

# AEJMC NEWS

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

Volume 45 No. 5 | September 15, 2012

## Perspectives on the Future of News

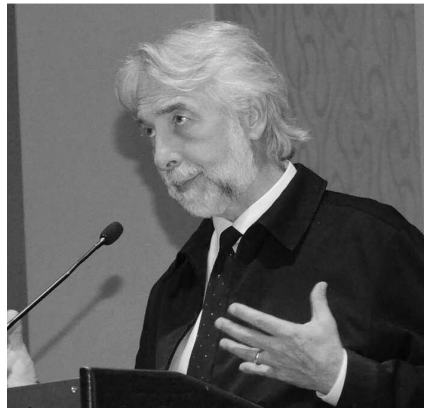
*The following address was given Aug. 9 by Richard Gingras, head of news and social products at Google, as the opening keynote of AEJMC's annual conference in Chicago.*

I'm honored by the opportunity to speak here tonight. When it comes to the future of journalism, there is no more important audience than the one in this room. It is *you* who will nurture, guide and enable those who invent journalism's future. We can talk tonight about the emerging news ecosystem. We can discuss its many emerging attributes. However, much of the invention that will occur, that *needs* to occur, will be the inventions of those *you* inspire.

Allow me to note a few points of context about me. I am not a journalist. Not that I wouldn't be proud to accept that label. But I haven't earned my stripes. While I have created several news products, and in a few instances, held the title of editor, I have never reported a story or worked deeply enough in the journalism trenches to ever be comfortable using that label. I am a technologist. I develop and architect products. I have spent a third of a century working in the fields of new media. This does not mean I have answers. In fact, all it means is that I have had the opportunity to make more mistakes than all of you! And with those mistakes, I *might* have attained insights into the architecture of information ecosystems and their evolution over the course of the last thirty years.

These are extraordinary times. The media landscape is in the process of being completely transformed, tossed upside down; reinvented and restructured in ways we know, and in ways we do not yet know. The process of change is far from over. Indeed, it will never be over. The pace of technological change will not abate, it will only quicken. The consumer Internet is less than twenty years old. The emergence of Google and the power of search occurred only fifteen years ago. Less than ten years ago saw the eruption of the blogosphere. And only five years ago, the notion of social networks had not entered our consciousness. What will be the next startling innovation?

Continued on page 12



Gingras

## Chicago Stats ...

- 2,467 delegates — second highest number of delegates to an AEJMC conference. Record attendance was 2,657 at the DC conference in 2007.
- 1,792 papers submitted
- 878 papers accepted — second highest number of papers accepted. Record number of acceptances was 896 in 2011.
- 4,965 unique visitors — to the AEJMC Chicago website in August.
- 3,595 weekly reach — of the AEJMC Facebook page for the week of the conference.
- 1,024 unique downloads of the conference app — it was the second year we provided delegates with a conference app containing the program, hotel floor plans, lists of exhibitors, etc.
- 1,500 tweets issued — by conference attendees the week of the conference through the #AEJ12 hashtag.
- 4,500 followers — received tweets through the AEJMC Twitter feed during the conference.



# FROM THE PRESIDENT



By Linda Steiner  
2011-12 AEJMC President  
University of Maryland  
lsteiner@jmail.umd.edu

## Many Challenges, and Many Ways to Meet Them

Literally while AEJMC's centennial meeting was underway in Chicago, a reporter asserted that one issue was "dominating" our discussions, i.e., the public letter issued by journalism-related foundations accusing journalism programs of not changing fast enough and of hiring academics instead of top "industry" professionals. But whatever were the virtues (or mistakes) of the letter, *Inside Higher Ed's* lede was wrong. We had other things to debate and discuss. And much to be proud of.

Among the things AEJMC could celebrate was our continuing success in resisting the dichotomies between media professions and academia and removing the barriers between research and professional practice. We have been forging productive connections around our common interests, including by supporting the efforts of those trying to move from media careers into university-level teaching and research. Indeed, we had a pre-conference workshop in Chicago for media professionals—with an emphasis on diversity—interested in teaching. AEJMC also encourages scholarship of relevance to the profession, including by showing that critical work can be useful. And we do much more than "train." We have been innovative and creative in figuring out new ways to firm up the partnerships. With support from the Scripps Howard Foundation, AEJMC sent six faculty members this summer to learn about social media use at *The Miami Herald*, C-SPAN, *The Oregonian*, WGN Radio/*Chicago Tribune*, WEWS-TV, and Scripps Networks Interactive/*News Sentinel*. The faculty members chosen for this program spent two weeks at the site; in the fall, a professional from that organization will visit campus.

In partnership with ASJMC and the Knight Foundation, AEJMC is again offering grants to develop classroom uses of the Knight News Challenge products. Many of the research projects of the AEJMC Emerging Scholars Program, now in its third year, have dealt with the Internet, online citizen journalism projects, or otherwise address new technologies. I would be surprised if some of the applicants for the AEJMC Senior Scholar Research Grants now being launched did not have similar interests. And, of course, digital issues were prominent in research, teaching, and professional freedom and responsibility sessions sponsored by divisions at our 100th meeting, as well as other events, including the keynote.

Meanwhile, as indicated by an ASJMC letter—published in full in this newsletter—mass communication curricula are responsive to ongoing changes in the media. The letter cites data from the most recent annual enrollment survey conducted by the Cox Center at the University of Georgia. Well over 90% of the 491 journalism and mass communication programs responding told Lee Becker and his fellow researchers at the Grady College of Journalism and Mass Communication that they offer coursework in writing for the web, using the web in reporting, and using social media, video, and photos on the web. Over 80% said they teach digital storytelling, web layout and design, editing for the web, and web uses of blogs, graphics, and audio.

Journalism and media studies curricula are never static. Many challenges remain—and new ones will undoubtedly emerge. So curricula will continue to change. We will need to figure out how to address multiple, complex, and intersecting ethical, technological, resource, and management issues. We need to figure out how to answer effectively the continuing challenges (some undeserved, some deserved) to the credibility of media professionals and to the definition of professionalism. We will have to figure out how to

subsidize or otherwise pay for high quality journalism and other kinds of media production—and for the

high quality curricula we believe are necessary to educate the people who will produce it. And not only will we meet a variety of challenges, but also we'll develop a variety of solutions: Curricula must be responsive both to global and local contexts. Academic programs have different needs, different configurations and structures, different access to human and financial resources; even geography matters, quite literally. But we *will* meet these challenges. More to the point, we will help each other meet these challenges.

Finally, I cannot end this last column without returning to the \$100 for 100 years campaign. Thanks to a large bequest, we are half-way to our goal of \$300,000. And now when you donate to the campaign (you can give more than \$100), you can mark which group you want to be credited; the division or interest group with the most members making a donation will get an extra programming chip. Please remember that this is a special opportunity for you to give. Unlike most of those organizations pleading with you to open your checkbook, we do not ask for a donation annually, or even every decade (or two or three). Meanwhile, perhaps also unlike at least some of those other organizations, AEJMC directly helps you and works for you. You have benefited; you now benefit; you will continue to benefit from your membership.

**“Many challenges remain—and new ones will undoubtedly emerge. So curricula will continue to change.”**

# AEJMC Officer Nominations Going Online

By Paul Voakes, Colorado

This year AEJMC is moving to an online process for nominating candidates for the association's top leadership positions. The Nominations and Elections Committee invites nominations, including self-nominations, for the vice presidency and for open seats on our elected standing committees. Nominations must be posted by **Friday, Oct. 19**; the election (also online) will take place in the spring of 2013.

All current AEJMC members will receive an email with a link to the online nominations form in early September.

The committee will review nominations and select a final slate of candidates. Two candidates will be selected to run for the office of vice president, with the winner serving as vice president in 2013-14, becoming president-elect in 2014-15, and AEJMC president in 2015-16. Our current president-elect, Paula Poindexter of Texas-Austin, will move up next year to the presidency, and current vice president, Elizabeth Toth of Maryland, will move up to president-elect.

As you consider people to suggest, keep in mind that the following individuals already continue on one of our elected standing committees. Please do not re-nominate them or anyone from the same school for that particular committee.

## Committee on Professional Freedom and Responsibility (three open seats)

Continuing Members: Jane Singer, Iowa (2014); Deb Aikat, North Carolina Chapel Hill (2014); Marie Hardin, Penn State (2014); Kathy Bradshaw, Bowling Green State (2015); Hong Cheng, Ohio (2015); and Dean Kruckeberg, North Carolina Charlotte (2015).

## Committee on Research (three open seats)

Continuing Members: Victoria Ekstrand, North Carolina Chapel Hill (2014); Doug Hindman, Washington State (2014); Kim Bissell, Alabama (2014); Bonnie Brennen, Marquette (2015); Cory Armstrong, Florida (2015); and Jisu Huh, Minnesota (2015).

## Committee on Teaching (three open seats)

Continuing Members: Anita Fleming-Rife, Northern Colorado (2014); Susan Keith, Rutgers (2014); Karen Miller Russell, Georgia (2014); Linda Aldoory, Maryland (2015); Amy Falkner, Syracuse (2015); and Chris Roush, North Carolina Chapel Hill (2015).

## Publications Committee (three open seats)

Continuing Members: Julie Andsager, Iowa (2014); Carolyn Lin, Connecticut (2014); Padhika Pameswaran, Indiana (2014); Ted Glasser, Stanford (2015); Joe Phelps, Alabama (2015); Louisa Ha, Bowling Green State (2015).

## AEJMC Representative (one open seat)

Representatives Continuing: Marianne Barrett, Arizona State (2014); Don Grady, Elon (2015); and Carol Pardun, South Carolina (2015).

All AEJMC members are invited to post nominations. Nominees should be AEJMC members in good standing with the time and resources required to perform committee functions and travel to the conventions and meetings.

Members of the Nominations and Election Committee are Paul Voakes, Colorado (chair); Deb Aikat, North Carolina Chapel Hill; Eric Easton, Baltimore; Susan Keith, Rutgers; J. Brian Houston, Missouri; Greg Lisby, Georgia State; and Jon Marshall, Northwestern. The committee will consider all nominations as it works to develop a diverse slate of candidates.

**Please make your nominations as soon as possible, but no later than Oct. 19.**

# AEJMC NEWS

Newsletter for the Association for Education  
in Journalism and Mass Communication

[www.aejmc.org](http://www.aejmc.org)

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the editor's views or the association's policies.

## AEJMC's Business Manager to Retire

After 27 years of serving as AEJMC's business manager, Richard Burke has decided to retire effective Sept. 30.

Burke was hired to work for the association by then-executive director Len Lanfranco on March 1, 1985; his duties as business manager have included handling all financial aspects of the association and serving as office manager. During his tenure at AEJMC, he has been responsible for converting the association's paper-based accounting system to computer spreadsheets. He has also been responsible for the association's conference registration since 1988 when AEJMC's summer meetings moved off-campus.

