ORAL HISTORY INTERVIEW WITH DOUG ANDERSON

Interviewed by Ford Risley

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Risley: Okay, well, thanks for doing this, Doug. This is an oral history interview with Doug Anderson. It's July 20, excuse me, June 20, 2014, and we'll just start at the beginning. So where were you born and who were your parents?

Anderson: I was born in Superior, Nebraska, on December 24, 1947, Christmas Eve, and my parents were Arthur Ellis Anderson and Wilma Alice Anderson and her maiden name was Herrick. And I was obviously a baby boomer. My father served in World War II and died at 48 on June 15, 1959, when I was eleven years old. So my mother was widowed at age 44.

Risley: And you went to school in Superior?

Anderson: I did kindergarten through the twelfth grade. And when I graduated from high school in 1966, Superior had a population of about 3,300. Like lots of communities in that part of the country, it's much smaller now. The population is about 1,800. But when I was in high school, you know, Nebraska probably only had 1.3 or 1.4 million people with half of them living in Omaha and Lincoln. And the other half spread across those other three or four hundred towns in Nebraska. So actually, my town of 3,300 people would have been in the second quartile. Athletics was divided into four divisions then: Class A, Class B, Class C, Class D. Based on the population of the communities, we were one of the midsize to larger Class B-schools.

Risley: How about that. And you played sports in high school?

Anderson: I did, yeah.

Risley: Tell me about that.

Anderson: I matured early, actually, and when I was in the ninth grade I was probably almost six feet tall and maybe weighed 155 or so pounds. But I'm pretty sure that I'm the last twelve-letter winner at Superior High School and I earned four letters in basketball, four letters in track, two letters in football as a freshman and as a junior, and two letters in cross country as a sophomore and a senior. And so yeah, I did mature early and was an all-state basketball player as a senior. Second team all-state basketball player as a junior and was a very versatile track athlete and a three-time Nebraska High School Gold Medalist in the pentathlon, which are five events.

Risley: Terrific. So when did you first get interested in journalism?

Anderson: Well, I can remember reading sports pages starting in the fourth or fifth grade, just reading them every day. We got the *Omaha World-Herald* in the morning and the *Hastings Tribune* in the afternoon. We lived in a very small house, maybe eight hundred, nine hundred square feet, just my mother and me after my father died when I was just out of the fifth grade. And for Christmas in one of those grade school years, either my mother or my aunt gave me one of those little stands that you could prop newspapers or a book up on and I can remember at

the, you know, whether I was eating breakfast or eating lunch or eating the evening meal, I'd have the newspaper propped up in front of me. People have always kidded me, as you well know and continue to, about my remembrance and use of numbers, and I really can trace that, I think, to reading sports pages early on and as a grade school, junior high school, high school, and college student. As an athlete, you measured progress by your numbers. So I read newspapers at an early age, gravitated to other sections, you know, as I moved into junior high school and high school. But it was when I was a junior in high school that I became truly interested in journalism and knew that I had some aptitude for it. A woman by the name of Marjorie Smith, who was the Superior High School journalism, senior English, and speech teacher, clearly had more impact on me in my K through 12 schooling than any other teacher. It was maybe September of my junior year in high school, would've been the Fall of 1964, classes had been underway for a week or two, and Mrs. Smith stopped me in the hallway and said, "You know, I know you're an athlete, and we really need sports writers for the high school newspaper," which came out once a month. It was called the *Flashlight*, "The paper that brings the news to light." And I think Superior had had the *Flashlight* dating back to the late 1800s, so the paper had been around a while even in the fall of 1964. Mrs. Smith looked at me, and she said, "And you won't have to work very hard. It's an easy class." And of course, that was music to my ears when I was sixteen years old and probably not the most dedicated student. Well, that was a line. It was a very demanding course, and she required that all of us subscribe to *Time* magazine. For all I know, there weren't ten households in Superior, Nebraska, subscribed to *Time* magazine in the fall of 1964. But each of us in that journalism class subscribed to *Time* magazine and we had weekly quizzes on world and international news, and so I certainly knew then that journalism was much more than the sports pages, and it gave me a new outlook on the world. I certainly wasn't the best biology student by any stretch in the sciences, but it was really then in the fall of my junior year in my high school that I learned that I could actually write. Mrs. Smith was a very stern taskmaster, and I improved greatly as a writer, and also I had her for speech class and for senior English, where I became much better read and gained the confidence to speak in front of people.

Risley: So tell me about your college experience. Where did you go to school and what did you study?

Anderson: I started in the fall of 1966 at the University of Nebraska in Lincoln on a full basketball scholarship. In those days on the varsity NCAA rules, there were freshmen programs and the varsity programs. You couldn't play as a freshman. They were for sophomores, juniors, and seniors and that changed in the early to mid-70s, as I recall. So we had a freshman team, and there were four of us from Nebraska high schools then who were given full basketball scholarships to the University of Nebraska. The other four or five who were on scholarship on that freshman team were from other parts of the country. Two were from Pennsylvania, in fact. One was from Aliquippa and one was from Wayne, and we called him "coal miner." I don't even know if he'd ever been near a coal mine in his life, but I think I hung the nickname on him. My roommate was from

Oakland, so that was an adjustment for me, and it was certainly an adjustment for him coming out of Oakland, California to Lincoln, Nebraska. I was the third guard on the freshman team, but even at age eighteen and then nineteen, which I turned on December 24th of that year, I was enough of a realist to know that that at best I would be a borderline Big Eight basketball player. Of course it's now the Big Twelve, but it was the Big Eight then, with Kansas a national power, just as it remains today. I played on the freshman team and was going to be redshirted as a sophomore. In those days, you couldn't get a degree early. If you returned for a fifth year, you couldn't be doing any graduate work, and by then I turned into a very good college student, a better college student and more dedicated college student than I'd been a high school student because I recognized that my athletic abilities were going to be at best average to slightly below average at that level. I wanted to play, I wanted to run track, so I transferred to Hastings College, which is a liberal arts school in Hastings, Nebraska, for my sophomore year. And there I played basketball and ran track as a sophomore and a junior. Then as a senior, I was offered the job full-time as the sports editor of the *Hastings Tribune*, which then circulated seventeen or eighteen thousand. It was the fourth or fifth largest daily in the state of Nebraska. But the sports editor had resigned in that summer, and the editor asked me if I could serve as sports editor during my senior year in college. T he salary was such it more than compensated for the athletic scholarship that I gave up. At Nebraska, I was on a full athletic scholarship: full tuition, board, room, books, and in those days $15 a month that they call "laundry money" which is probably the equivalent of $75 or $100 today. And just to digress a little bit, you know now they're talking about paying athletes today. Back then we would go over and sign in and pick up a $15 check once a month and those $15 checks basically took me through two weeks of pizza and movies that probably cost, you know, 50 cents or something in those days. So you know coming from a family that would've been well below the middle-income level in those days, that that was very helpful. But anyhow at Hastings, I was on both an academic and athletic scholarship and so the academic scholarship and the money I earned at the *Tribune* enabled me to certainly pay my tuition and I actually saved money.

Risley: Had you been studying journalism or English at Hastings?

Anderson: When I went to the University of Nebraska I went in as a journalism major, and at Hastings I had a double major in English and journalism.

Risley: Okay.

Anderson: And I graduated in May of 1970.

Risley: How did the editor of the paper know you?

