

A THREE-PART STUDY OF PROFESSIONAL DEVELOPMENT
METHODS USED BY MASS COMMUNICATION FACULTY,
DEPARTMENTS AND PROFESSIONAL
ORGANIZATIONS

By

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PREFACE

This study was designed to provide insight into how mass communication faculty and departments keep up with the changing field of mass communications. It is my belief that higher education faculty must continue to improve their skills and competencies throughout their career to be effective teachers and scholars.

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CHAPTER I

INTRODUCTION

General

The field of mass communication is constantly changing. In order to remain on the cutting edge of this changing field, higher education faculty must continue to develop their skills and competencies. Professors need to develop their craft much as any other professional group. Maintaining currency within their chosen area is a lifetime career responsibility for those who wish to function effectively as teachers and scholars in higher education.¹

Background

Defining Faculty Development

There are many terms which describe the methodologies that higher education faculty use to update and improve their professional and academic skills. The terms faculty development, professional development, faculty renewal and staff development have all been used to refer to academic and personal growth.

Faculty development is a term which denotes self-renewing activities for faculty members.² Edwin Simpson

wrote that while development usually involves getting more of what one already has, renewal is broader in scope, often resulting in career transitions.³ Simpson contended that professional renewal may be equally as important as development in the future.

For many academics, faculty development encompasses the areas of teaching, research, service or extension, and expertise in a particular content area. Mass communication faculty face an additional challenge. Because of the nature of the industry they serve, it is equally important that mass communication faculty continue to develop their skills as a member of the mass media field as well as the academic community.

The main focus of this study concentrated on faculty and the continued development of their professional competencies in the field of mass communication. This research project determined what methods faculty utilize to stay current with their area of expertise. In their book, Maintaining Professional Competence, editors Sherry Willis and Samuel Dubin defined professional competence as involving "the ability to function effectively in the tasks considered essential within a given profession."⁴ Throughout this document, the term faculty development, unless defined otherwise, will be used to describe activities or programs which assist faculty to enhance their professional competence in their field or discipline.

The Need for Faculty Development

There are many factors which illustrate the need for faculty development in higher education. Allan Tucker, former director of the Institute for Academic Leadership highlighted three major trends that make professional development necessary. According to Tucker, an increase in the number of older students; the decline in public support for higher education; and the demand for new knowledge, skills, and attitudes in a changing society contribute to the need for professional development.⁵

Tucker also wrote that there is an increased demand for accountability by parents, governing boards, lawmakers, students and the general public. Another factor he cited which relates to the need for continued faculty development was the high percentage of tenured faculty members, most of whom are in their 40s and 50s.⁶

According to Willis and Dubin, the challenge of maintaining professional competence throughout one's career is compounded by the current knowledge explosion and the rapid rate of technological change.⁷ Because the field of mass communication is changing so rapidly it is imperative that journalism and broadcast educators continue to develop their skills so they can adequately prepare students for the world of work.

Statement of the Problem

Mass Communication professors are sometimes accused of living and working in an ivory tower, far removed from the professional world of journalism. On the other hand, media professionals are charged with living and working in their own newsrooms, having little interaction with institutions of higher education and mass communication faculty.

The problem explored in this study is the need for journalism and broadcasting faculty, departments and professional organizations to work together to improve and promote mass communication education programs.

Purpose of the Study

This study explored the methods educators utilize to develop their professional competencies and keep up to date with the field of mass communication. This study also examined the extent of professional development collaboration between mass communication educators, academic departments and mass communication professional organizations. This research determined how faculty, departments and professional organizations are meeting the demand for professional development programs and activities.

Research Questions

The general research question explored in this study focuses on how mass communication faculty keep current with the changing field of mass communication.

This study examines the various professional development methodologies supported by mass communication programs throughout the country.

This study also offers responses from representatives of professional organizations about the opportunities they provide for educators to keep them active in the mass communication industry.

Through this research, the following questions will be answered:

1. What activities do mass communication faculty use to keep up to date with their specialty area?
2. Is participation in professional organization required for the promotion and tenure of faculty members participating in the study?
3. In what ways does their department support faculty efforts to keep up with the field?
4. What are faculty attitudes regarding: faculty development; professional media/communication experience; professional organizations; and working with professionals on projects.
5. According to mass communication department heads, what activities do faculty use to keep up to date with their specialty area?

6. According to mass communication department heads, is involvement in professional organizations required for faculty promotion and tenure?
7. According to mass communication department heads, in what ways does the department support faculty efforts to keep up to date with the mass communication field?
8. What are department head attitudes regarding: faculty development; professional media/communication experience; professional organizations; and working with professionals on projects?
9. What professional development activities do selected professional organizations provide for their members?
10. Do the selected professional organizations have a professional development program that involves college/university mass communication faculty?
11. What incentives do the professional organizations participating in the study provide to encourage participation by higher education faculty?
12. What are professional organization attitudes regarding: faculty development; professional media/communication experience; professional organizations; and working with faculty on projects?

Methodology

In this study three separate mail surveys were administered. One survey targeted mass communication educators, a second survey was designed for chairpersons of

mass communication departments and the third survey was sent to selected professional organizations.

The mass communication educator survey included a sample of faculty from the field of mass communication. A faculty sample of 400 was systematically selected from the 1993 - 1994 Association for Education in Journalism and Mass Communication Directory (Volume 11).

The department head survey included all 313 chairpersons from mass communication departments throughout the country. The list, provided by the Oklahoma Department of Vocational and Technical Education, represents all 4-year institutions which offer mass communication courses.

The professional organization survey included organizations selected for their involvement in the field of mass communication. The professional organizations included in the study were recommended by faculty and professionals in the field of mass communication.

Significance of Research

This study presents mass communication faculty and departments with a general understanding of the kind and extent of activities utilized for professional development in higher education.

This study also offers faculty and members of professional organizations a framework for understanding the importance of collaboration to improve the field of mass communication. A greater link between higher education and

the community of professionals it serves will benefit all involved.

This study provides faculty with insight into professional organizations actively involved with the field of mass communication. And, in turn, this research offers professional organizations important information about the interests of mass communication faculty and departments.

Scope and Limitations

A limitation of this study was the use of one source, the Association for Education in Journalism and Mass Communication directory, for the sample population of mass communication faculty. AEJMC was determined to be the most complete listing of mass communication faculty.

Another limitation the study was that it could not include all professional organizations involved with mass communication. The professional organizations surveyed were recommended by selected faculty and professionals who work in the field of mass communication.

A major limitation of the study was whether or not the responses given were a candid, accurate representation of professional development involvement by faculty, departments and professional organizations.

Another limitation to consider is that the study represents the current situation and cannot account for change in the future.

Outline of the Study

In this study, Chapter II consists of a review of the literature related to professional development and faculty renewal in higher education.

Chapter III includes details about the methodology of the study. The three surveys will be explained in this section and the research questions will be presented in greater detail.

Chapter IV contains the presentation of findings from the three separate questionnaires with an analysis of data.

Chapter V includes a summary along with conclusions and recommendations for future study in the area of professional development for mass communication faculty.

ENDNOTES

- 1 Edwin Simpson, Faculty Renewal in Higher Education, (Florida: Robert E. Kreiger Publishing Company, 1990), p. 1
- 2 Allan Tucker, Chairing the Academic Department, Third Edition, (Phoenix: American Council on Education and The Oryx Press, 1993), p. 263
- 3 Simpson, p. 1
- 4 Sherry Willis & Samuel Dubin, eds. Maintaining Professional Competence, Approaches to Career Enhancement, Vitality, and Success Throughout a Work Life, (San Francisco/Oxford: Jossey-Bass Publishers, 1990), p. 3
- 5 Allen Tucker, Chairing the Academic Department, Third Edition, (Phoenix: American Council on Education and The Oryx Press, 1993) p. 264
- 6 Ibid.
- 7 Sherry Willis & Samuel Dubin, eds. Maintaining Professional Competence, Approaches to Career Enhancement, Vitality, and Success Throughout a Work Life, (San Francisco/Oxford: Jossey-Bass Publishers, 1990)p. 1

CHAPTER II

LITERATURE REVIEW

General

Throughout this chapter, a review of the relevant literature on faculty development, professional development and higher education will be presented. Various professional development programs targeting mass communication faculty will also be introduced in this section. Chapter II will include a summary of selected research studies which focus on professional development for mass communication faculty.

Definitions of Faculty Development

While this study concentrated on the development of mass communication faculty in the area of professional competence, it is important to explore the broad range of professional and personal challenges facing higher education faculty. These challenges impact faculty and their roles as teachers, scholars and administrators.

Former Director of the Institute for Academic Leadership and Professor of Higher Education Allan Tucker presented a simple, clear-cut definition for the term faculty development. According to Tucker, faculty development refers to "activities and procedures that assist faculty members in

acquiring knowledge, skills and attitudes that enable them to become more effective in performing all functions related to professional academic life."¹

Similar to Tucker's definition, William Nelson and Michael Siegel wrote that professional development refers to "a faculty member's continuing growth as scholar and contributor to the intellectual community both on campus and in his or her profession."² In 1979 Nelson served as director of the Association of American Colleges' Project on Faculty Development. Funded by the Andrew W. Mellon Foundation, the project defined faculty development as encompassing four areas -- professional development (scholarship, improved research skills, broadening of scholarly areas); instructional development (pedagogy, improved teaching skills, learning of new techniques); curricular change (preparation for new courses, significant changes in current offerings, development of interdisciplinary courses); and organizational change (enhancing faculty renewal through alterations in committee systems, reward structures, new campus-wide goals)(Nelson, 1981, p.15,16).³

The 1979 Project on Faculty Development of the Association of American Colleges sought to assess the impact of faculty development grants to twenty leading liberal arts colleges throughout the country.⁴ The study found that the most frequently tried approach to faculty development and the approach which yielded the highest success rate was

professional development.⁵ Researchers discovered that professional development included conventional faculty development activities such as individual study and research projects, attendance at professional meetings, consulting with business or government officials, and research and publication in a faculty member's discipline.⁶ The research project also found new approaches to professional development such as faculty studying outside their major discipline, faculty developing new research competencies, and faculty taking a colleague's course.

In his book, Renewal of the Teacher Scholar, Nelson explained that scholarship is at the heart of professional development. Nelson's definition of professional development, however, extends much broader than research and publication. Scholarly study related to course preparation, presenting ideas and formal papers to colleagues either on-campus or in professional meetings, taking leadership in professional associations, and working as a consultant for public groups or agencies are all examples of professional development.⁷

Professional development, Nelson wrote, will vary depending on one's discipline. Writing, painting, sculpturing, musical performance, theatrical production speaking and debating may be forms of professional development. Scholarship means "continuing to develop your own abilities and at some point placing your work, your

preparation, your results in public view for others to see and evaluate."⁸

Nelson also used the term "renewal" in relationship to faculty development. Renewal implies that "all faculty should be in a continuing state of change and growth." He described faculty renewal as primarily self-renewal, something that cannot be done for or to anyone else, only by the teacher scholar himself or herself.⁹

Northern Illinois University professor Edwin Simpson wrote that "maintaining currency within a chosen area is a lifetime career responsibility for those who wish to function effectively as teachers and scholars in higher education."¹⁰ "Professional development," according to Simpson, "is assumed to be essential both for individual growth of academics and for the integrity and reputation of colleges and universities they serve."¹¹

Another related term, staff development, should also be considered as it relates to higher education faculty. The UNESCO publication *Academic Staff Development - Higher Education* stated that "staff development would include provision of the means for the development of individual competency in: (i) academic knowledge and understanding; (ii) research skills, procedures, design and applications; (iii) teaching; (iv) administration; and (v) serving the community."¹²

Professional Competence

The main focus of this study was to determine the ways faculty keep up to date with the changing field of mass communication. In their book, Maintaining Professional Competence, editors Sherry Willis and Samuel Dubin wrote that "professional competence involves the ability to function effectively in the tasks considered essential within a given profession."¹³

Willis and Dubin described professional competence as having two broad domains. First, proficiencies specific to the profession or discipline: (1) the discipline-specific knowledge base; (2) technical skills considered essential in the profession; and (3) ability to solve the types of problems encountered within the profession.¹⁴

The second area of professional competence, according to Willis and Dubin, involved general characteristics of the individual that facilitate the individual's development and maintenance of professional competence such as intellectual ability, personality traits, motivation, attitudes and values.¹⁵

Maintaining professional competence should be a concern for faculty and their institutions. Most colleges and universities acknowledge that faculty are their most important human resource and they are committed to continued faculty growth and vitality. In reality, however, faculty development remains a relatively low priority on most campuses.¹⁶ It is often understaffed, underfunded, and

lacking in the creativity and informed leadership necessary for success.¹⁷

The Need for Faculty Development

Our world is constantly changing. In order to keep up with a society in transition, higher education faculty need to renew themselves professionally and personally. Simpson wrote, in Faculty Renewal in Higher Education, that faculty members need to develop their craft much like any other professional group.¹⁸

Educational experts contend that the best possible undergraduate preparation for teachers or graduate education for administrators and supervisors cannot adequately serve professionals for more than five to seven years in this age of rapid change and expanding knowledge. The moment educators leave their training institutions they embark upon a journey toward obsolescence.¹⁹

According to Professor Allan Tucker, the current need for deliberate faculty development is much different than in the past when resources and faculties were expanding.²⁰ During times of growth, Tucker pointed out, with new faculty and their new ideas, it may have been easy to overlook maturing but nonproductive faculty members. Colleges and universities, he wrote, are now faced with budgetary problems and a population of maturing faculty members who hold tenure

and have little chance of better positions at other institutions.²¹

There are several trends, Tucker wrote, that have begun to emerge that may compel college faculty members, as individuals and as department members, to reexamine their professional careers.²² In his book, Chairing the Academic Department, 3rd Edition, Tucker listed the following trends to illustrate the need for faculty development:

- An increase in numbers of older students
- A decline in the level of public support, resulting in an economic crunch for universities.
- An emerging awareness of new skills and understandings that will be required for effective functioning in a changing society
- A high percentage of tenured faculty, most of whom are in their 40s and 50s
- A buyer's market for students with regard to educational opportunities
- An increasing number of students who are not awed by a teacher's authority and who are willing to bring legal action if they don't get what they pay for
- An increased demand for accountability by parents, members of governing boards, legislators, and the general public ²³

education. This has contributed to additional stress for academics and to financial exigencies for some institutions.²⁵

In 1974, the Group for Human Development in Higher Education²⁶ published a report entitled Faculty Development in a Time of Retrenchment with financial support from the Hazen Foundation, the Carnegie Corporation, the Danforth Foundation and the Lilly Endowment. The Group for Human Development in Higher Education wrote that "probably the main reason for supporting a program of faculty development is the effect it could have on the quality of teaching and thus on the morale of both professors and students."²⁷ What has not been done in higher education, the researchers stated, is to "develop an adequate system of supports resting on a network of new kinds of relationships between a teacher and his or her colleagues, students, administrators, and experts on the processes of learning."²⁸

Who is responsible for faculty development? According to researchers Shirley Clark and Mary Corcoran, both the faculty member and the institution (colleagues, administrators, organizational policies, programs and structures) share the responsibility for assuring career growth and faculty development.²⁹ Because of the way they are socialized through graduate school, faculty members value the norms of freedom and autonomy.³⁰ They are also educated to be problem solvers. Research on faculty vitality has shown that faculty members in research-oriented universities

see themselves as primarily responsible for their own careers.³¹

Mass Communication Faculty Development

To some degree, the various definitions of faculty and professional development discussed above can be applied to faculty in the field of mass communication. Mass communication faculty, however, must place special emphasis on developing their professional competencies in order to keep pace with the changing mass media field.

