peers or educators. However, a note about the survey sample seems relevant here. Nearly half of the print respondents in the sample came from papers with circulations below 25,000. These are newspapers that may be less likely to seek out or be sought after for full convergence with an online and TV partner. For example, one newspaper respondent wrote, “Convergence is more important in large media markets, and it is not yet an issue of any import for most small to medium newspapers I know. ... if journalism students get caught up in the electronics and gadgets associated with convergence, I fear their basic reporting, editing and writing skills will suffer even more than they already have.”

The Web presence of such small newspapers may be relatively minimal. Future work with this data may involve comparing the larger market newspapers with the smaller market newspapers to see if any differences emerge in the responses on these questions.

By the same token, on all the skills listed for the survey question above, online journalists rank them as more important than any other set of practitioners or educators – with the exception of Web technical skills (mean = 3.56). Of all the respondent groups, the educators place the most value on this skill (mean = 3.92). This may be a place for educators to take note. When the presumed experts in the field see this skill to be less important, it may mean that educators are placing too much emphasis on this issue when trying to teach convergence. Could it be that these skills are easily acquired “on the job” or are unnecessary for most online work? Further study on this issue may be called for.

In the open-ended section of the survey, several educators and broadcast respondents cited the importance of crossplatform skills.

“Students should have exposure to and practice with multiple platforms,” one educator wrote. This respondent said it is unrealistic to expect each journalism graduate to be “really skilled producers” in print, broadcast and online media. However, the educator said, “It is realistic to expect we can help most of them to become good journalists who understand strengths of all platforms and may be good at production in one.”

A broadcast respondent agreed. “Schools should still encourage students to specialize or pick a platform. But they must expose students to the practicalities of working on other platforms.”

In particular, students must learn how to take advantage of the Web, another broadcaster wrote. “There needs to be a great emphasis on the growing necessity of Web reporting as a basic part of the job for newsroom personnel. As we continue to grow partnerships and as more people develop a reliance on the Web as an information source, we as communicators need to ensure we are making Web coverage a part of our everyday (or every *hour*) concentration.”

Print respondents were far more likely to dismiss convergence and to emphasize “traditional” skills.

“I strongly oppose convergence in the media,” a newspaper respondent wrote. “Newspaper reporters write to a completely different audience than radio or television reporters. I have done all three media so I have first-hand knowledge of this. Train journalists as specialists – not generalists.”

Another newspaper respondent added: “Journalism schools seem to be over-emphasizing the importance of writing across multiple platforms – to the detriment of focusing on basic reporting and writing skills. No amount of cross-medium training can make up for lack of basic journalism skills. Ever.”

Several newspaper respondents expressed fears that convergence would displace writing and other basic skills in the curriculum.

“Any new emphasis by any journalism school on convergence must not come at the expense of basic reporting and writing skills and a liberal-arts education,” a newspaper respondent wrote. “Most new graduates’ grounding in those fundamental areas is inadequate as it is.”

Some broadcast respondents shared that fear.

“The basics are the most important,” one wrote. “If someone can write and research, she/he can be taught to modify that story for another medium. If you are not a good journalist in the first place, the medium doesn’t matter.”

Research Question 5:

What are the significant challenges in journalism relating to audiences, business, diversity, technology, resources and budget?

(see Table 4)

When you compare the mean scores for educators and practitioners as a whole, three challenges arise as the most significant: the emphasis on profits, the lack of newsroom staff and resources, and a declining audience are all making it harder for journalists to succeed. Within this framework, there are minor but interesting variations. Print journalists rank declining audience as the most significant threat. No other challenge received a mean score higher than this one did at 4.42. Broadcasters feel strongly that a lack of staff and resources is the most significant challenge. With the industry demanding that television newsrooms continue to produce more news with fewer and fewer resources, broadcasters continue to struggle with this issue. Educators rank an emphasis on profits as the No. 1 industry challenge and for online journalists, emphasis on profits does not even make it in the top three. This anomaly among the

practitioner group may be due to the fact that many online news organizations have been allowed to operate outside the budget constraints of their legacy media peers. In many cases, the online side of the business has been given a grace period in which the organization works to grow the business, but is not expected to immediately turn a profit.