Anderson: Well, I had worked there. When I transferred there after my freshman year at Nebraska and started my sophomore year, I worked part time in the *Tribune* sports department covering Friday night football or basketball, whatever the season was, and doing some other writing. I probably worked, I don't know,

maybe ten or fifteen hours a week at the *Tribune*, but it was mainly night hours. You know, on a Friday night, you would go cover a ball game, a high school game. You'd go at six o'clock and then you would take scores. We were an afternoon newspaper, and you would take scores until two or three o'clock in the morning, write your story, so you'd work eight hours just on a Friday night shift. And then, interestingly enough, after my sophomore year was completed at Hastings, I went back to my hometown of Superior, and my summer job was mowing lawns and painting in the public schools, I'd been doing that about a week or two and Burt James, the editor of the *Hastings Tribune*, called me on the telephone and said that the sports editor resigned to go to the *Salt Lake Tribune* as a sports writer, and he asked me if I could fill in or do the job that summer. And the minimum wage then, as I recall, was $1.60. And he said, "We'll pay you $2 an hour." And so gas was 29 or 30 cents a gallon in those days. My hometown of Superior was sixty miles from Hastings, and the sports deadline was 9:30 in the morning for that afternoon newspaper. My mother would set her alarm, get up and make me toast and some tea in the morning, and I would leave Superior at 5 o'clock a.m., get to Hastings at 6 o'clock, put the sports section to bed by 9:30. I wrote a daily column. I would go down to Woolworth's and have a doughnut and a Coke at about 10 in the morning. Go back and write my column, do features and stuff in the afternoon, and sometimes American Legion baseball games in the evening usually driving back to my hometown, which took an hour and then getting up at, you know, 4:30 and doing it all over again the next morning. Some nights I would have to stay overnight, and I would stay at the Clark Hotel, which was a downtown hotel. It was very clean and an older hotel, and it was $3 a night but there was no shower, and so I would literally take a little sponge to myself and shave in the sink in that little room at the Clark Hotel on those nights when I would have to when it was just too late to drive home and get up and drive up the next day. So I worked at the *Tribune* all along, including as the sports editor that summer which indeed taught me a lot. I always think, particularly when I was in college those days, and would take stories down to the old composing room because it was still using linotypes then. When you're twenty or twenty-one years old and you're dealing with a bunch of printers that had been doing that for twenty or thirty years, but I never had a problem with that and dealt and always enjoyed those kinds of relationships, and I think that has served me as an administrator at universities as well.

Risley: So you continued working at the *Tribune* after graduating from Hastings?

Anderson: No, I earned my degree in May of 1970. I had applied and been accepted to do some graduate work in higher education at Emporia State Teachers College in Kansas and serve as sports information director. The Army Reserve unit, no, the Kansas Army National Guard unit in Emporia had been called up in 1968 during the Vietnam War and so the unit was depleted. Not very many stayed in it when they returned from active duty in 1969, and they were building up that unit. The Vietnam War was winding down, and I may or may not have been drafted. But I chose to enlist in the Kansas Army National Guard in April of 1970, just a couple months before I graduated from college. I did my Army basic training and advanced individual training at Fort Leonard Wood, Missouri. But in the

meantime, I was engaged, and my wife, now my wife of almost forty-four years, Claudia, we were engaged when we graduated from college, and we got married on July 18th, so I think probably my last day of the *Hastings Tribune* was July 17th. I remember I worked right up until the end. Claudia had already been offered and accepted an elementary teaching job in Lincoln, Nebraska, but when the Kansas thing opened up for me, she applied there and taught in a little town, Americus, Kansas, right near Emporia, Kansas. So she was there pretty much by herself in that first fall. And I think I got a couple weekends back there was all in that four-month period. She came and visited at Fort Leonard Wood, at one of the weekends, when that was permitted and became friends with another young woman in Emporia whose husband was also at Fort Leonard Wood, and so that worked out.

But I came back as a sports information director at Emporia State. I took nine graduate credits that that spring of 1971, and Burt James, the man that I referred to earlier who was the long-time editor of the *Hastings Tribune*, called me. He would have then been sixty-one or sixty-two years old. He said that he intended to retire in a few years. And they would love to have me come back to the newspaper that summer, first as a general assignment reporter and then getting time on every desk in the place. The wire desk, little bit of the farm stuff, then the city desk, all in preparation to succeed him. And it worked out just that way. I came back and finished my master's degree work at Kearney State College, which is now the University of Nebraska at Kearney. That was about fifty miles from Hastings, and I would drive over there a couple nights a week taking night courses even while working, you know, six and a half days at the newspaper. I had no intention actually of finishing that master's degree though it turned out that I did. Because when I was covering the schools in Hastings, I took graduate-level classes at Kearney in school law and, of course, in school budgeting and finance, and by then with the Emporia State hours, I was halfway through a master's degree. And so I finished it out and did my master's thesis on the opinions of Nebraska school superintendents on newspaper coverage. That was in 1972.

Risley: So you finished your master's degree while working at the Hastings newspaper?

Anderson: Yes. And I think the degree was granted in December of '72, if I remember correctly, and I became the city editor in about 1973, I think, and then Burt, at age 66, decided that he would retire on October 1, 1973. At the age of 25, I became the managing editor of the fourth or fifth largest daily newspaper in Nebraska and also served as editor of the editorial page. So I owe a lot to Burt James, who lived into his nineties. I gave the commencement address at my alma mater, Hastings College, I think in 2003. Burt was in his early nineties, but he was right there in the crowd that day. So I owe him a lot. He worked for more than forty years in daily newspapers. He was at the *Lincoln Journal* from the early 1930s. He studied journalism at the University of Nebraska but didn't finish his degree. But then worked at the *Lincoln Journal* in the 1930s and 1940s, and in the '40s he covered the Nebraska legislature. So he covered it there at the capital and the *Lincoln Journal* won its one and only Pulitzer Prize -- it was either 1948 or '49 -- and Burt

was crucial to that project that involved something about state government and voting. I really don't remember precisely what it was. But it was the only Pulitzer Prize in the *Journal's* history, and then a man by the name of Fred Seaton, who was the publisher of the *Hastings Tribune* brought Burt out to Hastings as the newspaper's editor, I think in about 1950, '51 or '52. So then Burt was in Hastings those twenty-plus years and then stayed on there in his retirement.

The *Tribune* was a Seaton newspaper and remains a Seaton newspaper. The Seaton family, which came out of Kansas, owned several small daily newspapers, radio stations and television stations in Wyoming, South Dakota, Kansas and Nebraska, and Fred Seaton was a very well-known Nebraskan at that time not only as a newspaper publisher and, you know, one of the leaders along with his brother in this pretty good-sized media operation. Fred Seaton was Dwight Eisenhower's Deputy Defense Secretary in the first Eisenhower administration and Fred Seaton was the Secretary of the Department of Interior in the second Eisenhower administration. And it was under Fred Seaton and the Department of Interior that Alaska and Hawaii became states, our forty-ninth and fiftieth states. Fred Seaton died in the winter just shortly after I had been named the managing editor of his newspaper. In fact I will always remember getting that call from him -- Burt James told me it was coming -- a couple months before I was named the managing editor that on behalf of Seaton newspapers he was asking me to succeed Burt James as the managing editor. So a little, little town in Nebraska, a newspaper that circulated eighteen to twenty thousand, I had enormous opportunities there.

Risley: What did you enjoy about journalism?

Anderson: At the newspaper?

Risley: Yes.

Anderson: Well, I really enjoyed writing especially, and I was a fast writer and a writer, like all of us, that got better through the years. I truly enjoyed the satisfaction of looking at that product at the end of the day, and whatever I might have contributed to it. Holding it in my hands and feeling a certain sense of satisfaction. Every day you produced a product. Something every day resulted from what you did that day. I enjoyed the rhythm of it. I enjoyed the discipline of it. I enjoyed both when I was on the sports desk and the city desk and covered education and my days as an editorial writer. I would like to think I had a little better judgment than the average twenty-five and twenty-six year old. You're the thought leader for the community when you're barely out of college -- or you try to be -- and contribute to civic discourse in the community. I just met just a wonderful range of people and I really enjoyed during those newspaper days being so well informed, which I look forward to again in retirement. Then it was the job. You'd get up and you know the sixty-six-word per minute UPI machine and AP machine never stopped. You were pulling wire copy off of it constantly. You knew what was going on even a in every corner of the world. And I learned

things every day. I worked with good people every day. I remember those days with great affection.

Risley: So how did you decide to go into higher education and how did you decide to attend the University of Southern Illinois?

Anderson: Well, in the newsroom you're a teacher of sorts, especially once you become an editor. And as much as I enjoyed daily journalism, I really had always enjoyed being a student, and I knew that one day I would like to teach. There was no seminal event, but we were about to start a family. Our daughter Laura was born in February of 1975, which was just right before I left Hastings, Nebraska, to become a graduate student at Southern Illinois University in Carbondale in August of 1975. So I did my homework and about a year ahead of time in the summer of 1974, I started looking at graduate programs. Some of them were still called "journalism;" my Ph.D. is in journalism. Now those are mass comm degrees. And some schools were calling them mass comm doctoral degrees at the time, but unlike today where there are forty to forty-five institutions that have Ph.D. programs in mass comm.

