

## About Us

Taken from the website, “The Association for Education in Journalism and Mass Communication (AEJMC) is a nonprofit, educational association of journalism and mass communication educators, students and media professionals. The Association’s mission is to promote the highest possible standards for journalism and mass communication education, to cultivate the widest possible range of communication research, to encourage the implementation of a multi-cultural society in the classroom and curriculum, and to defend and maintain freedom of communication in an effort to achieve better professional practice and a better informed public.

The Internships & Careers Interest Group (ICIG), established 1994, exists to promote knowledge about careers and internships in journalism and mass communication to AEJMC’s membership and to educators and professionals everywhere. Our membership is open to any educator or professional with an interest in journalism careers and includes faculty members, administrators, career counselors and journalism practitioners. We sponsor convention programming that aims to explore important issues and recent trends regarding careers in the various journalism fields and industries. We encourage and support research that examines critical issues in the field experience, service-learning and career worlds.” A full list of current officers is available. Click [here](#) to visit the Internships and Careers IG website and to see more information on the officers

## 2018-19 ICIG Officers

### CO-Head

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## Join us in Toronto, August 6-10, 2019 Sheraton Centre Toronto Hotel

A lot will be happening at the Sheraton Centre Toronto this summer. Besides collaborating and learning from colleagues from all over the globe, you will be staying in Canada’s largest city, and the capital of Ontario. Located in the heart of Downtown Toronto, the Sheraton Centre Toronto Hotel boasts the largest hotel convention capacity in the city with easy access to the PATH network of pedestrian tunnels. PATH, according to the Guinness World Records, is the world’s largest underground shopping complex.

When you find time in your busy AEJMC schedule, you might want to make time for some of the many attractions for which Toronto is known.

- The CN Tower 553-meters high, located right in the heart of downtown, is impossible to miss and can be seen from almost anywhere in the city. Visit the observation towers, or dine in one of the many restaurants. If you dare, visit the LookOut at 346 meters which looks down (yes down) on the city below! Or try a hands-free walk on the Edge Walk—a 1.5 meter-wide ledge 365 meters up—while attached to a safety harness and rope.
- Located near the CN Tower is Ripley’s Aquarium with an underwater tunnel and moving sidewalk near the CN Tower. Ripley museums are known for their unique and curious offerings and displays.
- The Blue Jays baseball team will be playing the NY Yankees during the Conference. Visit [this site](#) for more details.
- The Royal Ontario Museum, is known for their collection of natural history, art and culture gathered from across the world.

Visit Toronto’s Convention and Visitors Bureau [Site](#) for more information.

See you in August.

Karen Theveny,  
Co-head, Internships and Careers Interest Group, AEJMC  
Lecturer, Penn State Brandywine

## 2019 Toronto Conference Theme Sessions

AEJMC’s Internships and Careers Interest Group (ICIG) would like to invite you to join us at the 2019 Conference in Toronto, Canada. Highlighted below are ICIG’s the Pre-conference theme sessions and workshops and panel presentations. For details on additional sessions and all conference information, you may visit the 2019 Conference [Microsite](#).

Also, to learn more about the association, you visit the official AEJMC website. <http://aejmc.org/events/toronto19/>.

Early bird registration deadline is July 9. There are travel grant opportunities available for graduate students as well as many other conference opportunities. We hope to see you there!

Toronto conference ICIG Panels and Workshops

### Tuesday, 8/6

8:00 am - 5:00 pm  
Pre conference workshop  
Gerry McNulty, Marist College

5:30-10:00 pm  
pre conference workshop  
John Chapin, Penn State Beaver  
Susan Fredricks, Penn State Brandywine  
Betty Kennan, Radford University  
Karen Theveny, Penn State Brandywine

### Thursday, 8/8

11:45-1:15  
Creativity in the Shifting Digital Era  
Pam Morris, Loyola University Chicago

3:15-4:45 p.m.  
International news reporting for beginners  
Abhinav Aima,  
Penn State, New Kensington

### Friday, 8/9

11:30-1:00 pm  
Scholar-to-scholar research paper session  
Pam Morris, Loyola University Chicago

6:30-8:00 pm  
ICIG member meeting

### Saturday, 8/10

11:00-noon  
Rally your Connections  
Robin Spring, Grand Valley State  
University

**Full schedule:**  
<http://aejmc.org/events/toronto19/>

# ICIG PreConferences-Tuesday, August 6

## Best Practices for a Mass Communication Internship Program (#93)

9:00 a.m. to 3:00 p.m.

