



ASJMC

Administrator

The Newsletter of the Association of Schools of Journalism and Mass Communication | October 2008

Winter Workshop Goes to Mexico City

As part of ASJMC's continued focus on international initiatives, the winter workshop will be held in Mexico City Jan. 29 to 31, 2009. The association last held a meeting in Mexico City in January 2001. Program sessions will begin the evening of Thursday, Jan. 29, and finish by early-afternoon on Saturday, Jan. 31.

We have blocked hotel rooms at the Sheraton Maria Isabel. Hotel Rates are \$135 single (US\$) plus 17% federal tax, plus \$2.50 (US\$) per night housekeeping charge plus \$3 (US\$) per person baggage handling for bellmen (whether they help with your bags or not).

The registration fee will be announced later this month. The Friday workshop sessions will be held at Monterrey Tec University. The workshop theme is "Globalization and Media Education: Mexico, Latin America, and the United States." A tentative program schedule follows:

Thursday, Jan. 29

Afternoon: Registration, Sheraton Hotel
7 – 8: 30 p.m.: Welcoming reception, Sheraton.

Friday, Jan. 30

Delegates will travel by chartered bus to the Monterrey Tec campus.

Session #1 — Journalism and Mass Communication Education in Mexico and Latin America – with opportunity for partnerships between Mexican/LA

institutions and US institutions.

Possible panelists include Dr. Alejandro Acuna or Dr. Jesus Meza, Monterrey Tec; Dr. Silvia Pellegrini, dean, Pontificia Universidad Catolica de Chile, Santiago

Session #2 — Public Relations/Advertising/Integrated Marketing Communication in Mexico

Panelists will include directors from agencies such as Ketchum, Edelman (Tim Scerba, COO, Mexico City), Burson Marsteller and the GCI Group.

Noon – 1 p.m.: Tour of campus

1 – 2:30 p.m.: Lunch with a keynote speaker

Session #3 — Crucial Issues Across the Border: Immigration, Deportation, Drugs Violence, Journalists' Murders

Possible panelists: Traci Carl, news director, Associated Press, Mexico, Central America and Panama; Niko Price, editorial director, AP, Latin America and the Caribbean; Sam Quinones, 2008 Cabot Award winner, general assignment reporter, *Los Angeles Times*; and directors of various newspapers in Mexico City.

Session #4 — Changing Newspapers and Multimedia in Mexico

Representatives of Reforma, el Universal, el Excelsior, el Centro, and Indigo Media.

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A Note from the President



Dear colleagues in ASJMC,

I am honored that you have elected me to serve as your president for 2008-2009. I'm also enthusiastically excited, because I think we have a great agenda for the coming year that will

give you "added value" for your ASJMC membership.

That agenda is not mine, but grows out of our strategic plan and the foundation laid by past presidents Tom Kunkel and Loren Ghiglione. And while I hope and expect to provide leadership for achieving this agenda, it will be our committees and task forces that make us successful. You'll find a listing of those committees and task forces on page 3.

We'll continue to pay attention to scholastic journalism through our Secondary Education Committee, chaired by Lillian Lodge Kopenhaver at Florida International. The statement of support for high school journalism that we approved earlier this year continues to be communicated to high school administrators.

We'll continue to pay attention to diversity issues through our Committee on Diversity, chaired by Jan Dates at Howard University. Building on programming at last year's winter workshop and the "best practices in diversity" report prepared by last year's committee under the leadership of Paul Parsons, Elon University, the Committee hopes to develop a diversity plan that ASJMC and its member institutions can embrace and employ to increase the diversity of their faculties, staffs and student bodies.

We'll continue to pay attention to the internationalization of journalism and thus of journalism education through our Task Force on International Initiatives, chaired by Joe Foote at

Oklahoma. This task force will represent us in ongoing discussions and planning for a meeting of world journalism associations in 2009 and for another World Journalism Education Congress, similar to that held in Singapore in 2007. And of course our January workshop in Mexico City is early progress toward our internationalization efforts – read more about that in this issue, also.

