MEDIA ENTREPRENEURSHIP: CURRICULUM DEVELOPMENT AND FACULTY
PERCEPTIONS OF WHAT STUDENTS SHOULD KNOW

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Abstract
To prepare students for the changing media industry, educators must determine if part of their mission is to prepare students to think and act entrepreneurially. This international study examines faculty who are developing media entrepreneurship courses and finds that while the courses take varied forms, the main objectives of these entrepreneurship courses are to introduce students to the business side of media startups and to teach students to identify opportunities for innovation whether inside legacy media organizations or as part of a media startup. The study offers some cautions and challenges for institutions seeking to embark on similar curriculum changes.

Keywords: media, entrepreneurship, freelance, journalism, education

Introduction

Richard Gingras, head of news products at Google, often speaks of the future of journalism to groups across the country. Gingras says one of the key challenges to adapting to this future is shifting to a culture of constant product innovation.

> "The pace of technological change will not abate. If anything, it will continue to increase. To think of this as a period of transition from one state to another is unwise. This might not be easy to address, but it needs to be addressed. How do we staff news organizations with the appropriate kinds of resources and the appropriate mindset such that constant innovation is imbued into an organization's DNA and into the role of every participant?"[1]

Gingras' query comes at a critical time for news media and journalism school educators. From 2005 to 2010, several of the most powerful newspaper chains have disappeared or collapsed into bankruptcy and since 2000, newspaper circulation has shriveled by an astounding 25.6 percent.[2] In addition, U.S. newspaper advertising revenues have seen precipitous declines from 2005 to 2011 according to the Newspaper Association of America.[3] Figures released in March 2012 show that print revenues (in absolute dollars) halved between 2005 and 2011 .[4] Since 2008, more than 33,000 American newspaper journalists have lost their jobs from newsrooms large and small across every state in the nation.[5] And these statistics are for the newspaper industry alone.

Against this changing media landscape, innovations have sprouted in the craft of journalism and storytelling itself. Data journalism, computational journalism, multimedia journalism, mobile journalism, social media, and hyperlocal journalism just to name a few, have spawned changes to the actual tools and means of practicing journalism. In addition, many former journalists and those formerly known as the audience have embarked on entrepreneurial ventures. As Briggs notes, today a mix of upstarts, startups and other new products are "inventing the Web" for news in the digital age.[6]

And media organizations are eschewing business as usual and innovating with content and technologies. Hang and Weezel in a review of the media entrepreneurship literature said:

> The combination of industry deregulation and privatization coupled with technological advancements in information and communications have brought many business opportunities. To take these opportunities and tackle challenges led by a fast-changing environment, media companies are striving for more innovation and creativity.[7]

As Jarvis notes, journalists need to become adaptive as well and create changes for the industry and profession: "Journalists must now take urgent responsibility for building the future of news. That work is more likely to happen in new, entrepreneurial ventures than through continuing to try to right the unwieldy old ships of media.[8]

However, journalism and communications schools have not been quick to respond to the changing news industry according to comments by former graduates of j-school programs, online news media critics and journalism educators themselves. The conference theme for the first International Conference on Journalism Studies in Chile in June 2012 pointed out the role of academe in the current volatile landscape: "At the same time, journalism schools are facing criticism for the quality of the education they provide to students, for the conceptual hybridity

that exists in the field, for their low levels of productivity and generation of new knowledge, and for their poor association and impact in the professional world."[9]

And the challenges that exist in the United States also exist in the United Kingdom and Canada as well. UK researchers Hunter and Nel ask the question that is central to journalism educators everywhere – How to equip journalism graduates for a career in an industry that is itself undergoing seismic shifts in terms of technology, finance, globalization and demand.[10]

Given the declining job prospects for graduates within legacy mass media industries and the low technological barriers to entry for certain media startups, some journalism schools are experimenting with entrepreneurial-based skills courses. Called "digital media entrepreneurship", "media entrepreneurship", "journalism entrepreneurship", or "new media ventures", these courses are designed to introduce students to entrepreneurship and the startup culture. The varying names suggest that the approach to entrepreneurship can be focused on a specific area of communication such as journalism or include interdisciplinary approaches to innovations in media such as new media ventures. Whether the focus is on entrepreneurship or intrapreneurship – innovation within existing organizations – educators are developing courses that foster creativity, identification of opportunity, business know-how and other startup skills.

