



# *Effective Teaching Strategies*



AEJMC Teaching Committee e-book editor:

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**AEJMC**

*Teaching Committee*



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## Foreword: **Effective Teaching Strategies**

**T**His e-book was germinated in the workshop on “Effective Teaching Strategies for Junior Faculty” sponsored by the AEJMC’s Committee on Teaching at the AEJMC conference in Denver. With lively discussions and a mentor meet-up, this interactive workshop featured proven strategies for effective teaching and developing mentoring relationships.

This compendium provides a treasure trove of information, ideas, strategies, trends and wisdom that are relevant across the repertoire of our field. In preparing this compendium, I asked our distinguished panelists, my cherished colleagues on the AEJMC Teaching Committee and renowned scholars to perpetuate in print their ideas, tips and perspectives in a “Top Ten” list of wisdom points. Despite their busy summer (yes, relaxing summers are a myth!), our authors were generous with their time and energy. Their response was overwhelming and, for me, editing this compendium became an enriching experience.

This workshop marked a three-year pilot plan based on the “strategic directions” outlined by the AEJMC 2009 State of the Discipline report <[http://www.aejmc.org/\\_about/discipline/index.php](http://www.aejmc.org/_about/discipline/index.php)>. It addressed four objectives: (i) Examine what we teach, how we teach and allay anxieties about a discipline in transition; (ii) Adapt course content to the new realities of communication and draw upon core values; (iii) Harness research, creative and professional activity, media and industry support, professional organizations and community resources to incorporate curriculum changes, technology innovations and assessment of learning outcomes; and (iv) Develop peer-to-peer and co-mentoring relationships.

Workshop participants were paired with individual mentors and received a Teaching Handbook of take-home tips, readings and resources to use throughout the year. While the workshop focused on helping those new to academe, experienced educators participated and contributed.

The workshop speakers featured winners of the Scripps Howard Journalism Administrator of the Year and Scripps Howard Journalism Teacher of the Year awards, renowned educators, and students who will celebrate and critique teaching in its current state and style. They covered ways to incorporate assessment of learning outcomes, grade inflation, student evaluations of teaching, student apathy and related issues in an age of entitlement, research resources to enhance teaching, and the use of online tools and social media for effective teaching.

The workshop comprised four parts: Part I: The Seven Habits of Highly Effective Teachers; Part II: “Shoulda, Coulda, Mighta, Woulda”: Exchange of Teaching Ideas; and Part III: Proven Ways to Flourish in Academe: A Mentoring Plan to Balance Teaching, Research, Service and Life; and Part IV: Mentor Meet-up. The workshop also addressed career-advancement strategies: developing a dossier for tenure, promotion and continuing professional and scholarly development, as well as tips for balancing research, teaching, service and life.

I am grateful to Jennifer H. McGill, AEJMC, for helping us host this workshop, Rich Burke, AEJMC, for accounting support, Kysh Brown, AEJMC and Mich Sineath, AEJMC, for spreading the word through cyberspace. I also thank the entire AEJMC staff for their help and support.

If you wish to see some issues covered in future workshops, please share your ideas with members of the AEJMC Teaching Committee (see list below). Thanks for your participation in this important initiative.



Deb Aikat, North Carolina at Chapel Hill <da@unc.edu>  
Chair, AEJMC Teaching Committee



**Teaching Committee Elected Members (2009-10):** **Debashis 'Deb' Aikat**, (chair), University of North Carolina at Chapel Hill , **Linda Aldoory**, University of Maryland, College Park , **Marianne Barrett**, Arizona State University , **Sheri Broyles** (vice-chair), University of North Texas , **Kenneth Campbell**, University of South Carolina , **Dane Claussen**, Point Park University , **Jennifer Greer**, University of Alabama , **Kim Lauffer**, Towson University , **Birgit Wassmuth**, Kennesaw State University.

## Schedule for AEJMC's Committee on Teaching's Workshop on "Effective Teaching Strategies for Junior Faculty"

Tuesday, August 3, 2010

1 p.m. to 6 p.m. / AEJMC session 010 | **Plaza Court 7** |

<http://www.aejmcdenver.org/?p=2202>

Association for Education in Journalism and Mass Communication Elected Standing  
Committee on Teaching

*Workshop Session:* Effective Teaching Strategies

*Moderating/Presiding:*

Debashis "Deb" Aikat, North Carolina at Chapel Hill, Scripps Howard Foundation  
Journalism Teacher of the Year 2003.

1:00 – 1:15 p.m.

Welcome and Introductions

1:15 to 2:15 p.m.

Part I: The Seven Habits of Highly Effective Teachers

*Panelists:*

Sandra Chance, Florida, Scripps Howard Journalism Teacher of the Year 2004

Charles Davis, Missouri-Columbia, Scripps Howard Journalism Teacher of the Year 2008

Elinor Kelley Grusin, Memphis, Scripps Howard Journalism Teacher of the Year 2007

Andrea Appelhans, Denver, M. A. student

Kirsten Cangilla, Denver, undergraduate student

With inspiring stories and an array of individual insights, panelists will begin this interactive session with brief remarks about the challenges and joys of teaching. Participants will share their teaching tips and discuss effective teaching.

2:15 to 2:30 p.m.: Break

2:30 – 3:30 p.m.:

Part II: "Shoulda, Coulda, Mighta, Woulda": Exchange of Teaching Ideas

Using Online Tools and Social Media for Effective Teaching

Nikhil Moro, North Texas

Temptations, Tribulations and Thrills: Lessons in Learning Academic Culture

Kenneth Campbell, South Carolina

Top Ten Teaching Errors (I've Made Them All!)

Debashis "Deb" Aikat, North Carolina at Chapel Hill, Scripps Howard Foundation

Journalism Teacher of the Year, 2003

Panelists will initiate an open exchange of teaching ideas. Send your best ideas to Deb Aikat at [da@unc.edu](mailto:da@unc.edu) by July 30, 2010. Participants will discuss teaching ideas.

3:30 to 3:45 p.m.: Break

3:45 to 4:45 p.m.:

Part III: Proven Ways to Flourish in Academe: A Mentoring Plan to Balance Teaching, Research, Service and Life

*Panelists:*

Chris Callahan, Arizona State, Scripps Howard Journalism Administrator of the Year 2009

Shirley Carter, South Carolina, Scripps Howard Journalism Administrator of the Year 2006

Will Norton, Mississippi, Scripps Howard Journalism Administrator of the Year 2004

John Hamilton, Louisiana State, Scripps Howard Journalism Administrator of the Year 2003

With amazing anecdotes and astute advice, panelists will share proven ways to flourish in academe and discuss varying expectations for earning tenure, promotion and career advancement for all ranks. The panelists will also cover mentoring strategies, mentoring roles, and what works in academe and what does not. Participants will discuss academic expectations and mentoring issues.

4:45 p.m. – 5:00- Break

5:00 – 6:00: Part IV: “Magnanimous Mentor” program

Through an interactive networking process, participants will form mentoring connections they can draw on during the year.

