



Doctors Are In

Speed Dating Meets Group Therapy for Effective Teaching



Presented by:

AEJMC Standing Committee on Teaching

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Welcome to the 2011 edition of the Doctors Are In

This is the fifth year of the popular *Doctors Are In* session at AEJMC. The session was conceived in 2006 in San Francisco, and the first roundtables were initiated in 2007 in Washington, D.C. The original idea was to answer questions to those new to academe and give them guidance across a range of topics.

What we discovered was that many faculty, both rookies and veterans, wanted – or perhaps needed – a safe place to ask questions, share their frustrations, and take home some new ideas that would help them in their classrooms. Our *Doctors Are In* sessions have been a big draw year after year.

Each year features a reprise of some topics that are perennial questions. Others topics are brought in for a year and then are replaced with new ideas. For the last few years the Standing Committee on Teaching has prepared handouts for participants to refer back to when they return to their schools.

This year the Teaching Committee is going green, making the handouts available only online. This will allow those who aren't able to come to the *Doctors Are In* session access to the materials, and it means those who do come to the session can access them when they get home. As a bonus, they don't have to keep track of or carry multiple handouts back across the country.

Here are the 2011 topics from the *Doctors Are In* session.

- ❖ Tips for building a better syllabus
- ❖ Teaching portfolio for tenure and promotion: Organizing your portfolio and presenting documents to support your case
- ❖ Tips for balancing teaching, research and service
- ❖ Tweet me: Using social media for effective teaching
- ❖ Incorporating diversity into your classes
- ❖ Teaching and researching abroad for the global scholar

Following you'll find handouts prepared for each topic as well as a brief bio and contact information for the committee member who prepared it. Should you have any questions, feel free to contact any committee member. Please use us for a resource, not only at AEJMC, but also throughout the year.

~ **Sheri Broyles**, Chair
AEJMC Standing Committee on Teaching
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Top Ten Tips for Building a Better Syllabus

from Marianne Barrett

1. Remember the syllabus is a contract between you and your students and they will hold you to it. You can change the course schedule, but classroom policies, assignments, due dates, etc. are things you need to stick to.
2. Uncertainty and lack of clarity regarding instructor expectations frustrate students and make them anxious. Sometimes they demonstrate their frustration and anxiety in most unpleasant ways. So be as specific and detailed as possible about course policies, particularly attendance, how you handle “excused/unexcused absences” and late assignments.
3. Be clear about course assignments. Anticipate and answer on the syllabus students’ questions like: How many assignments will there be? How much is each one worth? Is there extra credit available? How much? What do I have to do to earn extra credit?
4. What are the course objectives? At the end of the semester, what should students know? What should they know how to do? To write and edit for online users, to become more newer media literate, to understand basic visual communication, to shoot and edit visual media, to create sites using basic HTML, content management systems and Dreamweaver. These are examples of the course objectives in an online media class.
5. Include your institution’s and unit’s policies regarding plagiarism and academic integrity. Consider adopting an academic integrity pledge and having students sign copies of it for your records.
6. List required and recommended texts, materials, websites and devices such as portable hard drives, headphones and three-ring binders.
7. Incorporate rubrics for each assignment that detail what items students will be graded on and how much each is worth.
8. Provide information on classroom etiquette. This ranges from the use of cell phones, mobile devices, laptops, tablets, etc. to food and drink, to the appropriate and inappropriate use of classroom computers.
9. Include due dates for assignments in both the “contract” and course schedule sections of the syllabus.
10. For the sake of equity and your sanity, stick by the terms and conditions specified in the syllabus throughout the semester/term. Granting one student an exception disadvantages all the others.

For more information visit:

<http://www1.umn.edu/ohr/teachlearn/tutorials/syllabus/basic/index.html>

With thanks to Dr. Serena Carpenter for use of her JMC 305 Online Media syllabus.



Marianne Barrett is the senior associate dean and Solheim Professor at the Walter Cronkite School of Journalism and Mass Communication at Arizona State University. She has served as a member of AEJMC's elected committee on teaching since 2008. Her research and teaching interests are in media management and economics.

