

# AEJMC NEWS

The Newsletter of the Association for Education in Journalism and Mass Communication

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## 2012 Job Market for JMC Grads Holds Steady

By Lee B. Becker, Tudor Vlad and Holly Simpson

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The job market for journalism and mass communication graduates didn't get worse in 2012, but it also didn't get much better.

Among the 2012 bachelor's degree recipients who reported their level of employment in May of 2013, 70.7% had a full-time job. This was the highest figure reported for the year and was up from the 66.8% level of full-time employment reported by graduates in May of 2012. It also was the highest monthly figure reported since May of 2008.

That's the good news.

For 2012 master's degree recipients, level of full-time employment was lower than a year earlier.

That's the bad news.

Bachelor's degree recipients reported higher salaries than a year earlier, and the increase offset the impact of the relatively low inflation in the country. Master's degree recipients reported the same average salary as a year earlier. Benefits packages were largely unchanged from a year ago.

These are the key findings of the *2012 Annual Survey of Journalism & Mass Communication Graduates*, a survey project that each year tracks key aspects of the national labor market for journalism and mass communication graduates.

### Survey Methodology

The survey is designed to monitor the employment rates and salaries of graduates of journalism and mass communication programs in the United States, including Puerto Rico, in the year after graduation. In addition, the survey tracks the curricular activities of those graduates while in college, examines their job-seeking strategies, and provides measures of the professional attitudes and behaviors of the graduates upon completion of their college studies.

Since 1997, the *Annual Survey of Journalism & Mass Communication Graduates* has been conducted in the James M. Cox Jr. Center for International Mass Communication Training and Research at the Grady College of Journalism and Mass Communication, University of Georgia.

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# FROM THE PRESIDENT



By Paula Poindexter  
2013-14 AEJMC President  
University of Texas at Austin

## What should journalism and communication students know?

It seemed appropriate that a big media news event like the selling of *The Washington Post* to the founder and owner of amazon.com would happen while we were at our AEJMC Conference in Washington, D.C. While my gut reaction was “omg,” as the incoming president of AEJMC, it seemed that my public response needed more gravitas, like the email that the director of the journalism school at the University of Texas at Austin sent faculty and staff. Glenn Frankel, who spent 27 years at the *Post* and won a Pulitzer Prize while there, wrote to us that the sale of the *Post* was a “watershed moment in the history—and future—of American journalism.” The sale of *The Washington Post* may also represent a watershed moment in journalism and communication education, because today’s students may not know why the sale of *The Washington Post* qualified as such an important event in our field.

Could your journalism and communication students tell why the sale of *The Washington Post* was a watershed moment? And are there other seminal journalism and communication events your students aren’t aware of?

Because we have different interests and areas of expertise—as evidenced by AEJMC’s 30 divisions, interest groups and commissions—we likely won’t agree on the watershed moments we should expect our students to know. But that shouldn’t stop us from having a conversation about them. What important events, issues, individuals and organizations that have had an impact on our field—for better or worse—should students know?

For the past decade, as curricula have been revised to meet the needs of a transformed media landscape, we’ve had conversations about digital tools, software and multi-platform skills that journalism and communication students are expected to have. Just before 2000, we discussed significant journalism and communication books of the 20th century. And as AEJMC’s 2012 Centennial Celebration approached, we debated the theories that have stood the test of time and classic research articles published in our major journals. Isn’t it time to have a conversation about the events, issues, individuals and organizations that have most defined and contributed to journalism and communication?

As the newly installed president of AEJMC, I challenge you to start this conversation. I encourage you to talk with your col-

leagues and AEJMC division, interest group, and commission members. Discuss it on your campuses, in your faculty meetings, in your hallways, around the water cooler and on email. Invite journalists and communication practitioners to share their perspectives. Create a hashtag on Twitter or start a Facebook page to debate the events, issues, individuals and organizations that have most defined journalism and communication. Post the results of your conversation on your division, interest group or commission website and send me the link so we can keep the conversation going across AEJMC.

If we asked journalism students about the Kerner Commission Report, Woodward and Bernstein, Walter Cronkite, the Pentagon Papers, Jayson Blair, the Pulitzer Prize-winning photograph that captured the execution of a Viet Cong prisoner, Katharine Graham, *New York Times Co. v. Sullivan*, *Freedom’s Journal*, the five freedoms in the First Amendment or the 10 elements of journalism, a significant number of students would not know why these represent defining journalism issues, events, organizations and people they should know. A comparable list for advertising and public relations students would likely elicit a similar reaction.

What criteria, then, should be used to determine what journalism students should know? Qualifying for at least two news value criteria such as impact, prominence, conflict or unusualness might help distinguish a significant turning point from that which is merely important. Plus, the news value criteria would need to be evaluated in historical context and connectedness. With these criteria, would Jayson Blair’s unethical reporting at *The New York Times* beat out Stephen Glass’ fabricated journalism at the *New Republic*? Or would the Pentagon Papers make the list over WikiLeaks?

Once we identify the defining issues, events, individuals and organizations that journalism and communication students should know, how do we teach this information in a curriculum already crammed with learning digital reporting and communication tools and accreditation-mandated liberal arts courses that do not emphasize journalism and communication watershed moments?

And how do we make this information relevant and engaging to students who represent the tail end of the Millennial Generation, the cohort born in the 1980s and 1990s? How, for example, do we connect the Kerner Commission Report, which scolded journalism for its lack of diversity, with a generation that is not only the most diverse in terms of race and ethnicity but is the most socially tolerant? Or how do we connect Woodward and Bernstein’s phonebook and shoe-leather reporting with a generation using Google, Twitter and smartphones as reporting tools?

Engaging the youngest of the Millennial Generation may be more challenging than the conversation to identify the signature issues, events, individuals and organizations that have defined journalism and communication. Yet, it’s a challenge we must take on without delay. Let’s turn the historic sale of *The Washington Post* into a defining moment for journalism and communication education by using this event to jumpstart a long-overdue conversation about what we expect journalism and communication students to know by the time they graduate.

# 2013-14 Presidential Appointments Announced

## FINANCE COMMITTEE

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## GRADUATE STUDENT RECRUITMENT AND INFORMATION CENTER

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## INTERNATIONAL REGIONAL CONFERENCE

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# AEJMC NEWS

Newsletter for the Association for Education  
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the editor's views or the association's policies.

# Midwinter Conference Scheduled for February 2014

The AEJMC Midwinter Conference is an annual forum for the presentation of research and debate in areas relevant to the 10 AEJMC groups (divisions, interest groups and commissions) sponsoring the event. The conference provides a platform for presentations and extended discussions in a relaxed setting.

The upcoming conference is scheduled for Feb. 28-March 1, 2014, at the Gaylord College of Journalism and Mass Communication, University of Oklahoma, in Norman, Oklahoma. Conference participants will be able to enjoy the College's state-of-the-art teaching and research facilities, as well as many winter diversions outside the conference activities, including world-class museums and art galleries.

**Abstract submissions:** Authors are invited to submit research paper abstracts of between 600 and 800 words (word count excludes author information and references). Abstracts should give a clear sense of relevant literature, research objectives, methodological approach, stage of research project (conceptual, data gathering, data interpreting), findings and conclusions.

Submissions should be made by email to the midwinter chair (from the list below) of the group authors wish to submit to. Note that authors can submit any specific paper abstract to only one participating group – submitting the same paper abstract to several groups will result in disqualification and withdrawal from the review process. **Do not submit full papers.**

Authors of accepted papers will be notified by mid-January 2014. Papers presented at the midwinter conference are also eligible for presentation at the AEJMC Montreal Conference in August. Authors are encouraged to use the midwinter conference as an opportunity to get feedback on their research to improve and finalize it for submission to the national conference.

Authors of accepted abstracts must submit complete papers (not exceeding 30 pages) to the discussant of their conference session at least two weeks before the midwinter conference. The midwinter chair for the relevant group will send authors the names and contact details of the discussant for their session.

At least one author of each accepted paper must register and attend the conference to present the paper. **Failure to register by the deadline will result in authors' names and papers being removed from the program. NO onsite registration will be available.**

**Panel submissions:** In addition, organizers are also inviting panel proposals. Proposals should be sent to the midwinter chair of the particular division or group they wish to present the panel to. Panel submissions should include the panel title, a description of the session's focus, the issues to be discussed and a list of panelists (potential and confirmed), including affiliation. Panel proposals should not exceed two double-spaced pages.

**Submission format:** All submissions (for paper abstracts and panels) should include the name(s) of the author(s) or panel organizer(s) on the title page only. The title page should also include the author or lead author's (or organizer's) mailing address, telephone number and e-mail address. The title should be on the first page of the text and on running heads on each page of text. Authors should email their abstracts or proposals as attachments (saved with the author's last name as file name) in a standard word-processing format (preferably Word or RTF) to the relevant midwinter chair. Authors must ensure that they remove any identifying information from their document (with the exception of the title page).

**Deadline:** All submissions should reach the appropriate group's midwinter chair by **noon, Dec. 1.**

The University of Oklahoma is located in Norman, 20 miles south of Oklahoma City, with easy access to the Will Rogers World Airport. More details on conference registration are available at <http://www.ou.edu/gaylord>.

For more information, please contact Elanie Steyn, Conference Site Host ([elanie@ou.edu](mailto:elanie@ou.edu)).

