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The Mass Communicator

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School granted college wish

33-year effort finally approved by Board of Regents, Coordinating Board

BY ANDREW BELL
THE UNIVERSITY DAILY

The School of Mass Communications reached one of the final stages in officially becoming a college in 2004 after the Texas Higher Education Coordinating Board approved the switch in November.

Jerry Hudson, director of the School of Mass Communications, said the approval is the final step in a process that has been ongoing since submitting the application with the Office of the Provost in spring 2002. He said he was happy to hear about the upcoming transition.

"I'm tickled to death because it shows the hard work by the faculty and staff has paid off," Hudson said.

Before the School could send in its application to the provost, it had to be signed by the dean of the College of Arts and Sciences, Hudson said, because the School remains under Arts and Sciences academically.

By the School meeting the criteria of en-

rollment, faculty, opportunities for funding and student production, the Office of the Provost appointed a committee to approve the transition, Hudson said.

In the past, the School's request had been denied because of budget shortfalls. In the last attempt, the School was told the university could not afford the switch. However, Hudson said Provost William Marcy said if the School could get the funds necessary to make the change, the application would be considered.

During the process, academic councils throughout campus approved the change to a college. Then the decision went to the Board of Regents. Hudson said the Board agreed with the academic councils and the provost, despite its record of not agreeing throughout the years.

"Several proposals have gone forward in the past 33 years, and they have never been approved by the Board of Regents," Hudson said.

The final step in the process forwarded

the application to the coordinating board, in which the commissioner of the board approved the switch. If the coordinating board requested changes in the application, it would be sent back to the Board of Regents to make the proper changes and approve the application again, Hudson said.

The move will become effective in September 2004, Dennis Harp, associate director for faculty affairs, said. The transition will require the College of Arts and Sciences to transfer all of the mass communication student files to the new college. The new college will have to handle its students' graduations.

Because the School has been anticipating approval of the application, Harp said the School has been in transition since last spring. In the coming months, personnel in the School of Mass Communications will have to develop new policies, such as tenure and promotions of the faculty, that are separate from the College of Arts and Sciences.

Hudson said the School would fine-tune

the existing curriculum in the School before the change is made. Currently, a proposal has been approved by the committees on campus for a Ph.D. program within the college. The Board of Regents approved the issue in December.

Although the School plans to increase staff and increase staff salaries, a new dean for the future college has not been decided yet by the provost, Hudson said.

Despite not having a dean established for the change in the School next year, Hudson said he is pleased the School will be becoming a college in the future.

Erin Rohdy, a sophomore from Kilgore, agrees with Hudson.

"I think it's great because as a college they can focus more on mass communications and not on arts and sciences," she said. "Now I can focus more on my major and do more of what I want to do."

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MCOM passes all 12 standards in 2003 accreditation review

BY JOEY KIRK
THE UNIVERSITY DAILY

Joking with the six members of the Accrediting Council on Education in Journalism and Mass Communication site team, Jerry Hudson said he could just write the report and send it to them.

The director of the Texas Tech School of Mass Communications later revealed he was glad they did it themselves.

"I couldn't have done a better job if I would've typed it myself," he said. "I'm just delighted of how it went."

The School went through a recent reaccreditation process

and received a status of good standing in all 12 of the categories.

The accrediting council reported on the administration, budget and curriculum of the programs within the School. Along with those, public service activities, faculty research and equipment were examined for levels of compliance.

The final accreditation decision will not be made until May 2004, Hudson said, so the process is still under way.

"It is just a recommendation to the council to become reaccredited in the spring," he said. "This is a process we do every six years."

In 1997-1998, the accrediting council completed their previous report over the School and found it to be out of compliance in two areas.

Hudson said lack of faculty research and updating student records at the time affected compliance.

"At that time, we only had one adviser; now we have about two and a half," he said. "Our faculty research also had not been updated in three years so that caused more problems."

In 1999, the School appealed to the council and was given its reaccreditation after all the problems had been corrected.

SEE HUDSON, PAGE 2

Student tales from the G-S-P front

BY ROBERT WERNSMAN

Welcome to the newest edition of the Mass Communicator from the School of Mass Communications at Texas Tech University.

As the institution progresses toward elevating the school to college status, we are



attempting to improve our communication with some of the most important people in our world — our alumni.

For the many of you who do not

know me, I am responsible for editing this year's Mass Communications alumni publications. Your comments about any subject related to our goals and your interest in them are most welcome.

As a journalist, I love telling stories — especially those tales so many people haven't heard. Students provide an unusual variety of stories about their supposed language proficiency each semester. This is particularly true of those students who face a burden in passing the grammar-spelling-punctuation examination the school requires.

As the administrator of that test since its implementation in 1999, I hear stories explaining why they failed, why they should be exempt or why the test is pointless. While the role the test plays in students' plans is quite serious, the excuses they offer can border on the amusing.

For example:

- "Nobody ever told me that there was a difference between a colon and a semicolon."

- "Nobody ever uses a word like 'gubernatorial' anymore."

- "I'm going to be a lawyer, so I don't need to know how to write."

And, one of the most popular and least effective:

"I know I can do the work if you just let me into the class."

Historically, here and at the several other Texas universities that administer the test, the student passage rate hovers at about 50 percent. I would love to tell you that the rate is improving; perhaps it will, one day, but that approximate rate has been consistent since we began testing students who seek to advance in our classes.

The passage rate is actually about 85 percent when considering the students who ultimately pass after taking the test more than once.

However, two students' stories involving the G-S-P test are worth repeating.

I recognized one student this semester at the examination, as he sat in the front row again - having failed the test the first time it was offered last fall. He also sat very close to the front row at the review sessions he attended before taking the test again.

The day after he took the test the second time, and only moments after I posted the scores for the test, he walked past me and stood before the list of scores.

Quietly, he turned toward me and began walking down the hall. Although realizing the news might not be good, I could not resist asking: How did you do?

A sudden smile and a thumbs-up sign were a joy to behold.

How much did you improve? I inquired.

"Eighteen points!" he said. That was unusual; students often raise their score by five to 10 points with real effort. He credited the help he received from the review sessions and his diligence in preparing for the second test.

Another student's situation was even more dramatic. She delivered her test documents to me after the exam and boldly declared: "I passed this test!" I offered hope that she passed.

"No," she assured me. "I studied for 20 hours for the test this time, and I know I passed." I had to admire her self-assurance and the fact that she sounded as if she truly was prepared.

However, she dashed my hopes when she said she scored a 45 on the test earlier in the fall semester. A score of 45? Highly doubtful that she passed, I thought.

She was all smiles when she confronted me a few days later in a hallway of the building.

"I did it!" she declared.

Indeed, she had. She raised her score 30 points within the semester. How? The review sessions, personal reviews of practice sites on our Web site and, she said, "I memorized the spelling of 300 of the words."

And this, from a student who has seen her share of struggles, having dropped out of high school and forging on to higher education after completing a GED.

So, in case you ever hear grumbling about the test, or wonder if it is simply too difficult to overcome deficiencies, rest assured that we are preparing students for your possible employment who are willing to do the work before they are permitted into the classes.

Feel free to send me an e-mail if you have questions about the grammar-spelling-punctuation test or this publication. You can reach me at robert.wernsman@ttu.edu or you can call (806) 742-6500, ext. 271. In addition, we are always happy to receive stories from you about promotions, achievements and new career moves.

Let us know, so we can let everyone know.

Hudson: Report shows School meeting primary goals

CONTINUED FROM PAGE 1

Jane Winer, dean of the College of Arts and Sciences, said she noticed the School has come a long way since the last report was completed.

"There's no comparison since the last time and now," she said. "They are a lot superior now and I'm pleased with how it turned out."

Along with beginning the stages of becoming reaccredited, Winer said the School is trying more to help students and faculty.

"We have been able to increase research productivity of faculty and students," she said. "The School is considering and (has) applied for a doctoral program in mass communications. Our target is for it to become its independent college in September 2004, which will cause it to be separate from Arts and Sciences."

Prior to the council visiting the School, assistant professor Todd Chambers said it was a long process to get prepared.

"It went from the top all the way down to the bottom," he said. "We pretty much had to put together a description of what we do on a daily basis."

"There's no comparison since the last time and now. They are a lot superior now and I'm pleased with how it turned out."

— ARTS AND SCIENCES DEAN JANE WINER

Chambers said the results of the report reflect directly on the faculty and students.

"After the last one, I think everybody saw it as a challenge," he said. "They set goals to make it happen, and I think it's an indication of all the people that helped."

There are 107 accredited programs throughout the nation. Every month, the

council evaluates four or five for reaccreditation.

With 12 standards being evaluated, Chambers said it is not unusual for a school not to meet some of those.

"We met all of the standards," he said. "We now have a sense of pride, a sense of relief. The last time, I think people showed concern after what happened and we know the mass communications area is going to continue to grow."

Hudson said the primary goal of the School as an institution of higher education is to provide experience for future workers.

"We are trying to prepare students for fields they want to go into," he said. "We want to show them what should be done in their industry, and I feel this report shows we met the criteria."

