

WHAT ARE THE "CHIPS"?

Behind the scenes of AEJMC programming



Diana Knott Martinelli,
West Virginia,
MC&S Division
Vice Head

Early each fall, calls for programming ideas for the following year's convention are issued to MC&S members via the listserv. Those with ideas produce brief panel proposals that include a tentative panel title, a panel description, a list of possible panelists and their affiliations, and other divisions that might co-sponsor the session.

The division head and vice head review panel submissions and then forward the PDF files of each proposal to AEJMC.

All divisions' files are compiled and sent to division vice heads prior to the winter planning meeting, where convention programming is finalized. This year's meeting occurs Dec. 1-3 in New Orleans.

Because there are lots of groups within AEJMC but limited time slots and convention rooms, each division receives only 7 programming "chips" to "spend"; interest groups receive 3.5. Each year divisions must also take turns giving up a half chip, leaving 6.5 chips for those divisions' convention programming. MC&S gave up a half chip for the 2006 convention.

To ensure research remains a focus of the convention, the first four refereed research sessions cost divisions just one-half chip each, for a total of 4 chips spent.

In addition, divisions receive seven scholar-to-scholar slots for free. MC&S also plans to co-sponsor another refereed session and hold a special paper call (watch the newsletter and Web site for more), for a total of eight MC&S research sessions at the 2007 convention.

Co-sponsoring with another division is preferred for many panels because co-sponsored sessions cost divisions only one-half chip each, as opposed to the full chip a solo-sponsored session costs. Deals are arranged at the December planning meeting to determine who cosponsors what sessions with whom, when, and what division takes the planning lead. Pre-conference sessions, business meetings, and off-site sessions don't require chips.

MC&S plans to offer a pre-conference session again this year on how to teach the introductory mass communication course. It was

SEE "PROGRAMMING," P. 5

Head Note



Marie Hardin, Penn
State, Division
Head

Although the AEJMC national convention was only a few months ago, it seems as if it has been much longer than that since we met in San Francisco.

Maybe that's because it's tough to see anything beyond the stacks of grading and lesson plans sitting in my office these days. If time keeps moving as fast as this semester has, the Washington D.C. meeting will be on us before we know it.

But it is already time to get back into high gear for our next convention, and all of the MC&S officers have been involved in planning for August. Besides that, we've also been involved in other projects to keep the division moving forward.

It's our 40th anniversary and we continue to grow—we remain the second largest division of AEJMC, with more than 500 members.

You may read more about some of these developments inside the pages of this newsletter, but I'll hit the highlights. As you'll see, a number of members (including past chairs of our division) are involved with a variety of projects:

SEE "HEAD NOTE," P. 2

In This Issue

Volume 40/Number 1

Promising professors relay success secrets	2
MC&S Journal Editor outlines editorial philosophy	3
Cracking the critical-thinking code	4
Abstracts and panel call for Reno conference	5
2006 MC&S Business Meeting Minutes.....	6
Getting to know the MC&S Teaching Standards Committee	7

Promising professors relay secrets of success



Frank Dardis, Penn State, Teaching Standards Co-chair

At the recent AEJMC Promising Professors Workshop in San Francisco, several educators who were recognized for pedagogical excellence shared various tips and teaching strategies that they use to provide students—and themselves—with success in the classroom and beyond.

“The Top Ten Hits”

In a fresh, new spin on educational practices, first-place winner Carol Schwalbe from Arizona State University explained that success in her journalism classes is as simple as instituting her “top ten hits.” She first described her top five “feature-writing hits” as a great way to get her students involved in the class: 1) Idea generator, 2) Sensory descriptions, 3) Check-ups, 4) Self-evaluation, and 5) Extra credit.

The first two items capture how students really immerse themselves in the topics they are covering and allow students to use their own perceptive and analytical skills to develop the best way to communicate about the crux of what is important in a feature story. In short, these two points force students to come up with the best way to “package” the story.

Of course, a major part of journalism, and all of mass communication, is getting the story correct and presenting it clearly. This is when Schwalbe’s students use check-ups and self-evaluation to critically evaluate their writing. As part of the two-stage check-up process, students proof others’ stories to indicate errors and also fact-check each other’s articles to make sure the infor-

mation is accurate. Then, after revising the first draft of the article, each student completes a comprehensive self-evaluation sheet, designed by Schwalbe, in which students compare their first version of the article with the polished version and even offer themselves a grade with an accompanying explanation. This self-assessment is crucial to the educational process, contends Schwalbe.