Other interesting observations may be made regarding the challenges on the lower end of the scale as well. Though educators see a decrease in the qualifications of job applicants as just a little bit more than an average threat (mean = 3.08) broadcasters are quite concerned about this issue (mean = 4.16). As was noted in Research Question 2, broadcasters graded educators significantly lower on effectiveness than many of their practitioner peers. This finding on the issue of job qualifications may be related to those low effectiveness scores. Broadcasters also feel significantly more concerned about the declining quality of journalism (mean = 4.22). On the low end of the scale are print journalists, who rank the quality challenge with a mean of 3.70. Since broadcast journalists feel a more intense pressure than their practitioner peers from a lack of staff and resources and an increased emphasis on profits, it seems only logical that they would also have more concern about declining quality. With fewer people and a corporate mission to make more money, it becomes more difficult to produce quality journalism.

The data concerning the challenges of recruiting a diverse staff and covering multicultural communities may reveal a shifting media and cultural landscape. Online journalists include difficulty in recruiting a diverse staff in their top three for industry challenges, knocking out an emphasis on profits as we mentioned earlier. Broadcast journalists are nearly a half a point lower (mean = 3.36) than educators (mean = 3.84) in terms of evaluating the significance of covering multicultural communities. Broadcasters also rank the difficulty in recruiting a diverse staff as fairly low in significance (mean = 3.67) and the diversity and multicultural coverage challenges were the only two that received a mean below 4.0 for the broadcast group. Does that

mean broadcasters already feel they are doing a good job of covering multicultural communities and in recruiting diverse staffs? Or could do broadcasters simply perceive other threats as being more dire and immediate? This dimension is worth further study.

Research Question 6:

**In what ways can journalism schools assist
in addressing various challenges?**

(See Table 5)

On this research question, the results are in agreement. Practitioners and educators believe the schools can provide the most significant help to the industry in the area of basic journalism instruction and by requiring more hands-on training opportunities. Practitioners are even more adamant than educators that this is an area in which the schools can be of great assistance. In many ways, this is reassuring; it is still all about teaching journalism and practicing the craft. But the industry plays a role in helping schools to succeed on this dimension, especially in the area of hands-on training opportunities. Schools can do more to require internships and other “real world” experience, but it is the practitioners who must work harder to make these opportunities more valuable to future journalists. How many news organizations excuse themselves by saying, “It’s up to the individual student to get the most out of his or her internship”? When many media outlets continue to use interns as unpaid employees, it becomes tougher for some of the best and the brightest in our journalism schools to afford to take advantage of this hands-on training. The best internship programs are those that are structured managed and evaluated. Without that framework, they tend to lose their impact.

Of all the solutions included in the survey, the importance of schools retooling their curricula to teach students how to report across multiple platforms raises an interesting disconnect between print journalists, their practitioner peers and educators. Every group but print

ranks this solution as No. 3 on a list of approaches to help the industry. Print journalists, in general, minimize the idea that educators could help them address challenges by providing instruction on reporting across multiple platforms. Educators see this solution as even more valuable to the industry (mean = 4.10) than the practitioners (mean = 3.71), though online respondents clearly saw the benefit of this instructional approach (mean = 4.15).

