

Poly Press Association:
Eliminating silos through online collaboration

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Abstract

The silo effect creates boundaries and separation within parts of a larger organized entity. In order to overcome the silo effect, the entity must seek holistic ways to unite the parts. This paper addresses the need for a collective that serves students from all three concentrations in Cal Poly's journalism department: news editorial, public relations, and broadcast. The collective, Poly Press Association, will feature student work, and provide comprehensive tutorials, internship opportunities/ratings, and student blogs. The Poly Press Association aims to help eliminate any boundaries between the three concentrations.

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Chapter I: Introduction

The purpose of this study is to figure out the best way to create a collective that will create cohesive goals for all students within the journalism department at Cal Poly. Currently, the journalism department has three concentrations: public relations, news editorial, and broadcast. Each of these concentrations has an organization that provides direct hands-on learning for each of those involved: *Mustang Daily*, CCPR and PRSSA, and CPTV. Every student will eventually work with one of these organizations for academic credit, and some of the organizations have paid students on staff.

The department has seen problems stemming from the silo effect, which is a lack of communication or common goals between the concentrations in the department (Lencioni, 2006).

Currently, the journalism organizations and concentrations work relatively separate, with the exception of all journalism students taking core classes such as media law, multimedia, and media ethics. Thus, each student in the journalism department is receiving a highly specialized education. Some students have gone above and beyond to make sure their education is as expansive as possible, but for the most part, each student sticks to his or her concentration and the organization that accompanies it.

Additionally, in the past year and a half the journalism department has seen the loss of a few professors who were passionate about their respective concentrations. After their departures, the local media swirled with rumors about the department dissolving and faculty bickering. Students grew weary, and began to question the state of the department. The interim department chair and dean of the College of Liberal Arts found it fit to hold focus groups for students to address their concerns about the state of the journalism department and ask questions to the faculty. Many students felt as if their

voices weren't heard, especially those in the public relations concentration. Meanwhile, faculty assured the students that the department was undergoing exciting changes, and each of the faculty members were working together to ensure the experience would be positive.

During that time period, students from all concentrations took multimedia classes, and tailored each of their respective concentrations to their projects in class. Students helped other students understand project guidelines and technology. This kind of collaboration is what the journalism department needs in order to succeed. Effective student leaders who will be willing to help and share information to other students, especially since the journalism department faculty is not always immediately available due to busy schedules.

Creating a student organization at first sounds ideal, but it typically takes up time, money, and involves becoming recognized and chartered by Associated Students, Inc. The process could take a while, and since this study will be carried out in one academic quarter, time is valuable. A student organization dedicated to only journalism students might not have the same draw as an organization that attracts students of various backgrounds. The first amendment ideal of the promotion of free speech is a decent enough issue to draw in more students.

Students are frequently on the go, and meeting in a physical location can be difficult, plus students won't always want to hear verbose information from elected officers at a club meeting (Graham and Ferriter, 2008). What's needed is a comprehensive, educational hub, called the Poly Press Association (PPA), that students can access anywhere. It will break down barriers, and be all inclusive. Provided all under one umbrella will be tools to educate, demonstrate, and socialize.

The best method to promote free speech and create a sense of community among those involved with the journalism department would be by the creation of a website with blogs, threaded discussions, tutorials, and more.

Chapter II: Literature Review

Since all three concentrations within the journalism department remain fragmented, a method of unification is needed. In order to create unification, the following principles need to be addressed.

Need for holistic environment

Each of the individual concentrations in Cal Poly's journalism department has operated relatively separate from the others due to the silo effect, which is a lack of communication or common goals between the concentrations in the department (Lencioni, 2006). Although the concentrations are highly specialized and segregated, in today's day and age, media convergence and cross-platforming dominate the field of journalism. Today's media requires highly skilled journalists, and universities are faced with the task of educating and fostering students with desirable and varied skill sets.

Print journalists have steadily learned skills that were once exclusive to broadcast journalists or photographers, such as photography, shooting video, and multimedia editing. Not only has the relationship between journalists of different media evolved, but the relationship between public relations and journalists has also changed. Although public relations and journalists have had a rocky relationship in the past, today journalists and public relations practitioners rely on each other more than ever

(Wasserman, 2005). Journalists rely on the press releases and background information from practitioners, and public relations specialists rely on the coverage journalists provide for their clients. The journalism education at Cal Poly should reflect this, and student collaboration can help seal the divide among concentrations.

Students can also help their peers hone better writing skills. “[L]imited credit hours and the increasing demand for other core skills—such as training in research-gathering techniques, organizational management theory, and new communication technologies from media convergence—place excessive time burdens on faculty who attempt to introduce students to an array of information” (Hines and Basso, 2008). Many students still lack necessary basic writing skills, and it’s difficult for faculty to teach these in a fast-paced teaching environment. Besides technical skills, students also need to know about theoretical skills, and how to handle sensitive issues all while managing stress.

An example of a theoretical concept is censorship, which is known to happen on college campuses. Censorship happens when administrative bodies censor the student media from reporting on a certain issue or topic, and it doesn’t only affect the student media organization. It affects the free flow of information to the entire student body (Ralston, 2009). Another issue that is similar to censorship is access to public records, which can reveal telling information about administration or local government officials. Lack of interest in obtaining and reading through records has not only been limited to journalism students, but to society as a whole (Reader, 2004). Thus, Cal Poly journalism students should serve as proponents for the highest First Amendment rights possible, especially in the San Luis Obispo community.

Handling sensitive issues like censorship and accessing public records may cause students to experience a wide variety of emotions, including stress, sadness, and pain (Drummond, 2004). Acknowledging and tackling these feelings is difficult, especially when the demand for perfection is high. Student journalists are expected to turn in perfect stories that are the result of careful research, to always consider legal and ethical ramifications, and to possess the ability to instantly connect with any source. Students can gather to vent with other students and professors in cooperative environments.

Student involvement on campus

Student involvement in extracurriculars can create more academic and future success. Academic success can't merely be measured by grades and grade point averages (GPAs). Rather, student integration, or the extent to which students share information they have retained and deemed useful, is a more accurate predictor of student success (Wolf-Wendel, Ward, Kinzie, 2009). Sharing academic information with peers allows students to better retain and understand their studies.

Methods of legitimate organization

The collective would best serve students beyond those who are majoring in journalism, since the department only has approximately 334 students. The number of students who would actually become involved would be much lower than that. In order to appeal to the widest range of students possible, the collective would have to tackle issues that are relevant in today's society, especially on a college campus. The best way to attract the most students possible would be by centering the collective on first amendment rights and issues that affect students from all concentrations.

A way to establish an organization includes starting a chapter of the Society of Professional Journalists (SPJ). In order to become a campus chapter of SPJ, a school must “notify SPJ's national headquarters and your appropriate regional director of your interest” (spj.org). There must be three faculty members currently serving as members of SPJ, and 25 students must show an interest in order to form an on-campus chapter. Then, the school can apply to be a 12-month provisional chapter for \$25.

Another option for a student organization is to become an independent club chartered by Associated Students, Inc., Cal Poly’s student government. Presently, there are 300 recognized clubs on Cal Poly’s campus. In order to become a chartered club, one must submit club bylaws, and submit a completed “Petition for University Recognition” form with signatures of interested students (asi.calpoly.edu).

The creation of a formal club might not generate as much support as hoped, and it would require much more time and brainstorming. Thus, the creation of an online social network would be most appropriate with the limited time we have to complete our study. “Nowadays, online social networks are increasingly present in people’s lives and are structures of social interaction that foster contact and sharing” (Rodrigues and Sabino and Zhou, 2011). According to Rodrigues, Sabino, and Zhou, a social network brought into the realm of education will do nothing but benefit student success.

Chapter III: Methodology

The network, which is to be called Poly Press Association (PPA), will serve as a cohesive one-stop shop for all journalism majors, regardless of concentrations or specializations. It will feature elements that allow students of all backgrounds to become

involved, and will hopefully generate more interest in the happenings within the department. Before the creation of the website, a few factors need to be assessed through the creation of a student survey, and interviews with staff and faculty involved in the department. The student survey will help determine the satisfaction and involvement of journalism students, and the staff and faculty interviews will help shape the exact format of the website. The faculty interviews will also help determine how extreme the silo effect is, and what steps are in process to eliminate it. The network should serve as an extension of the department's efforts, by involving and including both students and faculty.

