

Dr. Tom Bowers — retired long-time faculty member and senior associate dean of the school — penned a history of journalism education at Carolina in 2009 to mark the 100th anniversary of the first journalism course at the University of North Carolina.

Dr. Bowers condensed and updated the history for this publication in 2017 so that we could share the story with faculty, staff and others who continue to shape students and the school.

Our gratitude goes to Dr. Bowers for his decades of service to our school, its students, faculty, staff and alumni that has continued as an emeritus professor.

Media and Journalism at Carolina

Journalism began at Carolina at least three years before the founding of the student newspaper and 19 years before the first journalism course. Student members of the University Press Association, which existed as early as 1890, sent campus news reports to their hometown newspapers. The university was grateful for the publicity – a news bureau would not be established until 1918 – and facilitated the students’ efforts by designating an assistant librarian to assemble the news and put it in a mailbox outside his door. The press association was a recognized student organization with 30 members in 1896. Many students later achieved high-level positions with state and national newspapers, including *The New York Times*.

Another student organization, the University Athletic Association, published the first issue of *The Tar Heel* on February 23, 1893, in part to build support for the intercollegiate athletic activities that the association managed. Illustrating how athletics and journalism were intertwined at the time, the first *Tar Heel* editor, Charles Baskerville, was also the star halfback and manager of the football team. The four-page newspaper appeared every Thursday, was devoted to the larger interests of the university and promoted itself as the “best, quickest and surest” way for advertisers to reach UNC students.

The newspaper’s editorial offices were in a storeroom next to the old Methodist church on Franklin Street, and it was printed in the facilities of the University Press. Five faculty members had incorporated that commercial enterprise early in February 1893. The university was so grateful to have a printing establishment in Chapel Hill that it allowed the University Press to operate on the ground floor of New West. The university purchased the company for \$2,000 in 1899 and moved it to a one-story brick building near the site of the current Phillips Annex and Carroll Hall, which did not exist at the time. The printing shop employed students and gave them an opportunity to learn the printing trade; one such student was Oscar Coffin, who later became an iconic leader of journalism education on campus.

Thus, academic journalism and practical journalism originated separately on campus and have always been independent of each other. The student newspaper was founded 16 years before the first journalism course and 31 years before the creation of the Department of Journalism. The tradition of student control of the newspaper has remained strong and resistant to change, even when the newspaper experienced financial and staffing problems in the early 1960s. Charles Kuralt, arguably the best-known journalist to attend UNC, and others like him majored in liberal arts disciplines, disdained journalism courses and gained experience on *The Tar Heel* and other campus media outlets.

The speaker at the University Press Association’s annual banquet in February 1907 – attended by 16 students representing 20 newspapers – was Edward Kidder Graham, a charismatic professor in the English Department and dean of the College of Liberal Arts who had been editor of

The Tar Heel before graduating from UNC in 1898. In his speech, he extolled the importance of college journalism, saying that “the man who has the most power in the nation today is the newspaperman.” It is quite probable that the students in his audience that night asked him to create a course in journalism at UNC, and that plea fell on receptive ears because of Graham’s position in the College of Liberal Arts.

Less than two years later – in September 1909 – Graham greeted students in his journalism course in the English Department – the first journalism course at Carolina. Little is known about those few students, but most were probably men. Only a few women who resided with their parents in Chapel Hill could enroll in UNC courses at that time. Despite that, some early campus journalists were women. Mary MacRae, the first woman admitted to UNC and the daughter of Law School dean James MacRae, was associate editor of *The Tar Heel* in 1898, Hazel Holland was managing editor in 1901, Louise Wilson was associate editor in 1911 (and may have been in that first journalism course), Watson Kasey was associate editor in 1912, and Anna Liddell was associate editor in 1915. One hundred years later, women would make up a large majority of students in the school.

Graham’s course was English 16, described as “the history of journalism; the technique of style; the structure of the news story; and the study of modern journals.” The location of the course is unknown, but it was probably in what was then called Smith Hall and originally called Library and Alumni Hall because it had been the university’s first library building in 1853. (In 1925, it was renovated and renamed Playmakers Theater.) Graham taught the course again in 1912-13, and other men in the English Department shared teaching duties until 1921. New courses were added to the curriculum, and students eventually could attain a certificate in journalism. With support (and likely a mandate) from Graham, who had become president of the university in 1913, the journalism program initiated its first joint venture with the North Carolina Press Association by hosting a Newspaper Institute in 1916. Graham’s prominence and beliefs about journalism gave the program important credibility, but he tragically died of influenza in 1918.