6:00 p.m.: End of workshop

## Sandra Chance's Top 10 Teaching Tips

1. **Be passionate.** Students appreciate a professor who is passionate and enthusiastic about their subject matter and teaching. They'll work harder for you if you make it clear that you care about your material and their success.
2. **Respect your students.** Without them, we wouldn't have jobs. Always remember that you're doing what you love to do because of the students.
3. **Make yourself a great teacher.** Most of us weren't trained to be teachers, so we must teach ourselves. If you're struggling in the classroom, ask for help. Find a mentor, attend workshops, identify resource material, start a teaching excellence workgroup. Never stop looking for ways to improve.
4. **Master your subject matter.** Be prepared and organized, but flexible enough to change things up when they're not working.
5. **Care about your students,** but set appropriate boundaries.
6. **Give your students the freedom to develop intellectually,** not just regurgitate course material. Helping them develop critical thinking skills may be the greatest gift you give them.
7. **Provide clear, written course requirements and objectives.** Prepare a detailed syllabus with as much information, including deadlines, test dates, expectations and course requirements, as possible. Don't be afraid to set the bar high, just be realistic in your expectations.
8. **Remember that students learn differently.** Some students learn materially by listening, some by reading, some experientially. Use different teaching methods to accommodate these different learning styles.
9. **Make your class relevant to their world and their future.** Treat students as consumers of knowledge. Figure out what they need to know and why they need to know it. Tell them why you're teaching what you're teaching. Bring as much real world experience as you can into the classroom.
10. **Don't take yourself too seriously.** Have a sense of humor and bring that into the classroom. Self-deprecating humor can be very effective and will help students relate to you as a human being.

■ **Prof. Sandra Chance**, 2004 Scripps Howard Teacher of the Year, is the McClatchy Professor in Freedom of Information and media law professor, College of Journalism and Communications, University of Florida.

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**Prof. Sandra F. Chance, J.D.**

McClatchy Professor in Freedom of Information/ Media Law Professor, Department of Journalism, University of Florida/ Executive Director, Brechner Center for Freedom of Information

Sandra Chance is a professor of media law in the Department of Journalism at the University of Florida. She is



also the Executive Director of the Brechner Center for Freedom of Information and teaches media law at both the undergraduate and graduate level. A faculty member since 1993, Chance has taught close to 4,000 undergraduate students and more than 300 graduate students.

In 2005, she was named the Journalism Teach of the Year by the Scripps Howard Foundation and the Association for Education in Journalism and Mass Communication. She also won a number of teaching awards at the University of Florida, including Teacher of the Year. She was named the McClatchy Professor in Freedom of Information in 2006.

She won AEJMC's Baskett Mosse ward in 2003 and is a former head of the Law Division. She was elected twice to AEJMC's Professional Freedom and Responsibility national committee, serving and chair and vice-chair of the committee.

She has written dozens of articles for scholarly, refereed and trade publications, and 29 book chapters. She's been published in *Journalism & Mass Communication Quarterly*, *Communication Law and Policy*, *Journal of Broadcasting & Electronic Media*, *Journal of Law and Public Policy*, UNC's *First Amendment Law Review*, *Fordham Intellectual, Property, Media & Entertainment Law Journal*, the *Florida State Law Review*, the *UALR Law Review*, *Quill*, *Editor & Publisher* and other journals. She is on the editorial board of the *Communication Law and Policy* journal and the advisory board of UF's College of Law's *Journal of Law and Public Policy*.

Prof. Chance lectures nationally and internationally on freedom of information and First Amendment issues and has traveled to Uruguay, Guatemala, Peru, Chile, Brazil and Jamaica, at the request of the U.S. State Department. She's also worked with the State Department in educating journalism students in China. She's taught judges from around the country about the importance of the First Amendment as part of the University of Nevada's Advanced Judicial Studies program at the National Judicial College.

She has been interviewed and quoted as an expert in media law issues by the state and national media more than 500 times. She's been quoted in *The New York Times*, *The Wall Street Journal*, *The London Times*, *The Boston Globe*, *Fox News*, *The Dallas Morning News*, *the Washington Times*, *the Denver Post*, *the Detroit Free Press*, by Fox News and the BBC, and more than 100 newspapers and media outlets in Florida.

Chance graduated with honors from the University of Florida's College of Law in 1990 and was named to the Order of the Coif. She practiced media law with the law firm of Holland & Knight in Tampa, Florida. There she handled litigation concerning access to public records and judicial proceedings, reporter subpoenas and Florida's Government in the Sunshine Law. She represented *The Tampa Tribune*, *The Miami Herald*, *the Orlando Sentinel*, the *N.Y Times* regional newspaper group, and numerous radio and TV stations. Chance also served as an Assistant General Counsel at the University of Florida. Chance received both her B.S. in Journalism with high honors and M.A. in Journalism and Communications with Distinction from UF.

Chance is the campus coordinator for the Liberty Tree Initiative, a program which promotes First Amendment education on campuses across the country. She is also on the board of directors of the First Amendment Foundation and is active in the National Freedom of Information Coalition. She is the Sunshine Chair for the Society of Professional Journalists and is a member of the American Bar Association, the Communications Law Forum, IRE, and the Florida Association for Women Lawyers. She's a member of the U.S. Supreme Court Bar, the Florida Bar and admitted to practice before the federal courts in Florida. She is a past director of the Florida Magazine Association and was active in the Florida Press Association



## **All I Know About Teaching, I Learned From....**

1. Watching the Masters: The very first thing I'd do, were I beginning to teach again, is what I did when I got to Mizzou: go on a teaching road show!
2. Realizing How Important Hands-On Learning Really Is
3. Learning to Join Them, And Not To Fight Them
4. Thinking Constantly About Who I Am (and AM NOT), What I Can Do, And What I Was Like As a 19-Year-Old
5. Owning My Space
6. While Understanding That I Am A Teacher, Not A Parent...or a Friend...BUT A Human Being
7. Realizing That Every Day Is Not An "A" Day
8. Violating Just About Every "Rule" of Pedagogy
9. Coming To Grips With Modernity
10. Understanding that Passion Trumps Everything Else!
11. Socrates...Who Knew What He Was Doing
12. Digressing. Early and Often.

■ **Charles Davis**, Missouri-Columbia, Scripps Howard Journalism Teacher of the Year 2008

## A Bit about Me



**Charles N. Davis** is an associate professor at the Missouri School of Journalism and until July, served as the executive director for the National Freedom of Information Coalition (NFOIC), headquartered at the School. Davis now returns to his faculty job, as well as beginning a post in the Office of the Provost as a Facilitator in Mizzou Advantage, an interdisciplinary networking initiative launched in the spring of 2010.

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

Davis has been a primary investigator for a research grant from the James S. and John L. Knight Foundation for NFOIC and another from the Rockefeller Family Fund for the study of homeland security and freedom of information issues. He was a co-investigator for an award from the U.S. Department of State for a curriculum reform project for Moscow State University in Russia.

Davis worked for newspapers and as a national correspondent for Lafferty Publications, a Dublin-based news wire service for financial publications. Davis reported on banking, e-commerce and regulatory issues for seven years before leaving full-time journalism in 1993. He completed a master's degree from the University of Georgia's Henry W. Grady School of Journalism and Mass Communication and earned a doctorate in mass communication from the University of Florida in 1995. He received his bachelor's degree from North Georgia College.

Davis participates in numerous professional organizations, including the Association for Education in Journalism and Mass Communication, the Society of Professional Journalists and Investigative Reporters and Editors.

## Elinor Kelley Grusin's 10 Teaching Tips

1. **Know your audience.** Just as in advertising, public relations and news, a teacher must know his or her students' abilities and aspirations.
2. **Prepare, prepare and prepare some more.** Then, go into your class and teach as though you are talking off the cuff.
3. **Break your class time into segments.** Plan each part ahead of time and vary the activities so that something different is happening in each segment.
4. **Combine the "why" with the "how" when teaching skills.** Skills classes provide a great opportunity to use what you learned about communication and audiences in your theory classes.
5. **Engage your students.** If you love to teach, then show it. They will respond to an energetic and enthusiastic teacher much differently than they will to someone who comes across as flat, uninspired and uninspiring.
6. **Never ever use sarcasm or diminish a student in any way.** If you do that, they will turn away from you as well as what you are trying to teach them.
7. **Humanize your content by going outside the textbook.** Everyone loves a good story. The story may involve a news event or a personal example if you are teaching a skills-related course, or it may be the story of people involved in a legal case when teaching law. Bring content to life through people just as you would in a news story.
8. **Be a tough but fair grader.** Some would say to de-emphasize grading. I couldn't disagree more. No one ever benefited from having a false sense of what he or she knows or doesn't know. Ignorance is not bliss. If you are tough at the outset, students will have a chance to see improvement, and their progress will encourage them. At the outset, let students know exactly how and why points will come off and why points might be added back.
9. **Be approachable and available.** Keep generous office hours and save the bulk of your research activities until summer.
10. **Read, study and grow in your knowledge.** Do not be content with what you all ready know. Your wealth of knowledge about what you teach should grow each year through research, study and reading.

