

Toward a new professional school paradigm : an examination of differences between accredited and non-accredited journalism program faculty hires
by Katherine Wahrer Williams

A thesis submitted in partial fulfillment of the requirements for the degree of Doctor of Education
Montana State University
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Abstract:
The history of journalism education in the United States closely aligns newspapers, and later magazines, with trade schools and universities. Since the late 1980s, journalism's professional organizations and journals have seen a plethora of conference papers and articles about the tensions between the journalistic profession and academia. Fingers are being pointed at the academy's new hires, who are perceived to be less qualified having only doctorates and little real world experience. This study compared the hiring criteria, qualifications of actual hires, and tenure requirements of accredited with those of non-accredited programs and by institutional type using Carnegie Classifications.

Advertisements from two major publications for full-time, tenure/track journalism teaching positions were selected. Interviews with search committee chairs or department heads from accredited and non-accredited journalism programs were conducted via telephone by one interviewer. Of the 465 ads for communication faculty, 117 fit the criteria and 112 agreed to participate.

Chi square tests of independence were conducted using accreditation and institutional types as investigative categories. Two crosstabulations were not found to be independent: 1.) accreditation and level of professional experience of new hires and 2.) institutional type and student media advising assignment. It was found there are no significant differences between accredited and non-accredited programs in recruitment advertising, qualifications of new hires or expectations at tenure for new journalism faculty. Other than in student media advising assignment, there were no significant differences among programs by institutional type.

A large pool of candidates exists from which all types of institutions are hiring. This study shows there is little difference among the new hires, regardless of accreditation or institutional type. Recommendations are made for a two-track hiring system and for journalism programs to become five-year courses of study. Opportunities exist for the accreditation council to make changes in order to strengthen journalism education's place on campus and as a contributor to industry.

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by

Katherine Wahrer Williams

A thesis submitted in partial fulfillment
of the requirements for the degree

of

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This thesis has been read by each member of the thesis committee and has been found to be satisfactory regarding content, English usage, format, citations, bibliographic style, and consistency; and is ready for submission to the College of Graduate Studies.

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DEFINITION OF TERMS

Accredited program--a university or college, journalism program that has received the endorsement of ACEJMC and is in good standing.

ACEJMC-- Accrediting Council on Education in Journalism and Mass Communication.

AEJMC--Association for Education in Journalism and Mass Communication.

Consent decree--A court-ordered agreement, signed by the university or college, in which standards of university recruitment, hiring, tenure, and termination are set. These decrees were institutionalized following court rulings against "separate but equal" schools in the 1960s.

Institutional type--Carnegie Classifications as follows:

Research Universities I (Res I)--These institutions offer a full range of baccalaureate programs, are committed to graduate education through the doctorate, and give high priority to research. They award 50 or more doctoral degrees each year. In addition, they receive annually $40-million or more in federal support.

Research Universities II (Res II)--These institutions offer a full range of baccalaureate programs, are committed to graduate education through the doctorate, and give high priority to research. They award 50 or more doctoral degrees each year. In addition, they receive annually between $15.5-million and $40-million in federal support.

Doctoral Universities I (Doc I)--In addition to offering a full range of baccalaureate programs, the mission of these institutions includes a commitment to graduate education through the doctorate. They award at least 40 doctoral degrees annually in five or more disciplines.

Doctoral Universities II (Doc II)--In addition to offering a full range of baccalaureate programs, the mission of these institutions includes a commitment to graduate education through the doctorate. They award annually at least 10 doctoral degrees--in three or more disciplines--or 20 or more doctoral degrees in one or more disciplines.

Master's (Comprehensive) Universities and Colleges I (MA I)--These institutions offer a full range of baccalaureate programs and are committed to graduate education through the master's degree. They award 40 or more master's degrees annually in three or more disciplines.

Master's (Comprehensive) Universities and Colleges II (MA II)--These institutions offer a full range of baccalaureate programs and are committed to graduate education through the master's degree. They award 20 or more master's degrees annually in one or more disciplines.

Baccalaureate (Liberal Arts) Colleges I (BA I)--These institutions are primarily undergraduate colleges with major emphasis on baccalaureate degree programs. They are selective in admissions and award 40 percent or more of their baccalaureate degrees in liberal arts fields.

Baccalaureate (Liberal Arts) Colleges II (BA II)--These institutions are primarily undergraduate colleges with major emphasis on baccalaureate degree programs. They are less selective in admissions or they award less the 40 percent of their baccalaureate degrees in liberal arts fields.

Associate of Arts Colleges (AA)--These institutions offer associate of arts certificate or degree programs and, with few exceptions, offer no baccalaureate degrees.

Professional Schools and Specialized Institutions--These institutions offer degrees ranging from the bachelor's to the doctorate. At least 50 percent of the degrees awarded by these institutions are in specialized field.

Journalism educator--Faculty member with academic qualifications.

Journalism professional--Faculty member with journalistic qualifications.

Non-accredited program--a university or college, journalism program that is not endorsed by ACEJMC.

Professional school--a college or program within a university that specializes in preparation of student for a technical career.

Student media--campus newspapers, radio and television stations, student magazines under the advisorship of a faculty member. Student media may or may not be attached to an academic department; the media outlet may be an independent student organization, however, a faculty member is advisor.

ABSTRACT

The history of journalism education in the United States closely aligns newspapers, and later magazines, with trade schools and universities. Since the late 1980s, journalism's professional organizations and journals have seen a plethora of conference papers and articles about the tensions between the journalistic profession and academia. Fingers are being pointed at the academy's new hires, who are perceived to be less qualified having only doctorates and little real world experience. This study compared the hiring criteria, qualifications of actual hires, and tenure requirements of accredited with those of non-accredited programs and by institutional type using Carnegie Classifications.

Advertisements from two major publications for full-time, tenure/track journalism teaching positions were selected. Interviews with search committee chairs or department heads from accredited and non-accredited journalism programs were conducted via telephone by one interviewer. Of the 465 ads for communication faculty, 117 fit the criteria and 112 agreed to participate.

Chi square tests of independence were conducted using accreditation and institutional types as investigative categories. Two crosstabulations were not found to be independent: 1.) accreditation and level of professional experience of new hires and 2.) institutional type and student media advising assignment. It was found there are no significant differences between accredited and non-accredited programs in recruitment advertising, qualifications of new hires or expectations at tenure for new journalism faculty. Other than in student media advising assignment, there were no significant differences among programs by institutional type.

A large pool of candidates exists from which all types of institutions are hiring. This study shows there is little difference among the new hires, regardless of accreditation or institutional type. Recommendations are made for a two-track hiring system and for journalism programs to become five-year courses of study. Opportunities exist for the accreditation council to make changes in order to strengthen journalism education's place on campus and as a contributor to industry.

CHAPTER 1

INTRODUCTION

The purpose of higher education has been debated historically as either a major step in a student's career search or as essential preparation for life. In a Carnegie Foundation report, then President Ernest Boyer (1987) argued for the former, "As with engineering and business and computer science, a student who majors in English, biology or history will, it is assumed, someday become employed and use what he or she has learned for some useful end. Even the most traditional colleges expect their graduates to move on to careers. And a great embarrassment for a department occurs when its graduates 'cannot get placed'" (Blanchard & Christ, 1993: 109).

Professional education in the university setting originally had clearly articulated its goals and objectives to be career preparation. New faculty were touted for their professional experience and the departments praised for garnering the services of world or even regional experts to join the faculty. University teaching was considered a career capstone for many distinguished professionals in a variety of fields. Betty Medsger, former chair of San Francisco State's minority journalism program and author of the Freedom Forum study on journalism education, said it is dangerous to have professors who lack professional experience teaching skills courses

on reporting, writing, and editing because students then "don't even get the basics down very well" (Geraghty, 1996).

Throughout higher education's development, traditional university disciplines, particularly the liberal arts, staunchly supported the role of the university to be the student's "preparation for life" (Sneed, 1990). As university hierarchies evolved, usually loosely based on mission statement or tradition, the liberal arts and sciences became identifiable leaders. (Sneed, 1990).

The first institutions of higher education were founded to teach religion, classical disciplines, and although these prestigious universities conducted practical research, they resisted founding organizational units of practical instruction (Rogers, 1994). The passage of the 1862 Morrill Land Grant Act was a major response to public outcry for educational access due to the elitism of higher education institutions of the day. These innovative universities, the land grant institutions, found a niche in providing vocational education. Although it took almost 50 years before they started to fulfill the promise, land grant institutions supported professional education and allowed these programs to flourish along side traditional academic programs (Komives, 1996: 13-14).

When land grant institutions began to compete with Ivy League colleges and historic research institutions for federal funding, land grant researchers started to concentrate their efforts in university laboratories. Prestige outside the institution

grew and with it, a movement toward imposition of a traditional higher education hierarchy. Those disciplines bringing in research support dollars and national attention began to dictate curriculum and to wield power on campus committees and with administration (Rogers, 1994). Meanwhile, professional faculty, with limited or no research skills, remained in the classroom, preparing their students for industry life. This posed little problem until higher education began losing public support in the late 1960s. As fewer tax dollars were allocated to higher education, faculty with outside funding garnered more university attention and subsequently, more power (Komives, 1996). In budget-cutting moves of the 1990s, Oregon State University, a successful land grant institution, closed all of its professional programs. The University of Arizona and The University of Washington closed their journalism programs, along with a few other professional programs. The Ohio State University merged its journalism program with communications causing a drastic shift from the professional orientation of the former journalism curriculum.

These decisions and the process used to arrive at them may be a harbinger of the role, if any, of professional schools on campus. According to Lovell (1987), fundamental questions like, "do professional, vocational, 'industrial' schools belong on a university campus?" are being asked on most campuses. Anecdotal evidence abounds that the qualifications of professional school faculty members are not seen as sufficiently high to gain approval of university tenure and promotion committees.

Ultimately, the debate turns to whether scarce resources should be diverted from traditional university disciplines to support professional or vocational education programs (Medsger, 1996).

As predicted by Lewis and Altbach (1994), professional schools and programs have adopted a survival mentality that is growing on campuses nation-wide. Professional school faculty are merging their curriculum with research programs, a model demonstrated by The Ohio State University journalism faculty. In such hybrid departments and schools, it is predicted that the journalism faculty will have different qualifications than their predecessors, who were capping distinguished professional careers by becoming professors (Medsger, 1996).

Blanchard and Christ (1993) strongly advocated the demise of the professional school within the university. Using journalism education as an example, they have toured the country calling for a "New Professionalism," which moves journalism education into line with a traditional liberal arts curriculum.

Medsger (1996) has led the defense, contending journalism faculty should help "journalism education recover and renew its mission" of professional training. She has called upon the accredited schools of journalism to demonstrate their commitment to providing professional education in the university setting (Medsger, 1996).

Statement of the Problem

The problem of this study was to determine if advertised professional qualifications and advertised academic qualifications are independent of accreditation and institutional type, as defined by Carnegie Classification; to determine if the professional qualifications and academic qualifications of new journalism faculty hires are independent of accreditation and institutional type; and to determine if tenure requirements are independent of accreditation and institutional type.

Need for this Study

While the Blanchard and Christ (1993) study called for journalism schools and programs to conform to a liberal arts paradigm, Medsger (1996), in her study, saw that paradigm as a foreboding challenge to be confronted. The qualifications of emeritus faculty were used as evidence to support both sides. The Trinity University professors, Blanchard and Christ, pointed to "war stories" of retired journalists-turned professors as the "ill-founded base" of professional journalism school education while Medsger argued that basic journalistic skills and work ethics can only be brought into the classroom by seasoned professional journalists.

Although the debate outlined above is important, the curriculum and preparation of journalism students is not within the purview of the past. The new faculty hires will make the curriculum decisions and will be the educators of

tomorrow's journalism workforce. The university decision makers contribute to that future through the faculty they hire and the tenure process.

This study is needed to provide evidence whether there is an association between accredited and non-accredited journalism programs in regard to the qualifications of new faculty hires. Evidence of a change from an emphasis on professional qualifications to academic degrees and research abilities at time of hire and a change in requirements for tenure is expected to contribute to the nation-wide discussion rekindled by Blanchard and Christ's study. The same responses have been analyzed by institutional type, using Carnegie Classifications (1996), to determine if there is an association in faculty qualifications advertised, qualifications of new faculty hires, and tenure requirements.

In addition, determining who are the decision-makers on campus, whether journalism faculty support qualification decisions, and whether there has been a recent change in qualification decisions is being provided as evidence for change agents.

The struggle of professional schools in the university setting is being waged by more than just journalism educators. Although this study uses journalism as an example, professional schools of engineering, architecture, nursing, and education across the nation are involved in the same debate and may benefit from this study's answers.

Questions to be Answered

This study provides answers to the following questions:

At time of recruitment:

1.) Are the professional qualifications advertised as required by accredited programs different from the professional qualifications advertised as required by non-accredited programs?

2.) Are the academic qualifications advertised as required by accredited programs different from the academic qualifications advertised as required by non-accredited programs?

At time of hire:

3.) Are the professional qualifications of new journalism faculty hires by accredited programs different from the professional qualifications of new journalism faculty hires by non-accredited programs?

4.) Are the academic qualifications of new journalism faculty hires by accredited programs different from the academic qualifications of new journalism faculty hires by non-accredited programs?

At time of tenure:

5.) Are the requirements for tenure different in accredited journalism programs than in non-accredited journalism programs?

6.) Are the professional qualifications advertised different according to institutional type?

7.) Are the academic qualifications advertised different according to institutional type?

8.) Are the professional qualifications of new journalism faculty hires different according to institutional type?

9.) Are the academic qualifications of new journalism faculty hires different according to institutional type?

10.) Are the requirements for tenure different according to institutional type?

CHAPTER 2

REVIEW OF RELEVANT RESEARCH OR THEORY

"...the existing practice [of education] is perplexing; no one knows on what principle it should proceed--should the useful in life, or should virtue, or should higher knowledge, be the aim of our training; all three opinions have been entertained. Again, about the means there is no agreement" Aristotle (1908: 56).

The question above is as contemporary as it was in Aristotle's day. University missions often reflect an attempt to balance its response to society and profession-identified needs with the partisans of liberal education (Dressel, 1960). Since the Yale Report of 1828 (Brubacher and Rudy, 1976), which was the first major systematic effort to construct a curriculum, a classic frame of reference for liberal education has prevailed in American higher education.

History of Journalism Education in the University Setting

For disciplines not labeled as traditional, a struggle has ensued to find a place in the university setting. As Washington College (now Washington and Lee University, Lexington, VA) established the first college program to train editors, questions arose as to purpose. The clearly stated answer was the improvement of the image of journalism (Rogers, 1994; Medsger, 1996) as evidenced by an 1869 letter of

support for Washington College's program. The owner of the Nashville Typographical Union wrote, "We look upon this action of Washington College as a very important step toward raising American journalism from the slough of venality, corruption and party subserviency into which it has too notoriously fallen to the high position it should occupy" (cited in Medsger, 1996). Even though Washington College's president Robert E. Lee proposed the first journalism fellowships, the place of journalism education was debated (Rogers, 1994). Established colleges and universities concentrated on the liberal arts and left training for professions, such as journalism, to industry. In 1901, of all the first degrees granted, the aggregate of those in professions--business, agriculture, education, and engineering--were only 4.1 per cent of the total awarded by all types of institutions (Wolfle, 1954).

During the same time period, leaders in the newspaper industry, particularly Joseph Pulitzer of the New York World and St. Louis Post-Dispatch, fought to change the image of journalists and the public's perception that newspapermen had to have a natural instinct for the business; journalism could not be taught. His decision to endow a school of journalism (which Harvard turned down and Columbia University accepted) gave visionaries of journalism education, Willard G. Bleyer of the University of Wisconsin and Walter Williams at University of Missouri, the incentive to look beyond the immediate goals of training journalists to producing a more-informed citizenry (Medsger, 1996).

The newly established land grant institutions quickly embraced professional education as appropriate to their mission and with the passage of the Morrill Act of 1862, the teaching of "practical branches of knowledge," and professional education, including journalism, was mandated to the newly established land-grant institutions (Komives, 1996: 45). By 1951-53, the total number of degrees in professional disciplines had risen to 46.4 percent or almost half the first degrees awarded (Wolfle, 1954: 292.) These schools formed an important part of the broader professionalizing of journalism (Asher, 1993).

The first faculty hires in the newly established journalism programs came from newsrooms. These men were products of apprenticeships; few held even bachelor's degrees, but all had completed distinguished careers as editors and reporters for the nation's best newspapers. As faculty members, they instituted a strong basic journalistic skills curriculum. Grammar, editing, and current events classes separated the students with potential from those to be discouraged as having any chance in the professional world. Graduates of these programs were quickly hired by newspapers, many of whom recruited heavily on college campus. Over the next 30 years, journalism schools attempted to make a degree from a professional school of journalism the required credential for all aspiring journalists (Asher, 1993).

Throughout the 1940s, journalism education was flourishing to different degrees in liberal arts colleges, technical schools, and comprehensive universities as

colleges, schools, programs, departments, or sub-units of English, liberal studies, or psychology. A study conducted by the Institute of Higher Education revealed that some independent liberal arts colleges offer more than twenty vocationally oriented programs leading to one or another bachelor's degrees, and that virtually all such institutions provide some instruction of this type (McGrath & Russell, 1958). However, journalism programs were unable to build stronger alliances with the industry and there remained in place a number of alternative routes into journalism and a number of different philosophies of journalism education (Asher, 1993).

Journalism Education Matures; Accreditation Becomes Focus

The events of the early 1950s focused attention on the purposes and functions of American higher education. Advances in science and technology in other parts of the world, particularly Russia, caused concern with the merits of professional and technological education on the one hand and liberal studies on the other. Even more important was the relationships which should exist between them (McGrath, 1959). The call for intense evaluation of all academic programs came from within and from outside the campus. Journalism educators and professional journalists recognized the need for a structure to evaluate and accredit journalism programs and formed the American Council on Education in Journalism as an association of journalism

education and newspaper organizations, now known as Accrediting Council on Education in Journalism and Mass Communication ("History of ACEJMC", 1997).

The plan for accrediting journalism programs came from a committee of editors and educators, backed by the American Society of Newspaper Editors at the insistence of Willard G. Bleyer, founder of journalism education at The University of Wisconsin (Medsger, 1996). "The editors who revered Bleyer and supported his goals...journalism to be improved through better minds..." found themselves supporting Bleyer's argument that "the mission of the university melded perfectly with the intellectual task of journalism itself and with the expansive knowledge and methods of inquiry that the university would provide future journalists" (cited in Medsger, 1996).