## AEJMC 2014 Midwinter Chairs by Division/Interest Group/Commission

### ***Communication Technology Division***

Porismita Borah, Washington State University  
([porismita@gmail.com](mailto:porismita@gmail.com))

### ***Commission on the Status of Women***

Jennifer Vardeman-Winter, University of Houston ([jvardeman@uh.edu](mailto:jvardeman@uh.edu))

### ***Cultural and Critical Studies Division***

Katie Foss, Middle Tennessee State University  
([Katie.Foss@mtsu.edu](mailto:Katie.Foss@mtsu.edu))

### ***Entertainment Studies Interest Group***

Jason Zenor, Oswego State University of New York  
([Jason.zenor@oswego.edu](mailto:Jason.zenor@oswego.edu))

### ***International Communication Division***

Jeannine Relly, University of Arizona ([jrelly@email.arizona.edu](mailto:jrelly@email.arizona.edu))

### ***Mass Communication & Society Division***

Jennifer Kowalewski, Georgia Southern University  
([jkowalewski@georgiasouthern.edu](mailto:jkowalewski@georgiasouthern.edu))

### ***Media Management and Economics Division***

Bozena Mierzejewska, University of St. Gallen ([bozena.mierzejewska@unisg.ch](mailto:bozena.mierzejewska@unisg.ch))

### ***Minorities and Communication Division***

Mia Moody, Baylor University ([Mia\\_moody@baylor.edu](mailto:Mia_moody@baylor.edu))

### ***Religion and Media Interest Group***

Maccama Ikpah, Rowan University ([ikpah@rowan.edu](mailto:ikpah@rowan.edu))

### ***Visual Communication Division***

Bob Britten, West Virginia University  
([bob.britten@mail.wvu.edu](mailto:bob.britten@mail.wvu.edu))

# Research Committee Seeks Nominations for Dissertation Award

AEJMC's Standing Committee on Research seeks nominations for its Nafziger-White-Salwen Dissertation Award.

The award recognizes the best Ph.D. dissertation in the field of mass communication research and includes a monetary prize. Dissertations are eligible if successfully defended between Sept. 1, 2012, and Aug. 31, 2013. The Committee reserves the right to not grant the award in any given year.

## How to nominate:

(1) Nominations must be made by the dissertation adviser/director or by a senior administrator (dean, director, or chair) of the doctoral-degree granting unit. Students may NOT nominate their own dissertation.

(2) The nomination package includes 4 items: (1) the nominator's cover letter, (2) an 8-10 page abstract summarizing the dissertation, (3) a PDF of the dissertation, and (4) the nominee's CV.

(3) The nomination letters, abstracts, dissertations and CVs must be submitted electronically as email attachments on or before **11:59 PM (Central), Jan. 20, 2014**.

All four (4) items must be delivered electronically by the deadline to qualify for consideration.

(a) Acknowledgements and other information that might identify the author, the adviser, or the university must be removed from the dissertation PDF and the abstract. This includes references to the university where the dissertation was written that may appear in the text. Submissions containing identifying information in these files may be disqualified.

(b) The full dissertation must be submitted in ONE, single PDF file.

(c) A separate file comprising an extended (blind) 8-10 page abstract summarizing the dissertation must be submitted in ONE file (PDF or DOC). The abstract should be organized as follows with subheadings: (1) Introduction and problem statement; (2) Theoretical framework and key elements of previous research; (3) Method; (4) Findings; (5) Conclusion and discussion; (6) Statement of importance to the field.

**Nominees may wish to refer to the judging criteria when writing their abstracts. Those criteria are listed here:**

**[http://www.aejmc.org/home/wp-content/uploads/2013/01/2014-scoring\\_criteria.pdf](http://www.aejmc.org/home/wp-content/uploads/2013/01/2014-scoring_criteria.pdf)**

(d) The nomination letter must include the nominee's name, dissertation title, and university affiliation.

(e) "NWS Dissertation Award [insert nominee's last name]" must be used as the subject header for any and all correspondence in relation to the award.

(f) Submissions will be acknowledged by email within 24 hours.

(g) The nomination letter should be submitted electronically by the nominator. All other materials should be submitted by the nominee.

(h) Non-electronic methods of submission (facsimile, standard mail, courier) are not available or acceptable.

Send nominations and direct questions to Kim Bissell, Institute for Communication & Information Sciences, College of Communication and Information Sciences, Box 870172, Tuscaloosa, AL 35487; phone (205) 348-8247 or email: [kbissell@ua.edu](mailto:kbissell@ua.edu). Email is the preferred method of communication.

The Nafziger-White-Salwen Dissertation Award is named for Ralph O. Nafziger and David Manning White, authors of *Introduction to Mass Communication Research*, the royalties of which endowed the original award. Michael Salwen's name was added to the award starting in 2008. Salwen, who died in July 2007, was a co-author (with Don Stacks) of *An Integrated Approach to Communication Theory and Research*, the royalties of which were donated to the award endowment in 2005.

## Nominations May Be Made for Blum Award

The Eleanor Blum Distinguished Service to Research Award was created to recognize people who have devoted substantial parts of their careers to promoting research in mass communication. It is named in honor of its first recipient, the late Eleanor Blum, a long-time communications librarian at the University of Illinois at Urbana-Champaign.

The Blum Award is not necessarily given every year, but nominations received by **Dec. 9** will be considered for a 2014 award. Nomination packets should include a letter describing the nominee's contributions in the area of the award, the nominee's C.V. and at least five additional letters of support (preferably more) from colleagues who can attest to the candidate's qualifications for the award. Nominators should represent a range of institutions and perspectives on the nominee's accomplishments.

Nomination letters and packets for the Blum Award should be sent to Bonnie Brennen, College of Communication, Marquette University, Johnston Hall, 401, P.O.Box 1881, Milwaukee, WI 53201. Please direct any questions to Brennen at (414) 288-3493 or [bonnie.brennen@marquette.edu](mailto:bonnie.brennen@marquette.edu)

## Nominate Now for Barrow Award

Nominations are now being sought for the Lionel C. Barrow Jr. Award for Distinguished Achievement in Diversity Research and Education.

This award, jointly supported by the Minorities & Communication (MAC) Division and the Commission on the Status of Minorities (CSM), recognizes outstanding individual accomplishment and leadership in diversity efforts for underrepresented groups by race and ethnicity, in journalism and mass communication.

The late Dr. Lionel (Lee) C. Barrow, Jr. was a long-time AEJMC member who provided key leadership and guidance to the association during his many years of service. As a member of AEJMC, Lee pioneered and founded in 1968 the Ad Hoc Committee on Minority Education, in an effort to recruit, train and place minorities in communications. In 1970, he founded and became the acting head of the Minorities & Communication Division. The Communication Theory and Methodology Division renamed its diversity scholarship after Lee in 1997, the same year he received the AEJMC Presidential Award for his contributions. In 2005, he was recognized with one of AEJMC's highest honors, the Distinguished Service Award, for his outstanding service in promoting diversity within the association and the discipline.

Nominees should be a JMC educator with a long record of diversity-related work, but do not have to be AEJMC members at the time of their application, and self-nominations are welcome. A monetary award accompanies this prize, and the winner will receive a complimentary, one-year membership to AEJMC. The Lionel C. Barrow Jr. Award will be presented during the AEJMC Business Meeting by the chairs of the two sponsoring groups.

Nominees will be judged by their outstanding contributions in ONE of the three following areas:

- (1) a sustained record over time of publication on racial and ethnic minorities in journalism and mass communication; and/or
- (2) a sustained record over time of contribution to teaching and service of racial and ethnic minorities in journalism and mass communication; and/or
- (3) the publication of an impactful book on racial and ethnic minorities in journalism and mass communication.

Nomination packets should contain the following:

- a letter from an AEJMC member on letterhead naming the specific area of the contribution (see above) and then describing in detail the candidate's contributions to diversity in that area, and one additional letter of support from a colleague (on or off campus) who is also an AEJMC member. All nominees, including those who are self-nominated, will provide a total of two (2) letters;
- the nominee's personal statement (350 words);
- a three-page CV outlining information pertinent to the nomination;
- additional materials might include (but are not limited to) abstracts of research findings, professional papers and published articles (no more than five total), text of a speech delivered or prepared for delivery, course outlines, innovative teaching tools, teaching evaluations and citations or other recognition pertaining to the nominee.

The entire nomination packet should be combined into one file and be no longer than 13 pages (including the additional materials). Applications that exceed this length will be disqualified. Entries should be received by **11:59 PM (Eastern), Feb. 1, 2014**, via email to [aejmchq@aol.com](mailto:aejmchq@aol.com). The recipient will be announced by mid-April and will be recognized in the 2014 AEJMC Conference Program.

## Council of Affiliates Invites Proposals for Research Grants

The interdependence between the academy and the professional and industry organizations it serves provides an opportunity for collaboration on research that can benefit everyone.

AEJMC's Council of Affiliates, which consists of 35 member organizations related to the fields of journalism and mass communication, is sponsoring its Third Annual Industry Research Forum designed to strengthen that academy/industry link.

The Council is inviting proposals for four \$1,000 awards to researchers willing to develop a topic relevant to industry needs. The award can be used to assist in the research and/or travel to the AEJMC Conference in Montreal Aug. 6-9, 2014, at Le Centre Sheraton Hotel.

Applications should include a two- to three-page proposal developing the topic and explaining how you will conduct the research, as well as a rationale for its importance to the communications industries. In addition, include a brief bio illustrating why you have the background to complete this project. Applications are due by **Dec. 1** to Lillian Lodge Kopenhaver, past chair, Council of Affiliates, at [kopenhav@fiu.edu](mailto:kopenhav@fiu.edu). Those selected will be notified before the holidays and completed research papers will be due by **May 1, 2014**.

# TEACHING TIPS CORNER



**By Anita Fleming-Rife**  
**AEJMC Standing Committee**  
**on Teaching**

Special Assistant to the President  
on Diversity and Equity  
University of Northern Colorado  
Anita.FlemingRife@unco.edu

## Incorporating Diversity into Course Curricula

“If you tell me, I forget; if you teach me, I may not remember; if you involve me, I learn.” This Chinese proverb can be put to the test when engaging students in learning, understanding and appreciating diversity in the curriculum. All students must have a sense of place and belonging. In order to achieve this we, as educators, must provide a curriculum that is inclusive. To do so not only deepens a student’s appreciation for learning but also strengthens student-learning outcomes.

