



*CURRICULAR CHANGE AND CITIZEN-CENTERED JOURNALISM:
AN EXAMINATION OF EIGHT UNIVERSITY INITIATIVES*

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Introduction

Throughout its history, journalism education at American institutions of higher education has been defined in terms of the labor market it serves. Educators and institutions have touted their ties to the media industries and their successes in placing students in media jobs to prospective students, to industry leaders, and to each other. The Accrediting Council on Education in Journalism and Mass Communication (ACEJMC), the accrediting body for journalism education, includes media representatives on its governing body and stipulates that contacts with “professionals who hire the unit’s students as interns and full-time employees” be a part of the assessment effort.¹

Journalism education also has included a strong service orientation from its beginnings. Students have been viewed as future professionals, who will see service to society as part of their occupational goals. The Accrediting Council, in its principles, says that the professions of mass communications “seek to enable people to fulfill their responsibilities as citizens who mean to govern themselves.”² Programs are evaluated in terms of their success in achieving that goal.

Both of these underpinnings of journalism education have come under challenge in recent years. The labor market for journalism graduates has been in free fall. *Occupational Outlook Handbook*, the US Bureau of Labor Statistics (BLS) guide for those looking for careers, says the employment of “reporters, correspondents, and broadcast news analysts” is projected to decline 9 percent from 2014 to 2024.³ The employment of editors is projected to decline 5 percent from 2014 to 2024, according to the report, “as print media continue to face strong pressure from online publications. Competition for jobs with established newspapers and magazines will be particularly strong.”⁴

¹<http://www2.ku.edu/~acejmc/PROGRAM/STANDARDS.SHTML>

²<http://www2.ku.edu/~acejmc/PROGRAM/PRINCIPLES.SHTML>

³<http://www.bls.gov/ooh/media-and-communication/reporters-correspondents-and-broadcast-news-analysts.htm>

⁴<http://www.bls.gov/ooh/media-and-communication/editors.htm>

At the same time, citizens have become even more critical of journalism, suspicious of its inclinations, and better able, through new technologies, to communicate about themselves and their communities on their own.⁵

These changes would seem to dictate that journalism education reconsider both its constituency and its relationship with society at large. They suggest that a more citizen-centered journalism, that is a journalism that is more cognizant of the needs of citizens and more embracing of citizens and their products, is in order. By extension, these changes suggest the need for a more citizen-centered journalism education, that is, an education likely to produce journalism that reflects citizen needs, interests, and activities.

This report examines eight journalism programs at US universities that have made efforts to change their curricula to embrace citizens in a new way. As such, they are at least to some extent critical of what has been done in the past. And they are suggestive of what might be done in the future. The lessons from them are worthy of consideration.

Journalism Education Background. Journalism education at American universities got its start in English departments, in which courses in journalism were taught in the late 1800s. As those programs evolved, and enrollments increased, journalism instruction moved out of its home in the English departments into independent departments or schools of journalism. In the liberal arts administrative core, enrollments in classes produced resources. Outside that core, the number of majors was the currency that allowed journalism programs to maintain their status in the university.

This dependence on majors has produced a tight link between journalism education in US universities and the labor market. As early as 1934, when the first survey of enrollments in journalism programs around the country was published, Franklin Banner of Pennsylvania State University, who edited the report, speculated on that relationship, expressing concern that the number of students graduating from those programs could overwhelm the market.⁶ Banner was simply acknowledging that a field that produced too many majors for the market is in trouble.

That concern is paramount today, when the traditional labor market for journalism graduates is shrinking. The Bureau of Labor Statistics estimates that 117,200 editors were

⁵<https://www.kettering.org/catalog/product/public-trust-journalism>

⁶F. Banner, "News Notes," *Journalism Quarterly*, December XI, (1934): 426-431.

employed in the communication field in 2014.⁷ BLS projected a decline of 5 percent in employment in that category by 2024. In its report in 2004, based on 2002 data, the Bureau of Labor Statistics reported that there were 130,000 editors.⁸ Growth was projected at 10 to 20 percent through 2012. In 2014, BLS estimated employment of reporters, correspondents, and broadcast news analysts at 54,400 and projected a decline of 9 percent by 2024.⁹ In 2004, BLS estimated that 66,000 persons were employed in that category and projected growth at 3 to 9 percent.¹⁰ These are the data that high school students and their parents see and use when they consider their majors in college.

The response of journalism programs over the years to the maturation of the labor market it served has been to diversify the field. Programs expanded their offerings in advertising and more clearly labeled their offerings in public relations. What had been journalism programs became journalism and mass communication programs. Many universities reconfigured their journalism programs, making them parts of larger colleges of communication. Those colleges sometimes contained instructional programs in a wide range of communication areas, from film studies to theater to information or library science.

For many of those programs, though certainly not all, journalism remained a conceptual, as well as the historical, core. So the decline of the journalism labor market had significance beyond the numbers, which might well have been offset by increases in the other areas, such as public relations, advertising, or the combination of the two under the rubric of strategic communication.

College administrations have indeed seen enrollments in journalism and mass communication programs decline.¹¹ In the fall of 2013, the most recent year for which data are available, enrollments were down from a year earlier for the third year in a row. Enrollments dropped at the bachelor's, master's, and doctoral levels. In addition, the number of freshmen and sophomores were down dramatically from a year earlier.

⁷<http://www.bls.gov/ooh/media-and-communication/editors.htm>

⁸<http://permanent.access.gpo.gov/lps4235/2004-05/2004-2005/ocos089.htm>

⁹<http://www.bls.gov/ooh/media-and-communication/reporters-correspondents-and-broadcast-news-analysts.htm>

¹⁰<http://permanent.access.gpo.gov/lps4235/2004-05/2004-2005/ocos088.htm>

¹¹L. B. Becker, T. Vlad, and H. Simpson, "2013 Annual Survey of Journalism Mass Communication Enrollments," *Journalism & Mass Communication Educator*, 69(4) (2014): 349–365.

Enrollments in the journalism specialty within the field dropped, and enrollments in advertising and public relations were stagnant.

This deterioration of the labor market and the decline in enrollments have been accompanied by drops in public assessment of the media.¹² A recent review of the public opinion data shows that the public is very critical of journalists and of the news media. It hardly matters what question is asked. The actual performance of those in journalism and of their organizations is viewed critically by citizens. And the public has become more critical of journalists and of news organizations over time. Trust and confidence have decreased, as has the sense that journalists are ethical.

The troubled labor markets, declining enrollments, and the drop in public trust in journalism and its institutions have led many of those with a commitment to the journalistic core of journalism education to reflect on the basic issues of journalism in the United States and on journalism's relationship to the public. Some of the members of the public, after all, could be prospective enrollees in a university-based journalism degree program. If the public were more supportive of journalism, the thinking goes, the media would be financially stronger, the labor market for journalism graduates would be more robust, and enrollments would grow again.

Methodology Explained. This report examines eight different journalism programs around the United States in which there has been curricular experimentation that incorporates concerns about (1) the changing nature of journalism, (2) the journalism labor market, (3) journalism education, and (4) the relationship between journalism and citizens.

The first of the items on the list—the changing nature of journalism and its labor market—is pretty easy to see. So is curricular change, which, at least on some level, is a common part of university activities. Curricular adaptation that is centered on journalism and citizens is more difficult to recognize. To that end, I began by trying to imagine what kind of change might take place to make journalism and journalism education more citizen centered.

I came up with two “ideal types” or models. In the first case, the change might be reformist, that is, designed to bring about change in journalism education by modifying

¹²<https://www.kettering.org/catalog/product/public-trust-journalism>

existing course offerings and requirements to give citizens and their needs more prominence in the professional journalism curriculum. The second type of curricular change would be more radical. It would reorient journalism education away from its historical focus on professional education toward instruction that treated journalism as an act of citizenship to be practiced by professionals and nonprofessionals alike.

Using the Journalism Educators Research Exchange at Kettering Foundation as a starting point, I began by asking participants to talk to me about what was taking place in journalism programs at their universities that might fit either of these two types, or others that I had not imagined. And I asked them to tell me what was happening elsewhere that I should explore. This snowball sampling of cases led me to several conclusions. The first of these was that there is experimentation, that, in some cases, incorporates a different approach to citizens, and that most of that experimentation is of the reformist type. The focus on journalism students and on the professional practice of journalism remains strong, though I found examples of consideration of some deviation from this dominant strategy. I also learned that much of what is being done is project based, that is, centered around initiatives that are outside the normal, classroom activities and are being incorporated into the journalism curriculum. That curricular adaptation became the central focus of my exploration.

I selected eight university programs that offered geographical diversity, diversity in terms of type and size of institution, and diversity in terms of initiative. My plan was to visit each of these universities for at least two days, so logistics also played a role. As I traveled, I learned about more programs I could have visited. So, while there is diversity in the final set of eight universities, they in no way represent the whole population and are not a probability sample of relevant schools.

The programs I visited are: the School of Journalism and Media at the University of Kentucky; the Reynolds School of Journalism at the University of Nevada, Reno; the Annenberg School for Communication and Journalism at the University of Southern California; the Department of Journalism and Media Studies at Rutgers University; the Journalism + Design program at the New School in New York; the Diederich College of Communication at Marquette University in Milwaukee; the School of Journalism and

Mass Communication at the University of Wisconsin, Madison; and the journalism program at the University of Minnesota Duluth.

I visited Kentucky in February; University of Nevada, Reno, and University of Southern California in March; the New School and Rutgers in early April; and Marquette, the University of Wisconsin–Madison, and University of Minnesota Duluth in late April.