Because the field of mass communication is in transition, college and university faculty are faced with the challenge of continually updating their technological expertise. Among the major developments in mass-media technology in the 1980s were cable television, satellite communication, computers, home video equipment, fiber optics and digital sound recordings, as well as experimentation with videotext, teletext, multi-channel multi-point distribution services, high-definition television, imagination machines, direct broadcast satellites and low-power TV.³²

Advances in the print and electronic industries are changing the way we communicate. New technology is currently being developed that allows an editor to have complete control of newspaper content including changing makeup, digital photography and headline construction.³³ Some video

newspaper editions are available on Prodigy, CompuServe and other computer on-line services.³⁴

The radio and sound recording industry has also experienced great technological advances in recent years. Experts predict that Digital Audio Broadcasting could ultimately erase the sound quality disparity between AM and FM stations.³⁵ Since digital signals experience little interference, more radio stations could serve the same geographic area. Local radio stations might also be competing with national services delivered direct to your radio via satellite.³⁶

The television industry is also in a period of rapid growth. New developments like HDTV, DBS, flat screen TV and interactive TV will influence the way television looks and performs in the future.³⁷ High-Definition TV (HDTV) will significantly increase the picture quality of television so it will be comparable to 35-mm motion picture film.³⁸ The future of HDTV may be linked with Direct Broadcasting by Satellite (DBS).³⁹ DBS is designed to go directly to viewers' homes from a satellite in space. Interactive TV uses four different cable channels and allows the viewer to instantaneously switch back and forth among them.⁴⁰

Changing mass communication technologies have transported our society to the age of multimedia. Multimedia has been defined as the blending together of the computer, television set, and telephone into one all-purpose, super-sophisticated communication device.⁴¹ Some possibilities for

the future include: viewing movies or entertainment programming from interactive compact discs; telephones that transmit voice, data and pictures; and computers that construct custom-made media menus.⁴²

The transition from traditional mass communication to multimedia has had a significant impact on some institutions of higher education. For example, MIT offers research-oriented degrees in its media arts and sciences program; Harvard's Graduate School of Education focuses its technology degree on the use of multimedia in teaching; the University of Southern California cinema school studies the use of digital technologies in the creation of movies.⁴³ The New York University Tisch School of Arts program teaches digital video, audio, computer graphics, interactive design and multimedia production skills. NYU Program Chair Red Burns said the underlying goal of the program is to foster a new breed of communications professional.⁴⁴ According to Burns, "He or she needs to be able to analyze, to imagine, to recognize patterns, to question, to observe, to probe, to bring ideas to fruition, to make whole pieces out of parts by connecting disparate ideas, to develop critical judgment and recognize what's important."⁴⁵

This new breed of communications professional may require a faculty in touch with the latest issues and technology in mass communication. The selected technological advances mentioned above illustrate the importance for

educators and industry professionals to remain informed about developments in the mass communication field.

Experts contend that collaboration among educators and professionals could bridge the gap between the ivory tower and the real world. In December 1992, Journalism and Mass Communication Professor Chuck Stone gave a speech to the officers and members of the Association for Education in Journalism and Mass Communication (AEJMC). As a veteran journalist and educator, Stone talked about the need to strengthen newsroom-academe ties. He outlined three things which would strengthen the relationship between the profession and higher education. "First", he said, "professors, especially those who have been away from newsrooms, ought to be encouraged to spend two, three, four.....six weeks in a newsroom during the summer, and have all expenses taken care of in addition to their salaries. A foundation should be able to do that."⁴⁶ In his second point, Stone explained that "more editors and reporters should be encouraged to spend, say, one week as a visiting lecturer to get a more sensitive feel for the strategies, the problems and the fulfillment of pedagogy." He said, " The same thing an editor does in the newsroom ought to be available in a classroom."⁴⁷

For his final recommendation Stone talked about the need to "find a way to honor teaching with as much prestige as we do writing and good research."⁴⁸ Stone encouraged an ongoing dialogue between journalism education and the journalism

profession so professional colleagues and critics can gain insight into what goes on in the classroom.

While many mass communication educators believe the link between the newsroom and the classroom is important for the advancement of the profession, a 1990 study found that not all faculty think their universities fully support professional experience and industry contacts. The study, conducted for an AEJMC convention program, focused on how educators and media businesses might serve one another better.⁴⁹

In June 1990 questionnaires were mailed to 1,423 randomly selected AEJMC members. Of the 652 journalism and mass communication educators responding (45.8%), nearly 90 percent reported previous or continuing professional experience in their areas of media expertise.⁵⁰ When questioned about how their universities supported outside professional activities by faculty, two-thirds of the 652 respondents said their schools were generally supportive of outside professional activity. According to Associate Director for Publications and Editor of *Media Studies Journal* Edward Pease, many faculty characterized the support they receive from their school as "marginal" at best.⁵¹

Pease wrote that some of the most pointed comments concerned the question of whether professional activities counted in promotion and tenure decisions. According to respondents in the 1990 study, when promotion and tenure activities were considered, the impact of media consulting

work was "minimal", "considered 'service'", and "not of primary consideration."⁵²

Some faculty may argue that scholars should focus their attention on teaching and research, rather than professional activity. The 1990 study found, however, that more than 90 percent of the respondents said professional work directly benefits students. And more than three-quarters of the participants said their professional work helps them focus themes and questions for research.⁵³

Mass Communication researcher Donald McBride wrote about broadcast journalism faculty and their professional development needs. According to McBride, fostering conditions in which the newly hired broadcast journalist can grow professionally should be a concern of the department chair.⁵⁴ For broadcast faculty, attendance at national and regional meetings of the Radio-Television News Directors Association and the state broadcasters' association annual convention should be encouraged and funds made available for travel.⁵⁵ McBride recommended that the new teacher should also be encouraged to attend national meetings of the Association for Education in Journalism and Mass Communication (AEJMC).⁵⁶

Faculty can also keep updated on the latest developments in mass communication by reading current literature in their specialty area. Experts recommend that every journalism department library should subscribe to at least two professional journals that report on broadcast journalism:

RTNDA Communicator, published by the Radio-Television News Directors Association, and Broadcasting, magazine.⁵⁷ Other publications of interest to broadcast faculty are Journalism Quarterly and the Journal of Broadcasting. McBride recommended that the university library should be instructed to acquire all the broadcast journalism-related books reviewed in Static, the newsletter of the Radio-Television Journalism Division of AEJMC.⁵⁸

While McBride's interest focused on new broadcast journalism faculty, his suggestions could also be applied to faculty from other specialty areas in mass communication. McBride's ideas may also be practical for faculty who are not new to the university system. New researchers should be familiar with communication study centers throughout the country and have access to basic bibliographies in the field.⁵⁹ For example, new broadcast faculty should be acquainted with the television news centers at George Washington University, Massachusetts Institute of Technology and Vanderbilt University.⁶⁰ McBride wrote that "broadcast journalism educators can make great contributions to a journalism department in a short period of time if the department is aware of their needs and works to satisfy those needs."⁶¹

Mass communication researcher Constance Gotsch studied broadcast internships as an important element in a teaching career. According to Gotsch, "if professors with broadcast experience do not keep working in the area, their skills will

become outdated because of the rapidly expanding technology upon the entire broadcast business."⁶² To upgrade professional skills, a university teacher needs to involve herself/himself in various kinds of broadcasting activities, including working at a station. Gotsch pointed out that this may require faculty to take periodic leaves from the university.⁶³

Traditionally, university mass communication programs have stressed student broadcast internships. Gotsch stated that these same departments have paid little or no attention to internships for faculty wishing to upgrade skills in the rapidly changing broadcasting industry. The importance of faculty internships in technological fields like broadcasting is obvious, Gotsch wrote. Constant professional development is required for faculty to keep up to date with the changing technology.⁶⁴

Jencks and Riesman wrote, in The Academic Revolution, that "teachers cannot remain stimulating unless they also continue to learn....When a teacher stops doing it, he begins to repeat himself and eventually loses touch with both the young and the world around him."⁶⁵ According to Fedler and Smith, faculty members in the field of journalism and mass communication often insist they must be experienced professionals in order to be good teachers. Fedler and Smith wrote that "many (faculty) try and keep their professional skills up-to-date by working part time for the media or by

periodically spending a summer or sabbatical on the staff of a newspaper or radio or television station."⁶⁶

PROGRAMS FOR MASS COMMUNICATION FACULTY

While many colleges and universities provide professional development programs for their faculty and staff, there are only a few organizations that specialize in mass communication education. The Freedom Forum, formerly the Gannett Center for Media Studies, offers a number of programs designed to educate news workers and professors.⁶⁷ Residential Fellowships are annually awarded to 12-15 media professionals and scholars for independent study of a major media issue or problem.⁶⁸ According to the Freedom Forum, fellowship periods range from three months to a year.

The Freedom Forum Media Studies Center, located at Columbia University, conducts conferences, seminars and briefings that explore media issues and problems of consequence for media professionals and the public.⁶⁹ Topics have included: the press and the presidency, journalism ethics and the economics of news. The Technology Studies Program examines technology's impact on the journalist, the journalistic product and the work environment through seminars and study groups.⁷⁰ The Program also provides hands-on instruction in the Center's Technology Laboratory.

Some Freedom Forum programs are designed specifically for journalism and mass communication professors. The Professors Publishing Program awards small grants to

journalism professors in support of out-of-pocket expenses for professional journalism reporting and photography projects to be published in newspapers, books and magazines.⁷¹ Freedom Forum Teaching Workshops provide support to strengthen the teaching of journalism and mass communication. Three week-long teaching workshops are conducted: one for new professors, one on journalism ethics, and one on advertising.⁷²

The Poynter Institute invites journalism educators to apply for any of its programs or seminars. In 1994, the Poynter Institute, located in Florida, offered two weeks of workshops for journalism educators. Fifty educators were accepted for one week each to participate in a cycle of workshops and events covering a variety of mass communication topics.⁷³ Workshop sessions for educators in 1994 included: Journalism for the 21st Century, Building a Journalism Curriculum, Teaching Graphics and Visual Journalism, Grading and Evaluation, Redefining the News, Coaching, Ethical Decision-Making, Teaching News Research, Narrative Forms, Television & Radio Reporting and Creating Change within Universities.⁷⁴

The Association for Education in Journalism and Mass Communication also provides workshops, paper sessions and seminars targeting university faculty. A review of national conference programs from 1988, 1989, 1991, 1992 and 1993 found a variety of educational presentations in each of the following AEJMC divisions: Advertising, Communication Theory

& Methodology, History, International Communication, Law, Magazine, Mass Communication & Society, Media Management and Economics, Minorities & Communication, Newspaper, Public Relations, Qualitative Studies, Radio-Television Journalism, Scholastic Journalism, and Visual Communication.⁷⁵

Summary

This chapter has explored the issue of faculty development for university faculty with special emphasis on mass communication educators. Rapid changes in mass communication technology are sure to impact educators and their students. Advances in print and electronic technology have transformed the way we communicate with and through the mass media. Faculty may utilize a variety of methods to keep up to date on the latest in their field. The changing composition of students, faculty and higher education combined with technological advances in society make faculty development a necessity.

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Chapter III

Methodology

Overview

Chapter III will outline the three-part research approach used in this study. This chapter will describe the various methods used in the study to determine the extent of professional development collaboration between mass communication educators and mass communication professional organizations. This chapter will also explain the methods used to determine how faculty, academic departments and professional organizations are meeting the need for professional development programs and activities.

The information obtained from these three independent questionnaires -- the mass communication faculty survey, the academic department head survey, and the professional organization questionnaire -- will provide a framework for understanding the importance of and interest in professional development collaboration to improve the field of mass communication education.

Research Method - Overview

Three separate surveys were conducted to generate data about the professional development interests and activities of mass communication faculty, departments and professional

organizations. One survey targeted mass communication educators, a second survey was designed for chairpersons of mass communication departments and the third survey was sent to various professional organizations.

The three research methods used in the study will be addressed separately throughout the remainder of Chapter III.

Faculty Survey

Research Design. The mass communication faculty survey was administered during February 1994. The questionnaire was developed to determine the professional development methods and activities utilized and valued by mass communication faculty.

Selection of Subjects. The subjects in the study were randomly selected systematically from the 1993 - 1994 Association for Education in Journalism and Mass Communication Directory (Volume 11). In all, a questionnaire was mailed to 400 of the more than 3,000 faculty members listed in the directory.

Pilot Study. In the fall of 1993, selected faculty and graduate students from the School of Journalism and Broadcasting at Oklahoma State University, Northeastern State University, and the University of Central Oklahoma reviewed the questionnaire and offered their input regarding content and format of the information.

Research Instrument. The questionnaire was designed to determine the methods of professional development used by mass communication faculty to improve their skills and competencies. A cover letter and a pre-addressed stamped envelope were sent with the questionnaire. The cover letter explained the purpose of the research study and included contact names and telephone numbers for further information. The cover letter also assured faculty of their anonymity.

The 14 question survey instrument asked faculty to comment on their involvement with professional journalists and professional organizations. The following questions were included:

1. How do you keep current with the changing field of mass communication?
2. What professional organizations do you participate in?
3. How does your department support your efforts to keep current with your field?
4. Does your department have a faculty development program that involves media professionals?
5. What suggestions could you provide to improve the relationship between mass communication faculty and communication professionals?

In addition to the questions above, faculty were asked to rate their responses to several statements using a semantic differential scale.

The survey instrument also included demographic questions about the faculty member's area of specialization

(i.e., advertising, print & news editorial, broadcasting, public relations, other), gender, academic rank, professional experience, and type and extent of teaching experience.

The questionnaire and cover letter have been provided in Appendix A.

Data Collection and Processing. The cover letter, questionnaire and pre-addressed stamped envelope were mailed on March 5, 1994. March 21, 1994 was the date listed as the deadline for returning the completed survey form. Because of the positive response rate it was determined that a follow-up mailing would not be needed.

The results of this survey are presented in percentages and frequency distributions using tables, narrative description and chi-square analysis. Using analysis of variance, the responses of faculty with professional media experience and those without media experience were compared as were those from accredited versus non-accredited programs. The analysis also included a comparison between gender.

Assumptions and Limitations. Time constraints and/or lack of interest on the part of the faculty member may have influenced his or her decision to complete and return the survey instrument.

It is assumed the questionnaire will get to the intended person, and that responses will be honest and accurate.

Department Chairperson Survey

Research Design. A questionnaire was sent to a sample of the heads or chairpersons of mass communication programs at 4-year institutions of higher education. The survey was designed to determine the professional development programs and activities supported by the various departments which offer mass communication courses.

Selection of Subjects. The department head survey included all 313 chairpersons from mass communication programs throughout the country. The population included a list of all 4-year institutions with mass communication programs provided by the Oklahoma Department of Vocational and Technical Education.

Pilot Study. In the fall of 1993, selected mass communication faculty and graduate students from Oklahoma State University, Northeastern State University and the University of Central Oklahoma reviewed the questionnaire and offered their input as to the content and format of the survey.

Research Instrument. The survey instrument was designed to determine how mass communication chairpersons and their departments support and promote professional development programs and activities for their faculty. A cover letter and

a pre-addressed stamped envelope were sent with the questionnaire. The cover letter explained the purpose of the three-part research study and included contact names and telephone numbers for further information. Respondents were assured of their anonymity if they participated in the research study.

The 14 question survey instrument asked department heads to identify the professional development activities supported by their department, faculty and the institution. The questionnaire included the following questions:

1. What activities do your faculty participate in to keep current with the changing field of mass communication?
2. In what ways does your department support faculty efforts to keep current with the field?
3. What suggestions could you provide to improve the relationship between faculty and communication professionals?

In addition to the questions above, the survey instrument also asked respondents to comment on several statements using a semantic differential scale.

The survey also included demographic questions about the department's faculty, staff and budget allotted for professional development activities.

Copies of the questionnaire and cover letter can be found in Appendix B.

Data Collection and Processing. The cover letter, questionnaire and pre-addressed stamped envelope were mailed

on March 5, 1994. March 21, 1994 was listed as the deadline for returning the completed survey. Because of the positive response rate, a second mailing was not conducted.

The results in the study were analyzed and presented in percentages and frequency distributions using tables and narrative description. Where appropriate, the responses were compared using chi square analysis and analysis of variance.

Limitations. This part of the study may have been limited by the fact that the chairperson may have had little time or interest in professional development. Another limitation to consider was that the definition of professional development and administrative support may vary by department head. Time constraints and/or lack of interest on the part of the chairperson may have influenced the decision to complete and mail the survey form.

Department/program chairpersons may have also been concerned about projecting a positive image of their organization so, for this reason, the results could be biased.