The second set of five “hits” designed by Schwalbe encourages students to extend their knowledge of journalism by examining and partaking in many of the new communication opportunities offered by new media and technology. Schwalbe’s “five online media hits” expose students to the “newer world” of communication—especially the world confronted by journalists and newspapers—through requiring students to: 1) develop and maintain a class website in the “online media” class, 2) present slide shows to demonstrate visual storytelling, 3) create font poems, 4) engage in blogs and blogging, and 5) participate in “The Devil’s Tale,” Arizona State’s online magazine.

Through experiencing the “Top Ten Hits”—the first five that focus more on actual classroom learning and the second five that force students to cross the classroom boundary—Schwalbe believes that her students engage in a truly rewarding educational endeavor that spans several dimensions and builds multiple skills.

In closing, Schwalbe said that great teachers have

SEE “SUCCESS,” P. 7

HEADNOTE, CONTINUED FROM P. 1

- Our vice head, Diana Martinelli, has been busy soliciting ideas from you for programming in Washington. By the time you read this, she will have already started working with other groups to secure a strong set of sessions for us.

- Our Webmaster, Kevin Williams (also our first research award winner), has done a terrific job of putting together the new MC&S Web site. If you haven’t yet seen it, visit <http://www.aejmc.net/mcs/>.

- Jennifer Greer, chair of the division last year, is coordinating the AEJMC mid-winter conference in Reno. MC&S is a participating division in this conference, so we’re happy that Jennifer is running the show.

- Ran Wei is coordinating our abstract

and panel call.

- Former division head Denis Wu has volunteered to head up the selection committee to choose the next winner of the division’s \$5,000 annual research award. (You can read more about this on the Web site, too.)

- Former division heads Carol Pardun and Kathy Brittain McKee are leading the division’s plans for a social to celebrate our 40th anniversary. Plan now to arrive at the convention early, as the social will take place Tuesday night.

- The new Mass Communication & Society editor, Stephen Perry, has started accepting manuscripts and is updating the editorial board membership for the journal. Check the Web site for more details about the journal.

- Linda Bathgate, the publisher’s

liaison for our journal, is working with the division to provide online access to Mass Communication & Society for all MC&S members. Access should be available in the spring.

- Our research chairs, Janet Bridges and Fuyuan Shen, are already recruiting paper judges for our call in the spring. As we did last year, the division will accept online submissions only during our paper competition for the national convention. As we did last year, we’ll also have a special paper competition for a session called, “Covering God and politics: Morality, media frames and public opinion.”

We hope you’re excited about these developments. If you have questions about our activities, feel free to send an e-mail to any MC&S officer. We’re glad to help. ■

Meet Stephen Perry

At the 2006 AEJMC convention in August, Stephen Perry was elected as the new editor of *Mass Communication and Society* for volumes 11 to 13 to be published in 2008 to 2010.

Dr. Perry is the Mass Communication Area Coordinator and an Associate Professor at Illinois State University's School of Communication.

Dr. Perry served as a Fulbright Scholar during the 2004-2005 academic year at the University of Mauritius in the Republic of Mauritius in the Indian Ocean. His proximity to the December 2004



**Stephen Perry,
Illinois State,
MC&S Journal
Editor**

tsunami spurred research on warning and information dissemination related to disaster.

Dr. Perry's other scholarly interests include media effects on public opinion and society, religious broadcasting, and radio history. He is the author of *A Consolidated History of Media* and co-editor of *Communication Theories for Everyday Life*.

He also has published numerous articles and book chapters using a wide array of both qualitative and quantitative methodologies. He is a former television and radio broadcaster, newspaper journalist, and freelance writer. ■

Journal editor states editorial philosophy

Stephen Perry, the new editor of the division's journal, Mass Communication & Society, offers here his Statement of Editorial Philosophy:

Submissions to MCS must make contributions to understanding how media content, processes, or practices inform our understanding of society. Such contribution can be of a cultivation or effects nature, but it can also be about the public's interaction with, use of, or contribution to the media landscape. Ultimately, the journal must be an outlet for scholarship that advances our understanding of how mass communication and its audiences interact or have interacted in important ways.

The editorial process at MCS will be humane. This includes reasonable turnaround time on submissions and firm but polite

critiques on the nature of work reviewed. Manuscripts will be reviewed by those with expertise in evaluating a particular manuscript's subject, method, and/or theoretical stance. Various methodological approaches will be valued and accepted, still recognizing that social scientific research has more commonly addressed questions pertinent to this journal's purview than have humanities or critically based lines of scholarship.

I hope to publish manuscripts that can be referenced in order to trumpet our discipline's potential contributions to society. Thus, scholars are encouraged to invest their research energy on questions that are arguably "important" over those that are merely "interesting." ■

MC&S calls for judges for Reno mid-winter conference

By Ran Wei, South Carolina

The MC&S Division is seeking volunteers to help judge research paper abstracts and panel proposals for the Mass Communication & Society Division at the 2007 AEJMC Mid-Winter Conference, February 23-24, at University of Nevada, Reno.