Over the course of these 4 trips, I interviewed 54 faculty members, all but 4 in person. I also interviewed three working journalists in person and eight students, all but one in person. I attended one faculty meeting and four classes. I went with students who were assigned to cover a story and sat in on two story meetings held by students.

In each case, I produced field notes that I shared with at least one individual at the visited program. I incorporated insights and feedback from those individuals in the field notes, which follow.

I present the field notes in the order of my visits. I learned as I did this work, and the reports no doubt reflect some of that progression.

Field Notes

University of Kentucky. *The setting.* The University of Kentucky is located in Lexington, a city of 311,000 residents in a state with a population of 4.4 million. Lexington is in the east-central part of the state. The land-grant university has an enrollment of 30,131 students, 1,910 of whom are in the College of Communication and Information. Of those students, 401 are in what is now called the School of Journalism and Media, with 16 faculty members. The School of Journalism and Media only recently reorganized, and the public relations and advertising students are now part of a separate Department of Integrated Strategic Communication. The School of Journalism and Media offers a bachelor's degree program, and its faculty participate in the graduate programs of the College of Communication and Information. The journalism program is accredited by the Accrediting Council on Education in Journalism and Mass Communication. The School of Journalism and Media traces its roots back to 1914.

What is novel? Building on its commitment to rural communities and rural journalism, the School of Journalism and Media has created an electronic and printed news product for Midway, a city in Woodford County, Kentucky, with a population of 1,620.¹³ The city was last served by a weekly newspaper in the 1930s. The *Midway Messenger* is an integral part of the curriculum for students in the School of Journalism and Media and a news source for residents of this small city lying between Lexington and Frankfort. Students cover Midway as part of their regular classes. Midway does not have any other media serving its citizens, other than occasional coverage from the *Woodford Sun*, a weekly based in Versailles, the county seat.

Why it works. The *Midway Messenger* is the brainchild of Al Cross, director of the Institute for Rural Journalism and Community Issues, and is supported as part of the institute's programming. Cross is an extension professor, giving him liberty to provide this public service as part of his academic appointment. His colleagues have integrated his courses into the curricular offerings of the School of Journalism and Media by making them options for students to use to complete their course requirements.

¹³<http://www.uky.edu/CommInfoStudies/IRJCI/MidwayMessenger1.html>

What are the consequences? While it is clear that the creation of the *Midway Messenger* is a reflection of the instructional approach of the School of Journalism and Media, it also is the case that the electronic and print news product is an inspiration for additional experimentation in the School of Journalism and Media with audience-centered journalism. The School of Journalism and Media produces newscasts for the student-run FM radio station that serves Lexington and Fayette County and it produces a four-day-a-week newscast for the cable system serving the same area. The School of Journalism and Media is working with two low power radio licenses, one of which is on the air and the other of which will go on the air this summer (2016). One is doing programming exclusively for the Latino community. The other will produce programming for the underserved community more broadly defined. Students in a multimedia class will train people in the community to produce the content. A member of the faculty is doing research on student expectations about working with the community and with community members as well about the partnership.

Additional details. Al Smith, a long-time Kentucky newsman, came up with the idea for the Institute for Rural Journalism and Community Issues because of his view that journalism in Central Appalachia and other rural areas was in decline. The institute was connected to the university from its beginning and operated initially with grant funds. Cross became the institute's first director, on an interim basis, in 2004. He became director a year later. In 2007, the outside funding for the line expired. The university created a faculty line for the director. Cross was hired as an assistant professor with an extension title in 2005 and received tenure and the rank of associate professor in 2011. He is not expected to publish in scientific outlets. Cross and Smith raised, with a state match, nearly \$1.5 million to endow the institute.

Cross says he created the *Midway Messenger* nearly eight years ago for three reasons. First, he wanted to give students the opportunity to learn about and cover a small community. Second, Cross wanted to serve a community that needed a news outlet and provide a model for other media for development of an online news site. Eventually, Cross said, it is his goal to turn the site over to the community itself. Third, he wanted to show the effectiveness of online community journalism to the *Woodford Sun* and other weeklies that had not put news online.

Students attend and cover city council meetings and other events in the community as part of two classes, Online Community News and Community Journalism. They are similar courses, with the former taught in the spring and the latter in the fall. The fall course includes aspects of the community media business, with emphasis on newspapers, including their digital adaptation.

Cross attends meetings and events with the students and discusses their work with them on the scene and in the classroom subsequently. Cross covers Midway himself during the summer, when he is not teaching. The initial *Midway Messenger* was entirely online. Cross has published four printed editions, one in each of the four most recent semesters.

Cross has enjoyed the support of the director of the School of Journalism and Media and of his colleagues. The faculty has approved Cross' classes as a way for students to meet a senior-level reporting or writing requirement. This has resulted in his having sufficient students each semester to fill the class, usually with approximately 10 students. Students come both from what has traditionally been a print journalism track and from a broadcast journalism track. The school created the Community Journalism class before Cross arrived, though Cross has added more real-world coverage to the course. The Online Community News course is an option for meeting the senior reporting or writing requirement.

This initiative reflects the commitment of one individual. That individual had independence resulting from the institute he directs. He also had the support of the faculty and administrators. The initiative was undertaken with minimal curricular adaptation.

Beth Barnes, director of the school when the institute was created and Cross was hired, put it this way: "I think this is really good for the students. It is serving a community that is not otherwise served. It is beneficial to us and to Midway as a community. I don't think it would have happened if we had not gotten the institute and Al had not come on board."

University of Nevada, Reno. *The setting.* The University of Nevada, Reno, is located in Reno, a city of 236,995 residents in the northwestern part of the state. Nevada

has a population of 2.9 million. University of Nevada, Reno, is the oldest public university in the state and the land-grant institution. The university has an enrollment of 20,898 students. Of those students, 564 are in the Reynolds School of Journalism, with 16 faculty members. The school offers a bachelor's degree program and a small, accelerated master's program, enrolling 14 students who complete their studies in three or four semesters. The program is accredited by the Accrediting Council on Education in Journalism and Mass Communication. The school traces its origins back to 1921.

What is novel? The Reynolds School has developed a course to allow bilingual Spanish-English students to create, in collaboration with the Latino community of Washoe County, a bilingual community information site called Noticiero Movil.¹⁴ The students with most responsibility for the site are enrolled in a capstone course that is open to undergraduates in the Reynolds School without regard to their future career goals. Students from outside Reynolds also have participated. The centerpiece of the project is a database created by the students to give them broad access to the Latino community. To build the database and promote Noticiero Movil, students spread out into the community and create events to bring community members together. The course allows the students to develop and integrate their skills in news gathering, strategic communication, and design.

Why it works. The course that is the centerpiece for Noticiero Movil is called News Studio, and its existence predates Noticiero Movil. Donica Mensing, associate dean of the Reynolds School of Journalism, describes News Studio as a “bucket course.” The idea was to create the parameters of a class but not define in detail its contents. Noticiero Movil is one way in which the “bucket” is being filled. Because students have to take capstone courses to complete their degree, there is a demand for the News Studio class that creates Noticiero Movil.

What are the consequences? The News Studio class that is producing Noticiero Movil is popular. The class had 16 students in the fall of 2015 when the class was first offered and 18 students enrolled in the spring of 2016. Six of the eighteen in the spring returned from the fall semester. Of the 18 students in the spring section, 8 were producing content in both languages. Students are promoting the class to their cohorts. Faculty

¹⁴<http://noticieromovil.com/>

support is strong. Vanessa Vancour, instructor for the class and director of the project, said the class could lead to what she believes will be the first bilingual undergraduate journalism program in the US. Associate Dean Mensing said the school is exploring ways to make the initiative of Vancour and Noticiero Movil sustainable. Dean Al Stavitsky sees Noticiero Movil as a project that will draw in the future upon a number of classes and independent study projects.

Additional details. A defining feature of the curriculum at the Reynolds School of Journalism is that it does not have tracks. Associate Dean Mensing described the curriculum as an hourglass. The students take courses in basic skills designed to create a knowledge base. They then take a few specialized courses. And they end their programs in broad courses and capstone courses that reach across the specializations. Dean Stavitsky said he thinks of the program as having “soft sequences” in news, strategic communication, and visual communication. Students are free to move back and forth among the three tracks. The students are encouraged to specialize in one area for at least some of their electives. The school also requires two senior-level courses, for which the students have to take prerequisites. That requirement forces some specialization. No formal structure defines the faculty, which operates as a committee of the whole for promotion and tenure decisions and other acts of governance.

Faculty member Bob Felton, who teaches strategic communication courses, said the impetus for the elimination of formal sequences about 10 years ago came from the students. What the faculty did in eliminating the sequences “was a recognition of what the students were doing anyway.” Another factor that led to the change was pressure from the central administration of the university to reduce the number of years of study for an undergraduate degree to four years. Because students were adding on courses to cut across the silos of the old curriculum, they were adding time. The faculty embraced the change. “There was no resistance anywhere,” Felton said.

Associate Dean Mensing said that the pressure to “soften the sequences” was “driven far more by the faculty and students” than by the school’s deans. Some of those I spoke with saw former dean Cole Campbell’s role as important. Others said he only contributed to movement already underway in the school. Campbell, by several accounts, did introduce the idea of design thinking to the small graduate program, and that design

thinking—which leads creators of products to focus on users—was mentioned by several faculty as important in what is being done today. Mensing said Campbell’s importance was that he “introduced the practice of citizen-centered journalism to the school.”

