



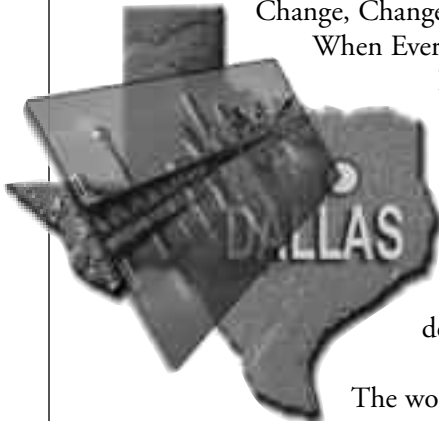
ASJMC

Administrator

The Newsletter of the Association of Schools of Journalism and Mass Communication | November 2010

ASJMC Workshop Set for Dallas in February

ASJMC's winter workshop will be held Feb. 18 and 19 at the Hyatt Regency Dallas Hotel. The workshop theme is "Change, Change, Change... Staying Current When Everything Around Us Is Changing." The workshop will feature an administrative track as well as a separate track of sessions for university development officers.



The workshop will begin at 8:30 a.m. on Friday and end at Noon on Saturday. With our earlier start time on Friday, we anticipate that most attendees will need to arrive in Dallas on Thursday, Feb. 17. We have blocked rooms at the Hyatt Regency to accommodate that pattern.

The special room rates at the Hyatt Regency Dallas, located on Reunion Boulevard, are \$119 singles/doubles, plus 15% taxes, and include in-room Internet access at no additional charge. You do have to register within the ASJMC room block for that special perk. More information on booking rooms will follow later this month.

Our special hotel rates are available three days before and after our meeting (based on availabili-

ty) for those who need to do other business while in Dallas. This downtown luxury hotel is an AAA Four Diamond property.

The first workshop session Friday morning will focus on "Curriculum in a Changing Age." It will address a series of key questions: What gets preserved? What gets added? What about 80/65? We expect robust discussion and ideas.

Following that session we will have a special presentation from several Knight News Challenge winners. One of the goals of the Knight News Challenge is the development of open source software that others can adopt. We will hear about several projects that are relevant to JMC education. The discussion on these new programs will continue informally during lunch.

Our Friday afternoon session will feature five to seven industry representatives in an Idea Summit. The Idea Summit is part of an initiative by

Continued on page 7

FEATURES

WJEC Update	3
Sass Award 2010 Speech	4

A Note from the President



Talk about a surprise ending.

In preparation for assuming the presidency of ASJMC, I reread the association's strategic plan adopted in August 2006. It's an ambitious plan, calling for ASJMC to become *the* leadership organization for

JMC education and to successfully set the agenda for discourse about our discipline.

I was relaxed while reading it – until the very last sentence made me gulp. It declared that the strategic plan would be completed in 2011. It concludes on my watch!

The good news is, we are well-positioned to be successful. To accomplish our strategic plan, I intend to focus on three objectives during my year as president.

These do not represent wildly dramatic ideas. Leadership often is not dramatic change, but steady forward progress.

First, we will collaborate with AEJMC on a series of "Idea Summits." Our JMC programs have never faced so much change. The media environment around us is undergoing profound revolution, and this challenges us to think deeply about the concepts and skills that our students need to learn today. This has implications for curriculum, instruction, faculty development, research, graduate programs – the list is long.

ASJMC and AEJMC have committed to work together in the coming year to engage large numbers of media practitioners and academics in determining and preparing for the future. The Carnegie-Knight Initiative involves a dozen universities in this endeavor. Of course, we *all* need to be engaged in the conversation about our future. The series of "Idea Summits" will do that, and part of our ASJMC winter workshop will be an "Ideas Summit" for administrators. Please come to the winter workshop in Dallas. It will be terrific.

Second, to accomplish the strategic plan's goal for ASJMC to be *the* leadership organization, we must increasingly be the provider of outstanding content and guidance for leaders in our discipline. As department chairs, directors and deans, we are in a very challenging role – buffeted on one side by massive change within the professional worlds in which our students prepare to enter, and buffeted on the other side by enormous budgetary challenges within our institutions. Leaders need guidance, and we can use our communication tools – for instance, an enriched and vibrant ASJMC website – to enhance our ability to be more effective leaders in such areas as the need for faculty development, curricular reform, and program innovation.

