

Head of the Class: A Study of What United States Journalism School Administrators Consider the Most Valuable Educational Tenets for Their Graduates Seeking Careers at U.S. Legacy Newspapers

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Abstract : In a time period populated by legacy newspaper readers who throw around the term “fake news”; as though it has long been a part of the lexicon, journalism schools must convince would-be students that their degree is still viable and that they are not teaching a curriculum of deception. As such, journalism schools’ academic administrators tasked with creating and maintaining conversant curricula must stay ahead of legacy newspaper industry trends – both in the print and online products – and ensure that what is being taught in the classroom is both fresh and appropriate to the demands of the evolving legacy newspaper industry. This study examines the information obtained from the result of interviews of journalism academic administrators in order to identify institutional pedagogy for recent journalism school graduates interested in pursuing careers at legacy newspapers. This research also explores the existing relationship between journalism school academic administrators and legacy newspaper editors. The results indicate the value administrators put on various academy teachings, and they also highlight a perceived disconnect between journalism academic administrators and legacy newspaper hiring editors.

Keywords : academic administration, education, journalism, journalism school graduates, media management, newspapers, grounded theory

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