The specific initiative for *Noticiero Movil* came under current dean Stavitsky. The school had secured a three-year grant from the Hearst Foundation to create something called the Nevada Media Alliance. Additional funding for the project has come from the John Ben Snow Memorial Trust. Vancour was hired to run that project, the goal of which was to create a partnership between the school and local media outlets so students could gain real-world experience while completing their courses. That project morphed into *Noticiero Movil* when the school was selected as a winner of the Challenge Fund for Innovation in Journalism Education by the Online News Association. The News Studio “bucket” course already existed, so *Noticiero Movil* was simply fitted into it.

The first thing Vancour did when the school got the grant was hire three students to build a database based on people in the Latino community. The students fanned out in the community with surveys, both in Spanish and English, and ultimately created 100 entries. In the first semester of the *Noticiero Movil* version of News Studio, the assignment was for the students to interview people who were in the database. The students also hosted a debate-watching event for the Democratic presidential candidates at a Mexican restaurant. The event was a way to make the community aware of the website and to add to the database. The class also used social media to promote the website.

Vancour said she wanted the students to learn “how to produce content that was born from the community.” The students asked the members of the community what is not seen in the media that they are concerned about. Even those students not from the community—the members of the class who do not speak Spanish—became more comfortable with the Latino community as a result of the class experiences.

In order to keep *Noticiero Movil* running during the summer, Vancour will hire a number of students to create new content and maintain the website. But this is possible because the Online News Association Grant is providing the support. That grant runs until the end of the year (2016). The Hearst grant also runs out in 2016, and the John Ben Snow Memorial Trust grant runs through 2017. So the challenge for the Reynolds School

is how to create permanence for the program, both to sustain the education mission and to continue the collaboration with the community. Dean Stavitsky said the plan is to reapply for Hearst funding, emphasizing the Spanish and English content.

Mensing said, “We used to have a faculty member here who bristled at the thought of public journalism or citizen-centered journalism, as he firmly believed that all journalism was public and citizen oriented.” Mensing continued, “From that vantage point, these projects are not really ‘innovations’ but an attempt to break through an institutionalized process of viewing the public as abstractions.”

University of Southern California. *The setting.* The University of Southern California is located in Los Angeles, a city of 3.9 million residents. Los Angeles County has a population of 10.1 million. California has a population of 39.1 million. The University of Southern California is a private university with an enrollment of 43,000. Of those students, 598 are in the School of Journalism, with 43 faculty members. The School of Journalism is part of the Annenberg School for Communication and Journalism. The School of Journalism offers a bachelor’s degree and four master’s degree programs, with 352 of the 598 enrolled students in the undergraduate program. The program is accredited by the Accrediting Council on Education in Journalism and Mass Communication. The Annenberg School was created in 1971. In 1994, Communication Arts & Sciences and Journalism were brought into the Annenberg School. Journalism was first taught at the university in 1914.

What is novel? The University of Southern California is literally a gated community inside south-central Los Angeles. To connect students to the outside community and provide news and information about that community for its residents, the School of Journalism created Intersections South LA, a reporting lab and community website for South Los Angeles. The site is viewed as a collaboration with the community by those in the School of Journalism who work for it. At present, Intersections is in transition. It operated in the past through the energy of faculty and students outside the curricular structure of the School of Journalism. Plans for the future are not finalized, but the school’s leadership has said Intersections will be fully integrated into the curriculum and be a part of the school’s Media Center, a state-of-the-art facility where students produce materials for distribution across a wide range of platforms.

Why it works. In the past and at present, Intersections has operated because of the commitment of faculty and students who believe in the importance of connecting with the community around the campus of the University of Southern California. The site was started by faculty members Willa Seidenberg and Bill Celis with funding from the school. Internal and external funding have kept it going. Some staff positions have been funded. Students volunteer for much of the work. “Students really respond to it,” Seidenberg said. “They get to know people in the community.”

What are the consequences? The 229-acre University Park main campus of the University of Southern California is a lush, carefully manicured green island in an urban landscape of freeways and densely packed neighborhoods. Intersections has been a way for the School of Journalism to connect to that surrounding community. The Intersections initiative has been informed by a larger initiative in the Annenberg School for Communication and Journalism. Under the leadership of Sandra Ball-Rokeach, The Annenberg School for Communication and Journalism launched a project more than 15 years ago to study the transformation of urban communities under the forces of globalization, new communication technologies, and population diversity. Los Angeles has been the setting for the research initiative, which goes by the name of Metamorphosis. The success of Intersections in the larger context of Metamorphosis has impacted discussions in the School of Journalism as it undertakes curricular reform.

Additional details. The Annenberg School for Journalism and Communication opened a new building in the fall of 2014. The lower two floors of that building are dominated by a glassed-in production space called the Media Center. At the center of the lower level is a circular desk, called “the halo,” at which student editors sit. This desk is surrounded by a series of pods or desks at which students responsible for activities inside the Media Center work. Eight faculty advisors have offices on the second floor overlooking the production area and spend much of their time interacting with students in the Media Center itself.

The Media Center integrates five previously separate production activities of the School of Journalism. One of these was responsible for long-form video magazine production. Another did television news production for a daily newscast. Another was responsible for a radio news program. The fourth was a digital news operation that ran

around the clock, seven days a week. The final product brought into the Media Center was Intersections. All of these media products are organized under the umbrella of uscannenbergmedia.com.

The students with management jobs in the Media Center are paid. Students enrolled in basic journalism writing and reporting classes make up much of the staff. As a part of the course requirements, the students have a weekly four-hour shift in the Media Center, in which they get assignments from the student editors. Public relations students, who make up about half of the undergraduates enrolled in the School of Journalism, do not have this shift requirement, though they can work in the Media Center. The Media Center has a social media desk and a data analytics desk, which are attractive to public relations students. One public relations class does require participation on the data analytics desk as part of the course requirement.

Willow Bay, director of the School of Journalism, said the plans are to create a new desk in the Media Center that will focus on community reporting. Intersections will be a “core” of this community reporting desk, she said. In addition, a new curriculum that will go into effect in the fall of 2016 will include a new course, Engaging Diverse Communities in the Digital Era. This junior-level course will have as a requirement a four-hour shift each week in the Media Center during which students “will use skills and tools taught in the classroom to enhance community reporting assignments,” according to the course description. Bill Celis, coordinator of the undergraduate journalism curriculum, said the goal is “to send students out to the community that is uncovered, undercovered, or poorly covered.”

The creation of a community desk in the Media Center and the addition of the new course on community to the curriculum could provide Intersections with a work force and a curricular base that it has lacked in the past.

At present, Intersections has a paid student editor who follows e-mails from people in the community, monitors the Intersections page on Facebook, and makes assignments to the three students volunteer staff members. She also coordinates with the Media Center executive editors on any coverage being done in South LA. Two graduate students also contribute as part of their work assignment. A faculty member edits the work before it is put online. Seidenberg said that students who write for Intersections

have been appreciative of the careful editing of their stories as a learning opportunity. They also have been happy that the editor provides a level of oversight to ensure the reporting is sound.

In the past, Intersections live-streamed a summer jazz festival, had a booth at the annual Taste of Soul Festival audio-recording people's stories, participated in the city's CicLAvia bicycle event, had tables at some community events, and did cleanup in the community. Volunteers also did mentoring in high schools. The staff tried to go in and be "a part of the community," Seidenberg said. In this way, the students heard stories that "were really important to people. The stories we might not think are important to people in the community." Initially, the plan was to have members of the community contribute, but "that takes a lot of work" and is no longer being done.

Rutgers University–New Brunswick. *The setting.* Rutgers University–New Brunswick is located on five campuses along the Raritan River in New Brunswick, a city of 57,080 residents in central New Jersey. New Brunswick is in Middlesex County, which has a population of 840,900. Middlesex County is part of the New York-New Jersey Metropolitan Area with a population of 19.6 million. New Jersey has a population of 8.9 million. In addition to Rutgers University–New Brunswick, there also is Rutgers University–Newark and Rutgers University–Camden. Rutgers University is the land-grant institution of the state. Rutgers University–New Brunswick has an enrollment of 40,720 students. Of those students, 400 are in undergraduate majors of the Department of Journalism and Media Studies, with 11 full-time faculty members. The Department of Journalism and Media Studies is one of three departments in the School of Communication and Information. The Department of Journalism and Media Studies has responsibility for an online master's degree program, which is a track within the broader master's program, and its faculty participate in the doctoral program of the School of Communication and Information. The Department of Journalism and Media traces its origins back to 1926.

What is novel? The Department of Journalism and Media Studies has a strong social justice focus to its curriculum, reflected in a course called Media, Movements, and Community Engagement. The course produces a Web product called NJ Spark (<http://njspark.rutgers.edu/>). The goal is to bring students together with media makers and

journalists to create media for and with underserved communities, with a particular focus on Middlesex County, which has a large Mexican population.

Why it works. The curriculum of the Department of Journalism and Media Studies reflects a focus on the skills for journalism as practiced today and a critical perspective on that practice. This is possible because the faculty in the department come both from the practice of journalism and from the scholarly tradition of media studies. The faculty has created a curriculum that requires students to take few traditional journalism classes and encourages the students to develop critical skills about the practice of journalism. The department relies heavily on a media internship program with strong ties to the metropolitan New York media market as a way for students to learn the traditional skills and, for those desiring it, find entry to the traditional media labor market.