Bleyer's strategy was to help schools of journalism survive within the university setting by pushing his graduate students into deanships and directorships at research institutions. Known as the Bleyer children, the men held Ph.D. degrees in social science and shared Bleyer's vision of journalism as a social science rather than as a vocational subject (Rogers, 1994). This conception achieved acceptance in three of six schools--an independent school and two affiliated with the arts and sciences--in Dressel's (1960) study. Bleyer's curriculum at the University of Wisconsin was to become "the basic command of accreditation" (Nelson, 1987: 5).

Accreditation, particularly when ACEJMC was formally recognized by the Council for Higher Education Accreditation (CHEA) and the U.S. Department of Education, became a mark of campus success for journalism programs. In addition, some observers attributed an increase in specialized accrediting agencies since 1952 to availability of federal funds for programs recognized by an accepted agency (Bender, 1983). With high enrollments and support from the profession, journalism programs with accreditation reached a new level of acceptance within the university and the profession (Dennis, 1989).

Faculty Faced Criticism From Colleagues

By the late 1950s, however, journalism faculty were vulnerable to criticism due to lack of academic preparation. They lacked credibility in chairing campus graduate committees, participating in research forums, securing federal or corporate-sponsorship for research and other scholarly activities (Cordes & Walker, 1996). At time of tenure, liberal arts universities' promotion and tenure committees failed to accept journalistic publications as equivalent to tradition scholarly publications in refereed journals. Williard Rowland Jr. (1992: 6-7), dean of the University of Colorado School of Journalism and Mass Communication, described the long-time cultural prejudice against journalism schools on college campuses, saying they were beneath contempt and less of a majesty than academic pursuits like the arts, languages and history.

Journalism faculty themselves disagreed on their vision of professional education (Asher, 1993). In the 1950s, traditional colleges and universities, that had originally declined to offer journalism courses, expanded English department offerings to include journalism courses or followed the lead of Wilbur Schramm, who created the first communication studies programs, a new force that would "radically rewrite the rules governing who should teach journalism" (Medsger, 1996). Schramm set in motion the patterns of scholarly work in communication study that continue to this day (Rogers, 1994).

At the same time, newsrooms were filled with well-trained writers and editors who were not considered well-educated. Newsroom recruiters complained first to the journalism faculty. Expanding the curriculum beyond basic skills proved difficult for journalism professionals-turned-professors. In fact, journalism faculty were divided in their views on the amount and role of liberal education in the journalism curriculum. Dressel's (1960) study found the faculty who lacked a liberal education were solely oriented to techniques while others, though verbally committed to liberal education, "see it only as furnishing knowledge needed by the journalist. Those who see the importance of a truly liberal education as a primary requirement in the education of a journalist, seem to this observer to represent a small but increasing minority" (Dressel, 1960: 99).

Dressel went further, noting that the quality of liberal education depended very greatly on the liberal education of the journalism faculty as revealed in instruction and in advice given by the faculty to their students in program planning (Dressel, 1960: 99). Lewis and Altbach (1997: 29) discussed the "dilemma of higher education" as being at least three contending camps: those who see universities as engines of economic growth, engines of social change, or as vehicles for transmission of cultural traditions in science, mathematics, philosophy, literature, and history. The faculty hires in each model should have considerably different preparation.

The controversy over who should teach journalism grew through the next decade. Gray (1974: 10) described the situation:

> "From one side comes the growing pressure of college administration and deans to hire teachers with the Ph.D. who know the mores and rituals of the academic world. From the other side comes equally insistent demands of editors to hire practitioners who know their way around a newspaper office or broadcasting station. Taking various positions between the two extremes are students, alumni foundation executives, high school teachers, and university faculty members--all of whom add their own particular kind of special qualifications for the ideal journalism teacher."

Within little more than a decade, Stone (1982: 3) reported that "the once-great battle between the worth of professional teachers and teaching professionals in journalism may be brought to a standoff." He cited a survey by the American Society of Journalism School Administrators that showed those without the doctorate had more years professional experience than those with the terminal degree, but the association in most fields was less than three years.

Journalism Competes With Communication Studies; Public Wants More From Journalism, Higher Education

Further denigration of journalism education occurred at the hands of its companion, communication studies. Ever since Schramm, the first to identify himself as a communication scholar, founded the first doctoral degree-granting program in communication at The University of Illinois, journalism education was widely considered a subordinate study under communication (Rogers, 1994). According to a report issued by the Education for Journalism Committee of the American Society of Newspaper Editors higher prestige was awarded to professors with doctorates in communications than to those whose principal qualifications are professional achievement in journalism (Ziff, 1992). Many have referred to ASJSA findings that doctorate faculty did not dilute the traditional journalism skills areas because the doctorate faculty also had professional experience (Stone, 1982).

While these debates continued within the universities, the public voiced its collective demands of higher education. Dillman, et. al. (1995) reported that an advanced college degree was not considered enough to provide the knowledge and skills required for a lifetime of work. Public support exists for universities and land grants, in particular, to do more than educate 18-22 year old undergraduates. A majority of adults think it is important for land grant universities to provide multiple services, including undergraduate and graduate teaching; teaching older, returning students; providing off-campus technical help; and conducting research (Dillman,

1995). Intended student outcomes may differ greatly depending upon the curriculum chosen. Consequently, both institutional decision makers and faculty review teams may soon need to address educational environments that are program-specific (Stark, Lowther & Hagerty, 1987: 531).

Pressures from Accreditation Requirements

The Accrediting Council on Education in Journalism and Mass Communication (ACEJMC) adopted new accrediting standards in September 1996 and revised Standards 10 and 12 in May 1997. The effective date was September 1997. The standards had not been reviewed thoroughly since 1985, and this review committee considered changes in academic structures, technology, the nature of the professions and the legal climate. "The review was undertaken to ensure that the standards would remain viable and reliable indicators of the quality of education provided by accredited programs and would remain relevant to the educational needs of students" (Ascent, 1996).

During university discussions of the purposes and processes of professional program accreditation, proponents of program-level accreditation, like those in journalism, argue that external validation of quality by appropriate professional groups fosters continued excellence, assures the public of program quality, provides programs with internal negotiation leverage, promotes interinstitutional communication, and enhances the prestige and credibility of the professional program

(Selden, 1977; Young, 1983). Huffman (1982) and Troutt (1983) contended that the accreditation process required too much faculty time and departmental resources, that standards were interpreted inconsistently, and that there was an absence of data demonstrating relationships between accreditation standards and educational outcomes.

The new policy of ACEJMC redefines eligibility for accreditation to accommodate increasingly common merged and restructured units. Journalism programs are now responsible for defining which components they consider to be within the scope of ACEJMC assessment and to justify that definition. The only qualification is that the journalism unit be a "professional component...(with) sufficient autonomy to establish their curriculum and freedom to act as a faculty" (Ascent, 1996).

The policies of ACEJMC accreditation clearly states the team will assess the quality of the journalism unit's professional components, as defined by the unit, in terms of their stated objectives and in light of the specific standards of accreditation ("Policies of," 1997). The heart of the accrediting process is the self-study, a systematic examination by the unit of the environment in which it operates, its mission, range of activities, accomplishments, and plans for the future if the twin objectives of the accrediting process--quality assessment and quality enhancement--are to be achieved ("Mechanisms of," 1997).

The policy statement notes that the visiting accreditation team will examine the relationships among the professional and non-professional components to assess how non-professional components enhance or detract from the professional programs (Ascent, 1996).

The major changes in the accreditation standards included the restructuring of curriculum evaluation with the requirement for 90 semester hours in courses outside journalism and mass communication (90/65 rule) remaining in tact.

The last six years of accreditation reports three overarching messages, according to Medsger (1996: 58): faculty must do scholarly research; journalism education programs should hire more faculty members with doctoral degrees; and faculty members are confused.

Financial Pressures From Within the University; Journalism Programs Respond

The demands for higher quality come as higher education moves into an era of permanently diminished financial support (Breneman, 1993). The 1990s have seen university systems facing huge deficits and legislatures demanding every state agency, including universities, increase productivity. Private institutions also faced cutbacks. According to Newsweek ("What to," 1996), only 20% of the nation's colleges and universities were financially sound and at least 60% were struggling financially.

Financial hard times led to the stiffening of requirements for tenure and promotion in rank and salary, according to Bowen and Schuster (1986), and continued financial constraints will force institutions to constantly rethink their mission and make hard choices among competing programs (Komives & Woodward, 1996). Recent studies (Felder, Carey & Counts, 1997; McCall, 1991) report journalism/mass communication programs face serious internal problems of low budgets, large enrollments, a scarcity of jobs for their graduates, technological changes that require new and expensive equipment and professionals who seem impossible to satisfy. In 1991, a faculty committee at The University of Michigan recommended the removal of the journalism program, stating, "A stand-alone professional program is not consonant with the mission of the college, and we believe that the issue of appointment and evaluation of faculty would be a perennial arena of discord between the program the college [of Literature, Sciences and the Arts]" (Fitzgerald, 1992: 6).

Within the year, a restructuring of The University of Arizona, that began as a result of budget constraints, led to a university review committee's recommendation for the elimination of the Department of Journalism by 1998. The discussions centered on questions of financial exigency, centrality of journalism to the university's mission, quality of journalism programs, and others ("Report of the Faculty Senate," 1995). About the same time, The Ohio State University merged its

communications and journalism departments, and The University of Washington closed its School of Communications ("Journalism schools," 1992).

Calls for revamping of journalism education were solidly voiced at the 1993 convention of the Association for Education in Journalism and Mass Communication (AEJMC). The rationale for the conference was that schools were not keeping pace with the changes on newspapers and graduates were unprepared. Changes outlined include new curriculum, the elimination of traditional faculty, and becoming a creator of new ideas for newspapers instead of the other way around (Stein, 1993). The participants suggested the traditional professorship be replaced with teams of experts in various fields, not just journalists.

A 1996 study by the Association for Educators in Journalism and Mass Communication characterized this as a period of change and confusion as schools moved away from journalism being taught by working journalists and toward communications taught by scholars "to prepare generic communicators who could be hired to serve any interests" (Paterno, 1996: 12). Dennis (cited in Blanchard & Christ, 1993: 45) warned that because journalism schools were presenting "a fragmented face to their university colleagues, it is little wonder that they don't inspire confidence as genuine leaders in the information society."

McCall (1991) blamed mass communication educators for losing control of journalism education. He contended that industry assumes that educators have little

sense of what best prepares students for the industry, that higher education is responsible for generating industry's entry-level job pool, and that trade skills and vocational training are parts of the university's mission. Industry has defined the boundaries of education, leaving the academy to respond, defend and rationalize. A widely-published, highly supported survey of newsroom supervisors reported only 38% strongly agreed that journalism programs were their news organization's most valuable source of future employees (Medsger, 1996). [It is interesting to note that surveys of newspaper editors found that editors with journalism degrees were more favorably predisposed toward journalism programs--in positive attitudes, in stated preference for hiring journalism majors, as well as in actual hiring practices--than those without (Bales, 1992).] But both industry and academe agree that they are far apart, lack mutual respect and fail to communicate (Stein, 1993).

Blanchard and Christ's (1993) proposed reformation of media education included a push toward the development of a "New Professionalism" and the emergence of media education as part of the study of "New Liberal Arts". "The discipline's dilemma cannot be resolved and reform cannot take place without an affirmative, purposeful shift from the industrial and occupational and individualistic values to liberal university traditions and community priorities" (Blanchard & Christ, 1993: 64). The schools most inclined to adopt this approach, according to Blanchard, are those already closely aligned with liberal arts, such as journalism programs housed

in English or psychology departments. He points out that accredited journalism schools, firmly entrenched with the profession of journalism, have to make a more profound leap toward liberal arts education.

Even though Stone (1987) had clearly shown the most beneficial courses to practicing journalists were writing courses, followed by various journalism courses, social studies, speech, business, and law, McCall (1991) recommended media education be placed in liberal arts and that professionals provide their real world expertise to students through a variety of non-classroom avenues.

The University of Kentucky was one of the first professional schools to plan such a move by adopting a broad liberal arts curriculum coupled with basic and advanced journalism writing, editing, and theory (including law and ethics) courses as the best insurance for excellence in journalism education (Moore, 1989). Changes in curriculum for accredited programs posed no problem, according to department heads (confidential interviews, Fall 1995/ Spring 1996). While the ACEJMC emphasizes professional standards, the Council also "asks that journalism and mass communication programs not isolate themselves from the larger intellectual life of the institution. Those programs should be integrated as fully as possible into the facilities, courses, programs, and scholarly activities of the institution as a whole" (Spirit of," 1997: 2).

In regard to curriculum, the new accreditation standards, specifically Standard 3, requires a balance between courses in journalism and mass communication and courses in other disciplines, primarily in the liberal arts and sciences. Balance should also be provided between professional skills courses and theoretical and conceptual courses (ACEJMC, 1996: 3). In the explanation section of the report, it is noted that students should receive rigorous practical training and demanding scholarly instruction. (ACEJMC, 1996: 4).

Standard 6 requires faculty to be academically and professionally qualified for their responsibilities, and full-time faculty must have primary responsibility for teaching, research/creative activity and service. (ACEJMC, 1996: 7). In the explanation section of the report, the Council noted those faculty teaching skills courses must have appropriate professional expertise. Those teaching theoretical and conceptual courses must have appropriate academic expertise.

Faculty are expected to continue their growth throughout their careers, according to their duties and responsibilities, in relation to teaching; research/creative activity/ and professional and service activities. (ACEJMC, 1996: 8). Further definition of faculty responsibility came in Standard 9. The Council explanation states all units must show evidence of faculty scholarship, research/creative activity and professional activities, but the emphasis a particular program places on these activities

likely will align with whether it offers only an undergraduate program or also offers a master's or Ph.D. program, or both (ACEJMC, 1996: 9).

Standard 9 is explained further in a statement that creative activity and the types of media projects for which practitioners normally are recognized should be considered as part of formal academic scholarship and should be considered in the promotion and tenure process (ACEJMC, 1996: 10). As evidence, the accrediting council will examine "articles in trade and popular press, creative works such as films, audio and video productions, photography exhibits and multi-media presentations, all of which demonstrate that the results of faculty scholarship have been brought to the attention of professional and research groups in communications fields both within and outside the academy" (ACEJMC, 1996:10).

Bowen and Schuster (1986) report that there is considerable pressure on faculty to conduct and publish research. In Schweitzer's (1989) study, 84% of the administrators of mass communication doctoral programs agreed or strongly agreed that there is considerable pressure on their faculty to conduct and publish research. It was interesting to note that Schweitzer found that administrators of bachelor's degree programs indicated substantially less pressure was placed upon their faculty.

Moffatt (1989) suggested that some academic programs might choose to define a separate professional track for researchers and teachers with different evaluation criteria for each discipline. Mooney (1990) endorsed a broader definition

of scholarship that would recognize and reward teaching, service, textbook writing, and other faculty activities. Scholarship should be defined to include professional activities other than traditional research (Plumley, 1990).

Medsger (1996) found, however, that the accreditation process pressures journalism education programs to place more emphasis on doctoral degrees than on professional expertise in hiring faculty members. Accreditation evaluators urged all campuses, including all accredited programs, to produce scholarly research rather than in-depth journalistic research. Faculty at 68% of the programs had not done enough scholarly research, the evaluators said (Medsger, 1996: 7).

Following an accreditation site visit, Black (1995) described being appalled by the misinformation the students were being fed by an "incompetent and inexperienced faculty," which led to a successful move to disaccredit the newspaper sequence. Medsger (1996) stated the accrediting process paid little or no attention to areas that were of the deepest concern to both educators and journalists. No reports commented on the quality of writing instruction, 78% did not comment on the quality of campus newspapers or broadcast journalism, and 50% made no comment about ethics instruction. (Medsger, 1996: 8).

ACEJMC standards seem to demand otherwise. During accreditation review, programs must produce information from local and regional practitioners about the professional activities of the faculty. Standard 9 supports activities that enhance the

qualify of classroom instruction by keeping faculty current, assisting practitioners in the execution of their responsibilities and advancing the understanding of the role of journalism and mass communication in contemporary society (ACEJMC, 1996:10).

Medsger found that journalism educators are unsure about what is expected of them for promotion and tenure. Faculty at 66% of the accredited programs--including those with and without doctoral degrees--told evaluators they were confused. (Medsger, 1996: 7). Participants in the 1993 AEJMC conference on revamping journalism education called for the systems of tenure and promotion to be abolished (Stein, 1993).

Faculty profiles compiled in the Roper study (cited by Medsger, 1996), found that 66% of faculty in accredited programs and 71% of faculty in non-accredited programs hold earned doctorates. Eighty-four percent of these have taught ten or fewer years. (Medsger, 1996: 42). Roper also reported that 17% of journalism faculty members have not worked as journalists. They include 13% of those 60 or older, 15% of those 45 to 59, and 23% of those 44 or younger. An additional 47% of journalism faculty worked 10 or fewer years as journalists. The accreditation process results indicate a similar trend, as 105 programs employed an average of 68% tenured and tenure-track faculty members with doctoral degrees. (Medsger, 1996: 43).

Cleghorn (1996) cited Medsger's study in his observations that quality and intellectual substance are often being sacrificed by journalism schools engaged in a

foolish effort to win or safeguard their respectability with even the most ordinary kind of paper credentialing. Wilson and Ross (1995) predict that speech communication, journalism, and information science will be incorporated into a singe academic unit. Completing a survey of American colleges, the researchers conclude the trend is happening and that a need exists to examine the benefits of the merging process.

Control of the merging process, or the fight against it, parallels the traditional dual system of authority, with expectations by the faculty of participation, shared governance, and linkage to external professional groups (Birnbaum, 1988: 15). The decision makers--be they administrators or faculty--shape the future of journalism programs and ultimately, student outcomes through policies on faculty qualifications, new faculty hires, and tenure requirements. Medsger (1996) and others (e.g. Blanchard and Christ, 1993; Ryan, 1994) call for further studies of new faculty hires and tenure requirements.

CHAPTER 3

METHODOLOGY

Theoretical/Conceptual Framework

The body of literature to which this study is contributing discusses the tension between professional education and the university. Pressures to adopt university-wide standards in programs, faculty qualifications and tenure and promotion expectations have professional schools squeezing themselves into the traditional university model (Sneed, 1990). Journalism education is an example of a professional school's struggle within the university setting.

The history of journalism education in the United States closely aligns newsrooms and classrooms. Journalists learned basic reporting and editing skills, coupled with broad liberal arts, technical, or scientific training. Newsrooms--since the days of colonial apprenticeships--have done little on-the-job training as journalism school graduates truly were able to "hit the pavement running" (Simpson, 1994: 34). Since the 1980s, however, professional media organizations have focused discussion on the perceived low skill level of new journalists. Editors and senior reporters claimed faculty were more interested in teaching academic research skills and doing research themselves than in training students in the practical skills of reporting and editing ("Industry sees," 1992). Local journalists saw faculty as "less than qualified"

because faculty members prepared for teaching by completing university doctoral work rather than working as journalists (Sneed, 1990).