In 1921, the English Department hired Louis Graves as the first person to hold the title of professor of journalism, but his concurrent duties as director of the News Bureau hampered his ability to devote much time to journalism teaching. His solution was to meld his instruction with his news bureau duties and assign students to send news releases to state newspapers, and they were eventually allowed to receive credit for such work. When Graves launched his *Chapel Hill Weekly* in 1923, he was further distracted from his duties at the university. The university found it to be unworkable to have a professor of journalism in the English Department who also ran the News Bureau, and it answered student demands by creating a separate Department of Journalism in 1924.

Department of Journalism and “Skipper” Coffin

Gerald W. Johnson, a Wake Forest University graduate and editorial writer for the *Greensboro Daily News*, was the department’s first chairman. He was the only faculty member, and when classes

started on September 19, 1924, the two journalism courses had more students than expected – 13 in the basic course and four in the advanced course, with five women among the 17 students. The department was temporarily located on the second floor of New West, above the office of *The Tar Heel* and below a room where the UNC wrestling team practiced.

Johnson taught two courses each term from the six courses in the curriculum: News Writing, News Writing and Editing, Advanced News Writing and Editing, Desk Work, Public Opinion and the News, and Policy and Relations. Students had to take 85 percent of their courses outside the department. Johnson resigned, however, in February 1926 to go to Baltimore to join the staff of *The Sun*, and he eventually became a television commentator and novelist. He was succeeded by a legendary figure in UNC journalism: 39-year-old Oscar Jackson Coffin, later called “Skipper,” editor of the *Raleigh Times*. He had graduated in 1909 (before the first journalism course), had worked in the university print shop and had been editor of *The Tar Heel*. Coffin moved the department to Alumni Building in 1926.

The university’s 1927 Commencement program listed five students enrolled in the department, including three from out of state. Enrollment hovered around 10 by the late 1920s, prompting a newspaper editor in the state to express concern about the low numbers. The university president, Harry Chase, assured Coffin that he had no “numerical ambitions” for the department and even less interest in the attempts of standardizing agencies to make the department conform to outside standards. Coffin took that to heart as reinforcement of his own prejudice against accrediting standards, an attitude that would eventually plague him and the department.

As the only faculty member, Coffin taught the nine courses in the curriculum. Journalism 53, the course number assigned the news writing course known to thousands of students until it was changed to JOMC 153 in 2006, appeared for the first time in 1930. The faculty expanded with the hiring of Phillips Russell in 1931 and Walter Spearman in 1935. Both were immensely popular with students, and Spearman taught until 1980. The curriculum was focused on practical aspects of journalism, with two courses in college reporting and editing, three in news writing, one in feature writing, one in news methods and treatments, one in editorial writing and one in weekly newspaper editing. The department moved to the third floor of Bynum Hall (which had been the university’s gym) in 1935, across the hall from the News Bureau. The faculty increased to 10 by 1948, when the first woman on the faculty, Lola Lee Mustard, was hired to teach advertising courses.

Enrollment data are not available for most of those years, but the annual commencement program listed four graduates in 1930, 11 in 1935, 25 in 1940, 23 in 1945, and 94 in 1950. The numbers declined after 1950, indicating the end of a post-World War II surge when GIs returned to campus and completed their degrees. The war affected enrollment in other ways, especially for women, who were admitted to the university in small numbers and primarily as junior transfer students. Despite those barriers, the percentage of women among journalism graduates each year was as high as 45 percent (five of 11) in 1935. With so many men in military service, the numbers

jumped to 75 percent (21 of 28) in 1944, 83 percent (19 of 23) in 1944 and 82 percent (23 of 28) in 1945 but dropped to their pre-war levels after 1947.

Because there were so few faculty members during Coffin's tenure, most students took at least one course from him and many took more than one. He and his wife often hosted students in their home for meals, and Coffin frequently drove students to newspapers in the state and to suggest that the students be hired. Coffin's concern for students engendered great loyalty and affection, and those former students remained loyal to the school and responded generously to later fundraising efforts by the school and the foundation.