We have established a new Committee on Contemporary Leadership that will take the lead in providing robust content to help us in our leadership roles, and the ASJMC office will be redesigning our association's website to make it a "go to" place.

Third, ASJMC needs to take the lead in building international connections and visibility. Our association organized the administrative sessions at the World Journalism Education Congress in South Africa last summer, and the sessions created a first-ever listing of leading challenges facing programs around the world. This will serve as an initial benchmark, which can be tested, refined and updated at future World Congresses, and ASJMC will become known as the leader of this initiative. But the next World Congress is three years away.

This year, we will build greater awareness of ASJMC outside the United States. Among the journalism educators from Europe, Asia, Australia and elsewhere attending WJEC, I found no name recognition for ASJMC. I believe we have programming and assistance that can help many administrators around the world to be better leaders, so we will strategize on ways to build our profile more globally.

The goal is to complete the strategic plan in a clear and positive way, with no surprise ending!

— Paul Parsons, *Elon University*

Administrators From Around the World Identify Top Challenges

World Journalism Education Congress

For the first time ever, those who lead journalism programs around the world – deans, directors and department heads – gathered at a World Journalism Education Congress to discuss the most pressing issues that their programs face.

More than 300 journalism educators participated in July in the second-ever congress at Rhodes University in Grahamstown, South Africa, which featured Archbishop Desmond Tutu as the closing speaker. The inaugural congress convened in Singapore in 2007.

As ASJMC president-elect at the time, Dean Paul Parsons of Elon University was asked to lead administrators from around the world in a first-time exercise to identify the most pressing issues their programs face. Participating delegates represented China, France, Nigeria, Ghana, Cameroon, Burkina Faso, Namibia, Morocco, Qatar, the United Kingdom, Singapore, South Africa and the United States.

“This was an extraordinary opportunity for educators from Africa, Europe, Asia, the Americas and elsewhere to interact about curriculum, new technologies and freedom of expression in a global context,” Parsons said. “It was a deeply significant congress, made even more memorable by Desmond Tutu’s address on the important role of good journalism in society.”

Ten top issues emerged, some of them reflecting the substantive African participation in the process. The results do not reflect a scientific process, but the findings are a first attempt to identify and rank-order the leading issues facing the discipline worldwide. In ascending order:

#10 – Student enrollment demands. While a universal issue, this is particularly a problem in African nations where only a fraction of the stu-

dents who want to major in journalism are able to enroll.

#9 – Faculty diversity. In Africa, this means the need for more female faculty to better reflect the student body that increasingly is female. In other countries, especially in the West, the emphasis on faculty diversity focuses more on the need for racial minorities.

#8 – Changes in curriculum and the emergence of new media. The challenge is staying abreast in an age of radical change, building and maintaining a balance of theory and practice, and revising courses and curriculum to reflect the growth of multimedia.

#7 – Specificity of journalism. WJEC delegates said journalism needs to remain a distinct discipline and not be absorbed into the general world of communications.

#6 – Textbooks and instructional materials. Journalism administrators in African nations lament the shortage of books for their students – books that are affordable and authored by

Continued on page 7

ASJMC 2010-11 Executive Committee

President, Paul Parsons, Elon University • **President-elect, Beth Barnes**, University of Kentucky • **Vice-President, Peggy Kuhr**, University of Montana • **Past President, Maria Marron**, Central Michigan University • **Publication Committee Chair/Executive Committee Representative, Jean Folkerts**, University of North Carolina • **Executive Committee Representatives, Maryanne Reed**, West Virginia University; **Bob Lochte**, Murray State University • **ACEJMC Representatives Chair, Lori Bergen**, Marquette University • **AEJMC President, Jan Slater**, University of Illinois • **BCCA Representative, Jannette Dates**, Howard University • **Executive Director, Jennifer McGill**, AEJMC/ASJMC

2010 ASJMC Sass Award Presentation

Gerald M. Sass Award for Distinguished Service to Journalism and Mass Communication acceptance speech delivered by Richard S. Holden August 6, 2010, in Denver, Colorado, at the AEJMC Conference.

**By Richard S. Holden,
Executive Director, Dow Jones News Fund**

Thank you. Thank you so much. This is indeed an honor. It's especially rewarding that it's named after Mr. Sass, whom I met shortly after I became executive director in 1992 and whom I've admired for many years for his efforts in promoting diversity in our industry. Sadly, I see less and less emphasis being put on this area today, something I hope will change in the not-too-distant future. And I'm proud to serve with him on the University of Arizona's journalism school advisory council.