■ Elinor Kelley Grusin, Memphis, Scripps Howard Journalism Teacher of the Year 2007



**Dr Elinor Kelley Grusin**, Scripps Howard Journalism Teacher of the Year 2007, is professor emeritus of journalism at The University of Memphis where she has taught since 1988. She completed her 20th year at The University of Memphis in 2008 and retired from full-time teaching in the Department of Journalism in May 2008. She was awarded professor emeritus status by the Tennessee State Board of Regents in spring 2008 and currently teaches two graduate courses in media law each year in post-retirement.

During her full-time teaching career, she received The University of Memphis Distinguished Teaching Award, the Dean's Outstanding Research Award for the College of Communication and Fine Arts, the Outstanding Adviser Award for the college twice, the Outstanding Journalism Alumni Award at The University of Memphis and earlier the Outstanding Doctoral Student Award from the E. W. Scripps School of Journalism at Ohio University.

Grusin was project director 12 years for the Scripps Howard Citywide High School Newspaper Program, which she started in 1997 to bring journalism to the city's 29 high schools. The program produces *The Teen Appeal*, a unique citywide high school newspaper published by *The Commercial Appeal*, Memphis' Scripps Howard daily, and has brought dozens of minorities into newsrooms, advertising and public relations.

Grusin, whose teaching areas are law and writing, is currently co-editor of *Newspaper Research Journal*. She is the author of numerous articles related to both newspapers and teaching and has taught law at the graduate and undergraduate level for 22 years and online graduate media law for 13 years. She has published in *Journalism and Mass Communication Quarterly*, *Journalism and Mass Communication Monographs*, *Journalism and Mass Communication Educator*, *Newspaper Research Journal* and *Grassroots Editor*. She is co-editor of *Media in an American Crisis: Studies of September 11, 2001*.

Grusin worked as a reporter for *The Commercial Appeal* during the years when women were a rarity in metro daily newsrooms and was the newspaper's only female hard news reporter for five years. She also taught in public schools in Florida and Texas. Supporting Grusin's nomination for the Scripps award was Otis Sanford, editor for opinion and editorials with *The Commercial Appeal*. "I've been around journalism practically all my life, and Elinor Grusin is one of the finest journalism professors I have ever known," Sanford said. "Students adore her, and working journalists respect her. Her dedication and passion for teaching and her commitment to *The Teen Appeal* high school newspaper are what set her apart."

## Ten Teaching Tips

1. Concentrate on building a community first, content second. Establish norms with your students giving them a stake in their own learning and education.
2. Revisit class norms throughout the quarter or semester. This is an excellent opportunity to reflect and remind the class of its purpose and evaluate if they and/or you have maintained the expectations established at the beginning of class.
3. Allow for multiple forms of representation. Writing is not the only means to demonstrate mastery over content. Provide opportunities for projects that can access a variety of mediums and student strengths.
4. Try one new thing every quarter or semester. Whether that be a new technology, resource, reading, or project.
5. Don't talk too much. They all know you are the expert. Powerful learning can happen when you let students verbalize the thoughts and ideas for you.
6. Make time for reflection. Journaling or blogging are excellent opportunities to make connections and continue the learning even after class is dismissed.
7. Don't let the reflections go unnoticed. Allow opportunities for students to comment on and read their peers reflections and make sure to reference them in class discussion. Affirmation does wonders for confidence and learning.
8. If you need help, just ask. A community relies on all of its members to run efficiently. Access the knowledge and expertise that exists right in front of you.
9. Be respectful of time, stress, and workload of your students but do not sacrifice the rigor or course expectations.
10. Make advising a priority. Many students seek guidance but do not know how to ask for help or advice. Make connections to your advisees by investing some time in them. Discover their passions and interests and help them to make connections within and outside the institution.

■ **Andrea Appelhans**, Denver, M. A. student



**Andrea Appelhans,**

Graduate Student, University of Denver  
Media, Film, and Journalism Studies  
Morgridge College of Education  
BA, Kansas State University; Radio and  
Television.

Andrea Appelhans is a graduate student at the University of Denver working to complete a dual Master's degree in Curriculum and Instruction and Mass Communication. She also works as a Program Assistant for the Denver Teacher Residency program, an alternative teacher licensure program and partnership between the University of Denver and Denver Public Schools.

Before beginning her graduate education at the University of Denver, Andrea completed a Bachelor of Arts degree in Radio and Television with a Minor in Spanish from Kansas State University. She initially chose this course of study because of a fascination with the media and an interest in media development, technology, and broadcasting. After completing an internship and several volunteer positions within the broadcasting industry, Andrea felt the call to teach.

In 2005, Andrea moved to Austin, TX and began working at a bilingual elementary school as an educational aide in special education. In this field she had the opportunity to work with children ranging from Kindergarten to 5th Grade from both the regular education and bilingual education programs. During this time she began to complete her licensure requirements through an alternative licensure program to acquire her teaching certificate. In 2006, Andrea was hired on as a Kindergarten teacher for Round Rock Independent School District.

In 2008, Andrea returned to Denver to attend the University of Denver. Her goal in combining both degree programs is to help contribute to a greater understanding of media and technology education in both the teacher education and public education settings. Recently, her research interests include 21<sup>st</sup> Century Education through institutional and community engagement and media and technology integration in teacher education.

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## Top Ten Ways to Shape a Student-Friendly Classroom

1. **Learn Names** – It is the first step to establishing mutual respect in the student-professor relationship. Not only will it increase participation, it will also increase your credibility. If you can remember William and Brittany, your students will trust that you remember Woodward and Bernstein.
2. **Be a Hard Ass** – Expect a great deal from your students. They should be on time, assignment in hand, reading completed. Make it clear that there will be consequences if this is not the case. You're not going to give them detention, but let them see that they have let you down.  
Request hard copies of assignments or insist that the assignment be in your electronic inbox by a specific time. Don't fall for the "I forgot to attach it!" or "There must have been a technical glitch when I saved it..." excuses. If the student needs more time, entertain extension requests but don't tolerate technology tricks. (We think our generation is more computer savvy and that gives us trickster confidence.)
3. **Don't be Afraid to Show You Care** – Be tough, but be considerate as well. Remember the stories your students tell, be open to after-class meetings, keep your students' future ambitions in mind. Help where you can.
4. **Grade Consistently** – Try to stick to a pre-conceived rubric. Let the students know how you will be assigning points and stick to that system. Read all of the student's work. Keep in mind that, hopefully, it took quite a bit longer for the student to complete the assignment than it will for you to review it.
5. **Drill in the Basics** – Journalism and Mass Communication schools must produce effective writers. Solid writing skills are tools that will serve your students in any area they choose to pursue. Be a stickler for grammar and spelling!
6. **Take Breaks** – A well-timed break can save a lecture. Give the students a minute or two to absorb and refocus before moving on to a new topic.
7. **Teach in Real Time** – "New media" is not new anymore. The undergraduate class of 2014 cannot remember a time before the Internet. Media systems are not just now changing; they have already changed. Teaching in two sections -- "That was then. This is now," -- is a waste of time. Focus on the present and future of media; take only important lessons from the past.
8. **Incorporate as Many Learning Styles as Possible** – Students have varying learning styles but varying your teaching style day-by-day confuses everyone. Try to pick a method that brings together visual, auditory, and tactile elements. Avoid focusing on only one learning style per class period. (I have had numerous professors try this. Two-thirds of the class is sacrificed when only one style is emphasized at a time.)

