

JOURNALISM, MEDIA & COMMUNICATION NETWORK

Final Report 2015

Journalism Education & Research Association of Australia

With the University of Queensland, Queensland University of
Technology and University of Sydney

Rhonda Breit, Angela Romano, Penny O'Donnell and Trina McLellan

<www.jeraa.org.au/research/218>

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Network summary

The JoMeC Network project had three key objectives. These were to:

- Benchmark the pedagogical elements of journalism, media and communication (JoMeC) programs at Australian universities in order to develop a set of minimum academic standards, to be known as Threshold Learning Outcomes (TLOs), which would be applicable to the disciplines of Journalism, Communication and/or Media Studies, and Public Relations;
- Build a learning and teaching network of scholars across the JoMeC disciplines to support collaboration, develop leadership potential among educators, and progress shared priorities;
- Create an online resources hub to support learning and teaching excellence and foster leadership in learning and teaching in the JoMeC disciplines.

In order to benchmark the pedagogical elements of the JoMeC disciplines, the project started with a comprehensive review of the disciplinary settings of journalism, media and communication-related programs within Higher Education in Australia plus an analysis of capstone units (or subjects) offered in JoMeC-related degrees. This audit revealed a diversity of degree titles, disciplinary foci, projected career outcomes and pedagogical styles in the 36 universities that offered JoMeC-related degrees in 2012, highlighting the difficulties of classifying the JoMeC disciplines collectively or singularly. Instead of attempting to map all disciplines related to journalism, media and communication, the project team opted to create generalised TLOs for these fields, coupled with detailed TLOs for bachelor-level qualifications in three selected JoMeC disciplines: Journalism, Communication and/or Media Studies, and Public Relations.

The initial review's outcomes shaped the methodology that was used to develop the TLOs. Given the complexity of the JoMeC disciplines and the diversity of degrees across the network, the project team deployed an issue-framing process¹ to create TLO statements. This involved several phases, including discussions with an issue-framing team (an advisory group of representatives from different disciplinary areas); research into accreditation requirements and industry-produced materials about employment expectations; evaluation of learning outcomes from universities across Australia; reviews of scholarly literature; as well as input from disciplinary leaders in a variety of forms. Draft TLOs were refined after further consultation with industry stakeholders and the academic community via email, telephone interviews, and meetings and public forums at conferences.

This process was used to create a set of common TLOs for JoMeC disciplines in general and extended TLO statements for the specific disciplines of Journalism and Public Relations. A TLO statement for Communication and/or Media Studies remains in draft form.

¹ Belcher, E., Kingston, R. J., Knighton, B., McKenzie, R., Thomas, M., & Arnone, E. (2002). *Framing issues for public deliberation – a curriculum guide for workshops*. Dayton, OH: Kettering Foundation.

The Australian and New Zealand Communication Association (ANZCA) and Journalism Education and Research Association of Australia (JERAA) have agreed to host meetings to review, revise and further develop the TLOs. ANZCA and JERAA will oversee the management and review of TLOs as well as curate and promote the Network's web pages and resources hub. This will ensure the JoMeC Network's sustainability and the TLOs' future development and use. Despite multiple challenges, the project achieved significant outcomes, listed below.

Deliverables	Where they can be found
TLOs for Journalism and Public Relations	< www.jeraa.org.au/research/218 > and
Draft TLOs for Communication and/or Media Studies	< www.anzca.net/announcements.html >
Formulation of Discipline Networks	See 'Building a sustainable network' below
Resource Hub	< www.jeraa.org.au/research/218 >
Conference presentations	< www.jeraa.org.au/research/247 >

Contribution to learning and teaching

The aim of the JoMeC Network project was to establish and develop a sustainable network of scholars in Journalism, Media and Communication (JoMeC) that would promote cross-sectoral consultation around the minimum learning outcomes applicable across these disciplines. The late Anne Dunn spearheaded the Network project in 2011 in her capacity as then president of the Journalism Education Association of Australia (JEAA, which changed its name to the Journalism Education and Research Association of Australia, JERAA, in August 2014) and former president of the Australian and New Zealand Communication Association (ANZCA). The JoMeC Network has made six key contributions to learning and teaching:

1. Isolating the common pedagogical elements of bachelor degrees in JoMeC disciplines;
2. Devising a methodology for developing Threshold Learning Outcome (TLO) statements in complex disciplinary settings where there are few clear disciplinary boundaries;
3. Formulating a set of TLOs expected of graduates of bachelor degrees with majors in Journalism and Public Relations;
4. Initiating consultation around a draft set of TLOs for the Communication and/or Media Studies discipline, which will be subject to ongoing consultation and review by a Communication and/or Media Studies Reference Group;
5. Establishing information and resources for ongoing use by stakeholders, available via a Network web hub <www.jeraa.org.au/research/218>,
6. Identifying strategies to ensure the Network's sustainability through ongoing support from two peak bodies, ANZCA and JERAA, and three Reference Groups for the disciplines of Journalism, Communication and/or Media Studies, and Public Relations.

