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Abstract

Educating Journalism Students About News Archives: A Global Comparison with
Special Focus on Spain and the United States

Journalists and news archivists are natural allies. Journalists require previously published reporting as context for their new stories. Archivists ensure that material is preserved for future retrieval. Local news archives serve as a cultural, legal, economic, and genealogical resource for their communities. Now, the archiving function in news organizations is relegated to information vendors with little input from journalists. Rarely are journalism and archiving coupled in programs that train future professionals.

This article explores the current state of journalism and library science education globally and suggests ways to strengthen education in news archiving in these programs.

Keywords: news archives; library science education; curriculum revision; Spanish journalism education; comparative journalism education

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6 Educating Journalism Students About News Archives: A Global Comparison with
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8 Special Focus on Spain and the United States
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13 Journalists and news archivists are natural allies. Journalists require previously
14 published reporting or compiled data as context for the story on which they are currently
15 working. Archivists are charged with ensuring that the material for which they are
16 responsible is preserved and cataloged for future retrieval and use. It is a virtuous circle
17 - fresh reporting feeds the archive which feeds the needs of journalists reporting fresh
18 news. Local news archives also serve as a cultural, legal, economic, historical and
19 genealogical resource for their local communities. (Hansen & Paul, 2017)
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29 However, over the past decade the archiving function in news organizations has
30 been outsourced to information vendors with little to no protest on the part of the
31 journalists who rely on thorough and efficient access to past news content. Whether it is
32 the archive of the print newspaper, the analog or digital audio or visual files from radio
33 and television, the voluminous content found on any news organization's website, or
34 any of the other manifestations of news organizations' output (social media posts, user
35 comments, etc.), the news archive has been relegated to a position of low (or non-
36 existent) standing in the competition for staffing and funding.
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48 We can think of journalism and archiving as two ends of a process which, at its
49 start, informs the present and, at its end, preserves for the future. News organizations
50 have both an economic incentive and a cultural obligation to preserve their material for
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3 their own purposes and for posterity. But rarely are journalism and archiving coupled in
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6 the programs that train future professionals and practitioners.
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8 This article explores the current state of journalism and library/information
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10 science education to see where (or if) there is an awareness of and sensitivity to the
11
12 importance and value of news archiving presented in journalism programs, and how the
13
14 special needs of archiving journalistic content are addressed in library/information
15
16 science programs. The article also suggests ways to strengthen education in news
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18 archiving in these programs.
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21 *The Global Case* 22

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25 To examine how much collaboration exists between university-based journalism
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27 education and library/information science education globally, this project used the 2016
28
29 Academic Ranking of World Universities to identify the top 200 universities worldwide.