Thanks also to the deans and directors who play such a vital role in our programs. In particular, I am thinking of Director Johnson at Western Kentucky, Dean Anderson and Associate Dean Hardin at Penn State, Dean Brooks at Missouri, Dean Berens and before her, Dean Norton at Nebraska. Thanks also to all the professors who have worked tirelessly to train our interns for nearly 50 years. I salute all of the work that you have done and continue to do.

And a special thanks to my wife, Mary-Anna, who was able to be here this evening. This is quite a role reversal for us. Mary-Anna is the mayor of our beautiful borough of Madison, New Jersey. And I think this is the first time that I have been up here speaking while she sits in the audience. It's always the other way around. I'm reminded of a Beetle Bailey joke where General Halftrack asks his wife to drive to a meeting because he will be speaking and will need a drink beforehand. Mrs. Halftrack suggests that Beetle should drive because, if the general is speaking, she will need two or three.

I want to speak a bit about the history of what

began as the Newspaper Fund in 1958, became the Dow Jones Newspaper Fund in the mid 1980s and earlier this year became the Dow Jones News Fund.

It began under the direction of legendary Dow Jones chairman Barney Kilgore (I often wonder if he didn't legally change his name to "legendary"). His first move was to select Don Carter as our first executive director. Don wanted to be here this evening but was unable to attend. He received this award nearly 30 years ago and, at 93, he remains active with the News Fund, calling me frequently and always coming up from Georgia to attend our annual meetings. Yep, that's the same Carter family of, as Don likes to say, "maaa famous cousin Jimmy."

In the past half century, more than 20,000 high school and college students, high school teachers and advisers and journalism professors have benefited from our programs. What began as a modest first program to train high school journalism advisers has grown sharply. In 1967 executive director Paul Swensson came up with the idea of creating a workshop for high school students focused largely on training inner city minority kids. I think it's worth it to note that Paul created this six months BEFORE the Kerner Commission issued its famous report. He also developed our editing training programs and began producing a publication for high school journalism teachers.

I'm reminded of a comment made by the Knight Foundation's Del Brinkman at a meeting years back to decide how grant money to an ASNE program should be spent. At one point, Del made the observation, "can anyone here come up with a program that the Newspaper Fund isn't doing already?"

I'd like to think that still holds true today.

And there have been many famous folks who have come through our programs, including an Attorney General of the United States, a Miss America, a chief justice of the Missouri Supreme

Court. So, not everyone decided to pursue a career in journalism. But most did, and that list includes our current News Fund president, a former chairman and chief executive of Dow Jones, a former editor in chief of Time Incorporated and the world-renowned designer Mario Garcia.

That was then and this is now. Mary-Anna kids me about how I have only three things I can talk about—how to write a resume, how to find an internship and how to conduct yourself in a job interview. I thought I'd address some of the biggest mistakes that kids make in these areas. Now some of you might say, "this would never happen with a student at my school." Trust me, it does or I wouldn't be bringing it up.

First, make sure they are aware than nearly all news organizations now require a drug test. If a student fails, he won't be hired. If he is hired and later tests positive, he will be fired. It's as simple as that. I think you can guess why I bring this up.

Second, I taught at the Maynard Institute's Editing Program at the University of Arizona for 20 years. Each summer, on the first day I was there, I came wearing a suit and tie. Now this is Tucson and the middle of the summer. People would ask why I was dressed like that. My answer always was that it's better to be the only person in the room with a coat and tie than the only one without one. Same applies with a job interview. It's a lot easier to dress down the second day than it is to dress up.

Remind them that they are entering a professional world and that they should act professionally. We had an application from a student a couple of years ago who's email address was hot body at hot mail dot com. This may have been true—she didn't make our cut so I never had a chance to meet her—but it certainly wasn't professional. The same holds true for those answering machines that sound like something out of Animal House. Certainly not professional.

Then there are some things that they do that are just plain stupid. There's no other word for it. Just when I thought I had heard everything, I had a call from the editor of a major newspaper in the south. He mentioned that he had asked the intern

out to lunch the following day only to get the response, "I can't. That's my day off." Unlike previous interns at the paper, the young man wasn't asked to stay on.