Professional Organization Survey

Research Design. A questionnaire was sent to selected national professional organizations related to the mass communication industry. These organizations were identified by educators and professionals and were chosen for their

active involvement in the field of mass communication. This modest survey was designed to identify the extent of collaboration between mass communication faculty and professionals in the field.

Selection of Subjects. Organizations were selected for their active involvement with mass communication industry professionals. Several faculty members and graduate students from Oklahoma State University in addition to mass communication professionals and the AEJMC Directory provided information about various national professional organizations. While this list of professional organizations in no way represents a complete inventory of mass communication resources, it does include some primary associations recognized by the industry.

The following national organizations were included in this study:

Advertising Council	American Advertising Federation
American Assoc. of Ad. Agencies	American Women in Radio and TV
American Soc. of Magazine Editors	American Soc. of Newspaper Editors
Business/Professional Adv. Assoc.	Int. Assoc. of Business Communicators
National Federation of Press Women	National Newspaper Assoc.
National Press Photographers Assoc.	National Assoc. of Broadcasters
Public Relations Soc. of America	Radio and TV News Directors Assoc.
Soc. of Professional Journalists	The Speech Communication Assoc.
Women in Communications, Inc.	

Pilot Study. In the fall of 1993, selected faculty and graduate students from the School of Journalism and Broadcasting at Oklahoma State University, Northeastern State University and the University of Central Oklahoma reviewed the questionnaire and offered their suggestions for improvement.

Research Instrument. This questionnaire was developed to determine the relationship between professional organizations and mass communication faculty and departments. This survey determined the extent of professional development opportunities involved and designed specifically for higher education faculty.

The 11 question survey instrument asked professional organizations to identify the various professional development activities available to faculty and mass communication departments. Professional organizations were asked to respond to the following questions:

1. How do you involve educators in your organization?
2. What incentives does your organization provide to encourage participation by higher education faculty?
3. What professional development activities does your organization provide for members?

In addition to the questions above, respondents were asked to comment to various statements using a semantic differential scale. The survey examined the extent of

collaboration between professional organizations and higher education.

The survey instrument included demographic questions about the organization and its membership. Organizations were also asked about the amount of financial support it provides for college/university faculty. The survey is included in Appendix C.

Data Collection and Processing. The cover letter, questionnaire and pre-addressed stamped return envelope were mailed March 5, 1994.

The results of the survey are reported as nominal data and are presented in percentages and frequency distributions using tables and narrative description.

Limitations. This section of the study was limited by the fact that not all professional organizations related to mass communication could be included in the survey. Also, the survey response could have been influenced due to time constraints and/or lack of interest on the part of the professional organization. Another limitation to consider is that this study only included a small number of selected national organizations and no state organizations.

Summary

The three-part research approach used in this study identified how journalism and broadcasting faculty,

departments and professional organizations work together to improve and promote mass communication education programs. This study explored the extent of collaboration between educators and the professional organizations and determined how faculty, departments and organizations are meeting the need for professional development activities.

CHAPTER IV

ANALYSIS OF DATA

Introduction

This chapter will include the results of the three separate research efforts, the faculty survey, the department head survey and the survey of selected professional organizations. The surveys were conducted to generate data about how faculty, departments and professional organizations keep up to date with the field of mass communication.

Chapter IV will identify how faculty who participated in the survey continue to develop their professional competencies related to mass communications. This section will also identify how mass communication department heads perceive the professional development needs of their faculty. The findings of both surveys also present responses to attitudinal questions about faculty development, professional media experience, and professional organizations.

This chapter will also identify how selected professional organizations responded to survey questions about professional development collaboration between higher education faculty and mass communication professionals.

The findings of the three research efforts will be explained separately in this chapter. The responses to the

survey questions will be presented using narrative information and tables to illustrate the findings.

Faculty Survey

The mass communication faculty survey was administered during March 1994. A total of 188 faculty members completed questionnaires for this study for a response rate of 48 percent. Among the respondents, 57 or 30 percent were women and 129 or 69 were men.

Table I shows how faculty responded when asked to designate their mass communication specialty area.

TABLE I
FACULTY DESIGNATION OF SPECIALTY AREA

Area	Frequency (N=188)	Percentage
Broadcast Journalism	37	20%
Public Relations	30	16
Newspaper/ Editorial	78	41
Advertising	18	10
Other	58	31
Total	221	118%

Note: Faculty could choose more than one area.

Table I shows the breakdown of faculty respondents by specialty area. Faculty could choose more than one specialty area, so the total adds to more than 100 percent. Among the survey participants, more than 19 percent chose Broadcast Journalism, 16 percent selected Public Relations, more than 41 percent chose Newspaper/Editorial and almost 10 percent listed Advertising. A large percentage of the participants, 31 percent, wrote in specialty areas including: International Communication, Graphic Design & Visual

Communication, Communication Technology/Health Communication, Marketing, Publications/Photography, Magazine, and Research.

Table II illustrates the faculty responses to the question that asked for number of years teaching.

TABLE II
NUMBER OF YEARS PARTICIPATING FACULTY HAVE TAUGHT

Years Teaching	Frequency (N=188)	Percentage of Faculty in each category
0-4 Years	28	15%
5-9 Years	39	21
10-14 Years	42	22
15-19 Years	29	15
20-24 Years	16	9
25+ Years	31	16
No Response	3	2
TOTAL	188	100%

As the table shows, the largest single group of faculty have been teaching for 10-14 years (42%). The smallest proportion have been teaching for 20-24 years (16%).

Academic Rank. When faculty were asked to designate their academic rank, 30 percent listed Assistant Professor,

31 chose Associate Professor, and another 27 percent responded Professor.

Tenure. Of those who responded to the demographic question about tenure, 47 percent answered they had tenure and 38 percent responded they did not have tenure.

Accreditation. Of the participants in the faculty study, 55 percent said their academic program was accredited through ACEJMC and 41 percent responded their program was not accredited.

Professional Media Experience. When faculty were asked if they had professional media experience in their specialty area, 88 percent answered "yes", 9 percent said "no" and 1 percent did not respond.

Table III illustrates faculty responses about how they keep up to date with their specialty area in mass communication. Faculty could choose more than one response so the total exceeds 100%.

TABLE III
 ACTIVITIES FACULTY USE TO KEEP UP TO DATE WITH
 THEIR SPECIALTY AREA

Activity	Rank Order	Frequency (N=188)	Percentage Using the Activity
Read Literature	1	185	98%
Academic Conferences	2	161	86
Research	3	145	77
Professional Organizations	4	133	71
Consult w/ Industry	5	122	65
Professional Conferences	6	117	62
Work with Pros on Projects	7	89	47
Intern/ Employed in field	8	47	24
Sabbaticals	9	45	24
Other	10	33	18
TOTAL		1077	572%

Simple chi square analysis identified an overall difference between activities faculty use to keep up to date (table chi square ($p < .05$, $DF=9$) = 229.15, chi square statistic = 16.9). As the table shows, reading literature was chosen by 98 percent of the respondents, followed by attending academic conferences, conducting research, and participating in professional organizations. Interning or working in the field and using sabbaticals to keep up to date was chosen by 24 percent of the faculty participants. No difference was found, however, between consulting and professional conferences.

A number of faculty also identified additional activities in which they participate to keep up-to-date with the mass communication field. Some of the responses included: networking through E-mail and discussion lists, judging professional contests, working freelance, returning to graduate school, etc. A complete list of responses can be found in Appendix D.

Table IV identifies faculty responses to the question about whether or not participation in professional organizations is required for promotion and tenure.

TABLE IV
 WHETHER PARTICIPATION IN PROFESSIONAL
 ORGANIZATIONS IS REQUIRED FOR
 PROMOTION AND TENURE

	Frequency	Percentage
Yes	31	17%
No	151	80
No Response	6	3
Total	188	100%

According to the findings, 80 percent of the faculty said participation in professional organizations is not required for promotion and tenure while 17 percent answered that participation is required.

Table V illustrates how faculty responded when asked about the ways their department supports their efforts to keep up to date with the field of mass communication. Because faculty could choose more than one response, the total exceeds 100 percent.

TABLE V
WAYS FACULTY SAY DEPARTMENTS SUPPORT EFFORTS
TO KEEP UP WITH THE FIELD

Support	Frequency	Percent
Financial Support	153	81%
Sabbaticals	83	44
Graduate & Research Assistants	61	32
Release Time	61	32
Other	13	7
Work Exchanges	6	3
Total	377	199%

* Faculty could choose more than one response.

As identified above, faculty reported their departments support their efforts to keep up with the field primarily through financial support (81 percent). The smallest proportion said their departments supported faculty through work exchanges (3 percent). Another 7 percent of the faculty participants provided additional information about ways their department supports faculty development including: professional intern stipends, lighter teaching loads,

professional guest lecturers. This information can be found in Appendix E.

Table VI illustrates faculty responses to whether or not their department has a faculty development program that involves media professionals. If so, faculty also were asked to describe their department's program. This information can be found in Appendix F of this document.

TABLE VI
WHETHER FACULTY DEVELOPMENT PROGRAMS
INVOLVE MEDIA PROFESSIONALS

	Frequency	Percentage
No	152	81%
Yes	24	13
No Response	12	6
Total	188	100%

A large percentage of the respondents, 81%, answered that their faculty development program does not involve media professionals. Only 13 percent reported having a professional development program that involves media professionals.

Table VII includes the responses faculty gave when asked whether they were members of a professional communication organization.

TABLE VII
 WHETHER FACULTY BELONG TO PROFESSIONAL
 COMMUNICATION ORGANIZATIONS

	Frequency	Percentage
Yes	131	70%
No	54	29
No Response	3	1
Total	188	100%

As the table shows, 70 percent of the faculty participants said they belonged to professional communication organizations while 29% responded they did not.

When asked which professional communication organizations they belonged to, faculty listed the following: Society for Professional Journalists (SPJ), Radio and Television News Directors Association (RTNDA), Women in Communications, Inc. (WICI), International Association for Business Communicators (IABC), International Television Association (ITVA), American Women in Radio and Television (AWRT), Public Relations Society of America (PRSA) and others. For a complete listing, please see Appendix F.

Questions 7 through 13 in the faculty survey asked participants to respond to various statements about faculty development using a semantic differential scale. For statistical purposes the blank labeled "strongly agree" was scored a one, with the others scored in ascending order to five for the blank labeled "strongly disagree."

Table VIII includes responses to a statement about whether or not the participant's faculty development program is adequate for his/her needs.

TABLE VIII

FACULTY EXTENT OF AGREEMENT WITH THE STATEMENT:
THE FACULTY DEVELOPMENT PROGRAM IN MY DEPARTMENT
IS ADEQUATE FOR MY NEEDS.

	SA	A	N	D	SD	NR	TOTAL	MEAN
<u>GENDER</u>								
MEN	9%(12)	29%(38)	22%(29)	19%(25)	11%(14)	10%(11)	100%(129)	2.924
WOMEN	7%(4)	23%(13)	19%(11)	25%(13)	25%(14)	1%(2)	100%(57)	3.364
<u>ACCRED- ITATION</u>								
YES	12%(12)	28%(29)	23%(24)	19%(20)	12%(12)	6%(7)	100%(104)	2.907
NO	5%(4)	27%(21)	18%(14)	23%(18)	21%(16)	6%(4)	100%(77)	3.288
<u>MEDIA EXPER.</u>								
YES	9%(15)	28%(46)	21%(35)	19%(32)	15%(25)	8%(12)	100%(165)	3.039
NO	6%(1)	23%(4)	18%(3)	35%(6)	18%(3)	0%(0)	100%(17)	3.353
<u>OVERALL</u>								
	9%(16)	27%(51)	21%(41)	20%(38)	15%(28)	8%(14)	100%(188)	3.063

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree,
NR=No Response. 5 point scale: 1=Strongly Agree; 5=Strongly Disagree.
N=188

Of the faculty who responded to the statement above, the majority or 27 percent agreed that the faculty development program in their department was adequate for their needs. Among the participants in the study, 15 percent strongly disagreed.

Analysis of variance found that there was a significant difference at the 95% confidence level when the responses to the statement above were compared by gender (Anova $F=3.84$, table value= 4.830). Overall, women were less satisfied with their faculty development program than men.

A significant difference was also found when the responses were compared by accreditation (Anova $F=3.84$, table value= 3.939). Overall, faculty in academic programs accredited through ACEJMC were more likely to report their department was adequate for their needs than faculty in non-accredited programs.

No significant difference was found in scores, however, when faculty responses were compared by whether participants had professional media experience (Anova $F=3.84$, table value= $.967$).

Table IX includes faculty responses to the statement about whether keeping up to date with a specialty area is the responsibility of the individual faculty member rather than the department.

TABLE IX

FACULTY EXTENT OF AGREEMENT WITH THE STATEMENT:
KEEPING UP TO DATE WITH MY SPECIALTY AREA IS
THE RESPONSIBILITY OF THE INDIVIDUAL FACULTY
MEMBER RATHER THAN THE DEPARTMENT.

	SA	A	N	D	SD	NR	TOTAL	MEAN
<u>GENDER</u>								
MEN	41%(53)	44%(57)	3%(4)	7%(9)	4%(5)	1%(1)	100%(129)	1.875
WOMEN	35%(20)	33%(19)	12%(7)	14%(8)	5%(3)	0%(0)	100%(57)	2.211
<u>ACCREDITATION</u>								
YES	38%(40)	43%(45)	7%(7)	7%(8)	4%(4)	0%(0)	100%(104)	1.952
NO	42%(32)	39%(30)	5%(4)	9%(7)	5%(4)	0%(0)	100%(77)	1.974
<u>MEDIA EXPER.</u>								
YES	40%(67)	38%(63)	7%(11)	10%(16)	4%(7)	1%(1)	100%(165)	1.982
NO	35%(6)	53%(9)	0%(0)	6%(1)	6%(1)	0%(0)	100%(17)	1.941
<u>OVERALL</u>								
	39%(73)	40%(76)	6%(11)	10%(18)	4%(8)	1%(2)	100%(188)	1.989

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree,
NR=No Response. 5 point scale: 1=Strongly Agree; 5=Strongly Disagree.
N=188

Of the faculty who responded to the statement above, the majority or 40 percent agreed that keeping up to date with a specialty area is the responsibility of the individual faculty member rather than the department. Among the participants in the study, 4 percent strongly disagreed that keeping up to date was an individual responsibility.

Analysis of variance found no significant differences in scores when the responses to the statement above were compared by gender (Anova $F=3.84$, table value= 3.702), accreditation (Anova $F=3.84$, table value= $.018$), and media experience (Anova $F=3.84$, table value= $.020$).

Table X includes responses to the statement about whether mass communication faculty should keep up to date with their specialty area in order to be effective teachers and scholars.

TABLE X

FACULTY EXTENT OF AGREEMENT WITH THE STATEMENT:
TO BE EFFECTIVE TEACHERS AND SCHOLARS, MASS
COMMUNICATION FACULTY SHOULD KEEP UP TO DATE
WITH THEIR SPECIALTY AREA.

	SA	A	N	D	SD	NR	TOTAL	MEAN
<u>GENDER</u>								
MEN	77%(99)	22%(28)	0%(0)	1%(1)	1%(1)	0%(0)	100%(129)	1.271
WOMEN	89%(51)	9%(5)	2%(1)	0%(0)	0%(0)	0%(0)	100%(57)	1.123
<u>ACCRED- ITATION</u>								
YES	78%(81)	20%(21)	1%(1)	0%(0)	1%(1)	0%(0)	100%(104)	1.260
NO	83%(64)	16%(12)	0%(0)	1%(1)	0%(0)	0%(0)	100%(77)	1.195
<u>MEDIA EXPER.</u>								
YES	79%(131)	19%(31)	1%(1)	1%(1)	1%(1)	0%(0)	100%(165)	1.242
NO	94%(16)	6%(1)	0%(0)	0%(0)	0%(0)	0%(0)	100%(17)	1.059
<u>OVERALL</u>								
	80%(151)	17%(33)	1%(1)	1%(1)	1%(1)	1%(1)	100%(188)	1.225

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree,
NR=No Response. 5 point scale: 1=Strongly Agree; 5=Strongly Disagree.