\$15 (Limited to 30 people)

**Presenter:** Prof. Gerry McNulty – Marist College, [Gerald.McNulty@marist.edu](mailto:Gerald.McNulty@marist.edu)  
Director/ Communication Internship Program/Marist in Manhattan Program

This daylong workshop will help faculty members understand the pedagogical, ethical and legal frameworks necessary for successful operation of internships programs. This session should prove especially valuable to junior faculty who may need guidance in helping their students to compete and engage in worthwhile field experience. Topics to be addressed include: first steps in beginning an internship program, introduction to experiential learning theory, identifying needs of students and employer/sponsors, understanding legal issues affecting paid & unpaid student interns, learning about the importance of career competencies and gaining knowledge about special needs and circumstances for international (non US-resident) students. Also, we will discuss how to establish academic standards, evaluation methods and quality control for supervising interns, learn how to reach out to, and collaborate with, intern employer/sponsors, develop syllabi and create fulfilling reflection-analysis assignments. The format will be a combination of lecture and small group discussion. Participants will be invited to submit topics and questions in advance for discussion groups. Highly interactive problem-solving exercises will allow participants to gain the wisdom of the group in seeking solutions. A bibliography of sample documents and resource readings will be included.

9:00 – 9:15 AM – Welcome / Overview / Introductions

9:15 – 9:45 - Module 1 - Definitions

- Definitions of internship/field experience
- Benefits for students, university, employer-sponsors
- Responsibilities of students, university, employer-sponsors

9:45 am – 10:30 am - Module 2 – Philosophy & Pedagogy

- Learning theories: Kolb, Dewey, et. al.
- Preparing students
  - Developing career competencies
  - Managing expectations
- Academic standards:
  - Guidelines for awarding college credit
  - Goals and Learning Objectives
- Assignments:
  - Power of reflection/analysis
  - Strengths/weaknesses of journaling, networking,

10:30-10:45 – Break

10:45-Noon - Module 3 – Managing Your Program, Students & Sponsors

- Legal issues
  - Federal guidelines for interns
  - State laws (vary)
  - Insurance concerns
- Registration, documentation and tracking
- Relationship with Career Center staff
- Learning Agreements, Contracts
- Use of Internship Management Systems (software)
- Quality control - monitoring interns and managing employer-sponsors
- Evaluation and assessment
  - Self-evaluations by students
  - Employer/sponsor performance evaluations
  - Tracking aggregate data
- Internship site visits
- Grading

12:00-1:00 pm – Lunch Break

1:00-3:00 - Module 4

Roundtable

This interactive problem-sharing/problem-solving session will allow faculty to discuss challenges and barriers to building and/or improving their own programs. Working in groups, teams will explore a variety of critical issues. They will discuss strategies and identify approaches to solutions.

Part 1: Exploring Issues

- Discussion and Identification of Key Topics

- Group Work

- Exploration of problem
- Identification of alternatives
- Discussion of potential impacts on stakeholders
- Summary of solutions

Part 2: Improving Programs

- Participants work individually to identify up to 3 key items they wish to improve in their home programs.
- These findings are shared with peers, who analyze and offer suggestions, comments
- Participants seek to clarify key improvements they will focus on for near future.