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Marty Haag dies

Longtime School of Mass Communications supporter H. Martin "Marty" Haag died Jan. 10 of a stroke at Baylor University Medical Center in Dallas.

Haag was inducted into the School's Hall of Fame in 1999 for his contributions to both Texas Tech and the journalism profession. His career included the position of news director at WFAA-TV and later the position of senior vice president/news of the Belo Broadcast Division before his October 2000 retirement.

Although he held journalism degrees from the University of Missouri and Columbia University, his service to Texas Tech included two terms on the School's advisory board, in the mid-1980s and at the turn of this century.

Among his accomplishments at WFAA-TV were four DuPont-Columbia Awards between 1977 and 1990 and a Peabody Award in 1988.

2003 Mass Communications Internships

Advertising

Zachary Jay Alsup
KCBD-TV
Lubbock, Texas

Lindsey Berryman
Child Advocates
Houston, Texas

Hilary Blanton
The Owen Group
Lubbock, Texas

Melissa Ernst
Covenant Health System
Lubbock, Texas

Molly Gonzales
Austin American Statesman
Austin, Texas

Amanda Goodwin
Austin Business Journal
Austin, Texas

Samantha Hasting
Covenant Health System
Lubbock, Texas

Shelley J. Hermann
Lubbock Sports Authority
Lubbock, Texas

Sarah Hodge
Lubbock Area United Way
Lubbock, Texas

Amy D. Kirkland
Caviness Advertising
Lubbock, Texas

Anna Layne Koch
Le Clair
Austin, Texas

Josh F. Loinette
Lubbock Sports Authority
Lubbock, Texas

Gabriel Martinez
Communities in School
Lubbock, Texas

Brett Nix
DDB Needham Worldwide
Chicago, IL

Valerie Prestidge
MAKOS Advertising & Marketing
Austin, Texas

Lindsey Pruitt
American State Bank
Lubbock, Texas

Brandon Rincon
Covenant Health System
Lubbock, Texas

Timothy Smith
Cingular Wireless
Lubbock, Texas

Ashley Spangler
United Supermarkets
Lubbock, Texas

Kelly Thielhorn
Girl Scouts of Caprock Council
Lubbock, Texas

Brooke Walthall
TTU Athletics External Operations
Lubbock, Texas

Olivia Warren
Hub Club Entertainment
Lubbock, Texas

Journalism, Broadcast

Suleika Acosta
KCBD-TV
Lubbock, Texas

For employers who wish to recruit Texas Tech School of Mass Communications students for internships, the most important step is to contact me and give me the correct information and the process for students to apply for internships at that place of business – such as the deadline for applying, qualifications and other relevant details.

If the employer has a job description, I will be glad to post that upon receipt. I also need to know what the intern will be doing throughout the internship, especially if the intern will be receiving course credit.

Also, I often visit with the employer to get a more thorough concept of the intern's duties and what supervision the intern will have. If possible, I will go to

the employer. This gives me a chance to experience the work environment. Generally, I am only able to do that in Lubbock, though.

Also, attending the career fair is a great way to recruit interns. The 2004 Mass Comm Career Fair will be Thursday, Feb. 26. Please contact me if you are interested or need more information.

Leighanna Price, Career Center director
School of Mass Communications, Texas Tech University
Box 43082
Lubbock, Texas 79409-3082
(806) 742-6500, ext. 266
E-mail: leighanna.price@ttu.edu

Paige Elder
KJTV FOX 34
Lubbock, Texas

Kathryn Fullhart
WOI-TV
Des Moines, IA

Dana Jones
KJTV FOX 34
Lubbock, Texas

Holly Kennedy
KCBD-TV
Lubbock, Texas

Michael Mondragon
KAMC-TV/KLBK-TV
Lubbock, Texas

Melissa Newton
KXAS/NBC 5
Dallas, Texas

Zach Paul
KUSI-TV
San Diego, CA

Kristina Ramirez
KLBK-TV
Lubbock, Texas

Whitney Seifert
KCBD-TV
Lubbock, Texas

Stephani Stokes
KJTV FOX 34
Lubbock, Texas

Glenda Taylor
KOHM-FM
Lubbock, Texas

Whitney Wyatt
CBS Network
New York, NY

Journalism, Print

John Baucum
TTU Athletics External Operations
Lubbock, Texas

John Dunn
Snyder Daily News
Snyder, Texas

Timothy R. Fox
Lubbock Avalanche-Journal
Lubbock, Texas

Lindsay Green
KLBK-TV
Lubbock, Texas

Seth Green
KAMY-FM
Lubbock, Texas

Keli Johnson
Women's Protective Services
Lubbock, Texas

Trent Johnson
The Promotions Network
Dallas, Texas

Stephanie Rosiles
Red Raider Report
Lubbock, Texas

Sarah Ross
Tyler Morning Telegraph
Tyler, Texas

Heidi Toth
Lubbock Avalanche-Journal
Lubbock, Texas

Brian Walzel
Shane Media
Houston, Texas

Lori Wilkinson
LEARN, Inc.
Lubbock, Texas

Photocommunications

Cristy Cross
Childress Photography
Lubbock, Texas

Katherine Elder
SeaWorld
San Antonio, Texas

Matthew Gore
AMS Production Group
Dallas, Texas

Ginger Schovajsa
Childress Photography
Lubbock, Texas

Public Relations

Kelly C. Aldred
Kaplan
Lubbock, Texas

Ragan Armstrong
32nd Congressional District of Texas
Washington, D.C.

A. Constance Barbian
Scott & White
Temple, Texas

Kelli Barrow
PrinTech
Lubbock, Texas

Amber Bracewell
Habitat for Humanity
Lubbock, Texas

Meredith Brown
KLBK-TV
Lubbock, Texas

Michael Bruyninckx
Hill & Knowlton
Houston, Texas

Ashley Calvert
Lubbock Cotton Kings
Lubbock, Texas

Jenny Conley
Covenant Health System
Lubbock, Texas

Maggie Degenhardt
Covenant Health System
Lubbock, Texas

Veronica Elias
Telemundo 46
Lubbock, Texas

Shelby Farmer
Caviness Advertising
Lubbock, Texas

Sarah D'nay Freeland
Habitat for Humanity
Lubbock, Texas

Ellissa Horton
Student Red Raider Club
Lubbock, Texas

Cindy Huckabay
TTU Athletics External Operations
Lubbock, Texas

Charity Huddleston
Bureau of Land Management
Safford, AZ

Rainnie Hull
University Daily
Lubbock, Texas

Jennifer Hunt
TTUHSC News and Publications
Lubbock, Texas

Julie Jenkins
Enterprise
Lubbock, Texas

Laura Kamp
TTU Athletics External Operations
Lubbock, Texas

Lindsay Kelley
32nd Congressional District of Texas
Washington, D.C.

Amy Kiker
TTUHSC News and Publications
Lubbock, Texas

Tawny Mertes
Bob Gail Enterprises
Los Angeles, CA

Kimberly Mosley
Physicians Weight Loss Center
Lubbock, Texas

Dayme Mullins
South Plains Mall
Lubbock, Texas

Jennifer Prieto
Bromley Communications
San Antonio, Texas

Veronica Ronyak
Healthsmart Preferred Care
Lubbock, Texas

Kristel Schwintz
Red Raider Club
Lubbock, Texas

Kyle Simpson
Dallas ISD
Dallas, Texas

Sara Skirboll
Covenant Health System
Lubbock, Texas

Courtney Smith
Covenant Health System
Lubbock, Texas

Rachea Smith
KAMC-TV/KLBK-TV
Lubbock, Texas

Shelley Smith
Benchmark Business Solutions
Lubbock, Texas

Kelli Stumbo
TTU Office of VP for Student Affairs
Lubbock, Texas

Jill Stuver
Innovation
Waco, Texas

Sara Veits
Hub City Brewery
Lubbock, Texas

Kaelin Weiler
Caviness Advertising
Lubbock, Texas

Gemell White
Lubbock Cotton Kings
Lubbock, Texas

Jodi White
Crane Jackson
Lubbock, Texas

Natalie Worthen
TTUHSC News and Publications
Lubbock, Texas

Telecommunications

Patricia Aguilar
Telemundo 46
Lubbock, Texas

W. Neil Bufkin
Cox Communications
Lubbock, Texas

Mitchell Patton
KLTV-TV
Tyler, Texas

Levi Rieken
KLBK-TV
Lubbock, Texas

SCHOOL OF MASS COMMUNICATIONS
2003
*Outstanding
Alumni
Recipients*

EDDIE ALDRETE

A love for communicating, agriculture and politics may not be everybody's success formula, but it is a winner for Eddie Aldrete.

This 1981 journalism graduate successfully combined the professional media world with his college education, serving as weekend sports anchor and weekday sports reporter for KLBK-TV more than two years before attaining his degree.

Months before his graduation, Aldrete began producing and reporting for KAMC-TV, with some assignments duties.

"I benefited the most from my internship at KAMC-TV, during my senior year, because I not only got the experience I needed, but then the station hired me full-time upon my graduation," Aldrete said.