What are the consequences? Rutgers is exploring a new way to teach journalism, based on a critical perspective on journalism as practiced and with a focus on the potential of journalism to play an activist role in society. Students are taught the basics of journalism. One of the two required classes is Writing for the Media. Students can take up to nine hours of supervised internship credit. But this coursework is presented in a critical perspective, reflected in the following statement from the NJ Spark website: “We tell the stories of the working class, immigrants, and impoverished. We shine a light on the organizations that support those groups. We point to the inequality and injustice plaguing our society. At our core, we believe that when people come together to re-imagine their communities, it can spark real change.” NJ Spark is only a component of the social justice focus of the curriculum, but conversations with faculty indicate it is a highly regarded part of that effort.

Additional details. The School of Journalism and Media has rejected the requirements of the Accrediting Council on Education in Journalism and Mass Communication. The faculty recently has revised its curriculum to include only two required classes, Writing for Media and Media Ethics. After completing those classes, students move into three nontraditional “pathways,” Journalism and Emerging Media, Media and Society, and Creative Media Practice. The students can complete all three if they wish. Each pathway has three foundation classes, for which students must choose

one. After those classes are completed, the students select from a variety of class offerings to complete their requirements.

The impetus for the change, according to Steve Miller, the undergraduate coordinator, was the students. “Our old curriculum stifled students from taking courses they wanted,” he said. Some of the requirements had been in place since 1993, he said. “We noticed our students weren’t connecting with us, and we weren’t connecting with them.”

Jack Bratich, department chair, said the third track, Creative Media Practice, is a “container for the non-news side of things.” It includes some entertainment, but it also includes advocacy work and promotional media. Public relations is not taught in the Department of Journalism and Media Studies, but this track will allow students with an interest in noncorporate public relations to find a home. At present, public relations is taught in the Communication Department, another of the units of the School of Communication and Information.

A key feature of the new curriculum is the number of courses offered that are intended to reach out to the broader student body, not just those who have selected Journalism and Media Studies as a major. The core course on Writing for the Media, for example, is open to all students in the university. But that also is true of courses on Consumer Media Culture; Musical Cultures and Industries; Gender, Race, Class, and Media; Social Media and Participative Culture; Media and Government; and Development of Mass Media. Bratich says the courses are used to recruit students to the Journalism and Media Studies major. “Our Journalism and Media Studies students focus on journalism and citizens,” Bratich said. “We are trying to push more about this into the university curriculum, not just in our department.” Bratich explained: “We are creating a miniature arts and science inside the School of Communication and Information that has a professional component.”

Media Movements and Community Engagement, the course that produces NJ Spark, has been taught as a special topics offering four times, with enrollments from 8 to 17 students. It has been approved as a permanent course. At present, it is open only to majors, but nonmajors can be admitted on a case-by-case basis. It is taught by Todd Wolfson, who was one of the founders of the Media Mobilizing Project in Philadelphia.

The goal of the Media Mobilizing Project is “to build a media, education, and organizing infrastructure that will cohere and amplify the growing movement to end poverty.” The project website states, “We use media to organize poor and working people to tell our stories to each other and the world, disrupting the stereotypes and structures that keep our communities divided.”¹⁵

Bratich said the Department of Journalism and Media Studies hired Wolfson to do something similar in New Jersey. Wolfson fits with the department’s focus on social justice and its broader concern with media studies. Susan Keith, incoming department head, said the strategy in the Department of Journalism and Media Studies has been to hire the best scholar available, not to hire for a specific class that needs to be taught. The skills classes are often taught by adjunct faculty, leaving the more conceptual classes to regular faculty, many of whom have doctorates in fields other than journalism and communication.

“This is a place where interest in citizens and social actors is extremely valued,” Keith said. She said this goes back to the founding of the program in 1969. At that time, journalism at the New Brunswick campus was in decline, and a new program in Urban Communication was created on the Livingston campus. Jerry Aumente, who was responsible for creation of the Urban Communication program, said the social turmoil of that era was an essential element of the program’s creation. Ultimately, that program moved back to the New Brunswick campus in what is now the School of Communication and Information. The department became the Department of Journalism and Mass Media and then the Department of Journalism and Media Studies inside the school.

Wolfson said he is “not a trained journalist in any sense.” His doctorate is in anthropology, and his research focuses on social movements. From that research, he said, he learned that many of those involved in social movements were focused on journalism and media. He found that they overestimated the effects of the media. This led him to create the Media Mobilizing Project in Philadelphia, which was founded with Knight Foundation money. “We use media to change power,” he said. Included is training people on the basics of journalism. Wolfson said, “We need to be factual and accurate, but we do not claim objectivity.” He brought this same approach to NJ Spark.

¹⁵ <http://mediamobilizing.org/>

Media Movements and Community Engagement is the core for NJ Spark. Students work on teams in the community. The teams in the spring of 2016 were organized around investigative reporting, social media, editorial writing, and two separate video projects. Wolfson has grant funding, and he uses that funding to hire what he calls “leads,” that is, people from the community to help with the projects. Without the grant money, he said, he would find some other way to involve community leaders in the project. In the course, Wolfson said, students “go out and do engaged journalism.” They also learn that the field of journalism is in transition. And they learn that the field of journalism has not always treated the community fairly.” Wolfson stated, “We are not trying to help people. We are trying to help one another.”

The New School. *The setting.* The New School is located in Greenwich Village in Manhattan. Manhattan has a population of 1.6 million. New York City has a population of 8.5 million and is part of the New York-New Jersey Metropolitan Area with a population of 19.6 million. The state of New York has a population of 19.8 million. The New School was created as an experimental, private institution of higher education in 1919 and now has a variety of units including the Parsons School of Design, the Eugene Lang College of Liberal Arts, a College of Performing Arts, the New School for Social Research, and the Schools of Public Engagement. The New School has an enrollment of 10,080 students spread across those graduate and undergraduate units. Of those, 71 are majors in Journalism + Design, an undergraduate program created only in the fall of 2014 in the Lang College of Liberal Arts. The program has two full-time faculty and will have four full-time faculty members next year (2017).

What is novel? The New School has created an innovative journalism curriculum embedded in the Lang College of Liberal Arts, and with links to Parsons School of Design. Students are exposed to a design-focused approach to journalism that emphasizes the informational needs of news consumers and how they use the materials provided to them. Faculty with design expertise are embedded into the classes taught. The curriculum uses a mixture of standard courses and short, topical courses to expose students to the changing media landscape, drawing on the resources of New York. The program also offers out-of-classroom programs and workshops that are open to students around New

York City.

Why it works. In 2014, the program grew out of course offerings in Literary Studies, recapitulating the historical development of journalism education in English departments at universities around the country a century earlier. Under the direction of Heather Chaplin, who saw design as crucial because of her experience in covering the gaming industry as a journalist, the program immediately sought to combine the liberal arts tradition of Lang College with the design expertise of Parsons. Chaplin and the New School were successful in obtaining seed money from the Knight Foundation to realize that goal. That money has allowed Lang College to “embed” experts with a design perspective into the journalism classes and provide out-of-classroom programs and workshops.

What are the consequences? The program focuses on the audience, and students learn skills to allow them to design the news product to meet audience needs. The program teaches a human-centric approach to determining coverage, telling stories, and disseminating the news. Students learn to start the reporting process by identifying the community the news is designed for and asking whether the reporting is needed. To the extent that those needs are reflective of audience requirements as citizens, the program gives students skills that will make them produce a different kind of citizen-centered news product. “Journalism, the way we teach it, starts with an understanding of whom you are creating for and why,” Chaplin said. The classes teach a process, she said, that can be applied to different contexts. “We do a lot of work with assumptions,” she said. “We tell the students not to assume people’s needs. The students are taught to learn those needs and to figure out how to create a piece of journalism to meet those needs.” The students also are taught to keep track of their successes and failures, she said.

Additional details. Chaplin was hired in 2010 by the New School to teach in the Literary Studies major of the Lang College of Liberal Arts. At that time, students in that major could pick either writing or literature as a track, and within the writing track, they could specialize in journalism as one of several options. Riva Kadar, associate dean for academic planning in Lang, said that, under Chaplin’s direction, the college put together a proposal to create a collaborative program with the Parsons School of Design. Negotiations between the two units were challenging, she said, because of decisions

about costs and allocation of resources. Lang College initially created a Journalism + Design minor, which is open to undergraduate students across the university, as a way of making the collaboration with Parsons more attractive. There are now 22 students minoring in Journalism + Design. The program proposed by Chaplin was going to be exciting, but it also was going to be “very expensive,” Kadar said, creating a second challenge. The Knight Foundation grant made it possible to move forward.

The curriculum developed for the Journalism + Design major incorporates social media and data expertise in each class, in addition to design expertise. To accomplish this, the New School hires people to join the regular faculty member in the class. Chaplin calls these “embeds,” and they have been hired from outside the New School. In addition, an instructor from Parsons is working with Chaplin to incorporate design into all of the classes. This level of funding is possible because of the Knight grant. That grant expires this year (2016), and Chaplin said she is seeking additional funding from Knight for the project.

Of the 120 credits for the major, 52 are within the Journalism + Design major. This is a higher than the national norm. The Accrediting Council on Education in Journalism and Mass Communication, for example, sets a ratio of 31.7 for programs it accredits. The New School is not accredited by ACEJMC.

Irwin Chen, the Parsons instructor working with Chaplin, said he brings user experience design to the program. He refers to this as a methodology for trying to learn what user needs are, what users like, and what they use. The goal is to become what he calls an “advocate” for the user. User experience design seeks to create a feedback loop so the producer gets input from the user. “You implement a solution and see if it succeeds or not,” he said. “This was something that was missing in journalism in the age of newspapers.”