## The Future of Internships and Careers – A Conversation (#136)

The world's demands of technology and mobilization are changing how we educate, what we educate, and where we educate. Our students no longer sit in a classroom, read PowerPoints, and take exams, instead they are required to participate through chats, learn new computer skills like Spark, and be flexible when they engage. This educational expansion pushes the boundaries of the internships, where, when and how they are conducted. We also need to review the varying dynamics of the student and their learning abilities. There has been an increase in the number of students that are on the autism spectrum, have learning challenges, drug dependencies, and mental challenges. (CDC, April 17 2019, MMWR). Policy change may be needed to allow for this significant change in the needs of our students. This also changes the dynamics and expectations of internships and future careers for our students, and us. This panel will dive into these issues and others that faculty are handling with regards to internships and careers. We encourage others that work with interns to attend and contribute to this conversation. Potential Readings: Goodman, L., Mental Health on University Campuses and the Needs of Students They Seek to Serve, *Building Healthy Academic Communities Journal* Vol. 1, No. 2, 2017 & <https://www.cdc.gov/features/new-autism-data/index.html>

\$5 charge

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Karen C. Theveny, Penn State University, Brandywine, [kct13@psu.edu](mailto:kct13@psu.edu)

**Facilitators:**

Dr. John Chapin  
Penn State Beaver

Dr. Susan Fredricks  
Penn State Brandywine

Betty Kennan  
Radford University

Karen Theveny  
Penn State Brandywine

### The Sheraton Centre Toronto Hotel

123 Queen Street West, Toronto, ON M5H 2M9 Canada • 416-361-1000

#### Rates:

Single/Double – \$242.00 (CAD) plus \$31.46 (13% tax) [Total of \$273.46 (CAD)]

#### Additional Information:

Book by: 07/15/19 • Rate available: 08/04/2019 to 08/11/2019

High speed internet included in the group rate. Cancellation policy is 48 hours prior to date of arrival to avoid a penalty of 1 night room and tax.

[Book on-line now.](#)

# Panel Presentations

## Creativity in the shifting digital era: Training our future practitioners

**Teaching #91**  
**Thursday, 8/8, 11:45 - 1:15 pm**

This panel will focus on creativity in the digital era and provide information from academics and professionals that can be of help in teaching and student learning, especially in preparation for advertising creative and advertising strategy careers.

### Panel Moderator:

Pamela Morris, Ph.D.  
Associate professor, Program Director Advertising and Public Relations  
School of Communication  
Loyola University Chicago  
pmorris1@luc.edu

### Panelists:

Jing Yang, Ph.D.,  
Assistant Professor, Digital Advertising,  
School of Communication,  
Loyola University Chicago

Team Members from Juniper Park/TBWA  
The Disruption® Company

Team Members from PUNCH Canada

Team Members from Major Tom

Christopher Etheridge  
Assistant Professor, Multimedia Storytelling  
University of Arkansas

Jessica Collins  
Adjunct Professor, Advertising

Richard T. Robertson  
School of Media and Culture  
Virginia Commonwealth University

Matthew J. Haught, Ph.D.  
(pending AEJMC schedule)  
Assistant Professor  
Internship and Career Services Coordinator  
Department of Journalism and Strategic Media  
University of Memphis

## International News Reporting For Beginners

**Teaching / PF&R #89**  
**Thursday, 8/8, 3:15 - 4:45 pm**

A panel discussion focusing on the burgeoning multi-media international news and social media environment, and the creation of capacity for American journalism students to practice that role at a local level in their classrooms, and tips for developing career plans to work as foreign correspondents beginning as freelancers and stringers.

Panelists will include educators who have experience in teaching news reporting or editing with a focus on international news, as well as early to mid-career reporters who have experience in freelance reporting.

**Panel Moderator:** Abhinav Aima  
aka11@psu.edu,  
Penn State, New Kensington,  
MA, Broadcast Journalism, University of Montana,  
BA, Journalism, Delhi University

Abhinav Aima worked as a newspaper journalist in India, and traveled to Kashmir and Lebanon during his graduate studies. He received a B.A. in Print Journalism from Delhi University, an M.A. in Broadcast Journalism from the University of Montana, and is ABD (all but dissertation) in his Ph.D. in Mass Communication from Ohio University.

