

med newsletter

MEDIA ETHICS DIVISION WINTER 2018 • VOLUME 21, NO.2

LETTER FROM THE EDITOR

BY TOM BIVINS, NEWSLETTER EDITOR



Welcome to 2018, I think. If you're like me, you're wondering how much worse things are likely to get, especially in the world of public communication. But right now, I'm thinking of the calamitous weather battering the East Coast and wondering about the journalists and affiliated meteorologists who work with them and how they handle their charge of getting the news out when you're in the midst of the news that affects you as much as them.

There has been some criticism lately concerning journalists literally thrusting themselves into the various catastrophes they are covering, braving hurricane-force winds, standing up to their waists in floodwaters, and overheating their equipment and themselves as wildfires blaze around them. And now, they are standing outside as the "bomb cyclone" bears down on them, the wind and snow whip at their faces, and the temps drop precipitously.

As I follow this latest spectacle of the world gone out of kilter, I am awakened to a long-ago memory of my year in Greenland while in the Air Force. I was in AFRTS (military radio and TV). My job was pretty simple. The radio/TV station was 8 miles up the mountainside on the shore of a very large lake. Every evening, a group of us drove the treacherous, snow-packed dirt road up the side of the mountain to prepare and deliver the only live TV program of the day. It was typically news, sports, and weather. We had access to all the newswires that existed then, and audio feeds from most of them. It was a makeshift broadcast, but we took it seriously. Including prep time, it took about three hours to pull off. After that, most of us jumped in the truck and

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med newsletter
MEDIA ETHICS DIVISION

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went back down to the base for an evening of nearly total boredom. Only two people stayed behind: the evening shift radio DJ and one TV tech who loaded 16mm film episodes of 6-month-old TV shows for the base's closed-circuit system. Which brings me back to the weather.

I especially remember a week when the temps dropped to minus 70 degrees Fahrenheit several times. This meant that if you were at the broadcast station, you stayed there until the weather service said you could leave, playing records, loading film, and eating K-rations out of cans. To travel in that kind of weather could be deadly, plus, our truck was gone. Normally, it would return for the TV tech at midnight when we stopped television broadcasting and switched DJs for the graveyard shift. In the morning, the transfer would start over again.

What brought this reminiscence on was an NPR piece I had just been listening to on the way home from school today about wind chill in the Northeast, which would drop a close-to-zero temp to well below zero. I laughed out loud remembering my first 70-below quarantine night when I called the weather station to ask if I could come down. They said no, "It's 70 below zero, you idiot!" So, I asked what the wind chill factor was. They

hung up on me. So, I ate a can of Vienna sausages and watched an episode of *Ironsides* with the TV tech while a pre-recorded radio show aired from the states (sent to us on a literal, long-playing record).

The rest of the evening was me live in between songs, hourly news from the wires, and a telephone interview with the guy working at the weather station (he couldn't leave either). It was a good interview. I could have walked out to the deck that ran along the back of the station, and talked about the weather on a very long-cabled microphone for the sake of atmosphere, but I would have frozen to death.

My point? As communicators, we do what we have to do to communicate as accurately as possible. So, I appreciate those who put their safety on the line providing us with the news, and the weather. As some have noted, it might border on the sensational at times, but at least it's not made up. And that's what I like about it.

Tom

THINKING ABOUT PAPERS

BY CHAD PAINTER, DIVISION HEAD



Greetings in the New Year. As I sat down to write this piece on January 1, I was struck by the realization that there are only four more months till the April 1 AEJMC paper deadline. One goal of the Media Ethics Division this year is to increase our paper submission numbers again for the 2018 conference. In 2017, we had 38

submissions, a substantial increase from 2016 but still below our 10-year average of 41 submissions.