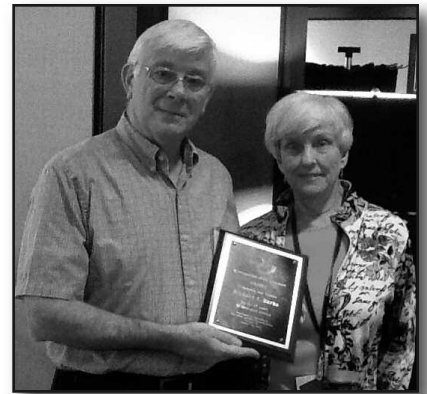
"Over the years, my job and responsibilities have expanded as the association has grown. I remember a time when I handled conference registration by myself," he said. "This past year, we had seven people working the registration desk."

Despite the fact that there are now more than 2,000 conference attendees every year, he still can call most attendees by name and welcome them with a personal touch.

What will he miss the most?

"The biggest thing that I will miss is my AEJMC family and getting to see you each year. I have made many wonderful friends over the years. Don't be surprised if I pop in at your school during our travels and say 'Hi.' Who knows, you might even see me at a future conference," he said.

"Rich has been such a stalwart, responsible member of the AEJMC headquarters family. He is always responsive to requests, always diligent in trying to find good solutions to problems. We will miss him!" said Linda Steiner, AEJMC president.



Richard Burke and wife, Lynette, show his plaque of recognition of service to AEJMC during the association's Chicago Conference.

## Research Committee Seeks Tankard Award Nominations

The Standing Committee on Research invites nominations for the 2013 Tankard Book Award. Authors who are AEJMC members as of **Nov. 14** may self-nominate any first-edition scholarly monograph, edited collection or textbook published in 2012 that is relevant to journalism and mass communication. Nominated books may be co-authored or co-edited and must be well-written and break new ground. Nominations are due **Wednesday, Nov. 14**.

The three finalists will discuss their works at an awards panel at the 2013 AEJMC Washington, DC, Conference. Following the discussion, the 2013 Tankard Book Award winner will be announced. Finalists must agree to be present at the Tankard panel and register for the AEJMC conference. Finalists will be notified by early June 2013.

To nominate a title for the 2013 Tankard Book Award, submit the following to Jennifer McGill, AEJMC, 234 Outlet Pointe Blvd., Columbia, SC 29210-5667, for receipt by **Nov. 14**:

- (1) a nomination letter that includes the book's title, author(s) or editor(s), copyright date, publisher, ISBN and an explanation of the book's contribution to the field of journalism and mass communication;
- (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 2012 Tankard Book Award, I guarantee that if my book is as a finalist, I will attend the Tankard Book Award panel at the 2013 AEJMC Conference in Washington, DC, as a registered participant"; and
- (4) six copies of the book to be considered for the award. Six copies of publisher's page proofs may be submitted, but *only* if the book will be in print by Dec. 31 and will carry a 2012 copyright. Entries that are not in print by Dec. 31 will be disqualified.

Given the large number of nominations each year, only complete nomination packets will be considered. The Standing Committee on Research reserves the right not to present the award in any given year. First presented in 2007, the award is named in honor of Dr. James Tankard, Jr., posthumous recipient of AEJMC's 2006 Eleanor Blum Distinguished Service to Research Award, former editor of *Journalism Monographs* and a long-time University of Texas at Austin journalism professor. Queries about the award should be directed to the chair of the award committee, Tori Ekstrand, University of North Carolina Chapel Hill, at [torismit@email.unc.edu](mailto:torismit@email.unc.edu).



Matthew C. Ehrlich, Illinois, received the 2012 James Tankard Book Award Aug. 9 at AEJMC's Chicago Conference for his book *Radio Utopia: Postwar Audio Documentary in the Public Interest* (2011, University of Illinois Press). Ehrlich is pictured here with Jan Slater, interim dean of the University of Illinois' College of Media.

# Nominations Open for Deutschmann Award

The Paul J. Deutschmann Award for Excellence in Research recognizes a body of significant research over the course of an individual's career. The award is named in honor of Paul J. Deutschmann, who developed the College of Communication Arts at Michigan State University.

The Deutschmann Award is not necessarily given every year, but nominations received by **Nov. 9** will be considered for a 2013 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.

Previous recipients include 2011 Sharon Dunwoody, Wisconsin-Madison; 2010 Stephen Lacy, Michigan State; 2009 David Weaver, Indiana; 2007 Guido H. Stempel, III, Ohio; and 2005 Donald L. Shaw, North Carolina Chapel Hill.

Nomination letters and packets for the Deutschmann Award should be sent to Doug Blanks Hindman, Edward R. Murrow College of Communication, 204 Murrow Addition, P.O. Box 642520, Washington State University, Pullman, WA 99164-2520.

Please direct any questions to Hindman at (509) 335-6149 or [dhindman@wsu.edu](mailto:dhindman@wsu.edu).

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## Call Issued for Blum Award Nominations

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 (see below).

The Blum Award is not necessarily given every year, but nominations received by **Nov. 9** will be considered for a 2013 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.

Previous winners include 2008 Maurine Beasley, Maryland; 2007 Patrick Washburn, Ohio; 2006 James W. Tankard, Jr., Texas at Austin (posthumously); 2005 Margaret Blanchard, North Carolina (posthumously); and 2004 Everette E. Dennis, Fordham.

Nomination letters and packets for the Blum Award should be sent to Linda Shipley, College of Journalism and Mass Communications, ANDN 147, Lincoln, NE 68588-0443.

Please direct any questions to Shipley at (402) 472-8232 or [lshipley1@unl.edu](mailto:lshipley1@unl.edu).

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## Blum Award Honors Communications Librarian

Last year, AEJMC lost one of its key contributors and a driving force in journalism scholarship. Eleanor Blum, a communications librarian and professor at the University of Illinois at Urbana-Champaign, died July 7, 2011, at the age of 102.

In 1980 AEJMC presented a distinguished service to research award to her, and set up a continuing award named in her honor.

Blum was born in Meridian, Mississippi, in 1909, just a few years before AEJMC was founded.

She received an associate's degree in history from Virginia Intermont College in 1928 and her bachelor's degree from Mississippi State College for Women in 1930. She also received a bachelor's degree in library science from Columbia University in 1936. Her master's degree in library science at the University of Illinois was conferred in 1947, and she stayed on at Illinois to receive a Ph.D. in communications in 1958.

Those who knew her remember her impeccable style and soft Southern accent, but most of all they remember her enthusiasm for the printed word. Even in later years, as her vision failed her, her friends say she would clutch a stack of books in her hands, reluctant to put them down.

Blum taught library science at a number of institutions, including William and Mary, George Peabody College and the University of North Carolina Chapel Hill. She was hired by the University Library at the University of Illinois in 1943. She became a journalism librarian in 1953 and was promoted to assistant professor in 1959 and associate professor in 1965. Her title was changed to communications librarian in 1970, when she became a full professor. In 1977 she retired from the University of Illinois as Professor Emerita, but not before George Gerbner tried to hire her away in 1969 to become librarian at the University of Pennsylvania. She turned down the offer, noting that, "Your library needs a great deal of spade work and attention to detail at the moment, whereas, my interests lie more and more in bibliography, teaching and research."

The Blum Award honors the spirit of this woman who loved journalism scholarship and devoted her life to it. The Standing Committee on Research is currently seeking nominations for the Blum Award; these may be sent to Linda Shipley (address above).



Blum

# 2013 Emerging Scholars Program to Award Research and Teaching Grants

The AEJMC Emerging Scholars Program will award \$2,500 research and teaching grants to up to four research or teaching proposals to encourage innovative and timely projects in journalism and mass communication. AEJMC members may submit proposals for these grants in the fall of 2012, and selections will be announced by early January 2013. AEJMC expects the selection process to be especially competitive.

**Deadline for submitting proposals is Oct. 1, 4:59 p.m. Eastern Time.**

The AEJMC Emerging Scholars Program is designed to develop and nurture JMC teachers and researchers by fostering an intellectually stimulating environment. This program's mission is to identify, encourage and recognize some of AEJMC's most promising emerging scholars by providing funding for research or teaching projects. If requested, proposals selected for funding will be matched with a recognized scholar to serve as a mentor throughout the project. The mentor would serve as a resource and sounding board for the project.



Proposals should outline an individual's own significant research or teaching project. Proposals may also be submitted by a research team, which would share the award amount if selected.

AEJMC will showcase initial results from the projects selected for the 2013 grants at a special session at the AEJMC 2013 Conference in Washington, DC. In addition to the \$2,500 grant, AEJMC will also provide \$500 for each selected proposal to assist with travel expenses to the Washington, DC, Conference.

Criteria and the application process are outlined below. All application materials should be emailed as attachments to Lillian Coleman at [aejmcnews@aol.com](mailto:aejmcnews@aol.com) (attachments **MUST** have a document suffix, such as .doc, .docx or .pdf).

**All material should come in ONE file in the order outlined under the "Application Process" section of this call.** Incomplete proposals will NOT be reviewed.

## PROPOSAL CRITERIA

- The proposed topic should center on Journalism and Mass Communication and related disciplines. Topics in related disciplines should also include a central element within mass communication.
- **Applicants must be current AEJMC members.** Check your membership status before you submit your proposal. Proposals submitted by non-members or members whose memberships are not current will be eliminated from the competition.
- Only one proposal per person will be considered. (If you submit as part of a team, that is the only proposal you may submit.)
- The program will not provide support for dissertation research.
- Graduate or undergraduate students are not eligible for this program.
- The program is looking for proposals from junior faculty members teaching full-time who have not yet achieved tenure, who are likely at the assistant professor level. Media professionals who have recently transitioned to full-time work in the academy are also welcome to apply.
- Proposals for teaching projects must include a research component or be research-based. This research component must be specifically explained in the proposal.
- For the proposals selected, a five-page interim report will be due to AEJMC by July 15, 2013, and will become part of a Washington, DC, Conference session. Applicants should submit proposals for projects on which they will be able to make significant progress by that time. Projects must be completed by February 7, 2014.

## APPLICATION PROCESS

Applications should contain five sections, which should include the following materials:

### I. A cover sheet that lists:

- a. name, address, telephone number and email address
- b. a 200-word bio of yourself

- c. a 300-word abstract of the project
- d. contact information for the appropriate campus media person to be notified if your proposal is selected.

**II. A proposal written** for a general mass communication scholarly audience, of no more than 1,500 words\* (excluding endnotes) describing the project, which **must** include:

- a. scope and purpose of project
- b. how the project will expand knowledge
- c. detailed description of the project, including methods, survey information (if used), etc.
- d. current status and timeline for completion
- e. anticipated outcomes
- f. a list of potential publication venues for the finished project.

\*Proposals that exceed this word count will NOT be reviewed.

**III. Include a one-page, detailed budget** that fully explains the expenses necessary to complete the project. Maximum grant amount is \$2,500. Funds may not be used for equipment, software, PI stipend, university indirect costs or conference travel. If project will cost more than the maximum grant amount, explain where you will get the remaining funds to complete the project.