From January 4-8, 2012, a group of 15 educators gathered in Phoenix at the Walter Cronkite School of Journalism and Mass Communication at Arizona State University for the first-ever Scripps Howard Journalism Entrepreneurship Institute. The goal was to provide an experiential learning environment to teach educators how to prepare and teach a course in journalism entrepreneurship. Educators had to develop a journalism-related digital product idea. The group talked about curriculum, class size, project parameters, technological skills and requirements, and much more. Then they were sent back to their institutions with a mission:

Offer a course in entrepreneurial journalism.

Our study begins with these educators and examines their motivations, frustrations, successes and challenges in developing and teaching in media entrepreneurship. Our research also sought to determine the skills and knowledge faculty felt students should know and be able to do. Our goal is to document emerging practices in media entrepreneurship to be used as a guide by journalism school educators.

Literature Review

According to Hang and Weezel, a consensual definition of entrepreneurship has not yet come to the emerging research field of entrepreneurship in general.[11] However, their survey of the literature suggests the common elements of discovery of opportunities, to the start-up of new companies, and to the carrying out of new strategic initiatives within existing business (corporate entrepreneurship). Hoag and Seo define media entrepreneurship as the creation and ownership of a small enterprise or organization whose activity adds at least one voice or innovation to the media marketplace. The individual media entrepreneur or small partner entrepreneur groups are the central characters in that organization's formation, whether the innovator(s) and/or the owner(s). Hoag and Seo specifically exclude legacy media organizations from their operational definition in 2005.[12] However in 2008, Hoag reconceptualizes the above definition of media entrepreneurship and includes a broad spectrum of media sectors, considers both new and existing firms and includes for-profit and non-commercial forms of media enterprise.[13]

Deifell presents a diagram (Figure 1) that describes the turbulence and opportunities in the current fractured media landscape and outlines four strategic questions that frame the new challenges and opportunities for media organizations:

1. What needs can be met, problems solved or desires fulfilled?

2. What new capabilities are needed to succeed?

3. How is the landscape changing?

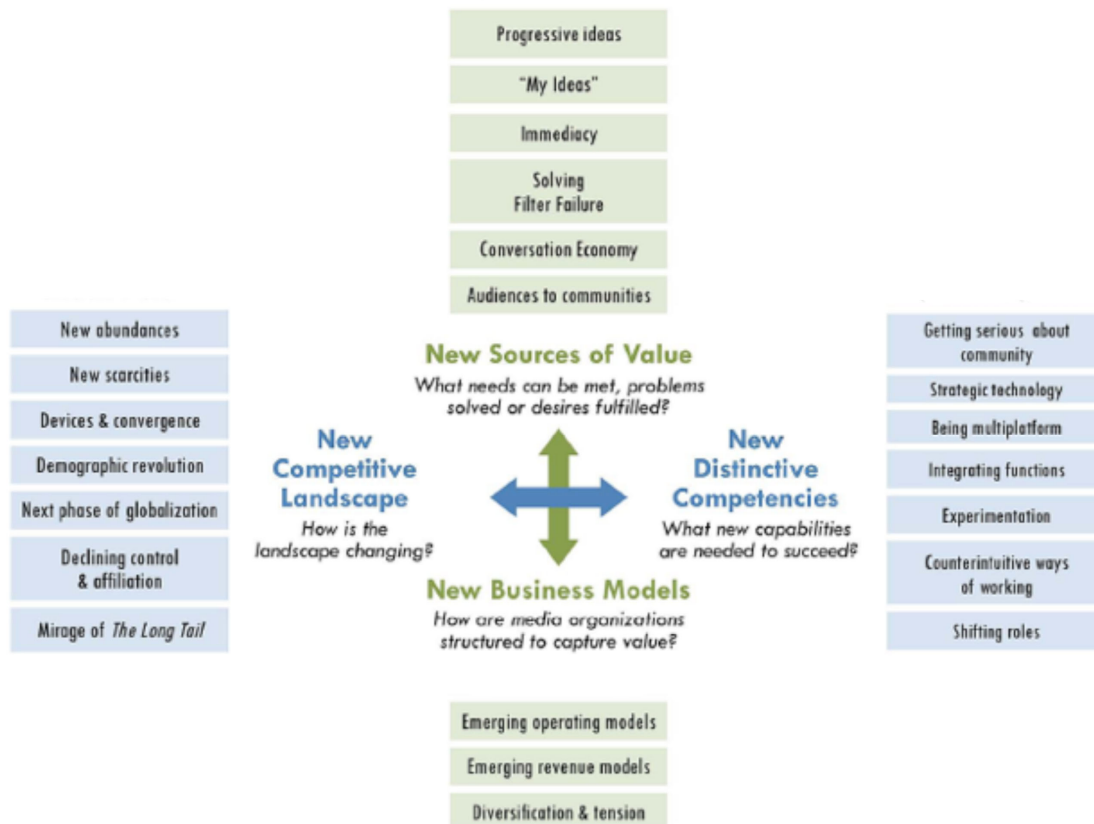4. How are media organizations structured to capture value?[14]