The New School is tuition driven, Associate Dean Kadar said, and it will be possible to expand the program beyond its current level only if it can be demonstrated that the program is bringing students to Lang College who would not otherwise attend. So far, she said, the students have moved to the Journalism + Design major from others inside the college.

Chaplin said that the evidence shows that the program will be successful in

attracting students. “It is an extremely relevant 21st-century education,” she said. The program fosters skills that will help the students succeed in the future. “They need to be comfortable with the unknown,” she said. “The students must learn the skills needed to learn new things. They have to relish having to learn new things. They have to manage fear and anxiety.” The program promotes collaboration, according to Chaplin, and students are graded on that.

The New School has a Media Studies School, but it has not played a role in development of the Journalism + Design curriculum. The Media Studies School is largely focused on graduate education.

Marquette University. *The setting.* Marquette University is located in downtown Milwaukee, a city of 599,642 residents in the southeastern part of the state, on Lake Michigan. Milwaukee County, of which Milwaukee is the seat, has a population of 957,735. Wisconsin has a population of 5.8 million. Marquette is a private, Catholic Jesuit university with an enrollment of 10,910 students. Of those students, 980 are in the Diederich College of Communication, with 37 faculty members. The college offers a bachelor’s degree program and a master’s program. The Diederich College of Communication has four academic departments: Communication Studies, Digital Media and Performing Arts, Strategic Communication, and Journalism and Media Studies. The Department of Journalism and Media Studies has 180 students with eight faculty members. Its bachelor’s degree program is accredited by the Accrediting Council on Education in Journalism and Mass Communication. The master’s program in the Diederich College is not departmentalized. The college traces its journalism program back to 1915.

What is novel? The Diederich College has partnered with the United Neighborhood Centers of Milwaukee and the Zilber Family Foundation of Milwaukee to create and operate the Milwaukee Neighborhood News Service.¹⁶ The goal of the Neighborhood News Service (NNS) is to cover stories that are important to the people who live, work, and serve in the inner-city neighborhoods that surround the Marquette campus. NNS is professionally staffed and is located in Johnston Hall, the home of the Diederich College, on the Marquette campus. Students can participate in the work of the

¹⁶ www.milwaukeeenns.org

Neighborhood News Service.

Why it works. Milwaukee Neighborhood News Service has a full-time editor and four part-time staff members. The salaries of these individuals have been covered by funding from a variety of sources, including the Zilber Family Foundation, Greater Milwaukee Foundation, John S. and James L. Knight Foundation, Argosy Foundation, Northwestern Mutual Foundation, and Diederich College of Communication itself. NNS operates out of a newsroom on the fourth floor of Johnston Hall. Marquette provides that space without charge. Additional staffing is provided to NNS by students working as interns or as part of a graduate fellowship program.

What are the consequences? The Milwaukee Neighborhood News Service provides students in classes of the Diederich College of Communication an outlet for their work. In addition, it offers students selected to be interns in the NNS close supervision by a professional editor. To be published by NNS, students must cover topics in the 18 inner-city neighborhoods designed as coverage areas of NNS. NNS includes coverage of those neighborhoods missing from the traditional media and connects Marquette to the inner-city neighborhoods surrounding it.

Additional details. NNS traces its origins to the Zilber Family Foundation Neighborhood Initiative, designed to help inner-city neighborhoods in Milwaukee meet their needs. Included among those needs is the ability to communicate internally and externally about the neighborhoods. Zilber, in partnership with the United Neighborhood Centers of Milwaukee, a 501(c) (3) charitable organization, approached Marquette about setting up a news organization that would cover the central cities. According to Diederich College Interim Dean Ana Garner, the traditional media focus their coverage on crime and drugs in the inner-city neighborhoods, and the goal of the news organization was to cover topics other than those. Diederich agreed to provide space for what became the Neighborhood News Service and allow use of college equipment. The expectation was that staffing would be covered by external funds, Garner said, and that the college would benefit by serving the community and providing students an opportunity to practice journalism in the community.

Neighborhood News Service launched in May 2011, initially focusing on two neighborhoods north and south of Marquette. At present, it covers 18 neighborhoods. In

addition to the five professional staff members the site is also staffed by student interns, some of whom earn class credit and others of whom do not, and by students on a graduate fellowship. The editor, Sharon McGowan, said she recruits students to apply for the internships from the three required classes in the journalism program: Boot Camp, Public Affairs Journalism, and Community Journalism (referred to internally as Digital Journalism I-III). McGowan said she has come to believe that students must have completed the second of these courses before she will consider them for an internship. Competition is tough. Most of those interns come from the journalism program, but students in the Strategic Communication program also can get internship credit for working at Neighborhood News Service. The Strategic Communication students send out messages via social media about content on the Neighborhood News Service site. NNS itself is entirely online.

Interim Dean Garner said that Neighborhood News Service provides Diederich students an alternative outlet to the student digital, broadcast, and print news products, now organized under the name Marquette Wire. Editor McGowan said she will allow students to contribute to Neighborhood News Service as volunteers if they do not have an internship, but only after the student has served as an intern. “This is a professional news organization,” McGowan said. “I do not treat the interns like students, but like staff.” Interns work 12 to 15 hours per week on a schedule. Initially, they do stories assigned by McGowan. Often, they come up with their own ideas, she said. The students are expected to publish every 8 to 10 days.

Interim Dean Garner estimates the costs of operation of NNS to be about \$400,000 per year. That does not include costs for space, equipment, or overhead. The college is doing “massive” fundraising to obtain that level of funding. Garner said Neighborhood News Service is “highly” successful, with local professional media frequently linking to stories on the site. The site does sell advertising. Staff Writer Edgar Mendez, who has worked at NNS since its start, said he now is seeing “more stories like we do in the mainstream media” as a result of NNS.

McGowan said that community engagement is very important to Neighborhood News Service. All of the reporters at the time of the interview lived in the city. More important than place of residence, McGowan said, is the ability of the reporter to do the

work required. McGowan said NNS does not cover routine government meetings. Others do that. “Our story is going to be what the meeting actually means on the ground in the neighborhood.” She said: “We talk to the people in the community. Often we are the only ones to do that. We do stories that are important to the people.” Staff Writer Mendez stated, “We shine light on many programs in the central city people didn’t know about.”

Neighborhood News Service allows for community contributions through a column called *Community Voices*, which McGowan refers to as “op-ed” content. The site also posts news releases, information about job openings, and notes on events. Another feature is *Neighborhood Lens*. McGowan said the staff lends still-image cameras to community members so they can “document their lives and neighborhoods.” Another feature is called *On the Block*, for which reporters go out on the street and record audio allowing people to “talk about what is on their minds,” McGowan said.

Faculty and retired professionals also contribute to Neighborhood News Service. Karen Slattery is one of the faculty who has done that. She also teaches *Digital II*. She said she now thinks NNS works better for students in *Digital III*. The integration of Neighborhood News Service into the curriculum of the Department of Journalism and Media Studies “is a work in progress,” Slattery said. “My hope is that it will become big enough to accommodate more students in the future than it does now.” Slattery stated, “NNS dovetails so nicely with Marquette’s mission to engage with the community. How to pay for it is the question.”

“We believe NNS gives value to what we do as an institution and what we can do for our students,” Dean Garner said. “We serve our neighbors in a meaningful way, and we give our students the opportunity to experience professional journalism in service to others. Both items are core to MU’s mission.”

University of Wisconsin–Madison. *The setting.* The University of Wisconsin–Madison, is located in Madison, a city of 245,691 residents in the south-central part of the state. Dane County, of which Madison is the seat, has a population of 523,643. Madison is also the state capital. Wisconsin has a population of 5.8 million. University of Wisconsin–Madison, is the land-grant institution of the state. The university has an enrollment of 43,389 students. Of those students, 594 are undergraduate majors in the School of Journalism and Mass Communication, with 16 faculty members. The schools also has 89 students enrolled in its master’s and doctoral programs. The school traces its origins back to 1904.

What is novel? For 10 years, the School of Journalism and Mass Communication has sustained a community online news site called Madison Commons.¹⁷ The site has been used to experiment with differing forms of community involvement and, at one point, had developed a training program for community members to help them be journalists. That effort has been judged to be unsuccessful. In its current form, Madison Commons serves as a publication outlet with professional supervision for students in a series of classes. News is defined from the bottom up, and solution-oriented journalism is at the core of the initiative.

Why it works. Madison Commons is an outgrowth of the research agenda of faculty member Lewis Friedland. He has obtained small amounts of funding from internal and external sources to keep the project running since 2006. Community involvement of the sort represented by Madison Commons is a manifestation of the “Wisconsin Idea” that education should influence people’s lives beyond the boundaries of the classroom. The Wisconsin Idea has guided the university outreach efforts in Wisconsin and throughout the world. Faculty in the School of Journalism and Mass Communication encourage students in three core classes to participate in Madison Commons, and a new course has been designed to be even more tightly linked to the class.

What are the consequences? Madison is, in many ways, a media rich environment. The campus has had two competing student newspapers for many years. Madison still has

¹⁷<http://www.madisoncommons.org/>

two commercial newspapers, though one exists largely in its online form. A variety of alternative media also exist. In this mix, Madison Commons provides students with an opportunity to cover the community under the guidance of graduate student editor and faculty members who discuss newsgathering in the context of social and democratic theory. The work at the Commons is a stepping stone to other work, including through paid internships at the Wisconsin Center for Investigative Journalism.