The pedagogical elements of JoMeC programs of study

The Network team reviewed Australian university websites and course materials in 2012 to develop a list of bachelor-level programs in JoMeC fields, plus the capstone units or subjects that were offered in those programs. More than 100 bachelor-level degrees were found to be on offer across the broader JoMeC fields, with an assortment of titles and graduate outcomes. Most frequently JoMeC courses were offered as a major in a three-year Bachelor of Arts degree, usually with an option for an additional honours year. Other popular qualifications included a Bachelor of Business or Commerce, Bachelor of Communication, Bachelor of Creative Arts or Creative Industries, Bachelor of Journalism, Bachelor of Media, and Bachelor of Public Relations. Some universities offered JoMeC studies within a Bachelor of Social Sciences, Bachelor of Liberal Arts and Science, Bachelor of Advertising, or Bachelor of Film and Television. Given the myriad degree titles, disciplinary foci and projected career outcomes, the Network team focused on Bachelor-level degrees for three specific JoMeC disciplines – Journalism, Communication and/or Media Studies, and Public Relations.

A 2013 review of Learning Outcome statements from Journalism, Communication and/or Media Studies, and Public Relations programs at Australian universities found a mixture of approaches. Despite the complex and multifaceted disciplinary settings of JoMeC programs and variations in the language they employed, the majority of Learning Outcome statements expressly or implicitly articulated expectations for bachelor-level graduates to display:

1. In-depth knowledge and understanding of themselves, the field and its related practices;
2. A range of academic, vocational and generic skills, particularly in terms of media literacy, communication, use and adaptation of technology, relationship building, self management, capacity to work independently and with others, as well as lifelong learning skills;
3. Capacity to solve problems by applying knowledge and skills to real-world situations through critical thinking and/or reflective practice;
4. Ability to exercise judgment, particularly in relation to ethical, professional, social, cultural and research issues;
5. Creativity and resourcefulness – personally, professionally and/or as a learner;
6. Ability to contribute to the advancement of knowledge, the profession and/or practice.

As part of efforts to make sense of the complexities associated with forming a unified disciplinary network, the Network team also studied capstone units (also called subjects or courses) from JoMeC degree-level programs. Capstones provide a “culminating experience in which students are expected to integrate, extend, critique and apply the knowledge gained in a major”.² Projects and internships were the most common forms of capstones across the JoMeC fields, predominantly offered during the final year or semester of study. The review revealed that JoMeC capstones performed three key functions by requiring students to (1) synthesise prior knowledge; (2) apply that knowledge and relate their learning to real-life issues; and (3) provide evidence of their preparedness for transition to employment, further study and life beyond university. Capstones thus nurtured reflection, creativity, critical thinking and lifelong learning skills. Social, professional and academic ethics and responsibility were a focus of most capstones, either explicitly or implicitly.

This scoping of degrees and capstones provided important insights into the knowledge, skills and applications (KSAs) expected of bachelor-level graduates and the pathways for achieving such outcomes.

² Wagenaar, T.C. (1993). The capstone course. *Teaching Sociology*, 21(3), 209–214. See also Rosenberry, J. & Vicker L.A. (2006). Capstone courses in Mass Communication programs. *Journalism & Mass Communication Educator*, 61(3), 267–283 (at p. 268).

Despite the diversity of faculty/school/department affiliations, degree titles, disciplinary frameworks, and projected career outcomes among JoMeC bachelor-level programs, it was possible to isolate six common sets of learning outcomes expected of bachelor-degree graduates (see page 4 below). The study of capstones confirmed that JoMeC degrees aimed to embed reflective, creative and critical applications, rather than mere mastery of knowledge or skills about the practices, identities, objectives, theoretical paradigms, practitioner-community relationships, regulation, ethics and responsibilities in the graduate's field of learning.