Two 1996 studies, sponsored by the Freedom Forum and the Roper Center, found that journalism educators themselves do not believe in the requirements that increasingly govern hiring, as well as tenure and promotion. The Freedom Forum researchers found "although two of every three journalism educators have doctoral degrees, only one in seven (14%) strongly agreed that journalism educators should have doctorates (23% mildly agreed, 22% neither agreed nor disagreed, 18% mildly disagreed, and 22% strongly disagreed.) Of those with doctoral degrees, just 22% strongly believe journalism educators should be required to have them" (Medsger, 1996: 44).

The lack of professional experience of journalism faculty, particularly in recent years, has been pointed out by editors and reporters who work closely with interns and recent journalism school graduates. Ryan and Martinson (1994: 54) reported that generally the hiring practices in schools and departments of journalism included "the tendency to stay away from hiring someone with professional experience and lean more toward those with a traditional academic background."

Both Roper (1996) and Medsger (1996) suggested that further study on the place and role of professional journalism education was warranted. At a 1997 conference of newspaper editors, one session focused on whether journalism

professionals were generally "more welcome" at accredited schools or at non-accredited ones. Only anecdotal evidence was presented (American Society of Newspaper Editors [ASNE], 1997).

Population of the Study

During the 1994-95 academic year, 465 vacancy notices appeared in The Chronicle of Higher Education and Editor and Publisher for full-time communication instructors to join faculty ranks in 1995-96. The field of communication includes advertising, public relations, broadcasting, journalism, and general communication. A comprehensive university program would include courses in all five areas.

The Chronicle of Higher Education was chosen because it is the primary job search tool used by academicians. Editor and Publisher advertises both jobs in the profession as well as academic positions. A working journalist most likely would begin a search for an academic position by reviewing ads in E&P.

For the purposes of this study, only those programs where the new hire was to be full-time, tenure/track, and teaching at least one course in journalism were included in the sample. All of the ads that did not specifically contain the word "journalism" were eliminated from the study. All administrative positions were discarded. All duplicate ads were discarded. A total of 117 programs remained.

Limitations

A limitation of this study was that the only recruitment tools considered were two publications, The Chronicle of Higher Education and Editor and Publisher. Although these two publications are the primary advertising media for journalism education programs, it is not intended to imply the actual hires were recruited solely through these two publications. Other possibilities include, but are not limited to, internal candidates, invited candidates, professional conference interviewees, and respondents to local newspaper advertisements.

This study was also limited in that it is only considering the advertisements and new hires from one academic year. Further study, particularly over time, would provide a better analysis of trends and stronger basis for generalizations about implication for curricular change and preparation of student for journalism jobs.

Delimitations

A delimitation of the study was the exclusion of vacancy announcements for adjunct and temporary positions. This is being done in order to focus on questions of tenure and promotion, which are not issues for those in adjunct or temporary positions. Comparisons were made between requirements for hire and requirements for tenure. It was also assumed that qualifications of those hired into adjunct or temporary positions will be different from those hired for tenure/track, permanent positions.

Sources of Evidence and Authority

This study tested to determine if the following null hypotheses could be retained. All hypotheses were tested at alpha = .05.

Hypothesis 1: There is no significant association between the professional qualifications required by accredited journalism programs and non-accredited journalism programs.

Hypothesis 2: There is no significant association between the academic qualification required by accredited journalism programs and non-accredited journalism programs.

Hypothesis 3: There is no significant association between the professional qualification of new journalism faculty hires in accredited programs and non-accredited programs.

Hypothesis 4: There is no significant association between the academic qualifications of new journalism faculty hires in accredited programs and non-accredit programs.

Hypothesis 5: There is no significant association between the tenure requirements of accredited programs and non-accredit programs.

Hypothesis 6: There is no significant association between the professional qualifications required by each of the institutional types, as defined by Carnegie Classifications.

Hypothesis 7: There is no significant association between the academic qualification required by each of the institutional types, as defined by Carnegie Classifications.

Hypothesis 8: There is no significant association between the professional qualification of new journalism faculty hires in each of the institutional types, as defined by Carnegie Classifications.

Hypothesis 9: There is no significant association between the academic qualifications of new journalism faculty hires by each of the institutional type, as defined by Carnegie Classifications.

Hypothesis 10: There is no significant association between the tenure requirements of by each of the institutional type, as defined by Carnegie Classifications.

Investigative Categories

The first independent variable was accreditation, chosen because programs seeking Accrediting Council on Education in Journalism and Mass Communication endorsement must agree that "the program prepares its students for immediate entry into the journalistic profession" (American Journalism Review [AJR], 1995: 15). Accredited programs should have a history of close alignment with the profession, a distinguished staff of professional journalists/instructors, and a high success-rate at placing students into newsrooms, as evidenced by the awarding of accreditation. These programs should be the least likely to embrace Blanchard and Christ's "New

Professionalism" (1996) and be resistant to university pressures to hire earned doctorates with limited or no professional experience.

Communication arts and communication studies programs have different, perhaps broader foci, and thus do not traditionally seek ACEJMC accreditation. Because of their closer ties to the university, it was assumed these programs would be hiring faculty with traditional academic backgrounds. Professional experience may be considered a plus at hiring but journalistic writing more often than not would not be considered equivalent at the time of tenure review. These non-accredited program seem best positioned to adopt the reforms suggested by Blanchard and Christ (1993).

To determine whether a program was accredited or non-accredited, the 1995 Association for Education in Journalism and Mass Communication (AEJMC) Directory of Accredited Programs was used.

A second independent variable was institutional type, as defined by Carnegie Classification (Chronicle, 1994).

In order to maximize systematic variance, this study used accredited and non-accredited groups. Accreditation, or lack thereof, was treated as an independent variable making sure the two groups are identifiable as different and comparable.

Minimizing error variance was accomplished by working with the entire group. Errors of measurement were controlled through an observer randomly

monitoring the conditions of interviews, practice with the instrument, and a second checker on the categorizing of accredited programs as professional programs.

Control of systemic extraneous variance of the dependent variables were accomplished by imposing a constant. Only full-time, tenure/track positions were included. All adjunct and temporary position advertisements were discarded because these positions are often filled with an available individual, such as a shared appointment with English departments or a media technician from a campus laboratory. In some cases, individuals who would not necessarily qualify in a national or regional search join the faculty through adjunct or temporary appointments. It was not known how many of these, if any, are converted into permanent or tenure/track positions.

Some control was accomplished by incorporating certain variables into the design. Accreditation and institutional type were dependent variables that were treated as independent variables by design.

Of the 117 possible interviewees, 112 agreed to participate. Some requested confidentiality immediately. In all cases, the interviewer provided confirmation of purpose of the survey, along with telephone numbers of Freedom Forum, the study's sponsor, so that participants could verify the authenticity before responding. No negative sponsor effect should have occurred since Freedom Forum is a respected media research agency.

An extraneous variable that may have been a threat to this study was that the associations found may be due to type of program as opposed to the independent variable of accreditation. There were three types of programs that may be represented in this sample--professional programs, communication arts programs, and communication programs that are based in social science. It was assumed the accredited programs are all professional programs by definition, however, it is possible that a broad communication or communication arts program could have an ACEJMC-accredited journalism sequence. In an attempt to control this variable, the accredited programs were checked twice, once by the interviewer and once by an independent coder.

This study was not vulnerable to the threat of history as the professional conference discussions of the issues and questions have been continuous. No extraneous events should have influenced the dependent variables.

Maturation and testing likewise were not threats to the validity of this study. Instrumentation, however, was somewhat vulnerable because of the human factor during the interview process. The data collection process may have changed as the interviewer became more familiar and comfortable with conducting the interviews. An attempt to control this was made through the test interview process, conducted on ten journalism educators, prior to calling the first identified subjects.

Campbell and Stanley (1971) point out that selection of the sample may cause a threat to internal validity. Randomization eliminates this threat, however, that was not possible in this study. The entire sample of 117 programs was interviewed.

There was no threat of mortality in this study nor was there interactions with selection by maturation, history, or even instrumentation. The only possible threat was if all of the programs required earned doctorates and/or professional experience, meaning there was no variability between accredited programs and non-accredited programs or among institutional types. This was not the case.

It should be noted, however, there were two threats to external validity; the ability to generalize to a larger population or different setting is a problem because this is simply a study of one academic year's data, thus making it a snapshot in time. The other threat comes if generalizations are made from the selected discipline, journalism, to the entire population of higher education faculty or even to another professional discipline.

Methods of Data Collection

To collect data for analysis, a telephone survey was conducted of representatives of the 117 journalism programs in search of new faculty members for the academic year 1995-96. Questionnaire construction for this study was accomplished in conjunction with a Freedom Forum sponsored study of journalism education by researcher Betty Medsger. In exchange for conducting the telephone

interviews, this researcher was permitted to add questions and use demographic information about the programs.

An attempt was made to make a telephone interview appointment with the search committee chairperson. This was accomplished in 70 cases. (Note: some of the search committee chairpersons also served as department heads or chairs.) When the search committee chairperson could not be reached, an alternative choice was the department chairperson at each school in search of a new faculty member. Interviews were conducted the 29 department chairpersons, who did not serve as search committee chairpersons. It was necessary, as a third alternative, to interview the following: vice president (1), assistant to vice president (1), search committee member (4), search secretary (1), dean's secretary (1), dean (1), affirmative action officer (1), convener (1), assistant dean (1), and center director (1).

Data were collected using telephone interviews as they had the "advantages of saving money and time, the respondents generally tend to be more honest in giving socially disapproved of answers, and it is possible to probe into more sensitive areas" (Babbie, 1986: 228). All interviews were conducted by the same interviewer for the following reasons: the interviewer was trained as a journalist and therefore able to ask questions, record information rapidly, and probe for further elaboration; the interviewer was thoroughly familiar with the questionnaire because of being one of the designers of the instrument; the wording of the questions was followed exactly;

responses were recorded consistently; and the need to train and monitor multiple interviewers was eliminated.

In order to test the reliability of the survey instrument, the test-retest method was used. Using a national directory of journalism programs, ten journalism program were selected at random from the Peterson's Guide to Four-Year Colleges 1996 (Peterson, 1995). During the call to the department chairperson, it was determined if they are presently searching for new journalism faculty and thus could be part of this study's sample. If they were hiring, they were not questioned. If they were not currently searching for a new journalism faculty member, they were used in the reliability test.

The test found that the questions needed to be rearranged so that questions of doctoral requirements fit in a logical discussion sequence as opposed to being the initial question. Four questions--concerning hiring process--were deleted as confusing to respondents. The retest found the interviews followed a more logical, discussion sequence.

The interviewer conducted three practice interviews with journalism educators who have recently hired new journalism faculty but were not currently searching. This allowed the interviewer to become familiar with the instrument. One question, concerning whether a doctorate was required for tenure, was added to the survey. The

interviewer made every effort to eliminate attitude and opinion from most questions and a checklist of expected answers was developed.

A recording sheet was developed by the interviewer with twenty-six variables or demographic descriptors for tabulation in the codebook. They are as follows:

School identification number: (assigned at selection)
Accredited/Non-accredited: (determined by AEJMC Directory)
Position Advertised: Teaching, Administrative, Tenure/Track, Other (from ads)
Rank Advertised: Instructor, Assistant, Assistant/Associate, Associate, Professor (from ads)
Materials Requested of Finalists: Vita, samples of best journalist work, samples of scholarly publication, syllabi, student evaluations, references--teaching, journalistic (determined from interview)
Position filled at rank of: Instructor, Assistant, Associate, Professor (from interview)
Responsibilities: Teaching, Some Administrative, Advising Media (from ad, verified in interview)
Preferred degrees: Master, ABD, Ph.D./earned doctorates (from ad, verified in interview)
Required degrees: Master, ABD, Ph.D./earned doctorates (from ad, verified in interview)
Policy regarding qualifications in affect: 0-1 years, 2-5 years, 5-10 years, 10-plus (from interview)
Present policy provided significant change: Yes/No (from interview)
If Ph.D. required for hire, who set policy? Administrative/institutional policy, department policy/choice, other (from interview)
Professional Experience: Required, Preferred, No mentioned (from ad or interview)
Level of Professional Experience of New Hire: None, Some=one to nine years; Extensive=ten or more years (from interview)
Tenure Requirements: Earned doctorate, journalistic writing, scholarly research, teaching, service, advising media, other (from interview).
Gender of hire: Male, female
Demographics of program, including Carnegie Classification.

One-third of the recording sheet was blank for anecdotal evidence to be gathered. In addition to providing new faculty profile data, this researcher intended to

provide insight into decision-making process at universities and a representation of support by department heads and search committee chairpersons who must implement policy.

The 117 advertisements from the Chronicle of Higher Education and Editor and Publisher were divided into two groups, searches by accredited programs and searches by non-accredited program. Accreditation was determined using the 1995 AEJMC Directory of Accredited Programs. In addition, the programs were coded by institutional type using the Carnegie Classification (Chronicle, 1994) to allow institutional type to be used as an independent variable.

The 117 interviews were attempted beginning in late fall semester 1994 and a total of 112 were completed by early spring semester 1995. This represents an overall response rate of 95.73 percent. (One program, with the search secretary as respondent, could not discuss any policy questions but was able to participate to some extent. This accounts for the N=80 on some questions, N=81 on others.) The shortest interviews were less than 5 minutes (for the 31 programs not completing searches) and the longest interview lasted over one hour.

Upon evaluation of the two groups with accreditation as the independent variable, the sample was divided using Carnegie Classifications. Research I and II institutions were collapsed into a category called Research Institutions. Doctoral I and II institutions were collapsed into a category called Doctoral Institutions. Master's I

and II institutions were collapsed into a category called Master's Institutions. Baccalaureate I and II institutions were collapsed into a category called Baccalaureate Institutions. The Carnegie Classifications, as reported in April, 1994, were used to sort the programs (Chronicle, 1994).

Methods of Analysis and Research Design

Analysis of the data was accomplished using the Chi-square Test of Independence. This statistic permitted the simultaneous investigation of two independent variables, accreditation and non-accreditation, and one of the dependent variables under study (Kerlinger, 1992). The five null hypotheses were tested to establish if there were significant associations at the .05 level between accredited journalism programs and non-accredited journalism programs for each of the selected dependent variables: required professional experience, required academic qualifications, professional experience of new hires, academic preparation of new hires, and tenure requirements. In determining the level of significance to be used, both .10 and .01 were not used in order to balance the probability of making a Type I or Type II error. The .05 level of significance helped identify even the smallest of associations since the area being examined has not been studied previously. It was deemed important not to miss significant associations, particularly those that could be missed at the .01 level of significance.

The final five hypotheses use Carnegie Classifications as the independent variable. Chi-square Test of Independence was again used to determine if there were associations among the institutional types.

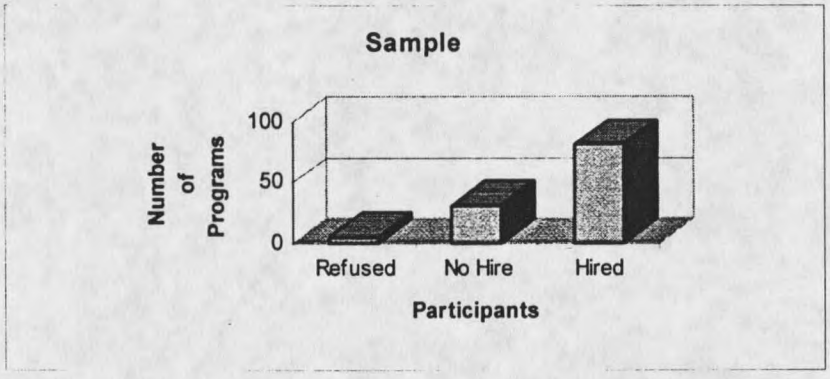
CHAPTER 4

RESULTS

Frequencies

The total number of journalism programs advertising for new faculty was 117 (Figure 1). Five of the 117 program respondents refused to participate in this study. Thirty-one programs had failed or suspended searches and were discarded. Eighty-one programs were able to successfully complete their search and were interviewed.

Figure 1. Description of Sample Population.



Respondents

Of the 81 programs that participated, 16 respondents (19.8%) were search committee chairs; 29 respondents (35.8%) were department heads; 21 respondents (25.9%) were individuals who served both as search committee chair and department head; three respondents (3.7%) were deans; and 12 individuals (14.8%) held some other position. (Note: one respondent was a search committee secretary who refused

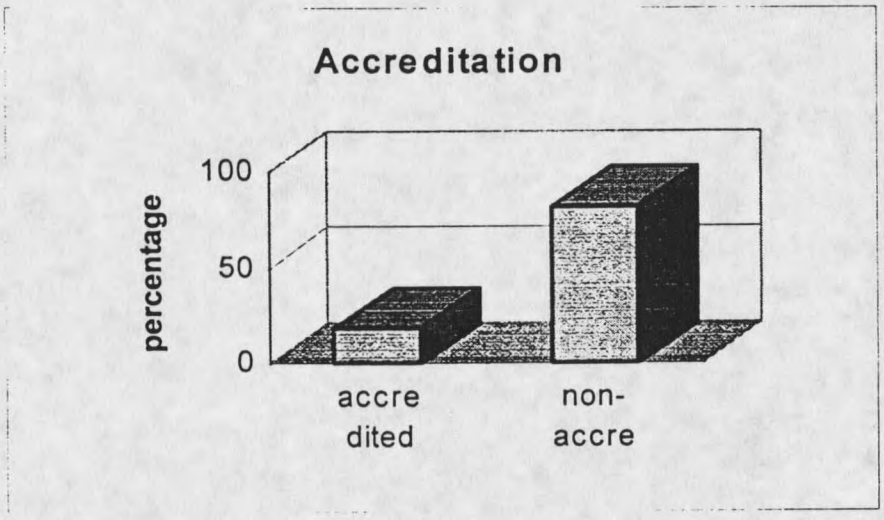
to answer policy questions. This accounts for the *N* of 81 on descriptive questions and an *N* of 80 on policy questions.)

The frequency counts of the independent variables are as follows:

Accreditation

Figure 2 shows the 117 programs advertising to hire. There was a frequency count of 22 accredited programs (18.8 %) and 95 non-accredited programs (81.2%).