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Teaching Portfolio for Tenure and Promotion: Organizing Your Portfolio and Presenting Documents to Support Your Case

from Birgit Wassmuth and Bonnie Brownlee

Here are some tips to help you with your Tenure & Promotion preparation:

1. At the beginning of your academic career, set up four or five boxes or files, one for each of four (or five) categories below and add materials throughout the five or six years toward T&P.
 - **TEACHING:** Teaching philosophy; course evaluations; peer observations letter(s); fan mail from students; teaching award nomination(s); teaching awards; narrative
 - **RESEARCH & CREATIVE ACTIVITY:** Copies of presented conference papers; award nomination(s); award(s); copies of journal articles; book chapters; books; grant application(s) even if not successful; other publication(s); creative work (if applicable); narrative
 - **SERVICE:** Appointment letters; thank you letters; any other supporting materials; narrative
 - **LEADERSHIP** (if applicable): Appointment letter; evidence of productivity; any relevant supporting documents; narrative
 - **OTHER:** Evidence of participation in and successful completion of Faculty Development workshops and seminars; narrative
2. Be familiar with your University Faculty Handbook, College policies and Departmental Guidelines regarding T&P .
3. Pick a mentor and work closely with him or her, ideally a colleague from another department within the same college. Ask to see his/her T&P dossier.
4. Be a good colleague and a good academic citizen: Be the best teacher you can be; always keep your class schedule; always be prepared for class; provide prompt and meaningful feedback on graded assignments; regularly attend faculty meetings and other committee meetings; contribute to discussions in a meaningful way; be collegial and show that you are a team player.
5. Keep your department Chair informed and up to date on the progress you are making toward T&P. Always feel free to ask for help.

Birgit Wassmuth is a professor and chairs the Department of Communication at Kennesaw State University. She brings a wealth of professional and academic experience to this position.

Birgit, originally from Germany, came to this country on a Fulbright scholarship to study advertising psychology at the University of Minnesota-Minneapolis. She earned her M.A. and Ph.D. degrees in mass communication from that institution. Her professional experience includes working in advertising and public relations agencies in Germany and the United States.



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Bonnie Brownlee is an associate professor at Indiana University in Bloomington. Her research focuses on international communications, specializing in media in Latin America. She serves as a consultant for various communications and rural development projects in Central and South America.

Bonnie teaches international communications, reporting, magazine editing and media ethics. She received the Gretchen Kemp Teaching Fellowship from the School of Journalism.

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Tips for Balancing Teaching, Research and Service

from Jennifer Greer

When I was a graduate student, I received much helpful advice from those who had made a career in academia, especially the female professors who encouraged younger women entering the field. I wouldn't be where I am today without that encouragement and those words of wisdom.

A few folks, however, imparted tips that, looking back 20 years later, I'm glad I didn't heed. One of those was, "You can't have a family and be a professor, especially as a woman." I'm blessed with a husband and three beautiful daughters who seem to be thriving. At least none of them seems too neglected. Another tip that I ignored was, "Don't focus too much on teaching or get too involved in service, and whatever you do, don't take on administration until you reach full professor." I've been active in service, have spent a decade as an administrator and will go up for full professor next year. Yes, my pace toward promotion has been slightly slower than some of my peers, but the slower pace has allowed me to "have it all" – or at least have it the way I wanted it.

In honor of those who offered me encouragement that you can do this on your own terms, here are a few tips for balancing teaching, research and service as a professor (and having a little time for a personal life).

1. Stop worrying and start doing. This is still the hardest one for me to follow, so I put it first. I always was overwhelmed by everything I had to do, and I still am. But one of my smartest friends and mentors told me when she woke up in the middle of the night stressed about the crush of responsibilities, she got up, turned on her computer and got some work done. Finishing a task relieved her of stress and allowed her to go back to sleep. I can't tell you how many times that's saved me from a sleepless night. I'll work for a few hours and then get a few hours of sleep – and have more work done and more sleep than I would have if I spent the night tossing and turning.
2. Choose your service wisely. Don't avoid it or limit it. Instead, figure out what service can do for you. Some of my best experiences with service have been when I've gotten to work with really smart people who ended up being my mentors in research, administration and life. Most of the AEJMC activities I've been involved in have connected me with someone who's ended up co-authoring an article, serving as a tenure or promotion reviewer or serving as a reference when I was seeking a new position. This reminds me of the episode of "Friends" with Phoebe trying to find a "selfless good deed," one that doesn't give her something back in return. I've stopped being Phoebe. I can do good things for others, but I always get something in return. That's fine because it's OK if everyone wins.
3. Integrate your teaching and your research whenever possible. Most of us want to be great teachers, and good teaching takes a lot of time. So enlist your students in helping you get your research done. Use them as co-researchers, data collectors, guinea pigs, proofreaders and inspiration. This is another "everyone wins" situation. Your students will grow from it, and you'll get research out the door. Whenever possible, I try to teach graduate seminars and research methods courses that allow me to do group research projects with students. I often will have them assist me as the lead researcher on a project first to model what needs to be done, then have them tackle another project as a group. If I'm doing an undergraduate

class, I have students work on content analyses, exposing them to media content and giving them a little taste of media research. I also love to do independent study projects with graduate and undergraduate students. As we're on a semester timeline for their grade, my projects always get finished.