When it comes to requiring courses on covering multicultural communities and diversity, broadcasters again place less importance (mean = 3.50) on this dimension than their practitioner peers or educators. Print respondents value this approach the most of all the sub-groups (mean = 3.80) with online journalists and educators close behind (mean = 3.77). Broadcast journalists also see the emphasis on schools recruiting a diverse student body and faculty as less important (mean = 3.72) than any other practitioner group, and significantly less important than educators (mean = 4.09). This supports evidence elsewhere in the study that issues of diversity and covering multicultural communities are not rising to the level of high priority for broadcast journalists in particular. Educators appear to be leading the way on the diversity dimension of the study. Accreditation requirements may be having an impact on the approach schools are taking toward journalism instruction or educators have simply recognized and accepted the need for journalists to become more diverse themselves or more adept at covering diverse communities. The question is whether the educators and practitioners who understand the need for diversity and multicultural journalism will be able to translate that knowledge into action that has impact on the profession.

Conclusion

This study surveyed 317 journalism educators, print, broadcast and online journalists using an Internet survey. Response rate within the groups ranged from 8.8 percent (newspaper journalists) to 27.1 percent (educators) for an average response rate of 13.0 percent. The data shows that there continues to be a need for better collaboration between practitioners and journalism educators.

Specific Survey Findings:

- Educators and practitioners generally agreed on the most important skills for students entering journalism for the first time: reporting, ethics, interviewing and research skills.
- Practitioners are widely divided on the importance of three convergence skills: writing across platforms, gathering/editing video and gathering /editing audio.
- Print journalists are lagging behind their practitioner peers in placing a value on multimedia content.
- Educators consistently give themselves much higher scores on doing a good job of preparing future journalists than the scores they receive from the practitioners; however, practitioners do give educators a better than average grade on reporting, ethics and interviewing skill development.
- There is disagreement about the most important courses outside of the journalism curriculum. Nearly all educators (96 percent) rank liberal arts courses as very important or important. Practitioners rank liberal arts courses seventh out of eight items and rank current events and government affairs as the two most important areas of general education study.

- Educators and practitioners in general are in agreement that students need to have convergence skills. Ranking of the most important skills varies, with the industry ranking Web technical skills the lowest.
- Educators and practitioners are in agreement that the three most significant challenges to the industry are the emphasis on profits, the lack of newsroom staff and resources, and a declining audience.
- Educators appear to be leading the way on diversity, placing more importance on requiring courses on covering multicultural communities and diversity than do practitioners, especially broadcasters.
- Practitioners and educators agree that schools can provide the most significant help to the industry in the area of basic journalism instruction and by requiring more hands-on training opportunities.

Areas for Future Studies:

- Exploring what is at the heart of the difference between how well the academy believes it is preparing students and how practitioners are grading the academy, with a goal of developing a better understanding of the industry's expectations (and whether or not they are reasonable) and taking a closer look at whether curricula are evolving to meet the ever-changing needs of the industry.
- Determining if schools are putting too much emphasis on Web technical skills based on the finding that the industry ranks those skills below all other convergence skills.
- Taking a closer look at why print journalists appear to be out of sync with their peers in ranking the importance of multiple-platform storytelling. As noted, comparing answers between smaller and larger circulation newspapers may be important.

- Determining why broadcast journalists don't put more emphasis on the importance of covering multicultural communities and diversity.

This is the kind of study that needs to be repeated because of the continually changing media landscape. The researchers anticipate longitudinal tracking of these issues will reveal more concrete solutions to the challenges facing the journalism industry. We cannot walk in step to the future until we achieve some kind of consensus on what that future should look like and how best to arrive.

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**Table 1:
Skills Gap Analysis**

How aligned are educators and practitioners on the important skills for students entering journalism for the first time?

How effective are university programs in training for the essential skills?