In those days, there were only about a dozen to fifteen, and three of them were in the Midwest: University of Wisconsin at Madison, the University of Iowa in Iowa City, and Southern Illinois in Carbondale. I knew virtually nothing about SIU except that Walt Frazier was a great basketball player there in the late 1960s. I applied to all three places and was accepted at all three places. I remember the correspondence that I had with Bud Nelson who was one of the leading legal scholars then and he was at the University of Wisconsin. Wisconsin, though, was even colder than Nebraska. I thought about that, but I never did visit Madison. Claudia and I drove over sometime in the summer of 1974 to Iowa City where I met with the director of graduate studies, and I remember, no, actually we went to Southern Illinois first. I got three weeks of vacation at the *Hastings Tribune* and two weeks of the vacation always had to be going to summer camp for what was then the Army Reserve in Nebraska, and I was discharged honorably after six years, finished that up actually in Carbondale in 1976. But that was the first year I qualified for three weeks of vacation in 1974 because you had to have five years with the newspaper.

So we had a week, and we flew to New York, but we flew through St. Louis on our way to New York. It was the first visit for either of us to New York City. We took a little commuter flight down from St. Louis to Carbondale and I just really enjoyed the feel of the place. They had terrific areas of emphasis then in history and law. A man by the name of Harry Stonecipher, who remains the most important person that I ever encountered as a graduate student and had a profound impact on me as a professor and I think as a person and as an administrator. Dr. Stonecipher was in his early fifties to mid-fifties at the time. He worked for twenty years as a publisher of a couple of weekly newspapers in Illinois so he had that journalism experience and was just a terrific teacher. And Bob Trager who had just finished his Ph.D. at the University of Minnesota and was a legal scholar of some note who went on and got a law degree at Stanford

and then taught many years at the University of Colorado. So there were two terrific people in law at Southern Illinois. And that summer, I met with the director of graduate studies [at Iowa] and it was a different kind of place. I can remember, knowing that my first job as a teacher would pay less than I earned as even a young newspaper editor and at a small daily newspaper, so I remember asking the director of graduate studies at Iowa, I said, "Well, how many credits beyond the master's degree are required here for the Ph.D.?" And he leaned back and thought about it. He said, "Well, whenever the faculty thinks you're ready." And then a little bit later I said, "Well when do you take the preliminary exams or the comprehensive exams, whatever it might have been, you know, for candidacy for the degree?" And again I said, "Well what are the core courses? What do you need to take? How many credits do you need before you would take the preliminary exams?" And he said, "Well whenever the faculty thinks you're ready." So at about that time, you know, even at age 26, I didn't want any part of that. I would still be today, I think, in Iowa City, Iowa, teaching beginning reporting sessions because half the people on the faculty didn't want to teach them or weren't qualified to teach them while they were still trying to figure out if I was ready to take the preliminary exams. So that was not a culture that appealed to me at the time.

And so I went to SIU later that summer. I was offered a graduate fellowship and it was university wide. SIU only gave twelve graduate fellowships and most of them were in the hard sciences. I think they told me at the time I was the first one ever to receive one of those in the school of journalism. I had no teaching responsibilities. It paid my tuition and I got a stipend as I recall of about $360 a month, which was more than enough to live on in those days, by and large, and so I accepted. And then it must have been about July of 1975, I got a call from the University of Iowa offering me a graduate assistantship to work twenty hours a week and in a reporting lab, and so I thanked them for that but said I was going to go to SIU where I really worked with wonderful professors top to bottom. I had a great experience there and because I was a graduate fellow and had no teaching responsibilities, I defended my dissertation twenty-one months after starting in the program. I started in August of 1975. I finished my coursework in December of 1976. I think I took one more course in the spring of 1977 but wrote my dissertation in the spring of 1977, defended it on May 3, and walked across the stage at the SIU arena in August of 1977.

Risley: So you got your Ph.D. in less than two years?

Anderson: Yes.

Risley: Wow.

Anderson: And it was forty-eight credits, not counting the dissertation.

Risley: You said that Harry Stonecipher was a terrific mentor. Can you talk about that a little bit?

Anderson: Yes. In my first semester at Southern Illinois in the fall of 1975, I took his three-credit course in mass communication law. I took a three-credit course in mass media history, a three-credit course in media management, a three-credit course in whatever the basic research methods course was, and a four-credit course in Constitutional history up to the Civil War because political science and history were my supporting fields. And so whatever that was. It was fourteen or fifteen credits in that that first fall semester. Of course I was just petrified from day one, hoping I was smart enough, you know, to get through the program which I think every student who has much common sense probably has some of those feelings of can I really do this. I was just absolutely overwhelmed with the level of work but dug in, and Claudia was a stay at home mother and Laura, by then, was, you know, seven or eight months old. We lived in a house because we owned a home in Hastings and, you know, that's when you could buy and sell houses pretty quickly. We lived on a little cul-de-sac, a little neighborhood at Southern Illinois, so there was a support system there for Claudia and some other little kids in the neighborhood when Laura got a little bit older.

Dr. Stonecipher was just the master, the epitome, the embodiment of organization. I remember he had three-hour exams, with the third one being the final exam. We probably read a hundred and ten or a hundred twenty cases during the course of that semester. And I, literally on the first day of media law, picked out what turned out to be my dissertation topic and it became a book. I was looking through the table of cases in the second edition to Gilmoor and Barron, wondering how the dickens am I ever going to get through this big volume in a semester. And I went to the table of cases, which were alphabetical. and under the Ps there were a bunch of Pearsons -- Drew Pearson. I knew him as a syndicated writer because I used to read his column in the *Hastings Tribune*. Pearson died in September of 1969 and at the time of his death he was the most widely circulated syndicated columnist, probably in history. His "Washington Merry-Go-Round" column was syndicated by the United Feature Syndicate, and it appeared in more than one thousand of the then fifteen hundred or sixteen hundred daily newspapers in the country, just massive distribution and impact. Anyhow, so I thought, gosh, there were eight or ten cases involving Drew Pearson. So I wrote a paper, I think, for a course in my second semester of graduate school involving Pearson and did some groundwork on some of those reported cases. And indeed that turned out to be my dissertation topic. I was able to track down either reported or unreported cases involving Drew Pearson or newspapers that carried his syndicated column that totaled about 130. And he sued a few people along the way. So I think the 137 included a handful or two of cases that he actually brought against people that he thought had libeled him. So anyhow, then I had Dr. Stonecipher for a course in editorial writing, and then of course, he was my dissertation chair. I wrote my dissertation with him. I would turn in a chapter at a time to him and those chapters probably ranged from, you know, thirty to sixty pages. I don't ever remember Harry Stonecipher holding on to one of those chapters more than a week. If I gave it to him on a Friday afternoon no later than the next Friday afternoon it would be back to me marked up, edited with suggestions. And I tried to be that kind of teacher.

Risley: So how did you wind up at Arizona State?

Anderson: Well, my first job out of SIU was at the University of Nebraska at Omaha. My mother and uncle and aunt, for whom I would later have medical power of attorney because my uncle and aunt didn't have children, lived in Nebraska, They were getting older but still in good shape in their seventies. Claudia's brother was twelve years younger, and lived in Nebraska. We had lots of friends in Nebraska. So we went back. I mean I took that Nebraska Omaha job, I think, seven or eight months before I graduated what would've been my second year of graduate school. And it was just wonderful time there, surrounded by really good people again. I had either a four-four or four-three teaching load both years. But in December of my second year or maybe January, it was that winter -- Omaha's very hilly -- and we lived in a new subdivision, and the driveway was probably fifty or sixty, seventy feet long back to the garage. And it snowed seven or eight inches. It took me about two hours to shovel the snow. The wind came up and I went in. I can still visualize it. I'm looking out the living room window, the wind comes up and the snow drifts over the driveway again. And I said, That's it, let's look at some warm weather schools." And I mean, literally weather was the lynchpin. I went to the classified ad sections of *Editor and Publisher*, which is what you did in those days when you were looking for a university position in journalism, and there were three schools, warm weather, schools that had openings for an assistant professor.