Below are ten tips that I hope will be helpful in developing a curriculum that is both diverse and inclusive:

### (1) Faculty:

First, the faculty must know one’s self. Be aware of your own cultural biases, attitudes and assumptions. Try the Implicit Association Test—a great tool for self-discovery:

<https://implicit.harvard.edu/implicit/demo/>

In addition, demonstrate and model awareness, knowledge, and skills that actively affirm diversity based on race, ethnicity, gender, disability, etc. (James A. Banks Curriculum Reform Model).

### (2) Respect:

Faculty must model and teach respect to each and every student regardless of race, ethnicity, gender, sexual orientation and ability. How? **Day One:** Have students break up into pairs or small groups. Allow 10 minutes:

- (a) introduce themselves to each other,
- (b) ask students to define respect,
- (c) have the students discuss what respect means to them,
- (d) have them discuss, “How do you show respect?” Back together as a large group, ask for definition, and identify like and different themes.

**Point:** You don’t have to agree on a definition but acknowledge that there are differences in the definitions and we can learn from our differences. To know that there are differences helps us to understand others and ourselves. At the same time, you will want to note commonalities in understanding respect. This exercise helps create a climate in which all students feel valued and respected. This way we build inclusive communities out of diverse classrooms.

### (3) Syllabus:

Have a **diversity statement** on your syllabus: It can be included in your teaching philosophy, or it can be a stand-alone statement. In addition, you should include as a stand-alone statement a **disability statement** that informs students of available resources. Your course syllabus should include learning outcomes that support multi-cultural outcomes (James A. Banks Curriculum Reform Model).

### (4) Collaboration:

Make sure that when you’re assigning students to groups that there is diverse (race, ethnicity, gender, sexual orientation and abilities) representation in those groups.

### (5) Inclusion. Three levels:

- (a) Infuse course with content and discourse that take serious account of our differences and similarities. On any given topic or issue—provide a variety of perspectives that reflect the voices of “others,” as well as the dominant groups.
- (b) Make an effort to call on students who are not of the dominant group in the classroom. Let all students know that their viewpoints are valued.
- (c) Develop assignments that provide students with opportunities to cross cultural boundaries.

### (6) Students as Co-creators of Knowledge:

Facilitate the identification of student research opportunities that will empower students. Students must be able to make decisions about the work in which they will engage.

### (7) Guest Speakers of Color/Sexual Orientation/Varying Abilities and Political Orientations:

Provide opportunities for your students to learn from diverse experts. They can be found on your campus, or you may use your local media outlets to find diverse professionals.

### (8) Community Engagement/Service Learning:

Provide students with opportunities to work with community organizations that serve diverse groups.

### (9) Stand-alone Courses:

Develop stand-alone courses that focus on diversity. For example, race, gender and class in the media; the history of Minorities and/or Women in the Media; Media Effects—where students can design their own study around race, gender, class, sexual orientation, ability—other identities.

### (10) Mention Race:

Don’t be afraid to mention race in lectures. A newly minted Ph.D. told me how good it made her feel to learn that Stuart Hall was Black.

# AEJMC Accepting Applications for Equity & Diversity Award

AEJMC is seeking nominations (self-nominations are welcome) for the 2014 AEJMC Equity & Diversity Award.

This award recognizes journalism and mass communication academic units – which may be an entire program, school or department, or a smaller sub-unit – that have implemented innovative approaches to increasing racial, gender and/or ethnic equity and diversity over the previous three years. Applications should provide evidence of demonstrable success in one or more of these areas: ensuring a climate free of discrimination; improving curriculum and programming; providing mentoring or other support for faculty, staff and students from under-represented groups; recruiting, hiring and retaining faculty and staff from under-represented groups; and other equity and diversity areas not listed above.

The 2014 AEJMC Equity & Diversity Award will be presented during the 2014 AEJMC Conference (Aug. 6-9, 2014) at Le Centre Sheraton in Montreal, Canada. The AEJMC president also will visit the winning academic unit to make an on-campus presentation of the award in the 2014-15 academic year.

Any AEJMC or ASJMC member may submit an application or nomination for an academic unit. **The application deadline is 5 PM (Eastern), March 18, 2014.** Please address any questions to **Dr. Deb Aikat**, School of Journalism and Mass Communication, CB # 3365, University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3365; da@unc.edu; (919) 962-4090.

The AEJMC Equity and Diversity Award Advisory Committee, composed of AEJMC members, will select the winner based on the award criteria (read more details below). The committee reserves the right not to present an award in any given year. The award was inaugurated in 2009. The previous recipients are the Penn State University College of Communications (2013), the University of Southern California Annenberg School of Journalism (2012), the Texas State University School of Journalism and Mass Communication (2011), the Elon University School of Communications (2010) and the Louisiana State University Manship School of Mass Communication (2009).

## **Award Criteria**

The award selection committee will evaluate innovative efforts over the past three years in these areas:

**Climate:** The academic unit nurtures a supportive climate of diversity and successfully strives to be free of discrimination. Examples include evidence of curriculum and programming initiatives; positive faculty, staff and student perceptions; and an environment free of recent grievances related to equity or diversity.

**Institutionally Embedded Support:** The academic unit offers formal support for equity and diversity initiatives. Examples include evidence of mentoring activities, financial incentives, or other support for faculty, staff and students.

**Recruitment, Hiring and Retention of Faculty and Staff:** The academic unit has made successful efforts to recruit, hire and retain faculty and staff from historically under-represented groups and communities. Examples include evidence of retention efforts, relevant tenure and promotion rates, and salary equity.

**Other Initiatives to Foster Diversity:** The academic unit has initiated other equity and diversity efforts not listed above. Examples include evidence of relevant activities such as outreach to underserved communities and cooperation with industry, government and other entities, alumni programs, and scholastic media initiatives.

## **Required Application Materials**

The following application materials are required:

- a) A cover letter or emailed text that includes the contact person's name, phone number and email address; the title and address of the nominated unit and its parent institution; and the name and title of the unit's head.
- b) A completed EDA Demographics Form that describes the unit's faculty, staff and students, and the degrees it confers, among other information. The form is available on the AEJMC website at <http://www.aejmc.org/home/scholarship/aejmc-awards/>
- c) A narrative of no more than four double-spaced pages describing the equity and diversity efforts of the academic unit with attention to the points listed in the "Award Criteria" section of this call. The narrative may include goals, actions, steps and outcomes related to creating a work environment that promotes equity and diversity.
- d) A letter from the unit head in support of the nomination.
- e) Two additional letters of support.

Applications may include additional materials (no more than 10 pages total), such as description of specific institutional policies outlining diversity opportunities provided or barriers overcome, as well as documentation of other awards received.

Complete applications **MUST BE COLLATED INTO A DIGITAL FILE** and sent as an email attachment to Dr. Deb Aikat (University of North Carolina at Chapel Hill) at da@unc.edu. Mention "AEJMC-Diversity" in the subject line of your email submission. Only emailed applications will be accepted. Incomplete applications will not be considered. Late applications will be included in the 2015 competition.

Previous applicants for the 2013 Equity & Diversity Award will be reconsidered in 2014 and are welcome to update their applications, if they wish, by sending an updated EDA Demographics Form plus a narrative (no more than two pages double-spaced) indicating any significant changes or achievements since the previous application; or submit a revised application altogether.



## Kappa Tau Alpha Seeks Entries for Research-Based Book Award

Kappa Tau Alpha seeks entries for its Frank Luther Mott-Kappa Tau Alpha Journalism and Mass Communication Award.

Named in honor of Frank Luther Mott, Pulitzer Prize winner, educator and long-time leader of Kappa Tau Alpha, the award is made for the best research-based book about journalism or mass communication published each year.

Kappa Tau Alpha, the national college honor society founded in 1910 for scholarship in journalism and mass communication, has recognized research contributions to the field since the inauguration of the award in 1944. The winning author receives a \$1,000 prize.

Entries are judged by a panel of university professors of journalism and mass communication and national officers of Kappa Tau Alpha. Entries must carry a 2013 copyright.

Maurine H. Beasley won the award for the best book published in 2012 for *Women of the Washington Press: Politics, Prejudice and Persistence* (Northwestern University Press). The book recounts the journalists' contributions to journalism and politics, "but more important their determination, struggle, craftiness and indefatigable spirit" (Peter J. Gade, University of Oklahoma). The book traces how Washington journalism changed from a male-dominated one to a time when women were the bureau chiefs of all the major networks, the Associated Press and some major newspapers.

Other finalists were Brooke Kroeger for *Undercover Reporting: The Truth About Deception* (Northwestern University Press); Jonathan M. Ladd for *Why Americans Hate the Media and How It Matters* (Princeton University Press); and Tom Mascaro for *Into the Fray: How NBC's Washington Documentary Unit Reinvented the News* (Potomac Books).

Books with a 2013 copyright will be received until **Dec. 9**. Books with a 2013 copyright received after the entry deadline may be accepted if arrangements are made prior to the deadline.

Edited volumes (i.e., collected works by several authors), textbooks and revised editions previously entered are not eligible. Paperback editions are acceptable.

To enter, send six copies to: Dr. Keith Sanders, KTA Executive Director, School of Journalism, 76 Gannett Hall, University of Missouri, Columbia, MO 65211-1200. For further information, write, phone (573) 882-7685 or email ([umcjourkta@missouri.edu](mailto:umcjourkta@missouri.edu)).