	Importance			Effectiveness			Gap	
	Mean	N	Sig.	Mean	N	Sig.	-mean	%
Reporting	4.82	284	.011	3.70	271	.000	-1.12	-22%
University	4.84	81		4.31	81		-0.53	-11%
Practitioner Total	4.81	203		3.44	190		-1.37	-27%
Newspaper	4.94	82		3.52	79		-1.42	-28%
TV	4.80	61		3.12	59		-1.68	-34%
Online	4.65	60		3.67	52		-0.98	-20%
Ethics	4.81	286	.722	3.45	264	.000	-1.36	-27%
University	4.83	83		3.97	80		-0.86	-17%
Practitioner Total	4.81	203		3.22	184		-1.59	-32%
Newspaper	4.84	81		3.16	75		-1.68	-34%
TV	4.82	61		3.18	57		-1.64	-33%
Online	4.75	59		3.35	52		-1.40	-28%
Interviewing	4.68	283	.001	3.34	272	.000	-1.34	-27%
University	4.71	82		4.00	82		-0.71	-14%
Practitioner Total	4.67	201		3.05	190		-1.62	-32%
Newspaper	4.84	83		3.16	79		-1.68	-34%
TV	4.69	61		2.61	59		-2.08	-42%
Online	4.40	57		3.38	52		-1.02	-20%
Research Skills	4.60	284	.135	3.15	269	.000	-1.45	-29%
University	4.63	82		3.76	82		-0.87	-17%
Practitioner Total	4.58	202		2.89	187		-1.69	-34%
Newspaper	4.63	82		2.90	77		-1.73	-35%
TV	4.64	61		2.54	59		-2.10	-42%
Online	4.44	59		3.27	51		-1.17	-23%
Copy Editing	4.46	282	.069	3.22	269	.000	-1.24	-25%
University	4.52	82		3.96	81		-0.56	-11%
Practitioner Total	4.43	200		2.90	188		-1.53	-31%
Newspaper	4.55	80		2.97	78		-1.58	-32%
TV	4.28	61		2.69	58		-1.59	-32%
Online	4.42	59		3.02	52		-1.40	-28%
Collaboration Skills	4.27	284	.054	2.96	266	.000	-1.31	-26%
University	4.30	81		3.47	83		-0.83	-17%
Practitioner Total	4.26	203		2.73	183		-1.53	-31%
Newspaper	4.16	83		2.72	74		-1.44	-29%

		Importance			Effectiveness			Gap	
		Mean	N	Sig.	Mean	N	Sig.	-mean	%
TV		4.18	61		2.76	59		-1.42	-28%
Online		4.49	59		2.72	50		-1.77	-35%
Computer-Assisted Reporting									
		4.27	284	.269	3.03	264	.003	-1.24	-25%
		4.24	83		3.34	79		-0.90	-18%
University	Practitioner Total	4.29	201		2.90	185		-1.39	-28%
		4.37	81		2.92	75		-1.45	-29%
Newspaper	TV	4.33	61		3.00	58		-1.33	-27%
	Online	4.14	59		2.75	52		-1.39	-28%
Covering Multicultural Communities									
		4.03	281	.177	2.97	263	.002	-1.06	-21%
		4.18	83		3.27	81		-0.91	-18%
University	Practitioner Total	3.97	798		2.83	182		-1.14	-23%
		4.06	79		2.80	75		-1.26	-25%
Newspaper	TV	3.89	61		2.93	56		-0.96	-19%
	Online	3.93	58		2.76	51		-1.17	-23%
Writing Across Media Platforms									
		3.95	280	.000	2.81	254	.000	-1.14	-23%
		4.23	83		3.25	80		-0.98	-20%
University	Practitioner Total	3.84	197		2.61	174		-1.23	-25%
		3.44	79		2.69	68		-0.75	-15%
Newspaper	TV	4.03	60		2.65	57		-1.38	-28%
	Online	4.17	58		2.45	49		-1.72	-34%
Multi-media Story Planning									
		3.73	279	.000	2.60	244	.002	-1.13	-23%
		3.84	83		2.89	81		-0.95	-19%
University	Practitioner Total	3.69	196		2.46	163		-1.23	-25%
		3.38	76		2.55	60		-0.83	-17%
Newspaper	TV	3.54	61		2.48	54		-1.06	-21%
	Online	4.24	59		2.33	49		-1.91	-38%
Creating/designing Graphics									
		3.51	281	.000	2.94	258	.000	-0.57	-11%
		3.81	83		3.34	80		-0.47	-9%
University	Practitioner Total	3.39	198		2.76	178		-0.63	-13%
		3.62	79		2.71	73		-0.91	-18%
Newspaper	TV	3.02	61		2.70	53		-0.32	-6%