One was at Arizona State, one was at the University of Miami and one was at Cal-Berkeley. I applied at all three places. Never even got a letter back acknowledging receipt of the application at Cal-Berkeley; got letters back right away from Arizona State and Miami saying, you know, thanks for your application. We'll be back in touch. And in early February, I'm driving in to the Nebraska-Omaha campus. The temperature was below zero. The wind chill because it was a very windy day was 44 degrees below zero. I'm driving in, the roads are slick and icy. My phone rings in my office that morning and it's the chair of the search committee at the University of Miami and he says, "Are you still interested in coming for an interview?" And I said, "I just drove ten or eleven miles to the campus and the wind chill's 44 degrees below zero. Yes." And so, within a week or two, I visited the University of Miami where it was about 70 to 75 in Coral Gables and was offered that job within a couple weeks. But it just didn't feel right to me there. It was a nice place, but it just didn't feel right. And I remember telling Claudia, gee whiz, I don't see living in Coral Gables and as wonderful and inviting as the weather would've been. I hadn't heard anything from ASU, and I said, you know, we'll just do this again next year. And a couple weeks later, I got a call from Arizona State, went out there and interviewed in late April. Was offered the job, took it and we moved to Tempe, Arizona, in July of 1979, and, of course, I was at Arizona State for twenty years.

Risley: And what classes did you teach? What kind of research did you do?

Anderson: Well at Nebraska-Omaha, like I mentioned, I taught either a four- or a four-three load. And I thought, boy this is great. At Arizona State, it was only a three-three

load. And so all those years I taught some combination of intro to mass comm, editing, reporting, news writing, media law and a graduate seminar in press freedom theory. I taught all of those courses at one time or another at Nebraska and I taught all of those courses at one time or another at Arizona State.

My areas of research interest at the time were history, and media law, ethics came along shortly after that. But then, of course, I started doing textbooks pretty early on. I actually had a contract for my "Washington Merry-Go-Round" book before I walked across the stage at Southern Illinois to receive my Ph.D. that August because I had sent out sample chapters as soon as my dissertation was finished. And I was offered a contract within a month or six weeks by Nelson-Hall in Chicago. I signed a contract in early August, finished that, [and] made the revisions for that first book my first year at Nebraska-Omaha. It came out about a year and a half after that with the publishing cycle. So it came out in my first year at Arizona State and had a 1980 copyright. And then I published an editing textbook also with Nelson-Hall that came out in 1981 and I coauthored *Contemporary News Reporting* that was a Random House book, which was big time or I felt it was at the time with, you know, a wonderful sales force and great editors and everything. And that book was in 1983 and then in 1985 again with Nelson-Hall, *Contemporary Sports Reporting*, and then in 1987, the first edition of what would be the first of seven editions of *News Writing and Reporting for Today's Media* with Random House, which after two or three editions later became McGraw-Hill. They sold off the college division to McGraw-Hill. So, you know, with widespread adoptions largely because I like to think it was a pretty good book and also because of the very aggressive sales force from a major publisher. But those early years, it's not like it is today with a lot of journals. I mean, when I went out, it was basically *Journalism Quarterly* for my areas of interest, which later became *Journalism and Mass Communication Quarterly*. I published eight or nine articles in *JQ* in the 1980s. *Newspaper Research Journal* started in the early '80s. Gerald Stone started that, and then as you well know, David Sloan started *American Journalism* at about 1983, '84, '85, right in there. So all of a sudden the people who did the kind of work that I did had three very viable outlets in which to publish, and of course they're all going strong today.

Risley: So how did you get into academic administration at Arizona State?

Anderson: Well, it was never anything I aspired to do necessarily. But I went to Arizona State in the fall of 1979 as an assistant professor teaching three-three loads. At ASU, the reporting classes had twenty-four students in them. And you had a one-hour common lecture to all twenty-four students and then two four-hour labs during the week with twelve of the students going to one four-hour lab, twelve of the students going to the other four-hour lab. So you had nine contact hours in reporting and you'd give story assignments. Students would go out and write their stories and turn them in. We required thirty stories of our students in reporting, fifteen of them outside, one a week. And fifteen of them inside that they had to come to class and go out and report and bring back in. So the kids were constantly coming in off of their campus or community runs and you'd do some editing on their stories and then they would turn them in at the end. So

anyway, nine contact hours there. I also taught law which was a major preparation also. Then I usually taught editing there too, and that was two, two-hour blocks. So I had sixteen contact hours all of those years, and trying to publish. We didn't have professional academic advisors, so we had seventy-five to a hundred advisees as well. I couldn't do it today, but at that age, I did.

Arizona State only had a baccalaureate program in journalism and mass communication, and the head of the department or the director of the school asked me in 1981 if I would write a proposal for the Master of Mass Communication degree at Arizona State, which I wrote during the three-week Christmas vacation. We got it through the [Faculty] Senate steps or whatever in the spring. So two years later after my arrival there, in the summer of 1981, I became the director of graduate studies, while still teaching a three-three load. And most of the students were part-time, though we had a few full-time students because we had a limited number of graduate assistantships but we had a lot of working professionals at Phoenix. So within a year or two, we had fifty or sixty students in that Master of Mass Communication program. The only sabbatical I've ever taken was in the fall of 1985, and so I finished the sports reporting textbook and finished for all intents and purposes the first edition of *News Writing and Reporting for Today's Media* with that sabbatical. I did a little bit of traveling, especially to places around the country for the reporting chapter: the AP bureau in Minneapolis for a week, for example, stuff like that. But when I came back from sabbatical I just wanted to be a professor and the graduate program was up and running and so on. Well, ASU had an accreditation review in 1985-86, and it was given a provisional [accreditation], mainly because of lack of budget, lack of resources, and so on.

Let me digress. In 1983-84, I mean, the department of mass communication became the Walter Cronkite School of Journalism and Telecommunication. And Mr. Cronkite would come every year to present the annual award for excellence in journalism and telecommunication. So that certainly ramped up the visibility of the school but the resources didn't ramp up. I always used to say, you know, it had the name of the school, the resources of the department and the expectations of a college. The site visit team came in and picked away at certain things and it was largely because of lack of resources. The director of the school decided then that he'd had enough of administration and he was going to step down. And so this was all happening at the same time in that 1986-87 school year. And so late in the fall of 1986 the school and the university advertised nationally for a new director of the Walter Cronkite School of Journalism. I had no intention of applying for it. I'd been teaching but for ten years, two at Nebraska-Omaha and eight at Arizona State, and I was very fortunate. I made full professor after eight years and just was at a good place and a good time. But some of my colleagues encouraged me to apply; they said what can it hurt. It turns out that they invited three people in for interviews. One was a very well regarded and oft published full professor at Northwestern, and the other was a sitting dean at Arkansas State, who been dean for about ten years. We were the three finalists. I was offered the job and took the job. That was in, I don't know, April or May of 1987,

and I started on July 1, 1987, and of course the first thing on my plate was working us through that provisional accreditation.

But before that appointment beginning July 1, 1987 I was called over to the president's office. J. Russell Nelson was a very good man. I was in a room with President Nelson, the provost of the university, the dean of the graduate school who had sort of umbrella responsibilities for all the accreditation reviews that went on the campus, and maybe the vice provost or something. So, you know, I'm 39 years old and I barely knew any of these people except to say hello. I hadn't worked with them, let me put it that way. I remember President Nelson saying, "Well what are we going to do about this provisional accreditation?" And I said, "Well, we were not in compliance on three or four standards and we had another couple weaknesses. I said, "I would address it this way: It's going to take resources in addition to hard work." And the dean of the graduate school says, "We're the Cronkite School. What do we care what these accreditors think?" And then somebody else articulated an opinion similar to that, so I'm sitting there thinking, boy I don't know where this is going to go. And then President Nelson looked at me, probably as experienced as he was knowing what might be going through my mind, and he just said, "Doug what do you think?" And I said, "Well I think it would be a mistake to give up accreditation. Quite frankly, that Cronkite name's only going to go so far. They didn't say anything that I don't agree with. They didn't treat us unfairly. They treated us fairly. And I'd hate to be the one to make the visit to Walter Cronkite to tell him that this university decided that it didn't care if his program was accredited or not." And President Nelson looked at me and he said, "Well I think you're right." And then of course the others were nodding their head yes by that time, too, but probably against their instincts. And he said, "What would it take?" And I told him what I thought it would take. And a week later, I got a memo and it just said that our budget had been increased by nearly 50 percent. And so we had the opportunity over the next couple three years to hire six new tenure-track faculty members and to get some operating costs as well.

I started on July 1, 1987, and two weeks later, or maybe a week later, I was on an airplane to the University of Illinois Champaign-Urbana to meet with Jim Carey, who was the dean of their college of communications who had chaired that accreditation visit. I sat down with him for an hour and a half in his office and told him what I had in mind and he said it sounds good. We went off and did it. He came back the next winter and gave us a glowing report. So that's how I became an administrator and that was my first experience as an administrator.

