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poetry

Susan King

The Carnegie-Knight Initiative on the Future of Journalism Education: improving how journalists are educated & how their audiences are informed

I'm reminded of an old newsroom saying – “Better to be lucky than good” – when I look back at the almost seven years of the Carnegie Corporation of New York Journalism Initiative. It began as a somewhat unfocused reaction to the wholesale worry about the state of journalism at the end of the 1990s. The Board of the Corporation and the then newly appointed president of the foundation, Vartan Gregorian, wanted to respond to what was seen as an increasingly entertainment-focused news business shedding its values and foreign news bureaus faster than it could stop the red ink.

The need for a democracy to be strengthened by a vital news business was the impetus for the Corporation's initiative. After all, positive change cannot happen in school reform, the immigration system, in international affairs, nuclear nonproliferation, or the understanding of Islam – indeed, in almost any area of our national life or international relationships that lies within or beyond the scope of the Corporation's work – unless vibrant news media engage the American public about the issues of this still-emerging century.

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Since education is a foundational value and tradition at Carnegie Corporation, we decided to focus our initiative not on what was happening in U.S. newsrooms, but instead on what was happening within journalism schools at some of America's most prestigious research universities. That was the lucky part of our decision-making: our focus on a “pipeline” strategy that would affect the next generation of journalists. By 2009, the upcoming generation of newsmen and newswomen was clearly more critical to the debate about the news business than the middle-aged “leaders.” The revolution in news via the Web was challenging the financial model of even America's most secure newspapers, as well as transforming the entire way that the news is delivered, consumed, and produced.

There is an irony for me in the fact that Carnegie Corporation's journalism work began in Silicon Valley, where the Internet transformation was born, and that it took place at the home of Walter Shorenstein, who, already close to ninety at that time, represented the world of news as it was practiced in the last century. A successful businessman, Shorenstein has always been predisposed to the need for change. As a tribute to his daughter,

a well-respected CBS newswoman who died prematurely, he began the Joan Shorenstein Center on the Press, Politics and Public Policy at Harvard University. It is both a teaching and research center and a think tank, and is led by Alex Jones, a Pulitzer Prize-winning reporter. The Shorenstein Center could be described as an institution at the pivot point of assessing the changing landscape of news.

In 2002, at Shorenstein's California home, Alex Jones and Orville Schell, dean of the Graduate School of Journalism at the University of California, Berkeley, assembled a few dozen deans to assess the state of the news business and to consider where it was heading as the digital challenge emerged. The deans felt they were attracting some of the smartest and most experienced students ever. But they feared that the "dumbing down" of the news business – particularly in local television news, but also network television – and the abandonment of basic beats by newspapers threatened their students' careers. They saw a crisis brewing in the opportunities available for their students and toyed with the idea of creating some university-based news business that could fill this serious-news lacuna with student-produced news and analysis.

Many times during the three years after the Shorenstein gathering, a handful of deans strategized with Gregorian and me to think about the future of news and the role that a journalism dean at a great university might play in the national conversation about changes in the news business. Gregorian, a former university president, believes that deans and other members of the academy must take on leadership roles in society. He challenged five of America's top journal-

ism deans to become the nucleus for change in journalism education. This is the story of how a lucky strategy for changing journalism education has helped transform America's journalism schools and create an incubator for new forms of serious journalism.

Improving how journalists are educated & how their audiences are informed

Our conversations with deans began to frame a view of a journalism degree that demanded a higher quotient of intellectual pursuit along with the practical experience of producing news. In 2002, a dust-up at Columbia University, precipitated by Lee Bollinger, the University's new president, over selecting a new journalism dean, helped spotlight the need for subject depth in a journalism curriculum in addition to traditional skill-building. Too many schools of journalism continued to attract undergraduates who primarily wanted to take how-to classes to develop newspaper clips as well as radio and TV reels they could use to get a job. The emphasis on producing graduates ready to go out and get first jobs, rather than developing industry leadership, prevailed.

When Bollinger, a noted First Amendment scholar and lawyer, closed down the search for a new dean at the fabled Columbia Graduate School of Journalism, demanding that a dean must have the intellectual stature to lead a graduate program at one of America's most prestigious universities, he created headlines. There were guffaws and snickers that the academy was being pretentious about a business that had been built on the image of the hard-driving, hard-drinking, smart-but-maybe-not-schooled, "get me rewrite" reporter.