Increasing paper submissions is where you come in. The paper competition truly is the lifeblood of any division, so make a belated New Year's resolution to both submit a paper this year and to advise your graduate students to enter the Carol Burnett competition. As a reminder, MED does award money and plaques to the top faculty paper, the top graduate student paper, and the paper with the most professional relevance. Research Chair Marlene Neill also has developed a special call focused on advertising and public relations ethics, and we hope this call will attract a broader range of submissions.

Each year, as I scan the AEJMC program, I see research papers accepted by other divisions that I feel would have been a better fit and would have received much more sig-

nificant feedback (both in the reviewing stage and from discussants and audience questions) if the author would have decided to send it to MED instead. To that end, I encourage all of you, before sending a paper to another division, to think about whether the paper would be a better fit with MED.

During the conference, I also often debunk the myth that MED is the "journalism" ethics division. One look at the award winners from last year—researchers focused on public relations (professional relevance), entertainment media (top student), and journalism from an international perspective (top faculty)—shows the breadth and depth of ethics research happening in the division. So, you should submit your paper to MED whether you focus on advertising and public relations, journalism, new media, social media (or many, many other topics) from a philosophical, critical, sociological, or psychological approach and use qualitative, quantitative, or mixed methods. If that last sentence sounded inclusive, well, that's the point.

Once you've submitted a paper and encouraged your graduate students to do likewise, I hope you also will consider getting involved with MED as a paper reviewer, research panel moderator or discussant, teaching or PF&R panelist, and newsletter contributor. (Keep your eye out for emails from Programming Chair Erin Schauster and Research Chair Marlene Neill as they look to complete research paper, teaching, and PF&R panels.) This division only can succeed with the contributions from its members.

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Several MED members recently started participating in the division's inaugural mentorship program. For 2017-2018, there are six mentor-mentee pairs: Wendy Wyatt and Katy Culver, Lindsay Palmer and Yayu Feng, John Ferré and Kim Kelling, Shannon Bowen and Tara Walker, Erin Schauster and Rhema Zlaten, and myself and Deborah Dwyer. The mentors are tasked with meeting on an informal though regular basis with their mentees to discuss questions and concerns related to their academic and career path.

Finally, as we count down to AEJMC in August—which seems so far off as I write this column during the heart of an Ohio winter—I want to put two programming events on your calendar. The first is the MED members' meeting,

which will be held from 6:45-8:15 p.m. Tuesday, August 7. As usual, we will have a robust agenda. I know we will discuss reviving the pre-conference with a focus on either teaching or mentoring junior faculty and graduate students, exploring ideas for possible off-site tours for future conferences, and possibly restructuring the duties of the Teaching and PF&R chairs in order to enhance their visibility within the division. The second event is the return of the division's off-site social, which will follow the members' meeting starting at 8:30. More details will follow in future newsletters, as well as the Media Ethics Educators Facebook page (which you should join), and the MED Google Group (which you also should join).

MEDIA ETHICS DIVISION PAPER CALL

BY MARLENE NEILL, RESEARCH CHAIR



The Media Ethics Division seeks a diverse range of original faculty and graduate student paper submissions related to ethics. The division encourages submissions that address a broad spectrum of ethics-related topics and concerns, which may include, but are not limited to, ethical decision-making, moral development,

truth-telling and deception, privacy, credibility, the relationship between journalism and democracy, the impact of technology and economics on ethics, organizational norms and routines, accountability systems, corporate social responsibility and advocacy, global ethics, audience considerations, applied ethics in journalism, advertising and public relations, and the relationship between law and ethics. In addition to our regular call, the Division is sponsoring a special call focusing on "Advertising and Public Relations Ethics" (see below).

The division seeks the broadest possible range of theoretical, methodological, and pedagogical scholarship, looking at ethics across a range of media contexts including journalism, advertising, public relations, entertainment, new media, social media, etc.; from a range of theoretical/paradigmatic approaches such as philosophical, critical, sociological, psychological, etc.; and using a range of methods including qualitative, quantitative, mixed-method, etc. Theoretical/normative essays grounded in ethics theory are welcome, as are manuscripts related to the teaching of ethics.