9. **Encourage Involvement Outside the Classroom** – Offer extra credit for participation in related events on campus or around town. Allow for crossover in discussion if a student’s extracurricular activities align with the course material. The classroom will be a more engaging atmosphere if outside experience is welcomed in.
  
10. **Be Optimistic** – You have a passion for the subject you teach and your students want to see that. Their academic and future goals feed off your enthusiasm. The industry has changed and is changing, but that does not have to be viewed as such a bad thing. The words “glory days” and similar sentiments should not be used in the classroom. It makes students feel like they have shown up at the end of the party and would benefit greater from a more vibrant degree. Above all, try to keep a positive attitude.

■ **Kirsten Cangilla**, Denver, undergraduate student



Kirsten Cangilla is a senior undergraduate Journalism Studies major at the University of Denver. She is a 2007 Boettcher Foundation Scholar, staff writer for the *DU Clarion* and public relations intern for the Arts, Humanities, and Social Sciences Office of the Dean. She will graduate next June and hopes to work as a journalist before continuing studies in media law.



## Temptations, Tribulations and Thrills: Lessons in Learning Academic Culture

### 10 Teaching Tips

\*Each intro is the title of a popular song by the path-breaking R&B group, The Temptations, who gave Motown its first million-selling single with “The Way You Do the Things You Do.”

#### Temptations

1. **The Way You Do the Things You Do:** It's tempting to do your own thing, whether it is the way you teach, or your commitment to serving on school committees, etc. Sometimes we may have to adjust our teaching styles and routines to reach the students.  
Each program has a culture, be it research-oriented, teaching-oriented, service-oriented, or a mixture. It's best to determine what it is while you are considering becoming a part of the program – before you are hired. Most of all, determine if it is the right fit for you, or if you can make the proper adjustment, if needed.  
We should remember that not all teaching, or responsibilities of a teacher, occur in the classroom or during office hours.
2. **Papa Was a Rolling Stone:** It was tempting for me to bounce around to different universities, but I've been at one institution 21 years. I was at another four years before that. As I look back, I see how I could have been more focused and productive had I planned for a long stay even if that plan had to be changed. Nevertheless, I'm glad I've stayed in one place.
3. **Ain't Too Proud to Beg:** Maybe not beg, but we should not be too proud to ask for mentoring even though we may be tempted to go it alone. Mentoring can be formal or informal, and mentors can often be found among colleagues. I have not taken advantage of this opportunity.

#### Tribulations

4. **I Wish It Would Rain:** We've all had those days when, as the Temptations say, we wish the rain would mask our tears. For me, it's usually when I feel like I didn't give my students their money's worth, even if it is partly because they were distracting in class or they did not follow through on assignments. To compensate, sometimes I add a written assignment, which forces students to be engaged, and accept the extra work it requires on my part.
5. **Ball of Confusion:** We've all had those semesters when a class just did not seem to go right despite our best plans. Sometimes, it is circumstances beyond our control, but when it is something we can control we should accept responsibility. For example, we like to have a textbook for a class but there are times when I find that a textbook or a reading packet does not work for my class. I have to adjust. There have been times when I've felt the students were more interested in what I know rather than what I could teach them that's already in a textbook. This has occurred in both conceptual and skills courses. Fortunately, at this stage of my career, I have found that I can improvise on my feet fairly well.
6. **Shaky Ground:** This is not a place we want to find ourselves, but many of us have. The best way to avoid finding yourself on shaky ground is to understand your program's culture, know what is expected of you, and document your performance to meet those expectations. We should be aggressive about getting outside evaluations of our work, whether it is from our supervisor, colleagues, or colleagues outside of our program. My school requires each tenure-track faculty member to have an annual peer review conducted by a fellow faculty member as well as prepare an annual performance review and a three-year performance evaluation.

### Thrills

7. **Superstar:** There are days (we hope semesters) when students – some of them, anyway – make us feel like a superstar. It may be because they scored well on their exams, or they turned in outstanding projects. Or maybe they achieved a high level of professional achievement and gave us some credit. Whatever the reason, we should accept the praise – but not let it go to our head. There is always the next class and the next semester and the students who have not gotten a job.
8. **Masterpiece:** We'd all like to think our entire teaching career is a masterpiece. For most of us, we might have to settle for it being one semester, or one class, or one student's project. Interestingly, one idea for me that has produced student masterpieces is ungraded student assignments. My own feeling of having produced a masterpiece, of having had a great class session, generally comes when I get students involved in class discussion during lectures.
9. **Funky Music Sho'Nuff Turns Me On.** What turns me on, Temptations music for example, does not necessarily turn the students on. When I look back over the years, I realize that I'm most successful when I can tap into their culture for examples, illustrations and meaning. When I do, the results are sometimes outstanding. Tapping into their culture nowadays requires us to be aggressive about incorporating social media into our teaching.
10. **My Girl.** No list of Temptations songs is complete without "My Girl." "I've got sunshine, on a cloudy day. When it's cold outside, I've got the month of May." Isn't that kind of optimism our teaching goal? I hope these thoughts will help us get there.

■ **Kenneth Campbell**, South Carolina



Kenneth Campbell, Ph.D., is an Associate Professor in the School of Journalism and Mass Communications at the University of South Carolina in Columbia, S.C. He has taught in the school for 21 years; he was head of the Journalism Sequence the past three years.

His teaching and research interests include media representation of minorities, particularly African Americans. He has written and presented more than two dozen refereed research papers on minorities in the media and mass media law, and has published several book chapters.

He is a former newspaper journalist. He earned his Ph.D. from the University of North Carolina at Chapel Hill School of Journalism.

## Using Online Tools & Social Media: Top 10 Powers of Today's Journalism and Communication Educator

**Nikhil Moro, Ph.D.**

Mayborn School of Journalism  
University of North Texas

*If your student has a networked computer, a nose for news, a passion for storytelling, and an ability to write well, then the student may be endowed with new powers to:*

### **I. Collaborate**

- a. Wiki (Wikispaces.com, Wetpaint.com, Pbworks.com)
- b. Course management (Blackboard.com, Moodle.org, Sakaiproject.org)
- c. Blog (Wordpress.com, Blogger.com)

### **II. Listen**

- a. RSS feeds (Rssfeedreader.com, Google.com/reader, Feedreader.com)
- b. Track conversations (Blogpulse.com/conversation, Yacktrack.com, Google.com/alerts)
- c. Check the micro-buzz (Tweetscan.com, Twitscoop.com)
- d. Browse blogs (Technorati.com)
- e. Discover (Digg.com, Metafilter.com, Reddit.com)

### **III. Share**

- a. Socialize (Facebook.com, Orkut.com)
- b. Show (Flickr.com, Photobucket.com, Tinypic.com)
- c. Bookmark (Delicious.com)
- d. Discuss (Friendfeed.com, Mixx.com, Disqus.com)
- e. Stream (MITworld.mit.edu, Openculture.com/freeonlinecourses, Webcast.berkeley.edu, Coveritlive.com)
- f. Podcast (Podbean.com, Blogtalkradio.com, Podomatic.com)