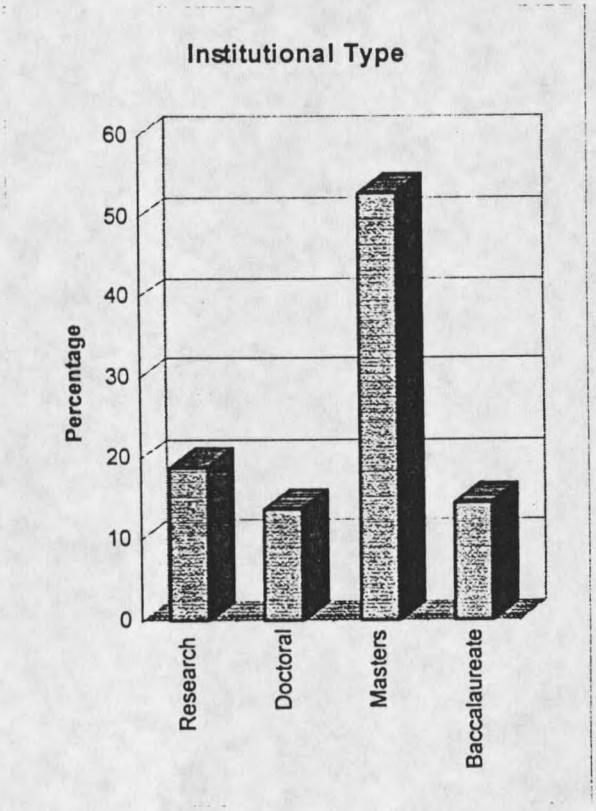
Figure 2. Percentage of Accredited Programs.



Institutional Type: Carnegie Classification

Of the 117 programs, 22 programs (18.8%) were Research I & II institutions; 16 programs (13.7%) were Doctoral I & II institutions; 62 programs (53%) were Master's I & II institutions; 17 programs (14.5%) were Baccalaureate I & II institutions (Figure 3).

Figure 3. Percentage of Programs by Institutional Type.

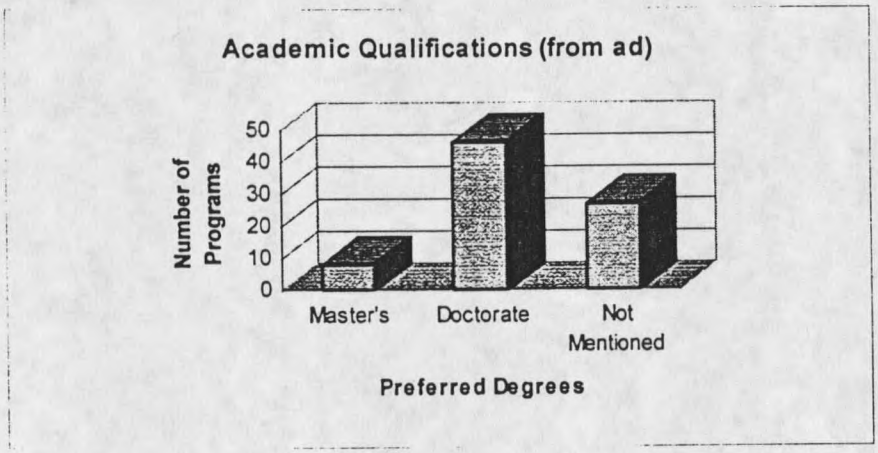


The following figures describe the frequencies on descriptive questions (n=81) in the telephone survey. All respondents for the 81 programs that conducted successful searches answered the descriptive questions.

Description of Academic Qualifications:
Preferred degrees in Advertisement

Figure 4 shows that of the 81 programs, eight programs (9.9%) advertised for a master's degree as preferred; 46 programs (56.8%) advertised that ABD or earned doctorate was preferred; 27 programs (33.3%) did not mention a preferred degree.

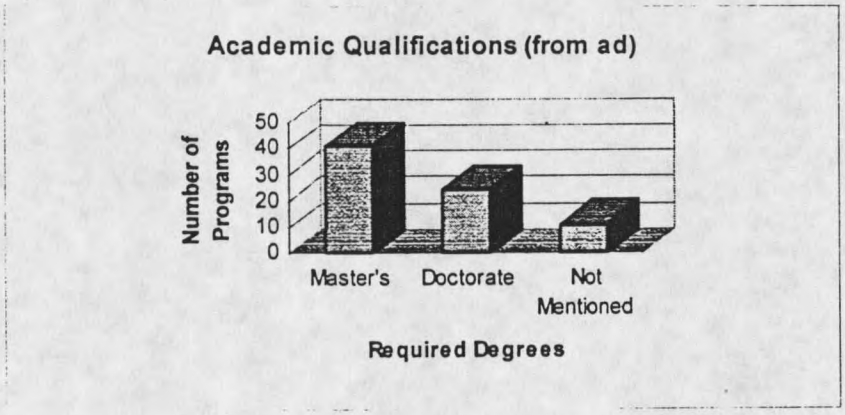
Figure 4. Academic Qualifications: Preferred Degrees Advertised.



Required Degree in Advertisement

Of the 81 programs, 41 programs (51.3%) required a master's degree; five programs (6.3%) required an ABD; 24 programs (30%) required a doctorate; 11 programs (12.5%) did not mention a required degree (Figure 5).

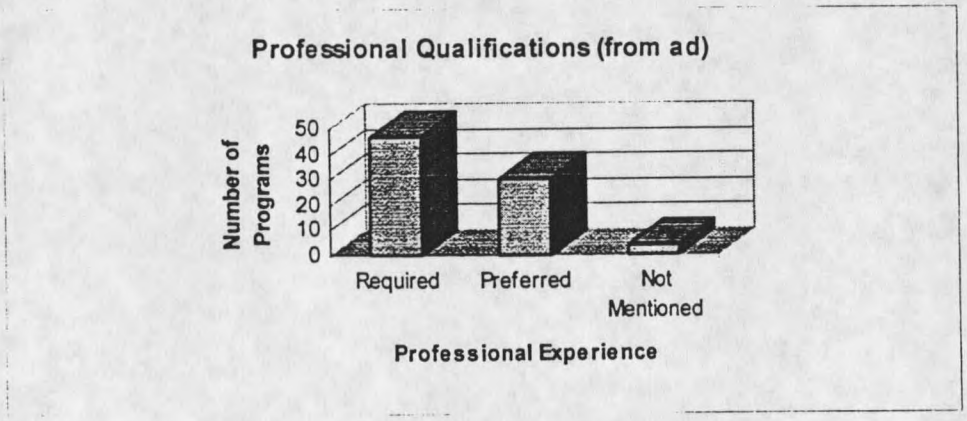
Figure 5. Academic Qualifications: Required Degrees Advertised.



Description of Professional Qualifications:
Professional experience requirement in ad:

Figure 6 shows that of the 81 programs, 47 programs (58%) required professional experience; 30 programs (37%) preferred professional experience; four programs (4.9%) did not mention professional experience in the advertisement.

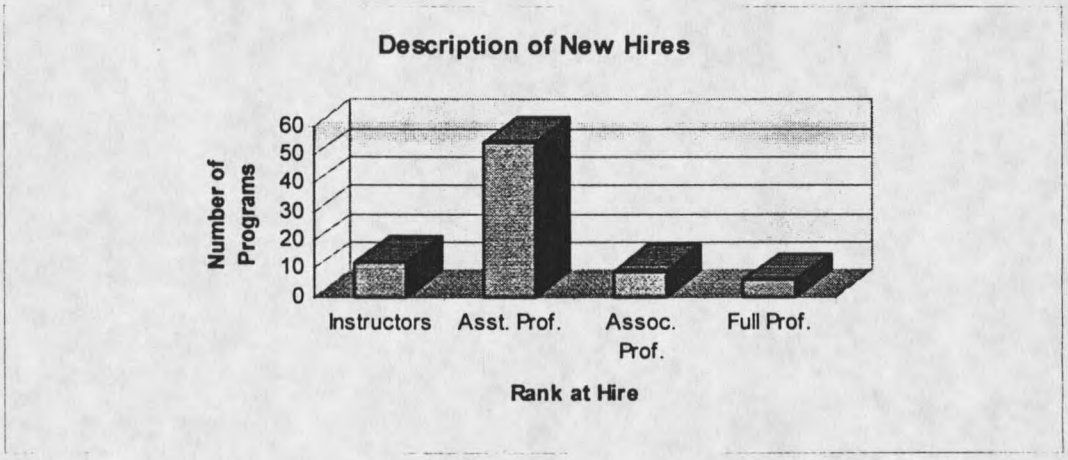
Figure 6. Professional Qualifications: Requirement in Advertisement.



Description of New Journalism Faculty Hire:
Rank of New Hire

Of the 81 new hires, 12 individuals (14.8%) were hired as instructors; 54 hires (66.7%) were new assistant professors; nine new hires(11.1%) were at the associate rank; six individuals (7.4%) were hired as full professors (Figure 7).

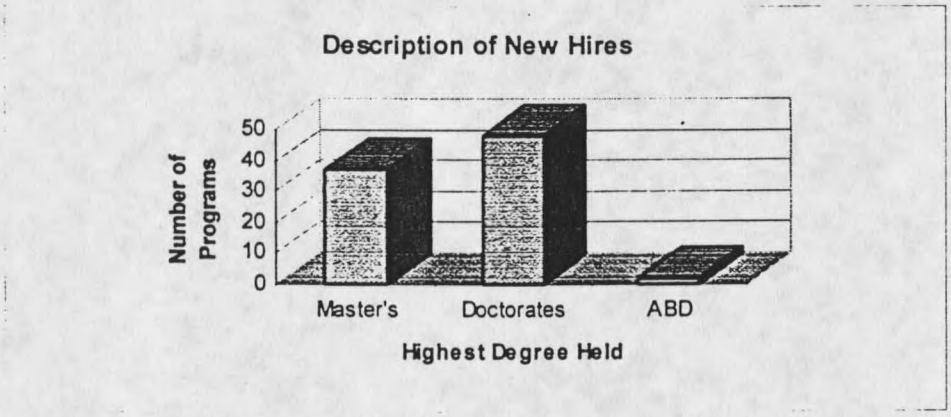
Figure 7. Description of New Hires: Rank at Hire.



Highest Degree Held by New Hire

In the 81 programs, 30 new hires (37%) held master's degrees as their highest degree; 48 hires (60.5%) had earned doctorates; two new hires were ABD (2.5%). (Note: one new hire held a bachelor's degree as his/her highest degree. This interview was discarded for this question only.)

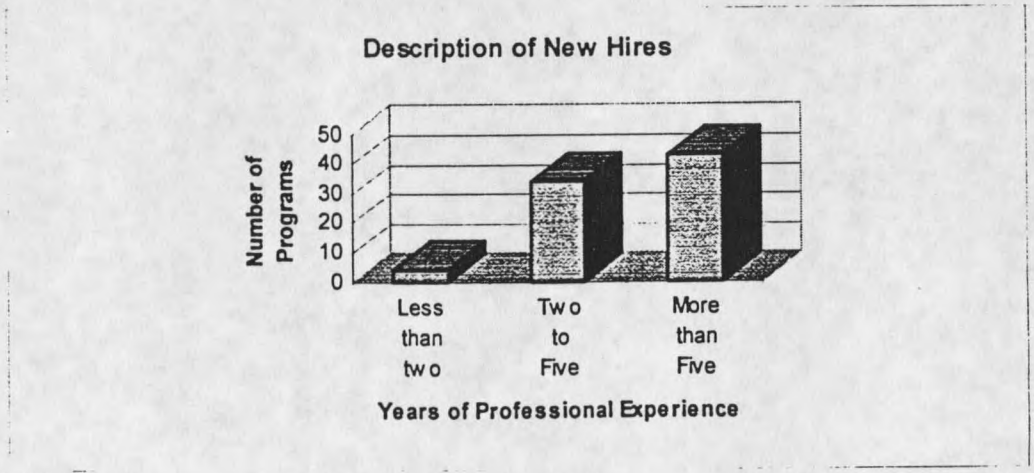
Figure 8. Description of New Hire: Highest Degree Held.



Level of Professional Experience of New Hire

Of the 81 programs, 34 new hires (42%) have some (two to five years) professional experience; 43 new hires (53.1%) had extensive (more than five years) professional experience; four new hires (4.9%) had less than two years of professional experience.

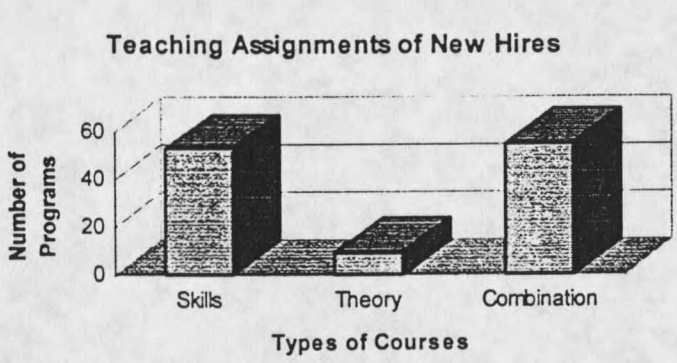
Figure 9. Description of New Hire: Years of Professional Experience.



Description of Teaching Assignments

Figure 10 shows that of the 117 programs, 53 new hires (45.3%) were to teach basic journalism skills courses. Nine new hires (7.7%) were to teach theory/research classes in journalism; 55 new hires (47%) were assigned to teach both journalistic skills and journalism theory/research courses.

Figure 10. Teaching Assignments of New Hires.

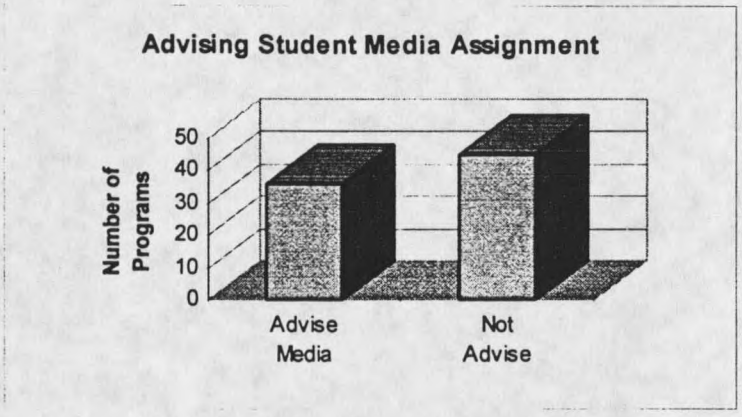


Student Media Advising Assignment

In addition to a teaching assignment, faculty members in journalism programs are often assigned as a faculty advisor to the campus newspaper, radio or television station, or student magazine. These student media are often incorporated into a journalism program but can be student organizations with no affiliation with an academic department, except for the advisor being a faculty member. Of the 81 new

hires, 36 (44.4%) will be expected to advise student media; 45 (55.6%) will not, as shown in Figure 11.

Figure 11. Advising Student Media Assignment.

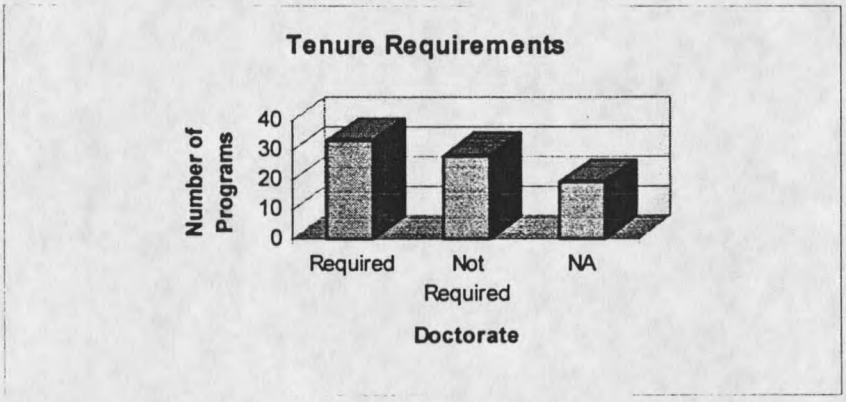


During the interview, questions were asked that required the respondent to describe qualifications, new faculty hires, and faculty assignments. Some of the information was used to collaborate the information obtained from the institution's advertisement. Some of the questions asked where about policies of the institution or the journalism program. One respondent considered the questions to concern policy and therefore, refused to answer. The following questions were answered by 80 respondents:

Tenure Requirements: Completion of Doctorate Degree Required

Of the 80 programs, 33 (41.3%) responded that a doctorate was required for tenure; 28 programs (35%) did not require the doctorate for tenure; 19 programs (23.8%) did not have tenure or the new hire held a doctorate at hire.

Figure 12. Tenure Requirements: Doctorate Degree

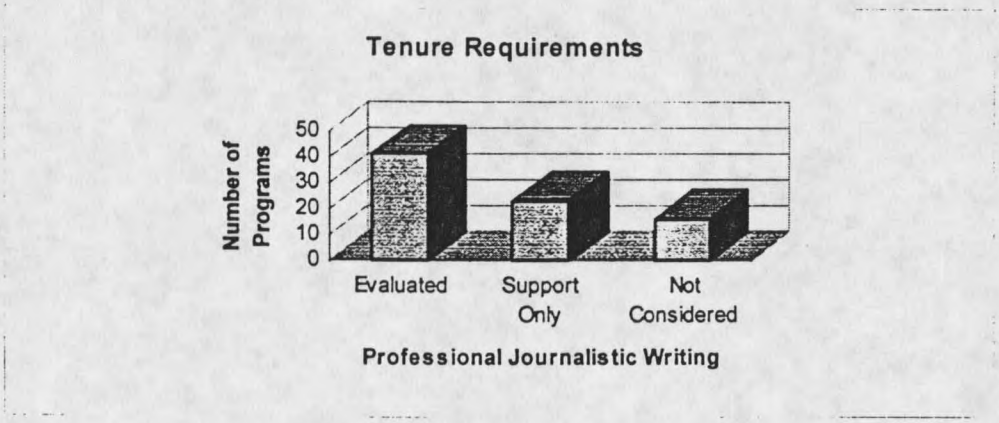


Tenure Requirements: Journalistic Writing

As a measure of the program's interest in faculty ties to the profession, questions were asked about the evaluation of professional journalistic writing during the tenure process. Of the 80 programs, 41 programs (51.3%) responded that journalism writing did count toward tenure (Figure 13). In 23 programs (28.8%), journalistic writing was not formally reviewed by tenure committees but could be

used as supportive materials. In 16 programs (20%), journalistic writing was not considered in the tenure review or there was no tenure at the institution

Figure 13. Tenure Requirements: Journalistic Writing.



Faculty Qualifications: Decision Makers

Using the advertisements and interviews to describe the faculty member being sought, the researcher asked for a description of the decision-making process. As shown in Figure 14, of the 80 responding programs, the qualifications for a new hire were determined by:

Administration: 41 programs (51.3%)

Department: 23 programs (28.8%)

Consent decree: 5 programs (6.3%)

Respondent unsure: 11 programs (13.8%)

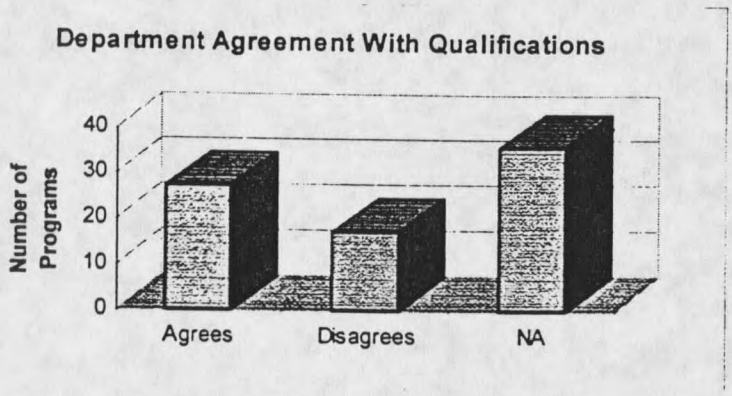
Figure 14. Policy Decision Makers.