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31 ¹ For each of the top 200 universities, the authors determined from university websites
32
33 or other official documents whether that institution had a journalism B.A. and/or M.A.
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35 program (excluding theoretically-based communication studies-type programs), and
36
37 whether that institution had a B.A. and/or M.A. library/information science program.
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39 Worldwide, 147 institutions among the top 200 had a journalism program and 53
40
41 institutions had a library/information science program; 45 had both.²
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46 For the universities that had degree programs in one or both of these disciplines,
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48 the programs of study and actual coursework were examined in detail to determine
49
50 whether any attention was devoted to archival issues for journalistic content. Where
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52 possible, the authors examined actual course syllabi when an institution's curriculum in
53
54 either discipline appeared to include a course that might address archival issues.
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4 With several exceptions for journalism coursework devoted to the preservation
5 and archival concerns of visual information (photos, moving images),³ there were no
6 institutions that included coursework in their journalism program that specifically
7 addressed issues surrounding archival concerns of journalistic content.
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13 Among the 53 institutions with library/information science programs, 37 had at
14 least one course that addressed archival issues more broadly, and many of those
15 programs included entire tracks on archival management and preservation of print and
16 digital materials. King's College in London offered a course titled "Digital Asset
17 Management in Broadcast Media," but with no mention of broadcast news. Just one
18 institution, The School of Information Sciences in the College of Communication and
19 Information at the University of Tennessee, included a graduate-level course ("Digital
20 Curation") that specifically addressed *news* archiving. An optional assignment in that
21 course, titled "Digital Curation in the News," encouraged students to examine the issues
22 and challenges surrounding digital news archiving.
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28 Of the 45 top-ranked universities globally with *both* journalism and library science
29 programs, with the few exceptions noted here, there was no evidence of coursework in
30 either program that addresses the concerns of the other discipline. Journalism
31 education in Spain, however, follows a very different path.⁴
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48 We focus on Spain in this article because journalism education there is unique in
49 its universal incorporation of news archiving in curricula from its inception.⁵ In Spain,
50 university-based training in journalism at legally recognized university faculties⁶ did not
51 start until 1971. The first program at *Facultad de Ciencias de la Información* (Faculty of
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3 Information Science) at the Complutense University of Madrid,⁷ included a course called
4
5 *Documentación*, which, in Spain, refers to Library and Information Science. Issues in
6
7 documentation have been present in most Spanish journalism curricula since 1971.
8
9 There is a backstory to how documentation became a staple of Spanish journalism
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11 programs.
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15 Professional journalism training was offered by *El Debate*, a Catholic newspaper,
16
17 as early as 1926. (Real, 2012, p. 120) The newspaper's interest in supporting
18
19 documentation training in journalism began in 1911 when *El Debate* established for its
20
21 journalists the first documentation service in Spanish media. The first Spanish periodical
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23 library, *Hemeroteca Municipal de Madrid*, opened to the public in 1916. Attention to
24
25 preservation of and access to journalistic publications generated interest in the
26
27 possibility of university training in journalism and documentation.
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33 But these initiatives were stopped with the outbreak of the Spanish Civil War in
34
35 1936. After consolidating power, General Francisco Franco approved a Press Law in
36
37 1938 to control media and established in Madrid the first *Escuela Oficial de Periodismo*
38
39 (Official Journalism School.) The school began its "official" training in 1942.
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42 From its inception, even this government-controlled program contained training in
43
44 the importance of documentation for journalists. (Tapia, 2001, p. 234) A 1942 course
45
46 *Información y reportajes* (Information and reports) included a lesson covering
47
48 "*Periodismo indirecto. recoger, cribar, comprobar. El archivo y su manejo*" (Indirect
49
50 journalism: gathering, filtering, verifying. The archive and its use). A 1955 course titled
51
52 *Periodismo Gráfico* (Photojournalism) included material about photo archives and their
53
54 criteria for selection and classification. In 1961, the course *Seminario de Redacción*
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4 (Writing Seminar) included topics like *Administración de datos y antecedentes*
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6 (Administration of data and records) and *Documentación previa* (Background
7
8 documentation). The faculty member teaching those courses, Enrique de De Aguinaga,
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10 stated:

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15 “When a newspaper starts to grow, it needs to have an archive, what we are
16
17 calling now ‘the paper brain’. But it should not be an independent thing, on its own,
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19 that suddenly converges and says ‘great, let’s be friends’. It is an intrinsic function
20
21 in Journalism. As fish develop fins, Journalism naturally develops Documentation”
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24 (Tapia, 2001, p. 236).⁹