Methodological innovation

Given the complexity and diversity of disciplines and degrees, the Network team adapted deliberative issue-framing techniques³ to draft TLO statements for JoMeC degrees and three, extended, discipline-specific TLO statements for Journalism, Communication and/or Media Studies, and Public Relations.⁴ Five overlapping issue-framing strategies were used:

1. Formulation of an issue-framing team: This was an advisory group of representatives from different disciplinary areas who were open to a broad range of ideas and complicated issues. The team developed a framework for extracting learning outcomes that were nationally applicable across JoMeC communities.
2. Review of literature and research: To determine how learning outcomes were being framed, represented and understood, the team reviewed scholarly research, studied accreditation requirements and industry-produced materials about expectations of graduates, and analysed Learning Outcome statements from degrees in Journalism, Communication and/or Media Studies, and Public Relations.
3. Interviews or focused discussions: The team targeted representatives of key stakeholder groups to reveal "how they connect to the issue and their concerns and interests".⁵
4. Community conversations to allow a broad spectrum of stakeholders to provide insights: Input was solicited via forums and meetings at conferences, targeted emails, interviews, updates in the JEAA/JERAA newsletter, and the Network's web hub and Facebook page.
5. Test forums/public meetings: These were conducted at via conferences and other forums to "check the validity of the initial framework that has been constructed, looking for perspectives, concerns and tensions that resonate with citizens in their daily lives".⁶

³ Belcher et al., op. cit., p. 19.

⁴ For more detail, see Romano, A. (2014, 9–11 July). Standards that we can 'own'. Paper presented at the Australian and New Zealand Communication Association Conference, Swinburne University of Technology, Melbourne. Available at <eprints.qut.edu.au/74192/2/74192.pdf> (at pp. 8–14).

⁵ Belcher et al., op. cit., p. 19.

⁶ Ibid.

Threshold Learning Outcomes for JoMeC disciplines

From this research and consultation, the JoMeC Network was able to distil six shared Threshold Learning Outcomes applicable across the JoMeC network. In brief, these are:

Knowledge: Graduates possess an in-depth knowledge of the field across local and global contexts, revealing knowledge of the theories, practices, forms, materials, technologies and techniques.

Thinking skills: Graduates can develop research and evaluate concepts, ideas, information, images and processes through creative, critical and reflective thinking and practice.

Communication and technology skills: Graduates can interpret, communicate and exchange ideas, problems and arguments across personal, professional and disciplinary settings. Selecting, utilising and, where necessary, adapting styles and technology to suit audience and context are essential outcomes for a graduate.

Self-management, relationship-building and self-development skills: Graduates can work independently, professionally and collaboratively to demonstrate self-management. They can exhibit the skills and judgment needed to develop and sustain effective networks, relationships and connections relevant to their study and future employment.

Integrity, ethics and responsibility: Graduates will recognise and reflect upon social, cultural, ethical and legal values principles and protocols that underpin their field of study and employment. They will demonstrate capacity for being responsible and accountable.

Resourceful and reflective learning and practice: Graduates can critically and creatively apply knowledge, skills and practices to reveal the autonomy and judgment needed to engage in resourceful and reflective learning and practice.

These TLOs align with the Australian Qualifications Framework (AQF)⁷ taxonomy for all Australian bachelor-level qualifications, which require graduates to have in-depth knowledge and skills that can be applied to real-world situations. In line with current thinking, the JoMeC TLOs emphasise the importance of bachelor-level graduates developing local and global perspectives. Ethics, integrity, and social and professional responsibility are essential outcomes of undergraduate education across the JoMeC disciplines. Finally, these TLOs emphasise the importance of creative and critical thinking and reflection, which are essential foundations for future learning and self-efficacy.

The JoMeC TLOs plus the expanded, discipline-specific statements for Journalism and Public Relations have been endorsed by JERAA and ANZCA (see <www.jeraa.org.au/research/218>). A draft TLO statement for Communication and/or Media Studies is in progress.

⁷ Australian Qualifications Framework Council (2013). *Australian Qualifications Framework*. Adelaide, SA: AQF Council.

Building ongoing resources and a sustainable network

Numerous strategies have been used to incrementally build a sustainable Network structure and learning resources for connecting scholars and other stakeholders in the JoMeC disciplines around learning outcomes and related learning and teaching issues. The web hub at www.jeraa.org.au/research/218 serves as a lasting resource that provides information about the Network and TLOs, and a tool for connecting with stakeholders. When Dunn first established the JoMeC Network in 2011, she proposed to assist a network of scholars by creating a web hub that would contain a national database of degree-level programs in the JoMeC disciplines. That proposal was rendered problematic by the rapid pace of change in degree structures, course nomenclatures and organisational/departmental units at Australian universities. The Network team instead decided to provide JoMeC scholars with useful, web-based resources to assist them to understand the changes brought by the AQF and to evaluate, review and revise their TLOs and educational offerings. The Network team has also used the hub and Facebook page to post invitations for stakeholders to join the conversation about TLOs and related issues, submit various types of feedback, contribute to exemplars, and become involved in other activities. The hub includes links to Network team members so that stakeholders can also initiate conversations. ANZCA's website has included updates about the JoMeC project and links to the web hub. JoMeC's Facebook page at www.facebook.com/aussiejomec supplements the web hub by providing brief updates and marking key points in the Network's progress. Stakeholders are welcome to use the page to submit content, share ideas and forge contacts.