The student survey will be basic, but will serve as a backbone for the network since students will reveal how passionate and interested they are in their major by voicing their opinions. The survey, administered to all journalism students through a Survey Monkey hyperlink forwarded to the department secretary, will include eight short, straightforward questions:

1. What year are you?
2. What is your concentration?
3. Are you male or female?
4. Are you satisfied with the journalism education you have received so far at Cal Poly?
5. On a scale of 1 to 5 (with 1 being the least passionate and 5 being the most passionate), how passionate are you towards your major?
6. Have you ever seriously considered switching your major?
7. Are you presently involved with any of the following: Mustang Daily, PRSSA, CPTV, and/or KCPR?
8. Would you be interested in contributing to or visiting an online network that provided tutorials, internship reviews, blogs, and featured student work from all three concentrations?

By analyzing the results of the student survey, we can determine the extent to which student involvement in any of the journalism organizations affects student passion toward the journalism major. We can also determine if student involvement is widespread throughout all four/five/six/etc. years, or if students typically only become involved later on in their college careers, and tailor content to students of these years. The last question will help determine if the efforts to create an online network is supported by the journalism student body.

Next, a few select faculty, staff, and student leaders will be interviewed in order to gain perspectives and goals for the future of the journalism department. Those who agree to the interview request will answer the following questions:

- What do you see as the future of the journalism department?
- How much effort should students put into the department to make it more successful?
- What methods can be taken to insure all three concentrations within the department collaborate together?
- What contributes to the siloing of a department?
- Do you think a student organization would benefit the department? Why or why not?
- Because the department is small, do you think size effects the way the department is ran? (Lack of enough professors, classes, etc?)

The interview requests will be sent to interim department head Harvey Levenson, Professor Brady Teufel, Professor Bill Loving, Dean Linda Halisky, the Mustang Daily editors, and the student leaders of PRSSA. Their perspectives will be utilized and considered when building the website. The website will meet at the intersection of student and faculty opinion and professional develop, and will strive to forge a strong bond between the two.

Even with attempts to include both faculty and student opinion, there are still

several delimitations. First of all, only one average-sized department is being analyzed and considered in the study. The extent to which all three concentrations within the department have experienced the silo effect will not be compared to any other departments or institutions. Secondly, one professor within the department, Teresa Allen, is on sabbatical, and she will not be available for an interview. Several limitations also constrain the duration and elements of this study. Since my partner and I are graduating both winter quarter and fall quarter, respectively, we might not be able to fully develop the online network as much as we hope to, or find a successor as passionate about its development as us. Additionally, we do not have extensive monetary resources. Furthermore, not every student within the department will answer the survey, so the results may be skewed. We also anticipate only being able to handle up to five interview requests.

Chapter IV: Data Analysis

Chapter 4 will provide descriptions of the faculty who were interviewed, and then describe their answers to a questionnaire. Since each interview was approximately 30 minutes long, the respondents' answers will be provided in paraphrases or quotations. Chapter 4 will also provide the results to a survey administered to all journalism students. Last, the faculty questionnaire and student survey answers will be compared with the research findings in Chapter 2.

Participating faculty in questionnaire

- Harvey Levenson is the interim department chair of the journalism department, and also the department chair of the graphic communication department. He has been the interim chair for the past two years.
- Bill Loving is a professor of journalism. He has been teaching at Cal Poly since July 2008.
- Linda Halisky is the dean of the College of Liberal Arts. She has been at Cal Poly for 28 years, and this is her eighth year serving as dean.
- Brady Teufel is an assistant professor in journalism. He's been teaching at Cal Poly for approximately five years.

State of the journalism department questionnaire

Three faculty members were interviewed in person and one was interviewed via email (Teufel) in order to gain perspective on the future of the journalism department, and what has been established to eliminate the silo effect:

1. What do you see as the future of Cal Poly's journalism department?

Question #1 was asked to determine how the department plans to move forward, and whether or not curriculum will be changed.

- Harvey Levenson: "To be the best in the CSU and beyond -- that's the mantra of the department. By developing a curriculum that addresses the present and future needs of our students and the profession, and preparing students for the profession, and by making sure that the laboratories that we have here are state

of the art, representing current technology, and by positioning the department through faculty hires and curriculum that is looked upon as a resource for other universities and for the profession.” (Appendix A)

- Bill Loving: “Well, we’re looking at adding a new department-wide capstone experience course called Mustang Media.” (Appendix B)
- Linda Halisky: “From what I see right now, the department is moving in absolutely the right direction. I’m very happy with the leadership that Harvey Levenson is providing right now...We have some more positions to fill in the department, and we want to be careful with that, we don’t just want bodies in there. We want people with the expertise that the existing faculty find as they revise the curriculum toward a more convergent model of journalism so that we get people who have just the right expertise on the cutting edge of this thing, and we also need people who will really work together as partners in the department. So we want to go fast enough to build a program back, but we also need to hire well.” (Appendix C)
- Brady Teufel: “I think we’re doing – uh, we have some great things on the agenda. I think we’re going to be ushering in a new era of cutting edge journalism, incorporating the ‘learn-by-doing’ philosophy, and what we do best – which is effectively teaching stories – sorry, students how to tell stories with a nash. With a passion, and with energy. With accuracy and with ethics. So, I think the administration has indicated that they fully support that cause as evidence by the fact that we’re going to be putting three or four new professors on the payroll here in the next couple years – full time tenured professors, which is kind of a coo in this day and age – to get that many tenure track lines. So, I think the future of

the journalism department is bright. And, I think that as journalism changes, we will be poised to put our students with the cutting-edge skills that they're gonna need to succeed in that changing industry." (Appendix D)

2. How much effort do you think students should put into the department in order to make it more successful in the future?

Question #2 was asked to see if the faculty would like to see more student-faculty and student-student collaboration.

- Harvey Levenson: "Well I think that when students join a department, a university like Cal Poly in particular, the student is vested in it, has a major investment, a major commitment. And this is particularly the case at Cal Poly. This is not the case at other universities." (Appendix A)
- Bill Loving: "Well, um, students should work very hard in their degrees. But they should also recognize that we are no longer separate entities. You cannot exist as a print person, you cannot exist as a broadcast person, or PR person, without doing multimedia. Multimedia includes streaming video; it also has the ability to provide depth. And as I said before, we have to be able to promote it. Otherwise, we have no audience, and all our hard work is wasted. So, students need to recognize that nobody is the lone ranger. Even the lone ranger wasn't the lone ranger. Students need to recognize that everything we teach has value for everybody." (Appendix B)

- Linda Halisky: “Well, I can just say, in the strongest of the departments of the college, the students and faculty feel themselves partners in the success in their program. You can’t make that up, you have to build towards that, and that’s what I’m hoping will happen in this department as well. I don’t know why that wouldn’t happen, really. The enrollment stays good, the application stays high, you’re bringing in great students and that always bodes well for the health of a department.”(Appendix C)
- Brady Teufel: “I don’t think it’s the responsibility of the students to advance the department’s agenda. But I do think students will be well-served by engaging themselves in the learning process. And that basically means getting to know your professors, attending office hours, getting to know your profs on an individual basis – so that they can do things like write you letters of recommendation and support you in your future endeavors. So, I think students should be aware of what’s going on, they should participate when we have things like town-hall meetings and speakers. But, I don’t think it’s ultimately their responsibility to sheppard the department’s success.” (Appendix D)

3. What do you think would be the best way to collaborate all three concentrations?

Question #3 was asked to see how the faculty plans to address the silo effect.

- Harvey Levenson: “So what we’re working to is breaking down the silos. We’re presently in a new curriculum cycle, and we’re coming up with a new curriculum. And The new curriculum is going to break down the silos, and it’s going to get all

of the concentrations integrated...You can't just do broadcast, you can't just do news editorial, you can't just do PR, you've got to write in PR, you've got to use multimedia. Technology is part of what everyone's doing." (Appendix A)

- Bill Loving: "[As part of Mustang Media] we would have students doing stories in all platforms. So there wasn't just a matter of a story being in the newspaper, a story being on CPTV, or a story being on video, or a story being on a website. That it would reflect the ability to reach the widest possible audience with content. And this idea that we are ticking around also includes public relations because one of the most important things we can do is promote content – that's how we stay in business." (Appendix B)
- Linda Halisky: "...The last I heard and I'm not sure where they are but there was some discussion about introductory courses that sort of shape you toward the convergent model and the Mustang Media course is sort of a capstone where you're all doing all the bits, you know, you're not just PR people, editorial people, or broadcast people, but everybody is doing all the bits, even if you're specializing in one area, you get some really decent exposure and practice in the other areas." (Appendix C)
- Brady Teufel: "[Mustang Media] has potential to really accomplish a couple things. One of which is to break down the barriers between the concentrations at the in the department. Because everyone will be working collaboratively. And the way I sort of see it working is that we'll have an assignment desk that assigns stories based on the most appropriate medium. And then students with skills in those areas will cover the story. And then after – um, you're telling stories using the medium that you're most effective in doing-so. You will then switch up. And

so, broadcasters will be writing, public relations students will be writing and producing video, editorial students will be doing press releases. So, I think there's a lot of opportunity to expand Mustang Daily, and CPTV, and PRSSA. So, I think this will provide opportunities to expand those things while insuring students work collaboratively and as a team – which I think will double the educational experience.” (Appendix D)

4. What are some factors that contribute to the separation of the concentrations within the department?

Question #4 was asked to determine the factors that cause the silo effect within the three concentrations.