Department Agreement with Doctoral Requirement

As a follow-up question, the researcher asked if the journalism department or program faculty agreed with the qualifications set by the decision maker. As shown in Figure 15, of the 80 respondents, twenty-seven (33.8%) said their faculty agreed with the doctoral requirement; 17 respondents (21.3%) said their faculty disagreed. For 36 programs (45.0%), it was not applicable because a doctorate was not required or department had set requirement.

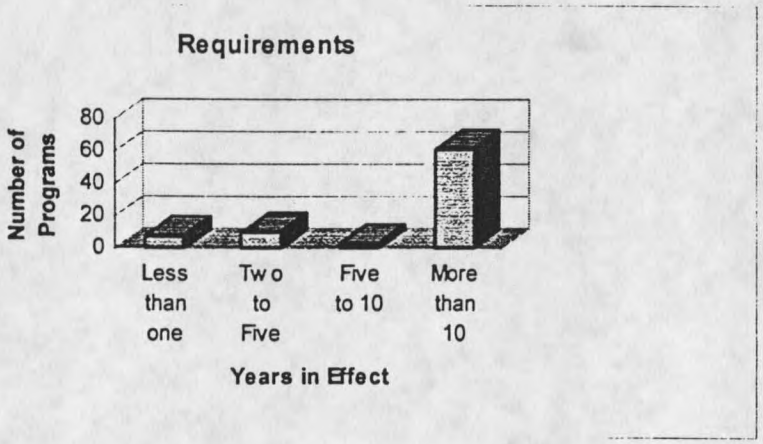
Figure 15. Department Agreement with Required Qualifications.



Years Doctorate Requirement /Policy In Effect

Of the 80 programs, seven programs (8.8%) had the doctoral requirement in effect for less than one year; 10 programs (12.5%) had the requirement in effect two to five years; two programs (2.5%) had the requirement in place for 5 to 10 years; 61 programs (76.3%) had the policy in effect for more than ten years.

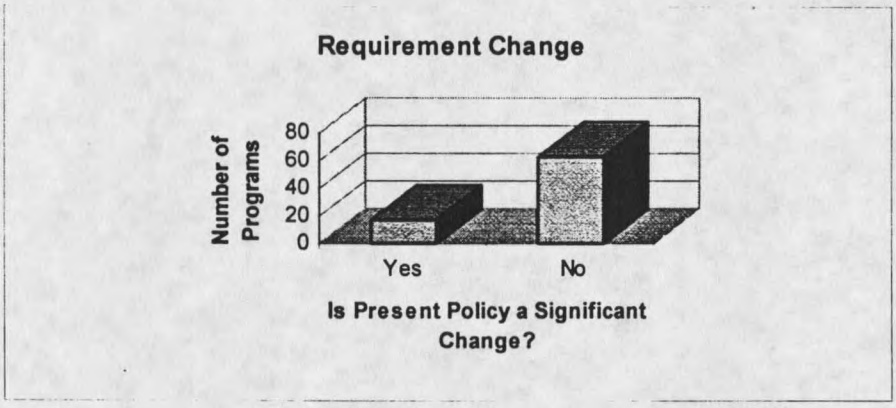
Figure 16. Faculty Qualification Policy.



Present Policy Constitutes Change

Of 80 programs, 17 programs (21.3%) responded that the doctoral requirement was a significant policy change (These 17 programs all had policy in effect less than five years; Sixty three programs (78.8%) responded the present policy was not a significant change from the past.

Figure 17. Qualification Policy Change.



Accreditation as Independent Variable: Crosstabulations

Although examination of the frequencies and percentages is a useful first step in studying the relationship between two variables, a statistical test of the hypothesis that there is no association between the two variables contributes to the analysis. In the first set of crosstabulations, the Pearson Chi-square Test of Independence was used to test the hypothesis that there was no association between accreditation and the dependent variables: professional experience required, academic qualifications

required, professional experience of new hire, academic qualifications of new hire, and tenure requirements for new hire. In the second set of crosstabulations, the Pearson chi-square was used to test the hypothesis that there was no association between institutional type and the same dependent variables.

This study tested the following 10 null hypotheses:

Hypothesis 1: There is no significant association at $\alpha = .05$ between the professional qualifications required by accredited journalism programs and non-accredited journalism programs.

Table 1. Professional Qualifications: Experience Required in Advertisement

	Preferred	Required	Not Mentioned	Total
Accredited Count	5	13	0	18
Expected Count	7.6	9.6	.9	18.0
Non-accredited Count	29	30	4	63
Expected Count	26.4	33.4	3.1	63.0
Total Count	34	43	4	81
Expected Count	34.0	43.0	4.0	81.0

In the advertisements of 18 accredited programs, 13 stated that professional experience was required; the remaining five stated that professional experience was preferred. In the advertisements of the 63 non-accredited programs, 30 stated that

professional experience was required while 29 stated professional experience was preferred. Four programs did not mention professional experience in their advertisements. It is interesting to note they were all non-accredited programs. There were two degrees of freedom and using a Pearson chi-square, a value of 3.851 was derived with an associated p value of .146. Two cells (33.3%) have expected count less than 5. The minimum expected count was .89.

$\chi 2(2, \underline{N} = 81) = 3.851, \underline{p} > .05.$

The null hypothesis was retained. There was no statistical association between the professional qualifications required by accredited and non-accredited journalism programs.

Hypothesis 2: There is no significant association at $\alpha = .05$ between the academic qualifications required by accredited journalism programs and non-accredited journalism programs.

Table 2. Academic Qualifications: Preferred Degrees in Advertisements.

	Master's	Doctorate	Not Mentioned	Total
Accredited Count	1	10	7	18
Expected Count	1.8	10.2	6.0	18.0
Non-accredited Count	7	36	20	63
Expected Count	6.2	35.8	21.0	63.0
Total Count	8	46	27	81
Expected Count	8.0	46.0	27.0	81.0

In the advertisements, the degree listed as "preferred" was a master's by one accredited program while 10 programs listed a doctorate degree as preferred. Seven ads by accredited programs did not list a preferred degree. Seven non-accredited programs advertised a master's as preferred and 36 non-accredited programs a doctorate as preferred. Twenty non-accredited programs did not list a preferred degree. There were two degrees of freedom and using a Pearson chi-square, a value of .658 was derived with an associated p value of .720. One cell (16.7%) had an expected count of less than 5. The minimum expected count was 1.78.

$\chi 2$ (2, $\underline{N}$ = 81) = .658, $\underline{p}$ >.05.

The null hypothesis was retained. There is no significant association between academic qualifications preferred by accredited journalism programs and non-accredited journalism programs.

As a second measure of the association between academic qualification, based on the advertisements, accreditation and required degrees were compared.

Table 3. Academic Qualifications: Required Degrees in Advertisements.

	Master's	ABD	Doctorate	Not Mentioned	Total
Accredited					
Count	12	0	3	3	18
Expected Count	9.2	1.1	5.4	2.3	18.0
Non-accredited					
Count	29	5	21	7	62
Expected Count	31.8	3.9	18.6	7.8	62.0
Total Count	41	5	24	10	80
Expected Count	41.0	5.0	24.0	10.0	80.0

In the 80 advertisements for new hires, 12 accredited programs stated a master's degree was required. Three accredited programs stated a doctorate was required and three accredited programs did not mention a degree requirement. Of the 62 non-accredited program advertisements, 29 stated a master's degree was required, five stated ABD was necessary, and 21 stated a doctorate was required. Seven non-accredited programs did not mention a degree requirement. There are three degrees of freedom and using a Pearson chi-square, a value of .911 was derived with an associated p value of .823. Four cells (50%) had expected counts of less than 5. The minimum expected count is 1.33.

$\chi 2\ (3, \underline{N} = 80) = .911, \underline{p} > .05.$

The null hypothesis was retained. There is no significant association between academic qualifications required by accredited journalism programs and non-accredited journalism programs.

Hypothesis 3: There is no significant association at $\alpha = .05$ between the professional qualifications of new journalism faculty hires in accredited programs and non-accredited programs.

Table 4. Level of Professional Experience of New Hires.

	Extensive	Some	Little/None	Total
Accredited				
Count	15	3	0	18
Expected Count	10.4	6.7	.9	18.0
Non-accredited				
Count	32	27	4	63
Expected Count	36.6	23.3	3.1	63.0
Total Count	47	30	4	81
Expected Count	47.0	30.0	4.0	81.0

The level of professional experience of the new hire was indicated as "some" (two-to-five years) by three accredited programs, "extensive" (more than five) by 15 accredited programs. No accredited programs reported hiring a person with "none" or "limited" (less than two years) experience. Among the non-accredited programs, 27

reported hiring a person with some experience, 32 reported hiring a person with extensive experience. Four programs reported hiring a person with limited or no professional experience. They were all non-accredited programs. There are two degrees of freedom and using the Pearson chi-square, a value of 6.290 was derived with an associated p value of .043. Two cells (33.3%) had expected counts of less than 5. The minimum expected count is .89.

$\chi 2(2, \underline{N} = 81) = 6.290, \underline{p}<.05.$

The null hypothesis was rejected. There is an association between the levels of professional experience of new hires in accredited and non-accredited journalism programs. Accredited programs hired more faculty with extensive experience than expected, while non-accredited programs hired fewer than expected. Accredited programs hired fewer new faculty with two to five years professional experience; non-accredited programs hire more faculty with two-to-five years professional experience than expected. If the trend holds, the direction is toward the accredited programs hiring new faculty with professional experience more often than non-accredited programs do.

Hypothesis 4: There is no significant association at $\alpha = .05$ between the academic qualifications of new journalism faculty hires in accredited programs and non-accredited programs.

Table 5. Academic Qualifications: Highest Degree Held of New Hire.

	Master's	Doctorate	ABD	Total
Accredited				
Count	6	12	0	18
Expected Count	6.7	10.9	.4	18.0
Non-accredited				
Count	24	37	2	63
Expected Count	23.3	38.1	1.6	63.0
Total Count	30	49	2	81
Expected Count	30.0	49.0	2.0	81.0

In six accredited programs, a master's degree was the highest degree held by the new hire. In 12 accredited programs, a doctorate was held by the new hire. In 24 non-accredited programs, the highest degree of the new hires was a master's. Thirty-seven new hires in non-accredited programs held earned doctorates. Two new hires in non-accredited programs were ABD. There are two degrees of freedom and using Pearson chi-square, a value of .803 was calculated with an associated p value of .669. Two cells (33.3%) have expected counts less than 5. The minimum expected count is .44.

$\chi 2\ (2, \underline{N} = 80) = .803, \underline{p} > .05.$

The null hypothesis was retained. There was no significant association between the academic qualifications of new journalism faculty hires in accredited programs and non-accredited programs.

Hypothesis 5: There is no significant association at $\alpha = .05$ between the tenure requirements of accredited programs and non-accredited programs.

Table 6. Tenure Requirements: Doctorate.

	Yes	No	Not Applicable	Total
Accredited				
Count	5	7	6	18
Expected Count	7.4	6.3	4.3	18.0
Non-accredited				
Count	28	21	13	62
Expected Count	25.6	21.7	14.7	62.0
Total Count	33	28	19	80
Expected Count	33.0	28.0	19.0	80.0

Before the new hire can be tenured, five accredited programs required the completion of a doctorate. In seven accredited programs, a doctorate is not required for tenure and for six accredited programs, this was not applicable. In 28 non-accredited programs, doctorates are required for tenure; 21 non-accredited programs do not require a doctorate for tenure. In thirteen non-accredited programs, this was not

applicable. There were two degrees of freedom and using Pearson chi-square, a value of 2.020 was derived with an associated p value of .364. One cell (16.7%) had an expected count of less than 5. The minimum expected count is 4.28.

$\chi 2$ (2, $\underline{N}$ = 80) = 2.02, $\underline{p}$ >.05.

The null hypothesis was retained. Using doctoral requirement for tenure as indicator, there is no significant association between the tenure requirements of accredited programs and non-accredited programs.

As a second measure of the program's interest and support of the profession, accreditation and journalistic writing as tenure requirement were compared.

Table 7. Tenure Requirements: Journalistic Writing

	Journalistic Writing Is Evaluated for Tenure			
	Yes	No	Not Applicable	Total
Accredited				
Count	11	2	5	18
Expected Count	9.2	5.2	3.6	18.0
Non-accredited				
Count	30	21	11	62
Expected Count	31.8	17.8	12.4	62.0
Total Count	41	23	16	80
Expected Count	41.0	23.0	16.0	80.0

Professional journalistic writing is evaluated for tenure in 11 of the accredited programs; journalistic writing is not considered in the evaluation for tenure by two accredited programs. For five accredited programs, this was not applicable. For non-accredited programs, evaluations of professional journalistic writing were completed at 30 institutions, while 21 non-accredited programs did not count journalistic writing for tenure. In 11 non-accredited programs, this was not applicable. There were two degrees of freedom and using Pearson chi-square, a value of 3.657 was derived with an associated p value of .161. One cell (16.7% had an expected count of less than 5. The minimum expected count was 3.60.

$\chi 2$ (2, $\underline{N}$ = 80) = 3.66, $\underline{p}$ >.05.

The null hypothesis was retained. Using journalistic writing requirement for tenure as an indicator, there is no significant association between the tenure requirements of accredited programs and non-accredited programs.

Institutional type as Independent Variable: Crosstabulations

Institutional type, as classified by Carnegie Foundation, was used as an independent variable, with Research Universities I and II collapsed into one column, Doctoral Universities I and II collapsed into one column, Master's (Comprehensive) Universities I and II collapsed into one column, and Baccalaureate (Liberal Arts)

Colleges I and II collapsed into one column. Crosstabulations were prepared using SPSS, using the other variables as dependent.

Hypothesis 6: There is no significant association at $\alpha = .05$ between the professional qualifications required by the four institutional types.

Table 8. Professional Requirements: Experience Required In Advertisements

	Preferred	Required	Not Mentioned	Total
Research				
Count	5	10	2	17
Expected Count	7.1	9.0	.8	17.0
Doctoral				
Count	3	6	0	9
Expected Count	3.8	4.8	.4	9.0
Master's				
Count	20	21	1	42
Expected Count	17.6	22.3	2.1	42.0
BA				
Count	6	6	1	13
Expected Count	5.5	6.9	.6	13.0
Total Count	34	43	4	81
Expected Count	34.0	43.0	4.0	81.0

Of the 17 Research institutions, 10 institutions required professional experience; five preferred professional experience; two institutions did not mention professional experience in the advertisements. Of the nine Doctoral institutions, six

institutions required professional experience; three advertisements stated professional experience was preferred. Of the 42 Master's institutions, 21 required professional experience; 20 stated professional experience was preferred; one program did not mention professional experience. Of the 13 Baccalaureate institutions, six advertised that professional experience was required; six advertised professional experience was preferred. One Baccalaureate institutions did not mention professional experience. There were six degrees of freedom and a Pearson chi-square value of 4.59 was obtained with an associated p value of .598. Six cells (50%) have expected count less than 5. The minimum expected count is .44.

$\chi 2$ (6, $\underline{N}$ = 81) = 4.588, $\underline{p}$ >.05.

The null hypothesis was retained. There was no significant association between the professional qualifications required by the four institutional types.

Hypothesis 7: There is no significant association at $\alpha = .05$ between the academic qualifications required by the four institutional types.

In comparing academic qualifications by institutional type, two dependent variables were used--preferred degrees in the advertisements and required degrees in the advertisements.

Table 9. Academic Qualifications: Preferred Degrees in Advertisements (by institutional type).

	Master's	ABD	Doctorate	Not Mentioned
Research				
Count	2	8	7	17
Expected Count	1.7	9.7	5.7	17.0
Doctoral				
Count	1	5	3	9
Expected Count	.9	5.1	3.0	9.0
Master's				
Count	2	27	13	42
Expected Count	4.1	23.9	14.0	42.0
BA				
Count	3	6	4	13
Expected Count	1.3	7.4	4.3	13.0
Total Count	8	46	27	81
Expected Count	8.0	46.0	27.0	81.0

Of the 17 Research institutions, two advertised a master's degree was "preferred;" eight advertised that a doctorate was preferred; seven institutions did not mention a preferred degree. Of the nine Doctoral institutions, one advertised a master's degree was preferred; five advertised that a doctorate was preferred; three institutions did not mention a preferred degree. Of the 42 Master's institutions, two advertised a master's degree was preferred; 27 advertised that a doctorate was preferred; 13 institutions did not mention a preferred degree. Of the 13 Baccalaureate

institutions, three advertised that a master's degree was preferred; six advertised that a doctorate was preferred; four institutions did not mention a preferred degree. There were six degrees of freedom and a Pearson chi-square of 4.852 was calculated with an associated p value of .563. Six cells (50%) have expected count less than 5. The minimum expected count is .89.

$\chi 2\ (6, \underline{N} = 81) = 4.85, \underline{p} > .05.$

The null hypothesis was retained. There was no significant association between the academic qualifications preferred by the four institutional types.

Table 10. Academic Qualifications: Required Degree in Advertisement (by institutional type).

	Master's	ABD	Doctorate	Not Mentioned	Total
Research					
Count	9	0	6	2	17
Expected Count	8.7	1.1	5.1	2.1	17.0
Doctoral					
Count	5	1	2	1	9
Expected Count	4.6	.6	2.7	1.1	9.0
Master's					
Count	22	3	11	6	42
Expected Count	21.5	2.6	12.6	5.3	42.0
BA					
Count	5	1	5	1	12
Expected Count	6.2	.8	3.6	1.5	12.0
Total Count	41	5	24	10	80
Expected Count	41.0	5.0	24.0	10.0	80.0

Of the 17 Research institutions, nine advertised that a master's degree was required; six advertised that a doctorate was required; two institutions did not mention a required degree. Of the nine Doctoral institutions, five advertised that a master's degree was required; one advertised an ABD was required; two advertised that a doctorate was required; one institution did not mention a required degree in the advertisement. Of the 42 Master's institutions, 22 advertised that a master's degree was required; three advertised that ABD was required; 11 advertised that a doctorate was required; six institutions did not mention a required degree in the advertisement. Of the 12 Baccalaureate institutions, five advertised that a master's degree was required; one advertised that ABD was required; five advertised that a doctorate was required; one institution did not mention required degrees. There were nine degrees of freedom and a Pearson chi-square value of 3.190 was calculated with an associated p value of .956. Ten cells (62.5%) had expected count less than 5. The minimum expected count is .56.