Additional Details. Friedland said he launched Madison Commons in the wake of the public journalism, or civic journalism, movement, consistent with his research interests in the role of the media in fostering community engagement. Friedland stated that the “practical research question was how can we make them (public and civic journalism) move forward?” Friedland decided to incorporate into Madison Commons journalism produced by citizens and developed a training program for citizens to accomplish that goal. The journalism done by the citizens, Friedland said, should hold to a standard that included “some form of truth-telling, fairness, and balance.” Friedland partnered with groups in areas of the community, found people interested in becoming journalists, and taught them how to do it, using these standards. The program ran for three years and trained approximately 100 people. Originally the classes were eight weeks long. Later, they were scaled back to six weeks. In the end, Friedland concluded, the citizens “didn’t want to do journalism” as he defined it. “It is hard work,” he said. “They didn’t want to be fair and balanced. They didn’t want to investigate.” Friedland also tried to create a news service using the citizen content as the product. He found that established media didn’t want to pay for content produced by citizens. And the flow of materials was undependable.

As a consequence of these experiences, Friedland decided to reinvent Madison Commons as an internal product of the School of Journalism and Mass Communication. “We had to internalize it and professionalize it,” he said. “We wanted to report on stories no one else wanted to do any more. And we had to control the pipeline.” Friedland was teaching advanced reporting, and he was stressing community-based reporting in the class. So the next step was to incorporate Madison Commons as a publication outlet for students in the basic reporting and writing class, the intermediate reporting class, and the advanced reporting class—the three core courses required of all the students. Madison

Commons continues to operate in this way and sustains itself during the summers through the work of volunteers. It also uses “evergreens” produced by the students in the classes, that is, stories without a time peg.

Dee Hall, managing editor of the Wisconsin Center for Investigative Journalism, said that Madison Commons “is a pretty good training ground” for the paid internships her organization offers. The center has space on the fourth floor of Vilas Hall, in which the School of Journalism and Mass Communication is housed. Hall stressed the importance of professional training. “The idea that we can have citizens creating their own journalism sounds great but it is completely impractical,” she said. “There is a set of skills that journalists have that citizens don’t have.”

Funding for Madison Commons has been “patchwork” from the beginning, Friedland said, but, with internal and external funding, he has been able to hire a graduate student to serve as editor. He said he needs between \$5,000 and \$10,000 each year to do that. The graduate student recruits undergraduate students from the various classes and coordinates coverage. According to Friedland, that coverage focuses on food and sustainable development, the environment, education, and urban issues. The coverage presumes that “there is a way that people can recognize their problems,” Friedland said, “and that they can find solutions.”

The three basic classes are open only to journalism students, because demand exceeds the number of available seats. The School of Journalism and Mass Communication has created a new curriculum, which contains a new course on community reporting. Whether the School of Journalism and Mass Communication is going to be able to implement that new curriculum is up in the air. Hemant Shah, director of the school, said the faculty size has decreased from 23 in 2014 to its present 16 because of budget cuts at the university. He is losing three faculty to retirements at the end of the current academic year and lost another faculty member during the semester due to a sudden illness. He is working hard to be allowed to replace three of these faculty, but nothing is guaranteed.

Demand for classes in the school is high, according to Director Shah, with 400 applicants each year for the 240 slots available. Only a quarter of the students are in the journalism track, with the remainder in strategic communication. The curriculum revision

being proposed actually weakens the distinctions between the two tracks, creating a middle set of shared courses. Dhavan Shah, chair of the undergraduate curriculum committee, said the goal of the curricular change is to allow for flexibility for the students. Journalism students need the expertise taught in strategic communication classes, and the strategic communication students need the subject matter of the journalism classes, he said. “Students know they need these skills and they are asking for that,” Dhavan Shah said. “They want a more flexible tool kit when they finish.” Director Shah stated that the new curriculum is on hold at present because of the severe budget cuts imposed on the university.

Faculty member Kathleen Culver said that Madison Commons is not the only way “we encourage students to engage.” She said other faculty members in other classes focus on the disadvantaged and help citizens communicate, as examples. “We embrace the Wisconsin Idea of getting out and engaging citizens.” Culver also said a focus on communication and its role in democracy is part of the research agendas of many of the faculty members, adding additional impetus to community outreach.

Sue Robinson teaches a class on using journalism to create racial justice. As part of the class, her students are training middle and high school students to be journalists. “The whole philosophy of this place is about citizens. Everyone takes to heart the Wisconsin Idea.” Robinson said one of the reasons she took the faculty position in the School of Journalism and Mass Communication was the existence of Madison Commons.

University of Minnesota Duluth. *The setting.* The University of Minnesota Duluth is located in Duluth, a city of 86,238 residents in the northeastern part of the state on Lake Superior. St. Louis County, of which Duluth is the seat, has a population of 200,431. Duluth and Superior, Wisconsin, are referred to as the Twin Ports, separated by the St. Louis River, which is the border between the two states. Superior has a population of 26,705. Douglas County, of which Superior is the seat, has a population of 43,601. Minnesota has a population of 5.5 million. The University of Minnesota Duluth is a campus of the University of Minnesota system, with 10,878 students. Of those students, 37 are in a new journalism major and 39 are in the journalism minor. Three faculty serve the major. The journalism major is the result of efforts to revive journalism instruction at University of Minnesota Duluth over the last 10 years.

What is novel? The College of Liberal Arts has created a journalism program built around the idea of journalism and community. The program does not have tracks, and the focus is on digital storytelling across platforms. Journalism instruction has been a focus in the Department of Writing Studies, within the College of Liberal Arts, but it will become a major in the Department of Communication on July 1, 2016. The Department of Communication also is in the College of Liberal Arts and will retain its existing major. The Department of Communication had a journalism minor until it became inactive about 15 years ago with the retirement of a faculty member. The curriculum for the major focuses on telling the stories of communities across media platforms. The program is designed, according to its promotional literature, to “demonstrate how the journalistic approach to problem solving and storytelling can produce locally engaged, globally competent citizens.” Already, students have played a key role in a community news product designed to bring together the expertise of citizens, community organizations, and professional journalists to tell a story about a key environmental feature of the community, the St. Louis River. The project is called One River, Many Stories.¹⁸

Why it works. The new major is the result of the work of faculty members John Hatcher, Jennifer Moore, and Chris Julin, who have received the support of Dean Sue Maher. The college sees the program as a means of retaining students. Recent success at retention of students in journalism was cited by Maher as justification for her decision to add a new faculty line to journalism and to move journalism from its Writing Studies home to Communication, where there is a link to existing faculty interested in journalism studies. One River, Many Stories is a partnership with the Duluth Superior Area Community Foundation and is funded in part by the Knight Foundation.

What are the consequences? The program is designed to educate journalists, but not only those seeking employment in traditional journalistic organizations. What the students will do with their journalism skills is not the central concern of Hatcher. He wants graduates to consider working at the community level, not as a stepping stone to jobs in larger communities but because of their interest in the community itself and a desire to be a part of that community. Other faculty members and administrators express

¹⁸<http://onerivermn.com/>

support for this approach, giving the program a special niche in the field of journalism and mass communication education.

Additional details. John Hatcher was hired in 2007 to teach in the journalism minor in the Department of Composition. Hatcher joined Chris Julin, another faculty member in the Department of Composition with a journalism background. Hatcher said he had not been told he could create a journalism major when he was hired, but he said he quickly recognized the opportunity to do so. Journalism next became a major in a new Department of Writing Studies. Professional writing was the second track.

Dean Susan Maher said when she came to the University of Minnesota Duluth in 2010 to be dean of the College of Liberal Arts, she found that the numbers in the Writing Studies program “skewed” toward the journalism program. “The students liked the kind of journalism that John focused on,” Maher said. “The students feel that they are participating in the community,” she continued. Even with the collapse of the newspaper industry, Maher stated, there are more possibilities for journalism students today than in the past. The program offers “digital-age training” in storytelling and narration, she said. “It is a digital world,” she said. Maher added a faculty line to the program last year and decided to let the faculty decide whether it wanted to stay in Writing Studies or move to the Department of Communication. The Department of Communication is the largest department in the college and one of the largest in the university, according to Maher. She said she is happy with the response to the new journalism major. Nine students have declared for the major for next year. She said she anticipates that more students now in the Writing Studies program will move to journalism. Maher’s goal is to keep enrollment stable. She is focused on retention, which she said is an issue at the university. The students in the Department of Communication and in journalism stay and finish, she said.

Hatcher said he sees the major the college developed as a tool box. “It is not based on the assumption you are going to do journalism,” he said. “We want to inspire students to think creatively about the world.” The program is built on the notion of community engagement, but with a global competence, Hatcher continued. Colleagues Julin and Jennifer Moore, the newly hired journalism faculty member, share that view. The focus on community will continue to be defining, Moore said. “It is John’s vision. There is a lot of enthusiasm for it among students, faculty, and the community.” Hatcher

said Moore and Julin have been instrumental in shaping this vision. “What we have here doesn’t happen without the entire team.” Dean Maher has been supportive of the team’s focus on the community. “It is important to think regionally,” she said. “We are a Great Lakes university. We are in a particular biosphere. The border is meaningless.”

The One River, Many Stories project began as the idea of a faculty member and radio journalist at the University of Wisconsin–Superior. When he passed away, one of his students, Paul Lundgren, who operates a community website in Duluth, shared the idea with Hatcher and one of Hatcher’s students. The project was realized when the Duluth Superior Area Community Foundation received funding from the Knight Foundation. Hatcher and Moore wrote the year-long grant, which ends this summer (2016). The basic idea is to get everyone in the community, including journalists, working together to tell the story of the St. Louis River. The individuals decide for themselves which stories they want to tell.