- Harvey Levenson: “Interesting question. First of all, when was the last time you heard bad press about the department? Haven’t heard any this year, have you? There’s only been good press. With the donations and the speakers and you know, hiring new faculty, and that sort of thing. But let me tell you something very interesting. Yes, in the past, there were some issues, and some bad press. That’s one reason why I’m sitting in this position, as the chair. But in spite of that, it seemed like there was no change in the interest of the department.” (Appendix A)
- Bill Loving: “Faculty attitudes creates silos. Now, student attitudes come from faculty attitudes. Or they’re being reinforced by them.” (Appendix B)
- Linda Halisky: “I think it’s very important that faculty keep their own disagreements out of the teaching environment. That’s pretty much all I’m going

to say about that. Certainly journalism isn't the only program in the college where some of the faculty don't get along. Academics sometimes don't get along. But you need to keep -- your sense of being as a professional is that if there are disagreements and differences of opinion, even outright hostilities -- those things need to be kept away from students. This fight is not about students and our higher calling is to you know, be the best that we can to the students we teach and try to work out our other stuff as best we can." (Appendix C)

- Brady Teufel: N/A (Appendix D)

Journalism Student Survey

A survey was administered to all journalism students via email and the survey creator website SurveyMonkey.com (Figure 1). The survey was conducted in order to understand student attitudes and feelings about the department, their education, and their involvement within the department. Fifty-four students responded to the survey, which is 16 percent of all total enrolled students. The responses to the questions are in Table 1.

Table 1
Journalism Student Survey Results

Question	Results	Numbers
Year in school	First	9
	Second	6
	Third	18
	Fourth	16
	Fifth or higher	5
Concentration	News Editorial	11
	Public Relations	27
	Broadcast	10
	Undecided	6
Gender	Male	9
	Female	45
Satisfaction	Very Satisfied	3
	Satisfied	32
	Neutral	11
	Unsatisfied	7
	Unsure	1
Passion	1	2
	2	4
	3	9
	4	26
	5	13
Considered switching major	Yes	25
	No	28
Involved	Yes	30
	No	24
Interest in online network	Yes	45
	No	3
	Maybe	6

Comparisons to literature

Research questions:

1. What must be practiced in order for the journalism department's three concentrations to overcome the silo effect?

- Levenson: The silo effect can be overcome by integrating all of the concentrations through curriculum. All students will take courses that feature elements of the three concentrations. (Appendix A)
- Loving: "Faculty attitudes create silos. Now, student attitudes come from faculty attitudes. Or they're being reinforced by them." Faculty need to not reinforce the separation of the concentrations. (Appendix B)
- Halisky: The students and faculty should feel like partners in both their success. (Appendix C)
- Teufel: Everyone working collaboratively on something, such as Mustang Media, can help break down barriers between concentrations. (Appendix D)
- Wasserman: Today, media convergence determines the happiness and the unification of journalism students (Wasserman, 2005).

All five agree that media convergence within student curriculum is the best way to eliminate the silo effect. Halisky and Loving emphasized adopting favorable attitudes toward convergence. A sense of collaboration can break down the barriers created by the silo effect.

2. How does involvement in extracurricular activities affect student success?

- Student survey: The student survey showed that students who were more involved, or in organizations such as Mustang Daily, PRSSA, CPTV, and/or KCPR, reported higher levels of passion about their major. Those who weren't involved reported lower levels of passion.
- Wolf-Wendel, Ward, Kinzie: Students who share information they learn are more likely to be satisfied and successful with their studies. This is called integration (Wolf-Wendel, Ward, Kinzie, 2009).

Students involved in any of the organizations in the department are likely to share the concepts and theories they learn with peers, which ultimately aids their own success. Successful students are likely to be more passionate towards their majors.

3. Would a unifying organization that encompasses all three concentrations be beneficial for the department?

- Levenson: Having a unified organization would be very helpful because the Graphic Communication Department has an organization, Mat Pica Pi, that is for all the students (Appendix A).
- Loving: Professional student organizations don't work because the students who start them are about to graduate (Appendix B).

- Halisky: “I don’t think I have enough wisdom to know that. I think that’s something for the experts to figure out. But I think it’s certainly worth exploring” (Appendix C).
- Teufel: “The organization could benefit the department because it will ensure that news is being covered effectively, efficiently” (Appendix D).
- SPJ: The creation of a professional student chapter of SPJ would require a 12-month probationary period, and three faculty members to already be members (spj.org).
- ASI: The creation of a formal club would require initial interest, money, and time to draft a constitution (asi.calpoly.edu).
- Rodrigues, Sabino, and Zhou: Online social networks foster collaboration and unity among students, and bringing this into the educational realm would create more success (Rodrigues and Sabino and Zhou, 2011).

Based on Loving’s response and the information gathered from ASI and SPJs’ websites, it can be inferred that the creation of a student club or professional organization would not work in the allotted time given for this study. However, Teufel and Levenson both say they believe a collective would help. Rodrigues, Sabino, and Zhou state that gathering in an online realm could help foster collaboration and unity for an academic program.

Chapter V: Discussion

Summary

The concept for the Poly Press Association website was imagined by two senior journalism students who saw the need for a unifying organization within Cal Poly's journalism department. The Poly Press Association will seek to alleviate the silo effect, which is the separation of parts within an entity (Lencioni, 2006), by providing a website that allows students from all concentrations to collaborate, view tutorials, showcase their work, and seek other journalism-related opportunities.

Before the creation of the Poly Press Association, interviews with faculty members were done, and a student survey was administered to all students within the department. The interviews were administered to determine how useful this idea for a collective might be, and what steps are already being taken to solve the silo effect. The student survey was administered to determine student satisfaction, interest, and involvement within the journalism major.

The results from both the student survey and faculty interviews were compared to pre-existing literature relating to the silo effect and student involvement in extracurricular activities. It was then determined that the best way to organize interested students would be through an online network. Forming a formal club or organization through Cal Poly's student government, Associated Students, Inc., would take too much time, which is a limitation of this study.

Findings

The faculty who were interviewed expressed a great sense of hope for the department because of future plans to integrate and collaborate the three concentrations. All of the faculty acknowledged the separation of the concentrations, and said a unifying organization could benefit the future of the journalism department.

The student survey proved that most students are satisfied with their education, but there are still those who reported dissatisfaction and no passion towards the field of journalism. Those who weren't happy with their education tended to not be fully involved in the major. Involvement in extracurriculars typically increases college student satisfaction levels (Abrahamowicz, 1988). Additionally, most of the students surveyed said they would be interested in joining or collaborating with the Poly Press Association. Once again, those who didn't express interest were students who weren't satisfied with their major to begin with.

Through research of Cal Poly's club regulations (asi.calpoly.edu) and of professional journalism student organizations (spj.org), it was determined that these methods of organization are out of reach given time and monetary constraints. The formation of an online collaborative network could aid students just as well as one that meets in a physical location regularly because it is portable and can be accessed anywhere (Ozkan, 2010).