Online		3.47	58		2.90	52		-0.57	-11%
Gathering/Editing Video		3.59	266	.000	3.14	230	.000	-0.45	-9%
		3.78	83		3.53	78		-0.25	-5%
University									
	Practitioner Total	3.50	183		2.94	152		-0.56	-11%
		2.72	65		2.78	46		0.06	1%
Newspaper									
	TV	4.35	60		3.19	57		-1.16	-23%
	Online	3.50	58		2.80	49		-0.70	-14%
Gathering/Editing Audio		3.44	268	.000	2.98	229	.000	-0.46	-9%
		3.64	83		3.37	79		-0.27	-5%
University									
	Practitioner Total	3.35	185		2.78	150		-0.57	-11%
		2.84	67		2.71	45		-0.13	-3%
Newspaper									
	TV	3.78	60		2.86	56		-0.92	-18%
	Online	3.50	58		2.76	49		-0.74	-15%

Table 2: Importance of General Education Coursework

How aligned are educators and practitioners on the importance of particular general education areas for journalism students?

	Importance		
	Mean	N	Sig.
Current Events	4.51	276	.001
University	4.35	80	
Practitioner Total	4.58	196	
Newspaper	4.46	81	
TV	4.81	58	
Online	4.53	57	
Government Affairs	4.47	280	.140
University	4.39	84	
Practitioner Total	5.51	196	
Newspaper	4.52	81	
TV	4.59	59	
Online	4.39	56	
Computer Skills	4.35	278	.734
University	4.32	82	
Practitioner Total	4.37	196	
Newspaper	4.31	81	
TV	4.42	59	
Online	4.39	56	
History	4.34	279	.636
University	4.31	84	
Practitioner Total	4.35	195	
Newspaper	4.38	80	

TV	4.41	59	
Online	4.25	56	
Political Science	4.25	279	.010
University	4.14	84	
Practitioner Total	4.29	195	
Newspaper	4.29	80	
TV	4.50	58	
Online	4.09	57	
Liberal Arts	4.24	280	.000
University	4.67	84	
Practitioner Total	4.06	196	
Newspaper	4.14	81	
TV	3.97	59	
Online	4.04	56	
Management & Business Practice	3.85	280	.130
University	3.77	84	
Practitioner Total	3.88	196	
Newspaper	3.94	80	
TV	3.71	59	
Online	3.98	57	

Table 3 Importance of Convergence Skills for Students Entering Journalism for First Time

	Mean	N	Sig.
Prepare Students for Convergence (importance)	4.03	271	.000
University	4.16	80	
Practitioner Total	3.98	191	
Newspaper	3.66	77	
TV	4.09	58	
Online	4.30	56	
Write for Multiple Platforms	4.20	264	.000
University	4.35	80	
Practitioner Total	4.14	184	
Newspaper	3.78	72	
TV	4.34	59	
Online	4.40	53	
Collaboration Skills	4.35	266	.012
University	4.31	81	
Practitioner Total	4.37	185	
Newspaper	4.21	72	
TV	4.34	59	
Online	4.63	54	
Multimedia Story Planning	4.19	264	.001
University	4.19	80	
Practitioner Total	4.18	184	
Newspaper	3.92	72	
TV	4.20	59	
Online	4.53	53	
Web Technical Skills	3.69	261	.008
University	3.92	79	
Practitioner Total	3.59	182	
Newspaper	3.49	70	
TV	3.76	58	
Online	3.56	54	
Capture Video Clips	3.71	258	.000
University	3.83	82	
Practitioner Total	3.65	176	
Newspaper	3.33	64	
TV	3.92	59	
Online	3.75	53	
Capture Stills	3.76	263	.321
University	3.80	81	
Practitioner Total	3.74	182	
Newspaper	3.63	70	
TV	3.75	59	
Online	3.89	53	
Capture Audio Clips	3.61	255	.021
University	3.68	79	
Practitioner Total	3.57	176	
Newspaper	3.34	65	