Within six months he leaped at the chance for the position of assistant director of information with the Texas Farm Bureau, producing a weekly farm show for

100 radio stations in addition to other communication duties.

Two years later, his position grew into assistant director of state affairs for the agency. By mid-1985 he was legislative liaison to the Texas Legislature and the U.S. Congress for the Texas Agricultural Cooperative Council.

He departed from there in early 1989 and later served in Washington as press secretary for The Honorable Eligio "Kika" de la Garza through mid-1992. Aldrete maintained relationships with both district media and the national press corps, along with speech writing and other communications duties.

With these experiences and an entrepreneurial spirit, he launched Aldrete & Terrell Public Affairs in Austin with two partners. For two years they applied communication strategies to reach political decision makers and affect decisions for legislative affairs clients.

Within two years he launched his current company, which serves corporate and nonprofit clients – reaching beyond the news media and communicating directly with key audiences with a combination of media resources.

His reaction upon receiving this award?

"Pure shock," he said. "But I accepted the award anyway and I am not giving it back. It is truly an honor to be considered, not to mention being selected as an honoree. The plaque is proudly displayed on my wall right next to my diploma."

ABNER EURESTI

Abner Euresti strives to serve more than the typical local news audience - he dedicates himself to serving possible future viewers.

KCBD-TV's evening anchorman began serving as co-host for the Children's Miracle Network 20 years ago, helping raise more than \$7 million for the Children's Hospital at University Medical Center.

His South Plains broadcasting career spans 28 years at a station that local viewers simply refer to as "Newschannel 11." As half of a highly recognizable anchoring duo, Euresti and Karin McCay personify the notion of anchor. Observers recognize these two professionals to be the longest-running anchoring team in the nation, together since 1980.

Viewers obviously receive them well, resulting in a No. 1-rated Nielsen newscast in Lubbock for the past 18 years.

This 1974 Texas Tech Telecommunications graduate's experiences at KCBD include reporter, producer, assignments editor, acting news director and assistant news director. He now has the title of evening anchor and managing editor.

"My time at Texas Tech and my degree set the foundation for whatever success I have achieved," he said.

His numerous professional and service news awards would crowd an office shelf. They include excellence in education awards from the Texas State Teachers Association, Association of Texas Professional Educators and Texas PTA Associated Press. TTU's School of Education named him a "Friend of Education," while the Texas Board of Education gave him the "Statewide Hero Award."

Community service work earned him the "Miracle Maker Award" from Children's Miracle Network this year, as well as the Dean's Distinguished Service Award from the TTU School of Medicine.

"I am in a business that is all about awards and recognition. That is not a criticism, just a fact," he said. "But, to be recognized by the school that provided me with my education and the foundation for my professional career - that is really special."



CHARLES GERARDI

Do not try to predict where an effective internship may lead.

A summer advertising experience with The Dallas Morning News for Charles Gerardi led to a two-decade career with the newspaper, spanning nine positions of increasing responsibility. Ultimately, it took him to Florida for his current advertising vice presidency with The Palm Beach Post in West Palm Beach.

“For the first time in my career, I am now ultimately responsible for all of the decisions made within my department,” Gerardi said. “It’s an awesome responsibility. But three years down the road (I came here at the beginning of 2001), when I look at what we’ve accomplished together as an Advertising Department since I arrived, I take a lot of pride knowing that we’ve made a lot of good decisions.

“We’re better today than we were yesterday, and we want to be even better tomorrow.”

He departed from Tech with an advertising degree, complemented by a minor concentration in marketing.

“I am very proud to have attended Texas Tech,” he said. “I feel that Tech provided me every opportunity to be successful - so long as I continued to work at it - it’s a long-term investment.”

His studies appear to serve as the ideal springboard from which to effectively communicate for his clients. One year after his classified sales internship as a junior, Gerardi graduated and accepted a full-time sales position, focusing on automotive.

Between 1984 and 1989, he effectively progressed through three classified sales supervisory positions: merchandise, automotive and inside sales. He moved into management in late 1989. Success as assistant general advertising manager led to one year as general advertising manager.

By 1995, he was The Dallas Morning News general advertising director - before his appointment as retail advertising director in early 1997.

Within three years, his expertise led to the position of strategic alliances director for the Belo Corporation’s flagship publication. Twenty years after beginning his advertising career in Dallas, The Palm Beach Post’s officials attracted him to his advertising vice president’s position.

His professional associations include this year’s Leadership Palm Beach County, the Newspaper National Network sales advisory committee, the Business Development Board of Palm Beach and numerous advisory council positions.

“What I love about my chosen field is that every day is new and different,” Gerardi said. “I can see why we call the newspaper ‘the daily miracle.’”



WILL D. JARRETT

Will D. Jarrett set his sights high and dedicated himself to excellence in a successful career spanning a number of major newspaper organizations - before helping found a significant Texas, Colorado and Arkansas communications company.

Westward Communications encompassed 43 small daily and weekly newspapers, a public relations wire and a USA Today printing site.

Today, he sets his sights on beautiful horizons and seeks excellence on - among other pursuits - America’s greatest golf courses.

He began building his resume about the time he was Treador sports editor, before earning his journalism degree in 1958.

“I was a liberal arts type in a sea of ag and engineering majors,” he said. “Journalism satisfied my interests in reading, writing, sports and politics.”

That humble beginning led to, among other achievements, Pulitzer Prizes during his tenures as editor at both the Denver Post and the Dallas Times Herald. The Associated Press Sports Editors declared the Post’s Sunday sports section best in the nation under his stewardship.

His career highlights include managing editor of features and sports for the Philadelphia Inquirer, managing editor and later executive editor for the Dallas Times Herald, in addition to his executive editor capacity at the Denver Post.

“It’s heartwarming to know that some 45 years after you have left the campus, that the Mass Communications department has noted that my career as a top editor in Miami, Philadelphia, Denver and Dallas was a compliment to not only me, but to West Texas and Texas Tech,” Jarrett said.

His professional success culminated with his presidency and co-founder status of Westward Communications. His professional service includes the American Society of Newspaper Editors and American Newspaper Publishers Association, as well as past membership on the Texas Tech School of Mass Communications Advisory Board.

Also, Jarrett founded the Fourth Estate Golf Society, whose membership is composed of editors who gather annually to pursue experiences on distinguished U.S. golf courses.



JAY ROSSER

Jay Rosser’s professional roles offer proof that an international career can begin in Lubbock, Texas. His career encompasses reporting, editing, political communication and, for more than a decade, corporate communications.

Today he operates his own communications-consulting firm.

It all began soon after completing his journalism degree in 1978, when he began reporting for the Corpus Christi Caller-Times, a part of the Harte-Hanks group.

“My first managing editor, at the Corpus Christi Caller-Times, was a real stickler for details, and had a work ethic you couldn’t believe,” Rosser said.

“I’ll never forget my orientation at the paper, ‘Son,’ John said, ‘after one year, you get a week of vacation. After five years, you get two. After 10 years you get four. But I got to tell you - if I can do without you for four weeks, I can flat do without you.’”

Within three years he was a reporter for the company’s Austin bureau, covering state and local politics. A minor concentration in political science helped make this a comfortable fit.

Four years later, he became managing editor of Texas Weekly Magazine - circulated in more than two dozen Texas papers - before serving Harte-Hanks as editor of the San Antonio Monthly.

Rosser entered the political communications realm in 1987 as deputy press secretary for the Texas governor’s office - serving as a writer and spokesman. Two years later he was assistant to Texas Railroad Commissioner Kent Hance for the statewide regulatory agency.

Texas politics’ loss was corporate communications’ gain in 1990 when he accepted the director of communications position for Mesa Petroleum in Dallas as the public voice for T. Boone Pickens for six years. At the time, Mesa was one of the nation’s largest independent natural gas and oil producers. He managed all communications initiatives for the company.

Until May, Rosser’s professional duties focused on effectively communicating for Koch Industries, as director of corporate communications of a company with 100 subsidiaries and more than 25,000 employees nationwide. He began his consulting firm earlier this year.

“The mass communications program at Texas Tech continues to grow in stature, both in Texas and nationally,” he said. “To be recognized by such an institution is a real honor.”



Internships are win-win situation

Experience opens entirely new field for Goodwin

BY GIANNA PASCUZZI

Internships are an intricate part of the job-seeking process that occurs after graduation, but because of either a lack of knowledge or a lack of opportunities among some students, they are often overlooked.

Texas Tech offers opportunities to resolve both issues.

Internships are everywhere; all a student has to do to find one is ask an adviser, look on the Mass Communications Web site, or look at one of the bulletin boards in the Mass Communications building. Amanda Goodwin knew exactly where to look when she found her internship.

Goodwin, a senior advertising major, interned at the Austin Business Journal. She indicated that the internship was very effective in revealing a new and different way to work in the advertising field.

Before this experience, she had always thought that she would work in account services for an advertising agency. However, her internship opened an entirely new field with many more opportunities. The Austin Business Journal was a chance to experience the sales perspective behind advertising.

She cited the people whom she met during the job as the most beneficial part of the internship for her. She got the chance to make her name familiar to numerous advertising agencies and big clients for the Journal.