Each judge will need only evaluate a few 500-word abstracts.

The mid-winter conference generally receives many abstracts from graduate students. So, not only will you be helping out the division, but you also will be help-

ing up-and-coming scholars who are trying to present their research in a competitive AEJMC forum!

Logistics: Judges will receive abstracts for blind review as e-mail attachments (Word, RTF, pdf, etc) by Friday, December 22, 2006. Evaluation/decisions are due from judges by Friday, January 5, 2007.

If you can help at all regarding this worthy endeavor, please contact the MCS Chair of Programming & Research for the Mid-Winter Conference: Ran Wei (U. of South Carolina): ran.wei@sc.edu ■

Journal submission guidelines

Temporary submission instructions for MCS until an online submission system is operational around the beginning of 2007:

Send an electronic file including your manuscript without author identifying information as an attachment to the editor, Stephen Perry, at sdperry@ilstu.edu. The attachment should be in either Microsoft Word or in PDF format. Author contact information should be in the text of the email message only.

Then, send one hard copy with a cover page and with a cover letter stating that the manuscript is not under review elsewhere and with all identifying author, institution, and contact information to:

Stephen D. Perry, Editor
Mass Communication and Society
School of Communication
Campus Box 4480
Illinois State University
Normal, IL 61790

Manuscripts should be limited to around 30 pages, not counting the cover page, using 1" margins, double spaced, and in a font equivalent in size to Times New Roman 12 point. This size includes tables and references.

Manuscripts should be produced in APA style (though other styles are acceptable in the review stage and can be changed later.)

Book reviews should be sent to:
Lance Holbert
Book Review Editor
Mass Communication and Society
Department of Communication
University of Delaware
250 Pearson Hall
Newark, DE 19716
r.lance.holbert@gmail.com

--
Stephen D. Perry, Ph.D., Editor
Mass Communication and Society
Associate Professor
School of Communication
Campus Box 4480
Illinois State University
Normal, IL 61790-4480
309-438-7339

Cracking the Critical Thinking Code



Jennifer Fleming,
California State-
Long Beach,
Teaching Standards
Co-Chair

When I design a course, I pay close attention to my department's curriculum, the learning goals of my college as well as industry standards. I then list the applicable learning outcomes in my syllabi and prepare pedagogy to teach and assess those outcomes. In most of my classes and media education in general, writing is often a core learning outcome whether it be a huge survey class, smaller conceptual classes or even smaller, more specified, skills-based classes in print, broadcast, online, public relations or advertising. However, another common learning outcome in journalism and mass communication education can be more difficult to teach, and some would argue, nearly impossible to adequately assess.

Critical Thinking: What's Old is New Again

Discussion of critical thinking in journalism and mass communication education is not new. Considerable attention was paid to the issue in the mid-1990s. Ruminski and Hanks (1995) surveyed AEJMC members to find out how they defined, taught and measured critical thinking. While the majority of those surveyed agreed critical thinking was important, the title of the article sufficiently describes the study's findings, "Critical Thinking Lacks Definition and Uniform Evaluation Criteria" (p. 4). 79% of respondents said they offered instruction to students on how think critically. The problem was, according to Ruminski and Hants, that there was no "systematic or well-defined way" to teach or assess critical thinking (1995, p. 8).

In 1996, an AEJMC Curriculum Task Force produced an illuminating report attempting to more clearly define the nature and purpose of journalism and mass communication education. The report determined one of the main purposes of media education is to "produce well-rounded graduates who have critical-thinking skills ..." (p. 102). The most recent Accrediting Council on Education in Journalism and Mass Communications standards state that graduates should be able to "think critically, creatively and independently" (ACEJMC, 2003). Additionally, a recent study funded by the Carnegie Corporation yielded similar results: news organizations want critical thinkers.

In the Carnegie study, consulting firm McKinsey & Co. led a team that conducted 40 one-on-one interviews with news leaders including Christiane Amanpour (CNN), Dan Balz (Washington Post), Andrew Heyward (CBS News), Kevin Klose (NPR), Norman Pearlstine (Time) and New York Mayor Michael Bloomberg, to name a few. According to those interviewed, college and universities should "emphasize the basics of the journalism craft, along with analytical thinking..." and "channel the best writers, the more curious reporters and the most

analytical thinkers into the profession of journalism" (Carnegie, 2005, p. 3).