The division has monetary awards for top faculty paper, top graduate student paper (the Carol Burnett Award, co-sponsored with Kappa Tau Alpha and the University of Hawaii), and a professional relevance award. In

addition to awards for top faculty paper and top professional relevance paper, Carol Burnett Award winners will be awarded financial assistance for travel for the top student submissions.

Overall, there is no limit on the amount of papers an author can submit to the division. Submissions will either be evaluated in the general paper competition or in the special call.

All papers should adhere to APA style (6th ed.); must be no more than 25-pages (excluding title page, references, figures, illustrations, and/or appendices); should be double-spaced, use 1-inch margins and 12-point Times New Roman or equivalent font; should be saved as Word, WordPerfect or PDF (PDF is strongly encouraged); and must otherwise conform to the rules outlined in the AEJMC Uniform Call for Papers. Papers that do not conform to these rules, or which contain information identifying the author(s), will be disqualified.

Submitting a paper to the Media Ethics Division implies that the author (or, one of the authors) intends to present the paper in person.

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SPECIAL CALL FOR ADVERTISING AND PUBLIC RELATIONS ETHICS

In addition to our regular call, the Media Ethics Division is sponsoring a special call for papers pertaining to "Advertising and Public Relations Ethics."

Ethical considerations of advertising abound including its intrusive and ubiquitous nature, invading privacy, using offensive appeals, promoting harmful products and targeting vulnerable audiences. By comparison, public relations practitioners may view themselves as an ethical conscience of the organization by counseling senior management on potential consequences for inappropriate actions. Historically and presently, the practices of advertising and public relations are intertwined and organizational roles continue to overlap. The blurring of boundaries, along with emerging media and new technology add to the increased complexity and challenges firms and individuals face when establishing ethical guidelines and enacting ethical behavior. In addition, both professions often oversee corporate social responsibility and social advocacy programs (e.g., organizational stances on social-political issues) on behalf of their organizations.

This special call asks scholars to examine the blurred boundaries of strategic communication, including but not limited to the practices of advertising, public relations, sales promotions, marketing communications and integrated marketing communications, to better understand related ethical challenges.

Papers may address, but are by no means limited to, emerging media and its impact on ethical decision making in advertising and public relations, codes of ethics and how they ought to address the blurring of boundaries in strategic communication, the role of organizational conscience and moral exemplars, the ethics of employer branding, case studies on corporate social responsibility and social advocacy, the social impact of advertising, and sustainable brand practices.

Special call papers can be critical, pedagogical, philosophical, theoretical, or empirical scholarship representing a range of methods including qualitative, quantitative, and mixed-method. Special call papers must be marked "Special Call" on the title page. All papers must conform to the style and length rules outlined above and in the AEJMC Uniform Call for Papers.

The Reflecting Pool was open for ice skating on Jan. 27, 1922. The following day, the Knickerbocker Snowstorm dropped 28 inches of snow on Washington (Library of Congress). Let's hope it's warmer when we get there next summer.

Carol Burnett Award for Graduate Students: The Media Ethics Division is committed to supporting and promoting promising graduate students with an interest in media ethics. All graduate students who submit papers to the Media Ethics Division are automatically entered into the Carol Burnett Award competition. The Media Ethics Division teams with the University of Hawaii, the Carol Burnett Fund for Responsible Journalism and Kappa Tau Alpha to sponsor this special paper competition for graduate students. Students are invited to submit papers on any topic related to media ethics, from any theoretical approach, using any method or combination of methods.

The winning paper and runner-up will receive the Carol Burnett/University of Hawaii/AEJMC Prize, which includes a monetary award. Authors for the top two submissions will also receive a small travel assistance stipend. The winner will be invited to accept his or her prize at the Kappa Tau Alpha Awards Luncheon at the AEJMC conference. Burnett competition papers must be marked "Burnett Competition" on the title page.