Risley: I want to come back to the accreditation if we have the time, but what did you enjoy about academic administration?

Anderson: Well, there were a number of things. I enjoyed first and foremost and always have, even twenty-seven years later, being responsible for moving a needle forward, whether it was slow, fast or somewhere in between. And I truly enjoyed watching places grow and blossom and get better. What they did were challenges obviously, but when you sort of look back over the course of a year in

two years, in three years, and I think that kind of satisfaction and something different every day: challenges, good things, not-so-good things. And I've always just taken great delight and great pleasure in having an opportunity to hire good people, surround myself with good people and watch them succeed.

Risley: So what do you think were your most significant contributions as director at Arizona State?

Anderson: Well, I think getting it off to the right start. And I think we really did build a strong program in a place that at the time aspired to be a competitive regional program, even though it was at a big university. And we really did, I think, build on the Cronkite name. Although I absolutely despise the word that's used today -- branding -- but we branded the place long before anybody would've called it branding. And I remember doing an oral history a few years ago when they were doing something at Arizona State. And my first day as director we started answering the telephone, "Cronkite School." I don't think the place had even done that before. We built the faculty very early on. We did fundraising for the first time. You know fundraising was in the embryonic stages everywhere for public institutions for the most part. And very early on I took great pleasure in being involved in the old Gannett Foundation, now the Freedom Forum Foundation, and the Hearst Foundation. I hired a part-time development director in my first year at ASU and we were a great team. His name was W. Parkman Rankin, Perk Rankin, and he was about 65, no, he was almost 70 by that time. He had come to ASU, moved to Tempe to retire three or four years earlier, and taught it for us as an adjunct, because, boy, he was in big-time advertising for forty years. He graduated from the Newhouse School at Syracuse in about 1938 and worked in New York almost all of his life. He worked at *Life*, he worked at *Look*, he worked at *Parade*. And for the last twelve years of his professional career before his retirement he was the director of insurance advertising for *Newsweek* magazine. A nice man, great miler, high school miler back in Hudson, New York, in the early 1930s. The school probably didn't utilize him very well, and I went to him and said would he like to work fifteen or twenty hours a week and help us with fundraising. And we really got things started then. I knew what we needed, but I'll tell you I was 39 or 40 and looked it. And he had gray hair and he knew a lot of media people. And he got us in a lot of doors that I never could've walked in on my own. So we really got that going. And then Mr. Cronkite was very helpful as well through the years.

We built a very balanced academic-professional faculty at Arizona State, a model that I've always adhered to. Early on we had this great Hearst and student award successes. We played bigger than anybody expected us to play. We won the Hearst intercollegiate writing championship in '90 and broadcasting championship in '91, writing again in '92. And we had really good students, I mean on average very good students. The top ones were as good as anywhere, the bottom ones were bottom ones. And we became one of the jewels in the Arizona State system at the time. I think I just helped make that place better.

I can remember when I was hired there [Arizona State] the program then was in the College of Liberal Arts -- though the following fall in '81, it was going to be a part of a newly formed college, the College of Public Programs -- I had a pro-forma interview with the dean of the College of the Liberal Arts. And they didn't have a very good relationship -- the journalism program with liberal arts. The faculty said, "Keep in mind, this is just pro-forma. The dean's a geography professor; he's never understood us. Don't worry about it." So I went over and his assistant must have been away from her desk, but I could I could hear him on a manual typewriter in his office. I knocked on the door and he stopped typing, turned around, stood up, and shook hands with me. He said, "You know, I understand this is a pro-forma interview but, do you have any questions of me or I'll be happy to try and answer them, but I've got one thing to say to you. I said, "Well what's that?" And he said, "I can't for the life of me figure out why that department would want to hire someone like you." And so, I'm thirty-one years old, and I'm sure my heart started pounding a little bit. I said, "Well, you know, I've got two years of very good teaching experience under my belt and, five or six years of very relevant and pretty responsible daily newspaper experience and my first book is going to be coming out this year. And I just think I can be a contributing member to the faculty." And he said, "Oh you missed my point." He said, "That unit has been telling me for years that they can't hire people like you, that there aren't people with media experience who do scholarship and you are going to blow that argument." And so then we chatted a little bit after that, and I guarantee you when I went back and they [in the journalism program] all said how was he? I didn't tell them that story, but that was my introduction.

Risley: Good. So why did you apply for the dean's position at Penn State?

Anderson: Well, I didn't really. I mean, ultimately, I sent in paperwork you know. I was contacted by the chair of the search committee, I'm sure it would've been in a formal letter: you've been nominated. I didn't respond to it. I'd been the director of the Cronkite School for twelve years and our kids were doing great. Our daughters were then -- one had just started her master's program at the Medill School at Northwestern -- and the younger one was going to be a senior at ASU. My wife Claudia enjoyed her job in the public schools. Things were going well at Cronkite. But you know I must admit, I had been there and done that and saw that [at Arizona State]. Then there were a couple follow-ups and then a phone call. Nancy Eaton, who was the dean of the libraries, actually called me and asked me to please give it some thought. There's nothing to lose to apply. I said, "No, I don't want my name kicked around out there as a candidate." And she said, "Oh, well, the way Penn State works, you know, we do the airport interviews, and no names are released. Names are released for those people who are invited back for campus interviews. You don't have anything to lose." And so I thought, well, I guess I don't. And so I did and shortly after that invited to be one of the people in for on-campus interviews. I interviewed here in late October of 1999 at the Penn Stater. It was a beautiful autumn day. I read the materials on Penn State. I'd been here once before, but only once and that was 1994 or '95 when I chaired the accreditation review here.

I knew then that it was a place with resources and potential. But then, it was a place, quite frankly, that any time you opened up *Editor and Publisher* there was an ad in there for four new people and they weren't exactly adding a lot of people. It was pretty much a revolving door. That was the reputation, rightfully or wrongfully, that it had nationally. I read all the materials that were sent to me. I was absolutely puzzled when I read the strategic plan and there were six or seven, eight goals on it, and they were numbered. This was a place, as I recall, that had about 2,200 undergraduate students here at University Park and forty-some faculty members. They were on the verge of having to go to three-three teaching loads because of, you know, there were not enough funds. And it looked to me like it was a place that was just about ready to collapse of its own weight given the number of students and the areas that professors taught in and the courses that had to be staffed. But goal number one, and as I recall there were about fifty students in the graduate program, goal number one was to enhance graduate education. So I'm thinking, this is a place that is about to collapse of its own weight with 2,200 undergraduates and goal number one in the strategic plan is to enhance graduate education. So anyhow it was a big search committee -- I can still sort of visualize it in horseshoe shape at the Penn Stater – and fielding the questions was predictable. You know, the graduate student on the committee said, "What do you think of graduate education?" And I said. "I'm for it, I'm a product of it." But I said, "You should all know, though, how puzzled I am [about the goals]." I knew I would be addressing that very aggressively from day one. It was a place that I knew could get bigger and I knew could get better. I liked the feel of the university. I liked, just instinctively, some of the people sitting around the table that were on the search committee. And I sensed that, you know, this was a place that deep down knew it had to turn a corner.

And so when I was invited back as one of the three [finalists] that was sort of crunch time. My wife and two daughters weren't particularly pleased, but they didn't strenuously object. And so I came back and the more I met people in the central administration and some of the external constituents, I thought, I think I might take this job if it's a fair offer. And we got back as I recall on a Saturday night in the middle of December. I was the third of the three people to be invited back for those on-campus interviews, and I was in my office Monday morning and went down to get a Coke or something and came back and there was a pink slip to call John Brighton, who was then the provost of the university and I called him and he offered me the job. So I thought about it for a week or so and accepted it.

Risley: You talked about this a little bit but how would you describe the College of Communications when you arrived?

Anderson: I would describe it when I arrived as a place with great potential, but without focus and rudderless. But really great potential because of the external groups that I was hoping could go from being negative to being supportive and enthusiastic.

Risley: By external groups do you mean alumni?

Anderson: Yes, I mean the visitors, the alumni society board, and some of the most promising financial contributors. I met with a group of about a dozen of them when I was here for that December interview.

Risley: And what were your immediate goals for the college?