To support the project's longer-term sustainability, ANZCA and JERAA have been enlisted to oversee the JoMeC Network and the regular review of the TLOs by discipline-specific Reference Groups for Journalism, Communication and/or Media Studies, and Public Relations. Discipline Reference Groups will meet separately and collectively to discuss learning and teaching issues and review the TLO statements. They will promote learning and teaching excellence across the Network fields, particularly in terms of the attainment of threshold learning outcomes. The Terms of Reference for the three Discipline Reference Groups mirror those for the Performance and Creative Arts Discipline Project (see www.jeraa.org.au/file/file/Terms%20of%20Reference.pdf). ANZCA and JERAA have agreed to host sessions at their annual conferences, including Discipline Reference Group meetings, project updates, and sessions to review and disseminate revisions to the TLOs.

JERAA/JERAA created a new executive position at the end of 2013 – Vice-President (Networks) – with responsibility for strengthening and sustaining productive linkages with like-minded communities. The JoMeC Network project forms part of the Vice-President (Networks)'s portfolio. This networking role will help to safeguard the Network's aims and share knowledge with ANZCA and JERAA members. The Vice-President (Networks) will maintain the JoMeC web hub, which ANZCA links to, and implement systems so both organisations can continue to solicit and share learning and teaching resources.

Via these measures, ANZCA and JERAA have committed themselves to the continuing dissemination, use and updating of the project's outcomes. These measures ensure ongoing institutional support for the project, making it less dependent on the efforts of individuals.

Factors contributing to productive networking

The JoMeC Network employed a range of networking strategies. Core to the team's networking has been the ongoing organisational support from Australia's peak journalism, media and communication bodies, ANZCA and JEAA/JERAA. As was indicated in the 'Methodological innovation' section above, key networking strategies have included forums and meetings at conferences, targeted emails, interviews, updates in the JEAA/JERAA newsletter, a JoMeC Network web hub hosted by JEAA/JERAA, and a JoMeC Facebook page. These communications will be supplemented by forthcoming scholarly publications.

Methods of networking that worked particularly well

The project's two starting points for networking were to enlist support from the ANZCA and JEAA/JERAA executives, then to recruit a Steering Committee. ANZCA and JEAA/JERAA collectively represent the broader communities of JoMeC scholars. The Steering Committee provided learning and teaching leadership from different JoMeC fields. The collective knowledge, experience and connections of the two executives and Steering Committee have been critical to identifying, understanding and connecting with diverse JoMeC communities.

Backing from ANZCA and JEAA/JERAA executives has also facilitated the Network's presence at plenaries and other sessions in the annual mid-year ANZCA conferences and annual end-of-year JEAA/JERAA conferences. Participation in these conferences has furnished the JoMeC Network with opportunities to connect and exchange ideas with individuals from a range of fields, who may not otherwise have had the time or inclination to respond to written correspondence or to attend stand-alone forums about discipline learning standards and TLO statements. The nature of face-to-face participation of these conferences enabled greater immediacy and more conversational dynamics compared to text-based correspondence, such as mail-outs, emails, or web-based resources.

The Network team also sought input and advice from stakeholders in Australian universities and industry known to be conducting research or projects into related areas. For example, the Journalism field, the Network liaised with the multi-university team conducting the 'Journalism curriculum renewal: Balancing tertiary expectations and industry needs in a technological environment' project, funded by the Office for Learning and Teaching (OLT). The 'Journalism curriculum renewal' group was also involved in plenaries with the Network team at the 2012 JEAA Conference and 2013 ANZCA Conference.

Despite the reach of the ANZCA and JEAA/JERAA conferences, such meetings alone can only bring together a limited number of people. Written mail, email correspondence and telephone calls have been important tools for reaching programs leaders at Australian universities and other stakeholder organisations, such as professional associations, unions and employers. Hundreds of letters and emails were sent to stakeholders to invite their attendance at events, encourage their participation in formulating the TLO statements, and/or provide updates on the Network's progress. When connecting with industry stakeholders, it was generally most effective to deal with individuals who had some experience in or responsibility for training.