The Burnett Award is reserved for graduate students; papers containing faculty members as co-authors are ineligible.

Professional Relevance Award: Special recognition will be given to the paper that is judged to be the most relevant to working professionals (e.g., journalists, advertisers, etc.). The recipient will be selected from the general paper competition.

Top Faculty Paper: Special recognition will be given to the faculty paper judged to be the best paper submitted among faculty authors.

All questions should be directed to the Media Ethics Division Research Chair Marlene Neill, Baylor University, email: Marlene_Neill@baylor.edu, phone 254-710-6322.



AEJMC PANELS TO LOOK FOR

BY ERIN SCHAUSTER, VICE HEAD/PROGRAMMING CHAIR



Media Ethics Division is co-sponsoring the following panels in Washington D.C., August 6 – 9.

I'd like to thank everyone that contributed to the development of panel proposals, and volunteered to serve as moderators and panelists.

We received several proposals this year from MED members and were invited to co-sponsor several more proposed by other divisions. Based upon the number of sessions we're allocated, as well as other divisions' willingness to co-sponsor a session, I was only able to accept the following eight panels.

- Whistleblowers, Encryption, and Mass Surveillance: Protecting Sources and Press Freedom in a Digital Age (Magazine Media Division / Research) Monday, August 6, 11:45 a.m. to 1:15 p.m.
- Data Journalism in the Trump Era: Overcoming Roadblocks to Uncover Truth (Newspaper and Online News / PF&R) Monday, August 6, 3:15 to 4:45 p.m.
- Ethical Objectivity vs Minority Identity: Obstacles to Diversity in College Student Media (Scholastic Journalism / PF&R) Monday, August 6, 5:00 to 6:30 p.m.
- Ethics Issues Against a Backdrop of Disruption (Media Management, Economics & Entrepreneurship / PF&R) Tuesday, August 7, 8:15 to 9:45 a.m.
- The Ethics of Weedvertising: Duties and Obligations of Ad and PR Professionals (Law and Policy / Research) Tuesday, August 7, 11:45 a.m. to 1:15 p.m.

- The Proof is in the Picture: Verification Techniques for User-Generated Content (Participatory Journalism / PF&R) Tuesday, August 7, 3:15 to 4:45 p.m.
- On the "other side:" How to be a good advisor to your (international) graduate students from an ethical, feminist perspective (Commission on the Status of Women / Teaching) Wednesday, August 8, 8:15 to 9:45 a.m.
- 10 Cool Ideas You Can Use RIGHT NOW to Teach Ethics, Fake News (and maybe even organize your life) (Mass Communication and Society / Teaching) Thursday, August 9, 11:00 a.m. to 12:30 p.m.

Room assignments are TBD. We're still looking for a few panelists, so if you're interested in serving on any of the following panels, please email me at erin.schauster@colorado.edu.

MED is also booked for four Refereed Research Sessions.

- Monday, August 6, 8:15 to 9:45 a.m.
- Tuesday, August 7, 1:30 to 3:00 p.m.
- Tuesday, August 7, 5:00 to 6:30 p.m.
- Wednesday, August 8, 1:45 to 3:15 p.m.

Finally, please mark your calendar for the following: The MED Members' Meeting is Tuesday, August 7, 6:45 to 8:15 p.m., which will be followed by an off-site Social at 8:30 p.m. More details to come.

Thank you again for your continued support of MED. I'm looking forward to seeing you in August.



Ice skating on the Reflecting Pool, Dec. 28, 1925. On Dec. 27, the high temperature was 17, and the low was 13. (Library of Congress)

THE PRICE OF ADMISSION

BY NICOLE KRAFT, PF&R CHAIR



I focus much of my attention on sports.
But I root for few teams.
I am a sports writer.
I teach sports media.
And amid the challenges of learning box scores and the rules of hockey and wrestling, there is a little thing called sports media ethics that are getting tougher and tougher to teach.