Figure 1. Four strategic questions that frame the new challenges and opportunities for media organizations. Source: Deifell, 2009. Reprinted with permission from The Media Consortium.

The report suggests increasing the capacity to innovate with new technology, journalistic practices and business models. Within this landscape, however, journalism school directors differ on the core concepts that media practitioners should know, according to Blom and Davenport. Their survey of journalism education programs found media entrepreneurship, economic and

management courses nonexistent in the core curriculum and they are often cast as electives if

they exist at all.[15]

> Baines and Kennedy argue for preparing students for episodic or freelance work.
>
> We should develop strategies to help students to turn their ideas into viable, independent enterprises which might rival rather than serve the needs of media organizations – the traditional freelance role. …We argue this approach would, ideally, provide graduates with skills to earn their living independently of major media organizations while enhancing their appeal as employees. Moreover, this strategy would help to build a more pluralistic, culturally diverse and divergent community of journalistic enterprises serving the wider needs of society and foster greater creativity and innovation.[16]

They suggest that educators should better prepare students to consider independent career paths

with the skills, ability and confidence not only to work as journalists (employed or freelance),

but to establish independent enterprises in the wider communication sectors. Hunter and Nel

report that the new Occupational Standards for Journalism by Skillset, the Sector Skills Council

for creative industries in the United Kingdom recently added the abilities to operate as a

freelancer, to build and maintain one's own network of contacts and to maintain financial

accounting systems.[17] They suggest that many of the skills and attributes that fall under the

umbrella term "enterprise" are integral to the modern journalist, including "innovative

decisionmaking, capacity to make things happen autonomously, networking, initiative taking,

opportunity identification, creative problem solving, strategic thinking, self-efficacy, etc.[18]

Media entrepreneurship courses are one way to address these requirements for

innovation. They represent a relatively new phenomenon within journalism schools in the United

States and thus this research is critical to defining this emerging area. This research focuses on

motivations of faculty, constraints of faculty and institutions and the knowledge base of media

entrepreneurship. Our research asks:

- RQ1: What are the motivations for faculty in developing a course in media entrepreneurship?

- RQ2: What are the constraints to developing and teaching in the media entrepreneurship area?

- RQ3: What do faculty think students should know and be able to do in the emerging media entrepreneurship arena?