The thousands of academics who teach in the JoMeC fields are scattered across different faculties and schools in 38 universities, so most of these letters and emails were addressed to deans, heads of programs or similar leaders, with the aim that they would circulate the information among relevant staff at their institutions. Telephone calls supplemented these written communications, particularly when in-depth conversations were required.

Web-based resources have boosted the depth and breadth of communications with stakeholders. Since their launch in late 2013, the Network's web hub and Facebook page have provided a 24/7 system for providing information and soliciting feedback from stakeholders, thus promoting two-way conversations. The web hub has been regularly referred to in letters, emails and telephone conversations. Rather than overwhelm stakeholders with large amounts of information in documents or conversations, it has been helpful to point them to the web hub so they could find as much information as needed about the project's history, purpose, members, methodologies, progress and outputs.

Scholarly publications are also in progress, exploring the JoMeC Network project itself and the complexity of developing nationally applicable TLOs to diverse discipline clusters. These publications will inform a wider audience about the project's goals, methods and outcomes.

Recommended methods of networking

Based on the experiences of the JoMeC Network project, the team recommends a mix of networking methods. Effective combinations include face-to-face meetings with communication via internet, emails and telephone conversations. The JoMeC Network opted for networking events within conferences or events that attract large numbers of stakeholders in their own right, in order to connect with stakeholders who otherwise may not have engaged in the process. Such meetings, however, do not have the benefits of stand-alone gatherings, which can enable greater time for discussions or a more intense focus on targeted agendas. Emails, telephone calls and web-based communications extend the reach of projects beyond the limited numbers who can attend meetings and allow more focussed conversations. With the benefit of hindsight, changes that the Network team would have made to its networking strategy would have been to:

- Develop its web hub earlier, to provide information and updates, as well as increase opportunities for connections between the JoMeC Network team and stakeholders;
- Communicate more frequently via the email discussion groups that have been established by different discipline communities for discussions relating to education and research;
- Create a brief newsletter that could be circulated at suitable intervals via an email subscription list, existing discipline-based email discussion groups, and the web hub;
- Conduct online surveys or polls to increase methods for stakeholders to provide feedback.

Barriers to productive networking

A significant challenge to productive networking during the JoMeC Network Project has been the complexity of communicating with dynamic communities that encompass a large number and variety of stakeholders. Change was constant as disciplines adapted to transformations wrought by new technologies, changing enrolment patterns and employment opportunities, university restructuring, and revisions to funding. Degree programs evolved, sometimes modifying their focus or moving from one school or faculty to another; personnel came and went; and time-poor program leaders were often difficult to track down or too busy to absorb or participate in the Network's activities.

This required a revision of the Network project's scale. Rather than attempting to comprehensively map the broader fields of journalism, media and communication, the JoMeC Network focussed on the three selected disciplines of Journalism, Communication and/or Media studies and Public Relations, then created TLO statements and other resources that would be useful to them.

Other hurdles arose due to the project's timing. In the project's earlier phases, academic stakeholders often expressed uncertainties or suspicions about the implementation of the AQF, the role of the Tertiary Education Quality and Standards Agency (TEQSA), and the development of national TLO statements. The change of Federal Government in 2013 led to questions about the impact this would have on the execution of AQF requirements. Some stakeholders were also unclear about the JoMeC Network's role, and whether there would be compulsion to align with other disciplines that were not necessarily seen as cognate, or whether the Network's TLO statements would be imposed or adopted voluntarily. Efforts were made at the Network's earlier meetings to allay fears about external quality reviews, perceived divisions between practice-led and theory-driven teaching, and other concerns. The launch of the web hub and Facebook page in 2013 helped to address uncertainty by providing an additional information source about the Network's goals, methods and progress and a new avenue for stakeholder engagement.

The timing and methodology of specific deliberative activities also proved problematic. An example was the plenary session and workshop that were conducted at the conclusion of the 2013 ANZCA conference in Fremantle, Western Australia. The session commenced with a panel presentation, then delegates broke into disciplinary groups to deliberate on drafts of KSAs and preliminary framing of TLOs. A scholar from each of the respective disciplines – Journalism, Communication and/or Media Studies, and Public Relations – facilitated the group discussions. In retrospect, the final session was not optimal timing for hands-on activities in issues framing. Some delegates left early to return to Eastern states, while remaining attendees were less fresh at the end of a busy conference program. The methodology could also have been refined by having a fourth facilitator to move between the different discipline groups to connect the three different discussions, and more preparation time before the event for the facilitators to discuss the deliberative methods and anticipate forum outcomes. Increased communication around the project's aims before the event would have enhanced the participants' prior knowledge of the Network's purpose and methods, which would have improved both the process and outcomes.