Thinking about Thinking

Critical thinking is presumed by many to be the "bread and butter" of higher education (Clayton, 2003). U.S. Secretary of State Condoleezza Rice echoed this assumption during a recent commencement address:

You haven't been taught what to think, but rather, how to think, how to ask questions, how to reject assumptions, how to seek knowledge; in short, how to exercise reason . . . For the only way that you will grow intellectually is by examining your opinions, attacking your prejudices constantly and completely with the force of your reason (Rice, 2006).

Most journalism and mass communication educators I talked with may not agree with Dr. Rice's politics, but they do agree that criticism, determining the relevance and validity of information and finding alternate ways to solve problems should be part of pedagogy. Key words such as "analyze," "evaluate" and "reflect" were mentioned when discussing critical thinking yet there is no one, universally accepted definition of critical thinking in any discipline, journalism and mass communication education included. There are, however, proven classroom tools and techniques to enhance cognitive abilities in students. Potts (1995) identified numerous strategies to help develop critical thinking in students:

- Promote interaction among students
- Ask open ended questions
- Allow sufficient time for students to reflect on questions asked
- Provide opportunities for students to see how newly acquired skills can apply to other situations and to the student's own experience

"It's time-consuming, but it's worth it," said Dr. Mary-Lou Galician of the Walter Cronkite School of Journalism & Mass Communication at Arizona State. "And, it requires constant reinforcement until it becomes a natural practice or habit." (M. Galician, personal communication, Oct. 17, 2006)

Measuring a Habit

Thinking is a process and a habit. Habits can take a lifetime to change which makes teaching and assessment of critical thinking problematic. Determining what is truly going on in another's mind is reserved for high-concept Hollywood movies like *What Women Want* (2000). Yet, critical thinking and assessment seem to be popular buzzwords lately in not only journalism and mass communication education circles, but all of higher education.

SEE "CODE," NEXT PAGE

Call for abstracts and panel proposals for Reno mid-winter conference

The AEJMC Mid-Winter Conference will take place Feb. 23-24, 2007, at University of Nevada, Reno.

Participating Divisions/Interest Groups

Communication Technology, Communication Theory & Methodology, Cultural and Critical Studies, Gay, Lesbian, Bisexual, Transgender, Graduate Education, Mass Communication and Society, Media Management and Economics, Minorities and Communication, Public Relations, SCI Group, Visual communication

Submission guidelines

Authors are invited to submit research paper abstracts or panel proposals to be considered for presentation at the 2007 AEJMC Mid-Winter Conference.

We especially welcome submissions from graduate students. Submissions can address any aspect of mass communication and society. Do NOT submit full papers. However, in the event of acceptance, com-

plete papers are expected at the time of the conference.

Guidelines for submission:

1. All abstracts and panel proposals must be e-mailed by December 20, 2006. Send abstracts and proposals via e-mail to Ran Wei (University of South Carolina) at ran.wei@s.edu. Abstracts and proposals will not be accepted in any other form (hard-copy, fax, etc.). Authors will be notified by January 10, 2007.

2. Research paper abstracts should be approximately 500 words. Panel proposals should be 300-500 words. In addition, each panel proposal should also include a list of potential panelists with information about affiliation.

3. Send in the submission in two files: one with a title page that identifies the paper's author(s) or panel's organizer(s) and includes the mailing address, telephone number and e-mail address of the person

to whom inquiries about the submission should be addressed; one that has the abstract or proposal without the identifying information. The title should be printed on the first page of the text and on running heads on each page of text, as well as on the title page.

4. Include your abstract or proposal as an attachment in a standard word-processing format (preferably Word or RTF). Also, please ensure that you remove any identifying information from your document (with the exception of the title page).

Registration

Further details on registering for the conference, registering for pre-conference events, making reservations for housing, and travel to University of Nevada-Reno will be forwarded after the December 20 deadline for submissions.

Conference web page: <http://communication.utoledo.edu/aejmc2007>

CODE, CONTINUED FROM PREVIOUS PAGE

As instructors, we are required to show evidence of quality assessment for grading, administration and accreditation purposes.

With that in mind, assessment of critical thinking should focus on the process instead of a specific conclusion. The use of public relations case studies, for example, helps students exercise reason when evaluating a problem, analyzing evidence and formulating multiple outcomes (E. Daugherty-Phillingane, personal communication, Oct. 16, 2006). This is a higher order of assessment, but key to developing a higher order of thinking in students. To help facilitate the thinking process, faculty should also provide clear evaluation criteria and examples of assignments to students before formal assessment, thus assisting the student in understanding the process of evaluation.

"What cannot be assessed is the most important aspect: Is the student adopting critical thinking as a life skill?" Dr. Galician adds. "That's for the individual to personally self-assess."

Education is, in the end, an individual experience. Assessment is important and should not be ignored; without it there is no accountability. However, instructors need to balance increasing requirements of assessment proof and the higher goals of a higher education.