### **IV. Build Camaraderie**

- a. Wiki (Wikispaces.com, Wetpaint.com, Pbworks.com)
- b. Socialize (Facebook.com, Orkut.com)
- c. Blog (Wordpress.com, Blogger.com)

### **V. Peer-review**

- a. Stream (MITworld.mit.edu, Openculture.com/freeonlinecourses, Webcast.berkeley.edu)
- b. Wiki (Wikispaces.com, Wetpaint.com, Pbworks.com)
- c. Blog (Wordpress.com, Blogger.com)
- d. Play (Youtube.com/user/UNCChapelhill, Hulu.com, eBaumsworld.com, Blinkx.com, Revver.com, vMix.com, Soapbox.msn.com)

### **VI. Create a Buzz for your Students' Work**

- a. Tweet (Twitter.com)
- b. Play (YouTube.com, Hulu.com, eBaumsworld.com, Blinkx.com, Revver.com, vMix.com, Soapbox.msn.com)

**VII. Enable Participatory Training**

- a. Newsgathering (Scoopler.com, Twitter.com, Friendfeed.com, Searchmerge.com)
- b. Copy editing (PoynterOnline.org, Extension.berkeley.edu)
- c. Writing (Utah.edu, Owl.english.purdue.edu, Open.ac.uk, Mit.edu)

**VIII. Brand your Students' Work**

- a. Advertise (Facebook.com/facebookads, Ieplexus.com, Socialmedia.com)
- b. Position (Secondlife.com, Facebook.com)

**IX. Use Hybrid Teaching Methods**

- a. Online coursework (Newsu.org, Lifewrite.com, Storymind.com)

**X. Contemplate**

- a. Meditate (Askphilosophers.org)

**Nikhil Moro, Ph.D.**  
Associate Professor  
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Professor Moro teaches new media technologies, journalism law, and news writing. He is interested in questions of how the laws of expressive freedom may apply to Internet communication and, hence, to digital democracy. He brings an international perspective in emphasizing journalists' central role in sustaining representative democracy through the rule of law.

Moro holds the Ph.D. from the Ohio State University (2006) and the M.A. from the University of Mysore (1997). His scholarly work is published or presented in about twenty academic papers. His research and service are nationally recognized; in 2006 and 2009 he won awards for "Top Paper" and "Outstanding Service," respectively, from AEJMC. He has received many competitive awards, including UNT's RIG grant and JFSR Fellowship. He is occasionally invited to deliver expert lectures and review book manuscripts.

In 2008-09, Moro chaired AEJMC's Civic & Citizen Journalism Interest Group after serving the two previous years as vice chair. Earlier, Moro practiced journalism for nearly ten years, in India and the United States. Moro, a committed vegetarian, tries to be vegan when he can.

## Top Ten Teaching Errors (I've Made Them All!)

By **Debashis “Deb” Aikat**, North Carolina at Chapel Hill,  
Scripps Howard Foundation Journalism Teacher of the Year  
2003.

Some mistakes teachers make:

- 1. Boring Lectures:** Deliver boring lectures with amazing regularity! Read aloud verbatim their PowerPoint slides (instead of capitalizing on the visual/auditory synergy, adding more than what's already on a slide -- the students can already read their slides on the screen). Be insensitive to distracting mannerisms that distract students and practices competing for student attention.
- 2. Discourage Students:** Like most people, students rise to the level that you expect of them. Create high expectations and they'll reach for the stars and awards. On the other hand, if teachers set low expectations, most students will perform accordingly. For instance, some teachers announce on the first day of class: "No one gets an A in this class. You should consider yourself lucky to earn a C. Most will not." Besides prejudice, that announcement reflects bias and saps student motivation. (In computer lab situations) Not empowering the students to troubleshoot their problems by hijacking their keyboard and mouse and saying, "Here, let me show you how it's done."
- 3. Playing favorites in the classroom:** Allowing an individual or a selected group of individuals to dominate the discussions (instead of engaging the whole classroom, if possible). Sharing personal contact information to a select few; not abiding by or establishing a protocol of office hours or times.
- 4. Unfair and/or Tardy Grading:** Resort to “dubious grading” practices including not setting the ground rules, use confusing grading policies or providing evasive explanations relating to the rationale for grading deductions.
- 5. Multimedia Madness:** Playing long (15-20 minute) videos at a stretch in dark, screening room, early in the morning or afternoon (instead of pausing the video every 5-7 minutes for a discussion and then continuing on with the footage). Ignorant use of multimedia capabilities of the medium today; Not using images, audio, and multimedia to break the monotony of dense information in a long lecture.
- 6. Teacher Apathy:** Not learning the names of the students by the third or fourth session of the class. Not expressly stating on the first day of class the classroom decorum and protocol such as cell-phone usage, tardiness, consequences, penalties, etc. Ignore criticism in student evaluations.
- 7. Sloppy Interaction:** Some teachers fudge an answer instead of admitting that they don't know the answer and will get back to them later. Repeatedly finishing sentences for students and ignore the potential for enriching discussions with student inputs and

participation. Not staying back 15 minutes after class, so that students who are more passive or shy may talk to them about issues concerning the class.

**8. Not engaging students** by calling them by name and asking for their participation (instead of an impersonal, "You in the plaid shirt, what do you think of Rogers' study of Iowa farmers with regard to diffusion of innovations?")

**9. Rampant Procrastination:** Waiting till the last minute to share project details. Late arrival in class, tardy grading, overdue responses to student questions, unanswered emails.

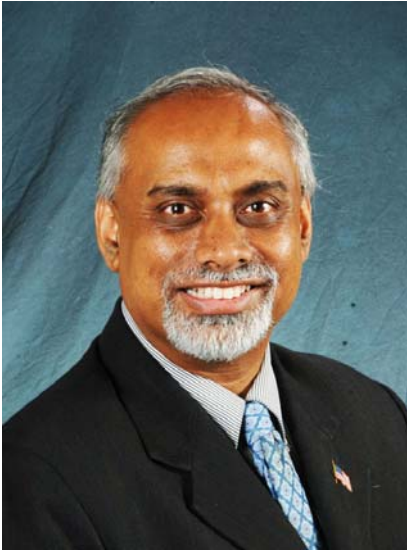
**10. Failing to judiciously plan their class time.** Some teachers get done early and find themselves at a loss of words and wisdom. Most teachers plan to cover so much in a class that they never get done on time. Other folks make a habit of never starting or ending their classes on time (students often have back-to-back classes on the other end of the campus).

■ **Debashis “Deb” Aikat**, North Carolina at Chapel Hill, Scripps Howard Foundation Journalism Teacher of the Year 2003.



# UNC

SCHOOL OF JOURNALISM  
AND MASS COMMUNICATION



**Dr. Debashis "Deb" Aikat**  
*Associate Professor and Media Futurist*  
UNC-CH School of Journalism and  
Mass Communication

ASSOCIATE PROFESSOR **DEBASHIS "DEB" AIKAT** is the Media Futurist in the School of Journalism and Mass Communication at the University of North Carolina at Chapel Hill (UNC-CH), a "Carnegie Research University I" institution. An award-winning researcher and teacher, his work focuses on social media, global communication, interactive media and the future of communication. Dr. Aikat (pronounced EYE-cut) joined UNC-CH in 1995.

Along with book chapters, Dr. Aikat's research has been published in refereed publications of the Microsoft Corporation, International Radio and Television Society (IRTS), Association for Computing Machinery (ACM), *Electronic Journal of Communication/La Revue Electronique de Communication*, *Convergence: The Journal of Research into New Media Technologies*, and *Popular Music and Society*. He has reviewed research for *Journalism and Communication Monographs*, *Journalism and Mass Communication Quarterly*, *Journal of Communication* and publishers such as McGraw-Hill, Oxford University Press and Sage Publications.