### Friday, 8/9

11:30-1:00 pm

Scholar-to-scholar research paper session

Pam Morris  
Loyola University Chicago  
pmorris1@luc.edu

6:30-8:00 pm  
ICIG member meeting

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## Rally your connections: How to leverage internship and career opportunities

**Teaching/Pedagogy Panel #90**  
**Saturday, 8/10, 11:00 - noon**

Research confirms that professionals indicate internships and workplace simulated experiential learning is highly valuable relating to hiring decisions (West & Simmons, 2011; Yoo & Morris, 2015). Our panel intends to outline various methods of collaboration with campus resources, community organizations and competitions to provide a rich learning experience for students to enhance portfolios for leveraging professional opportunities. There is a national narrative questioning the value of higher education of late, particularly liberal arts education, and the issue of college debt that has implications for this panel (Hefling, 2015; Krantowitz, 2016; Lederman, 2014; Lee, 2013).

How we prepare students for the real-world work place through proactive methods is topical, worthwhile and more relevant than ever in 2019.

Proposed Topics include:

- Setting up internship policies for an optimal experience
- Working with campus resources such as the Career Center, Speech Lab and others to refine skills and create job search strategies
- Inviting community businesses and organizations into the classroom as clients
- Collaboration between professional organizations and college clubs for learning, networking and opportunities
- Leveraging collegiate competitions to simulate real world experience.

### Panel Moderator:

Robin Spring, Grand Valley State University,  
School of Communications  
springro@gvsu.edu,  
Student/Pro Connections Internships

### Panelists:

Sheri Broyles, Mayborn School of Journalism,  
University of North Texas,  
sheri.broyles@unt.edu  
Internships

Peggy Howard, Grand Valley State University,  
School of Communications  
howardp@gvsu.edu  
Internships

Adrienne Wallace, Grand Valley State University,  
School of Communications  
wallacad@gvsu.edu,  
Student/Pro Connections Internships

## Early Bird Conference Registration Open Now—Until July 8

Registration is open for the AEJMC 2019 Toronto Conference.

All registration prices are in U.S. dollars (USD), and only non-member rates include AEJMC Membership dues for one year.

AEJMC Members should renew membership dues before starting online conference registration.

Rate will increase after July 9.

For more details, see the [AEJMC Conference webpage](#).

## Student Career Readiness: 8 Competencies by Which to Measure

By: Christine Allen, Coordinator of Career Services, Penn State Brandywine

Common sense tells us that students who complete at least one internship increase career readiness, and research backs this up. Internships are just one example of how higher education can prepare students for the workforce.

One measure of preparedness being increasingly used across college campuses and amongst employers are the eight “Career Readiness” competencies developed by the National Association of Colleges and Employers (NACE). These were devised based on the results of a 2014 survey of 606 organizations that hire through a university recruiting effort.

NACE defines career readiness as the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace.

The competencies include:

- 1) Professionalism/Work Ethic,
- 2) Critical Thinking/Problem Solving,
- 3) Oral/Written Communications,
- 4) Teamwork/Collaboration,
- 5) Digital Technology,
- 6) Leadership,
- 7) Career Management,
- 8) Global/Cultural Fluency.

Visit <https://www.nacweb.org/career-readiness/> and you’ll gain a sense of the vast number of colleges/universities incorporating these competencies in a variety of ways to help students become more prepared for the workforce. There you’ll find sample materials, assessments, research and practices.

Here at the Brandywine campus of Penn State University (a 1,300-student undergraduate campus in suburban Philadelphia), faculty internship coordinators are participating in a Career Readiness project, a joint effort between an organization called SkillSurvey in conjunction with the NACE Center for Career Development and Talent Acquisition. This will enable faculty to assess student progress in the eight key competencies using SkillSurvey software, a platform for site supervisors to evaluate student job performance.

The program produces an individual competency report for each participant to show progress and career-readiness comparisons against the ratings of almost 100,000 entry-level job candidates across various industries along with insight on how their

skills compare to other students and real candidates in similar roles.