Anderson: Well, it's interesting you would ask that, because I have just written my final column for the *Communicator*, and in a way took the easy way out because I went back and looked at those things that I outlined in that first *Communicator* column in the fall of 1999. Those challenges were the very first year, the time devouring preparation of a well-written, candid, crisp, and forward looking self-study for the fall 2000 national accreditation review. You don't ever want to be hit with a preparation of a self-study in your first year as an administrator normally, but I welcomed that because I knew we could do a good one and I knew we could maybe get to some places faster as we worked things through the faculty system by saying, and I used the line a few times. We could spend more time on the thinking about that but let's get at it now so we can have this place in good shape for the accreditation review. So despite the ton of work that came with that in the first year, I think it came in handy in retrospect. We also said -- and I made this point at the first faculty meeting -- we need to bring into what I called instructional harmony and efficiency the burgeoning number of students with our faculty, staff, and financial resources. We've got to focus. We have to continue that constant pursuit of enhancing the academic-professional balance of the faculty and recognizing that different people contribute to the work of the whole in different ways. We can't have all academics, we can't have all professionals, we need that healthy mixture.

I recognized early on -- and you had to be delicate with the wording -- but we needed to elevate trust among colleagues in the college. I said that I was going to appoint an ad hoc committee to explore departmentalization. This place was too big, too rudderless, too unfocused, not to be departmentalized. I knew that we wanted to get our students involved in competitions because everybody here thought the place was well known, but I'll tell you it wasn't well known on a national scale. You know a lot of people would go off to the thirty people that they would have at their little regional or national meetings. That's not a national reputation. We needed more senior faculty because the place was just, as you well know, just bottom heavy with untenured assistant professors. So there was a lot on the plate.

I knew we had to really more aggressively pursue private funding, and the better we became and the more promise we had, the better our chances to do that. I knew that we had to improve relationships, many of which had just become frayed beyond recognition with our professional constituents. And I knew that we needed to make significant investments in technology here. I knew we had to do some things there to make this a more attractive place for students to come. And I knew we had to do it in a hurry. I think that self-study in that first year

and the preparation of a strategic plan in that first year too provided us with the vehicles to do it. I said all of those things at the very first faculty meeting, which was, you know, in a very dim and dark Carnegie Cinema, just not conducive to being upbeat and proactive. I did my thing and talked about my goals -- not as forcefully as I'm now talking about them -- but I sure put them all on the table. Bob Richards was brand new as the interim associate dean for undergraduate education and he said some things that day. Dick Barton was the veteran. He was the associate dean for graduate studies who'd been in his position for about a year. I mean he'd been here longer than that but only in that position for a year. So you're starting out with a new dean that just moved into his office and interim associate dean for undergraduate education who was 37 or 38 years old and had never been an administrator in the college, and the associate dean for graduate studies had been here about a year. But we were a good team. And so when we got back up to 201 Carnegie after that first faculty meeting, Dick Barton came in to see me with a smile on his face. He was such an easygoing nice man, and he said, "Well," he said, "I followed a couple people out of that meeting and one of those persons turned around to the person behind her and was literally trembling and said, 'Do you think we're going to be okay?'" I said, "Oh, so nobody wants any direction or ideas?" and Dick just laughed. But we got a lot of work done that year and the faculty couldn't have been better. We did get departmentalized, and I think the cornerstone for focus and harmony and buy-in largely was a result of departmentalization, effective in the fall of 2000.

Risley: So how have the goals changed over the last fifteen years?

Anderson: Well, they certainly have changed. I think they have evolved naturally. I firmly believe, though I'm 66 years old, I still believe in the fundamentals. It's teaching, research and service, not just the latest fads. I think we've done a lot of good things through the years, but I've just never been one to wake up in the morning and get all excited about starting a new program for left- handed sophomores who want to study agricultural journalism in the Caribbean and develop three new courses in that area. Because I know what's going to happen: you're going to have two students in them. So I really think it's about the fundamentals, not the latest fads. We started the Center for Sports Journalism, not because I didn't think it was necessary to draw students, but because it was a great student need. We had two or three faculty members who were interested at that time in sports journalism. I would like to be able to claim that we thought in a year we're going to have a hundred and fifty students in the Center for Sports Journalism. It never entered my mind it would be that, but that was the case. You contrast that to somebody working for three or four years on some little specialty niche because two faculty members are turning cartwheels with excitement over it, and you finally end up at the end of the day with five students in it. So I think you need fresh stuff, but it can't just be simply because faculty members are interested in that. It's got to be because there's substantial student interest in it as well, or at least the potential for great student interest. And, obviously, online teaching has been more evolutionary than revolutionary, but I think that's really going to pick up in the years ahead.

Risley: What do you mean?

Anderson: Well, I think the number of courses offered, the number of students, is going to grow. I really think Penn State has done that the right way, and I think the college has done it the right way. Many of the [other] colleges obviously offer more, but they have the resources to offer more. But given the size of our faculty, given the size of our of our student body, we needed to focus on residential courses.

Risley: So what would you say are the strengths of the college today, and what are the weaknesses?

Anderson: Well, I think the strength of the college is that we are the best-balanced, most comprehensive, student-centered nationally accredited program in the country. I mean there are probably only a couple of handfuls of programs that really do that today. If you think about it, most of them tilt decidedly toward the academic side or tilt decidedly toward the professional side. And this is one of those places I truly believe that at the highest levels produces faculty scholarship and creative activity, and has maintained a professional focus in its professional programs and our students have excelled professionally in national and regional competitions. I really sincerely don't believe there's another program in the country that has produced the kind of scholarship and creative activity over the last decade or so that this institution has, and simultaneously has put as many students in internships and jobs and are very well prepared professionally. I really mean that. And I don't think the three-prong approach is a slogan. When students come here and take full advantage of that blend of academic, the conceptual, and the technique courses. When they take full advantage of that vast array of on-campus media opportunities. When they take full advantage of the off-campus internships that I think this institution and this college provides better than any other program of our kind in the country. We, utilizing the expertise and the input of every faculty member and every staff member in this college, have gotten to that point. It's great to aspire to have the best program in the world for those left-handed sophomores from South Dakota who want to go to a Caribbean island and who want to study agricultural journalism. But this is the whole package here. And I hope it continues to evolve that way.

As for weaknesses, like all programs this college is going to have to continue to work very hard to stay in line with, and hopefully ahead of, the impact of emerging technology. The college needs to, and I'm sure it will continue to, start building a strong group of tenure-track assistant professor faculty. Because just as we were bottom heavy, just like we had too many young assistant professors fifteen years ago and not enough senior professors, now those scales have just completely tilted and as people retire in the years ahead and as the budget becomes more favorable, which I think it will, I think we're going to see that addressed.

Risley: How did you become active with the Hearst Awards and why do you think that program is important?

Anderson: Well, I got involved early on. I was made responsible for coordinating the writing [awards] at Arizona State when I was an assistant professor back in 1980. And in those days, I aspired to the day where we could get some student placements, when we could be there with Northwestern and Missouri and Florida and the institutions that were consistently leading the pack then. And we just kept at it in the '80s and kept getting better and better. And when I became the director in 1987-88, I think we were able to make some new hires that were helpful. And I've got to tell you: the year of 1990, when Arizona State won the Hearst Intercollegiate Writing Championship, that was the first year that they gave money. It was $10,000, which was a lot of money in 1990. We had six or seven or eight students that just, you know, were like a great senior class on a basketball team. We started out good, and I just kept thinking: I hope we can stay in the top ten. And then thought, gosh I hope we can stay in the top five. And then it went down to the last competition and Northwestern, Missouri, and Arizona State, we're running at the top and it turns out we ended up winning it. And as I said at the time, almost as good as winning it was being able to say who finished second and third because those were the bluebloods or among the bluebloods at the time. And I think Hearst is important, too, because, you know, it's a place where even though some poo-poo it -- mainly those that don't do very well in it -- it is a place that keeps score and it's a place that gets a lot of publicity. And it's a competition that's very well known and it's a competition that's open only to the accredited schools. And it rewards students and it enhances the reputation of programs. And Penn State did extraordinarily well back in the late 1960s and wasn't as active in the 1970s, '80s, and '90s, I guess.