**IV. One letter of support** from your immediate supervisor.

**V. A three-page vita** — edit it so it is only three pages.

## SELECTION PROCESS

All proposals will undergo peer review by JMC scholars. After a two-stage judging process, all applicants will be notified of the status of their proposals by early January 2013.

Questions about the AEJMC Emerging Scholars Program should be directed to Jennifer McGill at AEJMCHQ@aol.com or (803) 798-0271.

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## AEJMC 2012 Winter Meeting Heads to Dallas

The AEJMC Winter Meeting will take place Nov. 30 and Dec. 1 at The Sheraton Hotel by the Galleria in Dallas, Texas.

Hotel rate is \$95 single/double (plus 13% taxes), and includes a complimentary breakfast and guest room Internet access. Information on booking rooms is available on AEJMC's website ([www.aejmc.org](http://www.aejmc.org)).

### Tentative Schedule

#### Friday, Nov. 30

- 9 a.m. to 3 p.m. — AEJMC Board of Directors
- 4 to 6 p.m. — Council of Divisions business meeting
- 8:30 to 10 p.m. — Dessert reception

#### Saturday, Dec. 1

- 8:30 a.m. to 1 p.m. — Council of Divisions programming session
- 8 a.m. to Noon — AEJMC Finance Committee
- 8 a.m. to 1 p.m. — AEJMC Publications Committee
- 2:30 to 6:30 p.m. — AEJMC Board of Directors



# TEACHING TIPS CORNER

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**By Birgit Wassmuth**  
**AEJMC Standing Committee**  
**on Teaching**  
**Kennesaw State University**  
bwassmut@kennesaw.edu

## How to Live on 24 Hours a Day

I just returned from the AEJMC annual convention in Chicago, one of the most inspiring summer conventions I attended over the past thirty years or so. What made it so special, in my opinion, was that we not only celebrated AEJMC's 100th anniversary but reflected on how our profession evolved over the course of a century of teaching journalism and mass communication. One of the sessions the Standing Committee on Teaching offered on Saturday morning was designated as a Centennial Session because we discussed "What We've Learned In Our First 100 Years." This session was audience-driven as the four panelists responded to questions submitted by attendees (in person) and those who could not attend (via Twitter). One of the topics that came up in this session and in several other sessions this year was the notion of work-life balance, or work-life integration, as some researchers call it.

One of the highlights of this year's convention was an exhibition of products that entered the U.S. market in ca. 1912, such as Oreo cookies, Kewpie dolls, the Erector Set, Life Savers, Morton Salt, Goo-Goo Clusters, Necco Wafers, and many others. Also on display was a selection of books published in or around 1912. Thanks to outgoing AEJMC President Linda Steiner, these books were given away to winners of a special drawing throughout the convention. I was one of the lucky winners and chose the book *How to Live on 24 Hours a Day* by Arnold Bennett.\* The title seemed intriguing.

I never thought I could learn something about time management from a book published 100 years ago, but I was in for a pleasant surprise as I started reading it on the plane home from Chicago.

The premise of Bennett's book is that time is the "inexplicable raw material of everything. With it, all is possible, without it, nothing. (...) You wake up in the morning, and lo! your purse is magically filled with twenty-four hours of the unmanufactured tissue of the universe of your life! It is yours. It is the most pre-

cious of possessions. (...) And no one can take it from you. It is unstealable. No-one receives either more or less than you receive. Talk about an ideal democracy! In the realm of time there is no aristocracy of wealth, and no aristocracy of intellect. Genius is never rewarded by even an extra hour a day. And there is no punishment. (...) You cannot draw on the future. Impossible to get into debt! You can only waste the passing moment. You cannot waste to-morrow." (p. 10)

Because of our intellectual curiosity, however, we tend to want to do more than we can fit into a day's cycle. The wish to accomplish something outside of our formal obligations seems to be common among humans—perhaps especially for academics who have a desire to build knowledge.

Bennett, who lived in the suburbs of London and took a daily commuter train to get to the office, suggests that we consider our 9 to 5 (or so) work schedule as "the day" and the hours preceding and following it are nothing but a prologue and an epilogue. Just take a moment and record the time you spend every day going to work and coming home. Think of these two times as the "bookends" to your day. Unless you are taking public transportation there is really nothing you can do productively while driving to and from your office except, maybe, listening to books on tape or to BBC World on satellite radio to keep your mind sharp and up to date. If your bookends (or "margins" as Bennett calls them) are disproportionately large compared to your work day, you may want to restructure your life. For example, and these are my suggestions (not Bennett's), you may choose to telecommute one day a week, or spend your designated research day at home, or teach hybrid courses with 50% class time face-to-face and 50% online.

If we wish to live a full life, according to Bennett, we must find a way to create a "day within a day" that we control. By that he means that we need to arrange for an "inner day" similar to a Chinese box inside a larger Chinese box, or a Russian doll within a doll. You may say "I'm too tired for that" to which Bennett would reply that "mental faculties are capable of continuous hard activity; they do not tire like an arm or a leg. All they want is change—not rest, except in sleep." (p. 22)

Change, or variety, seems to be the key to maximizing a day's 24 hours. Bennett offers a few general tips on how to make more efficient use of your time and increase productivity:

Employ all of your senses. Set aside some time (yes, put it on your calendar!) to experience something that is aesthetically pleasing or uplifting. This may be a visit to an art museum, or a stroll through the botanical garden, or attending a play, or listening to a piece of classical music, or savoring a gourmet meal in



[aejmc.com/home/resources/teaching-resources](http://aejmc.com/home/resources/teaching-resources)



the good company of friends. This will stimulate your creative thinking and problem-solving skills.

Cultivate your own self. Aspire to learn something new that has seemingly nothing to do with your discipline. It will stimulate your mind and may lead to greater efficiency and productivity.

Set aside time to reflect. “We are supposed to be reasonable, but we are much more instinctive than reasonable. And the less we reflect, the less reasonable we are.” (p. 38)

Control your mind. Don’t let worrying steal your precious time! Worrying keeps you up at night. Clear your mind before you call it a day so that you can regenerate while you sleep.

I would like to add three “time-saving” teaching tips:

Follow a tightly written syllabus. If your syllabus has any loopholes, even the smallest ones, your students will find them. From my experience as department chair, I can tell you that most grade appeals come from students whose instructor did not have an airtight syllabus. When a student challenges a grade the appeals process demands extra time from the instructor, the department chair, the dean’s office, and the Appeals committee.

Be firm in saying “No!” If you give in to a sob story by one of your students and you show leniency, other students will try to exploit your generosity. Then you may end up spending the rest of the semester on the

defensive, which demands more time and causes unnecessary stress.

Anticipate disruptive behavior and be prepared to respond appropriately. Most of the undergraduate students in our classrooms today are members of a generation called “Generation Rx.” (Millennials already entered the workplace and “Xers” have moved on to be administrators and executives.) The unique challenge educators face with the “Prescription Generation” is that we are often surprised by unpredictable behaviors some of our students display in class. These may be symptoms of a disability such as Autism or Tourette Syndrome, or they may be caused by the fact that a student took his/her medication too late, or forgot to take it, or the medication was being adjusted or switched, or the medication has side effects that cause behavioral changes. While we are not medical professionals trained to know the difference we should know what to do (and what not to do) when a student displays disruptive behavior in class so that we are not wasting anybody’s time. Please ask your university’s office for Faculty Affairs or your Center for Excellence in Teaching and Learning for information and guidance regarding this matter.

So, whenever we say “Someday, when I have more time, I will do such-and-such!” let’s remind ourselves to maximize the time we have today. *Carpe Diem!*

\*Bennett, Arnold (2007). *How To Live On 24 Hours A Day*. Mineola, NY: Dover. (Originally published in 1908 by The New Age Press, London.)

## Reynolds Center Offers Free Business Journalism Training

The Donald W. Reynolds National Center for Business Journalism is again offering free training in business journalism.

The following, taught by award-winning journalists and professors, will be included in upcoming months:

Webinar, one hour a day: SEC Filings Master Class, Nov. 13-15.

Webinar, one hour a day: Investigating Public Pensions, Dec. 4.

Workshop, Dig Deeper: Ratios and Red Flags in Financial Statements, New York, Sept. 27.

Workshop, Be a Better Business Watchdog—CAR for Business Journalists: Missoula, Mont., Oct. 6.

Workshop, Business Journalism Boot Camp: Portland, Ore., Oct. 13. Free.

Workshop, The Economics of Every Story: JAWS, Albuquerque, N.M., Oct. 26. *Conference registration required.*

Apply today for all-expenses-paid financial training: Strictly Financials Seminar, Phoenix, Jan. 2-5. Deadline: Nov. 1.

Plus, the center provides free self-guided training, beat basics and daily coverage tips at [BusinessJournalism.org](http://BusinessJournalism.org). To suggest topics for training or host a workshop, please contact Executive Director Linda Austin at (602) 496-9187. Please sign up for biweekly updates on upcoming free training and follow us @BizJournalism. Since 2003, more than 15,000 journalists have learned to cover business better through free training from the Donald W. Reynolds National Center for Business Journalism. The center is at the Walter Cronkite School of Journalism and Mass Communication at Arizona State University’s Phoenix campus. The center offers regional workshops and Webinars, as well as daily tips at [BusinessJournalism.org](http://BusinessJournalism.org).

# 2013 SE Colloquium Seeks Papers and Panel Proposals

Authors and scholars are invited to submit research papers and panel proposals for the annual AEJMC Southeast Colloquium, which will be held Feb. 28 – March 2, 2013, at the University of South Florida in Tampa, Florida.

**Research papers:** Authors should submit each paper as an email attachment (documents may be submitted in the following formats: Word, Pages, PDF) directly to the paper chairs listed below for each division by no later than **5 p.m. Eastern Time, Dec. 10**. In the body of the email, authors must provide the title of the paper, and the name, affiliation, address, office phone, home phone, fax and email address for each author. Students and faculty should indicate their status for consideration of faculty and student top paper awards. Do not include any author identifying information on any page of the attached paper submission. Authors also should redact identifying information from the document properties. On the cover page of the attached paper, only the title of the paper should appear. Following the cover page, include a 250-word abstract. Length of papers should not exceed 30 pages including references and tables (50 pages for Law and Policy papers).

**Law & Policy Division,** Courtney Barclay, [aejsoutheast.law@gmail.com](mailto:aejsoutheast.law@gmail.com)

**History Division,** Harlen Makemson, [hmakemson@elon.edu](mailto:hmakemson@elon.edu)

**Magazine Division,** Erin Coyle, [ekcoyle@lsu.edu](mailto:ekcoyle@lsu.edu)

**Electronic News Division,** David Free, [dfree@austin.rr.com](mailto:dfree@austin.rr.com)

**Newspaper & Online News Division,** TBA

**Open Division,** Dana Rosengard, [drosengard@suffolk.edu](mailto:drosengard@suffolk.edu)

Acceptance and/or submission of papers to colloquium paper competitions does not prevent authors from submitting to AEJMC divisions for the national convention. The author of each accepted paper (at least one author in the case of a coauthored paper) must present the paper at the colloquium. Complete contact information and a complete list of (all) authors must be submitted with other material (and on deadline) or a paper will be disqualified. For online instructions on “how to submit a clean paper” for blind review see <http://aejmcchicago.org/papers>. Authors of accepted papers will be notified by the end of January 2013.