## AEJMC Thanks Groups for Centennial Celebration Financial Support

As AEJMC brings its Centennial Campaign to a close, the association would like to thank the following groups for their generous financial support:

Mass Comm & Society Division

Civic & Citizen Journalism Interest Group

Cultural & Critical Studies Division

Minorities & Communication Division

Media Management & Economics Division

History Division

Sports Communication Interest Group

Magazine Division

Entertainment Studies Interest Group

Religion and Media Interest Group

Gay, Lesbian, Bisexual, Transgender Interest Group

Advertising Division

International Communication Division

Political Communication Interest Group

Communication Theory & Methodology Division

Public Relations Division

Council of Affiliates



## FIU and AEJMC Launch Latino/Latin American Research Award

Reflecting on the prominent and increasing contribution of Latinos to society and the media world, Florida International University and AEJMC have come together to institute a Latino/Latin American Communication Research Award beginning in Montreal 2014.

The FIU School of Journalism and Mass Communication (SJMC) will offer cash prizes for the top three paper submissions and AEJMC will offer registration waivers to the winners on the respective annual Conference. SJMC will sponsor this competition through 2016, one which is expected to continue well into the future with the support of other AEJMC members and schools, especially those with significant Hispanic/Latino student bodies and/or research interests. The goal is to recognize Latinas and Latinos as well as Latin Americans for media research relevant to their communities in the United States, the Western Hemisphere or the Iberian Peninsula including cross-border communications (e.g., borderland journalism). It also seeks to promote and increase Latino/Hispanic/Latin American participation and research at AEJMC and to better publicize their findings.

Topics may involve matters of Inter American or Iberian American communication, news media flows, media theory, media technology or new media, communication for development/social change, media law and ethics, media education, ethnic or gender media and integration, media economics, media and the environment, political communication, critical media studies, popular culture and cultural studies among others. All research methodologies are welcome.

To be eligible, authors must regard themselves as members of the Latino, Hispanic or Latin American community. The term Latino or Latina, along with Hispanic, is meant to be inclusive, that is, persons of Spanish, Portuguese, and even French-speaking background in the Americas. However, this award is not intended for European scholars, even if Hispanic, unless they have direct Latin American or North American Latino roots. The competition is open to AEJMC members and non-members, students and faculty.

The award will be administered by the ICD in cooperation with the MAC division. The selection criteria are as follows:

- (1) Award recipients/authors must meet both the eligibility and the scope requirements.
- (2) If a submission has been authored by more than one person, the lead author should fit the eligibility criteria.
- (3) Within the scope outlined above, submitted papers must contribute to the literature or scholarship on Latino, Hispanic, and/or Latin American journalism and mass communication studies.
- (4) Each submission shall also follow the guidelines stated by the ICD or MAC divisions. In other words, awards will be selected from the pool of manuscripts submitted to both divisions through the normal paper submissions process through the All Academic Portal and winners must be included in the AEJMC annual Conference's program to receive the award.

Questions should be sent to Leonardo Ferreira at [leferrei@fiu.edu](mailto:leferrei@fiu.edu).

## Submissions Sought for AEJMC-Knudson Latin America Prize

Submissions are being accepted for the AEJMC-Knudson Latin America Prize, to be given annually to a book or manuscript-length non-fiction reporting project (including multi-media) concerning Latin America or coverage of issues in Latin America.

The work must make an original contribution to improve knowledge about Latin America to U.S. students, journalists or the public. The submission should either be journalistic or educational in nature, or both; it may be the result of one author or a team's work. The work must have been published in English. Only one submission is allowed per person. AEJMC does reserve the right to not present an award.

Topics are open, but preference will be given to work on civic issues or topics that promote social change and that break new ground. Works must have been published in 2013.

Entries should include six copies of the work as well as a narrative putting the work in social, political and cultural context.

The winner must attend the AEJMC Conference in Montreal in August 2014 to receive the award. The winner will be notified by early June 2014. Questions may be directed to Jennifer McGill at [aejmchq@aol.com](mailto:aejmchq@aol.com) or (803) 798-0271.

To submit a work for the AEJMC-Knudson Latin American Prize, submit the following to Jennifer McGill, AEJMC, 234 Outlet Pointe Blvd., Columbia, SC 29210-5667, for receipt by **Dec. 2**:

- (1) a nomination letter that includes the work's title, author(s) or editor(s), copyright/publication date, publisher, and an explanation of the work's contribution;
- (2) the author's mailing address, telephone number and email address;
- (3) specific language stating "As the author/editor of this title nominated for the AEJMC-Knudson Latin American Prize, I guarantee that if I am the award winner, I will attend the prize presentation at the 2014 AEJMC Conference in Montreal, as a registered conference participant"; and
- (4) six copies of the work to be considered for the award.

This award was endowed by the late Jerry Knudson, an emeritus professor at Temple University. Knudson was a long-time AEJMC member whose research and publications focused on Latin America.

# World Journalism Education Congress Seeks Proposals to Host 2016 Meeting

The World Journalism Education Congress announces a call for proposals to host the fourth World Journalism Education Congress to be held in 2016.

This meeting will follow highly successful congresses in Singapore (2007), Grahamstown, South Africa (2010) and Mechelen, Belgium (2013). The congresses are held under the auspices of the World Journalism Education Council, which is an informal coalition of 32 academic organizations involved partly or wholly in journalism education that is dedicated to advancing the field by sponsoring congresses, conducting a global census and producing scholarship ([wjec.ou.edu](http://wjec.ou.edu)).

Proposals to host the fourth World Journalism Education Congress in 2016 should meet the following criteria:

- (1) Bids should be endorsed by a WJEC organization in the host country.
- (2) The WJEC may be held in conjunction with an existing academic or professional meeting in the host country.
- (3) Applicants must show their capability of organizing a multi-faceted academic meeting.
- (4) Financial responsibility for conducting a WJEC congress will be the responsibility of the host institution with revenue to be generated by delegate registration, sponsorships and grants.
- (5) The registration fee will be negotiated between WJEC and the host institution/organization. Preference will be given to proposals that contain plans for reduced registration for delegates from developing countries following World Bank criteria and sponsorship where possible to support delegates from developing countries.
- (6) WJEC proposals should include a detailed budget for a three-day congress with revenue and expense projections and contain a letter of commitment from the head of the host institution/organization.
- (7) Proposals should include a description of transportation options to/from the venue, accommodation options and cultural/tourism opportunities.
- (8) The three-day program format for WJEC meetings should include the following:
  - (a) Plenaries
  - (b) Panels
  - (c) Research Panels
  - (d) Small Group Syndicates
- (9) WJEC will share responsibility for organizing and running the academic paper competition, the competition for panel proposals and the scheduling of syndicates.
- (10) WJEC and the local organizing committee will negotiate the dates for the congress.
- (11) Proposals should assume that meetings and presentations will be conducted mainly in English. Preference will be given to proposals that provide for simultaneous translation of major sessions into other languages.

Deadline for proposals is **March 31, 2014**. Proposals should be sent electronically in PDF format to Joe Foote at [jfoote@ou.edu](mailto:jfoote@ou.edu). Finalists may be asked to make a presentation at the WJEC planning meeting to be held in spring or summer 2014.

## International Association for Literary Journalism Studies to Meet in Paris

The International Association for Literary Journalism Studies (IALJS) invites submissions of proposals for panels on Literary Journalism for its annual convention to be held May 15-17, 2014, at the American University of Paris in Paris, France.

The conference hopes to be a forum for scholarly work of both breadth and depth in the field of literary journalism, and all research methodologies are welcome, as is research on all aspects of literary journalism and/or literary reportage. For the purpose of scholarly delineation, the IALJS definition of literary journalism is "journalism as literature" rather than "journalism about literature."

The association especially hopes to receive papers related to the general conference theme, "Literary Journalism: Local, Regional, National, Global." All submissions must be in English.

IALJS is a multi-disciplinary learned society whose essential purpose is the encouragement and improvement of scholarly research and education in Literary Journalism. Details of the programs of previous annual meetings can be found at [http://www.ialjs.org/?page\\_id=33](http://www.ialjs.org/?page_id=33)

Deadline for all submissions is **Dec. 1**. For more information, please see [http://www.ialjs.org/?page\\_id=21](http://www.ialjs.org/?page_id=21)

# JMC Grad Survey

Continued from page 1

Each year a sample of schools is drawn from those listed in the *Journalism & Mass Communication Directory*, published annually by the Association for Education in Journalism and Mass Communication, and *The Journalist's Road to Success: A Career Guide*, formerly published and printed by the Dow Jones Newspaper Fund, Inc., and now known as the Dow Jones News Fund and available online. Schools list themselves in the *AEJMC Directory*. All U.S. programs accredited by the Accrediting Council on Education in Journalism and Mass Communications and all U.S. members of the Association of Schools of Journalism and Mass Communication are in the *AEJMC Directory*. To be included in the *News Fund Guide*, the college or university must offer at least 10 courses in news-editorial journalism and those courses must include core courses, such as an introduction to the mass media and press law and ethics, as well as basic skills courses such as reporting and editing. Selection of schools for the sample is probabilistic, so that those chosen represent the population of schools in the two directories. In 2012, 82 schools were drawn from the 485 unique entries of four-year programs in the United States (including Puerto Rico) in the two directories.

Administrators at the selected schools and those that opted in to the study were asked to provide the names and addresses of their spring bachelor's and master's degree recipients as well as a cover letter endorsing the project to be mailed with the questionnaire. The questionnaire was mailed in November 2012 to all spring graduates receiving either a bachelor's or a master's degree from the selected programs. A second questionnaire was sent to nonrespondents in January 2013. A third mailing was sent in March 2013 to graduates who had not responded to the first two mailings. For the 41 programs that had provided email addresses, the third mailing was followed by an email message as well. Few of those 41 schools provided email addresses for all of their graduates, as many graduates remove their email addresses or refuse to include their email addresses in public files. In addition, in 2012, three programs provided only email addresses, and those graduates received all four waves of solicitation via email. The graduates receiving the mailed survey could return the printed instrument in a self-addressed, postage-paid envelope, or they could complete the instrument online. Those receiving only email solicitations could only complete the form online. All graduates were given a unique password for access to the web survey and could use it only once. The respondents also were told they could win an iPod nano (8 GB) in a lottery by participating.

