

AEJMC Environmental Scan April to June 2007

CONTEXT FOR THE SURVEY

A SWOT Analysis, based on recent reports prepared by and for AEJMC and/or partner organizations, identified key focal points for the association-wide survey.

Reports used for the analysis include the following:

“Journalism Educators Yesterday, Today and Tomorrow,” Daniel Riffe, Kandice Salomone and Guido H. Stempel III, AEJMC January 1999.

* Report of results of 1996 survey of AEJMC regular members (1,144 for 56% response rate), retired members (112 for 51% response rate) and grad student members (310 for 44% response rate). Questions asked about characteristics of respondents, compensation, workload, institution and colleague support, scholarly productivity, job satisfaction and workplace concerns.

“Journalism and Mass Communication Education: 2001 and Beyond,” Fwd by Lillian Lodge Kopenhaver

*Compilation of reports from two 1998 presidential task forces (Teaching and Learning in the New Millennium, and Professions in the New Millennium), the report of the New Media Summit in 2000, and the report of the Subcommittee on Inclusivity in the New Millennium.

**“AEJMC Members Supportive, Involved – But Questioning the Future”
Spring 2004 Membership Survey on Involvement/Resource Issues**

*Survey results from 150 AEJMC members (30% response rate)

Douglas J. Swanson, with the assistance of Undergraduate Student Researchers Kim Gillman, Jill Johnston, Maria Luepke, and Steve Phalen.

“Report on the 2005 Publication Committee’s Survey of Members,” Steve Lacy, Chair

* Survey results from 258 respondents (40.2% response rate) asked about their perceptions of the quality of mass communication journals and the factors that affect their decisions on submitting manuscripts to journals. The study’s population was AEJMC members who have published one or more refereed journal articles and highly productive mass communication scholars as identified in productivity studies.

Report of the Task Force on the Status and Future of Doctoral Education in Journalism and Mass Communication (2006), Charles Salmon, research team chair

*Assembled by former AEJMC President Theodore Glasser and charged with identifying and analyzing issues that influence future generations of our peers in mass communication scholarship and education. Seventeen scholar-teachers from AEJMC-affiliated programs worked on this project, which resulted in two presentations at the AEJMC national conventions in 2003 and 2004, and a final, written report.

What’s Right and What’s Wrong with the Reviewing Process: AEJMC Members

Evaluate Peer and Tenure Review by Paula Poindexter. Presented at Plenary Session, San Francisco, 2006

*In 2006, 641 AEJMC members who held journalism and mass communication faculty positions completed a Web-based survey on the reviewing process and the results were presented during the plenary session, Threats to the Integrity of the Review Process at the annual convention in San Francisco. (Additional, related notes from "Threats to the Integrity of Peer Review: The Role of Reviewers, Editors Authors," presented by Jack McLeod as part of the above-mentioned presentation.)

Improving the Education of Tomorrow's Journalists – A Report of Carnegie Corporation of New York (2005)

*The president of the Carnegie Corporation Dr. Vartan Gregorian commissioned the McKinsey & Co consulting firm to interview news industry leaders about the "state of journalism education and what journalism schools might do to elevate the profession's standards and status." Dr. Gregorian's goal was to "give a baseline foundation for America's leading deans to craft a curriculum that will advance a free and independent press that assures an informed public and a vital democracy." McKinsey, which conducted the study pro bono, identified the following priorities for journalism education, even though some of the news leaders interviewed "believe a degree in journalism is unnecessary."

*Although news leaders thought journalism schools did a good job of teaching basic reporting, some felt there could be improvement in "imparting values, building critical thinking and analytical skills and developing specialized expertise." For our purposes, this is the report that the Carnegie people used when they decided to give out more than 10 million dollars over two years to improve journalism education and its standing on university campuses.

Ethical Issues and Dirty Little Secrets in Journalism and Mass Communication Research by Paula Poindexter. Paper presented at the AEJMC Plenary Session, Kansas City, 2003.

*In 2003, 217 AEJMC members responded to an e-mail survey on ethical research and the results were presented during the plenary session at the annual convention in Kansas City, MO. Almost two-thirds of the respondents said they had observed unethical research behavior in their institutions and over half had personally faced an ethical issue.

Assessing Efforts and Policies Related to the Recruitment and Retention of Minority Faculty at Accredited and Non-Accredited Journalism and Mass Communication Programs (2005) Federico Subervi and Tania Cantrell, eds.

*Examines processes and challenges in recruitment and retention of minority faculty in U.S. journalism and mass communication schools and programs. Findings: Accreditation makes a difference, finances don't guarantee greater diversity practices, and unit autonomy and the offering of graduate programs are significant, positive influences on recruitment, retention and promotion of faculty of color.

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