The project is coordinated by Judy Budreau, who also has two paid student assistants working with her. They spend most of their time looking for stories written by community members on multiple platforms that deal with the project. In addition, four other students are paid to work with a select number of local media and with the Duluth Art Institute to produce copy. Budreau works 20 hours a week. The six students work three to eight hours per week. The arts community has been a very strong contributor, Budreau said. The professional journalistic community has been “among the slowest” to come aboard, she continued. Among those who have participated are students in a practicum class taught by Hatcher. They immersed themselves in the Lincoln Park section of Duluth, a working-class community. The goal, according to Hatcher, was to find a problem in the community that journalism could solve. The students worked with the Boys and Girls clubs and the middle school to create a publication called *Lincoln Park Youth Voice*. At a final meeting of the class, the students reflected on what they had accomplished. “When I first looked at it I didn’t think of it as journalism,” one class member stated. “But I’ve learned other people’s stories and told those stories. So it is journalism.” In journalism classes, another student said, “a lot of time you are trying to find a story. We let it come to us. We let the people in the community tell the story.”

Additional Programs. While doing the field work and after, I learned of additional initiatives at curricular reform that easily could have been included in this study. Two of those initiatives are particularly important, because they took place at universities different in significant ways from the eight I visited. I made phone calls and exchanged e-mail messages to learn more about those two.

Columbia College Chicago. Columbia College Chicago is a private institution offering undergraduate and graduate education in the arts, communications, and public information. The college is tightly linked to the urban environment of Chicago, which surrounds its campus in the heart of the city's Loop. Columbia College enrolls just less than 9,500 students. Columbia offers an undergraduate and a master's level journalism program within its School of Media Arts.

In 2008, Teresa Puente, a member of the journalism faculty, applied for and received a small McCormick New Media Women Entrepreneurs initiative grant administered by J-Lab. The purpose was to create Latina Voices, a website "to give voice to stories by or about Latinas."¹⁹ Stories can be written as a column, as commentary, as a blog post, or as a feature story.

Puente was allowed to create a class called Latina Voices "to populate" the site. The work of the students—all of whom were women during the three times she taught the class—could appear on the site. She also hired student editors to help maintain the site when classes were not in session.

Puente moved to University of California, Long Beach at the end of the 2015-2016 academic year and has taken Latina Voices with her. She said she may expand the site to include Hispanic and Chicano issues more generally, or she may keep Latina Voices and build another site. Cal State, Long Beach is a Hispanic-serving institution, and Puente said part of the job description for the position she took at the university is to support journalistic projects and a curriculum serving and drawing from the Hispanic communities.

Howard University. Howard University is a federally chartered, private, historically black university in Washington, DC. The campus is in the center of the city in what has been the center of the African American community. The university has an

¹⁹<http://latina-voices.com/>

enrollment of approximately 11,000 students in its undergraduate, graduate, and professional programs. Its School of Communication contains a Department of Media, Journalism, and Film.

In 2008, the then Department of Journalism at Howard revamped its website, Black College View, to become Howard University News Service to cover the elections and better cover the community surrounding the university. Ingrid Sturgis, sequence coordinator for journalism, had joined the faculty in 2008 and worked with faculty on the redevelopment of the news service to include more video, incorporate the evolution of social media, and provide hyperlocal news coverage for the black press.

In 2013, the School of Communication revised its curriculum, resulting in formation of the Department of Media, Journalism, and Film, encompassing the journalism, film, and audio sequences. The journalism sequence was revamped to focus on digital journalism and bring the department in line with what was happening in the industry. Howard University News Service was given a greater role as part of the capstone class.²⁰ The students run the news service, upload stories, and focus on covering a beat within the eight wards of Washington, as well as within communities in the greater metropolitan area. According to Sturgis, the goal is to have the students gain experience covering the local community as well as provide news and information for an underserved audience. The news service works to have student stories published in black newspapers around the country.

“One thing we have always done is make sure our students cover the community around us,” Sturgis said. “The News Service was a way to bring that into the curriculum.”

The goal now is to make Howard University News Service a model for other historically black colleges and universities, she said. Other universities have expressed support, she said. And the black press is coming to the site to pick up stories.

Historically black colleges and universities “have a responsibility to respond to the community,” stated Carolyn Stroman, long-time Howard School of Communication faculty member. “Howard has a responsibility to help the people standing on the corners,” she added.

²⁰<http://www.hunewsservice.com/>

Stroman earned her bachelor's degree from Howard and returned to the university after completing her doctoral degree at Syracuse University. She said that in her classes on health communication she and the students work with the homeless in Washington. Historically black colleges and universities have the obligation "to work with the community," she said.

These two programs underscore an important point. This study was in no way exhaustive. The sampling procedures used to identify the eight programs visited were limited. Other individuals and universities besides the eight profiled here are doing creative things to create a more citizen-centered journalism curriculum.

Summary and Conclusions

The field visits and interviews I conducted produced a wealth of information summarized in the field notes above. It became clear during my visits, and as I produced the notes from them, that what I learned was in some important ways superficial. It is very difficult to understand from such short visits and interviews the intricacies of faculty relationships, built up over time and through multiple experiences. The version of events relayed in the field notes is supported by conversations and observations. But more conversations and more observations certainly would have produced refinements.

The visits also indicated how special the circumstances are at each site visited. The journalism program at the New School is in a liberal art college in New York City. The journalism program at the University of Minnesota Duluth is also in a liberal arts college. Both programs are defined by the common institutional base but also by very different geographic, historical, and economic settings. Marquette is a private, Catholic institution in the heart of Milwaukee. The Annenberg School of Journalism is a private, nonsectarian university in the heart of Los Angeles. They have some things in common, but much about them is different. While my goal was to find commonalities, I also was reminded often that each of these institutions and programs was unique.

Despite the limitations, the data, seen as a whole, lead to a number of tentative conclusions. They are offered below.

Strong leader. In each case, the programs are a reflection of the activities of a strong individual. Beth Barnes, former director at the University of Kentucky, said the community outreach program at Midway exists because of Al Cross. Associate Dean Riva Kadar at the New School's Lang College said of Heather Chaplin: "If we had a different person to chair this program, it would have evolved in a different direction." Everyone I talked to acknowledged that John Hatcher has shaped the journalism program at the University of Minnesota Duluth. In each of the eight cases, it was clear that an individual provided essential leadership for the initiatives undertaken. They launched projects and they found ways to sustain them in the curriculum. They made the curricular adaptations to make the journalism programs more focused on citizens than they would have been without their efforts.

Critical stance. Not only is a strong leader needed, the data indicate, but that leader has to be a critic of the dominant way the media treat citizens and their needs. This critical stance can come from media experience, as is the case for Willa Seidenberg at the University of Southern California, who worked much of her career for NPR. It also can come from scholarship, as is the case with Lew Friedland of the University of Wisconsin–Madison. It can come from research-informed activism, as is the case with Todd Wolfson at Rutgers. All of the project leaders in these eight case studies found media coverage to be deficient in the way it handles citizens. They set out to change that.

Incorporation into the Curriculum. Despite the significance of strong leadership, curricular support is crucial. The projects could not survive without their integration into the curriculum. Willa Seidenberg at the University of Southern California had been the driving force behind Intersections South LA, but the initiative has struggled because it was not incorporated into the curriculum. That seemed to be changing at the time of the visit. The reason this change was needed is simple. These attempts at community outreach require a labor force. That labor force can be hired, but labor is expensive. Across time, dependence on hired labor becomes unsustainable, as local money gets tight and outside sources move on to other priorities. The Neighborhood News Service at Marquette is a highly successful effort to create news for an underserved, urban community. And it is expensive, requiring a major fundraising effort. Students in classes provide the labor to sustain these initiatives at much lower costs.

Institutional support. The bigger the initiative, the greater the need for institutional support beyond what the classroom can provide. The experience of Neighborhood News Service is illustrative. The very successful program relies heavily on outside funding and can be sustained over time only if that funding continues. Marquette had made the commitment to seek that funding. The bilingual journalism program at the University of Nevada, Reno, is dependent on outside funding. Again, leadership of the School of Journalism has done fundraising and plans to do fundraising to keep the program running. At the University of Kentucky, the existence of an institute, incorporated into the university, and the funding of that institute have been crucial for continuity of the Midway program. The New School has hired its journalism faculty on renewable term appointments, representing a big commitment at the highly unionized

university. The New School is tuition driven, and the program will require student response for future growth. Associate Dean Riva Kadar acknowledges that the use of renewable term appoints makes it easier across time for the university to close the program than if the faculty lines were tenure track. In short, while the strong leader is necessary, she or he is not sufficient for the sustainability of the projects. They require institutional support as well.

Enrollment Impact Mitigated. Enrollments clearly are on the mind of many of the administrators. At Rutgers, declines in enrollments were mentioned by administrators and faculty and the topic of discussion at a faculty meeting I attended. At the University of Kentucky, faculty expressed concern about the number of students interested in journalism in its traditional form. One faculty member said there aren't enough students to adequately staff the student newspaper. At both the New School and at the University of Minnesota Duluth, where new journalism programs are being created in liberal arts colleges, innovative approaches to journalism were touted because of their ability to attract students (New School) or retain them (Minnesota Duluth).