Also, the company that she worked for is a parent corporation with 41 different business journals in the United States, and she now has an exceptional chance to interview and work for one of these companies in the future.

Goodwin suggests that anyone interested in an internship start looking early and try to complete two different internships. She arranged an internship locally during her sophomore year that, although not for credit, gave her valuable experience. Goodwin expects to graduate in May with a major in advertising and a minor in marketing and Spanish.

Because of her Austin internship, Goodwin now understands how a weekly publication and its advertising is run, which she expects will be very beneficial when she starts working after graduation.

Goodwin was not the only beneficiary of the internship.

John Garrett, advertising director at the Austin Business Journal, also had an invaluable experience with her internship. He said that Goodwin represented Texas Tech very well. He noted that the most important thing someone needs to be successful is a good attitude and a desire to learn.

Goodwin came with a very positive, can-do attitude, he said. Before her experience, the publication did not have a set intern program, but she had the opportunity to help develop one.

Some of Goodwin's daily duties at the publication included

assisting the advertising coordinator and the account executives to perform at their highest level.

This included helping the sales staff with arranging ads in the publication, writing insertion orders and contracts, and going on customer calls with the account executives. She also helped develop advertising campaign ideas for prospective and current clients.

Garrett said that Goodwin was a great help to the team, and the staff always felt comfortable giving her a task, no matter how great, because they knew they could trust the quality of her work.

Garrett's impression of Goodwin was that she will be a great contributor for any company employing her after graduation.

He described her as being sharp, possessing a great attitude and bringing new ideas to people's attention.

Helping students get a feel for the field they are interested in is his first justification for an internship.

This will help graduates feel more comfortable when they are interviewing for a position out of school, he said. If a student graduates without any real-world experience, it is difficult to relate to professional issues during the interview. One of the most important traits a student can have during an initial interview, he said, is confidence.

Experience, like an internship, will help build this confidence. Internships are highly encouraged at the Austin Business Journal because the student gets valuable experience, and the company gets talented and bright people to help achieve its goals. Currently, they have one intern in the department and are looking at adding another for the spring semester.

Barbian takes first steps in professionals' shadows

BY HAYDEN NORMAN

Some students take internships to earn course credit, some do so because their parents make them, and some seek to gain experience and develop professional contacts.

Despite their varied reasons, they all come back changed.

Internships are a first step toward achieving dreams. Constance Barbian, a senior public relations major from Plainview, took that first step this past summer.



BARBIAN

Acquiring the internship came easily to Barbian with assistance from her mother. Because most of her family lives in Temple, Texas, her mother was very adamant about Barbian acquiring an internship in the area.

Having family in the area also created contacts at local businesses. After her mother made an initial phone call to

Scott & White Hospital, Tracy Brown contacted Barbian and set up the internship position.

For 160 hours, over the course of five weeks, Barbian made

the most of her chance to walk in the shadows of professionals within the Marketing Communications department.

An internship that began clipping articles quickly evolved into designing the print media for a new clinic opening.

By the end of Barbian's experience, she had enough material to fill a portfolio.

"Actually seeing my work published was a unique and rewarding experience," she said.

Barbian felt lost during the early stages of her internship, as the job assignments were not concrete and work was unsteady.

"At first, I didn't really know what to do — so I just worked on odds-and-ends tasks," she said. "I then requested to sit with each person in the Marketing Communications Department so I could see how everyone's jobs differed."

After she met other professionals in the office, they began sharing assignments with her. Before long, Barbian found her work day flying by because her schedule stayed full and she enjoyed her work.

"They always included me in weekly meetings, where we discussed projects and new ideas," she said. "We would go around and talk about what everyone was working on at the moment. They always praised and appreciated the work I did for them."

Barbian said the ADPR Graphic Productions class came in handy when she began using QuarkXPress and Adobe Photoshop to design posters, fliers and newspaper advertisements. She also used the skills acquired from the Public Relations Writing course to create news releases.

Barbian is direct about what she would have done differently to prepare for her internship.

"I would have valued my classroom learning experience more if I had known I would really be using it later," she said.

Barbian's internship left her feeling better prepared for her future job. Because of her commitment and willingness to put in the long hours, she believes she has a greater chance for future success.

Working in a professional environment instilled a new sense of confidence in her. She said she now feels more equipped to conquer the challenges that lie ahead because she knows what is expected of a business professional.

Reflecting on her internship, Barbian said, "The whole experience was very positive. I am so grateful to the people at Scott & White for giving me the opportunity to follow them around and learn from them," noting that they treated her just like a fully employed staff member.

By the end of her real-world experience, Barbian developed a close relationship with the office staff. After a going-away party, complete with cake and balloons, she said her good-byes. Barbian stays in touch with the office staff through e-mail messages.

After her December 2003 graduation, Barbian hopes to obtain a position working in hospital public relations. She considers it a positive job with considerable potential to make an important contribution to society.

VISIT THE SCHOOL'S WEB SITE: WWW.MCOM.TTU.EDU

From journalism courses to separate-college status: The evolution of Mass Communications at Texas Tech University

Texas Higher Education Commissioner Don Brown approved in November the School of Mass Communications' application to become a separate college beginning Sept. 1, 2004. The commissioner's approval brings closure to requests for separate college status that began in 1970. A summary of the School's history is described below.

The history of the School of Mass Communications includes a summary of the key events and decisions. Dr. Paul Whitfield Horn, first president of the new Texas Technological College, was acutely aware of the need for adequate publicity as a means of informing the public about the newborn institution. He approved the request for permission to issue the first edition of *The Toreador*, the college newspaper, to be published prior to the registration for the first term the year the college was to open. Harry Montgomery was the editor and John R. Forker was the business manager.

The initial college catalog listed the first journalism courses in the Department of English. These courses focused on writing for newspapers, magazines, and books. Mr. Cecil Horne taught all of the journalism courses between 1926 and 1931. He also published a weekly newsletter from the college and mailed it to all Texas newspapers.

By 1931, 10 courses in journalism were offered to undergraduate students. Until 1937, the English Department administered the journalism courses although a major in journalism was approved in 1931.

In 1934, 103 students listed journalism as their major, a figure that grew to 109 in 1935 and 151 in 1936. Journalism enrollment increased by 8.6 percent during 1937 to 164 majors, with 25 graduates that year. In 1936, Mr. Horne's rank was raised to full professor, and journalism was separated from English to become a new and independent department.

The journalism curriculum continued to grow in 1937. Press Photography was first offered in 1937. Two new courses, Agricultural Journalism and Home Economics Journalism, were added in 1937. In 1941, a six-hour course in Individual Research was added.

While the Department of Journalism was still in its early stages, Cecil Horne encouraged its growth through faculty and student

participation in state and national professional organizations and brought practicing journalists to the campus as speakers whenever possible. Students responded to such opportunities eagerly.

In August 1940, the Board of Regents approved plans for the new \$70,000 Journalism Press Building, and by the fall of 1941, it was open, with faculty offices, classrooms and laboratory space for all 175 students with journalism majors or minors. During the 1940s, semester course offerings ranged from a low of 60 hours to a high of 81 hours in 1949.

John Russell Heitman succeeded Cecil Horne in 1950 as the second head of the Journalism Department. Curriculum changes included a course in Introductory Journalism, six advanced hours in Advertising Newspaper Problems and Methods, and a course in Industrial Publications. Six hours of Advanced Photography were dropped.

Dr. William Edward (Bill) Hall succeeded Professor Heitman in 1954 as head of the Journalism Department and director of Public Information. Foreseeing a move that was to come about much later, Dr. Hall outlined plans for expanding the Tech Department of Journalism to include a major sequence of courses in radio and television journalism. He hoped that by the fall of 1956 such a major might be realized in cooperation with the Speech Department and with the addition of a journalism, radio and television news workshop.

During Dr. Hall's tenure, the department produced some excellent journalists. Al Slagle became top general assignments reporter for the New York Daily News; Dan Perkes became head of AP World Features and served as the No. 2 man to AP head Keith Fuller; and Will Jarrett was the editor of the Dallas Times Herald.

Dr. Hall's successor, Wallace E. Garets, came to Texas Tech in the fall of 1956 and remained for 14 years. Garets was the first journalism department head at Tech to be free of the public relations co-title.

Garets brought national recognition to the Journalism Department. In 1962, he was vice president of the American Society of Journalism School Administrators, co-author of

Modern Journalism and editor of the Journalism Educator. He was elected to the executive committee of the American Association of Schools and Departments of Journalism in 1960. This association is a member of the American Council of Education for Journalism and Mass Communications, the organization that provides accreditation for journalism schools and departments. In 1970, he was one of eight elected educator members of the ACEJMC and served two three-year terms as a representative of the American Society of Journalism School Administrators. He initiated reforms leading to accreditation of the news-editorial sequence and was named Tech's Man of the Year in the 1970 La Ventana.

By 1960, the fairly static decades of the past quarter-century of journalism education gave way to an era of marked change in a previously modest and stable journalism program. The journalism building underwent a dramatic renovation in 1961-62 when the Texas Legislature appropriated \$60,000 to convert the Texas Tech Press space, much of the first floor, to class, lab, and office use. The \$60,000 figure is particularly noteworthy when recognizing or recalling that the Press Journalism building cost about \$40,000 to complete just 21 years earlier.