The questionnaire asked about the respondent's experiences both while a student and in the months since graduation. Included were questions about university experiences, job-seeking and employment and salary and benefits.

In 2012, the survey was mailed to 10,099 individuals whose names and addresses were provided by the administrators of the 82 programs that made up the probability sample. A total of 2,151 returned the questionnaires by the end of May of

2013. Of the returns, 1,989 were from students who reported they actually had completed their degrees during the April to June 2012 period. The remaining 162 had completed their degrees either before or after the specified period, despite their inclusion in the spring graduation lists. A total of 949 questionnaires was returned undelivered and without a forwarding address. Return rate, computed as the number of questionnaires returned divided by the number mailed, was 21.3%. Return rate, computed as the number returned divided by the number mailed minus the bad addresses, was 23.5%.

Of the 1,989 usable questionnaires, 1,823 (91.7%) were from bachelor's degree recipients and 166 were from those who received a master's degree.

The findings summarized in this report are projectable to the estimated 51,315 students who earned bachelor's degrees and the 5,390 students who earned master's degrees in academic year 2011-2012 from the 485 colleges and universities across the United States and Puerto Rico offering programs in journalism and mass communication. Comparisons are made with data gathered in graduate surveys back through 1986. Data on master's degree recipients have been available since 1989.

Sample error for the 2012 undergraduate data is 2.3%. Sample error for responses from those receiving master's degrees in 2012 is 7.6%. In both cases, the confidence level is set at .05, meaning that the odds are 19 to 1 that the figures presented in this report are within plus or minus sample error of what would have been obtained had all graduates of journalism and mass communication programs, rather than a sample of these graduates, completed questionnaires. Sample error, of course, is only one of the sources of error in survey estimates. In many instances in this report, fewer than the full number of cases is used for inferences. Standard statistical tests have been used to evaluate the observed differences, or trends. Only those differences that are likely to hold if a census of all graduates had been undertaken were discussed in the text.

Women made up 70.6% of respondents. Members of racial or ethnic minorities made up 21.8% of those returning questionnaires. These sample characteristics are similar to those in recent years. Overall, the sample reflects higher return rates from women and lower return rates from minorities, based on the known characteristics of the 485 schools from which the sample was drawn.

Funding for the 2012 graduate survey was provided by AEJMC, the Association of Schools of Journalism and Mass Communication, the Hearst Corporation, the McCormick Foundation, the National Association of Broadcasters, Newspaper Association of America, the Scripps Howard Foundation, and the Grady College of Journalism and Mass Communication at the University of Georgia. Special contributions came from ASJMC members Elon University, Indiana University, Iowa State University, Louisiana State University, Marquette University, Northwestern University, Ohio University, Pennsylvania State University, Syracuse University, University of Illinois, University of Iowa, University of Kansas, University of Kentucky, University of Minnesota, University of Missouri, University of North Carolina, University of Oklahoma and the University of Oregon.

## Employment

Graduates completing the *Annual Survey of Journalism and Mass Communication Graduates* are asked to indicate how many job offers they had when they graduated. Responses to the question provide an initial indication of the job market experienced by graduates. That market collapsed in 2008 and continued to decline in 2009. Since that year, the market has improved, and 73.2% of the 2012 graduates reported leaving their studies with at least one job offer. The figure was a statistically comparable 72.5% a year earlier. The average number of offers in hand for 2012 graduates was 1.4, the same as a year earlier. Nine in 10 of the 2012 bachelor's degree recipients reported having at least one in-person job interview in 2012, a figure comparable to the figure a year earlier.

Survey instruments are mailed to the graduates in waves starting on Nov. 1, and Oct. 31 is used as a reference point for employment that is constant regardless of when graduates complete the survey. In 2012, 56.0% of the bachelor's degree recipients reported having a full-time job at that point, a figure that is just higher than the 53.3% reported by 2011 graduates (**Chart 1**). Not all of those graduates had started looking for work, and if they are removed from the computation, the level of full-time employment is 63.2%, compared with 61.8% a year earlier.

Respondents also report their employment status when they return the survey instrument, which can stretch from November to May of the following year. In 2012, 65.6% of the bachelor's degree recipients reported that they were employed

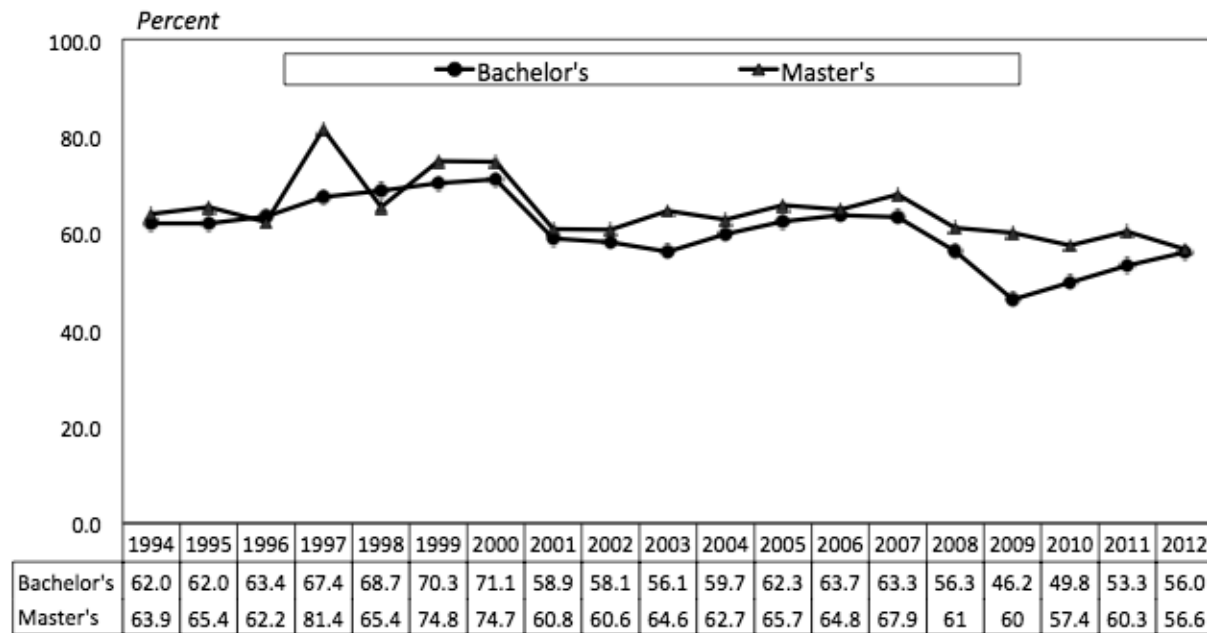
full-time when they responded to the survey. That figure was up just slightly, but significantly, from the 62.2% figure of a year earlier. Responses to this question varied across the year, with the November figure (58.6%) nearly identical to the 56.0% full-time employment rate on Oct. 31, when the survey went into the field. From November through May, the level of employment generally increased, with the level of full-time employment in May of 2013 standing at 70.7%. That level of employment is the highest reported on a monthly basis since May of 2008. The monthly figures have to be viewed cautiously, given the small number of respondents each month (N=399 in May of 2013). But the evidence of an improved job market overall since November of 2010 is unmistakable.

The unemployment rate for journalism and mass communications bachelor's degree recipients across time has always been higher than the unemployment rate in the labor market generally. That is hardly surprising, given that the graduates are just entering the market, while the larger market includes employment veterans. A more telling comparison comes from data on the age cohort of the graduates, namely those 20-24 years old. And in the last four years, journalism and mass communication graduates have outperformed their age cohort in the job market. Here unemployment is computed comparably for the national data and for the graduate survey data. The chart shows that there have been periods when journalism and mass communication graduates did not have more success in the job market than their cohort, and the data for the last four years show

Continued on page 14

### Chart 1. Employment status Oct. 31

Full-time employment status of Bachelor's and Master's degree recipients



Source: Annual Survey of Journalism & Mass Communication Graduates

some strength in the journalism and mass communication labor market niche.

Nearly nine of 10 of the graduates with a full-time job reported that the position was a permanent one, a figure that has been unchanged since 2009. The percentage of graduates with part-time jobs that are permanent increased in 2012. Similarly, the chart shows an increase in the percentage of both full-time and part-time graduates who are doing free-lance work on the side. This latter question has been asked only since 2006. The trend suggests that free-lance work is increasing with the improvement in the economy.

One of the most important indicators of the strength of the job market is the percentage of graduates who took work in the field, as opposed to with some other type of employer. In 2012, 59.7% of the graduates reported holding a job “that involves communication activities and skills related to your area of study in college.” That figure had been 54.8% in 2011 and 48.3% in 2009.

The improvements in the job market reported by 2012 bachelor’s degree recipients varied by field of study, as has been true historically. Those graduates who had specialized in news-editorial journalism—the traditional print base of journalism and mass communication education—reported an increase in level of full-time employment in 2012 compared with a year earlier. The market for these graduates also had improved a year earlier, but 2010 had been a particularly bad one. The job market for bachelor’s degree recipients with telecommunications specialization also improved slightly in 2012 compared with the year earlier. Graduates with an advertising concentration, in contrast, saw no improvement in the job market in 2012 compared with a year earlier. The same is the case for graduates who specialized in public relations. Telecommunications graduates continued to have the most difficulty in the job market, followed by news-editorial, advertising and public relations graduates, though the differences among the latter three were relatively modest.