Some of the journalism program's better-known graduates recalled Coffin with reverence. Lawrence Ferlinghetti, who graduated in 1941 and became owner of City Lights Publishers in San Francisco and published Allen Ginsberg's poetry, recalled in 2008 how Coffin sent students out to cover stories on campus and in the town. Novelist Robert Ruark was in Coffin's classes in the early 1930s and made Coffin probably the first journalism administrator featured in a work of fiction – *The Honey Badger*.

In the 1940s, the Department of Journalism had become an embarrassment on campus for its lack of academic rigor and research activity. Faculty members in other departments scorned “whisky-drinking, cigar-smoking newspapermen” who operated a trade school that produced graduates like themselves. Coffin's attitude was exemplified by the quotation he had chosen for his entry in the student yearbook when he graduated (“Here's to those who love us well, those that don't can go to hell”), and that philosophy was evident in many aspects of his departmental leadership. He disdained the term “journalist” and said that a newspaperman needed a master's degree like a hog needed spats. He often began his day at a Chapel Hill tavern called The Shack at 10 o'clock to drink a bottle of beer and smoke a cigar before he went to his office, and he went back in the afternoon to drink beer with students and townspeople. He was hardly ever seen without a cigar in his hand, despite his chronic asthma, and he rarely wore a necktie. His grading practices were notorious, and he was known to give As to students who did not attend class or do any required work. He rarely held faculty meetings and avoided administrators' meetings on campus and in national organizations. In a 1947 survey of 79 journalism students, only 23 percent rated their courses as excellent.

Responding to pressures from university leaders and state newspaper editors, university administrators pressured Coffin and the faculty to submit to an accreditation review in 1948. He had long resisted the nascent accreditation movement, saying the faculty was “loath to accept a rating conferred by PhDs and assistants to publishers.” The accrediting visit team lauded the department for its regional validity, financial support, student-faculty relations, credit requirements, faculty teamwork, graduate placement and alumni relations. However, deficiencies in laboratory equipment (especially for photography), library facilities, use of off-campus facilities, student accomplishment and student morale were serious enough to lead to a denial of accreditation.

The failed accreditation bid stimulated the state's newspapers and the university to initiate actions that pointed the department toward changes in its name, status, leadership and facilities. The university gave the program more autonomy by upgrading it to a School of Journalism in 1950 and naming Coffin the first dean. The new school's first mission statement hinted that Coffin might have softened his feelings about what to call the field: "The School prepares young men and women for careers in journalism by offering an academic program which provides a basic liberal education, an understanding of the responsibilities of a free press in a democratic society, and a fundamental knowledge of journalistic techniques." That statement is significant for its mention of an academic program, for recognizing women, and for listing journalistic techniques last. The curriculum expanded with the addition of courses in press photography, newspaper advertising, radio journalism, business journalism and journalism history.

Holt McPherson, editor of the *High Point Enterprise*, led other North Carolina newspaper leaders in the creation of the School of Journalism Foundation in 1949. McPherson, who had been influential in the pressure to seek accreditation, was the foundation's first president and served until his death in 1979. In 1951, contributions to the foundation were \$12,405, and it gave the school \$500 in 1952. By 2016, the foundation's principal was valued at more than \$18 million, and its gifts to the school have totaled more than \$100 million since 1951.

Coffin announced in April 1953 that he was resigning from the deanship, effective immediately, for health reasons. He resigned from the faculty in May 1956, five months before his death at age 69.

McPherson was to play another important role in shaping the school after Coffin left the deanship. He got himself appointed to the search committee for the new dean because he feared that university leaders might bow to student pressure and appoint Walter Spearman as Coffin's successor and continue the lack of emphasis on a strong academic program. McPherson's preferred candidate for the post was Norval Neil Luxon, a journalism faculty member and campus administrator from Ohio State University who had a PhD in history from UCLA. The two men had met when they were on the national journalism accrediting body. They engaged in a behind-the-scenes effort to push Luxon's candidacy, and McPherson even suggested that he and other influential North Carolina newspaper editors might ask Duke University to start a journalism program if UNC did not select Luxon. Their efforts paid off with the university's announcement that Luxon would become dean with a salary of \$10,000, effective December 1, 1953.