While the Watergate era of the 1970s is given much credit for the rise in journalism enrollments around the country, actually the Texas Tech journalism enrollment began to edge upward steadily in the post-Sputnik 1960s. From 1961 to 1965, the department grew from 139 to 256 majors.

The American Council on Education in Journalism accredited the Texas Tech University department in 1966, making it the second accredited journalism program in the state.

With its first national journalism accreditation, the department saw a rapid increase to 440 students, one of the largest increases on the campus at the time. In 1966, students could major in journalism with a specific emphasis in another discipline. The sequence was offered in conjunction with the departments of marketing, architecture, and allied arts.

By 1967, after much thought and deliberation, Garets decided that the Department of Journalism should offer a master's degree. A

master's degree in journalism was approved in October 1968. Dr. Charles Allen registered 18 students in the first year of the program.

In 1969, distressed and disappointed by what he felt was a lack of administrative and budgetary support, Garets announced his resignation effective at the end of the 1970 summer session.

Dr. Billy I. Ross, professor of Marketing in the College of Business Administration, became the next head of the Department of Journalism. Dr. Ross directed the Marketing Department's advertising program. However, the business dean and his council decided to transfer all programs that were not management-oriented. Advertising was transferred to the Department of Mass Communications. The Economics program moved to Arts and Sciences, and the Secretarial Education program became Business Education in the College of Education.

With the goal of leading the journalism program to school status, Dr. Ross studied similar programs at other colleges and universities to determine what the Tech program should include. He added advertising and radio-television courses to the curriculum. In 1971, the Department of Journalism became the Department of Mass Communications. The new name more accurately reflected the department's expanded scope.

A key to the 1970 planning for the department's future was the Dean of Arts and Sciences, Dr. Loren Kennamer. He had replaced Dr. Sabe Kennedy, who became academic vice president. Dr. Kennamer told Dr. Ross and his faculty that the journalism program would continue as a department, though it should work toward becoming a school, as recommended in 1970 by Dr. DeWitt Reddick, a former dean at the universities of Texas and Tennessee. "You should prepare a five-year plan for conversion of the department into a school," Dr. Kennamer told an elated Dr. Ross. A news release was prepared and read: "Tech will initiate Phase I of a new approach to communications education in August when students pursuing careers in journalism, advertising and telecommunications will enroll for the first time in a new department of mass communications."

The story of the announcement carried in the June 12, 1970, edition of *The University Daily* included the statement from Dr. Grover E. Murray, president of the University, "It is the intention of the university that this first phase will be the forerunner of successive stages toward building this department into the full stature of a school capable of meeting our challenge with the excellence both students and industry properly expect." However, Dr. Kennamer resigned in the fall of 1970 to take a deanship at the University of Texas at Austin. Subsequent university administrators were not as eager to support any separation of the Department of Mass Communications from the College of Arts and Sciences.

Two early supporters of the program continued to work toward a separate and independent academic unit. Clint Formby, Hereford broadcast executive and former president of the Tech Ex-Students Association, agreed in 1970 to serve on the newly formed Mass Communications Advisory Committee. University President Murray appointed the committee to promote the recognition, welfare, and progress of mass communications education at Texas Tech University. At the committee's first meeting in December 1970, Formby was named chairman, but resigned shortly after that when he was appointed to the Tech Board of Regents for the first of two terms.

After Formby's appointment to the Board of Regents, Wendell Mayes, an alumnus and broadcaster, was named to succeed him as chairman of the committee. Mayes himself was appointed regent in April 1985.

By 1972, the department was preparing for its second accreditation visit. The Accrediting Council of Journalism Education was not only reaccrediting the journalism program, first approved in 1966, but was also accrediting advertising and telecommunications for the first time. Telecommunications had been approved as a degree in 1971, and advertising had become a bachelor's program with its move to the Journalism Department in 1970. The program was reaccredited in 1973.

By fall of 1973, the department showed a healthy increase in enrollment to 613, up 134 from the year before and 352 from the fall of 1970. Enrollment would continue to rise with each succeeding year.

One of the key moves that Dr. Ross made in structuring the department, and hence its curriculum, came in 1974, when he identified four divisions — journalism, advertising, telecommunications and graduate studies. This move gave Dr. Ross and the faculty a functional administrative chain of command and allowed Dr. Ross to delegate responsibility in the rapidly growing department.

A new option for journalism majors, a

broadcast journalism sequence, was added to the existing news-editorial and public relations sequences in fall of 1974. Students were required to complete 36 hours in mass communications courses; six were electives.

In 1972, President Murray and the Board of Regents approved the construction of a new Mass Communications Building, containing 78,000 square feet of space and connecting to the Journalism Building by a tunnel. The old Journalism Building contains only 18,000 square feet.

Workers began construction on the new \$3.5 million building on March 22, 1974, and completed construction in February 1976. Faculty and students began using the building during fall 1976.

The enrollment of the University increased substantially throughout the early and mid-1970s, and the Mass Communications Department enrollment contributed to a large part of that growth. By fall 1976, department enrollment showed a 3 percent increase over the previous fall to 850 undergraduate and graduate majors. The enrollment grew another 8 percent in 1977 to 917 majors. The department's enrollment ranked it as one of the 15 largest programs in the nation. The enrollment reflected a 251 percent growth since 1970. By 1979, enrollment rocketed to 1,139, making Tech's program the ninth largest in the United States.

The Accrediting Council on Education in Journalism and Mass Communications visited the department in 1979 to review its performance and reaccredited all of its programs. Tech's Department of Mass Communications joined ranks with the University of Missouri, The University of Texas, Ohio University, West Virginia University and Syracuse University in having five or more accredited sequences. Tech also became one of ten universities and the only one in Texas with accreditation in mass communications graduate studies. The chair of the ACEJMC visiting team, Dr. Neale Cople, dean of the College of Journalism at the University of Nebraska, recommended that the department become a separate unit.

Gordon McLendon donated approximately \$200,000 worth of record albums and historical files to the department and the Southwest Collection in 1981. McLendon created the "Top 40" format for America's disc jockeys and radio programmers.

In 1982, the Don Belding papers were donated to the Southwest Collection. Belding, one of the foremost advertising executives in the nation, had been a partner with Foote, Cone and Belding of San Francisco and had established a fund to bring foreign students to Tech to study advertising. Dr. Dennis Harp persuaded Melvin Munn, former president

and commentator of the Life Line Foundation, Inc., to donate eleven years' worth of radio scripts to the Southwest Collection.

In 1984, Photocommunications was approved as a major for the bachelor's degree. The first degree was granted that same year.

The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) reaccredited the Department of Mass Communications in 1986. The accrediting team listed weaknesses in the low budget allocated to the department, low faculty research productivity, lack of aggressive affirmative action policies in faculty female and minority recruitment, and constraints resulting from departmental--rather than school--status. Again, the chair of the ACEJMC visiting team, Dr. Ed Mullins, dean of the College of Communications at the University of Alabama, recommended that the department become a separate unit.

In early November 1986, the faculty learned that a gift of more than \$1 million to the University, designated to the department, had been withdrawn by the donor. The gift was contingent on the creation of a School of Mass Communications bearing the donor's name. University officials questioned whether \$1 million was enough to justify naming a school after a donor.

By the fall of 1986, the program counted 1,482 majors in the several sequences offered by the department, and it had become the 8th largest in the nation. In an attempt to regulate the number of students entering the program, faculty approved a minimum GPA requirement. Beginning in the fall of 1987, an overall GPA of 2.5 was required for students to continue in the department past the core courses.

On Feb. 28, 1987, Dr. Billy I. Ross submitted his resignation as chairman of the department, citing a lack of administrative and faculty support. Dr. Ross said his disappointment with the administration was based on the university's failure to take favorable action on the \$1 million donation.

During Dr. Ross' final year as chairman and the year following his resignation, five tenured or tenure-track faculty resigned from the department. Dr. Ross' resignation and the faculty's near-concurrent resignations contributed significantly to the negative perception of this department that developed among administrators and prospective faculty throughout the nation. Faculty recruitment would be difficult for the next six years.

Dr. Ross was extremely successful in his role as chairman of the department. During his tenure, the number of full-time faculty increased from nine to 20 and the number of undergraduate majors increased 500 percent. A new Mass Communications building

was constructed and occupied. Entrance requirements were set to increase the academic standards. Ross increased the amount of gifts, grants and donations from less than \$1,000 to more than \$400,000. He developed several programs to honor both the communications profession and the Tech community. These exemplary programs include the Thomas Jefferson Award, Mass Communications Hall of Fame, Mass Communications Outstanding Alumni Program, L.U. Kaiser Teacher Innovation Awards, Mass Communications Week, the Southwest Journalism Historical Center, Don Belding Programs, Carl Duisberg Program and KOHM-FM, a classical music radio station.