Carnegie Corporation did not want to enter into the age-old debate about whether journalism education demands intellectual rigor or is basically a skill-building experience. So Gregorian con-

vinced McKinsey & Company to undertake a pro bono study of journalism industry leaders to assess their need for journalism school graduates. The industry was in the early throes of a changing business model. Journalism jobs in the twenty-first century were bound to be different than in the last century – *how much* different was not yet clear. But the survey emphasized three clear needs in the industry:

1. A need for analytical thinkers with a strong ethical sense, as well as journalism skills;
2. A need for specialized expertise: insights into medicine, economics, and other complex topics, and firsthand knowledge of societies, languages, religions, and cultures; and
3. A need for the best writers, the most curious reporters.

If executives still harped on the same old saw that journalism education was not critical to the business, there was also a growing realization that the majority of the recruits entering newsrooms were graduates of journalism schools. Also, the dismantling of newsrooms, which had gained steam by 2005, meant that new recruits were not getting shaped by the culture of major news organizations, but had to arrive with a sophisticated view of their profession and their work.

Training of new recruits and editorial redundancy were two items that did not survive tough economic times. Bill Keller, executive editor of *The New York Times*, had been skeptical that journalism education was the cure-all for producing better-educated journalists. However, during a panel discussion in New York in January 2008, and before an audience of two hundred journalism faculty and students, he described himself as

a “convert to the cause of journalism schools.” Keller confessed that if asked if he believed journalism schools were necessary a dozen years ago:

I would have said, “Journalism schools – eh.” I didn’t go to a journalism school and we at the *Times* don’t hire people straight out of journalism school. We hire them from major newspapers where they’ve already had experience. [My advice would have been] . . . follow the traditional route: go find a decent local or regional newspaper, apprentice yourself to that mythical grizzled editor who will teach you the skills and the values of journalism, build a body of work and learn by doing. . . . [B]ut a lot of those local and regional newspapers no longer exist. Many of those grizzled editors have been bought out. . . . Nobody has the time to take you under their wing and teach you basic stuff.

Keller admitted he now realizes that since so many people at his paper and others do spend time in journalism schools, “it matters that that time be useful.”

The report that McKinsey produced for the Corporation in 2005, *Improving the Education of Tomorrow’s Journalists*, supported Gregorian’s view that journalism as a profession is too important to leave to the vagaries of experiential learning. The report also surfaced the belief of editors and news leaders that students need an array of skills as well as intellectual opportunities to investigate the world. It reinforced the vision emerging from the Corporation that university-based journalism programs need to offer students multidisciplinary opportunities such as those that integrate the role of religion in geopolitics, examine the place of medical advances in influencing policy options, and look to history for context in international

coverage. The world is changing at breakneck speed, and students need to know more.

Indeed, with every change in the news business, experienced, focused, specialized reporters are increasingly becoming the coin of the realm. Emerging as the news powerhouses are websites with deep coverage of specific topics like politics, health policy, business, arts, and international issues rather than “everyman” publications focused on broad topics. Along with innovation that requires Web skills, journalism schools have to be innovative in the kinds of subject courses they offer.

By the time the McKinsey study was complete, the Carnegie Corporation-sponsored conversations featured five prestigious universities and five leading journalism educators: Geoff Cowan, dean of the Annenberg School for Communication and Journalism at the University of Southern California (USC); Orville Schell, dean of the Graduate School of Journalism at the University of California, Berkeley; Loren Ghiglione, dean of the Medill School of Journalism at Northwestern University; Nick Lemann, dean of the Graduate School of Journalism at Columbia University (Lemann was the dean chosen by Lee Bollinger following a task force report the University created to examine what was needed in a leader of a major research university’s journalism school); and Alex Jones, director of the Shorenstein Center on the Press, Politics and Public Policy at the Harvard Kennedy School. These five crafted the three-pronged initiative that would win the backing of Carnegie Corporation and, just as importantly, the Knight Foundation.¹ Eric Newton, vice president for the journalism program at the Knight Founda-

tion, participated in the intense meetings during which the initiative was shaped. The deans put together a proposal for grant funding that emphasized:

1. The Corporation’s priority of curriculum enrichment;
2. An experimental learning lab – the News21 Incubators – that would, under the leadership of professors, dig deep into content learning while producing new forms of storytelling; this focus on innovation is a Knight Foundation priority;
3. Creation of the Carnegie-Knight Task Force, which would give the deans a leadership platform for research and for making policy-focused recommendations and statements about the news media.

