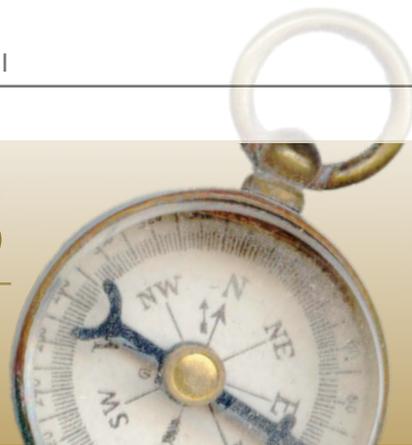


ETHICAL NEWS

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 Newsletter Editor Jenn Mackay
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- Visit the MED website at http://jcomm.uoregon.edu/~tbivins/aejmc_ethics/index.html
- Have an announcement or an article to share with MED members? Email the newsletter editor at jmackay@vt.edu

Utilizing Concept Mapping as a Teaching Tool

Jan Leach
Teaching Standards Chair

Here's a multiple choice question for media ethics educators to consider. *What is concept mapping? Concept mapping is:*

- A. An educational tool used as a brainstorming device
- B. A diagram showing the relationship among ideas
- C. A useful activity for teaching ethics
- D. All of the above

No matter which answer you chose, you're right, though D is probably the best and perhaps the most surprising answer for media ethics instruction at the college level.

Concept mapping, or mental mapping, is an educational device first used in the 1970s with science students. It has been applied in many other areas of education since that time. Dr. Sandra Borden, professor of communication at Western Michigan University in Kalamazoo, is using it in her class, "The Meaning of (Virtual) Life." She introduced MED members to concept mapping at AEJMC in St. Louis during the Media Ethics Division pre-conference teaching workshop.

Borden's communication ethics course explores the meaning of digital developments in students' lives. She uses selected readings, movies, video clips and other materials to frame the course and to prompt discussion. She uses concept mapping as a group activity to brainstorm ideas and help students activate what she calls their "pure knowledge about a topic."

Concept mapping is a way to visually represent relationships among ideas. Educators use it to help connect new ideas with what students already know and make or



Sandra Borden

recognize links. Borden introduces concept mapping before her students begin certain readings because the concept maps help students recognize ideas in the readings. Then, when they do the readings students have a "level of competence and confidence" about the subject.

"I reserve concept mapping for what I call the big questions," Borden says. She explains that concept mapping gets students to ponder what they know, or think they know, about a topic and it activates their prior knowledge. Borden adds that concept mapping seems to motivate students to discuss themes in the readings and match up their thoughts with the thoughts of authors and classmates.

Concept maps can be simple or complex; they're generally drawings consisting of a main topic in a middle square or bubble with other ideas drawn in a smaller bubble near the main topic and "attached" to the main idea with lines or links. Additional thoughts, words, theories, etc. can

be “attached” to the smaller items. Concept maps can take other forms as well.

Borden uses concept mapping as a group project -- generally five to six students in each group -- for participation points. One question she poses to the virtual reality students for concept mapping is: “What does it mean to be distinctly human?” She says students are more comfortable when they “wrestle with ambiguity” working in groups rather than working by themselves. She adds that students can easily spot overlapping ideas and they’re able to learn from each other when they do concept maps. Borden sets a time limit for each group’s mapping exercise and then the groups share their maps with the entire class.

Borden devotes an entire class session to concept mapping on various topics, but she cautions against over-using the activity or causing “mapping fatigue.”

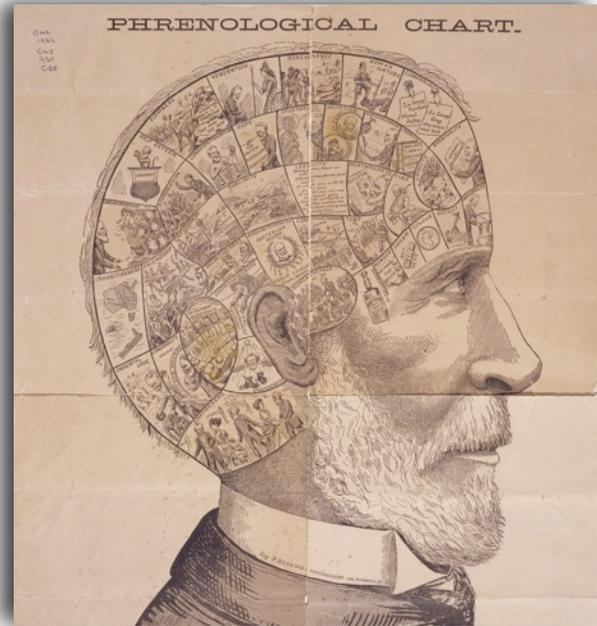
How could concept mapping be used in more conventional media ethics classes? Borden offers mapping questions such as “What is happiness?” or “What is reality?” or mapping out how journalists might think about ethics in newsrooms.