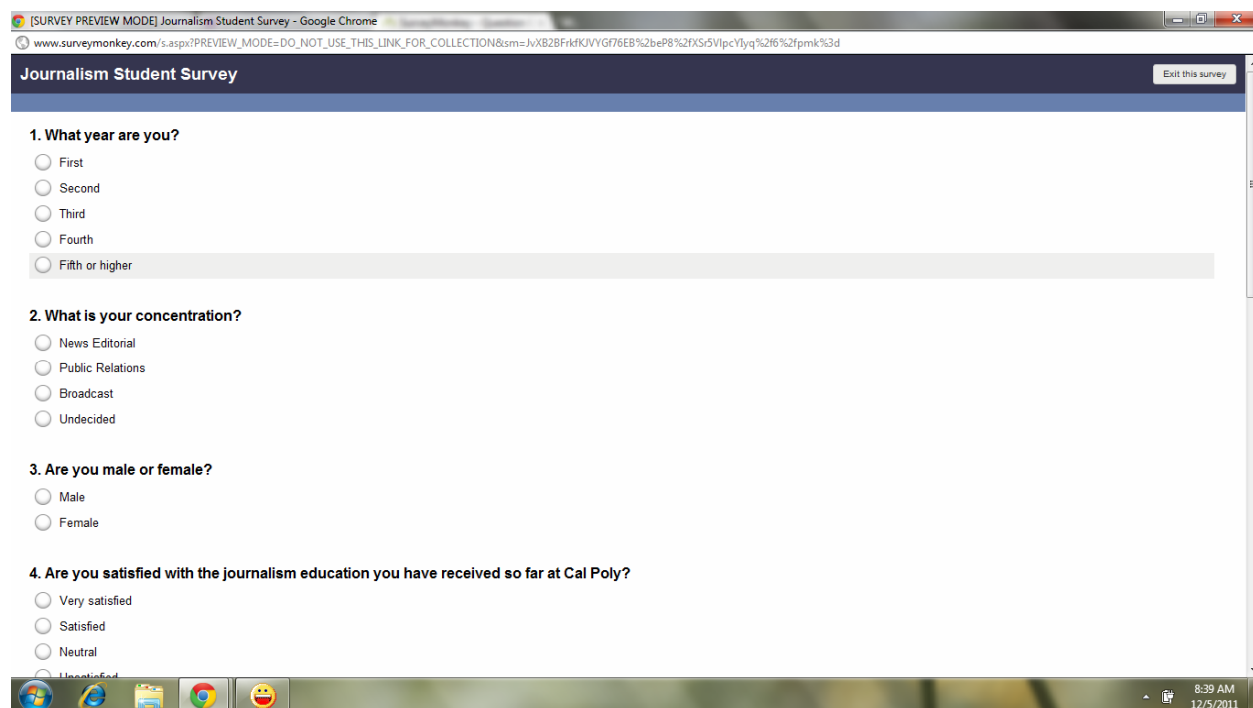
Conclusion

The Poly Press Association, as a blog with methods of connecting via social media, will allow students to share their work, give tips, and share real stories of their adventures as student reporters or public relations practitioners. This will build on the curriculum provided by the journalism department and ensure that students will be successful in their future careers. It will serve as another function of "Learn By Doing" by providing guidelines and descriptions of scenarios that students may encounter while on the job.

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FIGURES



[SURVEY PREVIEW MODE] Journalism Student Survey - Google Chrome
www.surveymonkey.com/s.aspx?PREVIEW_MODE=DO_NOT_USE_THIS_LINK_FOR_COLLECTION&sm=JvXB28FrtKJIVYG76EB%2beP8%2fX55VlpcYlq%2f6%2fpmk%3d

Journalism Student Survey [Exit this survey](#)