TV	3.69	58
Online	3.74	53

Table 4		Significant Industry Challenges	Mean	N	Sig
Emphasis on Profits			4.25	266	.001
			4.51	78	
University					
	Practitioner Total		4.14	188	
			4.16	76	
Newspaper					
TV			4.31	58	
Online			3.94	54	
Lack of Newsroom Staff & Resources			4.21	266	.172
			4.09	78	
University					
	Practitioner Total		4.26	188	
			4.20	76	
Newspaper					
TV			4.41	58	
Online			4.17	54	
Declining Audience			4.29	265	.053
			4.08	77	
University					
	Practitioner Total		4.37	188	
			4.42	76	
Newspaper					
TV			4.38	58	
Online			4.30	54	
Recruiting Diverse Staff			3.91	265	.205
			3.97	78	
University					
	Practitioner Total		3.88	187	
			3.97	76	
Newspaper					
TV			3.67	58	
Online			3.96	53	
Covering Multicultural Communities			3.62	266	.039
			3.84	79	
University					
	Practitioner Total		3.53	187	
			3.60	75	
Newspaper					
TV			3.36	58	
Online			3.63	54	
Declining Quality			3.88	259	.010
			3.89	75	
University					
	Practitioner Total		3.88	184	
			3.70	73	
Newspaper					
TV			4.22	58	
Online			3.74	53	

Keeping Up with New Technology		3.77	267	.003
		3.75	79	
University				
	Practitioner Total	3.78	188	
		3.54	76	
Newspaper				
	TV	3.78	58	
	Online	4.13	54	
Job Applicant Qualifications		3.61	259	.000
		3.08	76	
University				
	Practitioner Total	3.83	183	
		3.71	73	
Newspaper				
	TV	4.16	58	
	Online	3.63	52	

Table 5 Solutions for Industry Challenges

		Effectiveness as Solution		
		Mean	N	Sig.
Basic Journalism Instruction		4.79	267	.042
		4.75	79	
University				
	Practitioner Total	4.80	188	
		4.88	76	
Newspaper				
	TV	4.83	58	
	Online	4.67	54	
Hands-on training		4.45	267	.000
		4.18	80	
University				
	Practitioner Total	4.57	187	
		4.50	76	
Newspaper				
	TV	4.67	58	
	Online	4.57	53	
Report Across Multiple Platforms		3.83	267	.000
		4.10	79	
University				
	Practitioner Total	3.71	188	
		3.33	76	
Newspaper				
	TV	3.81	58	
	Online	4.15	54	
Recruit Diverse Student Body & Faculty		3.88	266	.071
		4.09	79	
University				
	Practitioner Total	3.79	187	
		3.82	76	
Newspaper				
	TV	3.72	58	

Online		3.81	53	
Multicultural Communities - Diversity		3.72	265	.254
University		3.77	79	
Y	Practitioner Total	3.70	186	
		3.80	76	
Newspaper				
TV		3.50	58	
Online		3.77	52	
Media Management & Business Practices		3.61	267	.055
		3.39	80	
University				
Y	Practitioner Total	3.71	187	
		3.74	76	
Newspaper				
TV		3.67	58	
Online		3.72	53	
Certify Competency in Computer Skills		3.42	266	.101
		3.30	79	
University				
Y	Practitioner Total	3.48	187	
		3.32	76	
Newspaper				
TV		3.67	58	
Online		3.49	53	

Appendix B:

Core open-ended questions for use in face-to-face and phone interviews with new media leaders within the research associated with the submitted publications

Audience First Standard Interview Questions

(We asked these 10 questions of all the news media leaders we interviewed for Managing Today's News Media: Audience First. In the course of each interview, my fellow researchers and I would follow up on statements and seek clarification or ask additional questions, but this was the starting point for the 'Leadership Reports' included in the text.)