For more information about using concept mapping to teach ethics, contact Dr. Sandra L. Borden, School of Communication, Western Michigan University, at sandra.borden@wmich.edu or at 269-387-0362. Borden’s syllabus for the communication ethics class on virtual

reality is on the MED teaching resources website at http://www.teachingethicsresources.org/?page_id=32.

Web resources:

- <http://www.wiziq.com/tutorial/18997-Concept-Maps-Brainstorming>
- <https://www.msu.edu/~luckie/ctools/>
- http://www.learningandteaching.info/teaching/concept_mind_maps.htm



The Teaching Resources Website Is Packed with Tools for Ethics Professors

Have you checked out the Media Ethics Division’s new Teaching Resources website? It’s online at <http://www.teachingethicsresources.org/> and IT’S FOR YOU!

The website features resources, syllabi, activities and case studies submitted by MED members for use by anyone teaching media ethics at the college level. Since it was unveiled at AEJMC in St. Louis, five new items have been added with several more to come.

Check out “The Value of Sticking with It,” a case study submitted by Jay Black, which argues in favor of sustained analysis of a single case throughout a semester. See syllabi from Maggie Patterson, Patrick Plaisance, Kati Tusinski Berg, Wendy Wyatt, Ginny Whitehouse and other MED colleagues.

Among the new items are a paper and a companion PowerPoint presentation from Matt J. Duffy about a PR firm in Dubai that lays out an ethical lapse involving a doctored photo. Also new is the paper titled “Correcting the Record,” by graduate student Nicole Joseph. Joseph was the third-place winner of the Media Ethics Divisions student paper competition at the 2011 AEJMC conference in St. Louis.

As with any repository of resources, content is important and I’m constantly seeking new material for this site. I have some things to add this fall and YOU can send more to make it a vibrant, jam-packed supply for ideas. Send any teaching tips, class activities, case studies, syllabi to Teaching Standards Chair Jan Leach at jleach1@kent.edu. I’m also looking for book titles for the Resources list, more material about advertising and PR ethics, and anything related to theoretical perspectives including papers, essays and book chapters.

Think of this website as an inventory of the wisdom of our collective members. We want it to be respected and recommended; you can make that happen!

Workshop Stresses The Importance of Sports Ethics

Jan Leach
Teaching Standards Chair

Money and technology are changing sports. Fans, journalists, personalities, teams, leagues, fan sites and the sporting industry have stakes in sports media and are dependent on money and technology. That makes sports media ripe for scandals and secrets.

From tattoos and jerseys to Tweets and endorsement deals, sports ethics is a hot topic and it was the focus of debate at “Foul Play?,” the seventh annual Poynter Kent State Media Ethics Workshop in September.

The daylong conference covered social media and sports media, women in sports journalism, sports PR and “Buckeyes Behaving Badly,” a panel discussion examining recent ethics lapses in the Ohio State University football program that snagged former Coach Jim Tressel and his star quarterback Terrelle Pryor for various NCAA rules violations.

Rob King, ESPN’s senior vice president, editorial/print and digital media, gave the keynote address titled “Anti-Social Media: The Death of Civility in Sports Media,” focusing on what he called the “changed culture of sports journalism” having to do with money, technology and an added factor: human nature.

King explained that technology and money are transforming sports media, with blogs and social networks occupying the largest part of the experience. Money divides leagues, athletes and journalists... “Professional journalists find themselves challenged on all fronts by amateurs, by fan contributors, by robot programs,” he said.

Kelly McBride, head of the ethics faculty at the Poynter Institute in St. Petersburg, Fla., reported third-year findings from Poynter’s “Sense-Making Project.” Her remarks perfectly forecast King’s: “In sports journalism there is money to be made for everyone - for teams and leagues and schools, but also for journalists and media companies... The reason we have this frenzy around sports has to do ultimately with money.”

McBride explained that understanding the ethics of sports journalism requires understanding how money flows and understanding the process of making ethical choices.

“Because, while money can be a corrupting force, it doesn’t have to be,” McBride said. “There are systems that can be put in place that can ensure truth and accuracy and authenticity.”

In addition to King and McBride, speakers included Terry Pluto, Cleveland Plain Dealer sports columnist; Brian Windhorst, ESPN Miami Heat/NBA reporter; David Craig, professor and associate dean at the University of Oklahoma and MED member, and Melissa Ludtke,

editor of Nieman Reports at Harvard University. Ludtke is the woman who sued Major League Baseball in the ‘70s to open locker rooms to women sports reporters.

Joining them were other television and print reporters and editors, educators (including Steve Fox, another MED member from the University of Massachusetts) and the vice president for communications for the Cleveland Indians professional baseball team.

The “Foul Play?” Workshop was presented by the School of Journalism and Mass Communication at Kent State and the Poynter Institute with the Akron Beacon Journal, the Online News Association and the Akron Chapter of PRSA as sponsors. Media practitioners, educators and students attended this year’s ethics program or viewed the Workshop via live web stream.