1. What year are you?

- ☐ First
- ☐ Second
- ☐ Third
- ☐ Fourth
- ☐ Fifth or higher

2. What is your concentration?

- ☐ News Editorial
- ☐ Public Relations
- ☐ Broadcast
- ☐ Undecided

3. Are you male or female?

- ☐ Male
- ☐ Female

4. Are you satisfied with the journalism education you have received so far at Cal Poly?

- ☐ Very satisfied
- ☐ Satisfied
- ☐ Neutral
- ☐ Unsatisfied

Windows taskbar: 8:39 AM 12/5/2011

Figure 1: SurveyMonkey survey distributed to all journalism majors

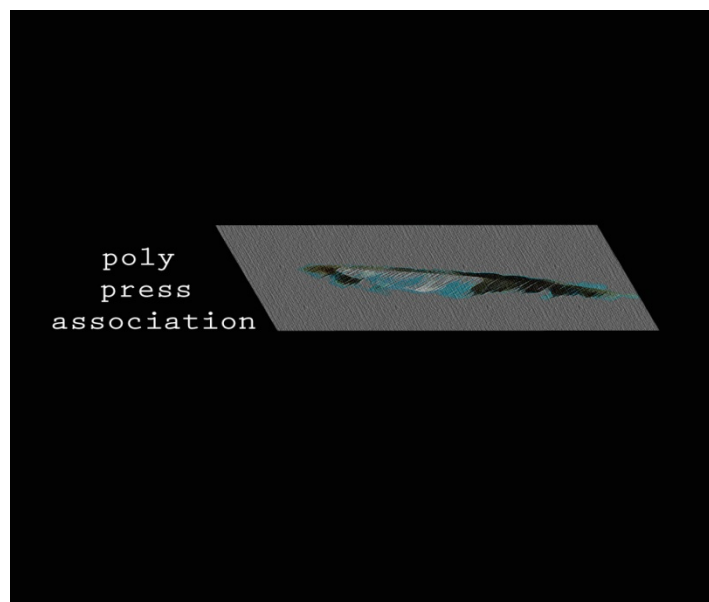


Figure 2: Poly Press Association (PPA) logo

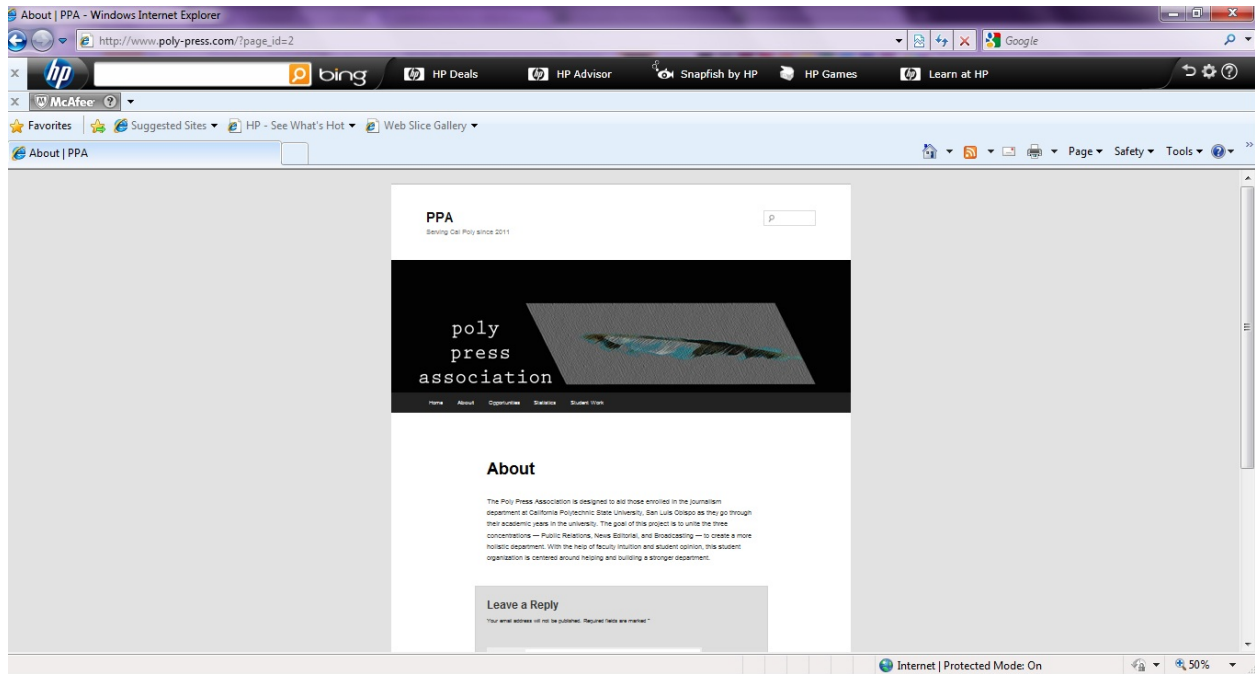


Figure 3: Website screenshot



Figure 4: Poly Press Association Twitter page

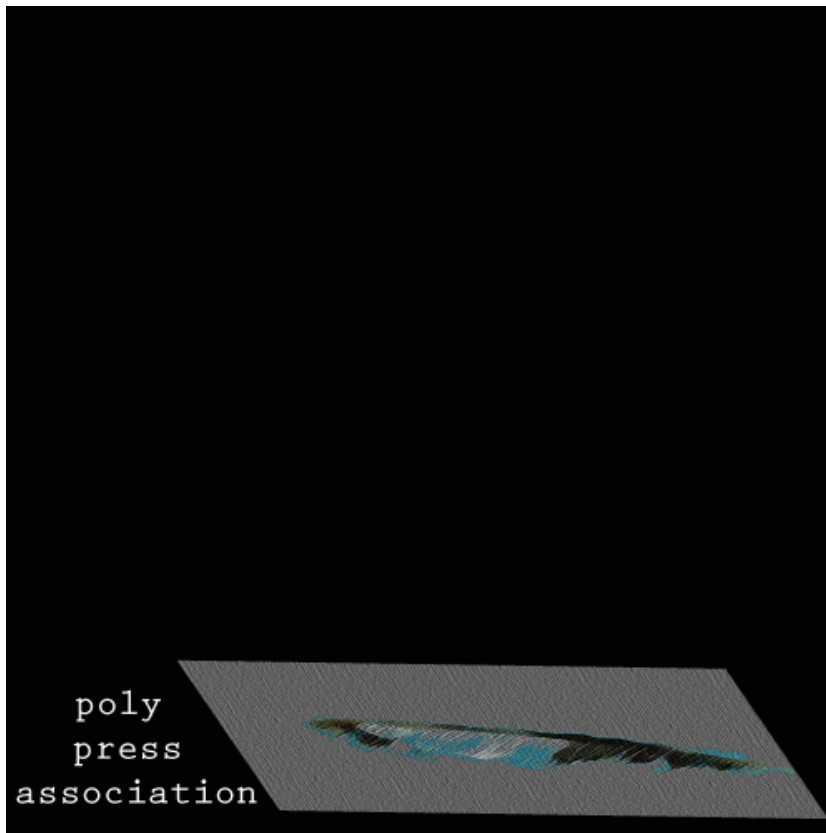


Figure 5: Twitter background image

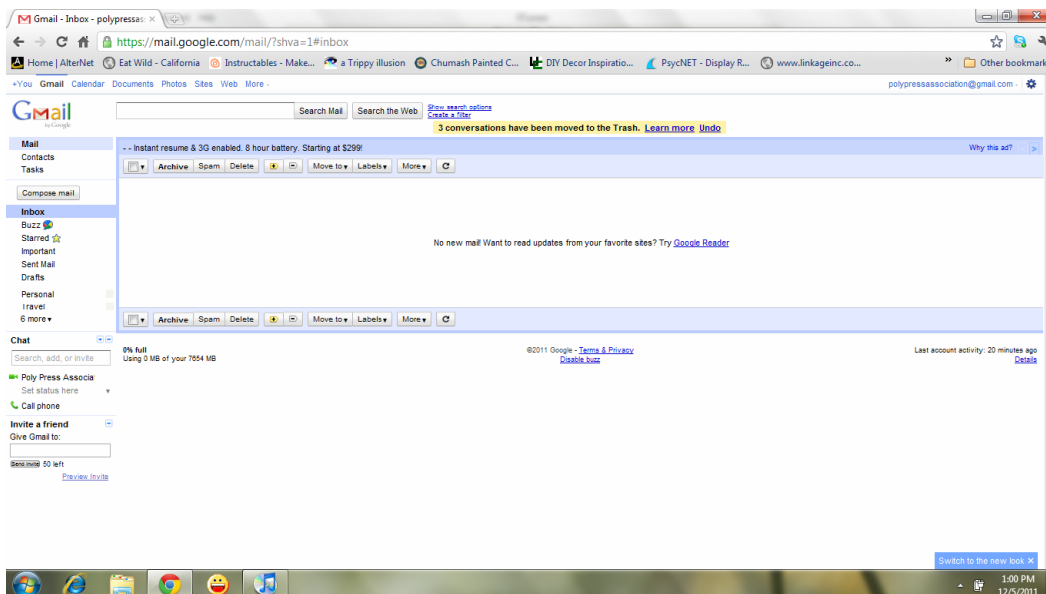


Figure 6: Poly Press Association Gmail account

Appendix A

Interview transcripts: Harvey Levenson

The following interview was conducted in order to get expert opinion on the state of the journalism department, and what future plans are in store in order to eliminate the silo effect.

Interviewers: Sarah Parr and Jessica Tam

Respondent: Interim journalism department chair (Harvey Levenson)

Date of Interview: November 1, 2011

Interview Transcription:

Sarah Parr: Okay, so I guess, for the record, state your name and your position in the journalism department.

Harvey Levenson: Okay, My name is Harvey Levenson and I am the interim chair of the journalism department.

SP: And how long have you been working in the department?

HL: The journalism department?

SP: Yeah.

HL: This is my second year.

Jessica Tam: We were wondering in terms of the journalism department, what do you see as the future plans; what do you think will happen to the department?

HL: To be the best in the CSU and beyond -- that's the mantra of the department.

JT: How would you go about making it the best?

HL: By developing a curriculum that addresses the present and future needs of our students and the profession, and preparing students for the profession, and by making sure that the laboratories that we have here are state of the art, representing current technology, and by positioning the department through faculty hires and curriculum that is looked upon as a resource for other universities and for the profession.

SP: And how much effort do you think students should put into the department to make it that successful.

HL: Well I think that when students join a department, a university like Cal Poly in particular, the student is vested in it, has a major investment, a major commitment. And this is particularly the case at Cal Poly. This is not the case at other universities. Cal Poly has become -- you're both seniors, right?

SP: Yes.

HL: So it's become one of the most selective universities in the country. Okay, one in ten get in, basically. And to be so committed as a student, to make the effort before going to college to be qualified to get in to a place like Cal Poly, once you're here you're part of the family. You're part of the infrastructure, and Cal Poly students are very, very committed not only to their major but to the university.

JT: How do you think that, in terms of Cal Poly being an engineering university, where do you think journalism stands?

HL: I've never personally thought of Cal Poly as an engineering university. Engineering is a major, is a college, but I've never thought of the university as being more engineering than architecture, than business, than liberal arts, or math and science. I just, I don't think in that frame. So I think the sense that Cal Poly is an engineering university is less today than it was in the past. The keyword that defines this university today is comprehensive. Have you heard that word before? Do you know what it means?

SP: It means everything is ... comprehensive.

HL: It means that one aspect of the university, one college, is just as important as any of the others. The combination of all the colleges, the comprehensive education of the liberal arts, the humanities, as well as math and science, is what's made this university what it has become.

JT: In terms of the journalism department, what do you think would be the best way to collaborate all three of the concentrations -- kind of get a piece of each one?

HL: Actually, we're talking about that, the faculty. One of the issues that the department faced is what we call the silo issue. You know what that means?

SP: Yeah, actually that's part of our research.

HL: So what we're working to is breaking down the silos. We're presently in a new curriculum cycle, and we're coming up with a new curriculum. And The new curriculum is going to break down the silos, and it's going to get all of the concentrations integrated. So it doesn't matter what your concentration is -- you have to take courses across the board because today you have to have that knowledge, you know, facets in the field of journalism, so I've learned, in order to be successful. You can't just do broadcast, you can't just do news editorial, you can't just do PR, you've got to write in PR, you've got to use multimedia. Technology is part of what everyone's doing. You'll see in the future, you'll be graduated, but you will see that the curriculum is going to look a lot different in terms of integrating the three concentrations, and having students experience all three. And there may be a fourth concentration called multimedia.

SP: Right on, yeah. I like that. Do you think a journalism student organization could benefit the department? If one was created for the department?

HL: As opposed to -- there are some organizations.

SP: I guess one that encompasses all the concentrations -- not just like news editorial.

HL: Yeah, I think so. As an example in GRC, we have Mat Pica Pi -- you've heard of that? That's for all the students; an organization for all the students.

JT: I think that would be good for us. Well, we just feel that with PRSSA, you know, that one leans more towards PR. Just something that would encompass all three.

HL: Yeah, I think that will be very helpful.

JT: You think the size affects the way the department is run because I guess in terms of this department, it's very small? Do you think that affects it?

HL: It's not small, it's average. There are 250 students, approximately 250 students in the journalism department. That's pretty average for a department here at Cal Poly -- 250 to 300 students.

SP: I didn't know that. That that's pretty average.

HL: Yeah, philosophy is small.

SP: Yeah, that's pretty small.

HL: History is small.

JT: Well we're just wondering because we've heard rumors about the health of the journalism departments. What were some of those contributions -- would it greatly affect the future of the department?

HL: Interesting question. First of all, when was the last time you heard bad press about the department?

SP: Like last year. A year ago.

HL: Haven't heard any this year, have you? There's only been good press. With the donations and the speakers and you know, hiring new faculty, and that sort of thing. But let me tell you something very interesting. Yes, in the past, there were some issues, and some bad press. That's one reason why I'm sitting in this position, as the chair. But in spite of that, it seemed like there was no change in the interest of the department. Did you know that last year, the department received about 450 applications for maybe 50 spots? Alright. In spite of whatever bad press there was out there, people are still applying to this department. It receives a very nice number of applications every year.

JT: Do you by any chance happen to know the highest number of applicants?

HL: I don't know. I know last year there were 450.

JT: Sounds like a lot.

SP: Yeah.

HL: Yeah.

SP: Alright, I think we're good. Did you want to add anything else?