A former journalist, Dr. Aikat was named the inaugural winner of the Scripps Howard Foundation's "National Journalism Teacher of the Year (2003)" award for "distinguished service to journalism education." In 1997, the IRTS named him the Coltrin Communications Professor of the Year. Since 2007, Dr. Aikat has served on the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), which evaluates journalism and mass communications programs in colleges and universities. He is chair of the Association for Education in Journalism and Mass Communication (AEJMC)'s Standing Committee on Teaching.

Besides teaching on-campus classes, Dr. Aikat has taught online courses since 1997. He conceptualized one of the first online courses in journalism in 1997 and developed in 2003 a graduate-level online certificate program in technology and communication. He has won fellowships from internationally renowned research institutions such as the Institute for the Arts and Humanities (2000 & 2003) and Journalism Leadership Institute in Diversity (2004-05) of the AEJMC and the Association of Schools of Journalism and Mass Communication (ASJMC).

His awards for excellence in research and teaching include AEJMC Communication Technology Division Top Paper Award (2003), a Distinguished Teaching Award for Post-Baccalaureate Instruction (2003), UNC-CH's highest honor for excellence in graduate studies, and the David Brinkley Teaching Excellence Award (2000). the AEJMC Baskett Mosse Award (1999), the Tanner Faculty Award for Excellence in Undergraduate Teaching (1999), the UNC-CH Students' Undergraduate Teaching Award (1998), and an IBM Research Fund Award (1995). Several UNC-CH senior classes have honored him with the Edward Kidder Graham-Favorite Faculty Awards from 1997 through 2005.

Dr. Aikat earned a Ph. D. in Mass Communication and Journalism from Ohio University's Scripps School of Journalism in 1995. He completed a Certificate in American Political Culture from New York University in 1990. He has lectured in Asia, Australia, Europe, and the Americas.

He graduated with distinction attaining first rank in M. A. Journalism in 1990 from the University of Calcutta, India, where he also earned a B. A. with honors in English literature in 1984. He worked as a journalist in India for *The Telegraph* newspaper from 1984 through 1992. He also reported for the BBC World Service.

## John Sweeney 10 Random Notes about Effective Teaching

### 1. Know Your Subject.

I am amazed at my inability to fake things I don't know about in front of our exceptional undergraduates. I am also amazed that the more I know about a subject, the clearer my explanation and the better my chances of providing unusual insights.

### 2. Teaching is a sweat equity business.

Given the pressures of research and service, it would be nice if teaching could be developed into a nice successful formula. I haven't found the way to "manage" my way into doing more in less time. Each class is different. Each lecture must be armed with the latest changes in the field. Each set of papers must be graded with insightful comments. Sigh.

### 3. When in doubt, trust your judgment.

I have given this advice to our professional adjunct professors and it has always turned out right. There are many parts of teaching that fail or succeed based on an instructor's individual style and interest. When in doubt, follows your instincts.

### 4. Follow your passion.

Prepare lectures and discussions for the current hot topics in the field. Whether they are hot because they are in the news or you happen to be passionate about them is irrelevant. Student interest rides the wave of instructor interest. Follow your passion and they will find you interesting.

### 5. Screenplay a class.

If a class is a movie, you'll want the plot changing constantly. You'll want twists and turns, variable techniques and perspectives. Well, a class is a screenplay. So go from short lecture to exercise to video to discussion back to lecture to keep students interested. It certainly beats a 75-minute monologue however substantial that monologue may be.

### 6. Relearn your Subject.

Since point #1 was written, my subject has changed. Whether DVR and TIVO, social marketing or branded integration—advertising is different than last year. So we have to keep up. And, believe me, it gets tiresome. But being a dinosaur is not an option.

### 7. You are not a warden or a concierge.

It is not your duty to grind your students with self-righteous tedium in the name of self-professed substance. It is also not your job to be a fawning servant with no grading standards. You owe your students well-crafted and well-presented classes, tough but fair tests, a range of grades to reward excellent effort and a friendly, transparent environment. Come to think of it: you have a tougher job than either a warden or a concierge.

### 8. If you don't love teaching, make plans to leave.

Teaching is one of the most important things you do. If you don't believe it—just ask either the taxpayers or the parents who pay a lot of your salary. Or, ask the donors who help make up the rest. Teaching is not a side hobby. It is a critical part of your job.

### 9. Take Risks.

Try new technology and new teaching techniques. Over the course of a semester, students will forgive and forget a few failures. And the risky ideas that succeed will reinvent the course. I try two or three new things a semester.

### 10. The students want you to succeed.

They want you to be lively for the thirty hours called a semester. They want to walk away every session having learned something new. Do your job and you'll be pleased to see that students will add the power of their intelligence and talent in ways you never planned.

■ **John Sweeney** is a Distinguished Professor at the University of North Carolina at Chapel Hill. He is head of the advertising sequence directs the sports communication program at the School of Journalism and Mass Communication. He has won ten honors and awards for teaching in his time at UNC-CH.



**John Sweeney**, Distinguished professor in sports communication



John Sweeney is a distinguished professor at the School of Journalism and Mass Communication at UNC-Chapel Hill. He is head of the advertising sequence in the School and director of the new Sports Communication Program.

Professor Sweeney has developed and taught numerous undergraduate courses at UNC-CH. He has won 10 teaching awards during his tenure and has taught workshops on advertising creativity for companies as diverse as IBM, the Martin Agency and Aetna Insurance. Before his university career, Sweeney was an associate creative director at Foote, Cone & Belding in Chicago. He has built on his experience in industry with consulting and can claim professional experience on more than 40 national brands in all facets of marketing and advertising. This experience includes promotional work tied to the Olympics, National Basketball Association and the NCAA.

Sweeney has been involved with AEJMC and the American Academy of Advertising for more than 15 years. He has published 46 columns and articles in publications such as *Advertising Age*, *Journalism Educator*, *Adweek* and the *Journal of Advertising Education*. He has written more than 25 commentaries on the sports business broadcast on North Carolina public radio. He has made more than 30 academic presentations at national conventions and programs.

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## Chris Roush's 10 Teaching Tips

11. **Don't over teach.** Too many of us try to cram as much as possible into each class session. I'm more interested in focusing on one or two topics in extreme detail.
  12. **Hold lots of office hours.** Who cares if students don't show up? An open-door policy lets students know that you care about them.
  13. **Be available 24/7.** My students know that they can e-mail or text me anytime they need a question answered.
  14. **Demand a lot.** Don't lower your standards just because they are undergrads. If you demand high standards, you'd be surprised what you can get out of students.
  15. **Always provide a quick turnaround.** Graded assignments should be turned around at the beginning of the next class so that students can learn from what they did before they go on to the next writing.
  16. **Scare the crap out of your students.** On the first day is preferable. I like looking up everything I can find about my students via Facebook, Google, public records, etc., and then asking them about it. It shows students you care about them and where they came from.
  17. **A classroom should be a conversation, not a lecture.** Yes, I lecture, but I try to turn it into a conversation as much as possible.
  18. **Treat them like adults.** And they will want to come to class more often and do the work on time. Go to their parent's funerals, and buy them a beer on their birthday – as long as they're 21 -- as well.
  19. **First-name only.** I will not respond to Mister, Professor, Doctor or anything else but Chris. This is a professional school. I want them to get used to a professional setting where superiors are not called by titles.
  20. **Admit your mistakes.** Don't be afraid to say that you don't know the answer to a question, or that you marked something incorrectly on a paper. It shows them you're human.
- **Chris Roush**, Scripps Howard journalism teacher of the year 2009, is Walter E. Hussman Sr. Distinguished Scholar in business journalism, UNC-Chapel Hill. See next page for picture and bio.