Methodology

This study was conducted using a qualitative research methodology using telephone interviews and email surveys. This approach allows for in-depth exploration of perceptions and attitudes of the respondents. Interviews were conducted with institute faculty participants within the U.S. and Canada and a snowball sample of additional educators teaching entrepreneurial journalism. The units of analysis were the interviews with faculty (N=12). The interviews focused on barriers to teaching the course, curriculum issues, success stories, institutional environments or any other data relating to teaching journalism entrepreneurship. Because we sought to provide anonymity to the respondents, quotes within the study are not attributed to individuals.[19]

Findings

From the interviews, we found all flavors of new courses in development. Two-thirds of the interviewees have positioned their new courses at the undergraduate level, usually to juniors and seniors and with few prerequisites if any. One third includes the course in either master's programs or certificate programs. Some have re-tasked media management or other existing courses to accommodate the new content. Others are piloting the course as special topics courses with the intent to include them as electives in the curriculum. For some, the course is a required

course, while for others it is an elective. All will have scheduled or taught the new course by

Spring 2013.

RQ1: What are the motivations for faculty in developing a course in journalism

entrepreneurship?

The motivations these professors cite come from several different factors:

1. *Industry Motivations*. Job prospects within legacy media are declining and changing.

2. *Institutional Motivations*. Administrators or others within the school provide the impetus for change.

3. *Mindset Motivations.* Faculty members feel they need to prepare students mentally to be adaptable and inventive.

Industry Transformations. As Baines and Kennedy point out, careers on which journalism

graduates are embarking are increasingly likely to feature consecutive and concurrent periods of

long-term employment; short-term contracts; self-employment; working in temporary clusters on

specific projects – and perhaps outside media, news and communication altogether.[21] Faculty

members interviewed were conscious of this changing employment environment and that

students would likely hold many jobs in their lifetimes. Their motivations came from ensuring

students had the flexibility to reinvent themselves. One faculty member said:

> I just think it's really important to empower students with the knowledge and skill sets to
> create their own jobs. This generation is not going to work for the same newspaper for 30
> years. I think it's going to be a much more transitory career path because of the world and
> the economy these students are going into. We don't have a class that preaches
> entrepreneurialism. I think we need one and that is an important piece of the future of
> journalism.

Several faculty interviewed were recent industry professionals who have experienced or

witnessed the layoffs and transformations in the industry first-hand. They cited the need to teach

self-sufficiency to students so that students were not dependent on the motivations, whims and profits of a large media employer, but could explore and become independent creators of media products or a media startup or work as freelancers. One faculty member said:

> We felt strongly that students should have the basic know how to work on their own projects, to learn the principles of business planning and collaboration, to learn how to conceive and develop an idea whether they are working within an existing organization or interested in developing their own ideas. Companies need people who can come up with new products and services.

Institutional Transformations. At most of the institutions, faculty respondents said the motivations for change came from individual communications faculty or administrators who championed course development. Faculty indicated that they are testing these ideas in a variety of ways. One faculty member discussed his approach to the development: "We are at a time when we are at a confluence of things with the technology making publishing, technology and business models that have never been possible. And ways of telling stories that have never been done before. As a school, we can be a place for learning and this is the right time to be doing it."

Another faculty member said that journalism is at a crossroads: "We have to review the old model, working for jobs that don't exist or exist in different ways. Giving them the skills and tools to succeed and the basics of writing, editing and design. Most of my students have no idea how the business world works. And for the most part they get excited about it."

Another talked about her impetus behind the course development: "My passion is that it (media entrepreneurship) allows professors to see the changing landscape of our industry as an opportunity – not the death of a profession and calling."

The motivation at one institution came from the business school, rather than the communications school. The business school had its own entrepreneurship program and administrators were actively seeking to develop "bridge" courses with different disciplines

across campus. What developed was a team-taught course that was heavy on entrepreneurship theory and light on connections to the media industry.

One faculty member regrets the collaboration:

In developing the course, it was sort of difficult to go beyond the business entrepreneurship model, even though there is a lot of overlap, the business focus on entrepreneurship is much more developed than the journalism one and that took over the course in terms of real content. In terms of developing and teaching the course, it is very important that we as journalism faculty develop and teach the courses and make them our own and keep the business faculty out of it.