HL: I think this breaking down the silo situation is important. And I experienced the importance a couple weeks ago. The department received a major donation of broadcast technology and I sent out an email and we had a dedication, you know, and this company, they donated a bunch of this expensive equipment and you have to celebrate that kind of thing. We had the vice president of the company here, we had a plaque, a big presentation, and we were going to conduct a lecture, and I sent out these emails -- you probably received them -- telling students when and where and I expected standing room only. Eight students showed up. It was like on the brink of being embarrassing, and five of the eight were those involved in the demonstration that we conducted. So, I was shocked. In GRC, if we ever did anything like that, it would be standing room only. So some of the faculty asked their students, "where were you, why didn't you come?" So what they were getting was, "Oh, I'm PR. That was broadcast." You know, "Oh, I'm news editorial." That's not the way it's supposed to be. You're all journalism students in the department. So I got a sense of what the silo effect does. So I think we need to take care of that. We need to break that down.

JT: You think in the future, you know how you mentioned you guys were going to collaborate kind of all the concentrations, you think that thought of "Oh, I'm this concentration and this." Do you think it would go away?

HL: No, we don't want that. There will be concentrations. Students will be able to specialize, but they'll be required to experience all of the concentrations. Maybe they'll want to change their concentration after they experience something else. They'll have experience in all of them, while still specializing in one of their choice.

SP: Sounds great, thank you!

Appendix B

Interview transcripts: Bill Loving

The following interview was conducted in order to get expert opinion on the state of the journalism department, and what future plans are in store in order to eliminate the silo effect.

Interviewers: Sarah Parr and Jessica Tam

Respondent: Professor of journalism (Bill Loving)

Date of Interview: November 3, 2011

Interview Transcription:

Jessica Tam: We just need you to state your name, your position, and how long you've been working in the department.

Bill Loving: Oh, sure. I'm Bill Loving. I've been at Cal Poly since July of 2008.

JT: And what do you see as the future plans of the journalism department?

BL: Well, we're looking at adding a new department-wide capstone experience course called Mustang Media.

Sarah Parr: Okay. And can you explain what Mustang Media will entail?

BL: Sure. It's actually something that I helped put – let me see, let me rephrase that. I suggested to faculty at curriculum meetings to take a look at something that I helped put together at the University of Oklahoma back in the mid 1980s when we converged print and broadcast journalism. That was a converged newsroom where students would do stories in print platform, broadcast platform. And so, because we were starting in to multimedia and online, we'd also have an online component. So, that's the idea. Is that we would have a converged news room. We would have students doing stories in all platforms. So there wasn't just a matter of a story being in the newspaper, a story being on CPTV, or a story being on video, or a story being on a website. That it would reflect the ability to reach the widest possible audience with content. And this idea that we are ticking around also includes public relations because one of the most important things we can do is promote content – that's how we stay in business.

SP: How much effort do you think students should put in to the department in order to make it more successful?

BL: Well, um, students should work very hard in their degrees. But they should also recognize that we are no longer separate entities. You cannot exist as a print person, you cannot exist as a broadcast person, or PR person, without doing multimedia. Multimedia includes streaming video; it also has the ability to provide depth. And as I said before, we have to be able to promote it. Otherwise, we have no audience, and all our hard work is wasted. So, students need to recognize that nobody is the lone ranger. Even the lone ranger wasn't the lone ranger. Students need to recognize that everything we teach has value for everybody.

JT: So, Mustang Media would be the way to collaborate all concentrations? Is that what the goal is?

BL: Well, in a word, yes. What is also doing is that we send students out with not only appreciation of working in a multi-platform environment but with actual experience. When I was an undergraduate, my degree was in broadcast journalism. But I did most of my work in newspaper. So when I graduated, I went to work for a media conglomerate, Hard Hat Communications. Because I was going to help them try out a system in which they would have a cable television newsroom at a newspaper. So that they could offer content based upon the reporting sources of the newspaper but put it on cable so that we could reach a wider audience. Now, the vice president who had that as his pet project left the corporation the week before I started working. So, I was converted into a feature reporter and a police reporter. But even back some twenty years ago, well, let me see. Even back thirty years ago, it was something that I have been thinking about. When I was at my university as a teacher, a part-time lecturer, we created a television newspaper. We did sample broadcast, and broadcast, which we had the newspaper on the screen, and we had the camera focus on the paper. Then we brought up a particular picture from a story, and we went into a studio setting in which I talked to the reporters about the story about what they learned, how they reported it, the consequences of the reporting. So, this is something that I've been doing for a while. Longer than you guys have been alive. It's always evolving because things change.

SP: Right.

BL: It's a way to bring everybody together.

JT: When do you think that will take effect? Starting next year or...?

BL: It has to go through curriculum, and so we're looking at at least a year. And it would also need resources. My thought is that we could use 303, because there's room in the back to set up a set and a couple of lights for the TV portion. And the room has enough space so that if we reconfigured work stations, we would have a universal copy desk. And we would have portable stations. And of course, with technology being the way it is, every computer is an editing bay. So, we could have full complement of reporters from the news-editorial and broadcast concentrations, editors from both PR students – either doing stories or working on promotions for the stories, helping to ensure that we have a strong audience – it's just a matter of working out how it would fit for our particular department.

SP: Well, I guess we kind of touched on that. What do you think the best way to collaborate all three concentrations? We touched on that. And, oh yeah. We discussed starting a student organization with you, like on the first day of senior project class. And you said so many students have attempted that, like SPJ chapters. But, there clearly there isn't an SPJ chapter here. Why do you think those student organizations, those types of professional student organizations, don't work for our department?

BL: They don't work because the students who want to start them are leaving.

SP & JT: (chuckles) Right.

BL: They finally recognize the value of that, but they are gonna graduate.

SP: Right.

BL: And none of the underclassman have been involved. It's kind of like trying to fly with one wing.

SP: Yeah. I feel like in the journalism department, students don't really get involved until they're like later years. Like sophomore, junior, senior years.

JT: How can we change that?

SP: Yeah, how can we change that? What would be a good way to get younger students involved in the department?

BL: Well, we have some already. You didn't go through 203 with me. You've seen the thing outside my office.

SP: Yeah. Right.

BL: 203 students are getting published in the paper. That's one of the ways of getting younger students involved.

SP: Right. So, through curriculum.

BL: Yes. Classes, class assignments. And you know, recognizing that a class assignment or a course doesn't operate in a vacuum. But they all have to be linked to what we're doing as a whole. So, in the law class, we've talked about how you can libel someone in anything: a press release, a broadcast story. We talk about – depending on the quarter – copyright, we talk about free expression; all those things cross curricular lines. In copyediting, I would like to see more multimedia copyediting. Because I have former students who have worked in online companies, and they say there's a different style of editing, a different style of headline writing. We should be doing that. Public relations students should be learning copyediting, so that they can understand when they're putting [out] their press releases or creating their websites that they follow. Incorporate style, understand best use of their language. So, it's a matter of doing that. And partly, it's also a matter of figuring out where you guys are going to hang out. You guys need a place to hang out.

SP: Great. Right. And it's tough to hang out in the newsroom – in the Mustang Daily newsroom – if you don't work for them.

JT: Yeah. You kind of feel, I don't know, like you don't belong.

SP: Yeah.

JT: But, I guess this is as a whole, in terms of Cal Poly being a polytechnic school, do you think journalism has kind of a low reputation at this university? I guess, liberal arts in general. How it's not really recognized in an engineering school?

BL: Saw the stories in the hallway. Two stories on stats, two stories on the bridge building competition, one out of [agriculture] and then soil science. We are the glue that binds the university together. We are the people who bring the stories about every different discipline into the common entity known as the Mustang Daily. I say to people that we serve democracy. And that's what we do at Cal Poly. We let people know about those common interests that they're not aware of. We show them how every student is – regardless of major or concentration – is still the same. The same sorts of concerns, the same sorts of aspirations. We are vital to the health of this university. We are the bridge. And some college and some departments don't necessarily like that. But we still report on them. We show how they are part of the campus as a whole.

SP: A few other people we talked to within the department said that in the pass, siloing was an issue. Like, siloing of the different concentrations. There's a PRSSA and a Mustang Daily for news-editorial, and PRSSA for PR, and CPTV. And we're not all involved, it's just separated.

JT: Do you think the separation of the concentrations is what separates the department? Or...?

BL: You've got the tail-wagging of the dog. Faculty attitudes creates silos. Now, student attitudes come from faculty attitudes. Or they're being reinforced by them. In Oklahoma, when we brought together broadcast and traditional news-editorial, broadcast students and faculty were saying, "Why should we have to do this dinosaur stuff? Newspapers are dying." And news-editorial students and some of the faculty were saying, "Why do we have to hang around with the broadcasters who are shallow? And don't provide any real news." And when that came into the classroom, faculty could either decide to reinforce it, or to fight it and bring the students together. So, a lot of this depends upon whether faculty is willing to buy into this. And it needs to be every faculty member that buys into this. Because we have so few faculty.