Knight’s president, Hodding Carter, joined Vartan Gregorian in New York for the launch of the multimillion-dollar program in 2005. By 2008, with the involvement of Carter’s successor, Alberto Ibarguen, the initiative grew from the five original deans² who helped create it to include representatives of twelve universities. Along with USC, Berkeley, Northwestern, Columbia, and Harvard’s Shorenstein Center, the other institutions that joined the initiative as full players are the College of Communication, University of Texas at Austin; the School of Journalism and Mass Communication, University of North Carolina at Chapel Hill; the College of Journalism and Mass Communications, University of Nebraska-Lincoln; the Philip Merrill College of Journalism, University of Maryland; the Missouri School of Journalism, University of Missouri; the S.I. Newhouse School of Public Communications, Syracuse University; and the Walter Cronkite School of Journalism and Mass Communication, Arizona State University.

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A strategy, initially conceived by the Corporation to change journalism education with a few select, well-respected schools, became a strategy encompassing geographic diversity, private and public universities, and the strong, collaborative voices of top journalism school deans.

When the Carnegie Corporation challenge to journalism deans began, it was not envisioned as a long-term grant-making strategy. It was a call to action by prominent deans to take leadership in this moment of change in journalism and to make a difference. Once the discussions became serious and the deans outlined an action plan, Gregorian promised two years of funding but insisted that the president of each university underwrite the third year of the proposal from their own discretionary funds.

This grant condition was not intended to be a simple “matching funds” component, but rather a way to involve the university presidents – and involve them deeply, since it demanded a financial commitment on their part. Gregorian made trips to each of the first five campuses and won the presidents’ endorsements, which were followed up by a commitment in writing from each president. Gregorian believed strongly that university presidents often saw the journalism schools – no matter how excellent their reputations – as cash cows that did not need their attention and support. Gregorian wanted to change that perception, and when the next seven schools were invited into the Carnegie-Knight Initiative on the Future of Journalism Education, the presidents eagerly agreed to participate and cover the entire costs of the third year. By then the initiative had become prestigious and the presidents wanted their

journalism schools to be members of this major change effort. That the dozen deans now involved in the initiative continue to meet twice a year on one another’s campuses, and that the president of the university serving as the venue for the gathering always speaks to the assembled group at a dinner, is clear indication that these presidents are involved in the success of the venture.

But assessing other elements of the initiative is not so easy. The fall of 2009 marked the fifth year that journalism students were able to benefit from the change their deans have nurtured. However, it must be noted that some schools have benefited more than others. Some interdisciplinary, integrative courses have made a major impact on campuses, others not. News21, a summer powerhouse for students and professors alike, has yet to change the culture of experimentation across the entire curriculum. The revolving door of deans – the turnover is more rapid than we expected when we began – has meant many restarts and the need to get new leaders invested in a strategy they did not create or a grant for which they cannot take credit.

The University of Texas won a renewal for its curriculum work around covering the Latino community, an effort enriched by a strong partnership with three well-respected centers at the University: the Center for Mexican American Studies, the Brazil Center, and the Lozano Long Institute of Latin American Studies. The additional funding led to expansion of this work. Seeing the power of these “bridges” across the campus, Roderick Hart, dean of the College of Communication, and Tracy Dahlby, the new director of the School of Journalism, decided to create deeper relationships and new courses with other leading centers at the

University. They call their renewal strategy The 21st Century Journalism Challenge: Bridging Campus, Community, and the Digital Media Divide.

The University added courses that take advantage of the resources of many of its most significant campus centers and departments. One new course, Practicing Investigative Reporting in a Globalizing World, involves the faculty of the Lyndon B. Johnson School of Public Affairs, with its emphasis on both state politics and geopolitics. All new courses will involve challenging, rigorous curricular changes and will encourage students to produce reporting projects that will feature the University's newly upgraded news service, CapTex, a service offered to news organizations across the state.