N=188

Of the faculty who responded to the statement above, the majority or 80 percent strongly agreed that to be effective teachers and scholars, faculty should keep up to date with their specialty area. Among the participants in the study, only 1 percent disagreed.

Analysis of variance found no significant difference when the responses to the statement above were compared by gender (Anova $F=3.84$, table value= 3.106), accreditation (Anova $F=3.84$, table value= $.639$), and media experience (Anova $F=3.84$, table value= 1.825).

Table XI includes responses to the statement about whether mass communication faculty should have professional media experience in the area in which they teach in order to be effective teachers and scholars.

TABLE XI

FACULTY EXTENT OF AGREEMENT WITH THE STATEMENT:
TO BE EFFECTIVE TEACHERS AND SCHOLARS,
MASS COMMUNICATION FACULTY SHOULD HAVE
PROFESSIONAL MEDIA EXPERIENCE IN THE
AREA IN WHICH THEY TEACH.

	SA	A	N	D	SD	NR	TOTAL	MEAN
<u>GENDER</u>								
MEN	46%(60)	29%(37)	14%(18)	7%(9)	2%(3)	2%(2)	100%(129)	1.882
WOMEN	56%(32)	23%(13)	12%(7)	7%(4)	2%(1)	0%(0)	100%(57)	1.754
<u>ACCRED- ITATION</u>								
YES	49%(51)	27%(28)	15%(16)	6%(6)	2%(2)	1%(1)	100%(104)	1.835
NO	49%(38)	29%(22)	10%(8)	8%(6)	3%(2)	1%(1)	100%(77)	1.842
<u>MEDIA EXPER.</u>								
YES	54%(89)	28%(47)	11%(19)	4%(6)	1%(2)	2%(2)	100%(165)	1.681
NO	6%(1)	6%(1)	35%(6)	41%(7)	12%(2)	0%(0)	100%(17)	3.471
<u>OVERALL</u>								
	49%(92)	27%(51)	13%(25)	7%(13)	2%(4)	2%(3)	100%(188)	1.843

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree,
NR=No Response. 5 point scale: 1=Strongly Agree; 5=Strongly Disagree.
N=188

Of the faculty who responded to the statement above, the majority or 49 percent strongly agreed that to be effective teachers and scholars, faculty should have professional media experience in the area in which they teach. Among the participants in the study, another 2 percent strongly disagreed.

Analysis of variance found no significant difference (95% confidence level) in scores when the responses to the

statement above were compared by gender (Anova $F=3.84$, table value=.583) and accreditation (Anova $F=3.84$, table value=.002). There was a significant difference, however, when the responses to the statement were compared by media experience (Anova $F=3.84$, table value=58.645). According to the findings, faculty with professional media experience believed more strongly that mass communication faculty should have professional media experience in their area in order to be effective teachers and scholars than respondents without media experience.

Table XII includes responses to the statement about whether mass communication faculty should participate in professional organizations to keep up with the changing field of mass communication.

TABLE XII

FACULTY EXTENT OF AGREEMENT WITH THE STATEMENT:
TO KEEP UP WITH THE CHANGING FIELD OF
MASS COMMUNICATION, FACULTY NEED TO
PARTICIPATE IN PROFESSIONAL ORGANIZATIONS.

	SA	A	N	D	SD	NR	TOTAL	MEAN
<u>GENDER</u>								
MEN	30%(39)	43%(56)	14%(18)	9%(12)	2%(3)	2%(1)	100%(129)	2.094
WOMEN	40%(23)	40%(23)	9%(5)	9%(5)	0%(0)	2%(1)	100%(57)	1.857
<u>ACCRED- ITATION</u>								
YES	28%(29)	46%(48)	15%(16)	7%(7)	2%(2)	2%(2)	100%(104)	2.069
NO	38%(29)	39%(30)	9%(7)	13%(10)	1%(1)	0%(0)	100%(77)	2.013
<u>MEDIA EXPER.</u>								
YES	36%(60)	44%(72)	11%(19)	6%(10)	1%(2)	2%(2)	100%(165)	1.908
NO	6%(1)	35%(6)	23%(4)	29%(5)	6%(1)	0%(0)	100%(17)	2.941
<u>OVERALL</u>								
	33%(62)	43%(80)	12%(23)	9%(17)	2%(3)	1%(3)	100%(188)	2.022

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree,
NR=No Response. 5 point scale: 1=Strongly Agree; 5=Strongly Disagree.
N=188

Of the faculty who responded to the statement above, the majority or 43 percent agreed that to keep up with the field of mass communication, faculty need to participate in professional organizations. Among the participants in the study, another 2 percent strongly disagreed.

Analysis of variance found no significant differences (95% confidence level) in scores when the responses to the statement above were compared by gender (Anova F=3.84, table

value=2.23) and accreditation (Anova $F=3.84$, table value=.137). There was a significant difference, however, when the responses to the statement were compared by media experience (Anova $F=3.84$, table value=18.926). According to the findings, faculty with professional media experience believed more strongly that mass communication faculty need to participate in professional organizations to keep up to date than respondents without media experience.

Table XIII includes responses to the statement about whether mass communication faculty are interested in working with professional organizations on projects.

TABLE XIII

FACULTY EXTENT OF AGREEMENT WITH THE STATEMENT:
 MASS COMMUNICATION FACULTY ARE INTERESTED
 IN WORKING WITH PROFESSIONAL ORGANIZATIONS
 ON PROJECTS.

	SA	A	N	D	SD	NR	TOTAL	MEAN
<u>GENDER</u>								
MEN	8%(10)	43%(55)	30%(39)	14%(18)	3%(4)	2%(3)	100%(129)	2.611
WOMEN	14%(8)	49%(28)	25%(14)	9%(5)	2%(1)	1%(1)	100%(57)	2.339
<u>ACCRED- ITATION</u>								
YES	11%(11)	48%(50)	24%(25)	12%(12)	3%(3)	2%(3)	100%(104)	2.465
NO	9%(7)	43%(33)	31%(24)	14%(11)	1%(1)	2%(1)	100%(77)	2.553
<u>MEDIA EXPER.</u>								
YES	10%(16)	47%(77)	28%(46)	10%(17)	3%(5)	2%(4)	100%(165)	2.491
NO	12%(2)	35%(6)	24%(4)	29%(5)	0%(0)	0%(0)	100%(17)	2.706
<u>OVERALL</u>								
	10%(18)	44%(83)	29%(54)	12%(23)	3%(5)	2%(5)	100%(188)	2.530

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree,
 NR=No Response. 5 point scale: 1=Strongly Agree; 5=Strongly Disagree.
 N=188

Of the faculty who responded to the statement above, the majority or 44 percent agreed that mass communication faculty are interested in working with professional organizations on projects. Among the participants in the study, another 3 percent strongly disagreed.

Analysis of variance found no significant differences (95% confidence level) in scores when the responses to the

statement above were compared by gender (Anova $F=3.84$, table value= 3.33), accreditation (Anova $F=3.84$, table value= $.386$) and media experience (Anova $F=3.84$, table value= $.815$).

Table XIV includes faculty responses to the statement about whether mass communication departments need to do more to assist and encourage faculty development.

TABLE XIV

FACULTY EXTENT OF AGREEMENT WITH THE STATEMENT:
MASS COMMUNICATION DEPARTMENTS NEED TO DO
MORE TO ASSIST AND ENCOURAGE
FACULTY DEVELOPMENT.

	SA	A	N	D	SD	NR	TOTAL	MEAN
<u>GENDER</u>								
MEN	33%(43)	47%(61)	16%(21)	1%(1)	1%(1)	2%(2)	100%(129)	1.866
WOMEN	47%(27)	46%(26)	5%(3)	2%(2)	0%(0)	0%(0)	100%(57)	1.614
<u>ACCRED- ITATION</u>								
YES	34%(35)	49%(51)	14%(15)	1%(1)	1%(1)	1%(1)	100%(104)	1.854
NO	43%(33)	45%(35)	10%(8)	1%(1)	0%(0)	0%(0)	100%(77)	1.701
<u>MEDIA EXPER.</u>								
YES	39%(65)	45%(74)	13%(22)	1%(1)	1%(1)	1%(2)	100%(165)	1.767
NO	29%(5)	53%(9)	12%(2)	6%(1)	0%(0)	0%(0)	100%(17)	1.945
<u>OVERALL</u>								
	37%(70)	47%(88)	13%(24)	1%(2)	1%(1)	1%(3)	100%(188)	1.789

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree,
NR=No Response. 5 point scale: 1=Strongly Agree; 5=Strongly Disagree.
N=188

Of the faculty who responded to the statement above, the majority or 47 percent agreed that mass communication

departments need to do more to assist and encourage faculty development. Among the participants in the study, only 1 percent strongly disagreed with the statement.

Analysis of variance found no significant differences (95% confidence level) between scores when the responses to the statement above were compared by the survey subject's program accreditation (Anova $F=3.84$, table value= 1.857) and media experience (Anova $F=3.84$, table value= $.816$).

There was, however, a significant difference in scores when the responses to this statement were compared by gender (Anova $F=3.84$, table value= 4.540). According to the findings, female participants agreed more strongly that mass communication departments need to do more to assist and encourage faculty development compared with male respondents.

The last question on the questionnaire asked faculty to provide any suggestions that might improve the relationship between mass communication faculty and communication professionals. In all, more than 50 suggestions were provided on issues ranging from promotion and tenure to programs that foster faculty-professional interaction. A complete listing of these responses can be found in Appendix G.

Department Head Survey

The mass communication department head survey was administered during March 1994. A total of 157 department heads completed questionnaires for this study for a response rate of 50 percent. Among the responses, 66 percent of the participants directed programs that were not accredited through ACEJMC and 31 percent of the programs were accredited.

Table XV shows how department heads responded when asked to designate the mass communication specialty areas within their department.

TABLE XV
DEPARTMENT HEAD DESIGNATION OF SPECIALTY AREAS
WITHIN THE DEPARTMENT

Area	Frequency (N=157)	Percentage
Broadcast Journalism	120	76%
Public Relations	114	73
Newspaper/ Editorial	139	89
Advertising	74	47
Other	66	42
Total	513	327%

Note: Respondents could choose more than one area.

Table XV shows the breakdown of department head responses by specialty areas within their department. Participants could choose more than one response, so the total adds to more than 100 percent. Among the survey participants, more than 88 percent of the departments had Newspaper/Editorial specialties, 76 percent had Broadcast Journalism, 73 percent selected Public Relations, and 47 percent listed Advertising. Faculty also listed a number of

specialty areas including: magazine, mass media theory, minorities and media, research methodology, publications/photography, etc. A complete listing can be found in Appendix H.

Table XVI illustrates the department head responses to the average number of years teaching for their faculty.

TABLE XVI
DEPARTMENT HEAD RESPONSES TO NUMBER
OF YEARS TEACHING FOR FACULTY

Years Teaching	Frequency (N=188)	Percentage
0-4 Years	6	4%
5-9 Years	48	31
10-14 Years	75	48
15-19 Years	23	15
20-24 Years	3	2
25+ Years	0	0
No Response	2	1
TOTAL	157	100%

When asked about the average number of years teaching, the majority or 48 percent of the department heads reported their faculty had taught -- on average -- between 10-14

years. Another 2 percent answered 20-24 years and none reported having a faculty with an average of more than 25 years teaching experience.

Table XVII illustrates department head responses about the activities their faculty use to keep up to date with their specialty area in mass communication.

TABLE XVII
 DEPARTMENT HEAD RESPONSES TO
 ACTIVITIES FACULTY USE TO KEEP UP TO DATE WITH
 THEIR SPECIALTY AREA

Activity	Rank Order	Frequency (N=157)	Percentage
Read Literature	1	157	100%
Academic Conferences	2	140	89
Professional Organizations	3	135	86
Consult w/ Industry	4	134	85
Professional Conferences	5	132	84
Conduct Research	6	112	71
Work with Pros on Projects	7	97	62
Sabbaticals	8	83	53
Intern/ Employed in Field	9	68	43
Other	10	16	10
TOTAL		1074	683%

* Dept. Heads could choose more than 1 response.

Simple chi square analysis identified an overall difference between activities department heads say faculty use to keep up to date (Table chi square $p < .05$, $DF=9 = 192.18$, chi square statistic=16.9). Department heads could choose more than one response so the total exceeds 100%.

As the table shows, reading literature was chosen by 100 percent of the department heads followed by attending academic conferences, participating in professional organizations, and consulting with industry. The respondents report that 43 percent either intern or are employed in the field. No difference was found, however, between working with professionals on projects and sabbaticals and research.

Table XVIII identifies department head responses regarding whether or not participation in professional organizations is required for promotion and tenure.

TABLE XVIII

DEPARTMENT HEADS:WHETHER PARTICIPATION
IN PROFESSIONAL ORGANIZATIONS IS REQUIRED
FOR PROMOTION AND TENURE

	Frequency	Percentage
Yes	33	21%
No	117	75
No Response	7	4
Total	157	100%

According to the findings, 75 percent of the department heads reported that participation in professional organizations is not required for promotion and tenure while 21 percent answered that participation is required.

Table XIX illustrates how department heads responded when asked about the ways their department supports faculty efforts to keep up to date with the field of mass communication. Because department heads could choose more than one response, the total exceeds 100 percent.

TABLE XIX
WAYS DEPARTMENT HEADS SAY DEPARTMENTS SUPPORT
FACULTY EFFORTS TO KEEP UP WITH THEIR FIELD

Support	Frequency	Percent
Financial Support	145	92%
Sabbaticals	106	68
Release Time	75	48
Graduate & Research Assistants	46	29
Other	13	8
Work Exchanges	12	8
Total	397	253%

* Department heads could choose more than one response.

As identified above, department heads reported their departments support faculty efforts primarily through financial support (92 percent), followed by sabbaticals (68 percent), and release time (48 percent). Another 8 percent of the respondents said their department supported work exchanges. Department heads provided additional information about ways their department supports faculty development. This information can be found in Appendix I.

Table XX illustrates department head responses to whether their department has a faculty development program that involves media professionals.

TABLE XX
DEPARTMENT HEAD: WHETHER FACULTY DEVELOPMENT
PROGRAM INVOLVES MEDIA PROFESSIONALS

	Frequency	Percentage
No	127	81%
Yes	24	15
No Response	6	4
Total	157	100%

A large percentage of the respondents, 81 percent, answered that their faculty development program does not involve media professionals. Only 15 percent reported having

a professional development program that involves media professionals. For details see appendix J.

Questions 6 through 13 in the department head survey asked participants to respond to various statements about faculty development using a semantic differential scale. For statistical purposes the blank labeled "strongly agree" was scored a one, with the others scored in ascending order to five for the blank labeled "strongly disagree."

TABLE XXI

DEPARTMENT HEAD EXTENT OF AGREEMENT WITH THE STATEMENT:
THE FACULTY DEVELOPMENT PROGRAM IN MY DEPARTMENT
IS ADEQUATE FOR THE NEEDS OF
MY FACULTY.

	SA	A	N	D	SD	NR	TOTAL	MEAN
<u>ACCRED-</u>								
<u>ITATION</u>								
YES	4%(2)	43%(21)	12%(6)	24%(12)	6%(3)	11%(5)	100%(49)	2.841
NO	5%(5)	23%(24)	19%(20)	33%(34)	11%(11)	9%(9)	100%(103)	3.234
<u>OVERALL</u>								
	4%(7)	29%(46)	18%(29)	29%(46)	10%(15)	10%(14)	100%(157)	3.112

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree,
NR=No Response. 5 point scale: 1=Strongly Agree; 5=Strongly Disagree.
N=157

Of the department heads who responded to the statement above, only 4 percent strongly agreed, and 29 percent agreed that the faculty development program in their department was adequate for the needs of their faculty. Among the participants in the study, 29 percent disagreed that their

faculty development program was adequate for the needs of their faculty.

Analysis of variance found there was no significant difference in scores at the 95% confidence level when the responses to the statement above were compared by accreditation (Anova $F=3.84$, table value= 3.73).

Table XXII includes responses from Department Heads to the statement about whether keeping up to date with a specialty area is the responsibility of the individual faculty member rather than the department.