1. What do you think the media's role in society is now? How do you balance that against revenue and profit pressures when it comes to gaining an audience?
2. Define your organizations relationship with your own audience? How does it need to change to remain in business going forward?
3. How has the competitive landscape changed? Who do you view as competitors now vs. five or ten years ago?
4. In the face of continual technological changes within the media industry, how do you manage people who can no longer count on their job duties remaining the same for any significant period of time? Related to that, how has technological change affected your strategy for managing your business in general?
5. If you had to predict the future, when do you see us reaching a period of stasis where the evolution of the media slows?
6. How do you foster innovation within your organization? Why has the cable model never been replicated despite its success?
7. Are there management theories that you subscribe to or are you essentially reinventing the approach of managing your business as you go?
8. Why has the cable model never been replicated despite its apparent success?
9. Do you believe that media organizations are now curating more content than they are generating? Are you a curator first, second or none of the above?
10. Are you developing new commerce opportunities for your business? In other words are you selling more than traditional media content?

Appendix C:
Statements by co-authors



NewsLab

April 21, 2016

Dr. Alison Baverstock
Kingston University
River House
53–57 High Street
Kingston upon Thames
Surrey KT1 1LQ

Dear Dr. Baverstock:

I'm writing to confirm that the book, "Advancing the Story: Broadcast Journalism in a Multimedia World,, 1st edition (2007, CQ Press), which Debora Halpern Wenger is submitting in partial fulfilment of the requirements of Kingston University for the degree of Doctor of Philosophy on the basis of published work, is a co-publication, written by her and myself, in equal measures.

Ms. Wenger was particularly responsible for creating the structure of the book, as well as the text, charts and images for half of the book's chapters (The Multimedia Mindset, Writing for the Web, Producing for the Web, Producing for TV, Multimedia Ethics, and Getting Ready for the Real World). We both reviewed all chapters, and subsequently edited and corrected each other's work.

Please don't hesitate to contact me if you have any questions or need anything further from me.

Yours sincerely,

Deborah Potter
Executive Director
NewsLab



June 7, 2016

Dear Dr. Baverstock,

I am writing this letter to confirm that Debora Wenger co-authored the following publications with me:

Wenger, D., Owens, L., Charbonneau, M., & Trevor, K. (2011) **Help Wanted: An Examination of New Media Skills Required by Top US News Companies.** In Franklin, B., & Mensing, D. (Eds.). *Journalism education, training and employment.* (193-206) New York: Routledge.

Owens, L. & Wenger, D. (2012). **Help Wanted 2010: An Examination of New Media Skills Required by Top U.S. News Companies.** *Journalism Educator*, 67(1), 9-25.

Owens, L. C., Joyce, C., & Wenger, D. (2013). **Skills needed to work in online journalism in the top news of the United States of America.** *Questions of Journalism* (1-2), 50-65.

Wenger, D., & Owens, L. (2013). **An Examination of Job Skills Required by Top U.S. Broadcast News Companies and Potential Impact on Journalism Curricula.** *Electronic News*, 7(1), 23-36.

Wenger, D., Thompson, P., Owens, L. (2014). **HELP WANTED: Mobile journalism skills required by top U.S. news companies.** *Electronic News*, 8(3), 18-31.

Debora has been the driving force behind all of these studies. The idea to conduct content analyses of journalism job postings in order to inform journalism educators of the needs of industry was initially hers, and I am fortunate that she asked me to partner with her.

In each of the studies, we divided the collection of previous literature, data and coding, however, the abstract, analysis, discussion and conclusion have always been done solely by Debora. In cases of qualitative interviews, Debora is also responsible for securing the interviews, conducting them and writing up the findings.