Dr. Jerry C. Hudson assumed the chairmanship on an interim basis on June 1, 1987. Dr. Hudson was named the official chairman in May 1988. This was also the date that the department became the School of Mass Communications. However, the administrative structure of the School would remain in the College of Arts and Sciences. Because of the increased academic requirements established in 1986, the number of student majors declined to fewer than 1,200 by 1989. The average class size decreased and the School opened its second and third computer labs in 1988 and 1989. The School's enrollment leveled off at about 1,000 undergraduate majors in 1992.

Dr. Joe Goodin, dean of the College of Arts and Sciences, supported the School's attempt to become a separate academic unit. However, he suggested that the research and publication record of the faculty must increase before the School sought any administrative support for separation. As was the original intent, the Department of Mass Communications was elevated to School status in 1988.

Two corporations each promised \$100,000 endowments to the School prior to 1986, but they withdrew their pledges following Dr. Ross' resignation. However, Dr. Hudson was instrumental in increasing the endowments to more than \$650,000 between 1987 and 1992.

The CNN World Report archive was established in 1990 and brought national recognition to the School. The archive is now maintained in the University library as a major repository for faculty and graduate student research regarding international news.

KOHM-FM

KOHM-FM was qualified by the Corporation for Public Broadcasting in 1990 to become affiliated with National Public Radio (NPR). The affiliation with NPR provided South Plains residents their only fine arts radio station.

In October 1991, Dr. Hudson announced that he was resigning as director of the School

effective Aug. 31, 1992, but that he would remain a faculty member with the School.

ACEJMC reaccredited the School in May 1992. The only weakness listed in the report mentioned the lack of minority representation on the faculty. However, the team recognized the small budget under which the school operated. The ACEJMC site team recommended an increase in budget to operate the School.

After an internal search by Dean Jane Winer, Dr. Roger Saathoff was named the School's second director. Between 1992 and 1998, Dr. Saathoff facilitated a growth of more than \$500,000 in scholarships and endowments, including the first visiting professional position, the Hutcheson Endowed Professorship; had the building wired for cable, which enables faculty and students to connect to the world in their labs and classrooms through CNN and other news services; assisted in the establishment of on-line computer labs; and saw student numbers increase from 850 to more than 1,200 majors by 1997. He was not successful, however, in his requests to the university for additional faculty and other resources to keep up with such growth, as recommended in the 1992 accreditation review.

The 1998 ACEJMC visitation team recommended provisional accreditation. The team cited the School for non-compliance in two standards (student records/advising, faculty scholarship/ research/professional activities) and listed concerns in three standards (full-time/part-time faculty, governance/administration, equipment/facilities). As a result, ACEJMC voted to deny reaccreditation. In June 1998, the School appealed ACEJMC's decision. The hearing was set for August 1998.

The School's self-study could be classified as a six-phase review and program modification process. The School did not formally plan to initiate a six-phase plan; however, an overview of the past six years reflects six distinct reviews and several improvements.

Phase I was a review of the 1998 ACEJMC reaccreditation report conducted by the School's faculty and a selection of alumni/friends. This phase began in June and July 1998. Texas Tech University President Donald Haragan and Arts and Sciences Dean Jane Winer asked Dr. Hudson, the School's former director and a senior faculty member, to conduct a thorough self-study that would result in a five-year strategic plan. During July and August 1998, Dr. Hudson visited with selected alumni and professionals representing all areas of mass communications in Austin, Dallas, Fort Worth, Houston, Lubbock and San Antonio. He met with more than 125 alumni and friends in these six markets. In each of the meetings, Hudson summarized the ACEJMC site team's report, described the policies and

procedures related to the university's budget allocation, and asked for guidance and recommendations regarding curriculum, fundraising, student/faculty recruitment and student/graduate employment. Armed with numerous recommendations and a long list of ideas, Dr. Hudson returned to the campus to address these areas of concern with faculty and staff. Dr. Hudson also requested adequate University funds from President Haragan to correct some of the specific problems listed in the ACEJMC site team's report. President Haragan was very generous in his financial support for technology, advising staff, permanent part-time faculty and the School's proposal for a career center.

A strategic planning committee, comprised of alumni, mass communications professionals, School faculty and friends of the School, met in August 1998 to develop a five-year plan for improving the School. The committee's recommendations were approved by the University and pledged financial support to strengthen the weak areas and to enhance other School programs. The improvements made in 1998 and 1999 are listed in each of the respective standards in this self-study.

During the last week in August 1998, the School reported to the appeals committee that it had corrected the problems listed by the visiting team in the two standards of non-compliance (student records/advising, faculty scholarship/research/professional activities) and had made vast improvements in the three standards listed as concerns by the visiting team (full-time/part-time faculty, governance/administration, equipment/facilities). The University had provided about \$400,000 in new resources to correct the problems. The committee recommended provisional reaccreditation at its September 1998 meeting. ACEJMC members voted to provisionally reaccredit the School pending a revisit in February 1999.

Phase II was conducted during the 1998 fall semester and included a faculty study/review of the School's curriculum and the development of a five-year strategic plan. In October 1998, Hudson invited 16 alumni and friends to attend a two-day curriculum review and planning session. These mass communications professionals met with faculty members in their respective disciplines. The alumni and friends were provided course syllabi for each of the undergraduate courses in the School's inventory. Faculty members described the course assignments, listed the learning objectives for each course and the role each course contributed to the student's education. The professionals provided a list of proficiencies they expected of each graduate performing specific jobs. The two-day ses-

sions provided faculty members with information about knowledge and skills students should possess for most entry-level jobs and the success they must achieve for promotion considerations.

Dr. Will Norton, dean at the University of Nebraska, revisited the School in February 1999 and recommended that the School be fully reaccredited. He indicated that he was extremely impressed with the progress and the future of the School. He complimented the University administration for its support and the faculty for its hard work and dedication to the School. Dean Norton recommended that the School become a separate academic unit with an administrative structure similar to a college.

In May 1999, the ACEJMC members voted unanimously to reaccredit the School. Presently, the School is following the five-year plan developed by the strategic planning committee.

Phase III began in January 1999. Faculty members divided into three groups. Advertising and public relations faculty members met, telecommunications and photocommunications faculty members met in a second group, and journalism faculty members, both print and broadcast, met in a third group. The faculty groups were charged with developing a curriculum that would be innovative and unique. The groups were reminded to consider the professional alumni comments and recommendations. In January and February, the groups met at least six times during evening hours and on the weekends. Each of the faculty groups addressed curriculum decisions based on skills and knowledge that students must possess upon graduation. The curriculum was developed in reverse order. What should students know and what skills should they have mastered when they graduate?

The results of Phase III could be termed as mixed. Each discipline seemed to have questions about the future needs of its graduates. Photocommunications faculty members questioned the changes from wet to digital processing. Advertising and public relations faculty members questioned whether advertising and public relations should be taught as an integration of disciplines. Journalism faculty members proposed merging broadcast and print into one degree focused on producing journalists with some skills in both print and broadcasting. Telecommunications faculty recommended changing its name to Electronic Media and Communication. The Telecommunications faculty concluded that their discipline was more than the traditional curriculum of radio and television production. In many cases, the discussions were heated. However, several of the recommendations in each of the disciplines were approved

by faculty members to be implemented in fall 1999 and 2000.

Faculty members voted to require news writing as a core course for all majors and a minimum 2.5 GPA to enroll in the second course in the student's major area of study. Faculty members also voted to require students to pass a spelling, grammar and punctuation test before they could enroll in the news writing course and subsequent courses.

Photocommunications began to integrate more digital courses into its curriculum and modified the content of its basic photography course. The basic course was changed from a darkroom emphasis to focus on shooting and content evaluation. Students used commercial studios to process their film.

Advertising and public relations faculty added separate writing courses specifically for their respective major. Faculty members in both programs voted to drop a required administration course in each of their majors.

Phase IV began in fall 1999. Faculty members were asked to develop a five-year plan that would lead to excellence in teaching, a separate college and a Ph.D. degree. The plan was to include goals and objectives for each of the disciplines and plans to achieve the objectives. Because curriculum changes take about a year to implement and to be published in the course catalog, new courses that would reflect the changes recommended by faculty in spring 1999 were created and forwarded to the appropriate university committees. The School implemented some of its new curriculum in the fall 2000 and spring 2001 semesters.

During the spring 2000 and fall 2001 semesters, the director met with 10 to 12 students representing each of the School's major academic areas at a monthly luncheon. The director informed the students about the progress the School was making in the areas of faculty recruitment, curriculum, instructional technology and advising. He explained the reasoning supporting the changes and requested comments from students regarding their concerns and perceptions. The meetings were valuable to the School in making effective decisions about student needs.

At the time the School was concluding its curriculum review and developing its plans for the next five years (Phase IV), University President Haragan announced his resignation effective August 2000. Tech's new president, Dr. David Schmidly, announced in fall 2000 that each academic unit would conduct a self-study and develop a strategic plan based on the format of his strategic plan for the University. President Schmidly's plan included eight goals: Access and Diversity, Excellence, Engagement, Information Technology, Part-

nership, Human Resources, Tradition and Pride, and Institutional Advancement and Accountability. Therefore, the School began a new self-study. The School's self-study and strategic plan (Phase V) are reported below. Dr. Schmidly resigned in 2001.