4. Make appointments with your research. Just as you schedule your classes, office hours and meetings, block out time on your calendar for research. Be as strict about keeping those appointments as you are in meeting your scheduled class time. Don't schedule appointments on top of that time or allow something else that comes up at the last minute to push it aside. This is particularly tough if you're in administration where it's one crisis after another. Often I shut my door or stay at home for the day, but when you do that, you have to keep yourself focused and honest. You can't watch that program on the DVR or check your e-mail "before you get started." One helpful thing that I've found is to find a place to work without Internet access. (This is becoming increasingly difficult as even the worst fast-food restaurants have wireless now.) One place I've found is our local park, as long as I don't go there during pollen season. No wireless is available, and I put my iPhone away. It's amazing what you can get done in two hours without distractions. I've found that research takes a lot of time, but if it's broken up into one and two uninterrupted hours, you can be surprisingly productive.
5. Above all, choose a path that's right for you. One of my colleagues has been approached multiple times for administrative posts, but he has decided to decline until he finishes his book and makes full professor. I've loaded up on service and administration and have had a less stellar research agenda. Still, I've managed to get enough research done to be taken seriously come promotion time. As he tells me all the time, our cases are apples and oranges. We'll both probably end up at the same destination, but we took different roads. People can give you all the advice in the world, but only you know what feels right for you. Find your path and have confidence that you will reach your destination.



Jennifer Greer is chair of the Department of Journalism at the University of Alabama and is vice chair of AEJMC's Elected Standing Committee on Teaching. Before joining Alabama's faculty in 2007, Greer was an associate professor of journalism and social psychology at the University of Nevada, Reno. Her administrative experience at Nevada included three years as interim associate dean and academic chair and six years graduate director. Greer researches media effects, gender, and emerging media and is a member of the editorial boards of *Mass Communication & Society*, *Journalism Educator* and *Journalism & Communication Monographs*.

She has twice been awarded college-wide teaching awards and has been involved with curriculum review and revision for more than a decade. Greer has held leadership roles in AEJMC for 14 years. In addition to the teaching committee, she's been head, vice head, and PF&R, research and teaching chair for the Mass Communication and Society division. Greer has served on the selection committee for the AEJMC Emerging Scholar Program since 2009 and now chairs that program.

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Tweet Me: Using Social Media for Effective Teaching

from Amy Falkner

1. Determine your social media comfort level with students

- How much do you want them to know about you?
- Using what they know: Facebook. Sample assignment explained.
- Where do Twitter and LinkedIn fit in?
- Also see: <http://hellboundbloggers.com/2011/05/17/college-students-is-twitter-hurting-your-grades/>

2. You and Twitter

- **Your profile:** Include your real name, actual photo and short bio. Be real and transparent.
- **Follow the 75/25 rule:** 75% of your tweets should be useful to public discussion; 25% can be personal or casual. Note: Google, LinkedIn fit in and search engines have incorporated Twitter so tweets may appear there, too.



3. Terms to know

- Retweet - Forwarding a message to your followers with or without additional remarks
- @ replies - Public responses to others that can be seen on your timeline or by people who are following both.
 - @amyfalkner I'm signing up for Flickr today. Do you have an account?
- d or dm - Direct messaging for private messages only seen by you and the recipient. Note: No @ symbol needed.
 - d tulagoenka Where can I find more information about the Human Rights film fest?
- URL shorteners - Sites that convert web addresses to smaller versions to save characters (e.g., TinyURL.com, Bit.ly)
- Favorites – Similar to web bookmarks, this saves individual tweets for later viewing. Designated by a star.
- Lists - Organize specific followers based on theme or topic so that it narrows your focus
- Search - Find what you're looking for based on specific keywords, locations or time
<http://search.twitter.com/advanced>

4. Twitter Managers and Apps

- Web-based: Twitter.com, HootSuite
- Mobile devices: Official Twitter app, Seesmic, TweetDeck,
- iPad Free Apps: Official Twitter app, TweetDeck, Flipboard | Paid: EchoFon Pro, Osfoora, Twitterific Pro

5. Follow industry types

- Your school: @NewhouseSU, @NewsHouse, @SyracuseU, fellow profs
- Professional organizations: @PRSA, @RTNDA_F, @APStylebook
- Media outlets: @BreakingNews, @NYTimes, @NPRNews, @CNNbrk, @AdAge, @AgencySpy

- Digital media gurus: @Mashable, @VentureBeat, @TechCrunch, @NiemanLab
- Websites: MuckRack.com (Journalists); WeFollow.com (by category); Search top Twitter lists by specialty
- Chats: #PRChat, #JournChat

6. How to get your class to tweet

- **Hashtags:** A way to label tweets so that other users can see tweets on the same topic. Hashtags contain no spaces or punctuation and begin with a “#” symbol. Use your class prefix and number.