From my experiences as an undergraduate and graduate student, the most important les-

sons that turned me into a lifelong learner -- the lessons that got me thinking -- and got me into the habit of thinking -- took years to develop, recognize and understand and, most importantly, could not have been easily or adequately measured at the end of a 15-week course.

References

ACEJMC (2003) Accrediting Standards. Retrieved Oct. 9, 2006 from <http://www2.ku.edu/~acejmc/PROGRAM/STANDARDS.SHHTML>

Carnegie Corporation of New York (2005) Improving the Education of Tomorrow's Journalists. Retrieved Oct. 11, 2006 from http://www.carnegie.org/sub/program/initiatedocs/Exec_Sum_Journalism.pdf

Claussen, D.S. (2006) One can lead JMC students to "deep knowledge," but can you make them think? *Journalism & Mass Communication Educator*, Summer06, Vol. 61 Issue 61, p.123-126

Clayton, Mark (2003) Rethinking Thinking. *The Christian Science Monitor*. Oct. 14, 2003. Retrieved Oct. 8, 2006 from <http://www.csmonitor.com/2003/1014/p18s01-lehl.html>

Rice, Condoleezza (2006). Commencement Address at Boston College. Retrieved Oct. 9, 2006 from <http://www.state.gov/secretary/rm/2006/66630.htm>

Ruminski, H. J. & Hanks, W. E. (1995) Critical Thinking Lacks Definition and Uniform Evaluation Criteria. *Journalism & Mass Communication Educator*, Autumn95, Vol. 50 Issue 3, p4-11

AEJMC Curriculum Task Force (1996) Challenge: Responding to the Challenge of Change. *Journalism & Mass Communication Educator*, Winter96, Vol. 50 Issue 4, p101-119

PROGRAMMING, CONTINUED FROM PAGE 1

offered for the first time in San Francisco and proved highly popular. In addition, MC&S plans to celebrate its 40th anniversary with a pre-conference social. Also planned are the division's annual PF&R off-site event and Promising Professors teaching workshop.

This year's D.C. location spurred several exciting panel proposals, and your division head and vice head will be working hard to cut deals at the planning meeting to ensure our chips are well spent and to secure the best times possible. The contacts who submitted proposals for the selected sessions will be notified soon after the meeting, so they may begin finalizing their panelists, moderators, and session descriptions.

Confirmed program copy will be due in March, and the 2007 convention will be well under way.

2006 MC&S Business Meeting Minutes

August 3, 2006, AEJMC Annual Convention, San Francisco, Calif. Division Head Jennifer Greer called the meeting to order at 8:35 p.m.

She announced that Newsletter Editor Jean Kelly, long-time Webmaster Tom Gould and PF&R chair Tim Bajkiewicz would be stepping down from their officer positions; she thanked them for their dedicated service.

Award Presentations: Jennifer Henderson and Jennifer Fleming, teaching co-chairs then announced the winners of the Promising Professors award and presented certificates to recipients present. The graduate student winner was Susan Robinson, Temple University. Faculty division winners were Third Place: Susan Keith, Rutgers; Second Place: Erik Ugland, Marquette University; First Place: Carol Schwalbe, Arizona State University. Henderson then encouraged nominations for next year, noting that both graduate students and new professors with 5 years teaching experience or less could present a portfolio for consideration.

Fleming then presented the Distinguished Educator award to Joe Foote, University of Oklahoma.

Greer then introduced Diana Knott Martinelli, research co-chair, who presented the research awards. The first place winner in the faculty division was "Meth in the Midwest: Space, Time, and Content Frames in Rural and Urban Newspapers," by Julie Andsager, MaryAnn Martin, Yeon Kyeong Kim, Lee Farquhar, Mohamad Elmasry, University of Iowa. Second place was "Who Do You Know? A Recognition Study of Faces in the News," by Sam Riley, Virginia Tech; Gary Selnow, San Francisco State. Third place was tied, honoring "Pushing Continue: Combining Violence with Other Variables in Video Game Research," by Kevin Williams, Mississippi State University and "The Double-Edged Nature of Satisfaction with Media in Political Decision Making," by Erica Weintraub Austin, Washington State University; Ruth Patterson Funabiki, University of Idaho; Bruce Pinkleton, Washington State University. In the student division, first place went to "Framing People in Crises. An Analysis of the New York Times Coverage of 9/11," by Youngkee Ju, University of Missouri. Second/Third place went to "Perception of Media Bias and Its Effect on Media Choice," by Kimberly Rubenstein, University of Kansas, and "Hitting the Tween Scene: Body Image Stereotypes on Children's Television Situation Comedies," by Tahlea Jankoski, Brigham Young University.