$\chi 2\ (9, \underline{N} = 81) = 3.19, \underline{p} > .05.$

The null hypothesis was retained. There was no significant association between the academic qualifications required by the four institutional types.

Hypothesis 8: There is no significant association at $\alpha = .05$ between the professional qualification of new journalism faculty hires in the four institutional types.

Table 11. Professional Qualifications: Level of Professional Experience of New Hires

	Extensive	Some	Little/None	Total
Research				
Count	11	4	2	17
Expected Count	9.9	6.3	.8	17.0
Doctoral				
Count	7	1	1	9
Expected Count	5.2	3.3	.4	9.0
Master's				
Count	22	19	1	42
Expected Count	24.4	15.6	2.1	42.0
BA				
Count	7	6	0	13
Expected Count	7.5	4.8	.6	13.0
Total Count	47	30	4	81
Expected Count	47.0	30.0	4.0	81.0

In the 17 Research institutions, four new hires were reported to have "some" (two to five years) professional experience; eleven new hires were reported to have "extensive" (five or more years). Two institutions reported the new hires at "limited/none" (less than two years) of professional experience.

In the nine Doctoral institutions, one new hire was reported to have some professional experience; seven new hires were reported to have extensive experience. One doctoral institution reported their new hire had limited or no professional experience.

In the 42 Master's institutions, 19 new hires had some experience; 22 were reported to have extensive experience; and one new hire was reported to have limited/none.

In the 13 Baccalaureate institutions, six new hires were reported to have some professional experience; seven were reported to have extensive experience. There were six degrees of freedom and a Pearson chi-square value of 8.028 was obtained with an associated p value of .236. Six cells (50%) have expected count less than 5. The minimum expected count is .44.

$\chi 2\ (6, \underline{N} = 81) = 8.028, \underline{p} > .05.$

The null hypothesis was retained. There is no significant association between the professional qualifications of new journalism faculty hires in the four institutional types.

Hypothesis 9: There is no significant association at $\alpha = .05$ between academic qualifications of new journalism faculty hires in the four institutional types.

Of the 17 Research institutions, five new hires held master's degrees as their highest degree; 12 new hires held doctorates. There were no ABDs. Of the nine Doctoral institutions, four new hires held master's degrees as their highest degree; five held doctorates; none were ABD. In the 42 Master's institutions, 16 held master's degrees as their highest degree; 24 held doctorates; two were ABD at hire. In the 13

Baccalaureate institutions, five new hires held master's degrees as their highest degree; eight held doctorates; and none were ABD.

Table 12. Academic Qualifications: Highest Degree Held by New Hire (by institutional type).

	Master's	Doctorate	ABD	Total
Research				
Count	5	12	0	17
Expected Count	6.3	10.3	.4	17.0
Doctoral				
Count	4	5	0	9
Expected Count	3.3	5.4	.2	9.0
Master's				
Count	16	24	2	42
Expected Count	15.6	25.4	1.0	42.0
BA				
Count	5	8	0	13
Expected Count	4.8	7.9	.3	13.0
Total Count	30	49	2	81
Expected Count	30.0	49.0	2.0	81.0

There were six degrees of freedom and a Pearson chi-square of 2.680 was calculated with an associated p value of .848. Six cells (50%) have expected count less than 5. The minimum expected count is .22.

$\chi 2$ (6, N = 80) = 2.68, p >.05.

The null hypothesis was retained. There is no significant association between academic qualifications of new journalism faculty hires in the four institutional types.

Hypothesis 10: There is no significant association at $\alpha = .05$ between tenure requirements in the four institutional types.

Table 13. Tenure Requirements: Doctorate (by institutional type).

	Yes	No	Not Applicable	Total
Research				
Count	6	7	4	17
Expected Count	7.0	6.0	4.0	17.0
Doctoral				
Count	4	4	1	9
Expected Count	3.7	3.2	2.1	9.0
Master's				
Count	18	14	9	41
Expected Count	16.9	14.4	9.7	41.0
BA				
Count	5	3	5	13
Expected Count	5.4	4.6	3.1	13.0
Total Count	33	28	19	80
Expected Count	33.0	28.0	19.0	80.0

Of the 17 Research institutions, six reported a doctorate was required before tenure; seven reported a doctorate was not required for tenure; four reported this was

not applicable. Of the nine Doctoral institutions, four reported a doctorate was required before tenure; four reported a doctorate was not required for tenure; one reported it was not applicable. Of the 41 Master's institutions, 18 reported a doctorate was required before tenure; 14 reported a doctorate was not required for tenure; five reported this was not applicable. Of the 13 Baccalaureate institutions, five reported a doctorate was required before tenure; three reported a doctorate was not required; five reported this was not applicable. There were six degrees of freedom and Pearson chi-square value of 3.060 was calculated with an associated p value of .801. Six cells (50%) have expected count less than 5. The minimum expected count is 2.14.

$\chi 2$ (6, $\underline{N}$ = 80) = 3.06, $\underline{p}$ >.05.

The null hypothesis was retained. Using doctoral requirement for tenure as an indicator, there was no significant association between tenure requirements in the four institutional types.

As a second measure of the institution's commitment to the profession, a question was asked regarding the evaluation of journalistic writing in the tenure process. In the 17 Research institutions, 10 reported that journalistic writing is evaluated for tenure; four reported journalistic writing is not evaluated for tenure; three reported the question did not apply. In nine Doctoral institutions, six reported that journalistic writing is evaluated for tenure; two reported journalistic writing is not evaluated for tenure; one responded as not applicable. In the 41 Master's institutions,

19 reported journalistic writing is evaluated for tenure; 12 reported journalistic writing does not count for tenure; ten responded as not applicable. In the 13 Baccalaureate institutions, six reported journalistic writing is evaluated for tenure; five reported journalistic writing is not evaluated for tenure; two reported it was not applicable.

Table 14. Tenure Requirements: Journalistic Writing

Journalistic Writing is Evaluated for Tenure (by institutional type)

	Yes	No	Not Applicable	Total
Research				
Count	10	4	3	17
Expected Count	8.7	4.9	3.4	17.0
Doctoral				
Count	6	2	1	9
Expected Count	4.6	2.6	1.8	9.0
Master's				
Count	19	12	10	41
Expected Count	21.0	11.8	8.2	41.0
BA				
Count	6	5	2	13
Expected Count	6.7	3.7	2.6	13.0
Total Count	41	23	16	80
Expected Count	41.0	23.0	16.0	80.0

There were six degrees of freedom and a Pearson chi-square value of 2.527 was derived with an associated p value of .865. Seven cells (58.3%) have expected count less than 5. The minimum expected count is 1.80.

$\chi 2$ (6, $\underline{N}$ = 80) = 2.53, $\underline{p}$ >.05.

The null hypothesis was retained. Using the journalistic writing requirement for tenure as indicator, there was no significant association between tenure requirements in the four institutional types.

Additional Analyses

Only one other crosstabulation and Pearson chi-square calculation showed a statistically significant association between an independent variable and a dependent variable at the .05 level. That was Institutional Type and Advising Student Media Assignment.

Of the 17 Research institutions, two new hires will advise student media; fifteen new hires will not advise student media. Of the nine Doctoral institutions, two new hires will advise student media; seven new hires will not advise student media. Of the 42 Master's institutions, 23 will advise student media; 19 new hires will not advise student media. Of the 13 Baccalaureate institutions, nine new hires will advise student media; four new hires will not advise student media (Table 15).

Table 15. Advising Student Media Assignment.

	Yes	No	Total
Research			
Count	2	15	17
Expected Count	7.6	9.4	17.0
Doctoral			
Count	2	7	9
Expected Count	4.0	5.0	9.0
Master's			
Count	23	19	42
Expected Count	18.7	23.3	42.0
BA			
Count	9	4	13
Expected Count	5.8	7.2	13.0
Total Count	36	45	81
Expected Count	36.0	45.0	81.0

The degrees of freedom were two and a Pearson chi-square value of 14.198 was obtained. The associated p value was .003. One cell (12.5%) had an expected count less than 5. The minimum expected count is 4.00.

$\chi 2\ (2, \underline{N} = 81) = 14.20, \underline{p} < .05$

There was an association between institutional types and whether the new journalism faculty hires will advise student media. The trend is for more Baccalaureate and Master's institutions to assign new hires to advise student media

than expected. Research and Doctoral institutions assign new faculty hires to advise student media less often than expected.

The following crosstabulations showed no relationship between the independent variable and the dependent variable:

Accreditation and Rank at Hire

Table 16. Academic Qualifications: Rank at Hire.

	Instructor	Assistant	Associate	Professor	Total
Accredited					
Count	3	11	3	1	18
Expected Count	2.7	12.0	2.0	1.3	18.0
Non-accredited					
Count	9	43	6	5	63
Expected Count	9.3	42.0	7.0	4.7	63.0
Total Count	12	54	9	6	81
Expected Count	12.0	54.0	9.0	6.0	81.0

Of 18 accredited programs, three hired at the rank of instructor; 11 hired at the rank of assistant professor; three hired at the rank of associate professor; one hired at the rank of full professor. Of the 63 non-accredited programs, nine hired at the rank of instructor; 43 hired at the rank of assistant professor; six hired at the rank of associate professor; five hired at the rank of full professor (Table 15). There were three degrees of freedom and a Pearson chi-square of .911 was calculated with an associated p value

of .823. Four cells (50%) have expected counts of less than 5. The minimum expected count is 1.33.

$\chi 2\ (3, \underline{N} = 81) = .911, \underline{p} > .05.$

No relationship was found.

Accreditation and Teaching Assignments

Table 17. Teaching Assignments (in advertisements).

	Skills Courses	Theory/Research	Combination	Total
Accredited				
Count	9	3	10	22
Expected Count	10.0	1.7	10.3	22.0
Non-accredited				
Count	44	6	45	95
Expected Count	43.0	7.3	44.7	95.0
Total Count	53	9	55	117
Expected Count	53.0	9.0	55.0	117.0

Using the total sample of 117 programs that advertised, nine accredited programs new hires teaching journalism skills courses only; three new hires at accredited programs have a teaching assignment of theory/research courses only, while ten new hires at accredited programs have a combination of skills and theory courses to instruct. Of the 95 non-accredited programs, 44 will assign journalism skills courses to the new hires; six new hires will teach theory/research courses only,

and 55 new hires in non-accredited programs will teach a combination of journalism skills and theory/research courses (Table 16). There were two degrees of freedom and using a Pearson chi-square, a value of 1.374 was derived with an associated p value of .503. One cell (16.7%) had expected count less than 5. The minimum expected count is 1.69.

$\chi 2\ (2, \underline{N} = 117) = 1.37, \underline{p} > .05.$

No relationship was found.

Accreditation and Advising of Student Media Assignment

Table 17. Advising Student Media Assignment.

	Yes	No	Total
Accredited			
Count	5	13	18
Expected Count	8.0	10.0	18.0
Non-accredited			
Count	31	32	63
Expected Count	28.0	35.0	63.0
Total Count	36	45	81
Expected Count	36.0	45.0	81.0

In the accredited programs, five new hires are expected to advise student media while 13 do not have that assignment. In the non-accredited programs, 31 new

hires will advise student media while 32 will not (Table 17). There was one degree of freedom and using a Pearson chi-square, a value of 2.604 was derived with an associated p value of .107. All cells have a count of more than 5. The minimum expected count is 8.00.

$\chi 2$ (1, N = 81) = 2.60, p >.05.

No relationship was found.

Accreditation and Qualifications Decision Makers

Table 18. Qualification Decision Makers in Accredited and Non-accredit Programs.

Qualification Decision Made By:

	Admin.	Dept.	Consent Decree	Unsure	Total
Accredited Count	7	5	2	4	18
Expected Count	9.2	5.2	1.1	2.5	18.0
Non-accredited Count	34	18	3	7	62
Expected Count	31.8	17.8	3.9	8.5	62.0
Total Count	41	23	5	11	80
Expected Count	41.0	23.0	5.0	11.0	80.0

In seven accredited programs, the doctoral requirement for hire was decided by the university administration, by the department housing journalism at five

accredited programs, by consent decree at two accredited institutions, and not known by four accredited program respondents. In 34 non-accredited programs, the doctoral requirement for hire was decided by the administration, while 18 non-accredited programs set the doctoral requirements themselves. Three non-accredited programs are operating under consent decree requirements. Seven respondents from non-accredited programs were unsure where the decision was made (Table 18). There are three degrees of freedom. A Pearson chi-square value of 2.791 was derived with an associated p value of .425. Note: three cells (37.5%) had expected counts of less than 5. The minimum expected count is 1.13.

$\chi 2$ (3, $\underline{N}$ = 80) = 2.79, $\underline{p}$ >.05.

No relationship was found.

Accreditation and Department Agreement with Qualifications

Table 19 shows that in four accredited programs, the respondent said the department faculty agrees with the doctoral requirement, in three programs the respondent said they did not. Eleven respondents said this was not applicable to their program. In the non-accredited programs, 23 respondents said the department faculty agreed with the doctoral requirement; 14 respondents said the department faculty did not agree with the doctoral requirement and for 25 programs, it was not applicable.

Table 19. Departmental Agreement with Faculty Qualifications.

Respondent reports department:

	Agrees	Disagrees	Not Applicable	Total
Accredited Count	4	3	11	18
Expected Count	6.1	3.8	8.1	18.0
Non-accredited Count	23	14	25	62
Expected Count	20.9	13.2	27.9	62.0
Total Count	27	17	36	80
Expected Count	27.0	17.0	36.0	80.0

There are two degrees of freedom. A Pearson chi-square value of 2.484 was derived with an associated p value of .289. Only one cell (16.7%) had an expected count of less than 5. The minimum expected count is 3.83.

$\chi 2$ (2, $\underline{N}$ = 80) = 2.48, $\underline{p}$ >.05

No relationship was found.

Accreditation and Policy Change

In accredited programs, two stated the policy on requiring doctorates for new hires was a significant change for their programs; 16 respondents from accredited programs stated there has been no significant change. In non-accredited programs, 15 reported

the policy on requiring doctorates for new hires was a significant change for their programs; 47 reported no change (Table 20).

Table 20. Faculty Qualifications Policy: A Recent Change?

	Yes	No	Total
Accredited			
Count	2	16	18
Expected Count	3.8	14.2	18.0
Non-accredited			
Count	15	47	62
Expected Count	13.2	48.8	62.0
Total Count	17	63	80
Expected Count	17.0	63.0	80.0

There was one degree of freedom. A Pearson chi-square value of 1.427 was derived with an associated p value of .232. One cell (25%) had expected count less than five. The minimum expected count is 3.83. (Note: In accredited programs, 16 respondents said the requirements for hiring had been in place for more than ten years. Sixteen respondents from non-accredited programs reported policy changes within the past five years.)

$\chi 2\ (1, N = 80) = .1.43, p > .05$

No relationship was found.

Institutional Type and Rank of hire

Of the 17 Research institutions, one institution hired at the rank of instructor; 12 hired at the rank of assistant professor; three hired at the rank of associate professor; and one hired at the rank of full professor. Of the nine Doctoral institutions, one hired an instructor; seven hired assistant professors; one hired a full professor. Of the 42 Master's institutions, nine hired at the rank of instructor; 24 hired at the rank of assistant professor; five hired at the rank of associate professor; four hired at the rank of full professor. Of the 13 Baccalaureate institutions, one hired an instructor; 11 hired assistant professors; one hired at the rank of associate professor.

Table 21. Rank of New Hire (by institutional type)

	Instructor	Assistant	Associate	Professor	Total
Research					
Count	1	12	3	1	17
Expected Count	2.5	11.3	1.9	1.3	17.0
Doctoral					
Count	1	7	0	1	9
Expected Count	1.3	6.0	1.0	.7	9.0
Master's					
Count	9	24	5	4	42
Expected Count	6.2	28.0	4.7	3.1	42.0
BA					
Count	1	11	1	0	13
Expected Count	1.9	8.7	1.4	1.0	13.0
Total Count	12	54	9	6	81
Expected Count	12.0	54.0	9.0	6.0	81.0

There were nine degrees of freedom and a Pearson chi-square of 7.341 was obtained with an associated p value of .602. Eleven cells (68.8%) have expected count less than 5. The minimum expected count is .67.

$\chi 2\ (9, \underline{N} = 81) = 7.34, \underline{p} > .05$

No relationship was found.

Institutional Type and Teaching Assignments

Table 22. Teaching Assignment Advertised (by Institutional Type)

	Skills Courses	Theory/Research	Combination	Total
Research				
Count	8	3	11	22
Expected Count	10.0	1.7	10.3	22.0
Doctoral				
Count	5	0	11	16
Expected Count	7.2	1.2	7.5	16.0
Master's				
Count	29	5	28	62
Expected Count	28.1	4.8	29.1	62.0
BA				
Count	11	1	5	17
Expected Count	7.7	1.3	8.0	17.0
Total Count	53	9	55	117
Expected Count	53.0	9.0	55.0	117.0

Using the total sample of 117 programs that advertised, eight Research institutions indicated their new hires teaching journalism skills courses only; three Research institutions wanted to hire a person to teach theory/research courses only, while 11 new hires at Research institutions will teach both journalism skills courses and theory/research courses. At the 16 Doctoral institutions, five new hires will teach journalism skills courses only; 11 will teach a combination. No new hires at doctoral institutions had a teaching assignment of theory courses only. At the 62 Master's institutions, 29 new hires will teach skills courses only; five will teach theory courses only; and 28 new hires will teach a combination of skills and theory courses. At the 17 Baccalaureate institutions, 11 new hires will teach journalism basic skills courses only; one new hire will teach theory/research courses only; and five new hires will have a combination of courses to teach (Table 22).

There were six degrees of freedom and a Pearson chi-square of 7.668 was calculated with an associate p value of .263. Four cells (33.3%) have expected count less than 5. The minimum expected count is 1.23.

$\chi 2\ (6, \underline{N} = 117) = 7.67, \underline{p} > .05$

No relationship was found.

Institutional Type and Qualifications Decision Makers

Of the 17 Research institutions, nine reported the administration set doctoral requirements, five reported the department set the requirement, three were set by

consent decree, and one respondent did not know. Of the nine Doctoral institutions, two respondents said the administration set doctoral requirements, five reported the department set the requirement, one was set by consent decree, and one respondent did not know. In Master's institutions, 23 respondents said the administration set the doctoral requirement, nine reported the department set the requirement, two were set by consent decree, and seven did not know. In Baccalaureate institutions, seven reported the administration set the requirement, four reported the department set the requirement, none were under consent decree, and two did not know (Table 23).

Table 23. Qualifications Decision Makers (by institutional type).