Dramatic changes under Neil Luxon

In marked contrast to Coffin, Luxon believed in accreditation, stressed rigid academic standards, sought faculty members with doctorates who could build a graduate program, was courtly in behavior and mannerisms, and usually wore a three-piece suit with a fresh flower in his lapel. On the other hand, students considered him to be less friendly and less approachable than Coffin.

Accreditation was achieved in 1958, and the accreditors praised the school's administrative leadership, status in the university, strong relationships with North Carolina newspapers (including the School of Journalism Foundation) and high student morale. Predictably, the accreditors said the facilities in Bynum Hall were deficient but praised the university's promises for a new building. Howell Hall would become available when the School of Pharmacy moved from it to a larger building, so Luxon recruited the state's newspapers to campaign editorially for a legislative appropriation of \$1.4 million for a new pharmacy building and \$188,000 to renovate Howell Hall. Upon moving to the new facilities in 1960, Luxon bragged about the 75 new typewriters that cost \$12,000, new furniture and photographic equipment, offices for research assistants, two classrooms for news writing and one for editing, photo darkroom, reading room and faculty offices that were large enough for a conference table and chairs.

He led the faculty to create and adhere to more rigid admission standards, which Coffin had frequently waived or ignored. Consequently, the school's enrollment dropped by more than 50 percent, from 98 in 1951 to 45 in 1954. It climbed back to 78 in 1961 and 100 in 1965. The credit-hour requirement was changed from 18 semester credits in journalism courses to 24, including a core of News Writing; News Editing; History of Journalism; and The Press, the Constitution and the Law.

Luxon hired faculty members with doctorates who could conduct research and guide graduate students, including Roy E. Carter Jr., (1954), John B. Adams and Wayne Danielson (1958) and Jim Mullen (1959). Danielson was hired to teach research courses after Carter resigned, Adams to teach international communications, and Mullen to teach advertising. A graduate minor in journalism was approved in 1954, and the first M.A. in journalism was awarded in 1957. The PhD program was approved in 1964, and G. Cleveland Wilhoit was its first graduate in 1967.

Continuity and change with Wayne Danielson and Jack Adams

The university's mandatory retirement rule at the time forced Luxon to leave the deanship at age 65 in 1964, but he taught for five more years. He had chosen new faculty members with the idea that one of them would succeed him. Danielson, with a PhD from Stanford, seemed to have been Luxon's choice and became dean. At 34, he had already established a national reputation as a researcher who made bold predictions about the use of computers in journalism. In 1964, he and a colleague in the university's computation center printed what they called the first newspaper produced by a computer, and Danielson predicted that many newspaper stories could be produced automatically by computers, an idea that did not endear him to newspaper publishers and editors.

Danielson's reputation did make him attractive to other schools of journalism, however, and he was lured to the University of Texas to be dean of its multi-faceted College of Communication in 1969, after only five years as dean at UNC. He was succeeded by Jack Adams, who had a PhD from the University of Wisconsin. He promised to continue the philosophy and programs of Luxon and

Danielson, but his 10-year tenure as dean saw significant changes in the school. Although he had been hired to teach international communications, Adams developed an expertise in media law and taught that subject to hundreds of students with a memorable classroom stance – standing for 90 minutes on his right leg with his left foot on a table in the classroom.

Total enrollment in the school grew from 175 in 1970 to 350 in 1980, and the percentage of women grew from 45 percent to 64 percent. During the same period, enrollment in the graduate program grew from 24 to 42 students. The percentage of women in the school continued to increase – to 73 percent in 1990, 77 percent in 2010 and 78 percent in 2016.

The school had a reputation on campus as a welcoming place for students, an atmosphere that became especially important on a turbulent campus roiled by issues of racism and the Vietnam War. In 1963, Lester Carson became the first African American student to graduate from the school. He recalled 35 years later that black students had been treated cordially by most students and faculty members in the school. That contrasted to the university as a whole – white students sang “Dixie” and waved Confederate flags at athletic events. Another early black student, however, found things a bit less welcoming. Karen Parker, the first black female undergraduate student in the university and a journalism major, faced expulsion for participating in a sit-in demonstration at a local restaurant in 1963 but was exonerated with the support of Professor Ken Byerly of the school.