Additionally, Career Services recently launched a Career Readiness series where employers offer students advice on the competencies from an employer perspective. The first in the series was a Career Readiness Dinner, sponsored by an employer partner, CSL Behring. A recruiter offered students a valuable perspective on how they might develop these skills while in college. The audience was largely made up of first and second-year students, so this program served as an important foundation for their continued development through coursework field work and extracurricular activities. Lockheed Martin will visit later this semester to continue our Career Readiness series from an employer perspective.

Faculty contribute significantly to this foundation and might consider how their existing curricula already includes these competencies.

More broadly, faculty might consider how career readiness competencies may be taught within an undergraduate program of study in collabora-

tion with other faculty through each progressive academic year.

An example of how one College of Liberal Arts accomplished this, using a variation of the eight competencies, can be found in this article, Career Readiness is Integral to the Liberal Arts.

Internships clearly offer students an excellent opportunity to develop career readiness skills as they transition from the classroom to a profession.

Faculty who oversee interns might consider how to organize their internship course curricula around these competencies, offering students opportunities to not only reflect on learning but to also receive structured feedback to recognize areas of development and need for further growth.

These are just a few examples of how the NACE competencies can be implemented in higher education. Career readiness competencies provide a solid framework to assess development while facilitating student growth and employer satisfaction.

\* \* \* \*

*Christine Allen is Coordinator of Career Services at Penn State Brandywine where she also chairs the Internship and Professional Development committee comprised of faculty Internship Coordinators from each program. She partners with faculty and employers to connect students to internship/employment opportunities and teaches a variety of professional development workshops to prepare students for the workforce. Christine has an M.S. in Counseling and certifications as Myers Briggs Type Indicator Practitioner®, Global Career Development Facilitator and Certified Career Services Provider.*

*Research link: [https://www.nacweb.org/career-readiness/internships/students-internships-positively-impact-competencies/Integral to Liberal Arts: <https://www.nacweb.org/career-readiness/best-practices/career-readiness-is-integral-to-the-liberal-arts/>](https://www.nacweb.org/career-readiness/internships/students-internships-positively-impact-competencies/Integral%20to%20Liberal%20Arts)*

## Preparing Students to be Creative in Communication Careers

By: Pamela Morris, AEJMC Research Paper Competition Chair,

Program Director for Advertising and Public Relations, School of Communication, Loyola University Chicago

While creativity is an abstract concept, it is important to industry and it plays an especially key role in advertising and strategic communication. As creativity has been linked to message effectiveness, entire organizations and departments are devoted to creative, and advertising and public relations agencies, particularly, spend a great deal of time and energy competing in creative award shows, such as the Effies, ADDYs, and Cannes Lions.

In order to best prepare students for internships and careers in these communication fields, educators need to consider the concept of creativity. What is it? How to teach it? And, how to evaluate it? To gain some insight into these basic questions, educators, all with industry experience in

the advertising and public relations fields, joined in a panel discussion in fall 2018. While only a start to more research, the initial outcomes of the session provide a foundation for teaching creativity.

One of the first things the panel discovered was that everyone had their own idea for creativity. Creativity could be the development of something useful, original, novel, effective, or ethical. It might also be based on the perceiver, the media platform, or the context. For one panelist, creativity was about being simple, human, and true, while yet another suggested creativity was an idea based on insight, rather than fact. Although broad, all these dimensions are reflected in the literature.

Many of the panelists talked about how creativity was born from playfulness, optimism, support, and nurturing that could be fostered in the classroom. For others, creativity was developed from sound strategy and the strategy itself was the creative component. The teachers explained how they worked alongside students to brainstorm and challenge them to go beyond initial ideas, acting as they had or do in their professional roles and in order to allow students to become familiar with a typical working environment.

Clear assignment directions with goals, parameters, and deadlines were seen as imperative. In some cases, educators gave more weight to the objective-type guidelines, such as proper

format and on time delivery, than the creative idea, because as they admitted, the creative area is so subjective. Others suggested that since they had years of industry experience, they were able to evaluate creativity.