**Panel proposals:** Panel proposals should be submitted to Justin S. Brown at [justinsbrown@usf.edu](mailto:justinsbrown@usf.edu) by **Dec. 10** and should include a brief description of the panel along with proposed panelists. Proposals should not exceed three double-spaced pages.

For any questions regarding paper or panel submissions, please contact Justin S. Brown directly at [justinsbrown@usf.edu](mailto:justinsbrown@usf.edu).

The colloquium will be held at the Embassy Suites USF/Busch Gardens, located on the University of South Florida campus. The host is the USF School of Mass Communications. USF is located approximately 18 miles from the Tampa International Airport. A block of hotel rooms is reserved at a conference rate of \$139. For colloquium registration and for hotel reservations, please visit the AEJMC Southeast Colloquium 2013 website link at <http://www.aejmc.org/home/events/regional-meetings/> after Oct. 1.

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## WJEC3 Scheduled for Belgium in July 2013

The third World Journalism Education Congress will be held July 3-5, 2013, in Mechelen, Belgium, just outside Brussels. The meeting is sponsored by the World Journalism Education Council, a consortium of 32 journalism education organizations around the world.

The host organizations are the European Journalism Training Association (EJTA) and the Flemish/Dutch Network of Journalism Institutes (VNOJ). WJEC3 follows highly successful congresses in Singapore (2007) and Grahamstown, South Africa (2010). The third WJEC will feature plenaries, panel sessions, paper competitions and small group syndicates. The theme is “Renewing Journalism Through Education.”

The paper competition deadline for WJEC3 is **Dec. 1**. Authors should submit abstracts (500 word minimum; 800 maximum). Details are available at [wjec.be](http://wjec.be) and [wjec.ou.edu](http://wjec.ou.edu). Contact the paper competition chair, Elanie Steyn ([elanie@ou.edu](mailto:elanie@ou.edu)), for more information. WJEC3 will be held in both the Lamot Congress Center and the Lessius Hogeschool. There is a new express train from the Brussels airport to the center of Mechelen. A description of accommodations can be found on the [wjec.be](http://wjec.be) website.

The World Journalism Education Council (WJEC) is a coalition of 32 academic associations worldwide that are involved in journalism and mass communication at the university level. WJEC promotes journalism education globally and sponsors global congresses every three years. WJEC’s home is at the University of Oklahoma.

# AEJMC Equity & Diversity Award Call for Nominations

AEJMC is seeking nominations (*self-nominations are welcome*) for the 2013 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 2013 Equity & Diversity Award will be presented during the 2013 AEJMC Conference (Aug. 8-11, 2013) at the Renaissance Washington, DC, Downtown Hotel. In addition, the AEJMC president will visit the winning academic unit to make an on-campus presentation of the award in the 2013-14 academic year.

Any AEJMC or ASJMC member, faculty member within the nominated unit, or the head of the nominated unit may submit an application. Self-nominations are welcome. **The application deadline is 5 p.m. Eastern Time, March 15, 2013.** Please address any questions to **Dr. Deb Aikat**, School of Journalism and Mass Communication, CB # 3365, University of North Carolina Chapel Hill, Chapel Hill, NC 27599-3365, email: [da@unc.edu](mailto:da@unc.edu), phone number: (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, and previous recipients include University of Southern California Annenberg School of Journalism (2012), Texas State University School of Journalism and Mass Communication (2011), Elon University School of Communications (2010), and Louisiana State University Manship School of Mass Communication (2009).

The 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 of evidence include curriculum and programming initiatives; positive faculty, staff and student perceptions; and an environment free of recent grievances related to equity or diversity.

**Institutional Support:** The academic unit offers formal support for equity and diversity initiatives. Examples of evidence include materials related to mentoring activities 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 of evidence include retention efforts, relevant tenure and promotion rates, salary equity etc.

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

The following application materials are required:

- A cover letter or emailed text that includes contact person's name, phone number and email address; the title and address of nominated unit and its parent institution; and the name and title of unit's head.
- A letter from the unit head in support of the nomination.
- Two additional letters of support.
- A completed EDA Demographics Form that describes the unit's faculty, staff and students, the degrees it confers, among other information. The form is available on the AEJMC website at <http://www.aejmc.org/home/scholarship/aejmc-awards/>
- 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 list 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.

Applications may include additional materials, such as description of specific institutional policies or legislation outlining diversity opportunities or barriers, and 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 Chapel Hill) at [da@unc.edu](mailto:da@unc.edu). Mention "AEJMC-Diversity" in the subject line of the email submission. Only emailed applications will be accepted. **The application deadline is 5 p.m. Eastern Time, March 15, 2013.** Incomplete applications will not be considered. Late applications will be included in the 2014 competition.

# Gingras Keynote

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Looking just at the social dimension, let's also note that it is also only in its infancy. The history of social networking is, at best, in its first chapter. There is much, much more innovation waiting to happen. We certainly recognize that at Google with our efforts with Google Plus. We are tremendously excited by the prospects. We are fascinated by what we are learning. We are eager to continue to try new things, to explore new arenas.

One realization is that social is not just about Friends and Family. It's also about people you don't know but should know. Just as Google News uses algorithms to find, cluster and present news in near realtime, we are now using algorithms to identify and harvest interesting and popular posts, mapping those posts to the interests of individual users — and enabling them to discover new people, new communities, new experiences. I started my career decades ago in the comparatively simplistic world of television programming and counter-programming. We are now combining the use of computer programs along with the basic concepts of media programming to drive discovery over the full matrix of the social graph, the interest graph, the functional graph, the geo-graph.

Yes, these are interesting times. They are exciting times. Yes, there has been tremendous and painful disruption but let's consider the huge positives that underlie that disruption.

There are no longer any barriers to publishing — everyone has a printing press. There are no gatekeepers. Technically, anyone can publish and have his or her expression available to anyone in the world. We have more voices participating than ever before. We have more publishing than ever before. Of course, that does not mean it's all high-quality expression but if one looks at things statistically, which I tend to do, and assume that wheat-to-chaff ratios stay reasonably the same, then we have more good content as well. It might be hard to find, but it is there.

There are also many new ways for people to consume and share news: from the emergence of the social layer of the web to myriad new devices and form factors. And, there are powerful new technologies that can change what journalists do and how they do it: whether it be the evolution of new media forms, the ability to engage audiences, the use of computation for analysis and reporting, or the ability to report in multiple media forms with a device that fits in your pocket.

In my view, the future of journalism can and will be better than its past. We have never had a more open ecosystem for the expression of information and ideas.

Let me note that much of what I will say are my own personal observations and not official Google pronouncements. Please accept it as that. My work at Google has certainly given me an excellent perch with which to observe the ecosystem and its evolution.

Google's position with respect to the changes in the journalism ecosystem goes back to what has been and what will continue to be its core mission: to connect the dots between a consumer's interests and informational needs and the most relevant available knowledge from the best possible sources.

Today, Google News puts current events coverage in front of an audience in excess of one billion unique users per week — Google News, by the way, is not so much news.google.com as it is a “freshness engine” underneath myriad Google properties, most specifically Google Search, globally scouring the web for the latest current events coverage. We do that in 72 countries and over 40 languages. We just launched an edition for Serbia as part of an ongoing expansion of our coverage. In doing that, all of our efforts are focused on quality. How can we find the highest quality coverage from the best possible sources, the best article on any given subject or new story? We do all of that algorithmically for Google Search, Google News, and now, as I mentioned, we are working to apply our algorithmic prowess to the social realm as part of our efforts with Google Plus.

Before I talk further about the *future* of news, and as much as I believe the future is *all* we should be thinking about, I'd like to touch on a bit of historical context.

I often sense that people believe that the challenges facing journalism are all about the business model, and more importantly, that somehow the foundation of the prior journalistic era, the newspaper business model, was somehow etched on tablets brought down from the mount. This is not the case.

Newspapers historically were *not* hugely profitable. There was tremendous competition. Most cities had multiple papers — four, five, six or more from varying viewpoints, areas of focus, and quality. It was a tough business. In each market, the largest circulation

paper did well, a few others did okay, and the remainder struggled. Starting in approximately 1949, television ad revenues grew from zero to nearly 20% over the course of the following decade. A huge portion of that revenue came at the expense of newspapers. Newspapers went from owning 37% of the advertising market to 25% or so. As a result, we saw a steady decline in the number of newspapers, from five down to one, in some cases two with a joint operating agreement. We went from having a rich set of voices to having only a few. From a democratic perspective, this was not a good thing. However, for the newspapers left standing it marked the introduction of forty years of extraordinary profitability. They went from fighting for every ad dollar to having near monopolistic control over local ad pricing. They had tremendous distribution leverage and used it to fullest advantage.

The open distribution of the Internet destroyed that leverage, but with the Internet's open distribution came the potential for many new voices. Would anyone really want to flip back the clock on that change? Disruptions of media marketplaces have happened before and will happen again. The 40-year golden period of newspaper profitability began with a disruption and ended with one.

The openness of the underlying distribution architecture of an ecosystem has a huge impact on the number of voices and the levels of profitability. The more controlled the distribution, the higher the profitability but the fewer the voices.

The distribution architecture also impacts product design. The golden era of near-monopoly newspapers also saw the expansion of the product to be all-things-to-all-interests — or at least those interests that made economic sense with large circulation audiences. Lifestyle sections, gardening sections and so on expanded the product model. Indeed, beyond classifieds, it was these “soft” news sections that drove profitability. However, that product model doesn't quite work in the open ecosystem of the Internet. All-things-to-all-people portals have become irrelevant as the web has matured and spawned thousands of editorial products focused on nearly as many niche audiences. That gardening section is competing against a dozen excellent sites that focus *only* on gardening.

But again: the change in the underlying distribution architecture and in the underlying business model of news is but one aspect of the extraordinary transformation that is currently playing out.

In light of these dramatic changes, we need to rethink *every* facet of the journalism model. I'm not suggesting that everything **MUST** change, but a comprehensive rethinking is a necessary and valuable intellectual process. We owe it to ourselves, we owe it to the importance of our journalist mission to consider and reconsider all options, all opportunities for positive change. Frankly, that re-thinking, that re-creation will happen whether we want it to or not. It will happen because young innovators and entrepreneurs will approach these opportunities with no baggage, no old models to protect. Their canvas will be fresh and clean. Existing players are challenged, if not crippled, by their reluctance to “eat their own young.” Entrepreneurs bear *no such burden*! I don't say this to criticize strategic decisions of traditional media outlets. A few years ago, someone said to me, “Why didn't newspapers respond more quickly when Craigslist came onto the scene?” That's far easier said than done. At that time most major newspapers were public companies. I can't criticize the decision of a CEO at that time to not jeopardize their classifieds business, the fattest of cash cows, in response to an emerging upstart and still answer to the demands of Wall Street. Far easier said than done, however cogent the lesson therein.