While the collaboration helped address the faculty member's general lack of knowledge of entrepreneurship – a key concern in any institution – the course content leaned toward theory and less toward development of entrepreneurial enterprises or knowledge of how entrepreneurship works in the media industry. This faculty member said that more resources such as Harvard Business Review case studies of media properties are needed to ground the concepts in the media industry.

Mindset Transformations. Citing the volatile state of the industry and employment trends, faculty members interviewed recognized that students would be changing jobs often and perhaps creating employment for themselves as intrapreneurs, freelancers or media startups. They cited the need to develop the confidence in students to take initiative, learn new skills and to develop a working knowledge of how to move projects and ideas forward. One faculty member said: "Journalists must be ready to strike out on their own – without fear. They must also innovate from within an organization. So to me, entrepreneurship should be an essential element of journalism education from this point forward."

Another faculty member with 30 years in the media industry said: "I've had a long career as a newspaper editor and leader, so I'm used to working in an environment where people are

doing new things and creating products and services that serve audiences that have a profit potential. It's obvious that we need to teach our students how to do that."

Thus, both internal and external pressures are driving the curriculum changes at these institutions.

RQ2: What are the constraints to developing and teaching in the journalism entrepreneurship area?

Some of the constraints expressed by faculty are consistent with the difficulties of changing the curriculum, such as accreditation constraints, securing department faculty buy-in, teaching loads and scheduling, financial resources to bring in guest speakers or local entrepreneurs to team teach the course, technical resources and know-how for classroom project development and other concerns. However, seven areas emerged from the interviews that are unique to the media entrepreneurship arena:

1. *Faculty Champions:* Developing the leadership to move the idea forward.

2. *Credibility Gap:* Lack of entrepreneurship knowledge to teach the class.

3. *Making it Real:* Creating connections to the entrepreneurial community locally and nationally or creating scalable projects.

4. *Professional Culture:* Traditional separation of editorial and business functions and faculty/student perceptions.

5. *Pace of Media Evolution:* Evolving business models and technology platforms.

6. *Curriculum Resources:* Lack of textbooks or materials.

7. *Making it Count:* Promotion and tenure and research demands.

Faculty Champions. Much of the motivation for the development of media

entrepreneurship classes comes from individual champions – whether individual educators or

administrators that move the idea forward within an institution. To be successful and sustainable,

faculty respondents said that a champion helps keep the concept moving through the laborious

processes of acquiring buy-in from administrators and faculty, negotiating course expectations

with faculty both within and outside of the discipline, creating external relationships within the

entrepreneurial community, developing the course, and getting curriculum committee approvals

for curriculum change.

One faculty member commented on the pace of change. "One of the obstacles to teaching

the course was earlier around it would have been on the plate more quickly if someone had

championed it earlier."

Finding a champion within an institution is not an easy task. Lack of entrepreneurial

knowledge on the part of faculty slows the pace of course development. Faculty themselves have

to believe in the value of teaching entrepreneurship, then develop the entrepreneurial mindset

within themselves. Faculty commented that the development of these new courses takes time –

time to learn the new area of entrepreneurship, time to carve out the intersection of media and

entrepreneurship, time to collaborate with colleagues in business schools and other disciplines

such as computer science and time to reach out to the surrounding entrepreneurial community

and other national entrepreneurship networks to bring speakers into the classroom to make the

experience real.

Credibility Gap. Oftentimes professors are called upon to teach in areas that are outside

of their expertise or professional experience. In a knowledge-building course, the lack of first-

hand experience may be less of a factor than in a new area like entrepreneurship that involves experiential learning and lots of faculty coaching as students develop their projects. While several faculty members entered academe from professional roles in which they experienced creativity and innovation by others within media organizations, few had attempted media startups of their own. That lack of first-hand experience created a credibility gap that faculty felt they had to address.

One faculty member said she addresses the lack of entrepreneurship experience immediately with her students.