With a new head of the University's journalism school, there was new energy and a willingness to lay out markers for metrics that could try to measure the power of these curricular changes – not an easy thing to evaluate and not a well-defined goal when we began in 2004 – 2005. Nonetheless, Dahlby outlined metrics that included measuring student demand, campus-wide involvement of UT Austin faculty and departments, industry involvement, and reader/viewer/listener comments on the CapTex website.

Those metrics were welcomed, but further tweaked by Lorraine Branham, the new dean at Syracuse's S.I. Newhouse School. Branham was well versed in the opportunities presented by curriculum enrichment grants; she had joined Syracuse University after leading the first phase of UT Austin's curriculum enrichment work as director of the School of Journalism. Reviewing the curricular experiments at the Newhouse School, Branham put her leadership behind one of the two experiments. Although legal reporting is a staple in many schools and such a program, with Carnegie Corpora-

tion funding, had been initiated as a new minor in 2006, it had not attracted enough students. Branham therefore decided to replace that minor with a science partnership that emphasized climate change and the environmental sciences. A second minor, also instituted with Carnegie Corporation support, focused on journalism and religion, featuring challenging courses in the geopolitical dimensions of religious thought; it, too, did not attract as many students as hoped. Nevertheless, Syracuse continued to develop the minor, believing it was a strong offering that could set the school apart.

The University of Missouri also received a renewal of its curriculum enrichment grant in June 2009 and decided to continue its emphasis on arts reporting, one strand of specialization that the journalism school had not been able to offer students before the Corporation provided support. Student involvement and faculty participation throughout the campus fine arts and performing arts schools were high, and Missouri was already certain that this incubated curriculum specialization would continue after Corporation funding ended.

When Ernie Wilson joined USC's Annenberg School as dean in 2007, he found that the initiative's support offered him the opportunity to encourage deans at other USC schools to collaborate. Following the University of Missouri's lead, Wilson wanted to strengthen USC's arts offerings since the University is known for its creative schools, like the USC School for Cinematic Arts. A new master's program was already under way as a result of the first round of funding, but Wilson wanted a sweeping campus-wide relationship with other schools. With the ability to offer Carnegie professorships to collaborating professors and formal

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cross-school courses, Wilson was able to negotiate an important interdisciplinary strategy early in his deanship.

The master's degree program in specialized journalism (the arts) is a partnership with the five art schools at USC: the Roski School of Fine Arts, Thornton School of Music, and the Schools of Theatre, Architecture, and Cinematic Arts. Tim Page, a Pulitzer Prize-winning music critic, was recruited to teach two courses in the new program: Arts Writing Practicum and Arts Criticism and Commentary. After the first year, the number of students who enrolled in the M.A. program has almost quadrupled. As Sasha Anawalt, director of arts journalism programs at the USC Annenberg School, puts it: "[Students] are learning to write well from Tim Page.... Good writing that contains original thinking and is inspired by exciting, solid ideas is – and will mostly remain – the program's bedrock."

Two schools turned to a less integrated strategy for offering their students exposure to the great minds at the university. At Berkeley, a course called Key Issues focused on a series of three big ideas each semester and was taught by major professors on campus who each lecture for a month. Each semester, the subject matter was chosen in light of major news events in the political or policy world. It was deemed so successful a way to expose their students to big ideas that Key Issues is now a required course at Berkeley's two-year graduate program.

Neil Henry, the new dean at Berkeley, was a professor who taught a course the first year of the Carnegie-Knight Initiative on African reporting that emphasized interdisciplinary collaboration. His interests allowed him to recruit a professor from the Center for African Studies at Berkeley. He became a total convert to

the idea of team teaching and what it offered students and journalism professors in terms of depth and insight. Henry's leadership as dean reflects that commitment to deeper content learning.

The Merrill College of Journalism at Maryland created a similar course, called the Carnegie Seminar, that also changes topics each semester. The students have taken on serious material, from Islam to nuclear proliferation. Some students, though they speak highly of the quality of the lectures, complained that the complexity of the subject matter made the course tough going. The professors confessed that they learned much about the need to communicate difficult ideas more clearly, especially because it is journalists who frame these issues for policy discussions.

Deb Nelson, who runs the seminar and the one-credit journalistic practicum connected with it at Maryland, has continued to choose topics that resonate with major news events. The course for 2009 focused on economics, and was so popular it was oversubscribed. Nelson, determined to keep the seminar culture of the course, and in order to offer the journalism students an intimate opportunity to interact with some of the University's star professors, found a "very large table" to maintain the seminar format.