**Rethink everything. That's what must happen. That's what *will* happen.** Let's look at several key dimensions. By the way there are dozens if not hundreds of dimensions to explore, questions to answer. These are but a few:

**What is the nature and purpose of a website when most of the inbound traffic comes from search and social?** Four years ago, many news sites saw half their traffic come to the home page. By traffic I mean inbound uniques, not page views, not the returning visits of loyal users. Today, due to continued growth in traffic from search and social, home page traffic is typically 25% of inbound audience. That means 75% of inbound traffic is going to story pages. What do these changes in audience flows say about site design? Indeed, what do they say about the very definition of a website? Should we not flip the model and put dramatically more focus on the story page rather than the home page? Or, for that matter, on that corpus of content and media we call a “story”?

**How do we approach content architecture in an edition-less medium with a near limitless capacity for storage and accessibility?**

The architecture of news content has barely changed, particularly as practiced by traditional media outlets. It continues to mirror the edition-oriented nature of the prior medium form — streams of articles that appear one day and drop into the archive the next. Should we not explore and adopt new approaches that, like Google's earlier experiments with “the living story,” maintain the full expression of a reporter's efforts in one place behind a persistent URL where I can more readily build value in the link economy of the web? “Digital First” needs to be more than a catchphrase. It must drive a deep rethinking of our product models and behaviors. We have both the capability and the need to do things differently.

**What is the evolution of the narrative form in a medium dominated by updates, bullet points and posts?** As McLuhan said, “Every new medium begins as a container for the old.” While early radio news began with the reading of newspaper articles, that model

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was quickly superseded by a shorter crisper style that was appropriate to the radio medium. In a culture dominated by updates, bullet points, and posts, read increasingly on smartphones and tablets, are there approaches to conveying in-depth journalism that move beyond the long-form narrative? I'm not suggesting that the long-form is dead, but what is the right form to convey knowledge in a rich media ecosystem increasingly oriented towards short bites of content consumed on various mobile devices? This is not the world of my dad reading the newspaper for 90 minutes before dinner. Can we learn from the approach of sites like ProPublica who create a series of social posts, each disclosing an additional nugget of journalistic knowledge and wisdom?

**How can we take better and full advantage of computational journalism?** One major technological impact is the opportunity to use computer science to assist with reporting efforts, to parse massive data sets, to monitor public sources of data. Can investigative journalism aggressively leverage computational journalism to not only help with stories but eventually become persistent, automated investigative reports? Let me repeat that: persistent, automated investigative reports. Why not? We have only seen the earliest, modest efforts in computational journalism. The potential is huge.

**What tools does a journalist need to have?** What new tools are now necessary given we have no real limit on publishing capacity and no technical barriers to realtime publishing that can readily accommodate multiple forms of media? How might we support reportorial efforts such that it is easier to gather large amounts of info and use much more of that information to good effect? Since our medium can now accommodate the full expression of the reporter's work, is there not huge value in developing new tools to support a reporter's efforts? Who out there will drive the creation of a toolset we might call Reporter's Notebook 2.0?

**What is the right approach to organizational workflow?** What is appropriate given current and future advances in how news is gathered, organized and presented in a virtual, do-anything-from-anywhere, 24/7 medium? What is the job definition of a reporter, of an editor, of a computational journalist as the underlying models change? What is the role of a reporter in a medium that not only enables audience engagement but requires it? Does this not suggest a complete rethinking of editorial roles and organizational workflow? Are there new approaches that better allow news organizations to leverage the assistance of the trusted crowd as was done by Josh Marshall and Talking Points Memo in winning their Polk prize? Might we benefit from systems that allow small news orgs to collaborate and work together?

**How can we create work cultures of constant innovation?** Again, the pace of technological change will not abate. It will only quicken. To think of this as a period of transition from one state to another is unwise. How do we staff news organizations with the appropriate resources and the appropriate mindset such that constant innovation is imbued into the organization's DNA and into the role of every participant? The approach I am wary of is the creation of a Chief Innovation Officer within a company. This suggests that innovation only occurs in certain roles rather than being part of each and every role. Companies that do this well, for example Apple and Google, are constantly pushing innovation in every corner of their enterprises. Apple thinks out of the box about the box! Google builds cool features but then spends as much if not more time making sure that feature can happen instantly via a constantly evolving infrastructure that can provide both speed and cost-efficiency. Innovation is not just about a sexy new user interface. It's not just about what we do, it's also about how we do it. Innovation is about taking risks and trying things. Mistakes will be made. That's a good thing. That's where true learning happens. I understand why this wasn't the case in the past. There wasn't the need. Change happened slowly. Those days have passed.

**Rethink everything, including how we teach journalism.** What is the right curriculum given this new landscape, given these new opportunities? How do we equip and guide students with the right skills and mindsets?

How can we best teach newswriting and reporting for this new media landscape? *And* teach the ability to be creative with the form? How can we best provide the research skills, the data mining skills for this new media landscape? Should there not be more combined programs of computer science and journalism?

Can we give journalism students enough of an understanding of content architecture and product design to think creatively about content architecture and product design? Can we give them enough of an understanding of the relevant technology and tools to continue to readily adapt to tomorrow's technology and tools? At a journalism conference a year or so ago I heard a journalism professor bemoan the fact they taught students Flash only to have it fade from use. Really? Every one of those students learned valuable and transferable skills. Authoring tools change. Understanding of programming concepts and models persists and evolves.

Can we give them enough of an understanding of the business aspects so that they can actively participate in the evolution of that business model? The time is gone when one side of the organization can practice determined ignorance of the other. Let's not conflate the value of knowledge with the practice of ethical decision making.

Can we build a faculty that values the need for change as much as it respects depth of experience?

Can we enable in our students a sense of personal entrepreneurship, not necessarily to build companies but to build and evolve their own careers? Can we inspire a mindset that is comfortable and ultimately confident in taking creative risks so that they thrive in fast-changing environments? The 40-year, one-company career is a thing of the past.

**With great technological change comes great opportunity. And with great opportunity comes great responsibility.** Among its many powers, the Internet has the ability to provide support for any opinion, any belief, any fear *and* give it greater volume. Sadly, political players, interest groups and even media companies know all too well that affirmation sells far better than information. Our society's need for credible journalistic knowledge and wisdom has never been greater. While the evolution of the web has been hugely beneficial it also raises the bar. How might we evolve our craft to build trust in journalism and restore some semblance of cognitive-reasoning?

Yes, the future of journalism can and will be better than its past. In fact, I believe we are at the beginnings of a renaissance in the exploration and re-invention of how news is gathered, expressed and engaged with. But the success of journalism's future can only be assured to the extent that each and every person in this room helps generate the excitement, the passion, and the creativity to make it so. May you enjoy the journey, and more importantly, might you inspire others to enjoy theirs.

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## Logo Contest Winners Announced

Students from Penn State, Florida and Hawaii Pacific are the winners in AEJMC's 2012 student logo contest.

Sponsored by AEJMC's Visual Communication Division, the contest sought student-designed logos for AEJMC's August 2013 conference scheduled for Washington, DC. Forty-nine entries were judged for the competition. Winners include the following: **First Place**, Tom Ruane, Penn State University, Faculty Sponsor: Ron Smith; **Second Place**: Dana Edwards, University of Florida, Faculty Sponsor: Amy Zerba; and **Third Place**: Christian Jessen Christiansen, Hawaii Pacific University, Faculty Sponsor: Brian Cannon.



**First Place:**

Tom Ruane, Penn State University  
Faculty Sponsor: Ron Smith



**Second Place:**

Dana Edwards, University of Florida  
Faculty Sponsor: Amy Zerba



**Third Place:**

Christian Jessen Christiansen,  
Hawaii Pacific University  
Faculty Sponsor: Brian Cannon

# AEJMC Announces Incentive for 100 Years Fundraising Campaign

The AEJMC \$100 for 100 Years Fundraising Campaign is offering a special incentive this fall. Give at least \$100 to the campaign and help your division or interest group have a chance to receive additional programming for the 2013 AEJMC Conference.

The AEJMC division or interest group with the most members contributing to the campaign by Nov. 1 will receive an additional programming "chip" for the Washington, DC, Conference. Donations must be at least \$100 to be counted in the incentive, and donations must have been made from Aug. 11 to Nov. 1. The winning division or interest group will also be allowed to reserve the first conference timeslot during the December programming session in Dallas.

On the contribution form, contributors simply need to let us know which division or interest group should get credit for their donation. All forms must be returned by **5 p.m. Eastern time on Thursday, Nov. 1**, in order to be counted in this special incentive.



## \$100 for 100 Years Campaign Contribution Form

*AEJMC \$100 for 100 Years Campaign*

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Division/Interest Group: \_\_\_\_\_

☐ \$100 ☐ \$250 ☐ \$300 ☐ Other Amount \$ \_\_\_\_\_

☐ Check Enclosed. Make all checks payable to AEJMC. All payments due in U.S. dollars.

Credit Card: ☐ MasterCard ☐ VISA ☐ AMEX ☐ Discover

Amount: \_\_\_\_\_ Name on Card: \_\_\_\_\_

Account Number: \_\_\_\_\_

Exp. Date: \_\_\_\_\_ Security Code: \_\_\_\_\_ Signature: \_\_\_\_\_

Form may be Faxed to 803-772-3509 or mailed to  
AEJMC, 234 Outlet Pointe Boulevard, Suite A, Columbia, SC 29210-5667

As a 501(c)(3) organization, all contributions to AEJMC are tax deductible to the extent allowed  
in section 170 of the IRS code. AEJMC will provide written acknowledgment for all contributions.



# AEJMC's Top Ten in 2012

1. AEJMC's fourth **Equity and Diversity Award** is being presented to the Annenberg School of Journalism at the University of Southern California. The award was created to recognize JMC academic units that are increasing diversity and equity.

2. The **AEJMC Emerging Scholars Program**, which is designed for junior faculty, is in its third year. We received 35 applications for the 2012 Program. Four projects were selected, and each received a research grant of \$2,500.

3. AEJMC's **Centennial Fundraising Campaign** received donations from 143 members totaling \$142,082 (by July 18). Campaign goal is \$300,000 by Sept. 1, 2013.

4. AEJMC provided Chicago conference **travel grants** to 17 doctoral students. The Research Committee received 62 applications for these grants.

5. **AEJMC's Online Presence** — AEJMC's Twitter feed now goes to 4,500 people a day. The AEJMC main site had almost 19,000 unique visits in May and almost 16,000 visits so far in July. The most popular section is the online job ads with between 8,000 to 9,000 visits a month. The AEJMC Chicago website has averaged 4,600 unique visits monthly the past three months. We have two Facebook venues, a regular page with 1,090 friends, and a Facebook Group page with 660 friends. The main Facebook page received 3,514 visits in July.