> For a professor that hasn't done a startup, it will be difficult. That lack of entrepreneurial knowledge on my part or anyone's part in the college was a constraint. I'm sure it's rare to find a journalism professor who has also been an entrepreneur. So it's difficult to gain credibility with students. The entrepreneurial mindset is also about risk-taking and business acumen. Those are difficult concepts to get across if you have no first-hand knowledge of doing those things.

An administrator said that professors have to feel confident about being able to teach the course.

"I think the major constraint is the knowledge base. The schools that have done it successfully are the schools that have hired people who have done (startups) and who have contacts in the industry who can talk to the students."

Another professor said "Because of the cultural bias of the tribe of journalism, there are very few skilled journalists who also understand business basics or the way that business models are evolving. So there is a real shortage of skilled instructors."

This faculty member also expressed concerns about business faculty teaching the media entrepreneurship course.

"It's hard for them (business faculty) to appreciate that the profit equation is only relevant to most journalism students to the extent that it supports a specific editorial mission."

One faculty member described a different type of role, one that doesn't require that he have all the answers. He said: "I'm more of a conductor with a sense of the landscape and stirring up creativity within the students. If they want to delve into a subject that I'm not well steeped in, then I connect them to how to craft an NDA (non-disclosure agreement) or someone on the hacking side. I see myself as more of a connector than an expert."

Making it Real. Because of the lack of personal entrepreneurial experience, many professors reached out to the larger entrepreneurial community either by team-teaching the course with an entrepreneur or bringing speakers into the classroom. Some faculty created field trips to local startups and business meet-ups. In addition, several faculty created individual or class projects as student deliverables and brought in industry professionals to hear student project pitches.

One faculty member worked with a local entrepreneurial launch pad that partnered with the school in syllabus development and in teaching the class. Another used connections from the San Francisco Bay area to develop the course.

"An advantage I had being from the Bay area was access to people who will come in virtually or in person. So for example, we'll have a Google Hangout with Craig Newmark (of Craigslist) one day. He was kind of ideal in that people who don't start out as entrepreneurs can become one."

Professional Culture. The traditional separation of church and state – or editorial and the business of media – has also permeated the journalism school curricula. The professors in this study expressed dismay that they have few courses on the books that discuss media management

and financials. Faculty respondents expressed concern that the curriculum focuses for the most part on content and product and less about how to create a sustainable media enterprise.

One faculty member said:

> The culture of the newsroom demands that journalists be deliberately ignorant of the business model and business realities of the news industry. This structure was set up to protect the editorial integrity of journalists whose paychecks are dependent on advertisers. It was a good structure for that specific business model, but that business model is fading fast. Journalists need to understand the business of their industry to foster and protect editorial, but the culture works against that. This cultural bias exists in journalism schools, newsrooms and even among many young journalists.

While faculty members were familiar with the professional culture, they were surprised to find their students resistant to learning the business side of media and resistant to the messiness of the startup culture.

"The course had a strong business focus that the students didn't like at all. However, for far too long we've taught students that money is the dark side and unfortunately it's a reality that we have to deal with."

Another faculty member said that students need to embrace the money side.

"I was taught to not even think about the business side of things. I think learning the business and marketing sides can result in better journalism."

Both undergraduates and graduate students struggled with the "messiness" of the startup process where there is no linear pathway to success. One faculty member said: "We emphasize the first day that the process of entrepreneurship is extremely ambiguous and that they will feel some of that in the class. And if ambiguity terrifies them, this may not be the right class for them. It's not the type of thing that if you pass all these tests, you get this grade. I think a course like this is difficult for students who need certainty."

Another spoke of the rubrics and specific instructions that precede many undergraduate assignments. He said: "Students like certainty. They like specific instructions on how to do things. Unfortunately, that's not what they'll find in a startup culture, or even in a typical work environment. So the students and their perceptions and what they are learning are hindered by their inability to get past the loose, experiential structure of the course."