Jean Folkerts, a new dean at the University of North Carolina, Chapel Hill, came to her position predisposed toward interdisciplinary curriculum. She believes journalism schools sometimes create rigid boundaries around the forms of journalism: documentaries, dailies, magazine writing, and multimedia, among others. She wants to keep the skill-building as a critical component in assignments students produce while also promoting deeper

learning in specialized subjects. She plans to do so by exposing students to the richness and culture of other schools and other departments, including business, public health, and law.

Within a relatively short time, Folkerts feels the University has already broken down walls in this respect. Professors in the department of energy frontier research who saw this past summer's News21 student reporting projects – which had emerged from the new interdisciplinary coursework – asked to partner with the journalism school on solar power experiments not only on campus, but also within the Research Triangle area. “This is a connection to an important initiative on the UNC campus and in the region and I think fulfills expectations of introducing a higher level of intellectual capacity into the journalism curriculum,” Folkerts reports.

Two interdisciplinary courses developed in the last year with the Kenan-Flagler Business School at North Carolina drew strong student attention in both the journalism and business school. Both courses focused on “of the moment” issues, Digital Media Economics and Behavior and Leadership in a Time of Change. The linking of business majors with journalism majors created unintended outcomes beyond the dynamic discussion from different perspectives. Extracurricular collaboration meant that when the Kenan-Flagler Business School mounted its annual Leadership Day, which features successful entrepreneurs and senior Fortune 500 executives, the journalism students were invited as well. The emphasis on entrepreneurship was also recognized by the University's vice chancellor for research and economic development, who committed supplementary funding to support a research study of the media's

handling of entrepreneurship over the past ten years.

Convinced that the intellectual capacity of journalism education will make the difference in the future, Folkerts has partnered with Nick Lemann, dean at Columbia, to produce a strategy for change in graduate journalism education. It will create clear standards for what is taught and what is learned by a student earning a master's degree in journalism, building on the boldest experiment under way in journalism education. At Columbia, a new M.A. in journalism requiring a mastery of politics, business, science, or culture and the arts is being offered along with the usual M.S. in journalism, which focuses on journalistic techniques.

This attempt to define graduate journalism education echoes the work a century ago of Abraham Flexner, who, with support from another Andrew Carnegie-founded institution (The Carnegie Foundation for the Advancement of Teaching) investigated medical schools in the United States and Canada. He called for an overhaul that set medical education in a new direction. As a result, many medical schools that did not have the intellectual capacity closed, but the standards developed during that time, and the focus on clinical practice, led to the superior reputation of American medical training. Flexner's success presents itself as a challenge to this current journalism reform movement, although it is not a perfect analogy. Unlike doctors, journalists do not need a certificate to practice their craft; but like doctors, they need theory and practice.

Folkerts and Lemann know that the marketplace will determine the real success of the change that is under way. Lemann tracks his new M.A. journalism students each year to document

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the opportunities they are finding in journalism. The results have been encouraging, with more than 80 percent of each new graduating class securing important, rather than simply entry-level jobs. Many have entered the brave new world of the Web, where their focus on deeper learning gives them an edge. Both Folkerts and Lemann also believe that a clear declaration of what it means to obtain a master's degree in journalism will signal to students and the industry that not all degrees are equal.

Since 2005, when this \$16 million experiment in journalism education reform began, the criticism has been that it is an elite strategy, housed more at centers of graduate work and not where most new journalists emerge. If the strategy of change works, the ideas that emerge from the dozen members will spread wider and influence how journalism is taught across the country, particularly to undergraduates.

Tom Fiedler, the new dean of the College of Communication at Boston University, knows intimately the curricular experiments that are under way across the country. After a thirty-year career at *The Miami Herald*, from reporter to executive editor, with a Pulitzer Prize on his résumé, Fiedler spent a year at the Shorenstein Center. While there, he, along with Wolfgang Donsbach of Dresden University, produced a midterm report on curricular change under way since 2005 at the Carnegie-Knight universities.