SP: Right.

JT: How do you go about fixing that? Just the disagreements between the faculty. How could you go about fixing it so that everybody comes together in agreement?

BL: Well, if there's a strong dean – that's helpful. If there's not a strong dean, you just gotta hope that by showing faculty how they can work together, that they start to work together. We've had some departures from the faculty. And so, it allows new blood to come in. People who – in the recruiting process – were helping to reassure [have] the proper attitude. We're not looking to hire people who will say, "Oh, mine is the only one

that counts.” Because that is not a good thing.

SP: Our department seems pretty small on faculty. Do you think the size effects the way the department is runned?

BL: Sure, it effects everything. If you have a giant faculty, it effects how everything is runned.

SP: Is it harder to conduct business? Like, based on the size? A smaller sized faculty?

BL: It’s both harder and easier. It’s easier because we have a smaller group of people to get together. It’s harder because everybody is doing so many different things. You know, if you’re teaching a full load, and coordinating a search, and working on someone’s tenure committee, and doing some other project, and having to do your own outside research, you are out of hours.

JT: Yeah. Definitely.

Appendix C

Interview transcripts: Linda Halisky

The following interview was conducted in order to get expert opinion on the state of the journalism department, and what future plans are in store in order to eliminate the silo effect.

Interviewers: Sarah Parr and Jessica Tam

Respondent: Dean of the College of Liberal Arts (Linda Halisky)

Date of Interview: November 10, 2011

Interview transcription:

Sarah Parr: So I guess, for the record, state your name, your position at Cal Poly, and how long you've been working here.

Linda Halisky: I'm Linda Halisky. I'm the dean of the College of Liberal Arts. This is my 28th year at Cal Poly, and my 8th year as dean.

Jessica Tam: And so since this is focused on the journalism department, what do you personally see as the future plans of the department?

Linda Halisky: From what I see right now, the department is moving in absolutely the right direction. I'm very happy with the leadership that Harvey Levenson is providing right now. He is getting some really fine external support for the department, the reconstitution of this advisory board is huge. Thirty some people from all across the country absolutely dedicated to the future of this program is not bad. And this is a working group, they're not interested in coming and getting reports. They do things that will help. They're well-connected and I suspect that's going to pay off well for the department. Harvey as you probably know is very successful in his home department. He's really good at bringing in external support, very good at supporting his faculty, their professional development and I think things are moving well, I'm very happy with the hire that the department made last year. Richard Gearhart is a great addition. We have some more positions to fill in the department, and we want to be careful with that, we don't just want bodies in there. We want people with the expertise that the existing faculty find as they revise the curriculum toward a more convergent model of journalism so that we get people who have just the right expertise on the cutting edge of this thing, and we also need people who will really work together as partners in the department. So we want to go fast enough to build a program back, but we also need to hire well. We did have two searches last year, one successful and one not and I'm fine with that. I think we really need to work for the right people. The lines aren't going away, at least under me, and the list I give to the new dean will start next year. That will include the commitments I've made, not just this department but for other departments, so that won't get lost when I'm not in this chair any longer.

JT: Is there still a continuing search for a new department head?

LH: We're not presently searching for a department head. That will probably be next year. Professor Levenson has agreed to stay for a total of three years, and so that will

give us an additional year. The department's still pretty fledging, with all these positions still not filled. So it's a little early to pull in a new chair, and I think it would be better if we could build up the faculty first.

SP: You mentioned 30 people are part of this, I guess, advisory council. How are they picked, and who are they?

LH: Well, for some years, I think between 2003 and maybe 2006, I'm not sure, but there was an advisory board in journalism and that board disbanded when journalism was not successful at retaining re-accreditation. So some of the people on the new board are from that board. The chair of that board, Tracy Campbell, was the chair of the original board and it's quite wonderful that she has agreed to come back and chair this new board. The other members Harvey pulled together, when the department was flailing last year, I heard from a lot of people. Many of them alums from the department who were really distressed to see the department going through such angst. So they really wanted to do something. So Harvey called a focus group, he actually had two groups, two meetings of people who just said, probably cut this out of the thing, "What the hell is going on and how can we help?" So it's from that group of people -- not all of them came to campus for the focus groups. Some just continued to write in their advisements, their concerns. Most of the new board, as I understand it, is made up of the people who were either part of the old board, part of this new focus group, some of them overlapped, some of them were both, and some additional people that have come forward since.

SP: With students, how much effort do you think students themselves should put into the department in order to make it more successful and more cohesive and unified?

LH: Well, I can just say, in the strongest of the departments of the college, the students and faculty feel themselves partners in the success in their program. You can't make that up, you have to build towards that, and that's what I'm hoping will happen in this department as well. I don't know why that wouldn't happen, really. The enrollment stays good, the application stays high, you're bringing in great students and that always bodes well for the health of a department.

JT: One of our main goals for our senior project is to kinda get all three concentrations within the department together, instead of really segregated and we talked to some of the faculty members and they talked about creating Mustang Media as sort of a way to collaborate that. Why now, and not before? Like, how come you're starting it now?

LH: Why now is because now the department is focusing on moving itself ahead in a very positive way. They've been -- I think the three existing faculty members before Richard Gearhart came on -- they went to this thing called the Poynter Institute last year, which is a national institute that studies cutting edge journalism education. What they discovered there was a good thing, and that Cal Poly is sort of ahead of the game in terms of the multimedia system that we have in our program here. I think that was reassuring to the faculty about kind of the right way to go. But when you have turnover in a department, and you have faculty leaving, and you have dissension in a faculty, it's hard to do anything, and so I'm very pleased that they're coming together around this

idea. I mean, there's all kinds of potential for this program, and I think if the faculty and the students get excited about that potential and seize this moment -- My God, we're building a program almost from scratch here. We never get to do that very often, you know. Nobody else's college is hiring this many new people. So it's a marvelous opportunity to really kind of seize the day and create something great. You will not convince me that the program at this institution cannot be off the charts good. Just being here, with a kind of tech environment that you're in at Cal Poly, the amount of great students we continue to draw. Cal Poly, the rest of the colleges, is drawing really strong faculty so there's no reason we shouldn't draw really strong faculty in this program as well. I think if you -- this may sound simplistic -- if you keep your eye on that prize and go for it, I think the sky is the limit on what this program can achieve.

JT: Will this alter most of the curriculum? Will we still have the same curriculum, or just a new curriculum?

LH: They started working on curriculum last year. They made really nice progress but it's not done yet, and I am hoping for something -- you know, a finished proposal -- in front of me at the end of this academic year. It's not gonna throw out everything; that was one of the things they discovered at that institute is that a lot of the stuff you have is good stuff. It might need to be packaged more. The last I heard and I'm not sure where they are but there was some discussion about introductory courses that sort of shape you toward the convergent model and the Mustang Media course is sort of a capstone where you're all doing all the bits, you know, you're not just PR people, editorial people, or broadcast people, but everybody is doing all the bits, even if you're specializing in one area, you get some really decent exposure and practice in the other areas.

SP: On that note, do you think a -- I know the journalism department already has three, I guess four, pretty big organizations within it, like the student media like Mustang Daily, KCPR, CPTV, the PRSSA. Do you think a comprehensive journalism student organization or network could benefit the department?

LH: I don't think I have enough wisdom to know that. I think that's something for the experts to figure out. But I think it's certainly worth exploring. I was with, actually the journalism advisory board met at Dow Jones in New York in August and I attended that. We were downtown and Wall Street Journal, you're talking convergence, I mean their desks are like this. They can talk to anybody. They're not on different floors, in different rooms. It's all happening right there. Above anything, a really exciting place to be. I know that Harvey is hoping one of his board members on the journalism board is one of the members that invited the GRC group to New York. He is with Dow Jones, and I wouldn't be surprised if Harvey is pushing for a visit of the journalism faculty to see that convergent model at work as well. I think getting out of here, you know, having -- one of the things Harvey said on the GRC board is one time a year one meeting a year they meet on campus and one meeting a year they meet off campus hosted by one of the members of the board, and that was this August's meeting. I think that's really good because the faculty are invited then to go off and see these things and talk to the people who are doing this work and that's a very enlivening and invigorating exercise because it's easy in a place as isolated as San Luis to kind of get support and it's really wonderful

for them to have the opportunity to get out of dodge and see what's going on. I'm very hopeful for the program. I mean, we're not there yet but all the trajectories are strong and this new board is an amazing accomplishment. There may not be a bit of rockin and rollin going on yet, but you're going to be a container that this group provides to help steer it. These are very impressive people, and they're very committed to this program.