That's why I think Hearst is wonderful for students and for programs and for the discipline. But my first fall here, I asked somebody to coordinate writing and somebody to coordinate broadcasting and somebody to coordinate photo. I was too busy to do anything more than that. But I submitted a proposal to the Hearst Foundation to Tom Eastman, who was then the western director, a proposal for a $200,000 Hearst Endowment for Visiting Professionals, which we had at Arizona State. Tom had indicated to me he would be receptive to receiving a proposal, so it was pretty much a slam dunk. I submitted it and he called me a couple months later and said, "Doug, we're not we're not going to be able to do this." And I said, "Why not Tom?" And he said, "Well I can't take this to the board because the board when it awards money, they always look to see how active the program has been in the contest." And I said, "You don't mean that. Penn State's been active. It just hasn't won a lot." He said, Actually last year it entered three of the, whatever it was. twelve or fourteen competitions. And so by entering you get a $100 for entering. And so the students didn't place but Hearst cut a check for $300 to the Penn State College of Communications, a hundred dollars for entering each of the three contests. And the check was never even cashed." So I said, "Okay." So then we entered every contest that first year and actually got some places here and there. And then the second year we were off to the races. But we were able, and then in the second year to also get the $200,000 Hearst Endowment for Visiting Professionals because we've been active in the contest.

Risley: You talked about accrediting a little bit. But how did you become more active with accrediting and again, why do you think it's important?

Anderson: Well, I did become active out of defense. I needed to find out more about accreditation when my first year at Arizona State I had to help steer us off a provisional [accreditation]. I went on my first site visit in 1990. Susanne Shaw, who was the executive director of the council then and remains so, got me involved. I saw it was it was a wonderful vehicle to improve journalism-mass communication education. It provides the "Good Housekeeping Seal of Approval" and it holds programs' feet to the fire. It's easy to say we're among the best. It's more challenging to show in your self-study and to a visiting site team that you do what you say you do. I never understood those programs that think it's unimportant. Or those people who think it's unimportant. Because the worst-case scenario is what can it hurt? It's easier not to go through this. I've always been involved in the process as a site team chair pre-visitor, probably almost fifty schools through the years. I served for many years on the national committee, many years on the national council. I have never gone to any of those forty-five or fifty campuses, whether I was working out of Arizona State or working out of here, no matter how average or good or not so good any of those programs where, where I didn't learn something. I think that's why it's important for faculty members to be involved in it so they know something more than what somebody told them when they presented a paper at some conference. They've been on the ground at those other institutions and they can separate rhetoric from reality, and can bring ideas back. And my sound bite is and it always has been: I'd rather be on the list that is than on the list that isn't. I'd rather be on the list with Northwestern and Columbia and Florida and Arizona State and Missouri than I would on some other schools that aren't on the list. And I would rather, in dealing with my provost and president, be on that first list rather than on the latter list.

Risley: So what do you think are your strengths as an academic administrator, and what would you say are your weaknesses?

Anderson: Well, I work hard. I've always worked hard. Not because I get up and say I want to work hard, I just always have. I've liked to think I do my homework. I think I have a pretty good BS detector, by and large. I'm always looking for context and hope that I can usually frame it civilly. You know, when somebody comes in and says, the moon is made of green cheese, to resist the temptation to say are you nuts? Sometimes I succeed at that, maybe sometimes I don't. But I think context is so important and I think an administrator has to provide that. And I would be reasonably wealthy if I had a dollar for every time I might have said, "Are you sure about that? Could that really be? Do you really think you know we're the only program in the country that doesn't get $22,000 a year in travel money to every faculty member or something?" Sometimes the answer is, yes, they're right. But you know, I think I would like to think that on more than a few occasions I've said, "Boy, you know, I don't know about that. Let's check that out." So yeah, hard work, homework, being able to listen and look for context. Don't take everything at face value. You know, it's like a student I used to say in

the old days before we had professional academic advisors. They don't want to take Chemistry 100 and so they knock on six faculty doors down the hallway until someone finally tells them they don't have to take it, even though they know it's not the right answer, then they can go and say: "Well, they told me I didn't have to take it." But I really appreciated what one of my AD-14 reviews said and it was something like this: He poo-poos the vision thing, but he has one and he sticks to it. He just doesn't present it quite that way.

And I think I have had the ability to surround myself with really strong administrators and faculty and staff. I try to find people who can do a great job and then give them the freedom to do it. Quite frankly, maybe one of my weaknesses is as an administrator. I've never gone in and said, "Who would like to chair this committee? Oh John you'd like to chair it. Susan you'd like to chair it, great." I've always liked to do my best to put people in positions for which or give them responsibilities for which they're well qualified and not just because it's their turn. And then give them the freedom to do it. I think I would like to think that I have a general ability to work well with external constituents, for professional association reasons as well as fundraising reasons, and do so sincerely. I think, and maybe it goes back to that composing room at the *Hastings Tribune* forty five years ago, that I relate pretty well with people who interact with the college, from 17-year-old high school kids and their parents who are looking at the possibility of going to school here, to 80 and 80-plus-year-old alums and potential donors. And I think especially in the case of the latter, I have a pretty good ability not to talk a whole lot to them, but to hear what they have to say about what how they might like to help us.

I'm pretty well organized. I have a very good memory, though it used to be better. And I think going back to the context, I think I generally can pretty well see the forest and not just the individual trees. I would like to think, too, as I thought about this that I for my twenty-seven years of doing this have provided a constructive environment for faculty in promotion and tenure reviews. Trying to take some of the undo angst out of the system while still maintaining high standards. I think that begins with the way we do and the way we did them at Arizona State: those second- and fourth-year reviews. So somebody is not checking with some disgruntled person down at the end of the hallway who was last involved on our committee twenty years ago for advice. And I think I relate well to all of the administrative superiors that I worked with, and we've gotten extraordinary support from the central administration during my years here from Rod Erickson and Graham Spanier. I think those people have trusted me to do a good job. And I might be tested on this some days and I might not bat .1000, but I think over twenty-seven years I've never taken criticism too personally. I'd like to think that anyway.

Risley: How about weaknesses?

Anderson: Well, I think a lot of people when asked that say they are just too much of a perfectionist; they say they dwell too long on some things to get them just precisely right. That certainly isn't the case because you are framing a weakness

as if it's a strength. I think that through the years, one of my weaknesses is that sometimes I haven't been tough enough on some personnel decisions. I think that's something, you know, we all work through in the academy and because it is very collaborative because it has to be at the end of the day and certainly at the end of the year. But maybe not tough enough sometimes when it comes to personnel decisions. I've also been more cognizant the last several years in working really hard -- and probably not always succeeding – to not dismissing some ideas that might well have panned out because I knew they didn't pan out five years ago or ten years ago or twenty years ago. And maybe things have changed to the point where now's the time.

Risley: How has journalism and mass communication education changed during your career?

Anderson: It has changed a lot. But in many ways it has remained the same. You know I looked at a study I did for the Freedom Forum, a major study, or I considered it a major study back in 1997, which is, you know, seventeen years ago. And I'm just going to read from this very quickly and I'll move through the other stuff that's on my mind. But these were the summary points: Administrators are excited about the increasingly important role their programs can play in preparing students for the expanded new media driven job market. If journalism-mass communication programs are going to be the training ground of choice not only for students interested in work at traditional media outlets but in new media as well they will have to shore up faculty expertise and equipment. Now we're saying that in 2014 and this was 1997, journalism-mass communication education is increasingly an equipment-driven field, more so today. Offering more courses that focus on new media or expanding existing courses to include new media content will further training programs. This is 1997. Schools increasingly are feeling the pressure to retool faculty members not only in new technology but also when retirements or resignations occur to seek expertise in new hires that align with the shifting interest of students. Relationships between academic programs and professional constituents are as important as ever. Journalism and mass comm programs overall have risen in stature on their campuses during recent years. I think that continues to be the case, and I think that's particularly the case here at Penn State. The quest to keep skills classes small while managing simultaneously to maintain or increase the production of student credit hours increasingly will impose a challenge. Still does. The drive to further diversify faculty and student bodies will continue, still the case today. So some of the same problems or challenges are always going to be challenges. They were on the table two decades ago.

I mentioned that early on there's more emphasis on doctoral programs in our field, or at least more institutions offering them. About three times as many institutions, including Penn State, have a Ph.D. program that didn't have them in the 1970s. Faculty obviously publish more and they certainly have more outlets in which to publish. But on a weighted basis I don't know that faculty have published significantly more than they did now than in the 1980s especially when you weight it for the course loads at the time and the number of journals in

the field. I think especially here and in other really good programs, mass communication programs have become bigger players on their own campuses with gen-ed offerings or at least many of the better programs in the country have. I think mass communication education has continued at least in a few schools to be strong producers of research and creative activity and still provide a strong professional education for students because when that stops enrollments are going to drop dramatically. That I would guarantee. There are lots of other things but I firmly believe that in the case of journalism, it still ranks as one of the very best liberal arts majors at a major institution because you're providing a terrific general education to your students and great technique work and conceptual work within the major. As I mentioned earlier, if a student comes here and takes full advantage of those technique and conceptual courses within the major, takes full advantage of the general-ed courses, takes full advantage of this rich array of on-campus media opportunities, and takes full advantage of off-campus internships, they're really positioning themselves well to do a lot of things. And I think all in all, at least with the better programs in the country, they gain more campus support.