Pace of Media Evolution. Another challenge of the rapidly changing media industry is the ability to keep up with these changes – both in new technologies and in new business models. Several faculty members said they themselves operate as a startup – meaning they are always iterating, always evolving their courses to mirror the current realities.

One faculty member talked about the constant revisions: "Another major constraint is how quickly things are evolving in the news industry. The business fundamentals course in our program may stay the same, but the business model course will need to be revised every year for the foreseeable future."

Another professor who has taught a course within a larger journalism entrepreneurship program characterized the program development as entrepreneurial: "We're a startup within the journalism school and operate in a nimble way. And we pilot courses. In academe this stuff (getting courses on the books) can take five years and lots of committee meetings and thinking from the ivory tower of what we should do. We wanted to come up with a curriculum that operated with that lean model of development."

He also felt challenged by the rapid changes in technology: "When you are teaching journalism history, the subject matter is fixed. Entrepreneurial journalism is evolving constantly because of new ways of doing things. The Android OS is a new place to develop apps or ebooks

that didn't exist five years ago. You have to keep ahead of the curve enough to be able to teach it."

Another faculty member who has taught the entrepreneurship course several times talks about constant course revisions:

"When anyone asks me how long I've been teaching the course, I say one semester, because it changes every time. It will be a work in progress as long as I'm doing it. It needs to evolve quickly."

The faculty member said that he approaches the course in a Silicon Valley-style of entrepreneurship: rapid development, few barriers to entry, highly scalable. It's a different kind of entrepreneurship that he says is critical for students to learn.

"That's the future of media and students need to learn this now."

Curriculum Resources. Several faculty members used resources that were provided by speakers and faculty at the ASU Scripps Howard Journalism Entrepreneurship Institute for their course such as the 9-square business development tool and the book *Business Model Generation*. Mark Briggs' book, *Entrepreneurial Journalism* was also a resource of choice because of its focus on the media industry. However, faculty expressed concern about the lack of curricular materials for use in the classroom such as case studies in the Harvard Business Review or other research on media startups.

Making it Count. Pre-tenure faculty expressed concerns that their administration didn't appreciate the amount of time and work that course preparation required. And they feared that the experiential products that they created with students such as hyperlocal online news sites,

regional niche hubs, or apps that lived beyond one semester were not valued as part of promotion and tenure criteria. They expressed concern about juggling the need to produce refereed scholarship in an area that continues to evolve and about researching while doing.

One faculty member said that their involvement in the Scripps Howard Journalism Entrepreneurship Institute gave them a huge head start in creating the course. However, balancing the usual tenure expectations on top of developing the new course was extra demanding.

> Some of the speakers at the institute suggested we should be doing more as faculty to teach workshops and engage in other outside activities with the entrepreneurship community. We love that, but in the university structure none of that counts toward tenure. If we are making this our primary focus for the semester, you've got to balance it with what else is going to get you credit in your tenure file. That's probably my biggest constraint…wanting to throw myself into it wholeheartedly, but I envision some of the less soul-fulfilling but still more important for tenure expectations will chip away at the time I can invest in this.

Another faculty member who has since left higher education for a professional role echoed these concerns:

> I was so extraordinarily relieved when I quit. I had my third-year review and what I was doing was not even appreciated. My chair was saying 'Look at all this entrepreneurship stuff (the faculty member) is doing.' And the dean was like "You have to get your research in order.' That was part of my realization – Innovative work like this…I don't think there's an appreciation for this new stuff. It's not just a class. It's a constant reinvention. And there's the expectation that you'll do this thing and then research it as well. I don't think there's an appreciation that it takes time to do this stuff and do it well. You have to go outside the traditional classroom. It was work and sacrifice to make those things -- relationships -- happen.

RQ3: What do faculty think students should know and be able to do in the emerging area of media entrepreneurship?