TABLE XXII

DEPARTMENT HEAD EXTENT OF AGREEMENT WITH THE STATEMENT:
KEEPING UP TO DATE WITH MY SPECIALTY AREA IS THE
RESPONSIBILITY OF THE INDIVIDUAL FACULTY MEMBER
RATHER THAN THE DEPARTMENT.

	SA	A	N	D	SD	NR	TOTAL	MEAN
<u>ACCREDITATION</u>								
YES	20%(10)	45%(22)	6%(3)	24%(12)	2%(1)	3%(1)	100%(49)	2.417
NO	21%(22)	44%(45)	10%(10)	21%(22)	3%(3)	1%(1)	100%(103)	2.402
<u>OVERALL</u>								
	21%(33)	45%(70)	8%(13)	22%(35)	3%(4)	1%(2)	100%(157)	2.400
SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree, NR=No Response. 5 point scale: 1=Strongly Agree; 5=Strongly Disagree. N=157								

Of the department heads who responded to the statement above, the majority or 45 percent strongly agreed that keeping up to date with a specialty area is the

responsibility of the individual faculty member rather than the department. Among the participants in the study, 22 percent disagreed that keeping up to date with a specialty area is the responsibility of the individual faculty member rather than the department.

Analysis of variance found no significant difference in scores (95% confidence level) when the responses to the statement above were compared by accreditation.

Table XXIII includes responses by Department Heads to the statement about whether faculty should have professional media experience in the area in which they teach in order to be effective teachers and scholars.

TABLE XXIII

DEPARTMENT HEAD EXTENT OF AGREEMENT WITH THE STATEMENT:
TO BE EFFECTIVE TEACHERS AND SCHOLARS, MASS
COMMUNICATION FACULTY SHOULD HAVE PROFESSIONAL
MEDIA EXPERIENCE IN THE AREA IN
WHICH THEY TEACH.

	SA	A	N	D	SD	NR	TOTAL	MEAN
<u>ACCREDITATION</u>								
YES	49%(24)	33%(16)	10%(5)	4%(2)	4%(2)	0%(0)	100%(49)	1.816
NO	48%(49)	38%(39)	7%(7)	6%(6)	2%(2)	0%(0)	100%(103)	1.767
<u>OVERALL</u>								
	48%(75)	36%(56)	8%(12)	6%(10)	3%(4)	0%(0)	100%(157)	1.803

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree,
NR=No Response. 5 point scale: 1=Strongly Agree; 5=Strongly Disagree.
N=157

Of the department heads who responded to the statement above, the majority or 48 percent strongly agreed that to be effective teachers and scholars, mass communication researchers should have professional media experience in the area in which they teach. Among the participants in the study, 3 percent strongly disagreed that professional media experience was necessary to be an effective teacher and scholar.

Analysis of variance found no significant difference in scores (95% confidence level) when the responses to the statement above were compared by accreditation (Anova $F=3.84$, table value=.083).

Table XXIV includes responses to the statement about whether mass communication faculty should keep up to date with their specialty area in order to be effective teachers and scholars.

TABLE XXIV

DEPARTMENT HEAD EXTENT OF AGREEMENT WITH THE STATEMENT:
TO BE EFFECTIVE TEACHERS AND SCHOLARS, MASS
COMMUNICATION FACULTY SHOULD KEEP UP TO DATE
WITH THEIR SPECIALTY AREA.

	SA	A	N	D	SD	NR	TOTAL	MEAN
<u>ACCREDITATION</u>								
YES	82%(40)	16%(8)	2%(1)	0%(0)	0%(0)	0%(0)	100%(49)	1.204
NO	68%(70)	31%(32)	1%(1)	0%(0)	0%(0)	0%(0)	100%(103)	1.330
<u>OVERALL</u>								
	71%(111)	28%(44)	1%(2)	0%(0)	0%(0)	0%(0)	100%(157)	1.306

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree,
NR=No Response. 5 point scale: 1=Strongly Agree; 5=Strongly Disagree.
N=157

Of the department heads who responded to the statement above, the majority or 71 percent strongly agreed that to be effective teachers and scholars, faculty should keep up to date with their specialty area. Among the participants in the study, another 28 percent agreed and 1 percent were neutral. None of the respondents disagreed with the statement above.

Analysis of variance found no significant difference in scores (95% confidence level) when the responses to the statement above were compared by accreditation (Anova $F=3.84$, table value=2.277).

Table XXV includes responses to the statement about whether department heads think mass communication faculty are interested in working with professionals on projects.

TABLE XXV

DEPARTMENT HEAD EXTENT OF AGREEMENT WITH THE STATEMENT:
 MASS COMMUNICATION FACULTY ARE INTERESTED IN
 WORKING WITH PROFESSIONALS IN THE
 MEDIA FIELD ON PROJECTS.

	SA	A	N	D	SD	NR	TOTAL	MEAN
<u>ACCREDITATION</u>								
YES	14%(7)	47%(23)	24%(12)	12%(6)	0%(0)	3%(1)	100%(49)	2.354
NO	16(16)	57%(59)	23%(24)	4%(4)	0%(0)	0%(0)	100%(103)	2.155
<u>OVERALL</u>								
	15%(24)	53%(84)	24%(37)	7%(11)	0%(0)	1%(1)	100%(157)	2.224

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree,
 NR=No Response. 5 point scale: 1=Strongly Agree; 5=Strongly Disagree.
 N=157

Of the department heads who responded to the statement above, the majority or 53 percent agreed that faculty are interested in working with professionals in the media field on projects. Among the participants in the study, 7 percent disagreed with the statement above.

Analysis of variance found no significant difference in scores (95% confidence level) when the responses to the statement above were compared by accreditation (Anova $F=3.84$, table value= 2.131).

Table XXVI includes responses to the statement about whether mass communication faculty should participate in professional organizations to keep up with the changing field of mass communication.

TABLE XXVI

DEPARTMENT HEAD EXTENT OF AGREEMENT WITH THE STATEMENT:
TO KEEP UP WITH THE CHANGING FIELD OF MASS
COMMUNICATION, FACULTY NEED TO PARTICIPATE
IN PROFESSIONAL ORGANIZATIONS.

	SA	A	N	D	SD	NR	TOTAL	MEAN
<u>ACCREDITATION</u>								
YES	31%(15)	59%(29)	8%(4)	2%(1)	0%(0)	0%(0)	100%(49)	1.816
NO	25%(26)	61%(63)	11%(11)	3%(3)	0%(0)	0%(0)	100%(103)	1.913
<u>OVERALL</u>								
	26%(41)	61%(96)	10%(16)	3%(4)	0%(0)	0%(0)	100%(157)	1.892

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree,
NR=No Response. 5 point scale: 1=Strongly Agree; 5=Strongly Disagree.
N=157

Of the department heads who responded to the statement above, the majority or 61 percent agreed that to keep up with the field of mass communication, faculty need to participate in professional organizations. Among the participants in the study, another 3 percent disagreed.

Analysis of variance found no significant difference in scores (95% confidence level) when the responses to the statement above were compared by accreditation (Anova $F=3.84$, table value=.664).

Table XXVII includes responses to the statement about whether mass communication faculty are interested in working with professional organizations on projects.

TABLE XXVII

DEPARTMENT HEAD EXTENT OF AGREEMENT WITH THE STATEMENT:
 MASS COMMUNICATION FACULTY ARE INTERESTED IN
 WORKING WITH PROFESSIONAL ORGANIZATIONS
 ON PROJECTS.

	SA	A	N	D	SD	NR	TOTAL	MEAN
<u>ACCREDITATION</u>								
YES	10%(5)	51%(25)	20%(10)	16%(8)	0%(0)	3%(1)	100%(49)	2.438
NO	9%(9)	55%(57)	31%(32)	2%(2)	0%(0)	3%(3)	100%(103)	2.270
<u>OVERALL</u>								
	9%(14)	54%(85)	28%(44)	6%(10)	0%(0)	3%(4)	100%(157)	2.327

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree,
 NR=No Response. 5 point scale: 1=Strongly Agree; 5=Strongly Disagree.
 N=157

Of the department heads who responded to the statement above, the majority or 54 percent agreed that mass communication faculty are interested in working with professional organizations on projects. Among the participants in the study, 6 percent disagreed with this statement.

Analysis of variance found no significant difference in scores (95% confidence level) when the responses to the statement above were compared by accreditation (Anova $F=3.84$, table value=1.671).

Table XXVIII includes department head responses to the statement about whether mass communication departments need to do more to assist and encourage faculty development.

TABLE XXVIII

DEPARTMENT HEAD EXTENT OF AGREEMENT WITH THE STATEMENT:
 MASS COMMUNICATION DEPARTMENTS NEED TO DO MORE
 TO ASSIST AND ENCOURAGE FACULTY DEVELOPMENT.

	SA	A	N	D	SD	NR	TOTAL	MEAN
<u>ACCREDITATION</u>								
YES	20%(10)	67%(33)	10%(5)	0%(0)	0%(0)	3%(1)	100%(49)	1.896
NO	35%(36)	51%(53)	12%(12)	1%(1)	0%(0)	1%(1)	100%(103)	1.784
<u>OVERALL</u>								
	29%(46)	57%(89)	12%(19)	1%(1)	0%(0)	1%(2)	100%(157)	1.839

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree,
 NR=No Response. 5 point scale: 1=Strongly Agree; 5=Strongly Disagree.
 N=157

Of the department heads who responded to the statement above, the majority or 57 percent agreed that mass communication departments need to do more to assist and encourage faculty development. Among the participants in the study, another 1 percent disagreed with the statement.

Analysis of variance found no significant difference in scores (95% confidence level) when the responses to the statement above were compared by the survey subject's program accreditation (Anova $F=3.84$, table value=.973).

The last question in the survey asked department heads to provide any suggestions that might improve the relationship between mass communication faculty and communication professionals. A complete listing of these responses can be found in Appendix K.

Professional Organization Survey

The professional organization survey was administered during March 1994 to a select number of organizations. A total of 9 representatives from organizations completed questionnaires for a response rate of 53 percent. Among the respondents, organizations reported having between a minimum of 750 members to a maximum of 16,000 members. Yearly operating budgets ranged from a minimum of \$75,000 to \$5 million.

Table XXIX shows how organizations responded when asked to designate the communication specialty it targets.

TABLE XXIX

SPECIALTY AREAS ORGANIZATIONS TARGET

Area	Frequency (N=9)	Percentage
Broadcast Journalism	2	22%
Public Relations	4	44
Newspaper/ Editorial	1	11
Advertising	4	44
Other	4	44
Total	15	165%

Note: Respondents could choose more than one area.

Table XXIX shows the breakdown of organization response by specialty area. Organizations could choose more than one area, so the total adds to more than 100 percent. Among the survey participants, 44 percent selected Public Relations and Advertising. Another 44 percent wrote in areas including magazine editorial, all media, and new media. One respondent wrote that she/he represented an umbrella organization representing more than 22 fields of communications.

Table XXX illustrates the professional development activities organization provide for their members.

TABLE XXX
PROFESSIONAL DEVELOPMENT ACTIVITIES
ORGANIZATIONS PROVIDE FOR MEMBERS

Area	Frequency (N=9)	Percentage
Professional Conferences/ Workshops	8	89%
Newsletter	6	67
Magazine	7	79
Other	3	33
Total	24	268%

Note: Respondents could choose more than one activity.

As the table above shows, 89% of the organizations provided professional conferences and workshops for their members. Other activities organizations provided included journals, seminars and critiques and member discounts on car rental and overnight services.

Table XXXI shows organization responses to the question that asks whether or not organizations have a professional

development program that involves college/university mass communication faculty.

TABLE XXXI

WHETHER ORGANIZATIONS HAVE A PROFESSIONAL
DEVELOPMENT PROGRAM THAT INVOLVES
COLLEGE/UNIVERSITY MASS COMM. FACULTY

	Frequency	Percentage
Yes	5	56%
No	3	33
No Response	1	11
Total	9	100%

According to the findings, 56 percent of the organizations participating in the survey said their professional development program involves college/university mass communication faculty. Another 33 percent of the organizations do not involve university faculty in their professional development program.

Professional organization participants were asked to describe how college/university faculty are involved in their organization. One participant wrote that her/his organization is planning a pilot project call for papers at the national convention. If the presentations are useful and valued the program may continue. This respondent wrote that

much academic research has little practical value to the industry. One participant coordinates workshops and contests with faculty while another asks faculty to participate in committee work. Another organization holds periodic educator seminars in New York and contacts schools about internship programs for college seniors.

Table XXXII shows the responses to the question that asked organizations to designate the incentives they provide to encourage participation by higher education faculty.

TABLE XXXII
 INCENTIVES ORGANIZATIONS PROVIDE TO
 ENCOURAGE PARTICIPATION BY
 HIGHER EDUCATION FACULTY

Incentives	Frequency (N=9)	Percentage of organizations in each category
Discount Conference Fees	6	67%
Discount Publications	3	33
Publish Faculty Articles	3	33
Other	2	22
Discount Membership Dues	1	11
Grants to Faculty	0	0
Work Exchanges	0	0
TOTAL	13	166%

*Organizations could choose more than one response.

According to the findings, 67 percent of the organizations offer discount conference fees to encourage participation by higher education faculty. None of the

organizations listed work exchanges or grants to faculty as incentives they provide. Free publications were also listed as possible incentives from organizations.

Questions 5 through 10 in the professional organization survey asked participants to respond to various statements about professional development and faculty development using a semantic differential scale. For statistical purposes the blank labeled "strongly agree" was scored a one, with the others scored in ascending order to five for the blank labeled "strongly disagree."

Table XXXIII includes responses to a statement about whether or not mass communication faculty should keep up to date with their specialty area in order to be effective teachers and scholars.

TABLE XXXIII

EXTENT OF AGREEMENT BY PROFESSIONAL ORGANIZATIONS
WITH THE STATEMENT: TO BE EFFECTIVE TEACHERS
AND SCHOLARS, MASS COMMUNICATION FACULTY SHOULD
KEEP UP TO DATE WITH THEIR SPECIALTY AREA.

	SA	A	N	D	SD	NR	TOTAL	MEAN
<u>OVERALL</u>	79%(7)	22%(2)	0%(0)	0%(0)	0%(0)	0%(0)	100%(9)	1.222

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree,
NR=No Response. 5 point scale: 1=Strongly Agree; 5=Strongly Disagree.
N=9

According to the findings, 79 percent of the participating professional organizations strongly agreed with

the statement above. None of the organizations disagreed with this statement.

Table XXXIV shows the responses to the statement about whether faculty should have professional media experience in the area in which they teach in order to be effective teachers and scholars.

TABLE XXXIV

EXTENT OF AGREEMENT BY PROFESSIONAL ORGANIZATIONS
WITH THE STATEMENT: TO BE EFFECTIVE TEACHERS
AND SCHOLARS, MASS COMMUNICATION FACULTY SHOULD
HAVE PROFESSIONAL MEDIA EXPERIENCE IN THE
AREA IN WHICH THEY TEACH.

	SA	A	N	D	SD	NR	TOTAL	MEAN
<u>OVERALL</u>	44%(4)	22%(2)	33%(3)	0%(0)	0%(0)	0%(0)	100%(9)	1.889

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree,
NR=No Response. 5 point scale: 1=Strongly Agree; 5=Strongly Disagree.
N=9

According to the findings, 44 percent of the participating professional organizations strongly agreed with the statement above. None of the organizations disagreed with this statement.

Table XXXV shows the responses to the statement about whether professional organizations should involve college/university faculty in their programs and activities.

TABLE XXXV

EXTENT OF AGREEMENT BY PROFESSIONAL ORGANIZATIONS
WITH THE STATEMENT: PROFESSIONAL ORGANIZATIONS
SHOULD INVOLVE COLLEGE/UNIVERSITY FACULTY
IN THEIR PROGRAMS AND ACTIVITIES.

	SA	A	N	D	SD	NR	TOTAL	MEAN
<u>OVERALL</u>	56%(5)	22%(2)	22%(2)	0%(0)	0%(0)	0%(0)	100%(9)	1.667

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree,
NR=No Response. 5 point scale: 1=Strongly Agree; 5=Strongly Disagree.
N=9

According to the findings, 56 percent of the participating professional organizations strongly agreed with the statement above. None of the organizations disagreed with this statement.