Our Publications Committee, chaired by Jean Folkerts at North Carolina, will continue to work with *ASJMC Insights*, our journal for members, to ensure content that is meaningful and relevant to you.

Our Administrative Affairs Committee, chaired by Beth Barnes at Kentucky, will be planning 2009 AEJMC Conference programming related to issues and concerns of administrators. And I'm especially excited that Beth and her committee members will be surveying you and preparing a report – and also a 2009 convention session – on best practices for coping with budget cuts and cutbacks. I suspect most of us are facing these challenges, so this will really be "news you can use!"

ASJMC also has been invited, by the American Society of Newspaper Editors (ASNE), to join it in a news literacy effort to explore ways to help news consumers evaluate news products – and in the process, presumably retain reliable sources of news. Jerry Ceppos, Nevada-Reno, attended a meeting hosted by ASNE, the Poynter Institute and the Ford Foundation about news literacy, and said it was one of the most interesting conferences he'd ever attended. So I'm optimistic about discussions of this project and I expect to be in touch with you re how you and ASJMC can be involved.

We've got quite a year ahead of us – and I am grateful for your involvement. If you're not as involved as you would like, please let me know – I'll find a place for you!

Judy VanSlyke Turk, 2008-09 ASJMC President
Virginia Commonwealth University

ASJMC 2008-09 Committees

ADMINISTRATIVE AFFAIRS COMMITTEE

Beth Barnes of Kentucky (chair), Don Heider of Loyola Chicago, Jerry Hudson of Texas Tech, Pam Kalbfleish of North Dakota and Lee Thornton of Maryland

DIVERSITY COMMITTEE

Jan Dates of Howard (chair), Jerry Ceppos of Nevada-Reno, Gail Baker of Nebraska-Omaha, Lori Bergen of Texas State San Marcos, Sherlynn Byrd of Alcorn State, Brad Hamm of Indiana, Pam Johnson of Western Kentucky, JoAnn Lee of William Paterson, Paul Parsons of Elon and Loy Singleton of Alabama

NOMINATIONS COMMITTEE

Tom Kunkel of St. Norbert (chair), Dean Mills of Missouri, Brian Richardson of Washington & Lee and Marilyn Weaver of Ball State

PUBLICATIONS COMMITTEE

Jean Folkerts of North Carolina (chair), Lorraine Branham of Syracuse, Brad Hamm of Indiana, Jim Hawkins of Florida A&M, Tom Hodson of Ohio and Lynn Zoch of Radford

SECONDARY EDUCATION COMMITTEE

Lillian Lodge Kopenhaver, Florida International (chair), Helen Fallon of Point Park, Peggy Kuhr of Montana, Carol Pardun of South Carolina, John Pauly of Marquette, Patsy Watkins of Arkansas, Birgit Wassumuth of Kennesaw State, and the following ex officio members: Candace Bowen of Kent State, Karen Flowers of South Carolina, Brooke Kroeger of New York, Carol Mawyer of Virginia Commonwealth, Arlene Morgan of Columbia, Steve O'Donoghue of CSJI, Linda Puntney of Kansas State and Warren Watson of Ball State

TASK FORCE ON INTERNATIONAL INITIATIVES

Joe Foote of Oklahoma (chair), Ann Brill of Kansas, Richard Cole of North Carolina, David Donnelly of Quinnipiac, Peter Gross of Tennessee, Pam Johnson of Western Kentucky, Brad Hamm of Indiana, Maria Marron of Central Michigan, Paul Parsons of Elon and Brian Richardson of Washington & Lee

Mexico City schedule cont.

Reception at Monterrey Tec (following reception buses leave for the hotel)

Saturday, Jan. 31 (at the Sheraton)

7 a.m. – 8 a.m. – Breakfast

Session #5 — What's Happening to Foreign Correspondents?