The ethics of sports coverage are not complicated. There is no cheering in the press box. Players are not your friends. Free food in the press box is OK. Free tickets or T-shirts are not. Don't wear spirit gear on game days.

There have always been people who wanted to cover sports to get close to players. I knew there were fans in our midst. But those who got into coverage of sports because of the stories to be told amid life's most exciting reality show far outnumbered the "homers" among us.

But when teaching such rules to students who see journalism as a way to continue their sports-related interests and passions, there is more pushback than you might imagine when it comes to basic ethics and rules of the writing road.

Every semester, I show the video of Ed Littler, sports director at News 5 in Nebraska, who has an extremely uncomfortable exchange seeking an autograph "for a friend" from Iowa football coach Kirk Ferentz. My students squirm just watching it.

OK, no autographs, they say. We get it.

But what about the students who attended a College Football Bowl game and came back laden down with free backpacks stuffed with enough swag to rival an Oscar party? How do I explain to them that just because it's offered does not mean it's ethical to take it?

What about the Chicago fan who thought it would be amusing to wear his World Series Cubs jersey—the day we visited the AAA team of the same Cleveland Indians who, just months before, saw a 3-1 lead evaporate in the Autumn chill against the Cubs?

Try explaining to a senior in college he will need to change in the car or go home, because he is dressed neither appropriately nor respectfully.

How about explaining to students that it is inappropriate for media to partake in a T-shirt giveaway at an NHL game, only to find the off-

ice NHL officials carrying the same freebie shirts up to their observation booth?

The rise in brand journalism and team-specific web sites that blur the lines between objectivity and advocacy have made teaching the former even more difficult. And student journalists who often attend a school because of its sports teams sometimes have an even more difficult time separating matters of the journalistic head and the 20-year-old heart.

Sports Illustrated recently published a story about sports media moving from objectivity to advocacy journalism, and cites the example of Michael Wilbon attending a Cubs playoff game as a fan and being asked to go live for ESPN—while wearing a Cub jersey. When he questioned the appropriateness, he was told by a producer, "Nobody will care about that."

Uh, I care about that.

When the Vegas Golden Knights tweeted the accusation that the Nashville media pool cheered a Predators' goal, the NHL writers cared a lot about that, demanding and receiving a retraction.

When I was a political reporter, I did not register with a political party. As a sports writer, I don't even overtly root for the team I cover when I attend games with my son.

To cover sports is to love sports—or we would find a job with better hours.

But the great power of that job comes the great responsibility to check fandom at the stadium door; and remember we are to observe and report, not to advocate. We may get free entry to games, but this is the price of admission.



The University of Minnesota "girls" hockey team in the mid-1920s—pre-sweg, even pre-uniforms.

FIVE QUESTIONS WITH... INTRODUCING OUR MEMBERSHIP

FIVE QUESTIONS WITH JOHN FERRÉ

BY KIM KELLING, MEMBER GRADUATE STUDENT COMMITTEE



John Ferré is a professor of communication at University of Louisville, where he has previously served as both the Associate Dean for Faculty Affairs and Interim Dean. His research involves ethics in communication, religion, and media history.

Ferré is co-author, author, co-editor, or editor of over seven books. His research has been published in *Historiography* in Mass Communication, *Journal of Media and Religion*, *Media Development*, and *Journal of Media Ethics*. He currently serves on the editorial board of *Journal of Media Ethics*.

Ferré received his bachelor's in religion from Mars Hill College, his master's in divinity from University of Chicago, and his doctorate in communication from University of Illinois.

In the fall of 2017, Ferré volunteered to participate in the Media Ethics Division Mentorship Program that connects graduate students, junior faculty, and senior faculty within the Division. In the below Q & A, Ferré elaborates on his research, teaching, and service commitments, explains the nature of his involvement with the MED, and provides some guidance for future directions of media ethics research.

How have you incorporated ethical concepts, theories, or principles into your research?