Overall, it's more than fair to say Debora took on more work than her co-authors on each of these studies. They have been very well received in both academia and industry, and I'm proud to have been a part of them.

If you have any other questions or concerns, please don't hesitate to contact me.

Best Regards,

Dr. Lynn Owens
Lecturer of Broadcast and Electronic Journalism
School of Media and Journalism
University of North Carolina at Chapel Hill
lynnowens@unc.edu
919-923-2891

Greetings, questions and favor!

EduPreneur Services International <edupreneurservices@gmail.com>
To: Debora Wenger <debora.wenger@gmail.com>

Fri, Jun 3, 2016 at 9:21 AM



To whom it may concern:

Cokley, J., Wenger, D. H., Wenger, M., & McBride, J. (2013). **Are journalists supposed to stay home while audiences roam? Professional implications of structural expectation regimes between Europe and the United States.** *Journal of Applied Journalism & Media Studies*, 2(3), 437-458.

I confirm that as second author on this paper, Deb Wenger helped conceptualise the approach, participated fully in the data analysis, wrote the precursor study section on her own *Help Wanted* research and contributed to the Discussions and Further Research portions of the paper.

Deb's contribution to the paper extended beyond the structural and operational, however. She helped conceive the research and contributed to guiding the eventual direction of the article. It would not have happened without her input.

Regards

John

Dr John Cokley PhD

0413-004-138

Director & CEO, *Edupreneur Services International*

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Dr. Alison Baverstock
Kingston University
Penrhyn Rd, Kingston upon Thames
Surrey KT1 2EE, United Kingdom

WVTM-TV
1732 VALLEY VIEW DRIVE
BIRMINGHAM, AL 35209
P: 205-933-1313

Dear Dr. Baverstock,

This letter is to confirm that Debora Halpern Wenger was co-author, along with myself, of *Managing Today's News Media: Audience First* (Sage, 2015). Dr. Samir Husni also contributed to the book.

WVTM13.com

In addition to editing the entire book and writing four chapters alone, Ms. Wenger is responsible for the book's premise, which is that in order for future journalists and journalism businesses to be successful, they must have a deep understanding of the end user, as well as the business case for their journalism enterprise. Unlike those who predict the end of journalism, the book makes a strong case for survival and innovation in the digital era.

Each chapter of the book relates to one of four key principles: Customer, Choice, Control and Change, all of which Ms. Wenger is responsible for.

In short, *Managing Today's News Media: Audience First*, is really Ms. Wenger's book. Dr. Husni and I played the role of contributors.

If you have any questions, please feel free to call. My direct number is 205 721-0945.

A handwritten signature in blue ink that reads "Hank Price". The signature is written in a cursive, flowing style.

Hank Price
President & General Manager
WVTM 13

July 1, 2016

Dr. Alison Baverstock
Kingston University
River House
53–57 High Street
Kingston upon Thames
Surrey KT1 1LQ

Dear Dr. Baverstock:

I'm writing to confirm that the book, "Managing Today's News Media: Audience First,, 1st edition (2015, CQ Sage), which Debora Halpern Wenger is submitting in partial fulfillment of the requirements of Kingston University for the degree of Doctor of Philosophy on the basis of published work, is a co-publication, written by her, myself, and our colleague, Hank Price, collaboratively.

Ms. Wenger's personal contribution to the book was unprecedented. She authored four of the 11 chapters singularly and was first editor for the entire publication. She also assisted with the structuring of the content and developed the instructional exercises that were throughout the text of the book.

While the book was a collaborative effort, her input was significant and reflective of the mission of the publication and followed the educational and professional structure of the concept perfectly.

Please don't hesitate to contact me if you need any more information or have any questions.

Sincerely,
Samir "Mr. Magazine™" Husni, Ph.D.
Director, Professor and Hederman Lecturer
Magazine Innovation Center
114 Farley Hall
University, MS 38677-1848, U.S.A.
samir.husni@gmail.com