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29 According to Tapia (2001, p. 241), allusions to Documentation were made in all
30
31 the courses taught in 1952 at the official government journalism schools. And beyond
32
33 official schools, other journalism programs were created by private and church initiatives
34
35 in the fifties and sixties, including *Instituto de Periodismo* (Journalism Institute) in
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37 Navarra, in 1958, and *Escuela de Periodismo de la Iglesia* (Church Journalism School)
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39 in Madrid, in 1960 (Real, 2012, p. 121). The field of Documentation was also present in
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41 the curriculum of these last two Journalism schools (Tapia, 2001, p. 241-248).
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46 In 1963 some content linked to news archives was included in the course
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48 *Técnicas del Periodismo Impreso* (Print Journalism Techniques). The course covered
49
50 the topic “*El archivo. Su organización. Una redacción orientada hacia el pasado en*
51
52 *función de la actualidad inmediata*” (“The archive. Its organization. A newsroom oriented
53
54 towards the past for breaking news”).
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4 In 1965 attention was given to specific training of news librarians. A seminar
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6 titled *Curso Monográfico de Hemerografía* (Monographic course in Hemerography) —
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8 later named *Normas de Archivo y de Análisis Hemerográfico* (Archive Rules and
9
10 Hemerographic Analysis) — focused on the structure and dynamics inside the modern
11
12 documentation service — news archives, libraries, photo archives, audio archives (Tapia,
13
14 2001, p. 238).
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17 After passage of the new Press Law in 1966, a new curricula for the Journalism
18
19 Official School was approved in 1967 which bolstered journalism studies and
20
21 established journalism training as a major requiring four years of education. While there
22
23 had been attention to documentation in journalistic training in the past, the increased
24
25 coursework required in these new programs allowed inclusion of a specific course in the
26
27 field of documentation. The course *Hemerografía y técnicas de documentación*
28
29 *informativa* (Hemerography and techniques for news documentation) focused
30
31 exclusively on the special considerations of news libraries, archives and specialized
32
33 media libraries. (Ministerio de Información y Turismo, 1967, p. 5821; Tapia, 2001, p.
34
35 241).
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41 This interest in addressing the needs of media archiving in university programs
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43 was concurrent with a rise in the 1960s of news organizations establishing their internal
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45 media archives. In 1967 *Televisión Española* (Spain's first TV station, launched in 1956)
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47 established the first TV documentation service to preserve its broadcasts. Many other
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49 Spanish media, mainly newspapers, began to establish documentation services during
50
51 the seventies, such as *El Correo de Andalucía*, in 1975. When *El País* began
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53 publication in 1976 it had a news documentation service in its newsroom.
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4 In 1970, the General Law of Education regulated the incorporation of Journalism
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6 studies into Spanish universities (Jefatura del Estado Español, 1970, p. 12544) and a
7
8 1971 decree regulated the creation of legally recognized university faculties for media
9
10 studies, with a five-year Bachelor of “*Ciencias de la Información*” (Information
11
12 Sciences¹⁰), organized in two stages —a three-year general program and a two-year
13
14 more specific program —as well as three sections: Journalism, Visual and Auditory
15
16 Images, and Advertising (Ministerio de Educación y Ciencia, 1971, p. 14944). Thus, two
17
18 new faculties opened in Spain in 1971: the Faculty of Information Sciences of the
19
20 Complutense University of Madrid and the Faculty of Information Sciences of the
21
22 Autonomous University of Barcelona (ANECA, 2007, p. 100). These new university
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24 schools replaced the Journalism Official Schools, which disappeared by December
25
26 1975 (Tapia, 2001, p. 241). At the same time, the already existing Navarra Journalism
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28 Institute became the officially-recognized Faculty of Information Sciences of the