My work in ethics has focused on history and community. Twenty-five years ago, Cliff Christians, Mark Fackler, and I wrote *Good News: Social Ethics and the Press* in which we argued that community was both the ground and the goal of media ethics. We got together later to show how that theory has worked out in practice over the past several decades. The result was *Ethics for Public Communication: Defining Moments in Media History*. In between

these two books, I wrote "A Short History of Media Ethics in the United States" for *The Handbook of Mass Media Ethics*.

How do you integrate ethics into teaching? Is there one approach that seems most effective?

I have the best of both worlds. I teach our communication ethics course, and I teach Introduction to Mass Communication. The stand-alone course is where ethical theory and research and Potter Box analyses happen. Intro is where students consider an array of problems in the context of the First Amendment (which they commit to

memory). Lectures, readings, and documentaries challenge Intro students to think about problems including media concentration, the effects of media violence, objectivity and bias, and stereotyping. Teaching these two courses has convinced me that programs should teach ethics across the curriculum and require a stand-alone ethics course.

What are your current service commitments?

For my department, I serve on the curriculum committee and I direct the minor program in Film Studies and Production. I also serve as an Arts and Sciences representative on my university's Faculty Senate. Outside the University of Louisville, I serve on the editorial boards of four scholarly journals and I run the annual competition for the year's best book on journalism and mass communication history for the History Division of AEJMC. And there's always incidental and ad hoc work. Sometimes I think I'm like Ado Annie from *Oklahoma!* — I can't say no.

How did you become involved with the MED?

My primary involvement with MED is serving on the editorial board of *Journal of Media Ethics*. I'm proud to be among the members of the original board. (The others from the JME class of 1985 who still serve are Cliff Christians, Mark Fackler, Ted Glasser, Robert Logan, and Lee Wilkins.) I've published a couple of articles as well as a number of book reviews in JME. Every year I review MED

(CONTINUED ON PAGE 8)

paper submissions for the AEJMC convention. And now I'm in the MED mentorship program!

We are in a turbulent period for the news media as we grapple with "fake news," media saturation, media illiteracy, and information silos. What are some of the concerns you have for the current media environment, and where would you like to see media ethics research go in the future to help address these concerns?

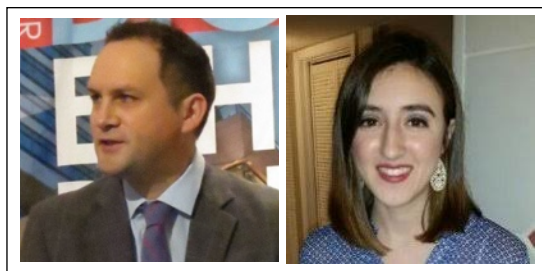
It used to be that when I told people that I taught media ethics, their typical response was, "Short course, right?" This disparagement was positively rosy compared with today's cynicism and divisiveness. Never have we

needed media ethics teaching and research more than today. Our guiding question should be the same one that Dietrich Bonhoeffer was answering when he was hanged by the Nazis: "What is meant by 'telling the truth'?" We need to write about truth-telling and the ethics of belief in ways that compel conversation and change among scholars, students, and members of the public.

This is the first in what we hope will become a series introducing the members of our division. Special thanks to Kim Kelling for kicking this off.

LOYOLA UNIVERSITY CHICAGO HOSTS 7TH INTERNATIONAL SYMPOSIUM ON DIGITAL ETHICS

BY BASTIAAN VANACKER AND VIRGINIA BARREDA



More than 300 people, including students, faculty and international researchers and scholars, attended the October 13 event hosted by Loyola's Center for Digital Ethics and Policy directed by MED members Bastiaan Vanacker and Don Heider. The annual symposium provides a platform to researchers, practitioners and advocates to discuss ethical issues related to digital technologies.