In 1978, the school had to deal with charges of racism within Howell Hall. An editorial in *Black Ink*, a newspaper for African American students on campus founded by Cureton Johnson, a journalism major, called the school one of the “chief bastions of bigotry on campus” for its lack of black faculty members, dearth of courses about the black press, and racist treatment of black students by white faculty members. Adams and the faculty hired a black faculty member in 1979. Harry Amana had worked at a black newspaper, the *Philadelphia Tribune*, and was teaching journalism at Temple University. At UNC, he created courses about black media and became an inspiring mentor for the small but growing number of black students.

Lola Lee Mustard had taught advertising from 1948 to 1953, but the faculty remained homogeneous after she left and consisted of nine white men when Adams became dean and 12 white men in 1971. By the end of his two terms, four white women – Margaret Blanchard in 1974, Carol Reuss in 1976, and Jane Brown and Jan Johnson Yopp in 1977 – had joined Amana to change the nature of the faculty forever. Reuss later recalled that she ate lunch with male colleagues because there were so few other women. She said the female secretaries often brought punch and cookies for students during exam week and expected female faculty members to join the effort – until she told them that she would not do it.

UNC was not spared the student unrest sparked by opposition to the Vietnam War, and journalism students sometimes found themselves involved in that opposition. UNC students went on strike one week before the end of the spring semester in 1970 after the killings of students at

Kent State University. Faculty members made their own decisions about course grades, and Adams did not receive a single complaint from students. One student sat in Adams' office and wondered if he could be objective after having been sprayed with Mace at a demonstration on the Duke campus. Adams listened carefully and replied, "This will be a good opportunity to find out if you can."

The faculty initiated far-reaching curriculum changes during Adams' tenure. From its beginning, the journalism program had focused on newspaper journalism, or preparing graduates for careers as reporters and editors on newspapers, and that specialization became known as the news-editorial sequence. A newspaper advertising course was added to the curriculum in 1941, and an advertising copywriting course was created in 1950. The advertising curriculum changed significantly after Jim Mullen joined the faculty in 1959 and expanded the curriculum, leading to the creation of the advertising sequence in 1971.

The first courses in radio journalism were added to the curriculum in 1943, and television news courses appeared in 1955, but the Department of Radio, Television and Motion Pictures eventually assumed responsibility for all broadcast journalism courses. A cooperative arrangement with RTVMP in 1975 allowed students in the School of Journalism to receive credit for RTVMP courses in broadcast journalism in a broadcast journalism sequence that was created in 1978. RTVMP was "disestablished" by the university in 1993, and most of its faculty members transferred to the Department of Communication Studies that had been created from the old Department of Speech Communication. Four RTVMP faculty members – John Bittner, Richard Elam, Richard Simpson and Anne Johnston – transferred to the School of Journalism.

The public relations sequence began when Carol Reuss joined the faculty in 1976 and taught magazine writing courses. When she created a public relations course in 1980, the faculty anticipated negative reactions from the state's newspapers and initially called the course "Business and Organizational Communication." The faculty added other courses, and in 1982, public relations became an optional specialization of the news-editorial sequence and a separate sequence in 1991.

Rich Beckman joined the faculty in 1978 to teach the photojournalism course that Stuart Sechriest had created after he joined the faculty in 1946. Beckman and his faculty colleagues expanded the number of photojournalism courses to include color photography and advanced photojournalism and graphic and publication design. After a few years of being an option in the news-editorial sequence, visual communication became a separate sequence in 1991.

Students were also affected by a significant curriculum change that was not related to a course or field of study. Increasingly concerned about students' weak writing skills, the faculty voted in 1974 to require students to pass a spelling and grammar exam as part of the news writing course. A year later, a score of 70 percent on the test became a graduation requirement that remains in effect. The requirement garnered national attention, and a story about it aired on "NBC Nightly News" on February 1, 1975.

In 1978, news-editorial had the largest percentage of students (71 percent), followed by advertising (22 percent) and electronic (7 percent). By 1990, however, advertising was the largest (46 percent), followed by news-editorial (29 percent), public relations (13 percent), electronic (11 percent) and visual (2 percent). Public relations (26 percent) overtook advertising (25 percent) by 2000, followed by news-editorial (19 percent), visual (17 percent) and electronic (12 percent). The public relations specialization remains the largest undergraduate program with about one-third of the students.