Session #6 — J/MC-related Foundations: Knight, Angel Ramos, Tinker, Scripps

Session #7 — ACEJMC: Preparing for the Site Team Visit

Session #8 — News Literacy
Report on a new ASNE project: How ASJMC can be a Partner

More information and a registration form will be mailed to ASJMC members in October.

ASJMC 2008/09 Executive Committee

President
Judy VanSlyke Turk,
Virginia Commonwealth University

President-elect
Maria Marron, Central Michigan University

Vice-President
Paul Parsons, Elon University

Past President
Thomas Kunkel, St. Norbert College

**Publication Committee Chair,
Executive Committee Representative**
Jean Folkerts, University of North Carolina

Executive Committee Representatives
Patsy Watkins, University of Arkansas
Patrick Sutherland, Bethany College

ACEJMC Representatives Chair
Tim Gleason, University of Oregon

AEJMC President
Barbara Hines, Howard University

BCCA Representative
Jannette Dates, Howard University

Executive Director, Jennifer McGill, AEJMC/ASJMC

2008 Sass Distinguished Service Award Remarks

**By Susanne Shaw,
ACEJMC executive director**

This is a very special occasion for me because Jerry Sass has been a good friend since I began teaching at Kansas. Jerry was the recruiter for the Gannett Company and visited the School of Journalism each year. I think he also was influential in my being hired by the Gannett Company when he worked for The Freedom Forum. And more importantly, both of his sons received degrees from KU. Jerry Jr. a master's degree in journalism, and Rick, an MBA. Both took editing classes taught by Prof. John Bremner. Jerry's daughter-in-law, Susan Gage, and my former student at Kansas, is here tonight from Portland where Susan is a team leader at *The Oregonian*. It is special to have Susan and Deborah Gump, another former student, here tonight.

Several people at Kansas were outstanding mentors to me, taught me the right values and shaped my ideas about what a good journalism education should be. I think of them often and wonder they would say today about journalism and journalism education.

If I had known that I would spend my career as a university professor, I might have done some things differently. It is unlikely that someone with my profile at the time would be hired at Kansas today. I began teaching at Kansas in fall 1971. I was hired during Ed Bassett's first year as dean at Kansas. There was no search committee, and Ed often did things in an unconventional fashion. My meeting with him that spring was brief. He said, "You have a home here if you want it." I told him that I would think about it. It was a two or three minute meeting. Little did I know at the time that Cheryl Wilson Klug, who was Ed's secretary, would become my loyal assistant and the Council's only full-time employee.

Del Brinkman also arrived at Kansas during Ed's first year. In 1975, Del was named dean, and I

became his associate dean. My tenure as associate dean was my best job at Kansas. Del was great to work for and he put up with my comings and goings. I left Kansas twice to work on newspapers, and Del took me back both times.

John Bremner was influential on my career because he was one of the best teachers ever at Kansas, and he was responsible for attracting recruiters from all over the country to visit KU. John is the one who made editing the Kansas franchise. In those years, John taught all the editing classes, and I taught all the students in the second reporting course. He taught me the right values for life and for life at KU. He also believed strongly in a liberal arts education, which is something that remains today as the hallmark of a good journalism education.

Ed, John, Del and Calder Pickett taught me how journalists should be educated. In addition to Bremner, Bassett, Brinkman and Pickett believed strongly in the liberal arts and encouraged students to take classes from the best teachers at the University of Kansas.

My other mentors were Council presidents John Lavine, Jerry Ceppos, Bob Giles, Sandra Keyes and Peter Bhatia, all who did and continue to support me. These leaders also gave of their time and money to improve journalism and mass communications education and accreditation. John, Bob and Jerry, are present. Bob, Jerry and Jerry Sass are Sass recipients.

Tonight, I will focus my remarks on accreditation and the education of a journalist.