### **Professor Chris Roush,**

Walter E. Hussman Sr. Distinguished Scholar  
Director, Carolina Business News Initiative

Chris Roush is founding director of the Carolina Business News Initiative, which provides training for professional journalists and students at UNC-Chapel Hill. He is also director of the master's program at the School of Journalism and Mass Communication.

In 2010, he was named Journalism Teacher of the Year by the Scripps Howard Foundation and the Association for Education in Journalism and Mass Communication. The judges noted that Roush "has become the expert in business journalism -- not just at Chapel Hill, but throughout the country and even in other parts of the world."

He is the author of two books about business journalism – "Show Me the Money: Writing Business and Economics Stories for Mass Communication" (second edition, 2010) and "Profits and Losses: Business Journalism and its Role in Society" (2006). He is the co-author of "The Financial Writer's Stylebook: 1,100 Business Terms Defined and Rated" (2010).

Roush has been quoted about business journalism in publications such as The New York Times, The Wall Street Journal, USA Today and American Journalism Review and has written about business journalism in Columbia Journalism Review and American Journalism Review.

He blogs about business journalism at [www.talkingbiznews.com](http://www.talkingbiznews.com), which won a Society of American Business Editors and Writers "Best in Business" award in March 2010. He has also created a website on the history of business journalism at [www.bizjournalismhistory.org](http://www.bizjournalismhistory.org) and a website for college students interested in business journalism at [www.collegebizjournalism.org](http://www.collegebizjournalism.org).

Roush has led business journalism training sessions for media organizations such as the Associated Press, Reuters, The Motley Fool, Media General newspapers, The Orlando Sentinel, The Mobile Register, the South Carolina Press Association, the International Center for Journalists and newspapers throughout North Carolina. He has also worked with media outlets and universities in South Africa to improve business journalism in that country.

He is author or co-author of books about Home Depot (1999), Pacific Coast Feather Co. (2006), Alex Lee Inc. (2006) and Progress Energy (2009). He has also taught business journalism at Washington & Lee University and the University of Richmond.

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## Proven Ways to Flourish in Academe: A Mentoring Plan to Balance Teaching, Research, Service and Life

**Chris Callahan**, Arizona State, Scripps Howard Journalism Administrator of the Year 2009



Christopher Callahan is the founding dean of the Walter Cronkite School of Journalism and Mass Communication at Arizona State University. He came to ASU in August 2005 from the University of Maryland's Philip Merrill College of Journalism, where he served as associate dean.

In his first years at the helm of the Cronkite School, Callahan led the successful redesign of the undergraduate and graduate curricula to focus on digital media and journalism values and started new specializations in Latino coverage and business and economics journalism. Two major programs were brought to the school – the Carnegie-Knight News21 Initiative and the Donald W. Reynolds National Center for Business Journalism – while others were created, including the Knight Center for Digital Media Entrepreneurship, Cronkite News Service, the New Media Innovation Lab, the Stardust High School Program, the Arizona Republic Multimedia Reporting Program, the Reynolds High School Journalism Institute and Cronkite NewsWatch. Under Callahan's leadership, a series of privately funded positions also were added, including the Reynolds Endowed Chair in Business Journalism, the Carnegie Professor, the Kauffman Professor of Digital Media Entrepreneurship, the Entrepreneur-in-Residence, the Arizona Republic Editor-in-Residence and the Edith Gaylord Visiting Professor in Journalism Ethics.

Callahan led the design of the school's new home – a \$71 million, state-of-the-art media complex that opened in 2008 on ASU's new downtown Phoenix campus.

Callahan also doubled the size of the full-time faculty, recruiting top journalists such as newspaper editors Leonard Downie Jr. of The Washington Post, Tim McGuire of the Minneapolis Star Tribune, Rick Rodriguez of the Sacramento Bee and Linda Austin of the Lexington Herald-Leader; former CNN anchor Aaron Brown; and digital media leaders Jody Brannon of MSN.com, Dan Gillmor of the University of California, Berkeley, and Retha Hill of BET.com.

He co-teaches the freshman class "History and Principles of Journalism" each fall.

At Maryland, Callahan led the Capital News Service programs in Annapolis and Washington, spearheaded moves to bring the National Association of Black Journalists and the university's television station to the college, recruited Pulitzer Prize-winning journalists to the faculty, led successful efforts to launch a Web-based newsmagazine and a nightly TV newscast and assisted in the college's major fund-raising efforts. In addition, he taught a dozen different courses. Callahan also served as a senior editor of American Journalism Review.

Callahan is the author of "A Journalist's Guide to the Internet," now in its third edition, and in 2004 he led a joint study by Maryland and UNITY: Journalists of Color Inc. that explored the lack of racial diversity in the Washington press corps.

Before entering journalism education, Callahan was a correspondent for The Associated Press in Washington, D.C.; Boston; Providence, R.I.; Augusta, Maine; and Concord, N.H. He specialized in political and government coverage. He received a bachelor's degree in journalism from Boston University's School of Public Communication in 1982 and a master's in public affairs from Harvard University's John F. Kennedy School of Government in 1990.

A New York native, Callahan and his wife, Jeanmarie, live in Scottsdale with their two sons, Cody and Casey.

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### Shirley Carter's Tips for Balancing Teaching, Research and Service in Academia

- **Exceed Tenure & Promotion Expectations.** Follow both the unit and university T&P guidelines and exceed all expectations. Many negative T&P decisions by university T&P committees appear to nullify unit guidelines—avoid that by striving for excellence in every category.
- **Raise Your Profile.** Be highly visible at the local, regional, national and international level by being active in professional organizations, especially AEJMC and ICA. Teach abroad and publish in international journals and present papers at international venues.
- **Be Mentored.** Your unit faculty mentor is a valuable resource to guide you through the tenure and promotion process. However, most of our journalism and communications programs have a professional orientation, so it would be wise to cultivate mentoring relationships with industry professionals, especially if you are on the professional tenure-track.
- **Avoid Schedule Creep and Bias.** It is possible for tenure track women and faculty of color to advance in their academic careers and still balance family responsibilities. Studies show that a typical faculty workweek is an average of 57+ hours per week, according to Dr. Joan C. Williams (*Women in Higher Education*, January 2009). To achieve that balance, don't be reluctant to ask for a research day, and a flexible teaching load and class schedule.
- **Seek Adequate Support Services On and Off Campus.** Some institutions provide campus childcare centers, as do churches, public and private schools, and other organizations. Spouses, friends, relatives and upper level undergraduate and graduate students not enrolled in your classes may also provide adequate childcare. As a custodial parent with young children, such a support system allowed me to attend professional meetings and travel without missing a beat. As your children grow older, traveling with you becomes a valuable educational and intellectual experience for them.
- **Network.** Social mentoring is necessary in the tenure and promotion process as it helps to enhance your visibility. Attend formal and informal events, especially the command performances. Your social mentor can provide valuable introductions that can lead to opportunities that will strengthen your portfolio. Use social media such as LinkedIn, Facebook and others.
- **Cultivate Interdisciplinary Collaborations in Teaching and Research.** This is especially critical in our field as we develop research strains in risk communication, crisis and reputation management, political communication, and health communication, for example. Such collaborations also contribute to grants and intramural funding.
- **Seek High Profile Committee Appointments.** You should strive for unit and university service committees that will raise your profile, so choose committee appointments carefully and don't be afraid to just say no to time-consuming service that won't count as much toward tenure and promotion.
- **Follow the Stars.** Be familiar with the superstars in your field. Read the literature to familiarize yourself with their work, seek them out in professional meetings and discuss your ideas with them.
- **Move On to Move Up.** Remember, people are hired at salaries the market will bear; annual raises, if any, are based on small merit or cost of living percentages. Moving also allows you to experience the aura of being the “outside expert” and afford the opportunity to get in on the ground floor of new developments. Know when and how to leave.
- **Nourish Your Spirit.** Take care of yourself and live a productive life outside academia. Find outlets for creativity, relaxation, and spiritual nourishment that will heighten your performance as teacher scholars. Live Well.