At the same time, concerns with the labor market were less pronounced that I had anticipated. Sharon Dunwoody, former director of the School of Journalism and Mass Communication at the University of Wisconsin–Madison, offered a compelling explanation for this. She said that the field of journalism and mass communication has been buffered from the adverse impact of the decline journalism labor market by the seemingly insatiable demand for students in strategic communication. The case studies seem to support that interpretation. The School of Journalism and Media Studies at Rutgers does not include public relations or advertising in its curricular offers. At the University of Kentucky, a new Department of Integrated Strategic Communication will siphon off student interest from the School of Journalism and Media. Public relations is dominant at the University of Nevada, Reno. At the University of Wisconsin–Madison, strategic communication is the dominant interest, and barriers are being broken down between journalism and strategic communication in recognition of students' interests in bridging the areas of study.

Re-creating Student Laboratory. The student newspaper was a laboratory product at many journalism programs until the 1960s, when many papers became independent of

their journalism department roots. Students were interested in controlling management of the newspaper and its content. The loss of the newspaper, however, left a void in the journalism programs, as they no longer had a place for supervised practice to complement classroom instruction.

Technology has presented journalism programs with the opportunity to re-create their laboratory products. At the University of Southern California, the Annenberg School of Journalism has brought its radio, television, Web, and other media products together in a single newsroom that is the focal point of the journalism program. Radio and television operations largely have remained laboratory activities, so their integration was rather straight-forward. And they, too, had and need a Web presence. The student newspaper at USC remains an independent operation.

In this context, the projects discussed in the eight case studies above can be seen as a way for the journalism programs to re-create a laboratory for their students. The bilingual journalism program at the University of Nevada, Reno, offers students an opportunity to do community sensitive journalism in a supervised context. At the New School, the New School Free Press is wholly incorporated into a class, reflecting the laboratory need of the curriculum. Todd Wolfson's NJ Spark provides a laboratory at Rutgers for the highly community engaged journalism central to the School of Journalism and Media Studies' curriculum. Madison Commons at the University of Wisconsin is discussed by faculty as a supervised publication environment available to School of Journalism and Mass Communication Students.

Challenge of Innovation. The eight programs examined here are innovative in their approach to journalism and their efforts to fashion a more citizen-centered curriculum. To sustain those efforts, that innovation has to be institutionalized, the evidence indicates. But such institutionalization of the initiatives is a threat to their innovativeness. Donica Mensing at the University of Nevada, Reno, acknowledged the problem. The Reynolds School "has long been open to thinking about journalism in different ways," she said. Innovation is central to what the school does, she added. Creating structures to support the products of that innovation has the potential to stifle innovation in the future.

“I do believe it’s possible to keep innovating, but it’s challenging to institutionalize a particular innovation given limited resources,” Mensing said. “Given competing interests, maintaining an innovation over time takes concerted commitment from dedicated faculty and students.”

Noticiero Movil at the Reynolds School is an outgrowth of the Nevada Media Alliance. Madison Commons has evolved to what it is over 10 years of experimentation. John Hatcher at University of Minnesota Duluth created a community website called Lake Voice News, which has been replaced, at least temporarily, by One River, Many Stories.

The challenge is to sustain the innovation.

Red Flag Called Citizen-Centered Journalism. I used the term *citizen-centered journalism* as a shortcut in my discussions at the eight universities. I said I was looking for curricular change in journalism programs that led to a more citizen-centered journalism. When I met with Dee Hall, managing editor of the Wisconsin Center for Investigative Journalism at the University of Wisconsin–Madison, I got a strong push back on the term. I realized that others, earlier in my conversations, found the term problematic as well.

“Why not citizen professors?” Hall asked. “It is not good enough to have citizens plucked off the street to be journalists.” Hall said that citizens can be resources for professional journalists. But journalism “is hard work. It takes some skills. Not everyone wants to do it.” Hall said that the idea of citizen journalism was “interesting but it has played itself out.”

Friedland earlier had told me that he had concluded that citizens “didn’t want to do citizen journalism as we defined it.” Citizens, by implication, define journalism differently than professionals define it. Or at least citizens communicate with each other in ways that are different from the ways professionals communicate with citizens. Citizens might tell their neighbors that a stray dog was running through the neighborhood or that a snake was in a garage. They might say they had their septic tank serviced and they liked the company that did it. Professional journalists would not define those as “news” stories.

Professional Still the Focus. The dominant focus of instruction at the eight programs visited is for students who aspire to be professional journalists, not for students who aspire to be citizens. The roots of the field of journalism education are deeply embedded in the labor market for journalists. For the most part, those I spoke with at the eight programs reflect that historical thinking. One exception was at Rutgers, where the program has an activist thrust on communication and social justice. Some of the students might become journalists, I was told by several students I spoke with. But others would function in communication roles as members of other occupations. At the University of Minnesota Duluth, program architect John Hatcher said explicitly that he didn't want to limit his program to only those who want to practice journalism professionally. A commitment to community is an integral part of the program's focus and could lead those who complete the program in a variety of directions.

The University of Wisconsin–Madison, stands historically as a representative of journalism education that is embedded in the liberal arts, drawing from it and contributing to it. This approach, often referred to as the Wisconsin Model of Journalism Education (or Wisconsin-Minnesota Model), stands in contrast to the University of Missouri Model. In the latter, journalism is a self-standing unit that draws from the liberal arts but is not an integral contributor to the liberal arts tradition.

The New School and the University of Minnesota Duluth join the University of Wisconsin–Madison as representatives of the Wisconsin Model. Budget cuts, high student demand, particularly for the strategic communication program, and limited staff have forced the School of Journalism and Mass Communication to close most of its classes to students outside the major. Several faculty have cross-appointments in other departments and collaborate on research across departmental and college boundaries. Sharon Dunwoody, former director and central university administrator, said the placement of the School of Journalism and Mass Communication in the College of Letters and Science is defining and shapes almost everything the school does.

At present, however, only the University of Minnesota Duluth comes close to reflecting the radical type of approach to journalism education change I envisioned at the start. Such a radical change would move journalism education away from its historical

focus on professional education toward instruction that treated journalism as an act of citizenship to be practiced by professionals and nonprofessionals alike.

What I found instead were programs that were experimenting with curricular change that can be thought of as reformist. For the most part, the goal is to bring about change in journalism education by modifying existing course offerings and requirements to give citizens and their needs more prominence in the professional journalism curriculum. Dee Hall, the managing editor of the Wisconsin Center for Investigative Journalism at the University of Wisconsin–Madison, put it nicely. The mission of the center, she said, is to “protect the vulnerable, seek solutions, and expose wrong-doing.” The center, which offers student internships and is housed in the School of Journalism and Mass Communication, has a “special focus on people who do not have a lot of power,” Hall stated. “Powerful people already have a pretty big megaphone.” In this sense, the experiments are efforts to create a different type of journalism from what is dominant in most of the media today.

Citizens as News Consumers. The journalism educators I spoke with at the programs demonstrated a sensitivity to citizens and their needs. The design focus of the New School explicitly turns to the citizens to learn about what kinds of news should be created by journalists in the future. The educators at the programs studied often mentioned the deficiencies of news as currently presented and the need to consider alternatives. *Noticiero Movil* at the Reynolds School at the University of Nevada, Reno, is predicated on the view that news at present is deficient from the point of view of the citizen. That also is a guiding assumption at *Intersections South LA* at the University of Southern California and with *Howard News Service*.

For the most part, these concerns regarding the needs of citizens center more around the view of citizens as news consumers than around notions of citizens as active participants and decision makers in public life. The assumption, not always articulated, is that citizen need will drive news use and make journalism profitable. I did not hear any conversation about what will happen if what citizens need to function in a democracy cannot be monetized or how a journalism curriculum could be fashioned for that possibility.

The view of citizens as news consumers and of news as a commercial product is a central component of journalism education's historical focus on the labor market for its graduates. Only if citizens in fact find news of enough value to invest financial resources in it will journalism be profitable and will students be able to see journalism as a viable occupation. And only under that circumstance will students continue to enroll in the journalism programs as now fashioned.

The evidence, as available from these case studies, is that journalism education has not moved far away from that historical focus on a curriculum designed to prepare students for workforce.

Recommendations. This project suggests three specific activities to be undertaken to bring about a more citizen-centered journalism instruction.

The first is development of a model curriculum that contains at least two distinct components: (1) a critical examination of journalism as practiced to focus on how it treats citizens and (2) a course of action for change. The former could be based on the extensive research literature identifying patterns of coverage and the basics of news construction. The latter could include basic instruction in the use of new technologies, including social media to help citizens effectively communicate about the things that are important to them. The class should be geared toward the student wanting to launch a career as a journalist *and* to launch a lifetime as a citizen.

The second is the experimental introduction of this curriculum at one or more university settings. The goal would be to evaluate the course syllabus and make modifications for the future.

The third activity is advocacy for experimentation of the sort described in this report. One way that could be done would be by showcasing in a session at the Association for Education in Journalism and Mass Communication and elsewhere the cases examined here or others like them. The participants could share their experiences and suggest strategies for the future. In addition, the results of the experimentation with introduction of a model curriculum could be shared and discussed.

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Kettering Foundation is an independent, nonpartisan research organization rooted in the American tradition of cooperative research. Everything Kettering researches relates to one central question: what does it take for democracy to work as it should? Chartered as an operating corporation, Kettering does not make grants. The foundation's small staff and extensive network of associates collaborate with community organizations, government agencies, researchers, scholars, and citizens, all of whom share their experiences with us.

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