In spring 2002, the School submitted a proposal to interim President Don Haragan and Provost John Burns to become a separate college. Provost Burns indicated that the proposal to become a college was very thorough and listed some benefits to the University; however, Provost Burns reported that the University did not have the funds to cover the additional costs need by the School to become a separate college.

In August 2002, Dr. Hudson met with Dean Jane Winer and newly appointed Provost Dr. Bill Marcy, to discuss the School's future. Provost Marcy discussed some options for the School. He suggested that if the School could raise the funds to cover the increased costs of becoming a college, he would support the School's proposal for separation from the College of Arts and Sciences. Provost Marcy also suggested that faculty review the School's potential for a Ph.D.

In September 2002, the School's faculty and staff diligently began the arduous task of writing a new proposal to become a separate college and a proposal for a Ph.D. program. The School submitted its proposal to become a college in November 2002. The Texas Tech University Board of Regents approved the proposal for separate college at its May 2003 meeting. The proposal was forwarded to the Texas Higher Education Coordinating Board in June 2003. On Nov. 20, 2003, Dr. Don Brown, commissioner of the Texas Higher Education Coordinating Board, approved the School's application to become a separate college.

The Accrediting Council on Education in Journalism and Mass Communications' reaccrediting site team announced its intentions in November 2003 to recommend full accreditation to the Accrediting Council at its meeting in May 2004.

In March 2003, the School's Ph.D. proposal was forwarded to the Arts and Sciences Curriculum and Programs (ASCAP) committee for its review. ASCAP approved the proposal in May 2003. The Ph.D. proposal was approved by the Graduate Council and the Academic Council in fall 2003. The Texas Tech Board of Regents approved the Ph.D. proposal at its December 2003 meeting. The Ph.D. application was forwarded to the Texas Higher Education Coordinating Board in January 2004.

STRATEGIC PLAN, ACCOMPLISHMENTS

Goal 1. Access and Diversity: Become the academic program of choice for all Texas stu-

dents interested in pursuing mass communications careers.

Goal 2. Excellence: Achieve the highest standards of excellence in all facets of the School's mission, including teaching, research, creative/scholarly activities and service, both within the University and to the professions/industries served.

Goal 3. Engagement: Build quality community connections between the School and internal, local and regional entities/publics.

Goal 4. Information Technology: Maximize effective use of technology in all facets of the School's mission.

Goal 5. Partnership: Build in strategic alliances between the School and other academic, government, community, corporate, and private entities.

Goal 6. Human Resources: Enhance the quality of the work experience for all School employees.

Goal 7. Tradition and Pride. Establish a positive image for the School among local, regional and national industry professionals and academic peers.

Goal 8. Institutional Advancement and Accountability. Strengthen fiscal stability and public accountability.

The School of Mass Communications goals and objectives are reviewed annually and modified based on the School's progress. In some cases, objectives may be deleted because of a change in the School's focus or priorities. In other cases, dates for achieving objectives may be changed to reflect changes in budget, faculty and priorities. Within a very short period of time, the School has accomplished several of its objectives.

SUMMARY

A summary of the accomplishments related to the School's strategic plan is listed below.

1: Access and Diversity: Become the academic program of choice for all students interested in pursuing careers in mass communications.

A: Since fall 2001, the school has increased its faculty diversity. During the past two years, the School has hired two females, one Hispanic male and one Asian male for tenure-track positions. One female was hired in fall 2001 and one in fall 2002. These two female hires replaced two females who resigned from the School to accept positions at other universities. One female instructor retired. However, the two new female faculty members bring more cultural diversity to the faculty than did the two females who resigned.

B: In fall 2002, the School enrolled 231 minority students. The School's minority enrollment represents almost 16 percent of mass communications majors, compared to 12.5

percent in 2001.

C: In 2001, the School succeeded in retaining 83 percent of its freshmen, 197 of 241.

D: Forty-eight percent of the freshmen enrolled by the School in 2002 were in the top 25 percent of their high school graduating classes.

E: From 1992-1998, the School matched or exceeded the University in both the four-year and the six-year graduation rates, according to data provided by Institutional Research. The six-year rate for the School was 54 percent, while the University's rate was 53 percent.

2: Excellence: Achieve the highest standards of excellence in all facets of the School's mission, including teaching, research, creative/scholarly activities, and service, both within the University and to the professions/industries the School serves.

A: The School submitted a proposal in March 2003 to offer a Ph.D. in mass communications by fall 2004. The Ph.D. would focus its curriculum on convergent media.

B: The Texas Tech University Board of Regents voted in May 2003 to separate the School of Mass Communications from the College of Arts and Sciences and to become the College of Mass Communications by September 2004.

C: In 1999 and 2003, the School successfully exceeded the minimum requirements of the Accrediting Council on Education in Journalism and Mass Communications.

D: The University's Teaching Academy awarded a \$25,000 teaching award to the School in 2002 in recognition of teaching excellence.

E: Drs. Bill Dean, Jerry Hudson, Judy Os-kam, and Professor Ashton Thornhill are members of the prestigious Texas Tech University Teaching Academy.

F: Tenured and tenure-track faculty have benefited from the use of graduate assistants with faculty research needs, such as literature searches, data entry and coding.

G: Income for the School's Institute for Communications Research totaled \$36,779 for 2002.

H: Drs. Coy Callison, Todd Chambers, Shannon Bichard, Padmini Patwardhan, Michael Parkinson, Samsup Jo, and Roger Saathoff each won top paper awards in their respective subject areas at national and regional symposia in 2002-2003.

3: Engagement: Build quality community connections between the School and internal, local, and regional entities/publics.

A: The School has collaborated with Price Communications, Fellers Advertising, Covenant Medical Center, University Medical Center, Highland Medical Center, 9-1-1 Emergency Telephone, St. Jude Children's Hospital,

and the Lubbock Chamber of Commerce in a variety of community partnerships and research projects.

B: The School annually provides a variety of service activities: Mass Communications Week, the William S. Morris Lecture, the Hall of Fame recognition of an outstanding contributor, recognition of outstanding alumni and Career Day.

C: Thirty-five graduate students from other academic units at Texas Tech enrolled in the School's graduate classes in 2002.

D: An additional half-time academic adviser was added in 2003 to the existing staff of two advisers.

E: Students may consult with the director of the School's Career Center for career guidance and help with internships and other related matters such as resume development.

F: Several faculty members are involved in regional and national service.

4: Information Technology: Maximize effective use of technology in all facets of the School's mission.

A: The School's Technology Committee meets monthly to evaluate technological support required for instructional needs and information systems pertaining to students, faculty and staff.

B: Two new multi-media labs were added in 2002.

C: Classrooms are equipped with either permanent or portable instructional technology. Rooms 104 and 111, which seat 80 students each, now have instructional consoles that provide a computer, document video camera, VHS player/recorder, DVD player, LCD projector, and audio system. In addition, Room 101, seating 190 students, has a remote-controlled color video camera, one S-VHS player, one S-VHS recorder, an audio-cassette machine, a DVD player, an audio mixer, an LCD projector and a wireless microphone system.

D: Two courses, MCOM 3320 and EM&C 3300, were offered through distance/Internet learning. Dr. Todd Chambers and Dr. Mike Parkinson were awarded grants from the School's director in 2002 to develop online courses in electronic media and mass communications law.

E: Undergraduate and graduate scholarship information has been regularly updated and placed on the School's Web site. The Graduate Scholarship Application form is available on the Web site.

F: Information of interest to prospective graduate students is continuously updated and available on the School's Web site including program information and applications.

G: Since 2001, all available faculty positions have been posted on the School's Web site.

5: Partnership: Build strategic alliances between the School and other academic, government, community, corporate and private entities.

A: One hundred and twenty-five students have formally declared Mass Communications as their minor area of study.

B: Doctoral students in Restaurant, Hotel and Institutional Management are required to take research courses from Mass Communications graduate course offerings.

C: All Agricultural Communications majors are required to complete a minimum of 21 hours in Mass Communications courses.

D: Interior Design majors are required to take PHOT 2310.

E: Students who select a creative writing minor may take TELE 4370 and 4375.

F: School of Mass Communications graduate students may select a focus in Sport and Media, which requires ESS 5324 as well as the selection of other ESS or RHIM courses.

G: Students in JOUR 3312 have submitted stories to both The University Daily and the Lubbock Avalanche-Journal for publication. Seventy-one stories were published in the Avalanche-Journal from the 2002 submissions.

H: In spring 2002, students in PR 4312 created a campaign for Lubbock 9-1-1. In fall 2002, students in PR 4312 created a campaign for the Fast Track Small Business Incubator.

I: In fall 2002, ADV 4312 students created a campaign for the Success by Six program.

J: Each semester, the RaiderCommunication public relations firm provides public relations and research services to a variety of clients in the Texas Panhandle.

6: Human Resources: Enhance the quality of the work experience for School employees.

A: The School added one Asian and one Hispanic faculty to its tenure-track positions for fall 2003.