- **GroupTweet**

<http://www.grouptweet.com/about>

GroupTweet is a free service that automatically re-posts direct messages sent from followers to the entire group. These can be private or public.

@laurietewksbury Laurie Tewksbury

@amyfalkner Your #adv500 twitter assignment is giving me ADD. I can't focus because of all the incoming tweets.

6 Apr via TweetDeck

Favorite Undo Retweet Reply Retweeted by amyfalkner

#7, 8, 9, 10+ - Actual Assignments

Communication In & Beyond Class

Setup: 1) Determine a short and original hashtag (#ICC505 or #Topic) that is included with EVERY tweet, or 2) create a central GroupTweet.com account that students post directly to using direct messaging.

Assignment: Students tweet on a daily/weekly basis relevant links and discussion to course. This fosters discussion and exchange of ideas, plus can generate a valuable resource (Think news wire). Suggestion: Require a minimum number of posts weekly, and refer to Twitter threads regularly in class for conversation starters.

Example: @NHMag (Newhouse Magazine professors)

Get Students Out of the Building

Summer Boot Camp Scavenger Hunt

Objectives: Teach students in a newswriting class to use Twitter for reporting and making connections, show ways to leverage their iPod Touch or smartphone for reporting and expose them to campus and local places.

Assignment: Students work in teams of two to fulfill the 10 tasks listed on the assignment sheet, including a class section hashtag (e.g. #new6051, #new6052, #new6053, #new6054) in each tweet. They receive the assignment on Tuesday, July 12, and must have it completed by 9 a.m., Monday, July 18, when Syracuse Search assignment is due. Jon will build a Storify thread to highlight the best examples to show in the class the following week. Storify is a system that compiles Tweets, FB posts and other social media into a narrative thread that can be embedded on a web site. Free and easy to use service.

Live Reporting

Assignment: Students use Twitter while covering speakers, sporting events and conferences. They must tweet a minimum number of times, and include photos if feasible. Should adopt a

specific hashtag that must be included in each tweet. Also, can connect to CoverItLive, chat-style service.

Example: <http://bit.ly/KristofSU> (Nicholas Kristof speech on The NewsHouse. Hashtag was #KristofSU)

Researching Companies and Crises

Assignment: Monitor a company's official Twitter feed and primary competitor's feed for a week and report on how effective the Twitter updates are, compare how they fare to the competition, and make recommendations.

Example: Advertising media class #adv500

Measuring Social Engagement

Assignment: Monitor rankings for a company using any or all of the tools such as Klout.com, Topsy.com, TweetEffect.com and SocialMention.com. Students get exposure to analytics for this still developing field in which companies are trying to validate marketing efforts through social media.

Example: Public relations research class

Promoting Projects

Assignment: Incorporate Twitter into social media plans for a special project or client campaign, especially if the project will extend beyond the end of the course.

Examples: @NewsHouse, @ApartFromWar, @TheFallWorkshop, @SyracuseDiners



Amy Falkner, Associate Dean for Academic Affairs and Associate Professor of Advertising, S.I. Newhouse School of Public Communications, Syracuse University.

Falkner teaches courses in media planning and buying. The senior classes of 2008 and 2001 awarded her the Newhouse Teaching Excellence Award. She is the first two-time winner of this award. The University named her a Meredith Teaching Excellence Award winner in spring 2003. Before entering academe, Falkner worked in the newspaper industry in editorial and advertising and was named one of *Presstime's* top 20 newspaper executives under 40.