29
30 University of Navarra in 1971 (Barrera, 2002).
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36 From the beginning of university journalism programs in Spain, specific courses
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38 in Documentation have been offered. From 1971 until 1974, the courses linked to the
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40 field of Documentation were those inherited from the old non-university journalism
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42 schools. However, in the first long-term journalism university curriculum designed in
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44 1975 by the Spanish Ministry of Education and Science for the Bachelor of Journalism
45
46 degree program taught at the Faculty of Information Sciences of the Complutense
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48 University of Madrid, there was one required course titled *Documentación*
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50 (Documentation). It was taught in the fifth and last year of the Bachelor (Ministerio de
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52 Educación y Ciencia, 1975, p. 22123).
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4 New journalism studies programs were opened in other Spanish universities
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6 during the eighties¹¹ and, due to this boom, in 1991 Spain established national control
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8 and homogenization of university media curriculum at all these faculties (Real, 2012, p.
9
10 122). The programs now offered three different five-year Bachelor degrees for:
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12 *Periodismo* (Journalism), *Comunicación Audiovisual* (Audiovisual Communication) and
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14 *Publicidad y Relaciones Públicas* (Advertising and Public Relations). In all of them,
15
16 there was a required course titled *Documentación Informativa* (News Documentation.)
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18 (Ministerio de Educación y Ciencia, 1991, p. 32903).
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22 New universities established throughout the 1990s started offering journalism
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24 programs using the approved curriculum.¹² In all of them, specific courses in
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26 Documentation were taught. There were some differences in the curriculum which all
27
28 these universities offered to their students. For example, starting in 1993 the University
29
30 of Seville offered a four-year Bachelor of Journalism, with not just one but two specific
31
32 courses linked to the field of Documentation: *Documentación Informativa* (Media
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34 Documentation¹³), in the second year, and *Documentación Periodística* (Journalistic
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36 Documentation), in the fourth year (Ministerio de Educación y Ciencia, 1993, p. 31281-
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38 31283).
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44 At the same time, the first three Spanish private TV stations went on the air
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46 between 1989 and 1990, joining regional public TV stations that had been created
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48 during the eighties. Jobs increased for the students who finished their Journalism
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50 degrees and media organizations established or expanded their news archive
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52 operations employing the appropriately-trained workforce.
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55 In 2002, the Journalism university curriculum was reshaped again in most
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3 Spanish universities, characterized by less theoretical and general content. More
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6 Spanish universities would offer a Bachelor of Journalism starting this year.¹⁴ All these
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8 universities included specific Documentation courses inside their Journalism
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10 curriculum.¹⁵ Other existing programs, like the one at the Complutense University of
11
12 Madrid, increased from 4 to 6 U.S. course credits¹⁶ — the required course *News*
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14 *Documentation* in 2002 and two new optional 3 credit courses: *Journalistic*
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16 *Documentation* and *Legal Documentation* (Ministerio de la Presidencia, 2002, p. 26034
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18 and 26039).