B: The School has added a full-time Accounting Clerk III.

C: The School provides two full-time and one half-time academic program assistants.

D: The School provides a director of the Career Center.

E: In 2002, the School experienced a 100 percent increase in teaching assistants compared to 1998 when eight teaching assistants were employed. Although the School employed 16 teaching assistants in 2002, the University budget cuts reduced the number to nine in fall 2003.

F: The School hired a supervisor for the College's computer labs.

G: In 2002, the turn over rate for tenure-track and tenured faculty was 5.9 percent.

H: In 2002, the turnover rate for staff was 9 percent.

I: The School's personnel policy manual is in progress and will be completed by the end of the spring 2003 semester.

7: Tradition and Pride: Establish a positive image for the School among local, regional,

and national industry professionals and academic peers.

A: The School's annual report has been upgraded from a newsprint-tabloid publication to a slick-paper magazine.

B: The e-mail addresses of prospective students are collected and used to distribute useful information.

C: Prospective students receive The Mass Communicator as well as other appropriate brochures.

D: Recruiting information is included on the School's Web site: www.mcom.ttu.edu.

E: Leading University administrators are invited to attend the annual Hall of Fame Luncheon, the Morris Lecture and dinner, and the Outstanding Alumni Breakfast. Their attendance has improved.

F: Both the Advisory Committee and the National Board of Directors met in 2001, 2002 and spring 2003. All participants received current information about the School and its achievements. Both groups met with faculty to discuss curriculum improvements.

G: The Web site Committee has met several times during the year to address additional improvements and needs for the site. A new Web site design is scheduled for spring 2004.

H: Collateral materials, including a bookmarker and a business card, were developed and distributed to prospective students and others to advertise the Web site.

I: The Web site publicizes faculty and stu-

dent achievements as well as School special events and activities.

8: Institutional Advancement and Accountability: Strengthen fiscal stability and public accountability.

A: The School has increased its scholarship endowments by \$100,000 and its faculty and student professional development endowments by \$600,000 since 1998. These endowed scholarships include a campaign to establish a scholarship fund honoring an alumnus who was killed in an automobile accident in March 2003. A roast of local sports broadcaster Jack Dale collected about \$10,000. The School is planning an annual event to recognize the veteran broadcaster and add to the endowment in his honor.

B: A campaign to raise money from alumni was begun in fall 2001 in conjunction with the Office of Annual Giving. The campaign will generate about \$30,000 in 2003-2004.

C: Four of six \$100,000 Partners in Scholars endowments have been secured. These endowments will provide funding for student and faculty development opportunities.

D: The School has secured two pledges of \$100,000 each to assist the School in becoming a separate college. Two additional supporters are considering \$100,000 pledges.

E: Four friends/alumni have included the School in their gifts from planned estates. The purported value of the estate gifts is almost \$800,000.

Success, Harris go hand in hand in Hollywood

BY ALICE WILSON

Most people are dreamers, but only a select few have the capacity to realize their dreams. Texas Tech journalism alumnus Beth Harris is among these few.

In September, Harris began working for the Academy of Motion Picture Arts and Sciences as the director of marketing. Five years prior to her new position, Harris worked with the academy's development team of the Kodak Theatre as part of her position as a veteran retail shopping center marketing executive.

She most recently served simultaneously as director of marketing for The Promenade at Howard Hughes Center in Los Angeles and Grossmont Center in San Diego.

Harris said she was so impatient to start her life, she did not attend her graduation in 1986. Instead, she packed her bags and moved to Santa Barbara, Calif.

"It was exciting," Harris said, "to feel like you can go anywhere and accomplish anything." She has not lost sight of that attitude.

Holly Zeiler, Harris' sister, said Harris did

not have a job and had to live with 10 flight attendants when she moved to Santa Barbara, but – in "typical Beth fashion" – she was able to get things done.

"She is one of those few people who, when she dreams it, she actually does it," Zeiler said. "She has made her dream world her real world."

Zeiler, a 25-year-old University of Texas alumnus, said the academy fits Harris very well.

"She had particular interests that were not shared by others," Zeiler said. "She has found her niche in society, especially geographically, because this job fulfills her personally and professionally."

Harris said "typical Beth fashion" means going after any goal with gusto. She said she believes any goal is achievable if one works



HARRIS

hard enough, and she has a hard time accepting the words "no" or "can't," and she despises losing.

In "typical Beth fashion," the 1986 graduate was eager to begin her professional life. Harris said graduates discover a world of opportunities.

"There is an unlimited horizon at that point in your life," Harris said about post-graduation experiences. "You can do anything you want to; there are no limits."

Harris said her suggestion to anyone seeking a dream position is to take any job to begin and prove your hunger. She said it is possible to work up to any desired position.

"My advice," Harris said, "would be – be willing to start in the mail room."

Harris worked at a retail clothing store in Santa Barbara before accepting a position at a local real estate company as the advertising director. Longtime friend Greg Henry had his first encounter with Harris there.

Henry said the real estate company hired him as a general office assistant, but he was

Harris' assistant by his third day.

"I certainly knew she had success written all over her," Henry said.

Harris' relationship with the academy began with her work on the Hollywood in Highland project, which included the development of the Kodak Theatre. After some time, the academy created the new position of director of marketing.

Harris said she is solely focused on publicizing and promoting the awards show in her new position. She said she creates contests and promotions to publicize awareness of the show.

"This is a dream job," Harris said. "I get to work with phenomenal people."

Harris said the best part of her job is the quality of her colleagues. She said she recently had the privilege of working with Burton Morris, the artist responsible for the official poster of this year's awards.

"I get to work with an incredibly talented mix of people who are putting their mark on the world."

Getting to say: 'Hey, I did that.'

Whitney Danae Wyatt graduated with a journalism degree with a broadcast emphasis in May. She is now employed as a reporter at KXII Channel 12 in Sherman, Texas. Whitney accumulated an unusual variety of experiences through four internships while at Texas Tech: KAMR, NBC affiliate in Amarillo during her holiday vacation her freshman year; Texas Monthly the summer after her sophomore year; WFAA Channel 8 in Dallas-Fort Worth the summer after her junior year; and CBS in New York the summer after her graduation.

Q. You had a remarkable run of internships. What inspired you to seek such a wide variety of experiences?

A. I wanted to get as much hands-on experience as I could during college. As I am seeing right now as a full-time reporter, it is crucial to this business. I also wanted to learn from the best. You can obtain all kinds of valuable knowledge when you are surrounded by professional, well-respected individuals.

Q. What was the most significant experience you had at any one of the four locations where you interned?

A. Interning at CBS in New York was awesome. My favorite moment was working on the 150th anniversary of Central Park. I had the opportunity of interviewing people at the park, researching the history of the park and working with a producer on the entire project. It was so rewarding when I saw the piece air on national television.

Q. Did you receive college credit for each of the internships?

A. I did not receive college credit for all of them. I received three hours of college credit for my internship at WFAA, and one hour of credit for my internship at the network.

Q. What benefits do you think you gained by having an in-

ternship with Texas Monthly in regard to your broadcast career?

A. My internship at Texas Monthly was one of the best experiences of my life. I am so thankful I interned there. Writing is essential in the broadcast business, and I feel my writing excelled from my time there.

Q. What hesitations - if any - did you have in approaching the application process of internships? Did you discover that once you completed one it was all the easier to raise your sights on another?

A. Well, the obvious. Filling out paperwork is never fun. However, you know what to do after you do it once.

Q. What's the best advice you can give someone about approaching an internship and making the most of the experience?

A. First of all, be aggressive and apply for the internship early. Once you get there, don't take the time you have for granted. You will do some boring tasks, but you should take advantage of the opportunities you are given. I would also encourage someone to get to know the anchors or reporters that you are working with. They can give you insight to the field.

Q. Tell us some more about the kind of assignments you had at Texas Monthly.

I did tons of fact-checking, but I also got to take pictures for



WYATT

Texas Monthly's Web site. My most exciting assignment, though, was getting to interview Magic Johnson. It was awesome; the article I wrote was published on Texas Monthly's Web site.

Q. What role do you think your internship experiences played in landing a job that you truly sought?

A. First of all, they prepared me for the interviews and gave me confidence. They also showed my employer that I had experience, and I was aggressive and worked hard while I was getting my degree.

Q. What was the reaction by potential employers to your internship history and accomplishments?

A. Mixed. They were impressed, but they also asked why I did so many. They also wondered why I went to Dallas and to New York, but never interned in Lubbock. My advice would be to get involved locally.

Q. What was the most valuable lesson(s) you learned through the process of a series of internships?

A. Through my internships, the most valuable lesson I learned is about life in this business. I have gotten so much advice - from young professionals to those who have been in this field for 20 to 30 years, but I saw firsthand how tough you must be to succeed. I've only been working at KXII for two and a half months, but I knew going in that I would rarely eat lunch, I would work on Thanksgiving and Christmas, and I would put in 12-hour days. Internships give you a sneak peek into what your life is going to be like. I have to admit, though, it is that feeling at the end of the day when you see your package air on TV, and you can say:

"Hey, I did that."

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