As a new dean, Fiedler brought a determination to create a department that was an incubator for change and that echoed what he learned in his report for the Shorenstein Center. Fiedler was so influenced by learning about Flexner's strategy in changing medical schools that he borrowed the idea of that "clini-

cal practitioner," who had transformed medical education from one of theory to one that was both theory and practice. Fiedler established a position of clinical professor of journalism and hired a former Boston investigative reporter who could take advantage of the assets of the University and produce serious news for the Massachusetts community with the help of student research and know-how.

Fiedler, recently out of the news business himself, believes that it is crucial for universities to experiment with both interdisciplinary learning and new journalistic forms. It is this experimentation that he thinks will sow the seeds of success for both journalism education and the news industry.

Rich Gordon, associate professor at the Medill School of Journalism, has been experimenting since 2005 with the idea of interdisciplinary education at Northwestern University. Although he found the News21 incubators to be exciting opportunities for students, he does not believe the real innovation in journalism education resides there. He believes the innovation can be found in the way professors think and teach ideas to a new generation of students.

Gordon may be an apt spokesperson for what it means to change the way journalism is taught at a respected research university, having been involved in three different educational experiments at Northwestern. As a result, he has a good sense of what works and what does not. He acknowledges that all three experiments "jump-started" the kind of curricular changes needed to get students ready for a different profession.

His first foray into curricular change came in 2005, when he created an interdisciplinary, team-taught course that was a prelude to the summer News21

incubator. The seminar focused on the idea of “privacy, liberty, and homeland security – not a simple narrative thread that the mainstream media would naturally cover, or do well, and therefore a topic that needed experimentation,” says Gordon. By crossing disciplines, students learned the issues from different perspectives, paying attention to the areas where they intersected.

Gordon argues that this combination led students to ask better questions and follow story lines that were not clearly evident in the post-9/11 world – in other words, story lines that were innovative. That summer, one Northwestern student’s discovery that the Department of Education in the Bush administration was mining student loan databases for terrorist suspects made national headlines. The seminar also morphed into something broader. Northwestern has won a grant to create an entire track focused on national security issues. A minor is now being offered to graduate and undergraduate students around the issue of national security and liberty, and scholars are examining how audiences respond to this important but sometimes difficult-to-understand news subject.

Next, Gordon co-taught a course on statistics that he wanted to be “relevant, not watered down” for journalists, and that attempted to give them a foundation in the quantitative method. “It wasn’t successful,” Gordon says flatly. He gave up on the course, although Medill is still trying to craft one that will ground students in the important questions around statistics.

This past spring, Gordon created a new course on network theory with Northwestern professor Noshir Contractor, who holds a joint position in the Schools of Engineering, Business, and Communication. “It’s a hot area

of academic research in almost every discipline but not in communication and journalism,” says Gordon. But it is a course, he insists, that makes “a strong case for curricular innovation.” He believes this kind of interdisciplinary thinking offers students windows into the new world they will navigate, and therefore is even more valuable than the hands-on experience of the News21 incubators.

For Gordon, these three curricular experiments show the power of interdisciplinarity as well as its shortcomings. As he put it, the initial seminar on privacy, liberty, and homeland security “is living on”; the statistics course taught us “what not to do”; and the network theory course, in its first iteration, “will have an impact on our curriculum beyond the grant.”

What all these experiments in curriculum across campuses have in common is that they stretched the faculty, borrowed talent outside the journalism school, and, in an interdisciplinary fashion, approached subjects in new and experimental ways.

From the very beginning, Carnegie Corporation’s call for journalism education reform has been focused on a vision: a vision of journalism that exists to serve the public, a vision that is about deep thinking, and a vision dedicated to telling the unfolding drama of today’s history in a context that will keep the nation’s electorate informed and prevent it from being manipulated. That vision is also based squarely on the idea that the university should serve as the centerpiece in the process of developing reporters, editors, and producers who want to tell the stories of their times; who want to help ensure the freedom of the American public; and who expect to become mem-

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bers of a profession worthy of its First Amendment privileges. It demands leadership from two university players: the president and the journalism dean.

That vision has driven our initiative, and it will be the key factor for judging the initiative in the future. We do not expect each and every grant to reveal a picture of a renewed world of journalism education. We *do* expect that the twelve deans, and the twelve university journalism institutions that have accepted the mantle of leadership in the Carnegie-Knight Initiative, will rise to the challenge by demanding more of their students, more of their faculty, and more of the industry. We ask ourselves each year, and we continuously ask the deans: a dozen years from now, what difference will this initiative mean to those who follow?