Technology was altering the nature of classrooms and instruction. In 1973, Adams purchased three electric typewriters so that students in the news editing course could practice on machines that were being used by newspapers. Four years later, he purchased three CompuEdit terminals for the editing classroom. That came only 15 years after Danielson had predicted – in the face of great skepticism – that computers would become ubiquitous in newspapers. Those technological changes – as important as they seemed at the time – would pale in comparison with those to come.

Richard Cole and dramatic change

Adams declined a third term as dean and returned to teaching in 1979, to be succeeded by Richard Cole, a 37-year-old Texas native who had joined the faculty in 1971 after earning a PhD at the University of Minnesota and teaching at West Virginia University. By the time he left the dean's office 26 years later, he had changed the school in ways that made it almost unrecognizable compared to when he started.

Cole, a self-proclaimed “builder,” secured financial support to alter the graduate program in significant ways. In 1995, he got funding for the Freedom Forum PhD Program to help veteran news professionals prepare for college teaching by giving them sufficient financial support to allow them to be fulltime students and to complete the PhD program in 27 months. The program ended in 2002 when the Freedom Forum eliminated most of its educational funding to build its \$450 million Newseum in Washington, D.C. The Freedom Forum program was small, however, compared to another Cole coup in 1997 – the Roy H. Park Fellowship Program for MA and PhD students that gave the school the best-funded graduate program in mass communication education. As of November 2016, the Triad Foundation had given more than \$35 million to support nearly 350 Park Fellows and another \$2 million for a total of more than \$37 million.

The incremental technological changes that began under Adams proceeded at warp speed under Cole. In 1981, the school created the R.J. Reynolds Industries Center for Editing and Graphics with 17 video display terminals and a phototypesetter, and Phil Meyer taught his “Precision Journalism” course for the first time. The school's first three personal computers were used to send data to computation centers in 1982, and four classrooms had been equipped with computers by 1987. Ranjeev Singh, the school's first computer systems administrator, was hired in

1992, and its first home page appeared on the World Wide Web in 1994. Several courses about the Web were added the following year.

Technological changes were greatly enhanced and empowered by the school's move to Carroll Hall in 1999. Growth in the number of students, faculty and staff and expansion in curriculum and special programs had created a shortage of space in Howell Hall. To create new offices, existing offices were divided, and hallways, storage closets and parts of classrooms were converted to offices. In some semesters, as many as 10 courses had to be taught in other buildings on campus.

Those efforts could only delay the inevitable, and Cole turned his attention to finding a new home for the school and used his prodigious fundraising abilities to pay for it. His proposals for an addition to Howell Hall and a new mass communication building were rejected by university officials, but he finally secured university approval for the school to move to Carroll Hall, former home of the business school, in 1999. The cost of renovations and new equipment and furnishings for Carroll totaled approximately \$12 million, and Cole raised \$7 million from private donors. The 53,000 square feet in Carroll tripled the school's space and brought all faculty and staff together under one roof for the first time in 12 years. Cole was raising money for more than Carroll Hall: Private contributions to the school grew from \$240,000 in 1980 (Cole's first year) to \$3.7 million in 2005 (his final year), and total contributions during that period totaled more than \$45 million.

Classrooms in Carroll Hall echoed with the sounds and activities of students pursuing a wide range of career interests related to the field of journalism. The proportion of students seeking careers in newspapers grew smaller and smaller, and new media forms and platforms grew in importance. The broadcast journalism sequence evolved into a program that achieved national prominence with student newscasts. All those changes meant that "School of Journalism" was no longer an accurate name, so the faculty voted (with two dissenting votes) in 1990 to change the name to "School of Journalism and Mass Communication."

The school added many activities outside of classroom instruction as Cole introduced a variety of special programs, including an alumni association, the Halls of Fame, and the Program on Public Life. His personal interest in international communication stimulated the school's international presence, including increased faculty travel, and programs outside the U.S. in Russia, Cuba, Mexico, Eritrea, China, Chile, Korea and Albania.