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22 Between 2008 and 2010 (Sanchez García, 2016, p. 130) there was yet another
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24
25 important change in Spanish Journalism curriculum — and, in fact, in all university
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27 curricula (Ministerio de Educación y Ciencia, 2007) — with the adoption of the European
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29 Higher Education Area. After the adoption all Bachelor of Journalism programs in Spain
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31 became 4-years long —120 U.S. credits — with a wider diversity of courses and more
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33 semester-long courses (instead of annual.) In addition, universities had more autonomy
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35 in shaping their own curricula (Sanchez Garcia, 2016:135). As a result, Journalism
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37 programs focused more on professional practice and reduced the multidisciplinary
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39 content that was typical when there was more connection with the social sciences and
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41 humanities. (Sánchez García, 2016:138).

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46 This new Journalism curriculum was a setback for the field of Documentation,
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48 with a significant reduction in the number of courses and hours of training. For example,
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50 in the Faculty of Communication at the University of Seville, the two required courses
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52 *News Documentation* (4 credits) —and *Journalistic Documentation* — (3 credits) — inside
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54 the Bachelor of Journalism, turned into one 4 credit required course (*Journalistic*
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3 *Documentation*) and a 4 credit optional one: *Recursos Documentales Periodísticos*
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6 (Documentary Resources for Journalists). The two required Documentation courses
7
8 offered inside the Bachelor of Audiovisual Communication —7 credits in total — turned
9
10 into just one 4 credit optional course (*Audiovisual Documentation*). And the two
11
12 Documentation courses inside the Bachelor of Advertising and Public Relations —a 4
13
14 credit required one and a 3 credit optional one — were dropped altogether. Other
15
16 significant examples of this reduction can be found in the Bachelor of Journalism taught
17
18 in the Complutense University of Madrid: from 12 credits to 4 credits of Documentation
19
20 training and from three specific Documentation courses — one required and two optional
21
22 — to just one course, required and titled *News Documentation*.
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27 Currently, there are 19 public universities in Spain teaching a Bachelor of
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29 Journalism. In each, at least one specific Documentation course is offered to their
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31 students and future journalists, with 4 credits of training. And four of these universities
32
33 offer two specific courses about this science in their curriculum: the University of Murcia
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35 (8 credits of required training), the University of Seville (4 credits required and 4 credits
36
37 optional), the University Carlos III in Madrid (2 credits required and 4 credits optional)
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39 and Pompeu Fabra University (2.5 credits required and 2.5 credits optional).
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44 Analyzing the 23 Documentation courses taught in the Bachelor of Journalism in
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46 these 19 Spanish public universities, we can summarize the most common contents of
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48 these courses:
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- News, photo and video libraries and archives in the documentation services of media organizations: newspapers, radio and TV networks and digital media.
 - The work done by staff in documentation services: selection of documents,

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3 cataloging/formal description, indexing, content analysis and dissemination to
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5 users. Media asset management.

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8 - Searching and retrieval of information: natural language versus controlled
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10 vocabulary. The thesaurus.
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13 - History and evolution of Documentation.
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15 - Databases.
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17 - Information resources for journalists.
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20 - Data journalism — this topic has recently been included in some programs and
21
22 the University of Seville will rename, for the academic year 2017/2018, the
23
24 course *Documentary Resources for Journalists* to *Documentary Resources and*
25
26 *Data Journalism*.
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29 However, the recent reduction or elimination of many Documentation courses
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31 inside Spanish university media studies curricula, as well as the decrease in the number
32
33 and dimension of Documentation Services (news archives) in Spanish newspapers in
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35 the last several years (Melendez-Malavé & Hirschfeld-Suárez, 2016:612; Recio & Edo,
36
37 2015:420), has Spanish scholars in the field worried.

40 41 *The US Case*

42
43 In the United States, there was early attention to news archiving at some
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45 institutions with journalism programs. A faculty member in the School of Journalism at
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47 the University of Minnesota in the late 1920s and early 1930s, Robert W. Desmond,
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49 was also a member of the newly formed Newspaper Group of the Special Libraries
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51 Association. He developed a course of instruction in newspaper library methods and
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60 advocated for more attention to the news library among newspaper publishers and

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3 editors. (Desmond, 1929; Desmond, 1931). His book, *Newspaper Reference Methods*
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6 (1933) was used in a course taught at the University of Minnesota on that topic during
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8 the 1930s. New York University offered a course on newspaper reference methods
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10 during that time period, and Desmond received inquiries about his curriculum and his
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12 book after it was published from faculty in the journalism programs at the University of
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14 Illinois, the University of Wisconsin and Michigan State. (Desmond correspondence).
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16
17 Desmond's book and the curriculum he shared brought attention to the
18
19 importance of a news organization's archival responsibilities. However, the course at
20
21 Minnesota was dropped from the curriculum after Desmond returned to full-time
22
23 newspaper work in the late 1930s and eventually moved to the position of Chairman of
24
25 the Department of Journalism at the University of California-Berkeley. As journalism
26
27 education at the university level expanded in the U.S. through the rest of the 20th
28
29 century, there was no formal attention to the issue of news archiving to rival the early
30
31 efforts that Desmond advocated. The University of Minnesota and several other
32
33 institutions introduced a course on gathering and evaluating information for journalism
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35 Students starting in the early 1980s.¹⁷ But the specific concerns of the news archive as a
36
37 financial and cultural asset were not the focus of these courses.
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44 Journalism curricula developed an expanded focus on management of media
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46 organizations starting in the 1980s. However, once again, there was scant attention
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48 paid to the institutional value of the news archive as a source of revenue and as a
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50 valuable organizational asset. If news libraries were mentioned at all, it was only after
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52 the information industry (Lexis/Nexis, NewsBank, etc.) started to ink contracts with news
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54 publishers for their now-digital backfiles of the print newspaper. The benefits of those
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3 contracts accrued primarily to the information vendors rather than to the news
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6 organizations that licensed their content. Some media management literature
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8 addressed the growing opportunity for news organizations to monetize their archival
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10 materials, but mostly as an afterthought or as an aside. (Hollifield et al., 2016;
11
12 *International Journal on Media Management*, 2000; van Kranenburg & Ziggers, 2013)