	Admin.	Dept.	Consent Decree	Unsure	Total
Research					
Count	9	5	2	1	17
Expected Count	8.7	4.9	1.1	2.3	17.0
Doctoral					
Count	2	5	1	1	9
Expected Count	4.6	2.6	.6	1.2	9.0
Master's					
Count	23	9	2	7	41
Expected Count	21.0	11.8	2.6	5.6	41.0
BA					
Count	7	4	0	2	13
Expected Count	6.7	3.7	.8	1.8	13.0
Total Count	41	23	5	11	80
Expected Count	41.0	23.0	5.0	11.0	80.0

There are nine degrees of freedom and the Pearson chi-square value is 7.893 with an associated p value of .545. Eleven cells (68.8%) have expected count less than 5. The minimum expected count is .56.

$\chi 2$ (9, N = 80) = 7.89, p >.05

No relationship was found.

Institutional Type and Department agreement with Qualifications

Table 24. Department Agreement with Faculty Qualifications (by institutional type)

	Yes	No	Not Applicable	Total
Research				
Count	5	5	7	17
Expected Count	5.7	3.6	7.7	17.0
Doctoral				
Count	2	1	6	9
Expected Count	3.0	1.9	4.1	9.0
Master's				
Count	14	8	19	41
Expected Count	13.8	8.7	18.5	41.0
BA				
Count	6	3	4	13
Expected Count	4.4	2.8	5.9	13.0
Total Count	27	17	36	80
Expected Count	27.0	17.0	36.0	80.0

Of the 17 Research institutions, five respondents said the department faculty agreed with the requirements; five respondents said the department faculty did not agree; seven responded as not applicable. Of the nine Doctoral institutions, two respondents said the department faculty agreed with the requirement; one reported the department faculty did not agree with requirement; six responded as not applicable. Of the 41 Master's institutions, 14 respondents said the department faculty agreed with the requirements; eight respondents said the department faculty did not agree and 19 responded as not applicable. Of the 13 Baccalaureate institutions, six respondents said the department faculty agreed with the requirements; three respondents said the department faculty did not agree; and four responded as not applicable (Table 24). There were six degrees of freedom and a Pearson chi-square value of 3.686 was obtained with an associated p value of .719 was derived. Six cells (50%) have expected count less than 5. The minimum expected count is 1.91.

$\chi 2$ (6, $\underline{N}$ = 80) = 3.69, $\underline{p}$ >.05

No relationship was found.

Institutional Type and Policy Change

Table 25 shows that of the 17 Research institutions, four respondents said the present doctoral requirement represents a significant change in policy; 13 reported there had been no change in policy. Of the nine Doctoral institutions, one respondent

said the present doctoral requirement represents a significant change in policy; eight reported there was no change in policy. Of the 41 Master's institutions, seven respondents said the present doctoral requirement represented a significant change in policy; 34 responded the present policy was not a significant change. Of the 13 Baccalaureate institutions, five respondents said the present policy was a significant change; eight reported the present policy was not a significant change.

Table 25. Faculty Qualifications Policy: A Recent Change?

	Yes	No	Total
Research			
Count	4	13	17
Expected Count	3.6	13.4	17.0
Doctoral			
Count	1	8	9
Expected Count	1.9	7.1	9.0
Master's			
Count	7	34	41
Expected Count	8.7	32.3	41.0
BA			
Count	5	8	13
Expected Count	2.8	10.2	13.0
Total Count	17	63	80
Expected Count	17.0	63.0	80.0

There were three degrees of freedom and a Pearson chi-square of 3.334 was calculated. The associated p value was .343. Three cells (37.5%) have expected count less than 5. The minimum expected count is 1.91.

$\chi 2$ (3, $\underline{N}$ = 80) = 3.33, $\underline{p}$ >.05

No relationship was found.

Of the 17 Research institutions, two respondents said the doctoral requirement had been in effect less than two years; one respondent reported the policy was in effect two to five years; one reported five to ten years; and 13 reported the policy had been in effect more than 10 years. Of the nine Doctoral institutions, two respondents said the policy was in effect less than one year; seven reported their policy was in effect more than ten years. Of the 41 Master's institutions, two respondents said the policy was in effect less than one year; seven reported two to five years; one reported five to ten years; 31 reported more than ten years. Of the 13 Baccalaureate institutions, one respondent said the policy was in effect less than one year; two reported two to five years; 10 reported their policy had been in effect more than ten years.

CHAPTER 5

DISCUSSION

This study analyzed data collected from the interviews of journalism educators for the Freedom Forum's "Winds of Change: Challenges Confronting Journalism Education" report. As the interviewer, this researcher had gathered some anecdotal evidence that there were major associations between accredited and non-accredited journalism programs, particularly in the qualifications of new faculty hires. The formulation of the ten hypotheses was an attempt to discover if there were associations at three points in time: recruitment, at hire, and at tenure.

Initially, it was disappointing to note there were no major associations between accredited and non-accredited programs. Based on the Chi-square test of independence, the researcher was able to reject only one of the ten null hypotheses in this study. The discrepancy between observed and expected frequencies was too large to attribute to chance in the case of accreditation and level of professional experience (Gay, 1996). Therefore, an association exists between the levels of professional experience of new hires in accredited and non-accredited programs. Accredited programs hired more new faculty with extensive (more than five years) experience than expected by chance. Non-accredited programs hired fewer new faculties with extensive experience than expected.

The fact that accredited programs hired more new faculty with extensive experience than expected is not exceptionally surprising. Given both types of programs are recruiting from the same pool, accredited programs should be able to garner those with the stronger professional and academic qualifications. Accredited programs are traditionally better known, stronger programs, able to pay a higher salary, and are located in larger metropolitan areas of the country.

The fact that non-accredited programs hired fewer new faculty with extensive experience than expected is alarming to those seeing the demise of professional journalism programs. The anecdotal evidence supported the perception that non-accredited programs were often housed with traditional university disciplines of English or generic communications and therefore, had standards and expectations more in line with those disciplines. When new journalism faculty hires in those non-accredited programs have lower levels of professional journalistic experience, it may be difficult to develop curriculum and student experiences that approximate real industry.

Outside of an association in the levels of professional experience of new faculty hires, it appears non-accredited programs are very much like accredited programs in regard to qualifications sought, academic qualifications of new faculty hires, and tenure requirements. All of the nine null hypotheses that were retained

indicated there was no association between accredited and non-accredited programs or among institutional types.

This presents a challenge and an opportunity for proponents of ACEJMC accreditation, if, in fact, there are few or no associations between those programs that are accredited and those that are not. Accreditation processes seem to be emphasizing scholarly research and publication even by professional journalism faculty. There does not seem to be an underscoring of professional journalistic writing as valuable, even in institutions that count it for tenure. These two moves seem to be pushing accredited programs to be more like the non-accredited programs.

At the same time, non-accredited programs seem to have adopted standards and practices similar to the accredited programs. They are recruiting from the same pools, and there are no statistical associations, based on the sample of this study, in the academic or professional qualifications mentioned in the advertisements. The academic qualifications of new faculty hires in non-accredited programs, at least for the year of this study, were the same as those in accredited programs.

Medsger (1996) recommended reforming the accreditation-review process by evaluating the quality of mission statements, faculty qualifications and teaching, and student learning as evidenced in the journalism they produce and the issues they articulate. The "quality of faculty research--both traditional scholarly research and journalistic research" should be evaluated in the accreditation process, but most

importantly, "the area of journalism education that is regarded as most important by both print and broadcast journalists, writing skills, should be part of the accreditation-evaluation process" (Medsger, 1996: 68). Using writing skills of students as a measure of successful professional preparation, something accreditation is supposed to stand for, would strengthen what should be the major distinction of accreditation.

Among institutional types, there were also no associations based on the dependent variables of academic qualifications advertised, professional qualifications advertised, new faculty qualifications, and tenure requirements. These institutional types were based on the Carnegie Classification, set according to the highest level of degree they award, the number of degrees confirmed by discipline, and in some cases, the amount of federal research support they receive and the selectivity of their admissions. In regard to the dependent variables, there were no associations among the four types.

The small number of programs may have limited this study. Although all 117 programs that advertised were included, it is still a relatively small number upon which to base an analysis of an action on a null hypothesis.

This study provided evidence whether there is an association between accredited and non-accredited journalism programs in regard to the qualifications of new faculty hires. Using a Chi-Square Test of Independence, only accreditation and level of professional experience were shown not to be independent. In additional

analysis, institutional type and advising student media assignment were found to be dependent. All of the other dependent variables—academic qualifications advertised, professional qualifications advertised, academic qualifications of new hires, and tenure requirements—were independent of the variables, accreditation and institutional type. (It should be noted that accreditation and institutional type are not independent of each other. Using Pearson chi-square, these two independent variables produced a value of 30.707 with an associated p value of .000. There were three degrees of freedom and three cells had expected count less than 5.)

These data and analyses are supported by a volume of anecdotal data collected during the over 100-hours of interviews for this study. For example:

On Faculty Recruitment

"At research schools, they want to know that the faculty members are engaging in an activity that will help them get tenure and promotion," said Dr. James Hawkins, chairperson of Florida A&M University's journalism department (Lawson, 1996). Like the conditions in research schools, doctoral, master's and baccalaureate institutions seem to have set the earning tenure as the primary goal as opposed to student education. This study showed there was no association between institutional type, in regard to recruitment or hiring practices. There was also no association, by institutional type, in regard to tenure requirements. Given the results of this study,

perhaps Dr. Hawkins could amend his statement to say, "At almost all institutions, they want to know..."

Institution # 85. Comments of Search Committee Chair, Department of Mass Communication, Non-accredited Master's institution: "Last year we had two positions to fill. Both pools were small. For the theory-research position, we had 80 candidates, for the journalism, 30. We did not fill the position in journalism last year for internal reasons. This year's search had a pool of 21. We put ads in (three professional association publications) and the Chronicle (of Higher Education). All we got were Ph.Ds., and plenty of ABDs. It became a standoff in the department. We couldn't sell the candidate to the chair. The search committee wanted a researcher. The chair wanted someone with more practical experience. The chair's from the old school; the search committee were newer faculty" (Interview, 1996).

Institution # 13. Comments of Department Chair, Department of Journalism, Non-accredited Master's institution: "We were late in the job market. Then we couldn't agree on a candidate so the search was suspended. We reopened it this fall and have a pool of 21. Let me tell you, they are both fish and fowl. In the past four or five years, it has always been a little heavier on the academic side." This department instituted a two-track system for journalism faculty five years ago. For tenure, on the professional track, "professional work is evaluated as opposed to scholarly research. Even though we have a professional track, it is a little harder sell to the university

promotions and tenure committee if the person is on the professional track. The gray area is what 'distinguished' means." The example cited was a faculty member who "was a former managing editor of a major metro and had done national commentary on the Iran-Contra Scandal. Now he was on solid ground because of the national scope of his work" (Interview, 1996).

Institution #5. Comments of Search Committee Chair, Department of Journalism, Accredited Doctorate institution: "We see a clear solution. We advertise two tracks. Our pool this time, however, did not have enough research background for what we wanted. Funding was withdrawn by the university and the search not reopened." In explaining the two-track system, the search committee chair said that applications from either the professional or academic areas are sought. The position is then tailored to the best applicant's area of expertise. If a professional is selected, the candidate will be expected to assist in curriculum development, assist the faculty with expertise and futurist-focused projects, and help foster relationships with the media and information-system theorists and planners. If from an academic background, the candidate is expected to research the emerging technologies, develop strategies for curriculum innovations, and assist the department in advancing the department's abilities to prepare its graduates for communications work into the next century. Academic degrees will be a consideration, but the department wishes to hire the strongest applicant for the position. (Interview, 1996).

As a result of this study, it seems the size of the applicant pool is sufficiently large, however, Herling's (1994: 24) study of communication staffing needs for 1993-98 found "the most striking finding of this survey is the number of faculty openings predicted for the next five years (up to 2,820). The implications of a much greater number of openings than qualified individuals gives those candidates that approach administrators' dreams the advantage of a 'seller's market'."

Herling's prediction was somewhat collaborated by this study, as 42 positions were not filled. Suitable candidates were not found in 13 searches and eight respondents would not comment on why their position was not filled. Financial reasons were given for 21 of the failed searches, including position not being funded or money diverted to another position.

From the anecdotal data collected as part of this study, it is apparent that the campus debates continue with sides clearly drawn. Faculty with academic credentials call for new hires to be similar, while faculty with professional training demand new hires have similar experience. In this study, failed searches reportedly resulted when journalism faculty could not agree among themselves on an appropriate candidate or when the administration disagreed with the program's choice.

Some of the problem could be alleviated during the recruitment period if two tracks were established and clearly advertised as such. Any position could be described by the university as being professional track or academic track, based on

teaching and advising assignments. Corresponding qualifications could be identified and the positions clearly advertised by track. Qualified candidates could then be evaluated fairly and accurately for what they bring to the position.

On Faculty Qualifications

As Gray (1974) pointed out, "Neither the Ph.D. nor media experience is an absolute guarantee of success in journalism education...the experiences resulting from a rigorous doctorate program and a demanding media position, however, can complement one another. The exemplary faculty member would hold a doctorate degree, at least three years of full-time on a newspaper, three years with a radio or television station, two years on a magazine staff, a year in public relations work, and a year with an advertising agency. "This experience," Gray wrote, "would have to cut across a variety of responsibilities, ranging from reporting and editing to layout and design work, and include at least some acquaintance with the production and economic aspects of the media." Of course, these individuals are almost impossible to find much less recruit.

Institution #1. Comments of Dean, School of Arts and Letters. Non-accredited, Master's institution. "Our new hire has an M.A. and teaching experience. We didn't search far and wide because the person isn't going up for tenure. Tenure requirements often drive the hiring decisions here. Why hire someone you can't get tenured?"

Institution #32. Comments of Search Committee Member. Journalism Program. Non-accredited, Master's institution. "We can hire an M.A. with professional experience only on a renewable contract. These tend to be controversial because colleges hire mid-career journalists or people with master's degrees and use them, then throw them out at the end of the contract. Many departments, like English, grind them through the mill and then throw them out. We don't like to do that so it is safer to hire a Ph.D. from the get go."

Gray pleaded with the university establishment "to recognize there is more than one route to earning the doctorate, more than one way of achieving acceptable academic performance in journalism education. In short, the successful teaching of journalism requires instructors with professional media experience. The Ph.D. is desirable, but it need not be demanded of all members of the journalism faculty." The solution is an eclectic faculty (Gray, 1974: 11).

It was interesting to find that there is little statistical evidence of a change from an emphasis on professional qualifications to academic degrees in advertisements or at time of tenure. Only the level of professional experience of new hires in accredited programs was higher than expected. With a two-track system, a clear distinction could be identified by the university, in conjunction with industry. It would become unnecessary to search for the super candidate who had it all or to sacrifice academic qualifications for professional experience or vice versa.

Qualifications can be identified as appropriate to teaching assignment with consideration of student media advising assignments where appropriate.

On Issue of the Terminal Degree

Many professional schools have fought for acceptance of a master's degree as a terminal degree for the discipline. The most commonly accepted example may be the master's of fine arts, which traditionally has been accepted as sufficient academic training to enter the university professorship. (Note: often a master's is sufficient in a discipline for a non-tenure/track position but rarely for a tenurable or ranked faculty position.) Until communication studies encompassed journalistic studies on the doctoral level, the master's degree was considered a terminal degree.

In this study, although a doctorate was required by most programs, it was interesting to note that discipline was not specified and a variety were mentioned as acceptable, including Ed.D., D.A., JD, and Ph.D. During the interviews, those who opposed the doctoral requirement were quick to point to this condition as evidence administrators were simply counting doctorates. Many said this was implying those with the doctorate did not have to contribute to the advancement of research in what should be their own discipline, journalism.

Institution #73. Comments of Search Committee Chair, Department of Journalism and Mass Communication. Non-accredited program, Master's institution.

"The person we hired was ABD and he was hired with the understanding he would finish the degree before he was tenured. That's in six years or it is bye, bye."

Institution #99. Comments of chairperson, Department of Communication Arts, Non-accredited program, Baccalaureate institution. "Our searches go nowhere. It's an annual crisis here. In fact, it's an embarrassment. We have to hire a doctor of something. It doesn't even matter what discipline. This year we hired an ABD on a three-year contract. The person was already teaching for us and accepted the position when we were turned down by the four minority candidates we brought in. Our area of the country, and our low pay scale, makes it impossible to recruit."

Some professional programs seemed to equate a Master's degree with an MFA and had that accepted by the administration as a terminal degree in journalism. Academic institutions often pointed out, however, that even if an MFA was accepted by their college as a terminal degree, an M.A. in journalism was not a terminal degree.

Institution #62. Comments of Department Chairperson, School of Journalism and Broadcasting. Accredited program, Research institution. "For tenure, we've held up pretty well in this department even though some of those people (on university tenure and promotion committees) have spent their lives in academe and don't know anything about professionalism. Tenure is subjective. That's one of the facts of life. It's an unwritten thing here; it's an atmosphere that more research is better. It's a

battle for us in professional programs even though our criteria for tenure is clearly spelled out and it is the department's choice if an M.A. is sufficient or not."

Whether the department supported the decisions on faculty qualifications proved to stimulate interesting discussions with the respondents. As a search committee chair reported from Institution #33, "there is a debate on campus now because Ph.D. has been mandated by the dean of Arts and Sciences. In her contract, our new hire was told to get a Ph.D. and was given ten years to do so. We objected in the department but that made no association. The search committee even went to the dean and said, 'work experience can be just as important' and that the department preferred she continue to work in the field. None of that mattered one bit. The contract holds. She must get the Ph.D. or she won't have a job here. The dean believes that an industrious professional will get a Ph.D."

The proposed two-track system again addresses this issue. Doctoral degrees afford a researcher the opportunity to examine the scientific method and become experts in theory and research. This is particularly useful in the classroom, when one's teaching assignment is theory or research courses.

If one's teaching assignment requires emphasis on basic skills, simulation of work experience, professional skills development, or workplace ethics, the faculty member must have a sufficient high level of professional experience to bring to the classroom. Less than two years experience can not be considered sufficient.

On Tenure Issues

The traditional, tertiary faculty responsibilities of teaching, research, and service were expected in most institutions that still had tenure. Some are moving away from tenure to long-term, but renewable, contracts. This was the case particularly with programs that have professional and academic tracks.

The awarding of tenure was based strongly on teaching excellence. Accreditation and institutional type were independent of two tenure requirements: doctorate degree and journalistic writing. The struggle to have journalistic work accepted begins within the departments (particularly those housed with Mass Communication or a humanities discipline or with sciences. Most of the programs struggled outside of the department, with university tenure and promotion committees. Those journalism programs housed with performing arts seemed most satisfied and found a broader definition of "scholarship" to be the rule.