Challenges were created by the changes in Network leadership and evolving membership of its Steering Committee. Circumstances necessitated that three different people assumed Network leadership at various stages of the project. The Steering Committee team also changed over the life of the exercise as people moved universities, changed roles or took extended leave. The Network team has required flexibility to work around ebbs and flows in data gathering and consultation that resulted from shifts in roles and workloads. Despite these issues, the venture has made some significant contributions to learning and teaching.

What the network offers

The JoMeC Network offers ongoing resources for scholars and stakeholders in the Journalism, Communication and/or Media Studies, and Public Relations disciplines. These range from resources to assist scholars to develop and evidence TLOs at their home institutions to forums for networking and collaboration about TLOs as well as other learning and teaching issues.

The TLO statements are resources for educators in JoMeC disciplines, and it is important to note that they are not static documents. The Network will retain a Project Manager for a year following the completion of the main project. The Project Manager will solicit insights from peak bodies, discipline communities and other stakeholders about the TLOs and related issues, and coordinate that input to inform the three Reference Groups for the Journalism, Communication and/or Media Studies, and Public Relations disciplines. These Reference Groups will evaluate and hone the TLO statements as necessary. They will also provide guidance about documentation or other resources that the JoMeC Network might create to help JoMeC disciplines to define, implement and assure learning outcomes.

JERAA's newly created role of Vice-President (Networks) encompasses responsibility for coordinating the Network's continuing activities. The Vice-President (Networks) will oversee the review of TLOs for Journalism and Public Relations and the further development of the draft TLOs for Communication and/or Media Studies. JERAA's Vice-President (Networks) will increase networking among the JoMeC disciplines by communicating with peak bodies, such as ANZCA, JERAA, the International Communication Association (ICA), International Association for Media and Communication Research (IAMCR), and Public Relations Institute of Australia (PRIA), and other relevant stakeholders. The aim is to explore opportunities for discussion and co-operation around shared interests in teaching, research and other activities for mutual benefit.

The Network will also provide ongoing fora for sharing information, engaging in deliberation and organising cooperative action about TLOs and other learning and teaching issues. The Network's web hub will remain publicly available as a lasting resource for discipline communities, with a dedicated JoMeC email address for conversations between the Network team and stakeholders. Planned research publications will also contribute to scholarly discussions about learning outcomes of higher education in the JoMeC fields. As mentioned above, ANZCA and JERAA's annual conferences will host Network presentations or meetings for Disciplinary Reference Group members and other stakeholders. These fora will provide discipline communities with opportunities to canvass, reflect on and organise around common concerns.

Appendix 1: JoMeC Network Team and Contributors

JoMeC Network Leaders

Assoc Prof Rhonda Breit (JEAA Executive)
Assoc Prof Anne Dunn (JEAA President and former ANZCA President)
Assoc Prof Angela Romano (JEAA/JERAA Executive)

Breit replaced Dunn as Project Leader following the latter's death in July 2012. Romano assumed leadership for several months and oversaw the Issues Framing process in 2013 when work commitments meant that Assoc Prof Breit was temporarily unable to fulfil that function. Following completion of the project's main activities in 2014, Romano oversees the Network's continuing functions via her role as JERAA Vice-President (Networks).

Steering Committee

Assoc Prof Chika Anyanwu, Charles Sturt University (Former ANZCA President)
Dr Kathryn Bowd, University of Adelaide (JEAA/JERAA Executive)
Dr Diana Bossio, Swinburne University (ANZCA Vice-President)
Assoc Prof Rhonda Breit, University of Queensland (JEAA Executive)
Assoc Prof Joy Chia, Monash University
Assoc Prof Kristin Demetrious, Deakin University
Dr Renae Desai, Murdoch University
Dr Kate Fitch, Murdoch University
Assoc Prof Terence Lee, Murdoch University (ANZCA President)
Assoc Prof Kerry McCallum, University of Canberra (ANZCA Executive)
Assoc Prof Penny O'Donnell, University of Sydney
Prof Ian Richards, University of Adelaide (JEAA/JERAA Executive)
Assoc Prof Angela Romano, Queensland University of Technology (JEAA/JERAA Executive)
Dr Katharina Wolf, Curtin University

Mr Julian Kenny (Public Relations Institute of Australia), Professor Kerry Green (University of South Australia), Associate Professor Stephen Tanner (University of Wollongong), Associate Professor Trevor Cullen (Edith Cowan University) and Dr Marcus O'Donnell (University of Wollongong) were not members of the Steering Committee, but provided pertinent advice that significantly assisted the JoMeC Network.