Table XXXVI shows the responses to the statement about whether professional organizations are interested in working with mass communication faculty on projects.

TABLE XXXVI

EXTENT OF AGREEMENT BY PROFESSIONAL ORGANIZATIONS
WITH THE STATEMENT: PROFESSIONAL ORGANIZATIONS
ARE INTERESTED IN WORKING WITH MASS COMMUNICATION
FACULTY ON PROJECTS.

	SA	A	N	D	SD	NR	TOTAL	MEAN
<u>OVERALL</u>	22%(2)	33%(3)	33%(3)	11%(1)	0%(0)	0%(0)	100%(9)	2.333

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree,
NR=No Response. 5 point scale: 1=Strongly Agree; 5=Strongly Disagree.
N=9

According to the findings, 22 percent of the participating professional organizations strongly agreed with the statement above. Among the respondents, 11 percent of the organizations disagreed with this statement.

Table XXXVII shows the responses to the statement about whether professional organizations need to do more to assist and encourage faculty to improve their professional and academic skills.

TABLE XXXVII

EXTENT OF AGREEMENT BY PROFESSIONAL ORGANIZATIONS
WITH THE STATEMENT: PROFESSIONAL ORGANIZATIONS
NEED TO DO MORE TO ASSIST AND ENCOURAGE FACULTY
TO IMPROVE THEIR PROFESSIONAL AND ACADEMIC SKILLS.

	SA	A	N	D	SD	NR	TOTAL	MEAN
<u>OVERALL</u>	33%(3)	33%(3)	33%(3)	0%(0)	0%(0)	0%(0)	100%(9)	2.00

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree,
NR=No Response. 5 point scale: 1=Strongly Agree; 5=Strongly Disagree.
N=9

According to the findings, 33 percent of the participating professional organizations strongly agreed with the statement above. None of the organizations disagreed with this statement.

Table XXXVIII shows the responses to the statement about whether mass communication faculty are interested in working with professional organizations on projects.

TABLE XXXVIII

EXTENT OF AGREEMENT BY PROFESSIONAL ORGANIZATIONS
WITH THE STATEMENT: MASS COMMUNICATION FACULTY ARE
INTERESTED IN WORKING WITH PROFESSIONAL
ORGANIZATIONS ON PROJECTS.

	SA	A	N	D	SD	NR	TOTAL	MEAN
<u>OVERALL</u>	11%(1)	56%(5)	33%(3)	0%(0)	0%(0)	0%(0)	100%(9)	2.222

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree,
NR=No Response. 5 point scale: 1=Strongly Agree; 5=Strongly Disagree.
N=9

According to the findings, 56 percent of the participating professional organizations agreed with the statement above. None of the organizations disagreed with this statement.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

A three-part study was conducted during the spring and summer of 1994 to determine how mass communication faculty keep up to date with the changing field of mass communication. This study also examined the extent of professional development collaboration between mass communication faculty, academic departments and selected professional organizations.

In order to keep up with a society in transition, higher education faculty need to renew themselves professionally and personally. Professional development is especially important for mass communication faculty since they must keep pace with the changing mass media field. Because the field of mass communication is in transition, college and university faculty are faced with the challenge of continually updating their technological expertise.

Three separate surveys were conducted to generate data about the professional development interests and activities of mass communication faculty, departments and professional organizations. One survey targeted mass communication

educators, a second survey was designed for chairpersons of mass communication departments and the third survey was sent to various professional organizations.

Research Questions and Responses

This study asked a number of research questions and produced the following results:

Faculty Survey

1. *What activities do mass communication faculty use to keep up to date with their specialty area?*

According to the results of faculty survey, 98 percent of the respondents chose reading literature followed by attending academic conferences, conducting research, and participating in professional organizations. Interning or working in the field was chosen by 24 percent of the faculty participants.

2. *Is participation in professional organizations required for the promotion and tenure of faculty members participating in the study?*

According to the findings, 80 percent of the faculty said participation in professional organizations is not required for promotion and tenure while 17 percent answered that participation is required. The findings showed that 70 percent of the faculty participants belonged to professional

communication organizations and 29 percent responded they did not.

3. In what ways do departments support faculty efforts to keep up with the field?

Faculty reported their departments support their efforts to keep up with the field primarily through financial support (81 percent). Sabbaticals were identified by 44 percent of participants while 32 percent said their departments provided graduate/ research assistants and release time. Only 3 percent of the faculty participants said their departments supported them with work exchanges.

A large percentage of the faculty participants, 81%, reported that their faculty development program does not involve media professionals. Only 13 percent said their faculty development program involves media professionals.

4. What are faculty attitudes regarding: faculty development; professional media experience; professional organizations; and working with professionals on projects?

According to the findings, the majority of the respondents (36 percent) agreed the faculty development program in their department was adequate for their needs while 35 percent disagreed. Of those who responded positively to this statement, 9 percent strongly agreed and 27 percent agreed their faculty development program was adequate for their needs. Among those who responded

negatively, 20 percent disagreed and 15 percent strongly disagreed that the program was adequate for their needs.

Overall, women faculty were less satisfied with their department's faculty development program than men. Faculty in academic programs accredited through ACEJMC were more likely to report their department was adequate for their needs than faculty in non-accredited programs.

The majority or 79 percent of faculty agreed that keeping up to date with a specialty area is the responsibility of the individual faculty member rather than the department. Among the participants in the study who responded positively, 39 percent strongly agreed and 40 percent agreed with this statement.

The study showed 97 percent of the faculty strongly agreed that to be effective teachers and scholars, faculty should keep up to date with their specialty area. Of those who responded positively with this statement, 80 percent strongly agreed and another 17 percent agreed. Only 2 percent disagreed.

The majority of the faculty in the study, 76 percent, agreed that to be effective teachers and scholars, faculty should have professional media experience in the area in which they teach. Among the participants who responded positively, 49 percent strongly agreed and 27 percent agreed with this statement. As expected, faculty with professional media experience believed more strongly that mass communication faculty should have professional media

experience in their area in order to be effective teachers and scholars than respondents without media experience.

More than three-quarters of the faculty participants (76%) agreed that to keep up with the changing field of mass communication, faculty need to participate in professional organizations. Of those who responded positively, 33 percent strongly agreed and 43 percent agreed with this statement. Among the participants in the study, 11 percent disagreed that faculty need to participate in professional organizations to keep up with the mass communication field. According to the findings, faculty with professional media experience believed more strongly that mass communication faculty need to participate in professional organizations than respondents without media experience.

More than half (54 percent) of the faculty in the study agreed that mass communication faculty are interested in working with professional organizations on projects. Of those who responded positively, 44 percent agreed and 10 percent strongly agreed with the statement. Another 15 percent of the participants believe faculty are not interested in working with professional organizations on projects.

When asked if mass communication departments need to do more to assist and encourage faculty development, the majority or 84 percent agreed. Among those who responded positively, 37 percent strongly agreed and 47 percent agreed with this statement. Among the participants in the study,

only 2 percent disagreed that mass communication departments need to do more to assist and encourage faculty development. When compared by gender, female participants agreed more strongly that mass communication departments need to do more to assist and encourage faculty development than male respondents.

The questionnaire also asked faculty participants for their suggestions to improve the relationship between mass communication faculty and communication professionals. In all, more than 50 suggestions were provided on issues ranging from promotion and tenure to programs that foster faculty-professional interaction.

Department Head Survey

5. According to mass communication department heads, what activities do faculty use to keep up to date with their specialty area?

All department head participants (100 percent) responded their faculty reads literature to keep up to date with their specialty area. Other activities chosen by a large percentage of department heads included: attending academic conferences, participating in professional organizations, consulting with industry, attending professional conferences, conducting research, and working with professionals on projects. The respondents reported that 43 percent of their faculty either intern or are employed in the field.

Department heads could choose more than one response to this question.

6. According to mass communication department heads, is involvement in professional organizations required for faculty promotion and tenure?

Three-quarters (75 percent) of the department heads reported that participation in professional organizations is not required for promotion and tenure while 21 percent said participation is required.

7. According to mass communication department heads, in what ways does the department support faculty efforts to keep up to date with the mass communication field?

Department heads responded their departments support faculty efforts to keep up with the field primarily through financial support (92 percent), followed by sabbaticals (68 percent), and release time (48 percent). Another 8 percent of the respondents said their department supported work exchanges. Department heads provided additional information about ways their department supports faculty development including: grants, two weeks of paid time every summer, pay for memberships in professional organizations, research semesters, etc.

More than 80 percent of the department heads responded that their faculty development program does not involve media professionals. Only 15 percent of the departments reported

having a faculty development program that involves media professionals.

8. What are department head attitudes regarding: faculty development; professional media/communication experience; professional organizations; and working with professionals on projects?

When asked if their faculty development program was adequate for the needs of their faculty, 33 percent of the department heads agreed and 39 percent disagreed. Of those who responded positively, only 4 percent strongly agreed and 29 percent agreed that their faculty development program was adequate for the needs of their faculty. Among the negative responses, 29 percent disagreed and 10 percent strongly disagreed.

The majority of the department heads (66 percent) agreed that keeping up to date with a specialty area is the responsibility of the individual faculty member rather than the department. Of those who responded positively, 21 percent strongly agreed and 45 percent agreed with this statement. Among the participants in the study, 25 percent disagreed that keeping up to date with a specialty area is the responsibility of the faculty member rather than the department.

More than three-quarters (84 percent) of the department heads agreed that to be effective teachers and scholars, mass communication faculty should have professional media

experience in the area in which they teach. Among the positive responses, 48 percent strongly agreed and 36 percent agreed. Another 10 percent disagreed with this statement.

Almost all of the department heads (99 percent) agreed that to be effective teachers and scholars, mass communication faculty should keep up to date with their specialty area. Of the positive responses, 71 strongly agreed and another 28 percent agreed. None of the department heads disagreed with this statement.

The majority of the department heads (68 percent) agreed that mass communication faculty are interested in working with professionals in the media field on projects. Among the responses, 15 percent strongly agreed and 53 percent agreed with this statement. Another 7 percent disagreed that faculty are interested in working with professionals.

An overwhelming majority of the department heads (87 percent) agreed that to keep up with the changing field of mass communication, faculty need to participate in professional organizations. Among the positive responses, 26 percent strongly agreed and 61 percent agreed with this statement. Only 3 percent of the participants in the study disagreed that faculty need to participate in professional organizations to keep up with the mass communication field.

When asked about their views on whether mass communication faculty are interested in working with professional organizations on projects, 63 percent of the department heads agreed and another 6 percent disagreed. Of

those department heads who responded positively, 9 percent strongly agreed and 54 percent agreed that faculty are interested in working with professional organizations on projects.

The majority of the department heads (86 percent) agreed that mass communication departments need to do more to assist and encourage faculty development. Among the positive responses, 29 percent strongly agreed and 57 percent agreed with this statement. Only 1 percent of the participants disagreed that departments need to do more to assist and encourage faculty development.

Department heads were also asked to provide any suggestions to improve the relationship between mass communication faculty and communication professionals. Some responses to this open-ended question included: involving professionals in academic conferences, more recognition in tenure and promotion policies of a faculty member's professional development, release time to intern with media, use media professionals as adjunct faculty, etc.

Professional Organization Survey

9. What professional development activities do selected professional organizations provide for their members?

The majority of the professional organization participants (89 percent) provided professional conferences and workshops for their members. Other activities organizations provided included journals, seminars and

critiques, and member discounts on car rental and overnight services.

10. Do the selected professional organizations have a professional development program that involves college/university mass communication faculty?

According to the findings, 56 percent of the organizations participating in the survey said their professional development program involves college/university mass communication faculty. Another 33 percent of the organizations do not involve university faculty in their professional development program.

11. What incentives do the professional organizations participating in the study provide to encourage participation by higher education faculty?

To encourage participation by college/university faculty, 67 percent of the organizations offer discount conference fees, 33 percent offer discount publications and publish faculty articles. Only 11 percent offer discount membership dues.

12. *What are professional organization attitudes regarding: faculty development; professional media experience; professional organizations; and working with faculty on projects?*

All of the participating professional organizations (100 percent) agreed that to be effective teachers and scholars, mass communication faculty should keep up to date with their specialty area.

According to the findings, 66 percent of the participating organizations agreed that to be effective teachers and scholars, mass communication faculty should have professional media experience in the area in which they teach. Among the positive responses, 44 percent strongly agreed and 22 percent agreed with this statement. None of the organizations disagreed with this statement.

More than three-quarters (78 percent) of the participating professional organizations agreed that professional organizations should involve college/university faculty in their programs and activities. None of the organizations disagreed with this statement.

When asked whether professional organizations are interested in working with mass communication faculty on projects, more than half of the respondents agreed (55 percent) and 11 percent disagreed. Among the positive responses, 22 percent strongly agreed and 33 percent agreed with the statement.

The study also asked participants whether or not mass communication faculty are interested in working with professional organizations on projects. According to the findings, more than half (67 percent) of the respondents agreed that faculty are interested in working with professional organizations on projects. Among the positive responses, 11 percent strongly agreed and 56 percent agreed. None of the participants disagreed with this statement.

The study showed 66 percent of the professional organization respondents agreed that professional organizations need to do more to assist and encourage faculty to improve their professional and academic skills. None of the respondents disagreed with this statement.

Conclusions

This study illustrated how mass communication faculty keep up to date with their specialty area and how they collaborate with professional organizations. Faculty and department heads in the study agreed that reading literature, attending academic and professional conferences, participating in professional organizations and conducting research were the principal methods educators used to keep up with the field of mass communication.

Participating in professional organizations was an activity the majority of faculty and department heads in the study chose as a method to keep up with the field. Despite this significance, more than three-quarters of the faculty

and department heads reported that participation in professional organizations was not required for promotion and tenure. More than three-quarters of both the faculty and department head survey participants agreed that faculty need to participate in professional organizations to keep up with the changing field of mass communication. The faculty and department head surveys both found that departments support faculty efforts to keep up with the field primarily through financial support.

Approximately 80 percent of the participants in the faculty and department head surveys reported that their faculty development program does not involve media professionals.

The study showed that faculty in academic programs accredited through ACEJMC were more likely to report their department was adequate for their needs than faculty in non-accredited programs. Further research would be needed to determine if accredited programs place a higher priority on faculty development than non-accredited programs.

When compared by gender, the study found that women faculty were less satisfied with their department's faculty development program than men. Women also agreed more strongly than men that mass communication departments need to do more to assist and encourage faculty development.

The majority of the faculty and department head participants agreed that keeping up to date with a specialty

area is the responsibility of the individual faculty member rather than the department.

More than three-quarters of the faculty and department head respondents agreed that to be effective teachers and scholars, faculty should have professional media experience in the area in which they teach. As expected, faculty with professional media experience believed more strongly than respondents without media experience that faculty should have media experience in their area to be effective teachers and scholars. Faculty with professional media experience also believed more strongly than respondents without media experience that mass communication faculty need to participate in professional organizations.

More than half of the professional organizations in the study agreed that professional organizations need to do more to assist and encourage faculty to improve their professional and academic skills. Professional organizations should recognize the various ways higher education faculty contribute to the mass communication industry.

Commentary

Based on a review of the literature, it seems logical that increasing the opportunity for faculty to participate in professional development activities would, in fact, improve their effectiveness as teachers and scholars. It would also appear that increasing financial support, the principal form of professional development support identified by faculty and

department heads, would enhance mass communication faculty and departments.

The majority of the faculty and department heads in the study reported that their faculty development program does not involve media professionals. Given that this is the industry we serve, involving media professionals would certainly enhance the development of teaching, research and service within the faculty and the department.

Because participation in professional organizations is a valued method of professional development for mass communication faculty, promotion and tenure policies should recognize and reward involvement in professional activities.

Recommendations

Faculty

- A. Faculty should develop and implement faculty development programs that involve media professionals and professional organizations;
- B. Faculty should develop and implement promotion and tenure policies that recognize and reward professional activities;
- C. Faculty should give special attention to the professional development needs of women and minority faculty members.