This year featured a number of break-out research sessions during which MED member Chris Roberts presented his research on the privacy implications of local stories being picked up nation-wide. In the same

session, Megan Duncan presented research she had co-written with MED member Katy Culver regarding audience expectations of drones.

Keynote speaker was author and mathematician Kathy O'Neil, who warned that our society's reliance on algorithms might perpetuate and exacerbate existing power inequalities. To close out the day, School of Communication Dean Don Heider engaged in a Q&A with executive producer and host of MTV's "Catfish" Nev Schulman, who discussed ethics and dilemmas of relationships in the digital world.

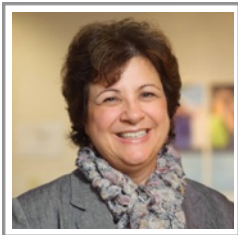


Above, Don Heider and Nev Schulman. Left, Cathy O'Neil



POYNTER KSU MEDIA ETHICS WORKSHOP RECAP

JAN LEACH, KENT STATE UNIVERSITY



The 13th annual Poynter KSU Media Ethics Workshop (Sept. 21, 2017) explored the many facets of fake news -- from the [President claiming the media is “the enemy of the American people”](#) and leveling accusations of fake news against journalists because of stories he doesn't

like, to the [fictitious account of fraudulent ballots discovered in a warehouse in Columbus, Ohio](#), made up by a young political aide who sought money for 15 minutes of fabrication.

The day-long program featured keynote speaker David Folkenflik, NPR's media correspondent, and others discussing media credibility in an age of fake news, fake news and the 2016 election, media literacy-how to recognize and combat fake news, and fake news and PR. More than 150 people attended the event in Franklin Hall, home of the School of Journalism and Mass Communication at Kent State University. Many dozens more watched a live stream and engaged with speakers via Twitter.

Kelly McBride, the Poynter Institute's vice president, and Indira Lakshmanan, Poynter's Newmark Chair in Journalism Ethics, facilitated most of panels and fielded questions from the audience and from the live Twitter feed. They helped provide a framework for the issue of fake news – McBride said to think of its spread like that of an STD – and provided insight into different definitions and concepts of fake news. The workshop, all of which is permanently archived at <http://mediaethics.jmc.kent.edu/> (scroll down for archives of individual sessions,) provided explanations and showed how fake news can affect media

consumers, a free press and democracy itself.

Folkenflik talked about how fake news complicates the role of journalists. He used the Dr. Seuss story of the Sneetches to illustrate how perception (of fake news) can change reality for media consumers. He said fake news forces news organizations to defend their legitimacy for the public and now for elected officials and others in government.

Other speakers included Mandy Jenkins, head of news at Storyful; Mizell Stewart, vice president of news operations for Gannett and the USA Today Network; Mike Shearer, regional editor for GateHouse Media Ohio; Greg Korte, White House correspondent for USA Today; Damaso Reyes, New York program manager for the News Literacy Project; Alicia Calzada, a former photographer and now First Amendment lawyer in Texas; Chas Withers, CEO of the Cleveland integrated communications firm Dix & Eaton, and Kent State speakers Dr. Ryan Claasen, Dr. Kendra Albright and Michele Ewing.

The Poynter KSU Media Ethics Workshop is sponsored by the John S. and James L. Knight Foundation, WSKU-NPR, the Akron Beacon Journal, the Akron chapter of PRSA, the Kent State College of Communication and Information and the Kent State School of JMC, among others.

The 14th annual Media Ethics Workshop will be Thursday, Sept. 20, 2018 and will focus on the ethics of covering the opioid crisis.



(above) NPR's David Folkenflik; (below left) Damaso Reyes of the New Literacy Project, Alicia Calzada of the Business Litigation Practice Group, and Kent State professor Kendra Albright, all addressing the issue of fake news.

NOTES AND ANNOUNCEMENTS

MED TEACHING EXCELLENCE AWARD

JAN LEACH, TEACHING AWARDS COMMITTEE CHAIR

With all the derision leveled at journalists these days – “fake news,” “enemy of the American people,” – our students need to show they take ethics seriously.