All the panelists agreed that while judging creativity was not easy, creativity should be part of every assignment in order to provide students with the opportunity to practice creative for future internships and careers. While the focus of this panel was on the communication fields, implications are relevant for other disciplines, such as Business, English, and Fine Arts, where creativity, ideation, and problem-solving are important parts of preparing students for success.

\* \* \* \*

*Pam Morris is Program Director for Advertising and Public Relations at the School of Communication, Loyola University Chicago. She earned her Ph.D. in Mass Communications from Syracuse University in 2004 after working for nearly 20 years in the advertising industry and having become a VP Group Account Director managing accounts such as California Milk Advisory Board, Mattel Toys, and Universal Studios Tour. Pam has been at Loyola since 2008.*

## Internships and Careers with Ethical Businesses – A New Wave

By: Susan Fredricks, AEJMC Co-Vice Chair, Associate Professor of Communication Arts and Sciences, Penn State Brandywine

Current research by MetLife indicates that future employees are looking for companies whose mission or values are more in line with their ethical beliefs at the sacrifice of higher pay. Millennials would work for 34% less if the company shared their values (Ell, 2017).

Globally, the emerging workforce of millennials is looking for organizations that have and maintain a positive impact on their community and society (Jenkin, 2015). This has become a new wave that companies and employers need to embrace, because a place of work is no longer just a place of work but part of their identity (Ell, 2017). As Simon Cohen, a consultant and creator of Global Tolerance, states; “Employees are not just doing it because it is a job, the work becomes an extension of themselves. Values don’t stop or start when you get into the office or go home, they are a part of you and what you are passionate about.” (Jenkin, 2015) Accordingly over 86%

of millennials want to work for an ethic and responsible business thus the workplace is changing, and companies need to change with it (Alton, n.d.).

What this means for the workplace, is that when students are preparing for an internship or their first career position, they will seek out an ethical company. As advisors and counselors, we need to be away of these heightened desires and aid them in their search. Here are some reference points to keep in mind and to aid the search.

- Sustainability practices; does the company practice and promote the lessening of their carbon footprint while creating a balance of their use of natural resources (“The definition of sustainability,” [www.dictionary.com](http://www.dictionary.com))?
- Ethical governance; does the company’s leadership practice their ethical programs and create an ethical culture and workplace?

- Corporate and Social Responsibility; does the company participate in community involvement and give back while stewarding their resources and community well-being?
- Further points for additional consideration are outlined by the Ethisphere Institute including a listing of the World’s Most Ethical Companies (Ethisphere, [www.ethisphere.com](http://www.ethisphere.com)).

It is encouraging to think that this new, emergent work force are putting their desires for a more ethical, sustainable environment at the forefront thus pushing companies to follow suit. Soon companies will align their mission and values for the millennial generation aspirations.

Alton, L. (2017, September 12). How Much Do A Company’s Ethics Matter In The Modern Professional Climate? Forbes. Retrieved from

<https://www.forbes.com/sites/larryalton/2017/09/12/how-much-do-a-companys-ethics-matter-in-the-modern-professional-climate/>

Ell, K. (2017, November 29). Money is no longer the biggest incentive in selecting a job. USA Today. Retrieved from <https://www.usatoday.com/story/money/2017/11/29/money-no-longer-biggest-incentive-selecting-job/901899001/>

Ethisphere. <https://www.worldsmo-stethicalcompanies.com/>

Jenkin, M. (2015, May 5). Millennials want to work for employers committed to values and ethics. The Guardian. Retrieved from <https://www.theguardian.com/sustainable-business/2015/may/05/millennials-employment-employers-values-ethics-jobs>

The definition of sustainability. <https://www.dictionary.com/browse/sustainability>.

Susan Fredricks received her Ph.D. in Communication Studies from the University of Kansas and her M.A. degree in Corporate and Public Communications from Seton Hall University. Currently, Susan is an associate professor at Penn State Brandywine in the Communication Arts and Sciences program. Her research includes ethics, pedagogical topics relating to public speaking courses, business and organizational communication, international studies, and leadership development.

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