We've actually had only one intern fired during my time here. It was at an Ottaway newspaper, part of Dow Jones, of course, who called in sick four days in a row. It wasn't long before the editor—this is a most incestuous industry, you know—found out that the intern was trying out on the desk of another newspaper. Another no no.

Nothing offends me more than students who don't honor their commitments, though I'll admit there are a few exceptions—family circumstances, health issues and a couple of others.

But many times over the years we have had students accept our internships in December only to call us in February or March and say "something came up." What that something is was an offer of what the student thought was a better job. I know of at least a dozen instances where a student will accept one of our editing internships, then call another newspaper and say to the effect, "I wasn't good enough to get one of your internships, but I was good enough to get one from Dow Jones." At which point the person on the other end of the line says "Well, let's rethink this" and offers the student a job.

Another area that comes up more and more frequently is the so-called social media. Warn your students that what they say and do on Facebook, My Space, You Tube and the like can and very well may be used against them. Their retort is invariably something like "I have a First Amendment right to say or write anything I want." That may be true, but they don't have a First Amendment right for me to hire them.

Resumes are another sore point with me, and with many professional editors. I can't tell you the number of times I read a student's cover letter, then read her resume and it tells me exactly the same thing. Tell the students that the resume should provide an employer with the "who, what, when and where" and the cover letter should give the "why and how." And speaking of resumes, I'd

Continued on page 6

Sass continued from page 5

like to shoot the person who first came up with the line “references available on request.” I’m the one hiring, I’m not “requesting” anything. Students should know that most editors are looking for three references—one to discuss the student’s academic life, one to talk about professional work and a third to talk about the student’s character. That almost always works.

You’d be amazed at how many students don’t bother to list their computer skills or the fact that they are fluent in another language. Those are two things employers look closely at. And warn them not to overstate their language ability. If you say you are fluent in Arabic, someone on the news organization’s staff will call you and interview you—in Arabic.

News organizations aren’t without blame either. Two examples have stuck with me for years. The editor of a major newspaper in the west—not the Denver Post, which has been a great partner with us for years—wrote that he would no longer be participating in the program because he had asked for a minority student the past two years and hadn’t gotten one. I wrote back and told him that he indeed did get minority students—Hispanic females to be precise. His response—which I still have—“Well, they didn’t LOOK like minorities.”

And there was the case of a major newspaper in the east that requested we stop sending Asian students because the newspaper “didn’t have a problem with that group.” You can’t make it up.

I’d like to spend a minute on another area that is troubling me more and more. That’s the spread of unpaid internships. First, I’m not sure if they’re

legal. There’s a lot of discussion about that. More important, I think it’s just wrong. How on earth are we ever going to create more diversity in our industry when internships basically go to the kids whose parents can afford them. I read a while back where someone paid \$7,500 or some ridiculous figure so his kid could have an internship on the Huffington Post. That’s absurd. We still require our news organizations to pay the kids at least \$325 a week, but many still balk at that. Some now pay only the minimum wage, which I guess beats nothing.

Equally troubling are those universities that send a news organization a check from which the student is paid. I don’t like that one bit either. And then there are the news organizations that figure they can send us a tax-deductible contribution from which we would pay the intern. It took our legal department about 30 seconds to shoot down that idea. So if you get similar offers from an organization, beware.

A final, personal point. I talked earlier about drug tests. For the guys in the audience tonight, there’s another test out there that is very important. If you haven’t been tested for prostate cancer, please do—for your students, for your faculty and most important for yourself and your family. The reason I mention this is that I was recently diagnosed with it. Fortunately it’s in an early stage and should be easily treatable. But had I not been tested, I would not have known.

In closing, I’m reminded of what a good friend of Mary-Anna’s and mine often said. “To be immortal, a speech need not be eternal.” This was neither. But it was my honor to speak to you this evening.

Thanks and good night.

ASJMC 2011 Workshop

Dallas, TX • February 18-19
asjmc.org/meetings/index.php

Dallas continued from page 1

AEJMC President Jan Slater of the University of Illinois. ASJMC is partnering with AEJMC to host this Dallas summit, which is the first of five that will be held across the country in 2011.

We will follow the opening remarks from professionals with small group discussions on how changes in the industry are impacting JMC education, as well as what about JMC education should NOT change. The session will end around 5:30 p.m. leaving the evening open to enjoy downtown Dallas.

After a buffet breakfast Saturday, the workshop will explore two other key components of change within JMC education. First, "Technology in a Changing Age," including How do we keep up? And how do we keep it in perspective?