6. **Media Outlets and Social Media Internship Grants** — AEJMC worked with the Scripps Howard Foundation to offer six grants of \$4,000 each for a faculty summer internship to explore how media outlets are using social media. (Last year we offered three grants.) Each grant funded a two-week visit to a media outlet for the faculty recipient, and a visit by a professional to the faculty's campus. Members visited *The Miami Herald*, C-SPAN, *The Oregonian*, WGN Radio/*Chicago Tribune*, WEWS-TV, and Scripps Networks Interactive/*News Sentinel* (Knoxville).

7. **Knight News Challenge Grants: Bringing the Ideas to Life** — AEJMC has announced the second year of these \$8,000 grants to develop uses of the Knight News Challenge products in JMC classrooms. Up to 10 grants will be awarded this fall. The program is in partnership with ASJMC and the John S. and James L. Knight Foundation.

8. AEJMC approved a pilot program called the **AEJMC Senior Scholar Research Grants**. Designed to encourage research at the senior scholar level, up to two \$4,000 grants will be awarded in January 2013. Deadline to apply is Oct. 1.

9. AEJMC debuted its free-standing **AEJMC Centennial Website** in March — [www.AEJMC100.org](http://www.AEJMC100.org). The site features quotes from past presidents, a decade-by-decade look at association milestones, 1912 trivia and a place for members to post their favorite AEJMC memory.

10. **The Chicago Conference kicked off a year-long celebration of AEJMC's 100th birthday.**

The conference featured a special 1912 exhibit, a thumb drive with "classic" research articles, a "Taste of 1912" welcome break including foods that began that year, special centennial conference sessions, a book give-away of 1912 titles, and a birthday cake refreshment break.

# 80% of J&MC Programs Make Changes to Reflect Media Landscape

*from the Association of Schools of Journalism and Mass Communication*

Journalism and mass communication programs are making sweeping changes to their curricula and putting new models in place for training the next generation of American journalists.

Results from the *Annual Survey of Journalism & Mass Communication Enrollments* indicate that nearly 80% of all U.S. university programs in journalism and mass communication have made changes to their curricula in the last two years to reflect changes in the communication landscape.

Among the digital skills more than three-quarters of the programs reported teaching are:

- 96% writing for the web
- 95% using the web in reporting
- 94% using social media
- 92% using video on the web
- 92% using still photos on the web
- 90% creating and using blogs
- 89% using audio on the web
- 88% web layout and design
- 88% editing for the web
- 88% using the web in public relations
- 87% using graphics on the web
- 82% digital storytelling
- 77% using slide shows on the web

In addition, just under half of programs reported teaching management skills for online or web publishing (46%) and teaching entrepreneurial “start-up” skills (44%).

“A recent ‘Open Letter to University Presidents’ from leading foundations that support journalism and mass communication education underscores the importance that our programs must place on continuously moving the culture and the curriculum forward to reflect and anticipate the changing media environment,” said Peggy Kuhr, president-elect of the Association of Schools of Journalism and Mass Communication and dean of the School of Journalism at the University of Montana. “Often these changes occur in subtle ways, and sometimes with greater fanfare. What’s important about the results of this survey is the consistency of the message: Our programs have made change, and I know we’ll see even more in the future, particularly in the areas of mobile technology and entrepreneurship.”

“The Open Letter raises issues that have been important to the accrediting process for several years now,” said Peter Bhatia, president of the Accrediting Council on Education in Journalism and Mass Communications and editor of *The Oregonian* newspaper in Portland, Ore. “As this survey shows, many, many programs are embracing the necessary and ongoing curricular

change required to prepare students for the digital world. They should be applauded and encouraged to keep pushing ahead and to be doing so in a timely and continuing fashion.”

More than half of the programs responding to the survey reported having hired new full-time faculty members with digital media skills (55%). Three-quarters of the programs said they had hired adjunct faculty with digital media skills (77%).

Nearly seven in 10 (68%) of those responding said they had sent faculty members to digital media training programs, while a quarter (26%) said they were now using digital media skills as a criterion for promotion of faculty members.

“These results indicate that journalism and mass communication programs are well aware of the imperative for our curricula to change so that our students can continue to be prepared to enter the media industries or go on to graduate study,” said Beth E. Barnes, president of ASJMC and director of the School of Journalism and Telecommunications at the University of Kentucky. “Even as programs continue to face budget challenges, they are finding ways to enhance current faculty members’ digital skills and bring in outside expertise to provide their students with access to current practice.”

The survey of administrators at 491 programs offering coursework in journalism and mass communication was conducted between October 2011 and July 2012, and asked about curricular offerings and enrollments during the 2010-11 and 2011-12 academic years.

The survey identified 487 programs offering bachelor’s degrees related to journalism and mass communication, 222 with master’s degree programs and 50 with doctoral programs. In Fall 2011, these programs enrolled 203,561 students in undergraduate programs, 13,392 in master’s programs and 1,789 in doctoral programs. Not all of the administrators answered the questions on program offerings. Responses were weighted to reflect the full population of programs.

The *Annual Survey of Journalism & Mass Communication Enrollments* is conducted every year in the James M. Cox Jr. Center for International Mass Communication Training and Research, a unit of the Grady College of Journalism and Mass Communication at the University of Georgia. Lee B. Becker, director of the Cox Center, also directs the enrollment survey project and may be contacted for further information ([lbbbecker@uga.edu](mailto:lbbbecker@uga.edu)).

All programs listed in either AEJMC’s *Journalism & Mass Communication Directory* or *The Journalist’s Road to Success: A Career Guide*, published online by the Dow Jones News Fund, Inc., are included in the survey.

# IJNet: A Global Approach to Teaching Tomorrow's Journalists

Our students are entering the profession at a time when the revolution isn't just televised—it's live-blogged, posted on Instagram, tweeted, crowdsourced and Storified. To learn to thrive in an interconnected and quickly evolving media world, aspiring journalists from more than 180 countries turn to the International Journalists' Network (IJNet).

Produced by the International Center for Journalists in seven languages (Arabic, Chinese, English, Persian, Portuguese, Russian and Spanish), IJNet keeps you and your students up to date on the latest global trends, media innovations, digital tools and opportunities for training worldwide.

On the IJNet site, you and your students have free access to:

**Opportunities:** Your students can find information on employment and internship postings as well as grant and fellowship listings.

**Tools and Resources:** IJNet features tips and advice on how to use the latest digital tools and storytelling techniques.

**Global Media Trends:** IJNet's regional experts share their dispatches from the global media revolution.

**Community:** The IJNet community provides a forum for journalists from more than 180 countries to engage, interact and learn from one another in a friendly, supportive environment.

IJNet helps journalists and journalism students learn from one another's experiences, share knowledge, search for opportunities and connect with the experts. Learn more about IJNet by visiting the website [www.ijn.net.org](http://www.ijn.net.org). You can also subscribe to IJNet's free, weekly newsletter here: <http://ijn.net.org/subscribe>

## IJNet Resources

From photography basics to effective mobile reporting, IJNet's resources help you teach the skills your students need to master. The following are just a few of the resources available to you and your students at [IJNet.org](http://IJNet.org):

### Teaching Resources for the Classroom

#### Eight tips for multimedia journalists

<http://ijn.net.org/stories/eight-tips-multimedia-journalists>

What makes a good multimedia journalist great? Get tips from *Telemundo Austin* anchor Karla Leal.

#### Top tips for verifying online information

<http://ijn.net.org/blog/top-tips-verifying-online-information>

You can't believe everything you read online, but you can verify it quickly. Learn how.

#### A journalist's guide to verifying images

<http://ijn.net.org/stories/journalists-guide-verifying-images>

Digital photography makes it easy for doctored images to be mistaken for real ones. Get tips for ensuring the accuracy of photos before you use them.

#### Six tips for journalists on using Facebook for reporting

<http://ijn.net.org/stories/six-tips-journalists-using-facebook-reporting>

Tap into the power of Facebook to crowdsource your reporting and interact with readers.

Visit <http://bit.ly/N4b6fI> to download a PDF of hand-picked resources for educators and their students.

# Placement Ads

## Ad Rates

AEJMC Placement Service ad rates are \$200 for the first 200 words and 25 cents for each additional word. Ads should be e-mailed to <aejmcnews@aol.com>. Type "Newsletter Ad" in the subject line. Include the name of the contact person, a fax number and a phone number. Schools are billed after publication and sent one tearsheet of their ad and a copy of the newsletter. **Rates effective October 2011.**

### Copy Deadlines

January.....	Dec. 1
March.....	Feb. 1
July.....	June 1
September 15.....	Aug. 1
November.....	Oct. 1

## CALIFORNIA STATE UNIVERSITY, EASTBAY

Communication Department invites applications for a **TENURE TRACK, ASSISTANT PROFESSOR POSITION IN ADVERTISING AND PUBLIC RELATIONS**. Successful candidate will have: • Ph.D. in Communication, Mass Communication or related field emphasizing Advertising/PR as well as extensive professional experience in an interactive AD/PR Agency that encompassed traditional and digital media platforms; • Scholarly achievements beyond dissertation; • Primary responsibility for Department's Advertising/PR curriculum, *The Pioneer Advertising Agency*, and advising the *Public Relations Student Society of America*; • Ability to collaborate with faculty and staff in *The Pioneer Newspaper*, *Pioneer Web TV*, *Pioneer Web Radio* and Internet Portal. Requirements include: • Ability to teach Advertising/PR across print, graphical and electronic/digital media, as well as other Communication courses; • Demonstrated ability to teach, advise and mentor students from diverse educational and cultural backgrounds and conducting research on issues pertaining to women, gender, populations of color and/or other disenfranchised groups. **Review of applications begins October 1, 2012.** Submit: letter of application; current vita; copies of major publications; and three letters of recommendation to: Dr. Gale Young, Chair, Communication Department, California State University, East Bay, 25800 Carlos Bee Blvd., Hayward, CA 94542. Phone: (510) 885-3292, Fax: (510) 885-4099. For more information, visit <http://www.csueastbay.edu>. CSUEB is an EOE.

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## EASTERN ILLINOIS UNIVERSITY, TENURE-TRACK POSITION IN BROADCASTING:

The Eastern Illinois University Journalism Department has an opening for a full-time tenure-track faculty position in broadcasting at the assistant professor level in an ACEJMC-accredited journalism department with 160 undergraduate majors. Salary negotiable. Primary teaching duties will include Broadcast News, Advanced Broadcast News and other skills classes. Candidate selected will work closely with the full-time news director of the campus TV station to provide practical learning opportunities for student journalists. Starting date: Fall semester 2013. For details go to <http://www.ittytittyurl.com/ewt>.

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**Lehigh University** — Department of Journalism & Communication.

LEHIGH UNIVERSITY: DIGITAL MEDIA. The Department of Journalism & Communication invites applications for a **tenure-track assistant professor** position dedicated to research and teaching on how digital and mobile media are transforming community and social life, in arenas such as politics, culture, migration, health, environment or others. An ability to teach visual aspects of journalism, such as videography, photography, and/or design, is preferred. The candidate should also have relevant professional experience. A Ph.D. is required by appointment start date.