Our faculty respondents were asked about the course objectives, student deliverables, end-of-course expectations and what they expect students to learn in the course. The highest-ranking responses included:

1. Construct and deliver a pitch
2. Conduct market research
3. Conduct audience analysis
4. Understand the entrepreneurial landscape/startup culture: key players, new products, delivery innovations, technological disruptions, financial options.
5. Conduct a competitive analysis
6. Create a minimum viable product (a wireframe, prototype)
7. Read, understand and create financial statements
8. Understand basic pros and cons of different types of startup capital
9. Understand legal and regulatory framework for their business (their class project)
10. Differentiate between an idea and an opportunity; clearly state a value proposition
11. Conceive and develop an idea
12. Develop a business plan

Other responses included understanding entrepreneurship as a career pathway, analyzing current media startups, working as a team, understanding freelancing, setting up taxes, promoting business using social media, project management skills, and monetizing businesses. Many of the faculty expressed concern about being able to work all of these objectives into one semester of work. Some have already dealt with this by splitting the objectives/deliverables into two semesters: the first semester class introduces concepts and idea generation leading to a project pitch; the second class addresses development of the idea in an incubator or startup lab environment.

Faculty also expressed aspirational goals for the students. One faculty member said "I hope they come away with a demystified sense of entrepreneurship and when the time presents itself they can become entrepreneurs and chart their own path."

Another faculty member wants students to come away with an ability to see beyond what is already being practiced.

"I want the students to think differently than what they are seeing out there…And to think about the sustainability of their venture. I think it's a great professional trait – to create your own job. If you can't find one, you make one for yourself. It's a great thing to have in your back pocket whether you need it or not."

Conclusion

Journalists are taking powerful new roles in the sustainability side of media businesses. Journalism schools have a key role in helping students take ownership of their futures and the future of media. This study contributes to the small body of knowledge centered around media entrepreneurship by focusing on higher education and the role of journalism schools in furthering entrepreneurial skills and knowledge in students. Overall, the professors interviewed for this study were enthusiastic and innovative in building entrepreneurship into their curricula and were clear about the value to students. Indeed, the professors that took part in this study have demonstrated that they are cognizant of the current realities of the global media industry and are capitalizing on these shifts to the benefit of students.

As media entrepreneurship is an emerging area of research, professors cited the need for more classroom resources – from textbooks to case studies to the development of entrepreneurial networks – to help them learn and teach this new body of knowledge. Several professors lauded

the ASU Scripps Howard Journalism Institute as a valuable resource in providing them with the basic knowledge and framework from which to invent their own courses. They also valued being part of a larger group of faculty exploring this new area and sharing resources.

Suggestions for future research include an analysis of student perceptions of media entrepreneurship and additional studies of media entrepreneurs and what they feel they need to know and be able to do.

For administrators and faculty considering development of similar courses, three takeaways emerge from the data:

1. **Provide the time and resources necessary to learn the entrepreneurial landscape.** To successfully develop a media entrepreneurship class, you ideally need three kinds of resources: journalism resources, technology resources and business resources. This may include additional travel funds for faculty to network with media entrepreneurs, funds to bring in speakers, funds for team teaching, time to develop local entrepreneurship networks and other resources.

2. **Nurture and support faculty in their experimentation within academe.** Some faculty spoke of "research forgiveness" and that creative works such as startups need to hold more value within the promotion and tenure process. Others were concerned about course evaluations and the consequences on tenure and promotion decisions of piloting new courses. Administrators have a role in supporting innovation within the academy and the faculty who are willing to engage in it.

3. **Cultivate a culture of failure with students.** When structured appropriately, students can learn from their failures. Schools can create environments where creativity and innovation are not relegated to one class, but perhaps infused throughout the curriculum.

As one faculty member cautioned: "We were lucky to have key administrators who understood and supported our vision for the future of journalism education. It could very easily have gone another way."

Finally, administrators and faculty might explore different course structures – standalone courses, extracurricular workshops, intensive summer courses, certificate programs or master's degree programs as a way to expand their programs to make them more relevant for today's students. It is clear from industry changes that a shift is necessary. Journalism schools have a critical role to play in ensuring that students are equipped to dance with the uncertainty of the future of the profession.

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