Table 1 shows how enrollment and faculty size have expanded from 1980 to 2016. In 1980, the school had 17 faculty members and five staff members, including a business manager, financial secretary, two typists and a part-time librarian. The size of the faculty reached 53 in 2016, when there were 37 full-time staff members, including six in research support; five each in undergraduate student services, development and alumni affairs, human resources and finance and instructional technology; and three each in administration, communications and graduate student services

Table 1. Enrollment and Faculty Size, Fall Semesters, 1980-2016

	1980	1990	2000	2010	2016
Undergraduate	308	502	815	745	788
Graduate	30	63	108	116	126
Total	338	565	923	861	914
Faculty	17	26	28	42	46

Source: Office of the University Registrar

To control enrollment, the faculty raised admission standards for students entering the school from General College, starting with a 2.0 grade-point average in 1981, 2.2 in 1987, 2.4 in 1990 and 2.7 in 2002. After the first black student entered the school in 1962, minority presence grew slowly, reaching six students (5 percent of enrollment) in 1968 and 9 percent in 1980. Table 2 shows the changing racial composition of the student body since 1995, notably an increase in minority enrollment from 15 percent to more than 26 percent.

Table 2. Percentages of Racial Groups, Undergraduate and Graduate Students, Fall Semesters, 1995-2015

Year	1995	2000	2005	2010	2015
African American	8	7	8	5	7
Hispanic	3	1	3	9	7
Asian	4	4	5	2	5
White	85	87	79	75	74
Other	---	---	5	9	8
N=	587	923	881	861	851

Source: Office of Undergraduate Research and Assessment. (Data vary from Table 1 because of different sources.)

Changes in leadership, curriculum and name

Richard Cole had been dean for 26 years when he stepped down in 2005. For more than half of the faculty members, he was the only dean they had ever known. The transition was smoothed by the one-year appointment of Tom Bowers as interim dean. Like Cole, Bowers had joined the UNC faculty in 1971, and he had served as associate dean and senior associate dean during Cole's tenure.

Feeling that it would be impractical to attempt significant curriculum changes in one year, Bowers encouraged the faculty and staff to begin to think about curriculum revision in response to changes in media. He created small groups of faculty and staff members that cut across curriculum specializations and encouraged them to discuss what the school should look like in 10 years. That year-long "Vision Initiative" established a foundation for future curriculum discussions and changes.

The journalism program's original mission had been to prepare students for newspaper careers, and that remained its primary focus until the late 1970s, when, in response to industry and student interests, the school was organized by sequences – news-editorial, advertising, public relations, electronic communication and visual communication. The sequences were considered entities unto themselves, with a "silo-like" philosophy that those career interests had distinct lines between them with very little commonalities.

With the advent of the digital revolution and the Internet in the 1990s, those lines began to blur. Websites for print and broadcast media became virtually indistinguishable, and nearly all journalists needed multimedia skills. Advertising and public relations firms also embraced digital content, and professionals in those fields had to know how to create and use digital content. Digital technologies made it easier for entrepreneurs to create new media forms, and graduates had to know how to create and sustain business enterprises. The time was ripe for a major change in the school's mission to respond to those media transformations and to prepare students to excel in them. A new dean provided an opportunity.

Jean Folkerts, who had been a professor and administrator at George Washington University, became the school's first female dean in 2006. She ushered in the digital media focus that has distinguished the school for the past decade. In leading that change, Folkerts and the faculty had to bridge the school's traditions with the future of media.

Folkerts leveraged a powerful \$4 million gift from the estate of Reese Felts, a prominent North Carolina broadcaster, to create an innovative center for digital entrepreneurship, design thinking and experimentation. The Reese News Lab has become a major digital presence and a source of viable ideas for a news business that has been totally disrupted. The school's digital efforts were further enhanced at the graduate level with the establishment of a Master of Arts in Technology and Communication, a two-year online degree offering working professionals an opportunity to upgrade skills and rethink communication strategies.

Folkerts stepped down in June, 2011, and after Dulcie Straughan was interim dean for one semester, Susan King became dean in January 2012. King was a former broadcast journalist who began her career as correspondent for Walter Cronkite. She became the first TV newswoman in Buffalo, New York, before moving to Washington, D.C., where she was White House correspondent for ABC News. She also anchored newscasts for three local D.C. stations. King later served as executive director of the Family and Medical Leave Commission and was twice confirmed by the Senate to serve as assistant secretary for public affairs in the Clinton administration's Department of Labor. Before coming to UNC, King was vice president at Carnegie Corporation of New York, where she led the Carnegie Knight Initiative on the Future of Journalism Education. UNC is one 12 schools to be part of this prestigious group.