Martinelli announced the winner of the Moeller award, for a graduate student paper completed as part of a class, as "The Trends of Agenda-setting Effects among the Media, the Public and Congress," by Yue Tan, Indiana University

The winners of the theme paper session on social divides were First Place: "Digital Desis: New Media and the Transnational Identity of Asian Indians in the United States," by Daniel Schackman and Nirali Bhagdev, Syracuse; Second Place "Face Book Me! The Social Divide Between Student and Mainline Newspapers," by Fernando Anton, Rut Rey, Eric Abbott, Michael Bugeja, Iowa State; Third Place: "Moral Issues, Framing, and Media: The 2004 Presidential Election Campaign & the 'Moral Divide,'" by Denise St. Clair, Wisconsin; Carly Yuenger, Wisconsin; Xiao Yu Wang, Wisconsin; Yphatch Lelkes, Temple; Patrick Roman Peczerski, Wisconsin; Jerilyn April Teo, Wisconsin; Susanne B. Ress; Seung-Hyun Lee, Wisconsin.

Greer announced the division's first research award was given to Kevin Williams of Mississippi State. Greer explained that the \$5,000 award was selected from nearly a dozen proposals from a committee and will be given annually to encourage high quality research that will lead to possible publication in the division journal.

Linda Bathgate, senior editor of Lawrence Erlbaum Associates, then presented the journal report, noting that the publication is a wonderful success. She reported that the

journal is under consideration for a listing in the Social Science Index. She referred to her written report showing more detail, including the top 50 articles accessed in the past year. She also encouraged members to contact her with ideas and promotional materials to help market, the journal. Linda. Bathgate@erlbaum.com

Greer then gave an overview of two proposals to be voted on later in the meeting regarding what to do with excess reserves in the division's publication fund: providing additional funds to support the journal's host institution and providing all division members with electronic access to all issues of the journal. This prompted a brief discussion about the electronic edition, with Bathgate noting some of the benefits of the electronic edition, including access to the current year of issues (which is not available on EBSCO) and the ease of hyperlinked reference lists.

Committee Reports: Tim Bajkiewicz reported that the PF&R committee was responsible for publishing three articles in the newsletter, organizing three different panels and a popular off-site visit to the Cartoon Museum.

Jennifer Fleming provided the teaching committee report, noting that 60 people registered for the pre-conference workshop about teaching the Mass Comm class; she suggested that this workshop could be held every two years. She reported that attendees at the Promising Professors session completed assessment forms to aid with ongoing improvement of the contest and presentations.

Martinelli and co-chair Janet Bridges presented the research committee report, noting that the 203 submissions to the annual meeting represented an all-time record for any AEJMC division ever. This was compared to last year's 133 papers. Bridges thanked the reviewers, noting that two reviewers were used for each paper, a change that departed from Council of Divisions. This one-year exception to policy was discussed with and approved by the division head and the head of Council of Divisions because of the record number of papers. The research committee will work to ensure that every paper has three judges next year. Bridges discussed the need for the association to move the paper submission deadline back to March 1, in order to avoid a bottleneck getting reviewers. Martinelli reported that the papers were accepted at a 39% rate overall. Of the 110 in the faculty division, 50 were accepted (45%); out of 93 student submissions, 30 were accepted (32%). There were eight referred research sessions, involving 18 discussants. Bridges noted that several papers that seemed to have little to do with media were submitted, and suggested that the division might consider a screening process for future conferences. Bridges also reported that the "getting published in journals" panel co-sponsored with the Small Programs Interest group drew 71 attendees.

Midwinter conference co-chair Frank Dardis gave a report on the past and upcoming midwinter conferences, scheduled for Reno, NV, next year. He noted that involvement is good for the division because of the great diversity of schools submitting and the involvement of judges. He reported that 31 papers were submitted to the division last year, with 24 accepted. The conference is designed with a high acceptance rate in mind to encourage graduate student and new faculty papers. He also mentioned that the Communication and Technology Division has suggested that other divisions might perform this duty on a rotating schedule.

A brief discussion of the division's policies about accepting papers from officers and possibly rejecting papers over the page limit or those off-topic ensued, but with no formal proposal made or action taken.

Proposals and Elections: Marie Hardin, representing the journal editor nomination committee, put the name of Steve Perry, Illinois State, forward. Perry spoke briefly about the how he wants "to see the journal keep going the way it

is." A motion to elect him journal editor was made, seconded and affirmed by a unanimous voice vote. Perry will become the editor starting with the first issue in 2008, but will begin work in fall 2006.