JT: Do you think in terms of I guess the journalism department's size, do you think size affects the way the department is run considering we're like an engineering school and journalism is a small part of it?

LH: Yeah, we have lots of smallish programs in liberal arts. Music, for example, has somewhere between 70 and 80 majors. The music ensemble in any given year has between 650 and 800 students because they draw from all over the campus. I don't think it's the size per se, so we may see our programs in this college able to grow incrementally over time. Historically, 70 percent of the majors on this campus have been designated to be in the polytechnic discipline so that leaves 30 percent for science and math, us and business. So our enrollment were around 10,000 to 3100 students in this college divided into 17 programs. We have some big ones, English is big, psychology is big, but philosophy is small. Theatre is small, but they're very vibrant units on their own and so I'm not so concerned about this being small. There are advantages to being small because the faculty know each other very well usually in smaller programs and that can be a wonderful experience for students to be in an environment like that. What I want is that it's just a gem. I don't care how big the rock is, but I want it good.

SP: You're a professor in the English department so you, you're also the dean of our college, so you deal with students often obviously. I guess one thing we're also concerned about is passion within your major. Like how, what are the best ways to inspire passion among students?

LH: Oh goodness, my experience is that you get passionate faculty in a room with students and you don't have to worry about it. English has been blessed over the years with very inspiring, strong and inspiring faculty. I mean, my own personal experience is you give students a chance, they will give you their heart in a heartbeat and what that's dependent on is number one, them respecting that you know what you're talking about. They're understanding that you really care about them as human beings and also about, this sounds really geeky but I consider a classroom a sacred space. There are few places in our lives where we can risk our own growth in the way you risk in a classroom. You're risking emotionally, you're risking psychologically, you're risking intellectually, you know, you're challenging yourself to think, you're moving into areas of things that may change. Everything -- you think of something. This is a really special thing, and my reputation when I was teaching was that I was difficult, velvet hammer is what they call me but my experience is that if you set a very high bar and you're on the students' side and they know it, they will do everything they can to reach that bar. Here's a bar, OK, and you jump through this hoop and this hoop and then I'm going to move, you know, and that sets up a sort of antagonism between students and their faculty -- that doesn't work at all. Not once in all these years have I found it difficult to trust my students in their own. My job is to open doors, to provide a safe environment, to push and then to

get out of their way. And I believe that works like every time. Not for every student maybe, but you know. Mostly. It's been a joy to teach here because students are so bright and so eager to learn.

SP: Did we cover that one?

JT: I think so. Well we spoke to another faculty member and he mentioned that faculty attitudes kind of affect student attitudes.

LH: Sure.

JT: I guess as part of the separation of the department, and especially with last year and stuff, what do you think of that?

LH: I think it's very important that faculty keep their own disagreements out of the teaching environment. That's pretty much all I'm going to say about that. Certainly journalism isn't the only program in the college where some of the faculty don't get along. Academics sometimes don't get along. But you need to keep -- your sense of being as a professional is that if there are disagreements and differences of opinion, even outright hostilities -- those things need to be kept away from students. This fight is not about students and our higher calling is to you know, be the best that we can to the students we teach and try to work out our other stuff as best we can.

JT: Do you think it negatively affects students like have students decided to change majors?

LH: I honestly don't know how many students have left journalism in this. I know there was an incredible amount of student unrest and fear in what was going to happen to the department. Quite frankly, I was ready to take it apart and put its pieces in different places because you can't have a department where certain parts of it are being attacked by certain other parts of it -- whether its faculty, or PR, or whatever, I mean, if you want it all then you must cherish it all, build it all, foster it all and I'm not in that place now. As I said, I have tremendous hope at the moment that this is going to pull out and that all parts of this program are going to be strong, respected, and that where there have been individual faculty differences, hopefully that will ease over time. If they don't, they don't, but the challenge of the department is to put its students first.

Appendix D

Interview transcripts: Brady Teufel

The following interview was conducted in order to get expert opinion on the state of the journalism department, and what future plans are in store in order to eliminate the silo effect.

Interviewers: Sarah Parr and Jessica Tam

Respondent: Assistant Professor of journalism (Brady Teufel)

Date of Replied Interview: November 28, 2011

*Note: The following interview was completed via email due to inability to meet in-person. The following questions were sent out to Brady Teufel, and his responses were recorded on an MP3 file and sent back to the interviewers.

The email sent out the following questions:

1. Please state the following information:

- a. Name of staff
- b. Position
- c. How long have you been working in the journalism department?
- d. Under which concentration?

2. What do you see are the future plans of the journalism department?

3. How much effort do you think students should put in to the department in order to make it more successful?

4. We understand there is a development of Mustang Media that will try to incorporate all three concentrations. Please elaborate on that and how you think it will effectively involve print, broadcast, and PR.

5. Because the department is small, do you think size effects the way the department is ran? (Lack of enough professors, classes, etc?)

6. What else do you see can be improved about this department?

7. Do you think creating this journalism student organization could benefit the department? Why or why not?

Teufel's response is as follows:

Brady Teufel: Question one – Brady Teufel. Assistant professor in journalism. I've been working here about five or six years. Four-and-a-half full time, five-and-a-half part time. And I teach multimedia, and I'm the adviser for Mustang Daily. Two – question two. What do you see as the future plans of the journalism department. I think we're doing – uh, we have some great things on the agenda. I think we're going to be ushering in a new era of cutting edge journalism, incorporating the 'learn-by-doing' philosophy, and what we do best – which is effectively teaching stories – sorry, students how to tell stories with a nash. With a passion, and with energy. With accuracy and with ethics. So, I think the administration has indicated that they fully support that cause as evidence by the fact that we're going to be putting three or four new professors on the payroll here in the

next couple years – full time tenured professors, which is kind of a coo in this day and age – to get that many tenure track lines. So, I think the future of the journalism department is bright. And, I think that as journalism changes, we will be poised to put our students with the cutting-edge skills that they're gonna need to succeed in that changing industry. Question three – how much effort do you think students should put into the department. I don't think it's the responsibility of the students to advance the department's agenda. But I do think students will be well-served by engaging themselves in the learning process. And that basically means getting to know your professors, attending office hours, getting to know your profs on an individual basis – so that they can do things like write you letters of recommendation and support you in your future endeavors. So, I think students should be aware of what's going on, they should participate when we have things like town-hall meetings and speakers. But, I don't think it's ultimately their responsibility to sheppard the department's success. Number four – development of Mustang Media that will try to incorporate three concentrations. I think Mustang Media is still sort of in the formula stages. But, I think it can – it has potential to really accomplish a couple things. One of which is to break down the barriers between the concentrations at the in the department. Because everyone will be working collaboratively. And the way I sort of see it working is that we'll have an assignment desk that assigns stories based on the most appropriate medium. And then students with skills in those areas will cover the story. And then after – um, you're telling stories using the medium that you're most effective in doing-so. You will then switch up. And so, broadcasters will be writing, public relations students will be writing and producing video, editorial students will be doing press releases. So, I think there's a lot of opportunity to expand Mustang Daily, and CPTV, and PRSSA. So, I think this will provide opportunities to expand those things while insuring students work collaboratively and as a team – which I think will double the educational experience. What else can I see that can be improved by this department? I see – if you asked me that question three years ago, I would have had a lot of answers. Now, however, I think that with new staff and faculty being brought on-board, with new curriculum underway (we're submitting that actually in the next month), between new faculty and new curriculum, I think our improvements are just starting. And, we've also received generous equipment donations in the last year. Between those three things, I don't see much more – I can't think of much more that could be improved potentially. I think, like I said, we're right at the cusp of some major improvements and success. And number seven, question seven – do you think creating this journalism student organization could benefit the department, why or why not? Sorry, question six – what else do you see can be improved? I just did that. Seven, sorry. The organization could benefit the department because it will ensure that news is being covered effectively, comprehensively. You know, there's definitely stories that the Mustang Daily misses that CPTV covers and vice-versa. So, comprehensive news coverage – it will get the word out about Mustang Media because students will be canvassing the campus and the community more effectively because we'll have more of them. Doing stories, writing press releases, collaborating with advertisers, etc. So, it will raise the profile of the department, it will provide more comprehensive news coverage that hopefully community members will tune into and utilize. Because as other organizations are suffering from staff cutbacks, we're in the fortunate position of being very sought-after in terms of journalism programs. So, we have numbers, we have bodies. We have shoe

that can hit the pavement and produce good reporting. So, I think that by strengthening the concept of Mustang Media and strengthening the organizational structure of our student media, and producing collaborative journalism, it can only benefit the department, and the community, and the university in a multitude of ways.