First, the Council is doing well because of the folks in this room who have given countless hours as volunteers to improve the quality of journalism education. In 1986, we had 86 accredited programs. Today, we have 113. Two things that place our Council ahead of other accrediting agencies are our commitment to diversity and openness. We are the only accrediting agency that conducts

all of its business in open meetings and releases site team reports to the public.

The Council also made a commitment to help more Historically Black Colleges become accredited. In 1986, only Florida A&M and Jackson State were accredited and, now we have seven HBCUs. But we should not be satisfied until we have more.

Site teams, Council and Committee members have made strong efforts to help schools increase the student and faculty diversity of journalism and mass communications programs. Since 1990, all accredited schools must have a written diversity plan. In 2003, with the help from the Knight Foundation, and Council President Jerry Ceppos, the Council published a "Diversity: Best Practices" handbook containing ideas to help schools meet this standard.

It was the professional members of the Council who encouraged us to have open meetings. The Council had its first open meeting in September 1988. I think that one of the biggest benefits of open meetings is that they help school representatives and other interested parties understand the process. Despite that, in too many cases, accreditation and how it works remains a mystery. We need to do more to help the public understand what we do and why accreditation is important.

The open meetings also have helped many new applicants be better prepared for accreditation because they can attend the meetings.

Accreditation faces some challenges. Some of you in this room may not be big supporters of the Council's newest standard on assessment of learning outcomes. But assessment is important for accreditation and higher education.

In the recent 10th anniversary report from the Council for Higher Education Accreditation prepared by Peter Ewell, who is an assessment expert, he said, "In part, recognition of the importance of learning outcomes has arisen because external stakeholders increasingly look to results as the principal mark of quality. Institutional leaders now recognize the importance of assessing outcomes. Meanwhile, some topics in the realm of

resources and processes have become less relevant."

Last year, *The Chronicle of Higher Education* reported that in an independent survey of institutional leaders 75 percent of those surveyed agreed, "colleges should be more accountable for student learning outcomes."

The Council needs to continue to help team members and Council and Committee members do a better job evaluating the assessment standard. And we also need to help schools that seek our assistance to meet the standard. Later this month, the Council will host a half-day informational session to help members better evaluate the assessment standard. Last year, eight schools visited out of 17 or 47 percent were judged out of compliance with the assessment standard.

Virtually, all accreditors, institutional and programmatic, now have standards that require them to establish goals for student learning and to require them to gather and analyze evidence of student achievement.

The CHEA 10th anniversary report also discussed levels of accreditation and asked "whether accreditors should distinguish among institutions and programs across a range of performance or continue to recognize them simply as meeting accreditation standards or not."

This is not a new topic for the Council. Some may remember when Council President Bob Giles established an Exemplary Practices Committee, and Doug Anderson was chair of that committee. Ewell called a similar idea "exemplary performance." He said, "That assigning multiple levels of accreditation would clearly provide more information to the public and would likely stimulate the engagement of institutions and programs that are well above minimum standards."

Ewell's point is a good one. Many programs easily meet minimum standards, and I often worry that some could consider accreditation a waste of time and effort if they are not challenged to improve.

When the Council discussed the idea of recognizing

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2008 DSA Remarks Continued

ing excellence, there were concerns about whether such a plan would favor the large schools; whether the designation as excellent or distinguished would be influenced by resources and size; whether, in fact, we would create a two-tier system, or some said, the haves and the have-nots.

In spite of the controversy over its role, accreditation has been the most effective public way for higher education to maintain its set of core values—autonomy, self-governance, scholarship and the pursuit of quality through peer evaluation, Giles said.

At the May 1998 Council meeting, Anderson characterized the January meeting in the following way: The meeting was intense and uncomfortable, with strong expression of diverse viewpoints. He said about a third of the members thought the idea merited exploration, about a third could take it or leave it, and about a third thought it was not a good idea.