Jennifer Greer presented Proposal #1, that some of the \$40,000 excess in the division's publications fund be used in support of the journal. Specifically, an additional \$2,500 would be placed in a fund at the journal editor's host institution to offset graduate assistant costs, journal editor costs and other expenses. A discussion of how much of this reserve comes from what LEA charges for reproduction permission for course packs, with a member noting that authors do not receive a portion of these proceeds. The member was concerned about how much of the profit from the journal was funded by student course packs vs. subscriptions. The membership made a motion to accept Proposal #1 as written, which was seconded. The voice vote was unanimous in favor and the proposal passed.

Greer presented Proposal #2, that the division expend \$3,000 year from the journal reserves to provide all members with online subscriptions. She opened the floor to discussion. A motion to accept Proposal #2 was moved and seconded. A show-of-hands vote was 8 in favor, 7 opposed, 2 abstentions; the proposal was accepted, with Greer noting that the subscriptions might be reviewed after a year or two because the vote was so close.

Greer presented Proposal #3 to authorize a one-time transfer of funds of up to \$1,500 from the publication fund reserves to move the division web site to the central AEJMC division server and fund a site redesign. After a brief discussion, a motion was made to accept the proposal. It was seconded and the voice vote was unanimous in favor of the proposal.

Proposal #4, to authorize a one-time transfer of funds of up to \$2,500 to offset costs for a members' social and reception celebrating the division's 40th anniversary and the journal's 10th year, was opened to discussion. An amendment was added to raise the amount to \$5,000. A motion to accept this amended proposal was made, seconded, and the voice vote in favor of this proposal was unanimous.

Proposal #5 to authorize a one-time transfer of funds for up to \$1,250 for the purchase of an LCD projector for use during convention presentations was opened to the floor for discussion. A motion to accept the proposal was made, seconded, affirmed by a unanimous voice vote.

During the discussion of new business, a proposal was made regarding the copyright fees charged by LEA for reproduction of articles in the journal. After discussion and amendments from the floor, the following proposal was considered: "The Executive Committee will explore the current contractual arrangement with LEA in regard to copyright fees and investigate these policies at other journalism journals." The proposal passed by a vote of 11 in favor, 2 opposed and 2 abstaining.

Past division head Denis Wu then presented the slate of new division officers for a vote. After a brief discussion, the slate was accepted by unanimous vote.

Closing Remarks: Incoming division head Marie Hardin then thanked new, returning and past officers, noting that she "learned so much about mature leadership and how to handle challenges" from Greer. She promised to follow through on her initiatives. She then presented Greer with gifts in appreciation of her service.

Finally, attendees discussed preferences for the location of the 2010 national conference, deciding they would like Hardin and incoming vice head Diana Knott Martinelli to vote on Denver, Colo., at the Council of Divisions meeting on Saturday morning.

The meeting was adjourned at 10:10 p.m.

SUCCESS, CONTINUED FROM PAGE 2

three things in common: “deep knowledge of a subject, passion for that subject, and intense desire to communicate that knowledge and passion to others.” In saying she wants to emulate such teaching masters, Schwalbe said, “I want to light candles, not dampen spirits.”

“Just lie to them”

Second-place winner Erik Ugland, an assistant professor at Marquette University, has some pretty innovative strategies for making students critically assess themselves—and their entire purpose—in his journalism classes. In stressing that “every course is an ethics course,” Ugland described some of the ways he encourages students to really contemplate their ethical development as he challenges them to build “strong character and a well calibrated ethical compass.”

Ugland suggested three main topics that mass communication educators should engage their students in daily: 1) purpose, 2) perspectives and biases, and 3) the real world.

The first question of purpose, said Ugland, is to ask “what is journalism for? Is it primarily a business or primarily a public service? What is advertising for? And to whom do we owe an ethical duty?” Though he said these are obvious questions, it is not difficult to challenge students on this topic in the classroom every day. One strategy is to make students keep a journal in which he poses the question directly to them and uses it as a starting point for the class.

He also conducts some exercises in which each student develops his or her own “ideal newscast” or determines a list of foreign bureaus for a fictional news agency, then compares these to others’ opinions to gain a perspective on what the role of news should be (and how each person probably feels a bit differently about this).

Regarding the teaching of perspectives and biases, “One of the best ways to do this, I have found, is to lie to them,” said Ugland. For example, by telling students that a story they are analyzing was printed in the Wall Street Journal or the New York Times (even though the exact opposite is true), he shows how their opinions of the story’s overall objectivity and quality were



From left, Sue Robinson, Susan Keith, Erik Ugland, Joe Foote (Distinguished Educator), and Carol Schwalbe.

influenced by that simple cue.

He also asks if students would run certain photos in the newspaper or not, based on the (fabricated) nationality and/or ethnicity of the photo’s subject, and is eager to point out how quickly students’ opinions change when he “comes clean” and shows them how powerful their own biases actually were in forming their original opinions.