13 14 15 *Possible Solutions*

16
17 Journalism educators in the U.S. might look to the example of Spain. One way to
18
19 address the lack of attention to news archiving is to consider opportunities to build on
20
21 existing administrative and curricular strengths. The authors identified the 12 institutions
22
23 in the U.S. that offer both a journalism and a library/information science degree at the
24
25 undergraduate and/or graduate level *where both of those units or schools are housed in*
26
27 *the same college*. The assumption was that in those cases, there might be more
28
29 incentive and it might be easier to incorporate a focus on the archival issues of news
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31 because the schools or departments were administratively linked and might share
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33 faculty expertise or develop joint coursework.
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39 However, for those 12 institutions that housed the journalism and the
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41 library/information science programs in the same college, there was little evidence of
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43 any collaboration or cross-pollination among the two disciplines around the issue of
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45 archiving news. The University of Arizona did include information on the website for its
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47 School of Information in the College of Social and Behavioral Sciences about the option
48
49 of a *dual* Master's degree in Library and Information Science and a Master of Arts
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51 degree in Journalism. However, the School of Journalism website did *not* mention that
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53 dual degree option. Students who want to pursue that dual degree need to be admitted
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3 to both programs and build their own program of study to make the connections. No
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6 specific courses address news archiving as its own subject of study.