■ Shirley Carter, South Carolina, Scripps Howard Journalism Administrator of the Year 2006

### Shirley Staples Carter, PhD - Biographical Sketch



Shirley Staples Carter joined the University of South Carolina as Professor and Director of the School of Journalism and Mass Communications in July 2003 and served as director until the end of her five-year term in July 2008. A seasoned journalism and mass communication educator and administrator, Carter has held similar positions at Norfolk State University in Virginia, the University of North Florida, and Louisiana State University. Carter was named the 2006 Scripps Howard Foundation Journalism Administrator of the Year for her leadership in journalism and mass communication education.

Her teaching areas at South Carolina include Public Relations and Media Management. Carter's research areas include Freedom of Expression and Values Analysis in Advertising, Open Government, Women and Leadership, and Multicultural Issues in Journalism and Mass Communication. Carter is the author of several articles and presentations on diversity, journalism and mass communication education and leadership. She is co-editor of Mass Communication and the Information Age, Vision Press, and author of several textbook chapters on public relations writing, advertising copy and layout, religion and the media, and film. She has also received numerous grants to support technology and other research interests. Her works in progress include a History of Multicultural Images in Advertising, and Women and Leadership in the Academy. She is a member of SheSource, a Women's Media Center Resource, and has contributed to or written articles and blogs on the 2008 presidential campaign.

Active in journalism and mass communication educational and professional organizations, Carter is a past president of the Association of Schools of Journalism and Mass Communications (ASJMC), a member of the International Communication Association (ICA), the Association for Education in Journalism and Mass Communication (AEJMC), and a former member of the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). She received an AEJMC leadership award for her role in launching the Journalism Leadership Institute in Diversity (JLID, a fellowship program offered jointly with ASJMC and AEJMC designed to attract women and people of color to journalism and mass communication administration). She is a founding director of the Virginia Coalition for Open Government, and a former member of the National Task Force on Media Diversity for the Manship School of Mass Communication at Louisiana State University. Carter has served on numerous ACEJMC site visit teams and participated in external reviews of faculty and programs at major universities.

Carter has worked professionally as a managing editor of weekly newspapers in Alabama and Ohio, in university relations and institutional advancement in Alabama, Missouri, Texas, and Virginia, and public television in Alabama. She is a former staff writer at the *Virginian (Norfolk) Pilot* and fellow of the American Society of Newspaper Editors' Institute for Journalism Excellence. She received the B.S. in English Education from Tuskegee University, M.A. in Journalism from Ohio State University, and Ph.D. in Journalism from the University of Missouri-Columbia.

## **Proven Ways to Flourish in Academe: A Mentoring Plan to Balance Teaching, Research, Service and Life**

**Will Norton**, Mississippi, Scripps Howard Journalism Administrator of the Year 2004

*My tips are based on the understanding that where you teach will have an enormous significance on how you will function. Some deans say make your career and your research your priority. That is not my perspective. I believe in faculty governance and faculty involvement in how a unit operates, and I look for persons who will focus on the good of the community. I look for faculty who place their students learning above themselves. So my tips are not the typical tips you will receive.*

1. Work diligently to create or maintain an optimum learning environment in your unit on your campus.
2. Make student learning your priority for being a faculty person.
3. Do your scholarship of discovery, I.e., research, to address significant issues facing our society, using an international perspective.
4. Help your colleagues; do everything you can to help them achieve.
5. Try to function in a way that you would want a faculty person to function if you were a provost or a dean.
6. Keep in touch with your former students.
7. Learn who the great teachers are on your campus and get acquainted, learning as much as you can from each.
8. Get acquainted with the director of research on the campus and write grant proposals (in your area of expertise). Research in journalism and mass communication is not as highly respected as research in other areas because faculty do not pursue grants as often as other faculties, and media professionals generally do not respect it because it does not address their issues.
9. Visit media in your area and throughout the nation and become a colleague of those who work for those organizations.
10. Be a citizen of the world; try to understand the other perspectives before you come to a conclusion.

■ **Will Norton**, Mississippi, Scripps Howard Journalism Administrator of the Year 2004

**Will Norton, Jr.** Mississippi, Scripps Howard Journalism Administrator of the Year 2004



Will Norton, Jr., is the founding dean of the Edwin and Becky Meek School of Journalism and New Media at The University of Mississippi. He previously had been dean at the University of Nebraska-Lincoln from August 1990 through June 2009.

He served as president of the Association for Education in Journalism and Mass Communication (2000-2001) and as president of the Association of Schools of Journalism and Mass Communications (1989 to 1990).

He is a member of the Committee of the Accrediting Council on Education in Journalism and Mass Communications. He was vice president (2001-2007). He has made more than 70 campus visits as a consultant, a member or chair of site teams of ACEJMC or a state board program evaluator. In the process he has visited nearly 50 nations.

He has written articles for publication in journals and popular magazines, has ghost written three books and directed funded research for a dozen newspapers.

Norton is a partner in ownership of The South Reporter, Inc., Holly Springs, Miss., a corporation that publishes two newspapers and a total market publication. He was managing editor of Christian Life Publications and publisher of *The Daily Iowan*. He previously was on the staff of the *Chicago Tribune* and was sports editor of *The Daily Journal*, Wheaton, Illinois. Norton is a trustee of The Freedom Forum, the Newseum and the Diversity Institute.

He is a member of the Board of the Kosovo Institute of Journalism and Communications in Pristina, Kosovo. He has been a visiting lecturer in the Graduate School of Journalism and Communications at Addis Ababa University.

He was graduated from the University of Iowa with a Ph.D. in Mass Communications. He also holds an M.A. in mass communications from Indiana University and a B.A. with honors in history from Wheaton College.

He and his spouse, Susan, are the parents of Laine and William. Laine is an event coordinator at the Newseum in Washington, D.C., and William is an attorney with Baker Donnelson in Nashville.



## Proven Ways to Flourish in Academe: A Mentoring Plan to Balance Teaching, Research, Service and Life

**John Hamilton**, Louisiana State, Scripps Howard Journalism Administrator of the Year 2003



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John Maxwell Hamilton, formerly dean of theanship School, came to LSU in 1992 after more than two decades as a journalist and public servant. Hamilton reported abroad for ABC Radio and the *Christian Science Monitor*, among other media, and was a longtime national commentator on public radio's *MarketPlace*. Hamilton has served in the U.S. Agency for International Development during the Carter Administration, on the staff of the House Foreign Affairs Committee, and at the World Bank. He was the first to explore systematic ways to improve local coverage of foreign affairs and has played a leading role in shaping public opinion about U.S.-Third World relations, according to the *National Journal*. His most recent book, *Journalism's Roving Eye* (2009), won the Goldsmith Prize. He is a member of the Council on Foreign Relations and on the boards of the International Center for Journalists, the Public Affairs Research Council of Louisiana, and Lamar Advertising Corp., a NASDAQ 100 company. He has chaired the Knight International Press Fellowships Advisory Committee and has been a juror for the Pulitzer Prize and Scripps Howard Awards. In the fall of 2000 he was a fellow at Harvard's Shorenstein Center on the Press, Politics, and Public Policy. He was appointed the LSU Foundation Hopkins P. Breazeale Professor in 1998. The Freedom Forum named him the 2003 Journalism Administrator of the Year.

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