Newbies teaching graduate students

The third-place winner, Susan Keith from Rutgers University, took a different spin on pedagogy when she discussed a situation with which many of us are familiar: being a new junior-faculty member that finds herself in charge of graduate committees, dissertations, and theses “when the ink on your own Ph.D. is barely dry.”

Not to fret, Keith says. Just heed the following tips. Remember your mentors and “dementors” for your own graduate experience, and incorporate the good qualities and omit the bad.

Your youth can be an asset, she said, and not a liability. “Because you finished your degree recently,” said Keith, “you may be more able than older colleagues to relate to fears about qualifying exams or comps and concerns about composing a committee.” Another key tip is to understand that graduate programs differ and that you should learn the rules of yours immediately, said Keith, written and unwritten.

Keith also recommended to be clear on expectations up front, of both you and your students, while avoiding “APS”—assistant professor syndrome, the occasional tendency of a new “convert” to the

academy to feel the need to display his or her intellectual bona fides by demanding unreasonable rigor of new scholars.

Lastly, said Keith, seek out new mentors, including the all-important graduate director and graduate secretary! To sum up, Keith said, “The average graduate student is probably more interested in your course than the average undergraduate is. Undergraduate students need your grade; graduate students need your help.”

“The graduating professor”

Speaking of the transition from graduate student to new assistant professor, this year’s graduate-student division winner was Sue Robinson of Temple University (Ph.D., University of Wisconsin-Madison).

In her presentation, Robinson offered some guidance to new junior faculty members who face the pressures of research duties, teaching responsibilities, and advising and service expectations.

Her basic philosophy was that “a classroom is the creation, telling, and receiving of a story [and] sometimes it is best to let the narrative flow as it wants to, or even to let the students rewrite it. But, the author should always be in control.”

In general, Robinson said that she tries to keep things interactive, fluid and flexible, student-directed, and possible. Another specific tip Robinson offered is that she continually stays in contact with her friends in the industry and she selects her outside speakers carefully. “I try to keep things light, but constructive,” she said, “I relate everything to the real world—oh, and also to their world—as much as possible.”

2006-07 Executive Committee

Division Head

Marie Hardin, Penn State, Mch208@psu.edu

Vice head

Diana Knott Martinelli, West Virginia, Diana.Knott@mail.wvu.edu

Research co-chairs

Janet A. Bridges, Sam Houston State, jabridges@shsu.edu

Fuyuan Shen, Penn State, fus1@psu.edu

Midwinter Research Chair

Ran Wei, Ph.D., University of South Carolina, ran.wei@sc.edu

PF & R co-chairs

Shahira Fahmy, Southern Illinois, sfahmy@siu.edu

Donnalyne Pompper, Florida State, donnalyne.pompper@comm.fsu.edu

Teaching co-chairs

Jennifer J. Fleming, California State Long Beach, jffleming@csulb.edu

Frank E. Dardis, Penn State, fed3@psu.edu

Newsletter/secretary

George Albert Gladney (past MC&S head), University of Wyoming, ggldadney@uwyo.edu

Webmaster

Kevin D. Williams, Mississippi State, kwilliams@comm.msstate.edu

Graduate student liaison

Andrea M. Holt, University of Alabama, andreaholt1@yahoo.com

Immediate Past head

Jennifer Greer, University of Nevada, jdgreer@unr.edu

MC&S needs judges for '07 convention

The Mass Communication & Society Division needs your help judging papers for the 2007 AEJMC convention in Washington, D.C. The division received more than 200 papers last year and—should this interest continue—your help will be needed again. In order to provide a fair review, we would like to have three judges per paper.

This year, we will be using a new online submission site, which will again allow judges to access the papers for review. Each judge will be responsible for no more than five papers. If you plan to submit a paper to the Mass Communication and Society Division, you will not be eligible to review this year. If you are planning to submit a paper to a different division or are not sure to which division you will be submitting a paper, please let us know when you volunteer and we can watch for your name. If you decide to submit, we can put your name on our list for next year.

If you are interested in serving as a judge, please fill out the online form we have set up. To access it, log on to <http://www.aejmc.net/mcs/research/php>. Or you can email directly the division's research co-chairs: Janet A. Bridges at jabridges@shsu.edu or Fuyuan Shen at fshen@psu.edu. So we can assign papers in your interest areas, please state in your email two areas of expertise and your primary methodology.

We would appreciate your forwarding this information to colleagues who may be interested.

Address Service Requested

234 Outlet Pointe Blvd., Suite A
Columbia, SC 29210

AEJMC

NON-PROFIT ORGANIZATION
U.S. POSTAGE
PAID
COLUMBIA, SC
PERMIT NO. 198