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8 Given the constraints on curriculum expansion, especially for ACEJMC-
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10 accredited programs that must abide by credit limits for majors, there is little chance that
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12 news archiving will be addressed in a stand-alone course as it is in Spanish curricula.
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14 However, there is no reason why journalism programs might not include a unit on the
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16 importance and function of the news archive in appropriate courses. Because many
17
18 journalism programs are housed at institutions with a library/information science
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20 program at the same university and even in the same *college*, there is an opportunity to
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22 work collaboratively with library/information science colleagues on units that address the
23
24 types of issues that are covered in the Documentation courses in Spain.
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30 There are three topics where library/information skills should intersect with
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32 journalism training: 1) Information seeking and evaluation (information literacy); 2)
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34 Journalists' role in providing information to help aid future archival preservation and
35
36 retrieval (metadata tagging, etc.); and 3) Management training on the value of archives,
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38 resources and staffing needed, monetization potential and related managerial topics
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40 such as contract negotiation with information vendors. The first two topics could be
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42 included in introductory or intermediate-level skills courses for text, audio and moving
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44 image journalists (Basic Reporting, Public Affairs Reporting, Investigative Reporting,
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46 Database Journalism, etc.). The last topic could be included in media management
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48 courses.
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54 For example, any introductory course in the journalism curriculum could devote
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56 time and instruction to information literacy issues - where does information come from?
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4 how do you identify and evaluate the information appropriate for your use? what can be
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6 trusted and can/should be shared with others (including a potential audience of
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8 millions)? what technical and conceptual skills are necessary to properly organize,
9
10 preserve and maintain digital information files and systems? There are instructional
11
12 materials readily accessible for this type of unit, and journalism faculty themselves can
13
14 certainly address these topics (and many do) (Hansen & Paul, 2015).
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17 A reporting course could include a unit on the use and importance of the media
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19 organization's own backfiles and archive (which many courses now do, of course) but
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21 could expand on that with specific instruction on selection of what to archive in the first
22
23 place, version control, metadata tagging, SEO optimization, digital filing strategies,
24
25 website and social media linking techniques and related topics so budding journalists
26
27 understand *how* that archive they rely on is created and maintained, with their explicit
28
29 input as they generate their stories for publication and distribution. Again, the necessary
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31 skills and conceptual practices for maintaining and preserving digital information files
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33 and systems (now the primary means for producing and distributing information by
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35 mass communicators) are a key component of education for the modern
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37 communications professional.
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44 Media management courses could include a unit that specifically addresses the
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46 news archive's monetary value as an important financial (and cultural) asset to the
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48 organization, and strategies to make better use of that content. Instruction on
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50 negotiating contracts for licensing the backfiles, staffing necessary to maintain the
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52 databases and related issues are crucial. One anecdote illustrates how the lack of such
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54 training now affects news operations. A newspaper publisher came back from a
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3 conference and told the (sole remaining) news librarian to work with a backfile vendor to
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6 increase the newspaper's monetization of that asset. The problem, as the librarian
7
8 pointed out to the publisher, was that the news organization had an exclusive contract
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10 with a different vendor and could not consider other options. Future media managers
11
12 can and should be much more knowledgeable about archival issues and concerns,
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14 especially since so much of their early digital news content is already gone. (Hansen &
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16 Paul, 2017)
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20 The project reported on here demonstrates that there is an opportunity to follow a
21
22 successful model in place for more than 40 years in Spain for the education of future
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25 journalists and media managers in the U.S. Especially for those journalism programs
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27 situated in universities with a library/information science program on campus, the
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29 expertise and resources to develop specific units in existing courses are already
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31 available. The only obstacle is raising awareness about the issues and opportunities
32
33 among administrators and faculty. Because traditional news archives with specialized
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35 staff trained for that role are disappearing, it is even more important for all aspiring
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39 journalists and news managers to know how to future-proof their own work.
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Notes

¹ ARWU uses six objective indicators to rank world universities, including the number of alumni and staff winning Nobel Prizes and Fields Medals, number of highly cited researchers selected by Thomson Reuters, number of articles published in journals of Nature and Science, number of articles indexed in Science Citation Index - Expanded and Social Sciences Citation Index, and per capita performance of a university. More than 1200 universities are actually ranked by ARWU every year and the best 500 are published. Retrieved from <http://www.shanghairanking.com/aboutarwu.html> The total number of institutions in the top 200 used for this study were distributed across the world as follows: North America 111; Europe 63; Asia 14; Australia 11; Africa 1; South America 0.

² North America had 91 institutions with journalism programs and 36 institutions with library/information science programs. Europe had 35 institutions with a journalism program of study and 9 with a library/information science program. Asia had 10 institutions with a journalism program and 5 with a library/information science program. Australia had 10 institutions with a journalism program and 3 with a library/information science program. The one African institution in the top 200 had a program in journalism.

³ For example, New York University offers a Master of Arts degree program in Moving Image Archiving and Preservation through its Tisch School of the Arts. Similar programs exist worldwide for preserving and archiving photographic and moving images.

⁴ Only one Spanish university with a journalism program was included in the ARWU list of the top 200 institutions: Pompeu Fabra University using the ARWU list limited the sample of journalism programs discussed here; other successful models may be found in Western countries whose institutions were not included in that ranking.

For a comprehensive history of the development of journalism education in Spain, see Barrera and Vaz (2003). The modern curriculum in both Spain and the U.S. grows out of a humanities and social sciences academic tradition, combined with professional training.

⁶ Although Navarra Journalism Institute has been a part the University of Navarra since 1958, it was not recognized as a university faculty within the Spanish legal framework until November 8, 1971 (Barrera, 2002). Rather it was a “premonitory faculty” (Vigil y Vázquez, 1987, p. 153).