The candidate will be expected to teach two courses per semester, advise students, participate in departmental and college service, and conduct an active research program. Salary and benefits are highly competitive. The department has served a small undergraduate program of superior quality since 1927. It has six full-time and five part-time faculty. With major programs in journalism and journalism/science and environmental writing, it enrolls about 150 majors and minors. <http://www.lehigh.edu/journalism> The department is also active in numerous interdisciplinary initiatives in global studies, environment, health, American Studies and more.

Lehigh University ranks 38 among national universities in the 2012 *U.S. News & World Report* ratings and is in the most competitive category in both Peterson's Guide and Barron's Profile of American Colleges. Lehigh is located on a scenic, 1,600-acre campus in historic Bethlehem in eastern Pennsylvania, adjacent to Allentown and Easton, and about one and one-half hours from New York and Philadelphia. The Lehigh Valley is an attractive place to live and work with reasonable cost of

living, easy commuting, good schools, and abundant cultural activities.

Applicants should apply at Academic Jobs Online: <https://academicjobsonline.org/ajo/jobs/1608>. The site will have instructions for the easy upload of all materials by candidates and references. Required materials are cover letter, vita, statements on research and teaching, and three letters of reference. **Review of applications will begin September 1 and continue until the position is filled.** Deadline for applications is November 1. Inquiries can be addressed to Professor Jack Lule, Department Chair and Search Committee Chair, Department of Journalism & Communication: [jack.lule@lehigh.edu](mailto:jack.lule@lehigh.edu).

The College of Arts and Sciences at Lehigh University is committed to increasing the diversity of the college community and curriculum. Candidates who can contribute to that goal are encouraged to apply and to identify their strengths or experiences in this area. Lehigh University is an equal opportunity/affirmative action employer and Lehigh offers excellent benefits including domestic partner benefits. Please also see Lehigh Work/Life Balance for Faculty: [http://www.lehigh.edu/~inprv/work\\_life\\_balance.html](http://www.lehigh.edu/~inprv/work_life_balance.html)

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Department: School of Communication; Position: Environmental, Science, or Risk Communication; Rank: Assistant Professor.

Description of the Position: The School of Communication at **The Ohio State University** invites applicants for an **assistant professor position in the area of environmental, science, or risk communication**. The successful candidate will focus on understanding the impacts of environmental, science or risk communication on a range of audiences and stakeholders about environmental and science issues. This faculty member will be expected to develop undergraduate and graduate courses on environmental, science, and/or risk communication and to contribute to the Environment, Energy and Sustainability strategic initiative within the College of Arts and Sciences. This faculty member will have the opportunity to collaborate with faculty in the School of Environment & Natural Resources and to participate in the Human Dimensions of the Environment (<http://hde.osu.edu>) initiative at OSU.

The School is committed to empirical, social-scientific research on communication processes, either basic or applied, making original and substantively important contributions, and is regularly ranked among the top communication research programs in the

country. We seek colleagues who will help us continue this tradition and can envision research projects and courses that will be attractive to graduate and undergraduate students from within the major, and speak to the interests and needs of non-majors. We have recently renovated a number of research labs and teaching facilities to support quality research and teaching (see <http://www.comm.ohio-state.edu/graduate/research/research-space.html>). All of our positions involve research, teaching, and a service component.

**Qualifications:** Candidates must have a Ph.D. degree in communication or related social science field or be ABD and earn the Ph.D. prior to August 2013. Applicants should have a demonstrated record or strong likelihood of publication in top-tier journals as well as evidence of effective teaching. Candidates with graduate work or professional experience in the area of environmental, science, or risk communication and/or public policy, and demonstrated familiarity with environmental and natural resource topics are preferred. Complementary interests in mass communication, public opinion, social influence, health communication, or communication technology are attractive but not essential.

**About Columbus:** The OSU campus is located in Columbus, the capital city of Ohio. Columbus is the center of a rapidly growing and diverse metropolitan area with a population of over 1.5 million. The area offers a wide range of affordable housing, many cultural and recreational opportunities, excellent schools, and a strong economy based on government as well as service, transportation and technology industries (see <http://liveworkplaycolumbus.com/>). Columbus has consistently been rated as one of the Top U.S. cities for quality of life, and was selected as one of the Top 10 cities for African Americans to live, work, and play by *Black Enterprise* magazine. Additional information about the Columbus area is available at <http://www.columbus.org>.

**Application Instructions:** **Deadline for full consideration for this position is September 28, 2012, but applications will be considered until the position has been filled.** Interested candidates should submit a cover letter, curriculum vita, at least one research manuscript, evidence of teaching effectiveness, and three letters of reference to the relevant OSU School of Communication posting at <https://academicjobsonline.org/ajo/jobs/1665>. Please be aware that we are conducting four separate searches in 2012-2013, so please select the specific position(s) in which you are interested. Informal queries may be made to the chair of the search committee, William Eveland, at [eveland.6@osu.edu](mailto:eveland.6@osu.edu), but all applications must be made through

[www.academicjobsonline.org](http://www.academicjobsonline.org). Additional information about the School and the University is available at <http://www.comm.ohio-state.edu>.

To build a diverse workforce Ohio State encourages applications from individuals with disabilities, minorities, veterans, and women. EEO/AA employer.

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**Department:** School of Communication;  
**Position:** Health Communication; **Rank:** Assistant Professor.

**Description of the Position:** The School of Communication at **The Ohio State University** invites applicants for an **assistant professor position in the area of health communication** with an emphasis on mass communication, interpersonal communication, communication technology, or some combination of the three.

The School is committed to empirical, social-scientific research on communication processes, either basic or applied, making original and substantively important contributions, and is regularly ranked among the top communication research programs in the country. Many of our faculty engage in interdisciplinary, grant-funded research collaborations addressing questions with both substantive theoretical and pragmatic implications. We seek colleagues who will help us continue this tradition and can envision research projects and courses that will be attractive to graduate and undergraduate students from within the major, and speak to the interests and needs of non-majors. We have recently renovated a number of research labs and teaching facilities to support quality research and teaching (see <http://www.comm.ohio-state.edu/graduate/research/research-space.html>). All of our positions involve research, teaching, and a service component.

OSU offers health communication scholars a number of excellent opportunities for collaboration, all within a short walk from the School of Communication. The Ohio State University Comprehensive Cancer Center—Arthur G. James Cancer Hospital and Solove Research Institute (“OSUCCC—James”) is one of only 41 NCI-designated Comprehensive Cancer Centers in the United States and recently received an “exceptional” rating, the highest given by the NCI. The NIH-funded OSU Center for Clinical and Translational Research offers researchers in the health sciences financial, organizational, and educational support for innovative research on disease prevention and treatment. OSU is also home to one of ten NIH-funded Centers for Population Health and Health Disparities and the Center for Global Health. OSU also has highly respected Colleges of Public Health and Medicine.

**Qualifications:** Candidates must have a Ph.D. degree in communication or related social science field or be ABD and earn the Ph.D. prior to August 2013. Applicants should have a demonstrated record or strong likelihood of publication in top-tier journals as well as evidence of effective teaching.

**About Columbus:** The OSU campus is located in Columbus, the capital city of Ohio. Columbus is the center of a rapidly growing and diverse metropolitan area with a population of over 1.5 million. The area offers a wide range of affordable housing, many cultural and recreational opportunities, excellent schools, and a strong economy based on government as well as service, transportation and technology industries (see <http://liveworkplaycolumbus.com/>). Columbus has consistently been rated as one of the Top U.S. cities for quality of life, and was selected as one of the Top 10 cities for African Americans to live, work, and play by *Black Enterprise* magazine. Additional information about the Columbus area is available at <http://www.columbus.org>.

**Application Instructions:** **Deadline for full consideration for this position is September 14, 2012, but applications will be considered until the position has been filled.** Interested candidates should submit a cover letter, curriculum vita, at least one research manuscript, evidence of teaching effectiveness, and three letters of reference to the relevant OSU School of Communication posting at <https://academicjobsonline.org/ajo/jobs/1638>. Please be aware that we are conducting four separate searches in 2012-2013, so please select the specific position(s) in which you are interested. Informal queries may be made to the chair of the search committee, William Eveland, at [eveland.6@osu.edu](mailto:eveland.6@osu.edu), but all applications must be made through [www.academicjobsonline.org](http://www.academicjobsonline.org). Additional information about the School and the University is available at <http://www.comm.ohio-state.edu>.

To build a diverse workforce Ohio State encourages applications from individuals with disabilities, minorities, veterans, and women. EEO/AA employer.

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**Department:** School of Communication;  
**Position:** Political Communication; **Rank:** Open Rank.

**Description of the Position:** The School of Communication at **The Ohio State University** invites applicants for an **open rank position in the area of political communication** with an emphasis on mass communication, interpersonal communication, communication technology, or some combination of the three.

Continued on page 22

## Placement Ads

### Continued from page 21

The School is committed to empirical, social-scientific research on communication processes, either basic or applied, making original and substantively important contributions, and is regularly ranked among the top communication research programs in the country. We seek colleagues who will help us continue this tradition and can envision research projects and courses that will be attractive to graduate and undergraduate students from within the major, and speak to the interests and needs of non-majors. We have recently renovated a number of research labs and teaching facilities to support quality research and teaching (see <http://www.comm.ohio-state.edu/graduate/research/research-space.html>). All of our positions involve research, teaching, and a service component.

**Qualifications:** Candidates must have a Ph.D. degree in communication or related social science field or be ABD and earn the Ph.D. prior to August 2013. Applicants should have a demonstrated record or strong likelihood of publication in top-tier journals as well as evidence of effective teaching. Applicants for tenured positions must have both a strong publication record reflecting theoretically-driven interests and an international reputation for high-quality research. A record of external funding is also highly desirable for applicants for tenured positions. Interests in international communication or urban studies are attractive but not essential.

**About Columbus:** The OSU campus is located in Columbus, the capital city of Ohio. Columbus is the center of a rapidly growing and diverse metropolitan area with a population of over 1.5 million. The area offers a wide range of affordable housing, many cultural and recreational opportunities, excellent schools, and a strong economy based on government as well as service, transportation and technology industries (see <http://live-workplaycolumbus.com/>). Columbus has consistently been rated as one of the Top U.S. cities for quality of life, and was selected as one of the Top 10 cities for African Americans to live, work, and play by *Black Enterprise* magazine. Additional information about the Columbus area is available at <http://www.columbus.org>.

**Application Instructions:** **Deadline for full consideration for this position is November 16, 2012, but applications will be considered until the position has been filled.** Interested candidates should submit a cover letter, curriculum vita, and evidence of teaching effectiveness to the relevant OSU School of Communication posting at <https://academicjobsonline.org/ajob/jobs/1667>.

[micjobs online.org/ajob/jobs/1667](https://academicjobsonline.org/ajob/jobs/1667). Untenured applicants should also upload at least one research manuscript and three letters of reference. Please be aware that we are conducting four separate searches in 2012-2013, so please select the specific position(s) in which you are interested. Informal queries may be made to the chair of the search committee, William Eveland, at [eveland.6@osu.edu](mailto:eveland.6@osu.edu), but all applications must be made through [www.academicjobsonline.org](http://www.academicjobsonline.org). Additional information about the School and the University is available at <http://www.comm.ohio-state.edu>.