Department Heads

- A. Department heads should work with their faculty to develop and implement faculty development programs that involve media professionals and professional organizations;
- B. Department heads should work with faculty and administration to increase opportunities for faculty to participate in professional development activities;
- C. Department heads should develop and implement promotion and tenure policies that recognize and reward professional activities;
- D. Department heads should give special attention to the professional development needs of women and minority faculty members.

Professional Organizations

- A. Professional organizations should recognize the ways higher education faculty contribute to the mass communication industry.
- B. Professional organizations should provide incentives for higher education faculty to encourage them to improve their professional and academic skills.
- C. Professional organizations should involve higher education faculty in their programs and activities.

Future Research

Future research is needed in the area of professional development for mass communication faculty. Additional

research comparing how female and male faculty members are socialized within the higher education environment could provide valuable information to enhance teaching, research and service activities.

Mass communication researchers could explore new and innovative methods faculty use to keep up to date with the changing media field. A future study might concentrate on how faculty utilize computer-based or on-line communication to collaborate with researchers at distant universities or professionals in the media field.

Joint research projects between faculty and representatives of professional organizations and media outlets might lead to increased collaboration and support from both academics and professionals. A Delphi study could examine how and why faculty participate in professional organizations.

Mass communication researchers could also explore the role and effectiveness of faculty development programs that involve media professionals. Examining the structure and purpose of mass communication advisory committees might provide insight into professional development opportunities for faculty and students.

Finally, in addition to research on mass communication faculty, studies on the structure and management of television stations and, more specifically, television news departments would benefit the field. How do television news departments provide professional development opportunities

for their staff? What training opportunities are reporters, editors, producers, anchors, photographers and news directors exposed to?

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APPENDIXES

APPENDIX A

FACULTY COVER LETTER AND QUESTIONNAIRE

March 5, 1994

Dear Colleague:

How do mass communication faculty keep up with their field ? I need your assistance to find out. The attached questionnaire regarding professional development for mass communication faculty is part of my doctoral dissertation, which I am pursuing at Oklahoma State University.

Please take a few minutes, complete the enclosed questionnaire and return it to me prior to **March 21, 1994**. A pre-addressed, stamped enveloped is included for your convenience. The information from the questionnaire will be kept confidential. The number on the questionnaire is for tracking purposes only and will be removed once the form is returned.

If you have any questions, please contact me at (405)744-7089 or write. My advisor is Dr. C.A. Fleming and he can be reached at (405)744-8270 should you have any questions.

Thank you in advance for your assistance in this research.

Sincerely,

Judy Oskam

Enclosure

Questionnaire - FACULTY

Your answers to this questionnaire are confidential. The number at the corner of the page is for tracking purposes only. Please complete this form by March 21, 1994.

1. Please check the following activities you do to keep up to date with your specialty area in mass communication. You may check more than one.

- | | |
|---|--|
| <input type="checkbox"/> Read literature in my field | <input type="checkbox"/> Intern/Employed in the mass communication field |
| <input type="checkbox"/> Consult with industry | <input type="checkbox"/> Conduct research |
| <input type="checkbox"/> Use sabbaticals to update skills | <input type="checkbox"/> Participate in professional organizations |
| <input type="checkbox"/> Attend professional conferences (PRSA, WICI, SPJ, RTNDA, etc.) | |
| <input type="checkbox"/> Attend academic conferences (AEJMC, SCA, etc.) | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Work with professionals on projects | |

2. From the choices above, please list the top two methods you use to keep up to date with your field, with A being the most important.

A. _____ B. _____

3. Is participation in professional organizations (WICI, SPJ, PRSA, etc.) required for promotion and tenure?

yes no

4. Please check the following ways your department supports your efforts to keep up to date with your field.

- | | | |
|--|--------------------------------------|---|
| <input type="checkbox"/> Financial support (for travel, stipends, professional dues) | | |
| <input type="checkbox"/> Release time | <input type="checkbox"/> Sabbaticals | <input type="checkbox"/> Graduate & research assistants |
| <input type="checkbox"/> Work exchanges | <input type="checkbox"/> Other _____ | |

5. Does your department have a faculty development program that involves media professionals?

yes no

If yes, please describe your department's program. _____

6. Are you a member of a professional communication organization (WICI, SPJ, RTNDA, etc.)?

Yes No If yes, which one(s)? _____

For the following statements please place an X in the blank which represents your response.

7. The faculty development program in my department is adequate for my needs.

Strongly Agree *Agree* *Neutral* *Disagree* *Strongly Disagree*

8. Keeping up to date with my specialty area is the responsibility of the individual faculty member rather than the department.

Strongly Agree *Agree* *Neutral* *Disagree* *Strongly Disagree*

9. To be effective teachers and scholars, mass communication faculty should keep up to date with their specialty area.

Strongly Agree *Agree* *Neutral* *Disagree* *Strongly Disagree*

10. To be effective teachers and scholars, mass communication faculty should have professional media experience in the area in which they teach.

Strongly Agree *Agree* *Neutral* *Disagree* *Strongly Disagree*

11. To keep up with the changing field of mass communication, faculty need to participate in professional organizations.

Strongly Agree *Agree* *Neutral* *Disagree* *Strongly Disagree*

12. Mass communication faculty are interested in working with professional organizations on projects.

Strongly Agree *Agree* *Neutral* *Disagree* *Strongly Disagree*

13. Mass communication departments need to do more to assist and encourage faculty development.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

14. What other suggestions could you provide to improve the relationship between mass communication faculty and communication professionals?

Demographic Information

1. Please designate your particular mass communication specialty.

Broadcast Journalism Newspaper/editorial Advertising
 Public Relations Other _____

2. Number of years teaching.

0-4 years 5-9 years 10-14 years
 15-19 years 20-24 years 25 + years

3. Please designate your academic rank.

Adjunct faculty Instructor Asst. Professor Assoc. Professor Professor

4. Do you have tenure? yes no 5. Are you on tenure track? yes no

6. Is your academic program accredited through ACEJMC?

yes no

7. Do you have professional media experience in your specialty area? yes no

8. Gender Female Male

End of questionnaire. Thanks for your assistance!

Please use pre-addressed stamped envelope and return to:

***Judy Oskam
226 Ag Hall - OSU
Stillwater, OK 74078***

APPENDIX B

DEPARTMENT HEAD COVER
LETTER AND QUESTIONNAIRE

March 5, 1994

Dear Colleague:

How do mass communication faculty keep up with their field ? I need your assistance to find out. The attached questionnaire regarding professional development for mass communication faculty is part of my doctoral dissertation, which I am pursuing at Oklahoma State University.

Please take a few minutes, complete the enclosed questionnaire and return it to me prior to **March 21, 1994**. A pre-addressed, stamped enveloped is included for your convenience. The information from the questionnaire will be kept confidential. The number on the questionnaire is for tracking purposes only and will be removed once the form is returned.

If you have any questions, please contact me at (405)744-7089 or write. My advisor is Dr. C.A. Fleming and he can be reached at (405)744-8270 should you have any questions.

Thank you in advance for your assistance in this research.

Sincerely,

Judy Oskam

Enclosure

Questionnaire - Department Heads

Your answers to this questionnaire are confidential. The number at the corner of the page will be used for tracking purposes only. Please complete this form and mail to *Judy Oskam, OSU Central Mailing, Stillwater, OK 74075-9988* by **March 21, 1994**. A pre-addressed stamped envelope has been provided.

1. Please check the following activities used by your faculty to keep up to date with their specialty area in mass communication. You may check more than one.

- | | |
|---|--|
| <input type="checkbox"/> Read literature in their field | <input type="checkbox"/> Intern/Employed in the mass communication field |
| <input type="checkbox"/> Consult with industry | <input type="checkbox"/> Conduct research |
| <input type="checkbox"/> Use sabbaticals to update skills | <input type="checkbox"/> Participate in professional organizations |
| <input type="checkbox"/> Attend professional conferences (PRSA, WICI, SPJ, RTNDA, etc.) | |
| <input type="checkbox"/> Attend academic conferences (AEJMC, SCA, etc) | |
| <input type="checkbox"/> Work with professionals on projects | <input type="checkbox"/> Other _____ |

2. From the choices above, please list the top two methods your faculty use to keep up to date with their field, with A being the most important .

A. _____ B. _____

3. Is involvement in professional organizations (WICI, SPJ, PRSA, etc) required for faculty promotion and tenure?
 yes no

4. Please check the following ways your department supports faculty efforts to keep up to date with the mass communication field. Check all that apply.

- | | |
|--|--|
| <input type="checkbox"/> Financial support (for travel, stipends, professional dues) | |
| <input type="checkbox"/> Release time | <input type="checkbox"/> Sabbaticals <input type="checkbox"/> Graduate & research assistants |
| <input type="checkbox"/> Work exchanges | <input type="checkbox"/> Other _____ |

5. Does your department have a faculty development program which involves media professionals?
 yes no

If yes, please briefly describe your program.

For the following statements please place an X in the blank which represents your response.

6. The faculty development program in my department is adequate for the needs of my faculty.

Strongly Agree *Agree* *Neutral* *Disagree* *Strongly Disagree*

7. Keeping up to date with a specialty area is the responsibility of the individual faculty member rather than the department.

Strongly Agree *Agree* *Neutral* *Disagree* *Strongly Disagree*

8. To be effective teachers and scholars, mass communication faculty should have professional media experience in the area in which they teach.

Strongly Agree *Agree* *Neutral* *Disagree* *Strongly Disagree*

9. To be effective teachers and scholars, mass communication faculty should keep up to date with their specialty area.

Strongly Agree *Agree* *Neutral* *Disagree* *Strongly Disagree*

10. Mass communication faculty are interested in working with professionals in the media field on projects.

Strongly Agree *Agree* *Neutral* *Disagree* *Strongly Disagree*

11. To keep up with the changing field of mass communication, faculty need to participate in professional organizations.

Strongly Agree *Agree* *Neutral* *Disagree* *Strongly Disagree*

12. Mass communication faculty are interested in working with professional organizations on projects.

Strongly Agree *Agree* *Neutral* *Disagree* *Strongly Disagree*

13. Mass communication departments need to do more to assist and encourage faculty development.

Strongly Agree *Agree* *Neutral* *Disagree* *Strongly Disagree*

14. What other suggestions could you provide to improve the relationship between mass communication faculty and communication professionals?

Demographic Information

1. Please designate the mass communication specialties in your department.

Broadcast Journalism Newspaper/editorial Advertising
 Public Relations Other _____

2. On the average, how many years teaching does each of your faculty have?

0-4 years 5-9 years 10-14 years
 15-19 years 20-24 years 25 + years

3. Number of female faculty _____ Number of male faculty _____

4. Is your academic program accredited through ACEJMC?

yes no

End of questionnaire. Thanks for your assistance!

APPENDIX C

PROFESSIONAL ORGANIZATION COVER
LETTER AND QUESTIONNAIRE

March 5, 1994

Dear Colleague:

How do professional communication organizations and higher education faculty work together? I need your assistance to find out. The attached questionnaire regarding professional development is part of my doctoral dissertation, which I am pursuing at Oklahoma State University.

Please take a few minutes, complete the enclosed questionnaire and return it to me by **March 21, 1994**. A pre-addressed, stamped envelope is included for your convenience. The information from the questionnaire will be kept confidential. The number on the questionnaire is for tracking purposes only and will be removed once the form is returned.

If you have any questions, please contact me at (405)744-7089 or write. My advisor is Dr. C.A. Fleming and he can be reached at (405)744-8270 should you have any questions.

Thank you in advance for your assistance in this research.

Sincerely,

Judy Oskam

Enclosure

Questionnaire - Professional Organizations

Organization _____

Please complete and mail this form to Judy Oskam, OSU Central Mailing, Stillwater, OK 74075-9988 by March 21, 1994. A pre-addressed stamped envelope has been provided.

1. Please check the following professional development activities your organization provides for members.
Professional conferences/workshops _____ Newsletter _____ Magazine _____
Other _____

2. From the choices above, please list the top two methods your organization uses for professional development with A being most important.

A. _____ B. _____

3. Does your organization have a professional development program that involves college/university mass communication faculty? _____ yes _____ no

If yes, please briefly describe how college/university faculty are involved with your organization.

If no, why not? _____

4. What incentives does your organization provide to encourage participation by higher education faculty? Please check all that apply.

Discount membership dues _____ Discount conference fees _____ Work exchanges _____
Grants to faculty _____ Discount publications _____ Publish faculty articles _____
Other _____

For the following statements please place an X in the blank which represents your response.

5. To be effective teachers and scholars, mass communication faculty should keep up to date with their specialty area.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

6. To be effective teachers and scholars, mass communication faculty should have professional media experience in the area in which they teach.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

7. Professional organizations should involve college/university faculty in their programs and activities.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

8. Professional organizations are interested in working with mass communication faculty on projects.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

9. Professional organizations need to do more to assist and encourage faculty to improve their professional and academic skills.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

10. Mass communication faculty are interested in working with professional organizations on projects.

Strongly Agree _____ Agree _____ Neutral _____ Disagree _____ Strongly Disagree _____

11. What other suggestions could you provide to improve the relationship between communication professionals and college/university faculty?

Demographic Information

1. Please designate the mass communication specialty or specialties your organization targets.

____ Broadcast Journalism ____ Newspaper/editorial ____ Advertising
____ Public Relations ____ Other _____

2. Number of members nationwide. _____

3. Approximate number of members who are college/university faculty. _____

4. If your organization gives financial support to college/university faculty, please estimate the total amount per year.

____ Under \$5,000 ____ \$5,001 - \$10,000 ____ \$10,001 - \$15,000
____ \$15,001 - \$20,000 ____ \$20,001 - \$25,000 ____ \$25,001 - \$30,000
____ \$30,001 - \$35,000 ____ \$35,001 - \$40,000 ____ more than \$40,000

5. What is your yearly operating budget? _____

End of questionnaire. Thanks for your assistance!

APPENDIX D

OTHER ACTIVITIES FACULTY LISTED
TO KEEP UP TO DATE

1. Take classes.
2. C-SPAN, TV
3. Teach workshops to pros - teachers learn and pros learn.
4. Confer with professionals on issues and events.
5. IRTS Faculty/Industry Seminar.
6. E-mail with colleagues, bulletin boards.
7. Travel to other countries.
8. Work in industry.
9. Visit industry.
10. Evaluate student work.
11. Review publications and conference papers for competition.
12. Freelance.
13. Produce TV projects.

14. Attend continuing legal education programs.
15. Write professionally.
16. Bring professionals to class.
17. Serve on board of directors.
18. Judge professional contests.
19. Edit division newsletter for AEJMC.
20. Publish and use grants to update skills.
21. Active networking by phone, fax and E-mail.

APPENDIX E
OTHER FORMS OF DEPARTMENTAL SUPPORT
LISTED BY FACULTY PARTICIPANTS

1. Bringing leading practitioners in PR, Advertising, etc. to be guest lecturers.
2. Faculty leader for study abroad.
3. Nurturing and appreciation.
4. Lighter teaching loads.
5. Summer stipend for 9 month faculty so they can do a professional internship.