The curriculum was regulated by the Spanish Ministry of Education and Science (Ministerio de Educación y Ciencia, 1971).

⁸ Public news libraries supported by the Spanish Government or by regional or local governments, called *hemerotecas*, have existed since 1916. They are accessible to all citizens - different from the news libraries inside the documentation services of Spanish

media, which are private. For example, the *Hemeroteca Municipal de Sevilla* has an international newspaper collection dating back to 1661, freely open to the public.

Domínguez-Delgado translations throughout.

¹⁰ Although *Information Sciences* is the literal translation, “*Ciencias de la Información*” in Spain is not linked to computers but to mass media. The term *Information* has different meanings in English and Spanish; the Spanish usage adopted in the seventies was due to the influence that France - where the term “*Sciences de l'Information*” was used - exerted in Spain in the late 1960s and early 1970s. However, most Spanish schools for media studies - with only a few exceptions - have adopted later names like School of *Communication* or *Communication Sciences*, avoiding the use of the confusing term *Information*.

¹¹ The University of the Basque Country (in 1981), the Pontifical University of Salamanca (in 1988), the University of La Laguna (in 1989) and the University of Seville (in 1989).

¹² The University of Santiago de Compostela (in 1991), Pompeu Fabra University and the University of Malaga (in 1992), the University Carlos III of Madrid (in 1996), and the University of Valencia and King Juan Carlos University (both in 2000).

¹³ In Spain, the more general concept “*Documentación Informativa*” (Media Documentation) is defined as the application of Documentation Sciences to mass communication and media companies (López Yepes, 1997, p. 14), while “*Documentación Periodística*” (Journalistic Documentation) is a specialization inside Media Documentation defined as the application of Documentation Sciences to Journalism (López Yepes & Ros Garcia, 1993, p. 129-131).

¹⁴ The University of Murcia (in 2002), the University of Valladolid (in 2003), and the University of the Balearic Islands and Miguel Hernandez University (both in 2005). The case of the University of Murcia is unique in Spain, since this bachelor and other ones linked to media are taught since 2002 by the same faculty as its official degrees in Documentation, sharing the training in these two sciences at the same school: *Facultad de Comunicación y Documentación* (Faculty of Communication and Documentation).

¹⁵ Thanks to the importance which Documentation had in Spanish journalism and media studies schools since their creation, this line of scholarship has been robust in Spain since the seventies, with many authors in this field. See for example the work of López Yepes, López-Hernández, García Gutiérrez, Fuentes i Pujol, Galdón López, Del Valle Gastaminza, Guallar, Codina Bonilla, Moreiro, Sánchez Vigil, Tapia López or Rubio-Lacoba. Many specific journals in this field also were created, such as: *Documentación de las Ciencias de la Información*, *Anales de Documentación*, *Scire*, *Revista Española de Documentación Científica*, *El Profesional de la Información*, *Revista General de Información y Documentación*, *Cybermetrics* or *Ibersid*, among many others.

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5 ¹⁶ All Spanish course hours are translated in this article into U.S. course credits.
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8 ¹ Books published by faculty at those institutions teaching such a course included
9 Ward, J. and Hansen, K. A. (1987) *Search Strategies in Mass Communication*. New
10 York, NY: Longman; and Kessler, L. and McDonald, D. (1987) *Uncovering the News*.
11 Belmont, CA: Wadsworth.
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14 ¹⁸ The chapter on Innovation includes a brief discussion on pp. 150-151 about
15 expanding the value chain to add value to existing products, repackaging those
16 products and taking advantage of innovation in technology. This *could* describe how the
17 news archive could add value, but the word “archive” does not appear anywhere in the
18 book.
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20 ¹ These articles early in the digital news revolution danced around the possibilities for
21 the news archive but didn't address them directly.
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