Over the next few years, we will not be supporting the deans with further grant funding. To continue its push for change, the Corporation has instead decided that it will use the convening power a foundation possesses to bring deans and their faculty together to examine the experiments under way on their campuses, to evaluate the News21 incubators to see if they are producing new ideas for storytelling that can serve the business, and to assess changes in the industry. Recently, the Corporation supported a few targeted research projects that are looking into the critical changes under way in the business models of news. Foundations do not make things happen, the people and institutions that they support do.

The Corporation will also rely on a few of the deans to take leadership roles in thinking about the future. Christopher Callahan, the dean of the Walter Cronkite School at Arizona State, has agreed to lead the three-year expansion of News21. (At the time of the renewal of the Corpo-

ration grant, in order to better serve all twelve members of the initiative, eight campus incubators were created that drew students from all twelve campuses, and Callahan assumed leadership of the experiment now involving more than ninety students each year.) Callahan has also begun searching for a sustainable model to cover costs after 2011.

As mentioned above, Columbia's Lemann is leading a small group with North Carolina's Folkerts to set standards for what a graduate degree in journalism should mean. Alex Jones has already stated that the work on journalism education is important enough that it will become a permanent part of the Shorenstein Center's work, which, until this point, has focused more on professional journalists than the "pipeline": a Web-based journalistic resource focused on issues will be open to all journalism professors and students.

We believe that the dozen deans now in the leadership seat at the twelve universities participating in the journalism initiative have an opportunity that few before them have had. They have a spotlight, they have standing, they have a community of like-minded deans who are not sleepwalking through accreditations and boring debates over how to teach on the "new" digital platforms. These deans have the chance to respond to the findings of the McKinsey report that began our initiative and to justify their role in building the news business of the future. They know that new journalists have to be smarter, better educated, more nimble and entrepreneurial than their predecessors if they are going to make it in a business in which the future is just being written.

We believe deans at journalism schools should have the same clout with the industry as deans from business schools

and medical schools have with their professions. Clearly, articles like this that focus on the changes under way erase what was perhaps an unfair reputation about most journalism programs: that they are bastions of old-timers who tell stories about the way it used to be in the golden age of journalism. I have found an energy in these twelve schools that are led by men and women who care deeply about the business and who, unlike many of their colleagues working today in the news business, have the luxury of being able to take risks. They are preparing their students for a new world of news, and although no one can say what that world will look like, most of the faculty are anxious to experiment with new forms as long as the journalistic values of information, evidence, analysis, and ethics are not compromised.

Market forces are eroding, reshaping, and changing the news business at a frantic pace, and the thoughtful, long-term thinking that exists in foundations often does not match the heartbeat of change under way in the com-

mmercial media. But degree-granting institutions like journalism schools do not turn on a dime to embrace change, and for that reason, they are good partners with foundations. By definition, universities must constantly renew themselves, and although they are in constant motion preparing for the next semester, they also always have their eye on the next decade.

The real results of the Corporation's work in journalism will be seen a decade from now, when the graduates of these institutions (and graduates of other institutions challenged by our vision) are making the decisions about news. I do not know if these graduates will be making the decisions in great newspaper newsrooms, at small international documentary start-ups, in daily, city-focused Internet websites, or at their personal laptops connected to some virtual news "way station." But I do expect them to be defining the news that I read, watch, and hear. And I expect that news to be more informative, more multilayered, and more interactive than it is today.

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ENDNOTES

¹ Three reports have been produced by the Corporation to capture the evolution of the industry at a time of change: *The Business of News: A Challenge for Journalism's Next Generation* (2002), *Journalism's Crisis of Confidence: A Challenge for the Next Generation* (2006), and *Journalism in the Service of Democracy: A Summit of Deans, Faculty, Students and Journalists* (2008).

² Throughout this article, in referring to the five deans who helped to create the Carnegie-Knight Initiative on the Future of Journalism Education, I am including Alex Jones, whose title, as noted earlier in the text, is actually director of the Joan Shorenstein Center at Harvard. Jones's pivotal role in the early conversations about journalism education and his leadership of an important journalism-focused Center made him a valuable addition to this leadership team of deans.