We members of AEJMC's Media Ethics Division certainly do. We strive to ensure our students have a basic understanding of ethics, including common dilemmas, practical applications to solve problems, and familiarity with industry expectations. Most journalism and communications programs offer ethics courses or combined law and ethics classes. Some programs infuse ethics in many different courses across the curriculum.

And behind all those efforts are the instructors who work to make ethics relevant, interesting and top-of-mind. We look for thought-provoking case studies, evaluate textbooks and materials with care, consider useful guest speakers and rework assignments to ensure they result in actual learning.

Shouldn't you be recognized for all that effort?

Nominate yourself or someone you know for the Media Ethics Division's second annual Teaching Excellence Award. This award, given for the first time during 2017 to current Vice Head/Research Chair Erin Schauster, recognizes outstanding classroom teaching. We will recognize another outstanding media ethics instructor during the August 2018 convention.

Any MED member who teaches media ethics, journalism ethics, ad/PR ethics or media law and ethics is eligible for the award (except the division head, vice head and teaching chair.) AEJMC members who are not MED members are invited and encouraged to join MED to be eligible for the award.

Applicants for the MED Teaching Excellence Award must have been teaching ethics for at least three years. The MED Teaching Award Selection Committee for 2017-18 consists of MED head Chad Painter (University of Dayton), vice head Erin Schauster (University of Colorado-Boulder) and Teaching Committee Chair Jan Leach (Kent State University.)

Nominations, including self-nominations, consist of [an application](#), a syllabus or lesson plan or activity (which will be shared with all MED members and posted to the MED teaching resources website — teachingethicsresources.org), a brief statement of teaching philosophy and two letters of recommendation. One recommendation must be from a student or former student. One recommendation must be from a faculty member or colleague, supervisor or department chair, dean or administrator where the nominee currently teaches.

Nominations including the application form, materials and recommendations are due to Jan Leach via email at jleach1@kent.edu by April 15. The winner will be notified on or before June 1 and is expected to attend the AEJMC annual meeting and the MED business meeting. The winner will receive a plaque and a small monetary award. Direct questions to Jan Leach at jleach1@kent.edu.



Something to do when the weather clears—clean up.

MED TEACHING RESOURCES

BY JAN LEACH, TEACHING CHAIR

Our teaching resources website needs a tune-up.

Since launching it in 2011, I haven't updated the look or navigation and it's (more than) a little dated. This year, one of my professional resolutions is to update the website to make it more useful and practical for MED members, especially those who may be new to teaching media ethics or those who want to freshen their lesson plans.

Get out all your ideas, syllabi, activities, and recommendations and send them to me to share with your friends and colleagues.

The URL will remain the same — <http://www.teachingethicsresources.org/> — but I hope to change the tabs and include ideas for textbooks, online sources and more. In addition to the syllabi already posted, I'll include your course plans and links to others if I can secure permission, such as those at Journalist's Resource (Harvard) and NewsU (Poynter.)

I'll also be posting examples from our Teaching Excellence Award winners. Last year's first winner, current Vice Head/Research Chair Erin Schauster, submitted a syllabus for a course titled "Sustainable Brands," which focused entirely on strategic communication ethics.

I've also got a copy of "Best Practices in Teaching Media Ethics," a pamphlet of award winners from a contest sponsored by the AEJMC Teaching Committee in 2007. The ideas are still relevant and easily adaptable and I plan to upload the entire booklet to our site.

You can send me ideas for the website or examples you'd like to share immediately at jleach1@kent.edu. If you have any questions or suggestions, shoot me an email there as well.



*Something to think about as you navigate the winter weather—
hanging out with friends can keep you warm.*

A MEMBER OF THE ASSOCIATION
FOR EDUCATION IN JOURNALISM
AND MASS COMMUNICATION