Female graduates reported a higher level of full-time employment in 2012 than did male graduates, as has been the case historically. The gap actually was quite small in 2012, however, and, since women are more likely to specialize in advertising and public relations than are men, the difference is easily explained through those interests. Minority graduates in 2012 had a more difficult time in the job market than did graduates who were not members of racial and ethnic minorities. The gap has been persistent across time and was nearly at the same level as a year earlier. Bachelor’s degree recipients who are members of racial or ethnic minority groups and found a job once again were much less likely to have found that job in communication than were those bachelor’s degree recipients who were not members of minority groups.

The dominance of web-based communication in the jobs graduates find is in evidence in responses to a question asking

graduates to identify “activities” they do in their jobs. Six in 10 of the 2012 bachelor’s degree recipients reported that they write and edit for the web, a figure that has been unchanged in recent years. Nearly eight in 10 report that they use the web for research. Again, there is little evidence of change over time. There is some variability in writing and reporting for the web based on the type of employer. Those working at daily and weekly newspapers and with online exclusively employers show the highest levels of this activity, and those working in advertising doing the least. All employers show high levels of use of the web for research.

Journalism and mass communication education is dominated by undergraduate offerings, so what happens in that segment of the labor market is most reflective of the market generally. Each year, however, about one in 10 of the degrees offered by journalism and mass communication programs is to students completing a master’s degree. Those students historically have had more success in the market than those earning a bachelor’s degree. Given the likelihood that the master’s degree recipients have more on-the-job experience, the gap is hardly surprising. In 2012, that gap had largely eroded. Seven in 10 of the master’s degree recipients in 2012 reported leaving the university with a job offer. The figure is just slightly lower than was the case for bachelor’s degree recipients. Of the 2012 master’s degree recipients, 56.6% had a full-time job on the benchmark date of Oct. 31, 2012, down from the year before (**Chart 1**). The comparable figure for bachelor’s degree recipients was 56.0%. The rate of full-time employment was 63.1% for those master’s degree recipients who had looked for work. The figure for bachelor’s degree recipients was 63.2%. When the master’s degree recipients returned the questionnaire, 66.9% of them held a full-time job, compared with the figure of 65.6% for bachelor’s degree recipients. Because of the relatively small number of cases for the master’s degree recipients, it is hard to say with confidence that the 2012 figures are real declines from a year earlier, though the consistency across the measures suggests that is the case. Perhaps because of the continuing weakness of the job market overall, employers show little willingness to reward master’s degree recipients for their extra education.

### **Salaries and Benefits**

For the second year in a row, the median salary earned by journalism and mass communication bachelor’s degree recipients increased, and in both years, the increases were sufficient to offset the effects of the relatively modest inflation in the economy. In 2012, bachelor’s degree recipients with full-time jobs reported earning \$32,000, up by \$1,000 from the salary reported by graduates a year earlier and by \$2,000 from 2010. In fact, the median salary earned by bachelor’s degree recipients had been unchanged from 2006 through 2010.

Even with the increase, the salary earned by bachelor’s degree recipients in 2012 was nearly \$2,000 less than journalism and mass communication bachelor’s degree recipients earned in 2000 in terms of inflation-adjusted dollars and just above the level of salary earned by journalism and mass communication bachelor’s degree recipients in the field in 1987.

Journalism and mass communication master's degree recipients reported earning \$40,000 in 2012, considerably more than the bachelor's degree recipients earned. But the 2012 median salary for master's degree recipients was unchanged from a year earlier. In inflation-adjusted dollars, the 2012 master's degree recipients earned considerably less than graduates in 1999 and even in 1989.

The median salary earned by 2012 bachelor's degree recipients who found full-time work in the daily newspaper industry was \$28,550. Salaries for graduates in the daily newspaper industry have increased both of the last two years. Bachelor's degree recipients who found work at a weekly newspaper reported a median salary of \$27,000. Graduates with work at weeklies also have reported salary increases each of the last two years.

Salaries earned by bachelor's degree recipients who found full-time work in radio in 2012 was \$31,250, up markedly from a year earlier. Graduates with full-time employment in television reported making \$28,000 in 2012, up \$2,500 from a year earlier. Salaries in television have increased each year since 2008.

The average salary for a 2012 bachelor's degree recipient who found a job in advertising was \$34,000, or \$1,500 more than graduates similarly employed in 2011 reported. Graduates who found a full-time job in public relations reported earning \$33,000, up nearly \$1,000 from a year earlier.

Salaries earned by 2012 bachelor's degree recipients with full-time jobs in the daily newspaper industry, the weekly newspaper industry, the magazine industry, specialized publishing, radio and broadcast television all were below the median earned

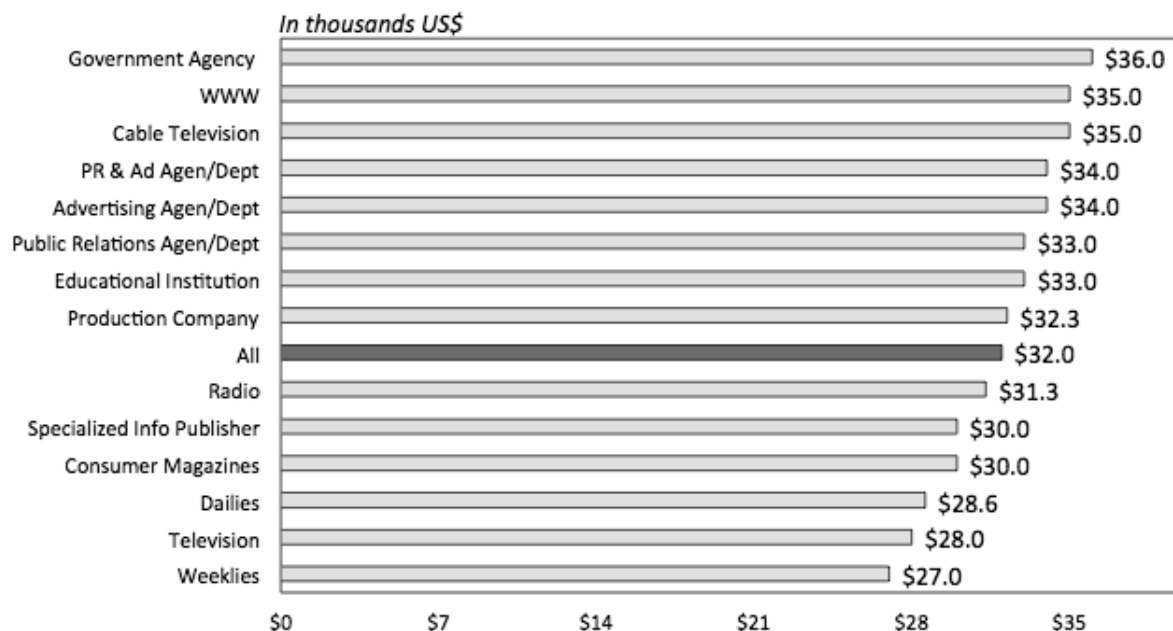
by bachelor's degree recipients with full-time jobs overall (**Chart 2**). This is a historical pattern, except in the case of specialized information publishing, which usually offers above average salaries. Graduates with full-time jobs in cable television, advertising, public relations, combined advertising and television, specialized publishing and with online publishers all were above the median, as were graduates with full-time work with a production company, an educational institution or a government agency. Graduates who found work in what they called a communication job but with an employer they said was not part of the media field earned, on average, \$27,864, or below the median. Many graduates reject the classification scheme shown in Chart 2 but say the employer is a media company. Examples from 2012 include a brewery, a catering company, a software company, and an Internet marketing firm. Some graduates simply indicate they are self-employed. The median salary for all these graduates in 2012 was \$35,000, or considerably above the median.

Bachelor's degree recipients with a job in the Northeast reported a median annual salary in 2012 of \$35,000, up \$2,000 from a year earlier. The median salary for those employed in this area was higher than in other areas of the country, with graduates in the Midwest reporting the lowest salary at \$30,160, little changed from a year earlier. Only a small percentage of the 2012 graduates reported being a member of a labor union, as has been the case in the past. Overall, the figure was 1.5%, and it also was just 1.5% of those with a full-time job. The median salary for those bachelor's degree recipients with a full-time

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## Chart 2. Salaries compared

Median yearly salaries for 2012 Bachelor's degree recipients with full-time jobs



Source: Annual Survey of Journalism & Mass Communication Graduates

## JMC Grad Survey

Continued from page 15

job and who were union members in 2012 was \$39,780, compared with \$32,000 for those who were not union members. Across the years, graduates who were members of a labor union have made higher salaries, with 2011 being the sole exception.

In 2012, bachelor's degree recipients doing freelance work reported earning, on average, \$3,000 from that work or other self-employment outside the regular job. That was up from a year earlier. The median salary earned by master's degree recipients doing freelance work was \$5,000, as it had been in 2011. In 2012, 17.6% of the bachelor's degree recipients and 25.9% of the master's degree recipients reported doing freelance work.

Benefits that journalism and mass communication bachelor's degree recipients received in 2012 were mostly unchanged from what graduates reported receiving a year earlier. Graduates are asked to report on a list of nine benefits and indicate whether the employer pays for the benefit entirely or whether the employer pays only part of the costs of the benefit. The list included basic and major medical coverage, prescription drug and disability insurance, dental insurance, life insurance, maternity/paternity leave, child care and a retirement plan beyond social security. In 2012, 54.6% of the graduates with full-time jobs reported getting basic medical insurance either with full or partial assistance from their employer. The figure a year earlier was 55.3%. The responses suggest that the erosion in benefits packages that began after 2008 seems to have been arrested.