Project Managers

Ms Alice Crawford (2012–13)
Ms Trina McLellan (2013–15)

Contribution of Kerry McCallum to the Network and Final Report

Kerry McCallum has been a key contributor to the JoMeC Network. Her early analysis, insights and written internal reports provided important conceptual frameworks for the project's methodologies, progress and outcomes. She also offered invaluable assistance by reviewing and critiquing the Network's Final Report.

Appendix 2: Endorsement of the Threshold Learning Outcomes by ANZCA



President: A/Prof Terence Lee
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8 August 2014

Attn: Associate Professor Rhonda Breit
Project Leader, Journalism-Media-Communication Network (JoMeC)

Endorsement of the JoMeC Threshold Learning Outcome Statements

ANZCA has reviewed the JoMeC Network's Threshold Learning Outcome (TLO) statements for Journalism and Public Relations. From the feedback that we have received from our members, we are satisfied with the methodology for developing the statements, and endorse these as minimum learning standards expected of Bachelor-degree graduates in the Journalism and Public Relations disciplines.

ANZCA had supported the development of the draft TLOs for the Communication and Media Studies discipline by facilitating a plenary workshop at the 2013 ANZCA conference in Fremantle, and will seek to support further development by soliciting feedback on the draft document, and encouraging the ANZCA membership and affiliated communities to do so.

ANZCA will promote the TLO statements to its members and encourages continuing feedback on them. For example:

- ANZCA will seek to host meetings at its annual conference to review TLOs and canvass learning and teaching issues relevant to the JoMeC disciplines. Discussions with the 2015 conference coordinator have already commenced.
- The ANZCA website has included a direct link to the JoMeC website that would enable members to access the Journalism and Public Relations statements, plus the Communication Studies/Media Studies draft document.
- ANZCA members are encouraged to visit and support the JoMeC Network website and Facebook page, where feedback can be provided and experiences shared.

ANZCA will nominate members of its executive and its disciplinary communities nominate to act as discipline representatives to review and revise the TLOs where required. ANZCA representatives will also seek to assist with ongoing development of short exemplars – including the kinds of evidence that are being used at different universities to demonstrate to TEQSA that graduates who have successfully completed their degree programs have achieved the Learning Outcomes expected of their respective qualification/s.

I would like to express my heartfelt thanks for the amount of time, energy and commitment expended by the JoMeC team to develop the TLO statements that have and will act as benchmarks for the continued growth and development of the disciplinary areas that represent the work and passion of the ANZCA community.

Yours sincerely,

Associate Professor Terence Lee, PhD
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Appendix 3: Endorsement of Threshold Learning Outcomes by JERAA



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Endorsement of JoMeC Network Project Outcomes

The Journalism Education & Research Association of Australia (JERAA, formerly the Journalism Education Association of Australia) endorses the outcomes of the JoMeC Network project.

The JoMeC Network has canvassed a wide variety of academics, peak bodies and other stakeholders in its development of Threshold Learning Outcome (TLO) statements for the JoMeC disciplines. The JERAA endorses the TLO statement for Journalism as being a suitable benchmark that represents the minimum learning outcomes for students who successfully complete a Bachelor degree in that discipline. The JERAA does not formally represent Public Relations scholars obviously but we note that a suitably robust methodology has been used to develop the TLO statement for that related field. We endorse the statements as being ready for review by the Office for Learning & Teaching (OLT).

The JERAA has promoted the TLO statements and assisted their development by hosting the JoMeC Network web portal on our website and hosting designated JoMeC sessions at our 2012 and 2013 annual conferences. The JERAA will continue to provide forums at our annual conferences for designated JoMeC sessions in which members and other stakeholders can revise TLO statements and deliberate about issues and developments in learning and teaching affecting journalism, media and communication.

The JERAA will also support the JoMeC Network in its formation of Reference Groups for Journalism, Public Relations and Communication Studies/Media Studies. The JERAA has also nominated members of the executive and other representatives from the discipline community to form the Journalism Reference Group.

The JERAA Executive has played an active role in the JoMeC Network's continuing mission of creating and strengthening bridges between the journalism, media and communication disciplines. In December 2013, a new position was created on the JEAA/JERAA Executive, the Vice-President (Networks), to play a key role in this function. The Vice-President (Networks) will take a leadership role in promoting cross-disciplinary liaisons. For example, the three Reference Groups discussed above will function autonomously, but the Vice-President (Networks) will assist them in their continuing activities and will encourage collaboration and collegiality via the sharing of connections, ideas and outcomes.