Giles' goal was to look at: quality, excellence, distinction, exceptional or exemplary practices or however one chose to define it. Giles' ideas still are relevant today. It was and maybe still is a subject worthy of attention because of the belief that accrediting standards represent only a minimum level of acceptance.

In 2008, the concern for quality is not limited to education in journalism and mass communications. It is a subject of serious and wide-ranging discussion throughout higher education. These discussions often center on a need to pay greater attention to teaching and learning.

I won't bring up exemplary practices to the Council again, but I think it is important that experts in higher education today talk about a similar idea to make accreditation more useful to schools and to the public. Giles and many Council members recognized the need for change 10 years ago. Some of the issues regarding the

utility of accreditation remain today.

At one time accreditation was viewed as being too prescriptive. Del Brinkman wrote in *ASJMC Insights*, the increasing pressure toward prescriptiveness in the Accrediting Council's reviews—pressure from individuals and institutions. Brinkman cautioned that the accrediting review "should be essentially diagnostic rather than prescriptive; it should concentrate on determining the strengths and weaknesses of programs against a set of clear and well understood standards and goals. It should not create a narrow pattern of study that inhibits innovative programs."

I definitely think that the Council has moved away from being prescriptive even though some teams sometimes try to be specific in how they tell a school to fix a weakness. Team members should refrain from judging a school by the standards and curriculums of their own schools.

Each year, questions are raised about consistent treatment in the accrediting team recommendations and the decision making process. This past year was a good example when the Committee, Council and schools challenged the consistency of decisions. Thanks to the Knight Foundation, the Council now trains site team members and consistency has improved. Since 2000, we have had seven two-day training programs for new site team members and one for team chairs. Del Brinkman, who was program officer for the Knight Foundation, was instrumental in helping the Council receive the \$300,000 for this endeavor.

My last comment about accreditation, which probably is the most unpopular, is the size of the Accrediting Council. The Council, with its 33 members, may well be the largest decision-making accrediting body. A Council size similar to that of the Accrediting Committee with 15 members would be much more efficient, in my opinion. Council President John Lavine and a committee suggested a restructuring idea but could not con-

struct a plan that would satisfy a majority of members.

Although I have talked about some challenges for the Council, please know that I think that the Council does many things very well. We are a leader in diversity and open meetings and a good training program in place for site team members.

The education of students goes hand in hand with the role of accreditation in my mind. My passion is for good academic advising. I think not enough schools today emphasize this role for faculty.

Although it was a different time, my Kansas mentors were good academic advisers. They taught me the importance of academic advising. Today, professional advisers do much of the academic advising. This is not necessarily bad, but faculty members often don't take career or academic advising as seriously as they should because there is little reward for them. Good academic advising is hard work, and it is more than simply selecting what classes a student plans to take the next semester. It is faculty talking with students about career plans, internships, and courses in the liberal arts that will complement a journalism education. Good academic advising is very important to parents.

When faculty members spend time with students discussing their class schedules for the next semester, they also can recommend good teachers throughout the university. I tell students that I am as interested in what they take outside of the journalism school as much as what they take in the school. Students should select courses by who teaches them and not by the title or the time of day.

When the Council had the 12 standards for accreditation, we had a separate one: Standard 4: Student Records/Advising. Now, with the nine standards, academic advising is part of Standard 6: Student Services. I am not sure that the quality of academic advising gets as much attention from site teams as it should.

Those who hire our students don't ask what their grade point average is, but often they ask if they can speak another language, can they figure percentages or did they study economics.

We should prepare students to live in a global world. Students today will get the best jobs if they can read, write and speak another language.

All of us have ideas about the future of journalism and journalism education. Clearly, we are in the midst of change.

The July/August issue of the *The Atlantic* had a good article about how we read today. The cover story was titled, "Is Google Making Us Stupid: What The Internet is Doing to Our Brains."