### Concluding Comments

The job market for journalism and mass communication graduates in 2012 was not much improved from the year before, but the movement was in the right direction, at least for those who earned a bachelor's degree. It is hard to be very pleased with the small amount of change, which is consistent with and reflective of the overall labor market. That overall market is showing very slight improvement, and unemployment rates that are high by historical standards. Journalism and mass

communication graduates did outperform their age-cohort in terms of employment, as has been the case in recent years but has not always been true.

Compensation in the form of salaries has improved in the last two years for those earning a bachelor's degree in journalism and mass communication. Those receiving a master's degree did not earn more in 2012 than a year earlier, but the gap between entry-level employment for bachelor's and master's degree recipients remains great. The erosion of benefits packages for the graduates seems to have been halted.

Questions in the survey of graduates always give respondents an opportunity to complain about their education, and in 2012, about one in four of the graduates responded to one of those questions by saying that they regretted their career choice. The figure is relatively unchanged from a year earlier and about at the average across the 14 years the question has been asked. That it is a significant percent cannot be doubted. No standard from other fields exists for this question, however, and it seems likely that some graduates would be unhappy with their career choice regardless of which one they had selected. The match between expectation and actual job prospects is unlikely to ever be perfect. One in 20 of the journalism and mass communication graduates each year indicates that she or he had selected the field without ever intending to go into it.

A series of questions in the 2012 survey provided specific criticisms often being voiced at present about journalism and mass communication education and asked the graduates if they agreed with them. A significant number of the graduates, about four in 10, said that their courses included too little technical training, while only about one in 10 said the courses included too little substantive materials about the process of communication. The vast majority—but certainly not all—of the graduates said their coursework contained up-to-date content and that their studies gave them the background needed to be successful communicators. Most said the courses provided the education needed in today's workplace and that the education received was what they believe will be needed in their careers. The vast majority said their instructors and facilities were up-to-date. In the ideal, all of the students would feel satisfied with their courses, their professors and the facilities. Critics will find evidence to support their claims in the data, and some of those less critical will find some solace.

## USPS Sponsors Research Awards

The United States Postal Service sponsors two biennial prizes for scholarly works on the history of the American postal system.

Conference papers, theses, dissertations, or published works by students are eligible for a \$1,000 award; published works by faculty members, independent scholars, and public historians are eligible for a \$2,000 award.

The next deadline is Dec. 1.

For further details, see the website for the Rita Lloyd Moroney Awards, <http://about.usps.com/who-we-are/postal-history/moroney-award.htm> or contact Richard Kielbowicz, Department of Communication, University of Washington, [kielbowi@uw.edu](mailto:kielbowi@uw.edu).



# NEWS NOTES

## News Notes

News Notes are printed in the November issue of *AEJMC News*. Faculty and program news, announcement of promotions and tenure are welcome. Deadline for entries is Oct. 1. Send via email to [aejmcnews@aol.com](mailto:aejmcnews@aol.com) and type "News Notes" in the subject line.

## Personals

**Gracie Lawson-Borders**, Howard University, is the new Dean of the School of Communications at Howard University following an extensive national search.

Lawson-Borders has spent nearly three decades in academia, communication studies and professional journalism. Before joining Howard, Lawson-Borders served as associate dean in the College of Arts and Sciences and professor in Communication and Journalism at the University of Wyoming. She is also a former director of the African American and Diaspora Studies program at Wyoming. She is an editorial board member for the *International Journal on Media Management* and an advisory board member for BlackPast.org. Additionally, she has served on the faculty at Kent State University and Southern Methodist University.

Lawson-Borders is also a former journalist, who worked as a reporter and editor at the *Akron Beacon Journal*, *Oakland Press* and *Chicago Tribune*. Lawson-Borders is working on her second book, which is about digital business models and strategies for media organizations. Her research and teaching examine media management, media convergence, emerging technologies, social media and media coverage of minority groups.

**Tracy Lucht**, assistant professor of journalism in the Greenlee School of Journalism and Communication at Iowa State

University, has written *Sylvia Porter: America's Original Personal Finance Columnist* (Syracuse University Press, cloth \$24.95, 978-0-8156-1029-8).

Sylvia Porter (1913–1991) was the nation's first personal finance columnist and one of the most admired women of the twentieth century. In *Sylvia Porter: America's Original Personal Finance Columnist*, Lucht traces Porter's professional trajectory, identifying her career strategies and exploring the role of gender in her creation of a once-unique, now-ubiquitous form of journalism. A pioneer for both male and female journalists, Porter established a genre of newspaper writing that would last into the 21st century while carving a space for women in what had been an almost exclusively male field. She began as an oddity—a woman writing about finance during the Great Depression—and rose to become a nationally recognized expert, revered by middle-class readers and consulted by presidents. As the first biography of Sylvia Porter, this book makes an important contribution to the history of women and the media.

**Mark Massé**, Ball State University literary journalism professor, has been presented with the American Psychoanalytic Association's (APsaA) 2012 Award for Excellence in Journalism. The award noted his "commitment to covering mental health issues with integrity and sensitivity." His winning entry was "Transformer," a chapter from his book *Trauma Journalism: On Deadline in Harm's Way*. Past APsaA award winners include the *New York Times*, the *New Yorker*, *Harpers*, *U.S. News & World Report*, the *Wall Street Journal* and *Newsweek*.

**Thomas E. Patterson**, Bradlee Professor of Government and the Press at the Harvard Kennedy School and founder of the Journalist's Resource website, has written *Informing the News*.

The book is available from Amazon.com, Barnes & Noble and local retailers such as the Harvard Book Store. *Informing the*

*News* is a frank look at the failings of journalism today and what needs to be done to fix the problem. It's an articulation of the mission of the Journalist's Resource project, to help the news media transition to a new phase in the 21st century.

In this book, derived from a multi-year initiative of the Carnegie Corporation and the Knight Foundation, Patterson calls for a major overhaul of journalism education and practice. The book speaks not only to journalists, educators and newsmakers but also to all who are concerned about the integrity of the information on which America's democracy depends. See more at: <http://journalistsresource.org/informing-the-news#sthash.fVpGgpZa.dpuf>

**James A. Rada**, associate professor at Ithaca College, has had his documentary "Meet Me at Equality: The People's March on Washington" picked up for broadcast by several PBS affiliates nationwide. The hour-long program profiles 28 people who participated in The March on Washington on Aug. 28, 1963. The documentary aired in Atlanta; Binghamton, NY; Colorado; and Washington, DC, during the last week of August through the first week of September. The PBS network streamed the program live, online on the actual anniversary of The March, Aug. 28. More information on the documentary may be found on the website [meetmeatequality.com](http://meetmeatequality.com).

Rada was also involved in the coverage of the 50th Anniversary Commemoration of The March. Rada took two crews of students from Ithaca's Park School of Communications to Washington, DC, to cover the commemorations; on Aug. 24, the students produced content for *NBC Nightly News* with Lester Holt, and on Aug. 28, Rada and another group of students covered the actual anniversary of The March for *PBS Newshour* online. The students produced content for *Newshour's* online streaming as well as provided live coverage through various social media outlets.

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# News Notes

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**Don Stacks**, professor of public relations in the University of Miami School of Communication, is the newly elected chair of the Institute for Public Relations (IPR) Measurement Commission.

Among his ambitions for the Measurement Commission in 2013 are to take a longer-range, think-tank view of the entire research process; to focus on basic research understanding and on standards for research, measurement and evaluation in practice; and to continue cutting-edge commentary and producing important white papers in the field. Through his new blog, *Stacks on Research*, published in conjunction with IPR, Stacks will pursue a larger discussion of the research process.

The IPR Measurement Commission is composed of researcher-practitioners and thought-leaders in public relations research, measurement and evaluation drawn from four segments of the global public relations industry: corporations, government, and non-profits; public relations agencies; research firms; and academia.

**Rama Tunuguntla**, Grambling State University College of Professional Studies Interim Dean, has retired after more than 30 years.

Tunuguntla has been acting dean since January 2009. The College of Professional Studies includes the Department of Mass Communication, the School of Nursing, the School of Social Work and the Department of Criminal Justice. Prior to the last several years as a dean, he was the head of the Department of Mass Communication for 17 years, starting in 1988.

Tunuguntla was instrumental in developing the Department of Mass Communication in 1988 with a mass communication B.A. degree and a master's degree in mass communication in 1997. The undergraduate program has maintained continuous national accreditation with the

Accrediting Council for Education in Journalism and Mass Communications (ACE-JMC) since 1993.

A native of India, he turned to teaching after years of professional experience as a journalist. He earned his Master's and Ph.D. degrees in Mass Communication from the University of Minnesota, Minneapolis, MN. Joining as an assistant professor in 1980 in the then Department of English and Journalism, he moved up the ranks as member of the faculty and in academic administration. He continued to pursue his research interests in the areas of international and intercultural communications by presenting papers at various national and international conferences.

## Schools

**Arizona State University** – Two veteran journalists have been named Reynolds Visiting Business Journalism Professors at California State University, Fullerton, and the University of Oklahoma under a \$1.67 million grant from the Donald W. Reynolds Foundation.

The five-year program will ultimately create 11 visiting professorships at 11 different schools. It is administered through the Donald W. Reynolds National Center for Business Journalism at Arizona State University's Walter Cronkite School of Journalism and Mass Communication.

Dick Weiss and Joe Winski will teach in the spring semester of 2014. Weiss, who will teach at the University of Oklahoma, is an award-winning writer, editor and writing coach with more than three decades of experience at newspapers, much of it at the *St. Louis Post-Dispatch*. Winski, who will teach at Cal State Fullerton, has had a career in business journalism, including working for *The Wall Street Journal*, Bloomberg News, *The Chicago Tribune* and Crain Communications.