The programs with two tracks for faculty seemed to be hiring in the academic/traditional track more often than in the professional track. Two respondents commented that the faculty member was given the choice of tracks and that both had chosen academic/traditional. Several said that even with the professional track as policy within the department, it was a struggle outside the department on tenure issues unless the journalist had national recognition.

There were strong sentiments by journalism program respondents that their departments were being forced by their administration to hire only Ph.D., even though the test of independence showed academic qualifications and accreditation or institutional type were independent. Most journalism heads who expressed dismay or anger over being forced to consider academic credentials over professional experience (or as in tenure issues, scholarly publications over journalistic work), sounded like they knew they were losing the battle. More than a few commented they were happy retirement was within sight.

It was also bothersome to some of the administrators that tenure agreements were beginning to be made on an individual basis, at the time of hire. Some new faculty contracts included a clause requiring a doctorate degree before tenure would be granted. It should be noted that some department heads touted this system, including one who pointed out, "Then there is no misunderstanding. The faculty members sign a contract that states explicitly what that faculty member must do for tenure. If they don't do whatever is in the contract, be it Ph.D., scholarly publication, or community service, they are immediately expendable." (Interview, Institution #64, 1996).

At a non-accredited baccalaureate, Institution #60, the Search Committee Chair commented the department "wanted to write completion of Ph.D. into the

contract but the dean went ahead and signed the contract without that stipulation. It was a miscommunication so it is not in the contract."

Every faculty member clearly deserves to have tenure requirements defined at the time of hire. Using a two-track system, standards can be identified, discussed, agreed to and endorsed by the administration in a public campus process. This would bring credibility to the professional track and would lead to a fair evaluation for tenure, not in competition with the academic track faculty but in parallel to that track.

On Teaching Assignments

There is definitely a tension between theory/research faculty and professional journalists as faculty members. The research faculty expressed concern about the quality of journalism professional as teachers beyond basic skills courses. Professional journalists seemed dismayed that research faculty were not and could not teach journalistic skills. Professional faculty sounded very distressed about the future, particularly that journalism education would not meet industry's needs.

This study looked at teaching assignments as well as the assignment to advise student media. It was discovered that teaching assignments—be it basic skills, theory/research, or combination—were independent of accreditation or institutional type. There was an association, however, between accreditation and advising student media assignments. Accredited programs hired professionals with experience to

advise student media more often than expected. Non-accredited programs continued to hire without regard to advising student media assignment.

Institution # 83. Comments of Search Committee Chair, Department of Communication, Non-accredited Research institution. "We changed our position from what was advertised. We changed it to a professional in residence (3-year contract) because we have a practical program with no Ph.Ds on the full-time faculty. What we do best are train journalists. Teaching is an art and young academics have no idea how to present in the classroom."

Does this mean industry will look elsewhere? If it looks to itself, the on the job training model or apprenticeship model may reappear. "In today's competitive news market, on-the-job training is no longer enough to satisfy the needs of the employee or the organization...news providers are confronting the necessity of departing from traditional methods of operating when it comes to what their employees know and how they learn it" (AEJMC Postings, 1997).

As appropriate today as it was when written in 1938, an editorial cited two major trends: "The trend toward emphasis on 'background' especially in social sciences, in the education for young men and women for journalism, and [the trend] toward the integration of 'background' with the more technical aspects of journalistic training and the coincident lessening of emphasis of purely technical training, once the sine qua non of academic preparation for journalism (Casey & Charnley, 1938).

Professional schools that have isolated themselves from the academic institution are continuing traditional journalism education with strong professional journalists as faculty. They are very few in number.

Beyond Journalism

One of the purposes of this study was to be able to generalize from journalism to other professional disciplines. The struggle of professional schools in the university setting is being waged by more than just journalism educators. Although this study intended to use journalism as an example, professional schools of engineering, architecture, nursing, and education across the nation are involved in the same debate and could benefit from this study's answers. Generalizing to this larger population has proven to be difficult because of the small number of programs and other associations, such as licensing, that are driving forces in the decision-making processes on campus. A recent study of 12 professional schools (including journalism) by the Association for the Study of Higher Education (1997) pointed to six generic aspects of professional competence and five attitudinal outcomes that are common to the 12 professions. In addition, the faculty attitudinal outcomes addressed were career marketability, professional identity, professional ethics, scholarly concern for the improvement of the profession, and motivation for continued learning. These were common to all 12 professions: architecture, business administration, dentistry,

education, engineering, journalism, law, library science, medicine, nursing, pharmacy, and social work.

VanderMeer & Lyons (1978) found that as a group journalism faculty were more favorable in general toward liberal studies than were the other eight professional faculties in the study. They identified a trend, appearing since 1958, toward taking the interests and aspirations of individual students into account in establishing academic requirements for professional programs.

Stark, Lowther, and Hagerty (1987) tested a conceptual framework for professional preparation and found social work, library science, education, journalism, nursing and pharmacy were reasonably similar in educational mission but differ from architecture, engineering, law, and business. The recruiting practices also similarly clustered these disciplines.

In June 1994, the Education Committee of the International Federation of Accountants (IFAC) released a strategic framework for education for the accountancy profession that addressed many of the issues in this study of journalism education. The paper includes four specific areas requiring attention: a shift from largely procedural education to a learning to learn approach; an increase in emphasis on information technology in the accounting curriculum; a change in staff reward system in the universities; and a particular structure for obtaining access to a professional

designation (Maltby, MacGregor, and Cox, 1994). Applying these to journalism education could help address some of the challenges being faced.

In addition, this research set out to determine who were the decision makers on campus, whether journalism faculty supported qualification decisions, and whether there had been a recent change in qualification decisions as evidence for change agents.

The decision makers are primarily the administration in both accredited and non-accredited programs. Although there is anecdotal evidence to support the concept that journalism faculty disagree with these decision makers, this study showed that only 17 respondents of 49 expressed that disagreement. An important contribution of this study seems to be that the majority of respondents did not report their present policy on qualifications as a recent change.

Conclusions

There is a large pool of capable candidates available for hire by accredited and non-accredited programs. Both are looking for the ideal candidate, who would hold a doctorate and have extensive journalistic experience. In addition, the person would want to teach basic skills and research and theory, and advise student media. Search committees are not finding very many of these super people.

By clearly defining a position, journalism programs could hire on a professional track or an academic track. This would simplify the recruiting process by

clearly indicating the appropriate qualifications for the teaching and advising assignments. At time of hire, the track system would eliminate search committee debates and confusion during the inevitable comparisons of academic and professional qualifications. During the tenure process, which begins at hire, the new faculty member would clearly understand the expectations and be able to allocate tenure preparation time to work most in line with teaching and advising assignments. This understanding of expectations must be agreed upon with the university administration and university tenure and promotion review committees.

Most importantly, the two track system would bring the professional into a rightful place of respect within the university setting alongside the academician. This can only facilitate reaching journalism education goals--producing a student prepared for the profession of journalism and for life.

The demands of a two-track faculty upon the curriculum could necessitate an additional year of study for the student journalist. This, as with other professional programs like engineering and architecture, would make the journalism degree program a five-year course of study.

Recommendations for a New Paradigm

Some of the literature points to possible solutions for issues confronting journalism education. McCall (1991) called for the discipline "to redefine its educational objectives in structure and curriculum and in faculty hiring (because) the

politics and finances of today's university may be the catalyst for media education to establish its position where it rightfully belongs: in the liberal arts."

Kees (1996) offered another solution, calling for a nationwide discussion among journalists and educators on the role and future of journalism in society. He stated that universities would be more likely to support strong journalism education programs if they were sure that a vigorous profession awaited their graduates. "It helps if the department knows their role in preparing journalists of the future," commented the Search Committee Chair at Institution #83, an accredited program at a Master's institution. "We decided a long time ago that we ought not try to be a national academic institution of journalism. We had trouble getting our people tenured in the College of Liberal Arts so we moved to the College of Fine, Performing, and Communication Arts. An academic takes a look at us sweat hogs and they don't want to work closely with us. It's a mutual conclusion that someone with a Ph.D. doesn't fit into our professional program. It works here because we've been very clear about who we are and what we want" (Interviews, 1996).

Better recruiting was also mentioned by many of the interviewees. McFadden and Perlman (1989) developed a conceptual model of high-quality undergraduate teaching that provided a framework for devising questions that should be considered by department members and job applicants. They called for examination of the

intellectual, emotional, and moral dimensions of the elements of teaching by academic departments.

Pratt (1973) said expansion of journalism programs to accommodate both journalism majors and the increasing number of others students electing journalism courses calls for more faculty members. Her study found that career decisions of journalism faculty came rather late compared to those of faculty in other fields; that professional journalists entered the teaching profession through unsolicited job offers and part-time posts; and that preparation for this career typically included considerable media experience with a smaller proportion of earned doctorates than on college faculties generally.

Asher (1993) pointed out that journalism schools in the past were unable to build a strong alliance with industry and there remained in place a number of alternative routes into journalism and a number of different philosophies of journalism education. Unlike other professions, in which a strong professionalizing coalition made up of practitioners and educators was able to create a system of restricted professional education, in journalism no such coalition emerged.

Both Dressel (1960) and Gray (1974) suggested possible resolutions of critical issues—recruitment, faculty qualifications, and tenure requirements—that seem as appropriate for the 21st Century as they were at the time of writing. The conceptions of journalism and journalism education are still changing. There are contrasting points

of view with regard to the role of journalism in society and ultimately, the role of journalism education in the university.

Suggestions for further studies of accredited and non-accredited journalism programs include expanding this to a longitudinal study of new faculty hires, a comparison study with other professional programs, a study using other dependent variables like starting salaries, or other recruiting tools from which a sample could be drawn. Using the data from this study could be the basis for a study of trends in non-accredited programs to see if they continue to hire more new faculty members with less professional experience. Regardless of the study, a larger sample would be a more solid foundation from which to draw conclusions.

Reviewing the history of professional education in the university setting, using journalism as an example, it is apparent there is a cycle being held in place by tension between the professional school advocates and the academicians. The roots of professional education show the teaching of vocational subjects was relegated to the new, upstart land grant institutions. Finding faculty required the institutions to go to industry and soon the faculty was noted to have a high level of professional experience but little academic training. This changed as the professional schools moved toward finding a place in the traditional institution and as the land grant institutions tried to be accepted alongside traditional universities. Demands for more

academic qualifications of faculty, tenure requirements, and accreditation moved the focus away from professional training to the more traditional academic background.

Proponents of the later, like Blanchard and Christ, are coming from their training as academicians. They see the most value for students in the liberal arts disciplines, and they want to promote academic experiences as the basis of journalism education. Proponents of the professional-turned-teacher philosophy, like Medsger, are also coming from their training--as professional journalists. They see the most value for students in basic skills training, broad-based studies in sciences, economics and liberal arts. They value work experiences and as much contact with industry as possible, not isolation in an academic setting.

Both schools of thought bring something unique to the journalism classroom and it seems apparent that both are needed. Data from this study support the concept that journalism programs--be they accredited or non-accredited--are able to choose from pools that contain both. The decisions of qualifications of new hires, although driven by administration in many cases, seem to be supported by most departments.

From history, data collected for this study, and anecdotal evidence, it seems apparent that acceptance within the university for the professional school continues to exacerbate the inherent polarization of the two philosophies. The opportunity for ACEJMC, the accrediting body, is one of leadership. ACEJMC should take the lead in making sure there is an association between accredited programs and non-

accredited ones. By working closely with industry to identify needs and by supporting faculty in development of a stronger curriculum, ACEJMC should outline a better way to recruit, hire, and tenure journalism faculty--without going to extremes.

A two-track system could be a tool for building a solid, balanced journalism faculty. The accreditation review process, at least in journalism, was intended to support professional training of students, however, in the last six years of accreditation reports three overarching messages: faculty must do scholarly research, journalism education programs should hire more faculty members with doctoral degrees, and faculty members are confused. This study's interviews, particularly with department heads, produced an abundance of anecdotal evidence to support the fear of the future for survival of journalism programs.

The impact of the reallocation of scarce resources within the university can only increase this tension. If the decisions to close professional schools, like The Ohio State University did, continues, industry must look elsewhere for an educated and trained workforce. Given the shift in available resources toward technology-supported education, access to training, learning, and experience may come from virtual universities. They are ready to accept the challenge of teaching a new discipline in a new way, just as land grant institutions were almost 100 years ago. This may take journalism education back to its roots, with the virtual university being the land grant institution of the future.

Dillman, et. al. (1995) stated that distance education offers an opportunity for highly focused, just-in-time knowledge about new theory or techniques to use at work. Distance education is being sold as a flexible means of allowing individual workers to identify the job skills and professional development they need, when they need them. This addresses the same trend VanderMeer & Lyons pointed out was identified as needed in journalism since 1958. Today, basic professional skills can be taught by on-line faculty with professional experience or presently working in the media; theory and research courses can be taught by the academician, either from a traditional university or from the ranks of the retired. Both professionals and academicians can be hired to be teachers, writing coaches, and mentor on-line.

If the traditional university and the land grant institutions of today want to stop this from happening, the adoption of a new professional school paradigm must be explored. One potential model would support the call for revamping journalism education by replacing the professorship with teams of experts in various fields, not just journalism (Stein, 1993). This approach does not go as far as Blanchard and Christ suggested in their discussion of a New Professionalism, which seems to mean abandoning technical training on university campuses and substituting a liberal arts education. Medsger and those calling for a return to solid professional training of journalists may also be uncomfortable with a model that would balance traditional professional journalistic training with a more well-rounded liberal arts and science

education. This could be accomplished by adopting a two-track faculty recruiting and hiring system, like the one at Central Michigan University, with teaching and advising student media assignments appropriately allocated according to faculty expertise. A balanced curriculum, however, would necessitate an expansion of student credit hour requirements. This could bring journalism education in line with other professional schools, like architecture and engineering, with five-year bachelor's degree programs.

Further examination of professional school paradigms is necessary. As Dressel (1960) pointed out, there are possible resolutions to critical issues in journalism education. Professional education does have a rightful place in the university setting but the inherent tension will persist and may force the closure of professional programs. Universities and colleges must address the concerns of industry and assemble a faculty to build a curriculum that ultimately produces better prepared graduates before the virtual universities are the centerpiece of the Yale Report of the 21st Century.

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APPENDICES

APPENDIX A

SURVEY INSTRUMENT

Survey Instrument

Use code sheets to record the following (the right margin has been provided to record respondents comments. Note as many as possible):

1. Name of College (filled in prior to interview)
2. Accredited or non-accredited (fill in from AEJMC Directory, verify in interview)
3. Position Advertised (filled in from ad, prior to interview)
4. Rank Advertised (filled in prior to interview)

"Hi, My name is Kath Williams and I am calling for Freedom Forum. I'm trying to reach the chairperson of the search committee for XXX position."
(Note name, position, and telephone number.)

Upon reaching the correct respondent, explain purpose of survey. **"We are conducting a survey of all programs looking for new hires. This survey is confidential. You and /or your program will not be identified in any publications nor will your comments be shared with any kind of identifier attached."**

Verify the above and ask **"What is the status of the search?"** If position has not been filled, note reason. Ask about quality and quantity of pool. Thank them and put form in "not filled" category.

If position has been filled, continue...
5. "What materials are requested of all applicants?" (check list)
6. "What materials are requested of all finalists?" (check list)
7. "The new hire holds which degrees?" If Ph.D., ask major area.
8. "The position was filled at rank of ?"
9. "The new hire's responsibilities include ?" (check) teaching, admin., and/or advising media.
10. Preferred degrees (filled in prior to interview, verify)
11. Required degrees (filled in prior to interview, verify)
12. "Who is responsible for determining qualifications of new hires?"
    If admin., ask "does the department agree with the administration?"
    (Note: tone of voice, attitude)
13. "How long have these requirements been in place?"
14. "Would you say the present policy is a significant change?"
15. "Is professional journalistic experience required/preferred/not necessary for this position?"
16. "What level of professional experience does your new hire have?"
17. "What will be required for tenure of this new hire?" (check list)
    If journalistic writing is not volunteered, ask if it will count toward tenure.
18. "Do you have any general comments about recruiting and hiring practices by your journalism program?"

"Thank you for participating in this survey. Freedom Forum would like to send you a complimentary copy of this report. Where should it be mailed?"
(Note address).

"If we need more information, or some of this clarified, Betty Medsger, the principal investigator may call you back. Would that be okay? Thanks again."

APPENDIX B

CODE SHEET

UNIVERSITY:

ACCREDITED	
NON-ACCREDITED	

POSITION ADVERTISED:	
TEACHING	
ADMINISTRATIVE	
TENURE-TRACK	
OTHER	

RANK ADVERTISED:	
INSTRUCTOR	
ASSISTANT	
ASSOCIATE	
PROFESSOR	

MATERIALS REQUESTED OF ALL APPLICANTS:	
VITA	
SAMPLES OF BEST JOURNALISTIC WORK	
SAMPLES OF SCHOLARLY PUBLICATION	
SYLLAB'	
REFERENCES - TEACHING	
REFERENCES - JOURNALISTIC	
REFERENCES - STUDENT	
OTHER	

MATERIALS REQUESTED OF ALL FINALISTS:	
VITA	
SAMPLES OF BEST JOURNALISTIC WORK	
SAMPLES OF SCHOLARLY PUBLICATION	
SYLLABI	
REFERENCES - TEACHING	
REFERENCES - JOURNALISTIC	
REFERENCES - STUDENT	
OTHER	

POSITION WAS FILLED AT THE RANK OF:	
INSTRUCTOR	
ASSISTANT	
ASSOCIATE	
PROFESSOR	

RESPONSIBILITIES:	
TEACHING	
YES	
NO	
ADMINISTRATIVE	
YES	
NO	
ADVISING MEDIA	
YES	
NO	

PREFERRED DEGREES:	
MA	
MS	
ABD	
PHD.	

REQUIRED DEGREES:	
MA	
MS	
ABD	
PHD.	

POLICY REGARDING QUALIFICATIONS IN AFFECT:	
0-1 YEARS	
2-5 YEARS	
5-10 YEARS	
10+ YEARS	

PRESENT POLICY PROVIDED SIGNIFICANT CHANGE:	
YES	
NO	

IF PHD. REQUIRED, WHY?	
ADMINISTRATIVE/INSTITUTIONAL POLICY	
DEPARTMENT POLICY/CHOICE	
OTHER	

IF ADMINISTRATIVE POLICY, DOES DEPT. AGREE?	
YES	
NO	

PROFESSIONAL EXPERIENCE:	
REQUIRED	
PREFERRED	
NONE NECESSARY	

LEVEL OF PROFESSIONAL EXPERIENCE:	
SOME	
EXTENSIVE	

TENURE REQUIREMENT ISSUES:	
JOURNALISTIC WRITING	
SCHOLARLY RESEARCH	
TEACHING	
SERVICE/ADVISING MEDIA	
OTHER	

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