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Incorporating Diversity into Your Classes: Top 10 Tips

from Linda Aldoory

1. A class that incorporates diversity is one that represents the *diverse voices that inform a professional or scholarly field* for student consideration and critique. There are various ways, both subtle and obvious, that allow you to represent that diversity. Some of these ways are summarized below.
2. Diversity means different things to different students. For example, while you may consider international diversity a priority, students may wish to hear from domestic voices that represent diverse racial, ethnic and sexual backgrounds. There are “mainstream,” alternative, and critical viewpoints in every field; there are gender differences and international differences; and there are belief systems and philosophical variations that illustrate diversity in a field.
3. Embrace different types of diversity. Think about nationality, gender, size, learning ability, religion, race, perspective, etc. Being open about various ways to think differently and be different will assist students in feeling more comfortable to talk about their different perspectives on the diverse readings and content of the class.
4. In recognizing the different forms of diversity, also recognize the complexities within groups typically considered in diversity efforts. In other words, avoid constructing African Americans as monolithic, emphasize the multiple perspectives within groups identified or discussed in class or in readings.
5. Consider how diversity may be incorporated before a class begins: at the time of planning curriculum, lectures, exercises, and readings.
6. Before relying on the same guest speakers for a class, consider each speaker in the context of the others to ensure a diversity of backgrounds, nationalities perhaps, gender, etc.
7. Critically examine readings for diverse representations of authors and scholars. Many of our popular textbooks and journal articles are authored by white Americans. When selecting readings, consider who the authors are and what countries they represent. Enforce certain self-governing rules on what readings you select. For example, one system might be based on percentages: Only 40% of the readings for the class will derive from white American authors; 30% will be international scholars; 30% will be female; etc.
8. Course visuals should reflect the diversity that represents the populations being addressed. For example, in a public campaigns course, in sharing examples of domestic campaign materials (posters, websites, campaign kits), ensure demographic variability. Govern your selection by allowing for only 30% images and examples with white Americans; 30% with African American images; etc. Think of the stereotypes that might govern certain professions and audiences in our fields, discuss these with students and present images that challenge and critique the stereotypes.

9. Examine and assess terminology and language used in reading materials and in lectures. Be aware of dominant norms playing out through terminology, which may be describing research (the legitimacy of quantitative method over other methods); audiences (the norm of using masculine pronouns); or student status (socioeconomic markers in case studies for consumer products, for example).
 10. Diversity can be incorporated into a classroom spontaneously during class time through class discussions and exercises. During class discussions, encourage students to consider other alternative explanations and perspectives. As effective teachers, we often work at ensuring participation in the class by all students. We do this in several ways; for example, we probe, “What do others have to say about this?” We can similarly probe to ensure that students consider diverse interpretations of course readings and content. “What is another way to interpret this [reading]? How do you think others might interpret what you said?”
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Linda Aldoory, Ph.D., is the Endowed Director and Chair of the Herschel S. Horowitz Center for Health Literacy and an associate professor in the Department of Behavioral and Community Health at the University of Maryland. She teaches graduate and undergraduate courses in research methods, health communication, and public relations campaigns and writing.

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Teaching and Researching Abroad for the Global Scholar

From Charles Davis

I know, I know: it's the dream of all academics, the international exchange, in which you trade the rigors of that large-lecture class for a gig in Australia teaching a senior seminar on U.S. journalism....

But how to make that happen?

1. Think (a)broadly. The further, the more isolated, the less developed, the greater the need. The starting point for all international dreams, of course, is Fulbright, <http://www.cics.org/>
2. Start collecting ideas from colleagues and friends. Chat with the Fulbright program officers, who are incredibly helpful.
3. Find out who across your campus has done Fulbright, study abroad, and other international gigs. Pick their brains!
4. Start mapping out opportunities, and begin initiating conversations with academics abroad. Have you considered a visiting professorship at another institution?
5. Get to know the International Programs people on your campus. Express interest in their work, and make your own interests known.
6. Get involved with professional associations in your field, from SPJ to AAF and PRSSA...advocacy groups in the field often have international opportunities for members involved with global issues.
7. Explore internal funding opportunities on your campus for international scholarship, and begin thinking of ways to globalize your research. Identify co-author possibilities in international settings.
8. Think about how you'll incorporate international travel and/or study abroad around your tenure clock, teaching duties, etc. Make sure your administrative head knows you want to go, so there will be adjustments made should the opportunity present itself.
9. Nurture contacts the U.S. Embassy in your country of choice. Embassies often have short-term opportunities that arise suddenly and they need names.
10. Start now!



Charles Davis an associate professor at the Missouri School of Journalism and the facilitator of the Media of the Future Initiative for Mizzou Advantage.

Davis' scholarly research focuses on access to governmental information and media law. He has earned a Sunshine Award from the Society of Professional Journalists for his work in furthering freedom of information and the University of Missouri-Columbia Provost's Award for Outstanding Junior Faculty Teaching, as well as the Faculty-Alumni Award. In 2008, Davis was named the Scripps Howard Foundation National Journalism Teacher of the Year.

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