The professorships will enable students at the two universities to get valuable training in a specialized and increasingly critical area of journalism, said Andrew Leckey, president of the Reynolds Center

and the Reynolds Chair in Business Journalism at the Cronkite School.

The inaugural group of Reynolds Visiting Business Journalism Professors taught in spring 2012 at Colorado State University, Grambling State University, the University of South Carolina and Texas Christian University. Three professors taught in spring 2013 at Central Michigan University, Elon University and Louisiana State University. The Reynolds Visiting Professorships are modeled on successful programs at Washington and Lee University and the Cronkite School. The Reynolds Center also sponsors a four-day seminar for prospective business journalism professors, for which fellowships are available to attend for its eighth annual session Jan. 2-5, 2014.

**Fordham University** – The Donald McGannon Communication Research Center is pleased to announce the publication of the second volume in the Center's Everett C. Parker Book Series: *Rethinking Media Pluralism* by Kari Karppinen (Fordham University Press, 2013). This provocative new book argues that media pluralism needs to be rescued from its depoliticized uses and re-imagined more broadly as a normative value that refers to the distribution of communicative power in the public sphere.

In *Rethinking Media Pluralism*, Karppinen contends that the notions of media pluralism and diversity have been reduced to empty catchphrases or conflated with consumer choice and market competition. He suggests that in this narrow logic, key questions about social and political values, democracy and citizenship are left unexamined. To solve this difficult issue, the author argues that media pluralism should be understood, instead, in terms of its ability to challenge inequalities and create a more democratic public sphere.

Karppinen is a postdoctoral fellow at the Department of Social Research at the University of Helsinki, Finland. His research interests include media and communication policy, media and democracy, political philosophy, and theories of the public sphere.

The McGannon Center conducts, supports, rewards and disseminates research that informs the communications policy-making process and ethical decision making in the management of media organizations. It seeks to contribute to the development of a tradition of rigorous research into media performance and media policy, with a particular emphasis on the interaction between the economic and the public service dimensions of media performance. The Center's Everett C. Parker Book Series is devoted to the publication of research that addresses social and ethical issues in communications policy; it commemorates the work of Everett C. Parker, a founding figure in public interest communications policy activism, co-founder of the McGannon Center, and a pioneer in the linking of communications research with policy advocacy. Submission guidelines for the Everett C. Parker Book Series can be found at the McGannon Center's home page, <http://www.fordham.edu/mcgannon>, by following the Everett C. Parker Book Series link.

**Marquette University** – The J. William and Mary Diederich College of Communication has announced its inaugural class of three journalists who will take part in The Perry and Alicia O'Brien Fellowship in Public Service Journalism during the 2013-14 academic year.

The journalism fellows are Hal Bernton of *The Seattle Times*, Dan Egan of the *Milwaukee Journal Sentinel* and Lillian Thomas of the *Pittsburgh Post-Gazette*. They will reside within the College of Communication for the 2013-14 academic year, with each researching and producing an in-depth public service journalism project on campus and working with Marquette students, giving them first-hand journalism experience.

The creation of the O'Brien Fellowship in Public Service Journalism followed the announcement in November 2012 that Marquette was named the recipient of a Grand Challenges Explorations grant between Marquette University and the authors of *The New York Times* "Fixes" column, called FixesU. This grant, funded by the Bill and Melinda Gates Foundation,

combines Marquette University's Social Innovation Initiative with the journalism prowess of *New York Times* authors David Bornstein (best-selling author of *How to Change the World*) and Tina Rosenberg (Pulitzer prize-winning author of *The Haunted Land*).

In February 2013, Marquette University announced that a couple donated \$8.3 million to the College of Communication. Peter and Patricia Frechette of Minneapolis made the gift in honor of Patricia's parents, Perry and Alicia O'Brien. The Frechettes designated the gift toward the launch of "The Perry and Alicia O'Brien Fellowship in Public Service Journalism." The fellowship brings three journalists from all types of media to Marquette for each academic year. During this time, the journalists will research and produce an in-depth public service journalism project.

**University of Alabama** – The Plank Center for Leadership in Public Relations has completed its fourth Fellowship Program for Public Relations Educators. Seven applicants were selected and placed with host organizations for two weeks during the summer.

The 2013 Plank Center Educator Fellows and their hosts were Cathy Rogers, Loyola University, hosted by General Motors; Dana Janbek, Lasell College, hosted by Johnson & Johnson; Prisca Ngondo, California State University-Chico, hosted by McDonald's Corp.; Lois Foreman-Wernet, Capital University, hosted by Northwestern Mutual; David Remund, Drake University, hosted by Regions Financial Corp.; Ming (Bryan) Wing, University of Nebraska-Lincoln, hosted by Tesoro Cos.; Brigitta Brunner-Johnson, Auburn University, hosted by USAA.

The Plank Center's mission is to bridge the gap between education and practice. The Fellowship Program for Educators helps do that by forging a closer relationship between educators and practitioners.

**University of Cincinnati** – The University of Cincinnati formed its first Department of Journalism in the year of AEJMC's Centennial Celebration. It was announced in

February 2012 that UC's journalism program would separate from its longtime home in the Department of English and Comparative Literature and become its own independent department. On June 26, UC's Board of Trustees approved the appointment of Jeffrey Blevins as its department head. Blevins (Ph.D., Ohio University, 2001) was formerly the director of undergraduate education in the Greenlee School of Journalism & Communication at Iowa State University. He replaced Jon Hughes on Aug. 15, the long-time director of the journalism program, who is going into partial retirement. The timing of UC's creation of a stand-alone Journalism Department is notable because one of its faculty members in the English & Comparative Literature Department, George Miller, was one of the original 23 founding members of AEJMC 100 years ago in Chicago.

**University of Southern California** – Fifteen leading arts journalists have been selected as fellows for the prestigious 2013 USC Annenberg/Getty Arts Journalism Program.

With support from The Getty Foundation, the program, now in its 12th year, has established a standard of excellence in journalism, a distinguished roster of alumni and a reputation for innovation and vision focused on the future of cultural journalism. This year, 15 fellows were chosen from an international pool of 197 applicants for the ten-day program that ran from Oct. 23-Nov. 2 in Los Angeles.

In conjunction with this year's fellowship, to build on its record of focusing on the future of arts journalism, USC Annenberg and the Annenberg Innovation Lab teamed up with support from the Doris Duke Charitable Foundation to produce its second National Summit on Arts Journalism on Oct. 25. The 15 Getty fellows, joined by technologists, entrepreneurs, artists and behavioral researchers, came together for a day to re-imagine the future of the arts press and to address the question: "How can non-traditional publishing support a healthy arts ecosystem?" The gathering was recorded and produced as an online conference at [www.ajsummit.org](http://www.ajsummit.org).

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**Copy deadlines** are Dec. 1. for January issue, Feb. 1 for March issue, June 1 for July issue, Aug. 1 for Sept. 15 issue, and Oct. 1 for November issue.

### University of South Florida St. Petersburg

– Department of Journalism and Media Studies invites applications for **two assistant professors** with an anticipated start date of August, 2014 (pending budget approval).

Successful candidates for both positions will have the Ph.D. or other terminal degree from an accredited university in journalism, mass communication, media studies or other discipline relevant to each position. Normal course load is 3-2; course reductions for research or service obligations possible; summer teaching opportunities. Candidates for both positions must meet university requirements for appointment to rank of assistant professor, including demonstrated research or research potential.

The department has 8 full-time faculty members, 5 professional journalists who participate as adjuncts, approximately 180 undergraduate majors and 50 graduate students in

two M.A. programs. Beginning Fall, 2014, the department will offer an online graduate certificate program in food writing and photography. The undergraduate major and the M.A. in Journalism and Media Studies are accredited by the Accrediting Council on Education in Journalism and Mass Communications.

#### **Position 1: Digital Journalism and Design**

This is a new tenure-track faculty line that acknowledges the department's success in the development of its completely online M.A. in Digital Journalism and Design. The successful candidate will teach a range of online courses related to digital media technology, including audio, video, photography, design and production. The candidate will also contribute to face-to-face and hybrid course offerings and will fulfill research expectations and service obligations.

**Additional Minimum Qualifications:** Experience in designing and teaching online production classes and demonstrated competence teaching at the post-secondary level.

**Preferred Qualifications:** In-depth knowledge of digital journalism; demonstrated understanding of online, digital and mobile technology and how it transforms journalism; experience with multimedia or online news production; research in online pedagogy, experience teaching dynamic programming languages, and use of content management systems in journalistic practice. Three years of professional experience in journalism and have evidence of research or creative scholarship.

#### **Position 2: Theory and Community/Local Journalism**

The successful candidate for this tenure-track faculty line will provide departmental leadership in two areas. Expectations include teaching undergraduate and graduate level classes in digital and in foundational media theory; and teaching classes that lead students in story production using the department's off-campus Neighborhood News Bureau.

**Preferred Qualifications:** Three years of professional journalism experience; demonstrated expertise in reporting the stories of underserved populations and in bringing those stories to the attention of the broader community through online publications, collaboration with local news outlets, and other initiatives; and expertise in grant-writing and other revenue-building techniques to support communication strategies for underserved populations.

**Application Deadline: For full consideration, applications must be received by December 31, 2013.** To apply, please go to <http://www.usf.edu/about-usf/work-at-usf.aspx> and submit the faculty employment application, a letter of application, vita, names, addresses and telephone numbers of three references. For further information please contact Deni Elliott, Chair, Department of Journalism and Media Studies, [elliott@usfsp.edu](mailto:elliott@usfsp.edu).

According to Florida law, applications and meetings regarding this position are open to the public. Positions contingent on funding. USF St. Petersburg is an Equal Opportunity/Equal Access Institution.

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