The final workshop session will focus on faculty and their role within the changing environment. Titled "Faculty Development in a Changing Age," we will focus on: Do we really need to change? If so, how? The workshop will finish by Noon.

The Development Officer Track program is still in process, but it will follow the same basic schedule as the Administrative Track, running from 8:30 a.m. on Friday through noon on Saturday. Both tracks will have lunch together on Friday. More information on the topics for the development sessions will be available in a couple of weeks. Please share information about this workshop with your development officers.

Full workshop materials, hotel reservation information and a registration form will be mailed to all ASJMC members later in November. The ASJMC website at asjmc.org will feature workshop updates as they are available.

WJEC continued from page 3

Africans. In the West, the challenge is a different one – getting students to buy useful books in an online age.

#5 – Electrical power and internet connectivity. An unreliable energy supply appears primarily to be a problem on the African continent. Education is disrupted when classroom lights flicker off, or computers can't be turned on, or internet access is interrupted.

#4 – Government issues. These are "free press" issues revolving around licensing, restrictions, censorship and self-censorship, which appear more a problem in Africa and Asia than in other regions of the world.

#3 – Faculty hiring and retention. Salaries tend to be low, which cause journalism programs in non-Western nations to lose qualified faculty to industry or to exchange programs in other countries.

#2 – An ethical disconnect with journalistic practice. Journalism administrators in Africa refer to a disconnect between the classroom and newsroom. For instance, professors teach ethics, then students go into internships where they see some journalists engage in payoffs and bribery.

And the leading issue faced by administrators attending the World Journalism Education Congress ...

#1 – Technology and infrastructure. For those on the African continent, infrastructure issues range from a shortage of facilities to the need for technology such as computer labs and cameras for student use. For those in other parts of the world, this challenge translates into diminishing program budgets because states and nations are facing growing debt.

Call for Nominations

AEJMC Equity & Diversity Award

AEJMC is calling for nominations for the 2011 AEJMC Equity & Diversity Award, which recognizes JMC academic units that are increasing equity and diversity among their faculty. Specifically, units will be evaluated for progress and innovation in racial, gender, and ethnic equity and diversity.

The selection committee will evaluate efforts over the past three years in the following areas:

Hiring and Recruitment: The academic unit illustrates efforts in recruiting or hiring qualified faculty from groups historically underrepresented in U.S. academia and/or from groups that reflect the communities that the unit serves. Evidence should include changes in salary levels; and hiring packages.

Status of Current Faculty: The academic unit illustrates equitable representation among full-time and part-time faculty that include groups historically underrepresented in U.S. academia and/or groups that reflect the communities that the unit serves.

Evidence should include retention efforts, recent tenure and promotion rates, mentoring; and faculty participation in service/activities.

Climate: The academic unit illustrates a supportive climate. The unit strives to be free of discrimination. Evidence should include curriculum and programming; faculty/student perceptions; and decreasing number of grievances.

Institutionally Embedded Support: The academic unit offers formal support for equity and diversity initiatives. Evidence should include mentorship activities and graduate student support.

Applications must be e-mailed, and may be submitted by any AEJMC or ASJMC member, by any faculty member within the nominated unit,

or by the head of the nominated unit. **The following application materials are required:**

- a) A cover letter or e-mailed text that includes contact person's name, phone numbers and e-mail address; title and address of nominated unit and institution; and name and title of unit's head.
- b) A completed EDA Demographics Form that provides a description of the unit's faculty and students, its degrees conferred, and other information. The form is available on the AEJMC website at www.aejmc.org.
- c) An attached narrative, not to exceed four (4) double-spaced pages, which describes the equity and diversity efforts of the academic unit. The narrative might include goals, actions steps, and outcomes toward achieving a work environment that promotes equity and diversity.
- d) One letter from the unit head acknowledging nomination.
- e) Two (2) additional letters of support/recommendation.

Applications could 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 received by 5 p.m. Eastern time February 1, 2011. Materials should be emailed to AEJMC at aejmchq@aol.com. Only e-mailed applications will be accepted. Applications that are incomplete will not be considered.

Please address any questions to: Jennifer McGill, AEJMC Executive Director, at 803-798-0271, or aejmchq@aol.com. Selection of the winner is determined by the Equity and Diversity Award Advisory Committee, composed of AEJMC members. The committee reserves the right not to present an award in any given year.