APPENDIX F

PROFESSIONAL COMMUNICATION ORGANIZATIONS LISTED BY FACULTY

1. Women in Communications, Inc.
2. Society for Professional Journalists
3. Public Relations Society of America
4. Radio and Television News Directors Association
5. American Advertising Federation
6. Native American Journalists Association
7. Hollywood Radio and TV Society
8. Texas Association of Broadcasters
9. Society of Newspaper Editors
10. National Association of Science Writers
11. Association for Education in Journalism and Mass
Communication
12. Society for Environmental Journalists
13. National Writers Union
14. International Association for Business Communicators
15. Texas Public Relations Association
16. Environmental and Science Communicators
17. American Women in Radio and Television
18. Procomm
19. Society of Newspaper Design
20. Broadcast Educators Association
21. International TV Association
22. Illinois Broadcasters Association
23. IPRA
24. KTA
25. AAAS
26. NPPA

27. Wisconsin Newspaper Association
28. SPC
29. American Bar Association
30. Tennessee Bar Association
31. First Amendment Congress
32. Journalism Educators Association
33. National Press Club
34. Religion Newswriters Club
35. National Association of Black Journalists
36. AMA
37. Investigative Reporters and Editors
38. National Association of Broadcasters
39. NATAS
40. National Freedom of Information Coalition
41. Philadelphia Advertising Club
42. NCEW
43. Utah Broadcasters Association

APPENDIX G

FACULTY SUGGESTIONS TO IMPROVE THE RELATIONSHIP BETWEEN MASS COMMUNICATION FACULTY AND COMMUNICATION PROFESSIONALS

The following suggestions were given by survey respondents:

1. Exchange programs - professionals and faculty trade positions for a semester on a regular basis, possibly one semester every 4 years.
2. Respect for the field. Administrators discount our discipline because it isn't traditional and is seen as less serious.
3. Talk to each other! Visit newsrooms, etc., and invite the pros to visit campuses.
4. Attend state and area meetings.
5. Read Blanchard/Christ Media Education and The Liberal Arts: A Blueprint for the New Professionalism (1993).
6. More support from professional organizations (e.g. recent RTNDA Statement on Tenure, CNN offer of internships, etc.).
7. There needs to be a recognition of professional experience in the hiring and salary process. That way there would be more media professionals in teaching.
8. Individual schools and media outlets should do more to increase regular interaction between faculty members and representatives of area/state/regional media outlets.

9. "Just Do It" -- you don't need help.
10. Adopt RTNDA Guidelines for acceptance of professional work experience toward hiring and tenure.
11. Organize professional-in-residence programs, internships, attendance at professional meetings, visits to professional media, joint research and other projects.
12. Internships for both professionals and faculty.(2)
13. Break down stereotypes: the professors aren't underworked, elbow-patch-wearing denizens of the "ivory tower," and journalists aren't news drones with green eyeshades. We need to eliminate the antipathy and find ways to more closely merge each group's interests. Dialogue is the first step, and we haven't taken it yet.
14. Interchange - professionals as guest lecturers and academicians as guest lecturers (speakers).
15. Have Editor & Publisher, Presstime, etc. and give free subscriptions to faculty. Doing so may encourage readership.
16. Obviously, the more contact with one another, the better. From a faculty point of view, a lessening of teaching duties would free up more time for those contacts, as well as research and creative activity.
17. Use summers to work with media.

18. Faculty members should quit acting like professionals are somehow inferior, and start building more bridges to them for the benefit of students.
19. Educate professionals about research.
20. More expression of interest on the part of professional communities. Investment by them in serious academic projects asking interesting and tough questions about their industries and craft (i.e. not just simple applied research projects).
21. Get Speech Comm and Theater out of Journalism/Mass Communication Departments.
22. More joint projects between faculty and professionals. Media businesses should encourage faculty collaboration on projects through stipends.
23. There is a deep void in educators teaching advertising and/or public relations -- experience in the field. Too much emphasis is placed on theory, marginal research -- not enough on actual case studies in which teachers should have valid experience in the real world. Too many textbooks are authored by educators who have little or no actual experience in the profession.
24. Collaboration should be mandatory for promotions, mandatory release time for those who won't for tenure, and incentives for these who do so willingly.

25. Make #12 (working with professional organizations on projects) count or count more toward promotion and tenure.
26. Plan joint projects, such as mentoring programs. Involve students in professional groups. Invite professionals to participate in campus activities.
27. Give professional involvement a place in promotion and tenure considerations.
28. Mass Comm faculty seem to have a chip on their shoulder when it comes to welcoming potential faculty members who intend to pursue their Ph.D.'s while teaching. This used to be tolerated. The students are missing out on a fresh perspective by keeping "Masters only" professionals out.
29. Incentives or rewards might increase desirability. Most tenure and promotion systems penalize faculty for taking time away from research.
30. Provide more money. Insist on our learning more effective teaching methods.
31. 4As should reinstate its development program for advertising professors.
32. More outreach programs. Graduate classes in a 'professional' program - such as journalism.

33. Look for theoretical applications to look to common concerns or to concerns of a network of related individuals such as alumni.
34. Have more bridging organizations like Freedom Forum Center in NY and water down difficult-to-read journal articles to make it more accessible to professionals.
35. Develop an incentive/reward system that promotes writing for professional publications and mass media rather than just rewarding refereed journal article publications.
36. Continuing education by faculty for professionals. Research relevant to professionals.
37. There is no need for a relationship. We have different and divergent goals.
38. Media organizations (professionals) should create the programs, visit campus, give/pay for seminars for faculty, bring faculty to them - then stop complaining about students being out of touch. As is, the more work we do to get skills and teach them, the more profit/less cost to the media.
39. Pay dues in professional organizations. We only pay if faculty member is a student advisor in the organization.
40. Teach our students well.
41. Local area round tables.

42. Involve professionals regularly in the instructional program.
43. Follow not just the software, (e.g. journalism, editorial, magazines) but also the industry hardware (e.g. IBE, digital, HDTV, etc.)
44. Develop mutual research projects.
45. Get them together. Theoreticians stretch the minds of professionals; professionals give theorists reality checks.
46. Involve professionals in class as speakers, etc. Have assignments and class projects that involve student contact with professionals. Use professionals in advisory capacity.
47. Joint conferences and appearances. A report or White Paper on media education produced jointly by the Academy and the industry.
48. Hire us as consultants.
49. Faculty have to take the initiative and the responsibility for keeping up.
50. Faculty internships should be available, mini-sabbaticals every 3 years, departments should subscribe to professional periodicals for their faculty.

51. These relationships are individual-level efforts.

Although my department does not specifically reward me for maintaining professional ties, and maintenance is fun, easy to do, and it has long-range benefits for me personally and for my students. It's really up to the faculty member to nurture these interactions.

APPENDIX H

DEPARTMENT HEAD DESIGNATION
OF MASS COMMUNICATION SPECIALTIES

1. Graphics
2. Photojournalism
3. Electronic media production
4. Speech communication
5. Photo
6. Broadcasting
7. Video production/film criticism
8. Journalism/speech communication
9. TV/Film production
10. Film
11. Media studies
12. Visual communication, technical communication
13. Mass communication (history/theory)
14. Magazine
15. General mass communication
16. Corporate communication
17. Theory/history/mass communication
18. Marketing
19. Interpersonal/public
20. Broadcast/sales management
21. Business

22. Technical writing
23. Telecommunications
24. Business journalism-teaching
25. Audio production/media business/writing

APPENDIX I

OTHER WAYS DEPARTMENT HEADS SAY DEPARTMENTS SUPPORT FACULTY DEVELOPMENT

1. Grants
2. Professional development funding
3. Two weeks of paid time every summer - we must submit projects for professional development. Could be reading, research, etc.
4. Purchase of periodicals
5. Pays for memberships in professional organizations and journals
6. Student clerical assistants (not as imposing as specifically designated research assistants)
7. Leaves of absence for overseas work
8. Mailings, etc.
9. Internships
10. Go-to-it guys! And, more seriously, no question of part-time work in field
11. Summer employment
12. Faculty development grants
13. Research semesters

APPENDIX J

DEPARTMENT HEAD DESCRIPTION OF PROGRAM INVOLVING MEDIA PROFESSIONALS

1. The city newspaper sponsors a program from time to time.
2. We work with the Texas Press Association.
3. Some do freelance and/or do intern/summer industry experience.
4. Not a formal program -- informally, faculty work with media professionals.
5. Writing coaches to regional media; using professionals as adjunct teachers; professional organizations.
6. We actively interact in the media business environment. Our faculty are professionals with years of experience as media reporters, managers etc. An adjunct faculty is drawn from media organizations.
7. Visiting scholars.
8. We bring 3 or more journalists as visiting lectures each fall and spring semester.
9. Holds two seminars per year.
10. Most of us are media professionals.
11. We encourage faculty to belong to professional organizations and work with professionals on projects.
12. We have an advisory council that meets on campus twice a year to consult with faculty and students.
13. We have an advisory council made up of professionals.
14. Competitive grant funding available for conferences, research and updating teaching. Each semester opens with a faculty workshop.
15. Professionals in residence.

16. We exchange faculty for work -- usually during the summer -- with a professional media entity. We also bring professionals to the campus to provide workshops for our faculty and students.
17. The faculty development committee provides a variety of programs and our Journalism department brings in a group of speakers annually.
18. No direct program, however, the department has extremely close working relationship with the industry.
19. We have steering committees in each sequence that identify needs and match faculty with professional opportunities.
20. Adjunct and visiting faculty.
21. Professional summer program. Professors go work in media for summer. College pays stipend plus organization pays wage.
22. We bring in professionals to conduct seminars.
23. We have a formal professor-in-residence program which brings 6 pros to campus each year for 3-4 days. Plus we have many other visits by professionals.

APPENDIX K

DEPARTMENT HEAD SUGGESTIONS OF HOW TO IMPROVE THE RELATIONSHIP BETWEEN FACULTY AND PROFESSIONALS

1. Bring pros into the classroom as speakers and team teachers. On-site professor visits at student internships.
2. More involvement of professionals in academic conferences.
3. Invite speakers to campus regularly: put professional organizations on departmental newsletter mailing list.
4. Cross over participation i.e., faculty doing continuing education in the field/professionals in the classroom.
5. We have had a lot of benefit from bringing in media professionals as adjunct faculty.
6. Send faculty to meet with TV news executives and newspaper and magazine editors and publishers on a regular basis rather than just a professional meetings.
7. There should be more and better recognition in the tenure and promotion policies of a faculty member's professional involvement.
8. Need money to do it. So buy lottery tickets?
9. More opportunities for professors work by academics: hiring teachers on the basis of professional experience more than academic degrees - when slot is "skills".
10. Work on newspaper staff during summers and other breaks - professionals be more involved by visiting classes and accepting interns.
11. Work on grant subsidized projects and develop some way to have professionals value academic work.
12. Maintain open channels of communication, offer professional development workshops, have a strong internship program.
13. Release time to intern with media organizations.
14. Promotion/tenure recognition of professional as well as research publications.
15. Set up an adjunct advisory faculty of people from the industry and use them. They like to be asked.

16. Workshops (one or two weeks) with graduate credit. Easy to get \$ for short work shops than conferences.
17. Faculty should recognize the importance of same and reach out to the pros. I have found the pros very receptive to overtures I personally have made.
18. Our most valuable contacts are away from the professional association meetings. Getting professionals into classes and on advisory groups helps a lot - also, when we get out in the summers to see them or work with them, that helps.
19. Encouragement from professionals to do projects and interim employment with them. Offer to pay dues or conference expenses for us.
20. Communication professionals could create initiatives in order to institute linkages with mass communication faculty in academia.
21. Hold on campus receptions for media pros and appoint media advisory boards.
22. Career guidance, more information sharing on job opportunities and graduates of our programs.
23. Guest lectures, journalism day programs, judging for awards, alumni association (journalism).
24. More opportunities to intermix and exchange ideas seriously rather than socially. Less stand-offishness of most trench working professionals from academics, more funding, equipment, time donated to schools for seminars and events by professionals and opportunity for faculty to "intern" in media on short time bursts.
25. Joint mid-career training programs.
26. Use professionals in the classroom regularly and ask them to serve on your departmental advisory board.
27. Use teleconferencing/internet technology to establish recurring faculty/industry dialogue.
28. Professional mini-sabbaticals.
29. Have administrators/faculty required to spend time with media.
30. More on campus conferences with media professionals.
31. Organizations specifically designed for teachers and professionals - PRSA tends to be professional with a few teachers, while AEJMC is composed of academia.

32. Involvement with professional organizations and continuation in some capacity in the profession (freelancing, consulting, etc.).
33. We have had 13% operations budget cut over the last 3 years. This has cut development funding.
34. \$ \$ \$ \$
35. Mass communication professionals should also reach out to faculty and not wait to be asked.
36. Internship supervision, student projects, clubs/organizations.
37. Professional and scheduled exchange, both formally and informally, at least once a year. Objective: provide better direction for the institution as how to prepare its graduates and to provide prepared graduates ready to work in and for the industry.
38. More internship data, more data on specific needs for media.
39. Strong communication/but the academics must control the academic core of the department and not be taken over by industry needs.
40. Have more work exchange programs at all levels so faculty can more into new areas at entry level.

VITA

Judith Barnes Oskam

Candidate for the Degree of

Doctor of Education

Thesis: A THREE PART STUDY OF PROFESSIONAL DEVELOPMENT
METHODS USED BY MASS COMMUNICATION FACULTY,
DEPARTMENTS AND PROFESSIONAL ORGANIZATIONS.

Major Field: Higher Education

Biographical:

Personal Data: Born in Dallas, Texas, October 24, 1958,
the daughter of Joan and Alf Barnes. Married on
August 8, 1981 to Felix Geurt Oskam of The
Netherlands.

Education: Graduated from Conroe High School, Conroe,
Texas, in May 1976; received Bachelor of Arts
Degree in Speech with emphasis in
Radio/Television/Film in December, 1980 from the
University of North Texas; received a Master of
Science degree at Oklahoma State University in May,
1993; completed requirements for the Doctor of
Education degree at Oklahoma State University in
December, 1994.

Professional Experience: Television News Reporter,
KXII-TV, Ardmore, Oklahoma, January, 1981 to March
1982; Television News Reporter, KAMR-TV,
Amarillo, Texas, March, 1982 to March, 1984;
Assistant News Director and Public Affairs
Director, KTBC-TV, Austin, Texas, March, 1984 to
May, 1986; Governmental Relations Assistant and
Director of News, The University of Texas
System, Austin, Texas, June, 1986 to June, 1991;
Co-Principal Investigator and Project Director,
Department of Biosystems & Agricultural
Engineering, Oklahoma State University, June, 1991
to August, 1994; Assistant Professor, Texas Tech
University, Lubbock, Texas, September, 1994 to
present.

APPENDIX L
RESEARCH APPROVAL

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 03-04-94

IRB#: AS-94-031

Proposal Title: A 3-PART STUDY OF PROFESSIONAL DEVELOPMENT
METHODOLOGIES OF MASS COMMUNICATION FACULTY, MASS COMMUNICATION
DEPARTMENT HEADS AND PROFESSIONAL ORGANIZATIONS

Principal Investigator(s): ~~Dr. Charles Fleming~~, Judy B. Oskam

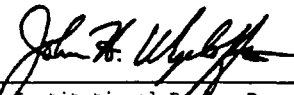
Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): ~~Approved~~

APPROVAL STATUS SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT
MEETING.
APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION OR
RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL. ANY MODIFICATIONS
TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for
Deferral or Disapproval are as follows:

Signature:


Chair of Institutional Review Board

Date: March 10, 1994

Name: Judith B. Oskam

Date of Degree: December, 1994

Institution: Oklahoma State University

Location: Stillwater, Oklahoma

Title of Study: A THREE-PART STUDY OF PROFESSIONAL
DEVELOPMENT METHODS USED BY MASS
COMMUNICATION FACULTY, DEPARTMENTS
AND PROFESSIONAL ORGANIZATIONS

Pages in Study: 151

Candidate for the Degree of
Doctor of Education

Major Field: Higher Education

Scope and Method of Study: During spring and summer of 1994, mail surveys were conducted to determine how mass communication faculty keep up with the changing field of mass communication; and how mass communication department heads and professional organizations are meeting the need for professional development programs and activities.

Findings and Conclusions: The results of the faculty and department head surveys identified reading literature, attending academic and professional conferences, conducting research and participating in professional organizations as methods used to keep up to date with the field. More than three-quarters of the faculty and department heads reported that participation in professional organizations was not required for promotion and tenure. Faculty and department heads reported that departments support faculty efforts to keep up with the field primarily through financial support followed by sabbaticals, graduate assistants and release time. More than three-quarters of the faculty and department heads said their faculty development program does not involve media professionals. Overall, women faculty were less satisfied with their department's faculty development program than men. Women also agreed more strongly than men that mass communication departments need to do more to assist and encourage faculty development. Faculty in academic programs accredited through ACEJMC were more likely to report their department was adequate than faculty in non-accredited programs. Faculty with professional media experience believed more strongly than faculty without media experience that faculty need to participate in professional organizations. More than half of the professional organizations agreed they need to do more to assist and encourage faculty to improve their professional and academic skills.

ADVISER'S APPROVAL