We are pleased with the success achieved by the JoMeC Network in developing TLO statements and creating a web portal of information and resources about TLOs for discipline stakeholders. We commend the Network's continuing work in building networks between the journalism, media and communications, which will yield ongoing benefits for these discipline communities.

Yours sincerely

A handwritten signature in blue ink that reads "Matthew Ricketson".

Prof Matthew Ricketson

Appendix 4: Presentations and Planned Publications

Conference Presentations

Breit, R. (2013, December 2–4). *Threshold Learning Outcomes: Journalism, Public Relations, Communication and Media Studies*. Plenary panel presentation at the Journalism Education Association of Australia (JEAA) Conference, Mooloolaba. Available at <www.jeaa.org.au/file/file/Breit%20JEAA%20Conf%202013.pdf>.

Breit, R. (2012, December 2–5). *Discipline standards, journalism futures and partnerships*. Plenary panel presentation at the Journalism Education Association of Australia (JEAA) Conference, Melbourne.

Cullen, T. (2013, July 2–5). *Can graduates secure jobs in the media? Views from news editors in Australia*. Plenary panel presentation at the Australian and New Zealand Communication Association Conference, Freemantle. Available at <www.jeaa.org.au/file/file/ANZCA-panel-Cullen-2013.pdf>.

Hancock, P. (2013, July 2–5). *Accounting learning outcomes*. Plenary panel presentation at the Australian and New Zealand Communication Association Conference, Freemantle. Available at <www.jeaa.org.au/file/file/ANZCA%20July%205%202013.pdf>

Holmes, J. (2012, December 2–5). *Critical times? Higher education in the era of TEQSA*. Keynote presentation at the Journalism Education Association of Australia (JEAA) Conference, Melbourne.

Hughes, C. (2013, 2–4 December) *Threshold Learning Outcomes (TLOs): Issues for Australian university-level programs in Journalism, Media and Communication*. Plenary panel presentation at the Journalism Education Association of Australia (JEAA) Conference, Mooloolaba. Available at <www.jeaa.org.au/file/file/Hughes%20JEAA%20Conf%20Dec2013.pdf>.

Hughes, C. (2012, December 2–5). *Assessment of graduate learning outcomes*. Plenary panel presentation at the Journalism Education Association of Australia (JEAA) Conference, Melbourne.

McCallum, K. (2013, December 2–4). *Communication and Media Studies*. Plenary panel presentation at the Journalism Education Association of Australia (JEAA) Conference, Mooloolaba.

McCallum, K. (2013, July 2–5). *Threshold learning outcomes for communication and media studies qualifications*. Plenary panel presentation at the Australian and New Zealand Communication Association Conference, Freemantle.

Romano, A. (2014, November 24–27). *National standards for Journalism, Media and*

Communication Degrees: Challenges of Developing Universal Threshold Learning Outcome Under the Australian Qualifications Framework. Paper presented at the Journalism Education and Research Association of Australia Conference, UTS, Sydney.

Romano, A. (2014, July 9–11). *Standards that we can 'own': Threshold Learning Outcomes: Journalism, Public Relations, and Communication and Media Studies.* Paper presented at the Australian and New Zealand Communication Association Conference, Swinburne University of Technology, Melbourne. Available at <eprints.qut.edu.au/74192/2/74192.pdf>

Tanner, S., O'Donnell, M., Green, K. & Cullen, T. (2012, December 2–5). *Australian journalism programs: are they listening to the needs of industry?* Paper presented at the Journalism Education Association of Australia (JEAA) Conference, Melbourne.

Wolf, K. (2013, July 2–5). *Learning outcomes for Public Relations.* Plenary panel presentation at the Australian and New Zealand Communication Association Conference, Freemantle.

Publications in progress

Several members of the core leadership team associated with this JoMeC Network project are collaborating on articles relating to lessons drawn from the JoMeC initiative, methodologies for developing universal threshold learning outcomes under the Australian Qualifications Framework, and a re-assessment of journalism education's relationship with industry.

Appendix 5: Abbreviations

AQF	Australian Qualifications Framework
ANZCA	Australian and New Zealand Communication Association Inc
ERA	Excellence in Research for Australia
ICA	International Communication Association
IAMCR	International Association for Media and Communication Research
JEAA	Journalism Education Association of Australia Inc
JERAA	Journalism Education and Research Association of Australia Inc
JoMeC	Journalism, Media and Communication
KSA	Knowledge, Skills and Applications of Knowledge and Skills
OLT	Office for Learning and Teaching
PRIA	Public Relations Institute of Australia
QUT	Queensland University of Technology
TEQSA	Tertiary Education Quality and Standards Agency
TLO	Threshold Learning Outcome