Risley: So why did you decide to retire this year?

Anderson: Well, I decided a couple years ago to retire this year. And I thought fifteen was a good round number here; I thought [age] sixty-six was a good round number. I firmly believe, too, that there's a great foundation here, and new blood can continue to move it forward. I would like to think I work as hard as I ever did. I would like to think that we've continued to move the program forward in any number of measurable ways on a year-to-year basis. By the same token, I recognize that I'm sure every person I ever replaced along the way thought that. I have lots of ideas, and admittedly I was in places where it was easy to have lots of new ideas, at least starting out. And it's not like I still don't. But I think the timing is right. I've gone to work virtually every day since 1969, and I still have always gotten great satisfaction going to work.

The difference probably, as I think about it over the past several years, it's not as much fun as it used to be. It used to be fun and satisfying. And quite frankly I'd rather go out without the fun and having satisfaction in what we've accomplished, than having no satisfaction in what we've accomplished but still having fun. So I guess if I had to lose one of those two elements I sort of lost one. But, you know, the days are not as invigorating probably as they once were. And I think just like I said when I knew when I was eighteen or nineteen years old that I wasn't going to be a great Big Eight basketball player. You know, you adjust accordingly, and you got to be realistic, and I feel good about what we've done here. I feel good about leaving it in pretty good shape. And by the same token, I'm looking forward not to going to work every day.

Risley: So as we wrap up, what do you feel are your most significant contributions as dean?

Anderson: Well, I think that I'm leaving the place in a little better shape than I found it. I think as I look back on it that that I brought a sense of order and pride to the college both internally and externally. By and large, I think we had some good fundraising successes, particularly for a program our size and for a program, you know, where half of its graduates earned their degrees in the last fifteen or sixteen years. As I alluded to earlier, I think the departmentalization was a major turning point for this school. I was just amazed that the task force studied it for six months when, you know, it's like saying would you would you rather go hungry today or eat breakfast, lunch, and dinner. But they kicked it around a long time and eventually voted unanimously for it, but it took a while to get there. And you needed buy-in and that was good. So I think the departmentalization thing early on was good.

I don't think there were many things that we can say that I insisted on. One would be we needed news editing for news-editorial students, of course. I mean a few little exceptions like that. But the other one was I wanted early was that this place needed 120 credit hours for a baccalaureate degree in all of its majors. I mean that's the way it was at most programs around the country years ago and then credit creep started. And I don't remember what the range was here, but it was I think somewhere between you know 124 and 132 hours for BA degrees within the five undergraduate majors. And so again we appointed, or placed it I guess in the hands of the department heads at the time because that was about my second or third year here, to get those down to 120. A couple of the programs did that right away; a couple of programs made a little bit of headway. But I think we got it all done within a year. One of the programs took it to 123, and they just couldn't get rid of another course. And I said, "Well you mean to tell me that if one of your majors doesn't have a hundred and twenty-three credits at this institution to be awarded a baccalaureate degree in your discipline that he or she will forever go through life doomed to failure." Well, so they finally did. I wasn't going to budge on that one and you know within a year or so we were all down to a 120. So I'm very pleased also that for the last seven or eight years, we have either the best or the second-best four-year graduation rate at University Park and I think that's for several reasons. So I think that was an accomplishment. And it sounds so minor now but it wasn't minor at the time.

I think that that we changed the culture in academic advising in some other areas here, too. I thought of this last week when we gave Jamey Perry his twenty-five year chair for service to Penn State, fifteen years of which had been here. How that advising operation has changed through the years to be very caring. Everybody's caring but I mean now, it's just the culture. People generally have bought into the importance of that academic-professional balance. As long as you maintain that balance, you're serving your students in ways that they deserve to be served in our fields and you're also serving your faculty. Because the individual whose really closest contact has ever been to the media is turning a television set on or a radio or who was a gifted scholar and does the kind of research and teaches the kind of courses that provide that kind of perspective to our students is of great importance, just as is somebody who teaches reporting and editing on the journalism faculty who spent thirty years in newspapers

before coming here. When you have students spread across five majors and all of those students are here for different reasons in those five majors you need that type of balance and versatility on your faculty. And you get there by not treating anyone as second-class citizens.

Every adjunct we have, every one-year fixed-term faculty member we have, every multi-year fixed-term faculty member we have, every assistant professor, associate professor, full professor, or endowed professor, or distinguished professor that we have all contribute to the good of the college and its students in unique ways and crucial ways and that's why at the end of the day, the sum is far greater than the individual parts and you don't have a program with second-class citizens, third-class citizens and fourth-class citizens, based on the degrees they hold only. I don't think that would be very healthy and think we've done that pretty well here. And so I take very little credit for this, but I think some really great hires were made under my watch, and most of the credit for that obviously goes to search committees and to department heads. But the makeup of this faculty, the distribution among the ranks is dramatically different from what it was fifteen years ago. And I think those were all good things. And of course there have been lots of special programs. We started many centers and institutes that really round out our portfolio in ways that do serve either the discipline, the field, the students, or sometimes all three: the Jim Jimirro Center for the Study of Media Influence, the Arthur W. Page Center for Integrity in Public Communication, the Don Davis Program in Ethical Leadership, and the John Curley Center for Sports Journalism.

I recognized the need -- early on -- for a stand-alone Office of Internships and Career Placement. And my first hire as dean in the fall of 1999 was a director for the office, Bob Martin, who later was named assistant dean. I emphasized the importance of systematically selecting and submitting entries to appropriate state, regional and national student competitions to ensure that our students were appropriately recognized. I facilitated external and internal funding for a variety of major building, classroom and laboratory enhancements, including major renovations of Carnegie Building and the state-of-the-art studios and classrooms at Innovation Park.

Risley: What are your plans in retirement?

Anderson: Well, only a fool would move to Arizona in July, but we did it in 1979 and now we're moving back there in 2014. Claudia and I will return to Arizona where both of our daughters grew up. Where both of our daughters still live, where one of our daughters has twins, seventeen months old. We are so looking forward to going back to 335 days of average sunshine a year. I'm looking forward to not having to go to work or feeling the need to go to work. I don't mean five days a week, I mean seven. That will be, I think, good. I'll maintain an office at the Cronkite School. I'll go in on days when I want to go in, not go in on days when I don't certainly have to go in. I hope I can be of some minor use and but will be able to maintain a certain structure in my life because I've gone to an office every day of some kind since I graduated from college. And I don't I know that that

pace will appeal to me, but it will pretty good at 11 o'clock in the morning to have had a good workout, looked at the *New York Times*, looked at the *Wall Street Journal, l*ooked at the *Arizona Republic,* and actually read those newspapers, not because I had to skim them so I knew what was going on, but to actually read much of the stuff that I wanted to have time to read. So I look forward to that change of pace. I don't know if I'll feel that way two years from now but I certainly very much feel that way now. I look forward to getting myself into better condition. I've always taken reasonably good care of myself but I look forward to having the freedom to exercise four or five days a week. I look forward to competing in the Grand Canyon State Games and the Senior Games in Arizona, maybe doing another decathlon along the way, and certainly competing in individual events. So I'm just looking forward to a slower pace, looking forward to not having administrative and management responsibilities, truly looking forward to spending time watching those little twins grow up, and actually reconnecting with some old friends from the university and to those old PTA friends when our kids were in grade school.

Risley: Is there anything you want to add that we didn't discuss?

Anderson: No, I think we've more than more than covered the waterfront. I thank you for giving me the opportunity to think back a little bit on these things. The bottom line is I guess things truly have changed dramatically in in our field in several respects, but it truly, I think, has been more evolutionary than revolutionary. And the issues are a little different, but the broad headings are pretty much the same of what we are facing in this field in higher education today as to what we were facing twenty years ago.

Risley: Okay, Doug, thank you.

Anderson: Thanks.

[End of interview]