In 2014, the faculty – led by John Sweeney – invited and embraced a discussion about changing the school's name to better reflect the academic mission underway and to honor a commitment to the future and to the school's history and values. After analyzing more than 60 potential names, School of Media and Journalism rose to the top as a near-consensus faculty pick, to become effective in 2016.

“Consecrated to the common good” and igniting the public conversation

More than a century after Edward Kidder Graham taught the first journalism course at Carolina, the School of Media and Journalism at the University of North Carolina at Chapel Hill has become recognized as one of the leading programs of its kind with an international reputation for excellence. That excellence is reflected throughout the school's programs, faculty, staff, students and alumni.

From only a handful of students in Graham's class, the school has grown to more than 900 students, more than 50 faculty members and nearly 40 staff members. Once solely purposed with preparing students for newspaper careers, the school now produces graduates who can lead in an extensive variety of fields and specialties including journalism on all platforms; public relations, advertising, marketing and strategic communication for businesses, nonprofits and public institutions; media innovation and entrepreneurship; and scholarship that tackles important questions with significant impact on politics, health, economics, law and more.

The school is supported by a loyal network of alumni and friends who have helped the school build more than \$42 million in assets through an endowment held within two UNC foundations.

When Skipper Coffin retired from the faculty in 1956, he told Chancellor Robert House that he and the faculty had been “consecrated to the common good,” meaning that they had responded to the needs of the University and state. That dedication and philosophy identifies what has given our school its enduring identity and stellar reputation.

The school's central value proposition today – “We ignite the public conversation” – carries forward in that tradition of serving the public good through accurate, ethical and effective communication. Respected leaders, hard-working and dedicated faculty and staff, supportive alumni, engaged industry partners and exceptional students come together to make a strong program continue to grow stronger year by year.

Timeline

- 1890s. Students in the University Press Association send reports about university activities to their hometown newspapers.
1893. The University Athletic Association publishes the first issue of *The Tar Heel* on February 23. The University Press, a print shop on campus, hires students and gives them experience in newspaper production. Women are among the early student journalists, despite the university's restrictive enrollment policy about women.
1909. Professor Edward Kidder Graham of the English Department teaches the first journalism course at Carolina.
1916. The journalism program hosts the first Newspaper Institute for the North Carolina Press Association, beginning a long and mutually beneficial relationship with that and other professional media organizations.
1921. Louis Graves becomes the first person to hold the title of Professor of Journalism in the English Department.
1924. The university creates the Department of Journalism, with Gerald W. Johnson as its first chairman, in New West.
1926. Oscar "Skipper" Coffin becomes chairman of the department and begins a 27-year tenure as head of the journalism program. The department moves into Alumni Building.
1935. The department moves to the third floor of Bynum Hall, across from the News Bureau.
1948. The department fails its initial attempt at accreditation. Lola Lee Mustard becomes the first woman on the faculty.
1949. The School of Journalism Foundation of North Carolina is established.
1950. The university creates the School of Journalism and names Coffin its first dean.
1953. Norval Neil Luxon replaces Coffin as dean.
1958. The school achieves accreditation.

1960. The school moves into Howell Hall.
1963. Lester Carson becomes the first African American student to graduate from the school.
1964. Luxon steps down as dean because of the university's mandatory retirement rule for administrators and is succeeded by Wayne Danielson.
1969. Danielson resigns to move to the University of Texas and is replaced by John B. Adams.
1971. The advertising sequence is created.
1973. The school's foray into "new" technology begins with the purchase of three electric typewriters.
1975. The spelling and grammar requirement is instituted and the broadcast journalism (renamed electronic communication in 1994) sequence is added.
1978. Harry Amana becomes the first minority faculty member.
1979. Richard Cole begins a 26-year tenure as dean.
1990. The school's name is changed to School of Journalism and Mass Communication.
1991. Sequences in public relations and visual communication are added to the curriculum.
1994. The school's first home page is launched on the World Wide Web.
1999. The school moves into Carroll Hall.
2005. Richard Cole steps down as dean and is replaced by interim dean Tom Bowers.
2006. Jean Folkerts becomes dean.
2012. Susan King becomes dean in January after Dulcie Straughan serves as interim dean from July to December 2011.
2016. The school's name is changed to School of Media and Journalism.