To build a diverse workforce Ohio State encourages applications from individuals with disabilities, minorities, veterans, and women. EEO/AA employer.

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**Department:** School of Communication;  
**Position:** Social Network Analysis; **Rank:** Assistant Professor.

**Description of the Position:** The School of Communication at **The Ohio State University** invites applicants for an **assistant professor position in the area of social network analysis**. Applicants conducting social network research with a population or in a context that complements the School's strengths (e.g., health, politics, technology, or media) are particularly desirable. This position is one of several openings in the College of Arts and Sciences in the area of social network analysis, including an open rank position in our top-ranked Department of Sociology. Successful candidates will be expected to contribute to interdisciplinary initiatives that span the College and University.

The School is committed to empirical, social-scientific research on communication processes, either basic or applied, making original and substantively important contributions, and is regularly ranked among the top communication research programs in the country. We seek colleagues who will help us continue this tradition and can envision research projects and courses that will be attractive to graduate and undergraduate students from within the major, and speak to the interests and needs of non-majors. We have recently renovated a number of research labs and teaching facilities to support quality research and teaching (see <http://www.comm.ohio-state.edu/graduate/research/research-space.html>). All of our positions involve research, teaching, and a service component.

**Qualifications:** Candidates should have theoretical and methodological expertise in the study of social networks in a context that contributes to the School of Communication's existing strengths. Candidates should have experience analyzing social network data using

common network analysis tools (e.g., UCINET, Pajek, R). The ability to mine existing network data (i.e., "big data") is desirable but not required. Candidates should have experience in, and plans to continue, publishing in high-impact social science outlets. Candidates will be expected to teach undergraduate and (cross-listed) graduate courses in the area of social network theory and analysis, and to contribute to instruction in other core communication courses.

Candidates must have a Ph.D. degree in communication or related social science field or be ABD and earn the Ph.D. prior to August 2013. Applicants should have a demonstrated record or strong likelihood of publication in top-tier journals as well as evidence of effective teaching.

**About Columbus:** The OSU campus is located in Columbus, the capital city of Ohio. Columbus is the center of a rapidly growing and diverse metropolitan area with a population of over 1.5 million. The area offers a wide range of affordable housing, many cultural and recreational opportunities, excellent schools, and a strong economy based on government as well as service, transportation and technology industries (see <http://live-workplaycolumbus.com/>). Columbus has consistently been rated as one of the Top U.S. cities for quality of life, and was selected as one of the Top 10 cities for African Americans to live, work, and play by *Black Enterprise* magazine. Additional information about the Columbus area is available at <http://www.columbus.org>.

**Application Instructions:** **Deadline for full consideration for this position is November 9, 2012, but applications will be considered until the position has been filled.** Interested candidates should submit a cover letter, curriculum vita, at least one research manuscript, evidence of teaching effectiveness, and three letters of reference to the relevant OSU School of Communication posting at <https://academicjobsonline.org/ajob/jobs/1666>. Please be aware that we are conducting four separate searches in 2012-2013, so please select the specific position(s) in which you are interested. Informal queries may be made to the chair of the search committee, William Eveland, at [eveland.6@osu.edu](mailto:eveland.6@osu.edu), but all applications must be made through [www.academicjobsonline.org](http://www.academicjobsonline.org). Additional information about the School and the University is available at <http://www.comm.ohio-state.edu>.

To build a diverse workforce Ohio State encourages applications from individuals with disabilities, minorities, veterans, and women. EEO/AA employer.

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**Digital Journalism, Tenure Track Assistant Professor, Fall 2013, Department of Commu-**

nication, **Trinity University**, San Antonio, Texas.

**Communication:** Trinity University. Tenure Track Assistant Professor of Communication, Fall 2013. Ph.D. required by August start date. Teach six undergraduate classes per year (9 contact hours per semester) with primary teaching responsibilities in the practical application and critical examination of digital journalism. Candidates with experience in video field production and/or news writing and editing preferred.

Candidates would be expected to (a) develop and teach both theoretical and applied courses in digital journalism, (b) be active in teaching core communication courses (either Mass Media, Media Interpretation and Criticism, and/or Media Audiences), and (c) contribute to teaching courses in the university's Common Curriculum and/or the university's introductory seminar for first year students.

Trinity University, a highly selective, primarily undergraduate liberal arts and sciences institution, has an ideal student-faculty ratio, and excellent facilities, equipment, and services. Embracing the liberal arts and sciences mission of the university, our department stresses an integrated, non-sequenced approach to communication that links theory and practice.

Our core is composed of three courses: Mass Media (focusing on structural relationships within mass media industries), Media Interpretation and Criticism (emphasizing communication theories regarding aesthetics, interpretation and criticism), and Media Audiences (exploring how audiences use and are affected by media). In addition to core courses, the major is composed of three content areas: Media Studies (classes focusing on the close examination of a single media-related topic), Media Management (courses preparing students for organizational and managerial responsibilities in media industries), and Media Messages (courses combining hands-on production with critical analysis). The major culminates in a Senior Capstone Experience in which students synthesize their understanding of communication theories and practices with a substantial academic paper, professional project, or creative work. Typical course sizes in the department are 15 students (for courses emphasizing media production) and 25 students (for media studies and media management courses).

**Deadline for receipt of applications is Friday, October 12, 2012.** Women and minorities are encouraged to apply. Send a letter of application, curriculum vitae, three letters of reference, graduate institution transcript(s), a statement of teaching journalism in the 21st

Century, samples of digital journalism syllabi, and teaching evaluations from those courses (if available) to Dr. Jennifer Jacobs Henderson, Chair, Search Committee, Department of Communication, Trinity University, One Trinity Place, San Antonio, TX 78212-7200, email: jennifer.henderson@trinity.edu, Fax: 210-999-8355. Electronic submissions preferred. EEO Employer.

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**Strategic Communication, Tenure Track Assistant Professor**, Fall 2013, Department of Communication, **Trinity University**, San Antonio, Texas.

**Communication:** Trinity University. Tenure Track Assistant Professor of Communication, Fall 2013. Ph.D. required by August start date. Teach six undergraduate classes per year (9 contact hours per semester) with primary teaching responsibilities in the practical application and critical examination of strategic communication.

Candidates would be expected to (a) develop and teach both theoretical and writing courses in strategic communication, advertising, and/or public relations, (b) be active in teaching core communication courses (either Mass Media, Media Interpretation and Criticism, and/or Media Audiences), and (c) contribute to teaching courses in the university's Common Curriculum and/or the university's introductory seminar for first year students.

Trinity University, a highly selective, primarily undergraduate liberal arts and sciences institution, has an ideal student-faculty ratio, and excellent facilities, equipment, and services. Embracing the liberal arts and sciences mission of the university, our department stresses an integrated, non-sequenced approach to communication that links theory and practice.

Our core is composed of three courses: Mass Media (focusing on structural relationships within mass media industries), Media Interpretation and Criticism (emphasizing communication theories regarding aesthetics, interpretation and criticism), and Media Audiences (exploring how audiences use and are affected by media). In addition to core courses, the major is composed of three content areas: Media Studies (classes focusing on the close examination of a single media-related topic), Media Management (courses preparing students for organizational and managerial responsibilities in media industries), and Media Messages (courses combining hands-on production with critical analysis). The major culminates in a Senior Capstone Experience in which students synthesize their understanding of communication theories and practices with a substantial academic paper, professional project, or cre-

ative work. Typical course sizes in the department are 15 students (for courses emphasizing media production) and 25 students (for media studies and media management courses).

**Deadline for receipt of applications is Friday, October 26, 2012.** Women, minorities, and applicants who demonstrate substantial interdisciplinary or liberal arts experience at any level are encouraged to apply. Send letter of application, curriculum vitae, three letters of reference, graduate institution transcript(s), a sample of written work, samples of strategic communication, advertising, and/or public relations syllabi, and teaching evaluations from those courses (if available) to Dr. Jennifer Jacobs Henderson, Chair, Search Committee, Department of Communication, Trinity University, One Trinity Place, San Antonio, TX 78212-7200, email: jennifer.henderson@trinity.edu, Fax: 210-999-8355. Electronic submissions preferred. EEO Employer.

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**University of Alabama** — The Department of Advertising and Public Relations in the College of Communication and Information Sciences is seeking an outstanding individual to fill a **tenure-track assistant professor** position in our nationally recognized public relations program. The ideal candidate will have expertise in the conceptualization, development, and innovative use of digital and social media in a marketing and/or corporate communication context. A focus of his/her scholarly agenda should be digital media. Once hired, this faculty member will be expected to teach in the department's curriculum. The ability to help integrate digital media elements and teaching into the APR curriculum is a plus as is the ability to teach PR writing, management, and campaigns. (Note: The department's one-year professional and two-year traditional thesis-oriented M.A. programs combine advertising and public relations.) Opportunities exist for teaching in the college's interdisciplinary mass communication curriculum as well as in the college's doctoral program.

An earned doctorate or other terminal degree in communication or related area must be completed prior to start date. Applicants must demonstrate high potential to establish a scholarly research program. Previous successful teaching and/or professional experience desired.

Salary is open and based on qualifications.

Upload application, resume, cover letter and three letters of recommendation at <https://facultyjobs.ua.edu> to apply.

**Applications accepted until position is filled, but review process begins October 1,**

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## AEJMC News

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## Placement Ads

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**2012.** Applications from women and minorities are especially encouraged. The University of Alabama is an Equal Opportunity/Affirmative Action Employer.

Questions regarding the search should be directed to Dr. Bill Gonzenbach (gonzenbach@apr.ua.edu), Search Committee Chair, University of Alabama, Box 870172, Tuscaloosa, AL 35487-0172.

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**Assistant Professor, Communication, PR and Social Media.** The award-winning Uni-

**versity of Nebraska at Omaha (UNO)** School of Communication seeks to hire a tenure-track assistant professor to teach courses in communication, public relations and social media. This faculty member will develop new courses, identify trends, and strengthen industry connections. Our greatest needs are in computer-mediated communication; small group, interviewing and organizational communication; public relations principles and advanced techniques; social media; media relations; crisis communication; event planning; media campaigns; strategic communication; online media storytelling; and communication research. The faculty member, a Ph.D. in Communication or related field, typically will teach three courses per semester, have assigned re-

search time and be expected to participate in service activities. UNO, located in a vibrant Midwestern city, has a commitment to achieving diversity among faculty and staff. We are particularly interested in receiving applications from members of under-represented groups and strongly encourage women and persons of color to apply for this position. **Our screening and selection process begins July 1, 2012, and will continue until a successful candidate is chosen.** For more information, please contact Dr. Jeremy H. Lipschultz, director (402-203-7247). To apply, please submit CV, references, a statement of teaching philosophy and other materials to: <http://www.unomaha.edu/humanresources/employment.php>