Let me quote from Nicholas Carr, the author of the Google article: "My mind isn't going—so far as I can tell—but it's changing. I'm not thinking the way that I used to think. I can feel it most strongly when I'm reading. Immersing myself in a book or a lengthy article used to be easy. My mind would get caught up in the narrative of the turns of the argument, and I'd spend hours strolling through long stretches of prose. That's rarely the case anymore. Now my concentration often starts to drift after two or three pages. I get fidgety, lose the thread, and begin looking for something else to do. I feel as if I'm always dragging my wayward brain back to the text. The deep reading that used to come naturally has become a struggle. I think I know what's going on. For more than a decade now, I've been spending a lot of time online."

After reading that paragraph, I thought that's how I feel. I still subscribe to five newspapers a day, but, in some ways, I find them less useful now because Jerry Ceppos introduced me to the Blackberry. Now, I am addicted to it. I find myself reading breaking news and details of the baseball games on the Blackberry and or on the computer. When I read a story online the evening before and read the story in the morning newspaper, it often is the same with no update or new information. No wonder newspaper circulation is declining. One would think that editors and publishers would realize that simply printing what they put online 12 hours earlier is not a good solution.

Al Neuharth had some things right when he start-
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2008 DSA Remarks Continued

ed *USA Today* Sept. 15, 1982. I was a Gannett publisher at a small daily at the time. I became a fan of many things that *USA Today* did that were firsts for newspapers. I recall that many folks, especially in journalism education, made fun of the newspaper and referred to it as McPaper.

Today, it has the largest circulation of any newspaper and has changed the way newspapers do things. For example, Neuharth gave more space to weather coverage. It was not too long before newspapers increased the amount of space given to the weather. He also made sports one of the newspaper's priorities. Only one story on each section front continued to another page. Stories were written shorter and tighter. Diversity of sources also was something that reporters included in their stories.

We moan and groan about the reading habits of young people, including journalism majors. Free copies of the *New York Times*, the *Kansas City Star*, the *Lawrence Journal World*, *USA Today* and the *Wall Street Journal* are outside my office.

I often watch the students to see what newspaper they select. Usually, it is *USA Today*.

Just because many newspapers are laying off staff members, shrinking the news hole and companies are not returning the profits that they once were, it is not a time for us in journalism education to wring our hands and stop encouraging young people to enter the business. Yes, it is a different world, but the value of a journalism education remains strong and journalism remains important for a democratic society. Two of the most important skills, in my opinion, that a journalism education provides students are these: the ability to write well and to know how to ask the right questions. We need to teach students to have high ethical standards, to be fair and accurate. We want

our students to have passion, but that is difficult to teach.

We should continue to be rigorous in our teaching and to ensure that we prepare students to enter a changing work place. The statement I dislike most to hear from colleagues is: "Newspapers are a dying business. You don't want to work for one." We must prepare students to learn multiple skills and to work in different environments. Clearly, newspapers will change. They may be free; they may not be daily; they may be in a different format.

When I talked recently to Sherry Chisenhall, editor of the *Wichita Eagle*, she did not moan and groan about the layoffs, not replacing a managing editor, etc. She said, "We'll figure it out." I agree with her. Newspapers own the information, and they will learn how to make money regardless of the delivery method.

Tonight, ASJMC has honored me with the Sass Award. This honor forced me to reflect on my career. I was determined to do journalism at an early age. My father worked 50 years for a small Kansas daily. Many things have changed for women in journalism. When I was a teenager, I wanted a paper route, and girls could not have one. So I found my own paper bag for my bike. I folded old newspapers and threw them on people's porches. Next, I wanted to write sports. That was not possible for women. Today, I could do both.

I did not get an undergraduate degree in journalism but returned to Kansas for a master's degree in journalism because I wanted to be an editor. Twice, I left KU to work on newspapers. Each time, I returned to Kansas because I missed the students. Although I never got that paper route, I think I've had a rewarding career in journalism. Thank you for this honor.

ASJMC in Mexico City • Jan. 29-31, 2009