For more information: <http://mediaethics.jmc.kent.edu/2011/index.php> or contact MED Teaching Chair Jan Leach at jleach1@kent.edu. The next Poynter KSU Media Ethics Workshop will be Sept. 20, 2012.



View Video Streams of Recent Poynter KSU Media Ethics Workshops:

2010 “Next Ethics?” -- <http://mediaethics.jmc.kent.edu/2010/>

2009 “What Values?” -- <http://mediaethics.jmc.kent.edu/2009/>

2008 “Whose Rules?” -- <http://mediaethics.jmc.kent.edu/2008/>



**7th Annual Poynter Kent State
Media Ethics Workshop**

THURSDAY, SEPT. 15, 2011

Kent State University

Faculty Actions Help Create Student Culture Regarding Plagiarizing

Matt J. Duffy
Professional Freedom & Responsibility Chair

In the Shakespeare play, King Henry V's fiancé objects to giving him a kiss because she thinks it would be inappropriate before marriage. A talented orator, the king [explains](#) that being royalty means: "We are the makers of manners, Kate."

As professors of communication, we should embrace our royal leanings and remember that we, too, are the makers of manners.

College professors often talk about the attitudes of the student body as a simple fait accompli. We grumble around the water cooler about student deficiencies such as general laziness, proclivity to plagiarize, and aversion to reading. Too rarely, though, do we see ourselves as powerful forces to affect change and create positive a student culture.

Our attitude toward plagiarism serves as a good example. We're all aware that the Internet has created an exponentially greater ability for students to present work they didn't create. Back in 1985, ethically challenged collegians had to find another student to borrow from or order an essay from a shady company that advertised in the back of a dubious magazine. Today's students couldn't comprehend such an environment. Instead, the perfect passage regarding Mill's Utilitarianism or Kant's Categorical Imperative can be [found](#) with a simple Google search and immediately embedded seamlessly—and without quotes or attribution—into homework.

Despite this dramatic shift, many of us still haven't embraced the technology that can help combat this brave new world. Most universities pay for services that will scan student submissions for both signs of plagiarism from the web as well as work submitted by other students. Still, many professors haven't taken the time to learn how to use these systems. I'm guilty as well, having only recently embraced this technology. Inertia is a powerful force.

This software—such as SafeAssign or TurnIt-In—represents a powerful force to fight student plagiarism. More importantly, use of these tools shows the student body that plagiarism is taken seriously and won't be tolerated. To create a culture that rejects unethical behavior, actions are more important than words. Students can



read and forget about honor codes and statements about "academic integrity." The words mean little if they see their friends routinely getting away with plagiarism. As Ghandi [said](#), we should strive to align our thoughts, words and actions.

To further our actions regarding plagiarism, my communications department recently instituted a policy in which students caught plagiarizing are reported to the as-

stant dean in addition to receiving a zero on the assignment. Our administrative assistant keeps a file with all the violators. If the student is caught plagiarizing again during the course of their collegiate career, then he or she officially will be reported to the university.

This system is less cumbersome than reporting every violation to an outside entity while still spreading the word among students that plagiarism isn't tolerated. Over time, the student body is learning that plagiarism isn't just something they hear about once at the beginning of the semester.

The secret for success in changing a student body culture is consistency among professors. If only one teacher seems to care about student plagiarism, he or she won't have much of an effect. But when most or all instructors enforce plagiarism policies, the students understand that their unethical behavior simply isn't acceptable. In this sense, we're also helping to provide students with a solid foundation for ethical living.

As ethics professors, we shouldn't be reticent to speak up about consistently enforcing plagiarism policies. We should see it as part of our duty to provide a strong voice in favor of creating an ethical student culture.

By using the readily available software tools and consistently enforcing punishment, professors truly can "be the makers of manners" when it comes to student plagiarizing.

Duffy teaches journalism and media ethics at Zayed University in Abu Dhabi, UAE. Follow him on Twitter: @mattjduffy.

How the Media Study One Another Across the Globe

Bastiaan Vanacker
Research Chair



In a polarized world, it is tempting to consider one's own voice as the one of reason and moderation. Journalists are no exception to this. Media and political environments dominated by punditry, venomous blogs and incessant tweets create a need and opportunity for journalists who can stay above the fray and operate as sense-makers of this avalanche of information. The objective journalist, who is not swayed by winds of emotion and popular sentiment, remains a powerful professional ideal that guides journalists' self-image. A series of interviews I conducted this summer and my gorging on the Amanda Knox trial media coverage left me thinking about the implications for media ethics scholars of this gravitational pull to the reasonable middle ground.

Late last August, during the anxiety-ridden weeks between AEJMC and the beginning of the semester, I met with journalists and journalism experts in the United Kingdom, The Netherlands and Belgium to conduct in-depth interviews for a comparative ethics research project. In these open-ended interviews, I prompted them to comment on cases going on in the United States and their respective countries. One of the insights I gathered was that journalists tend to describe their media systems as occupying some middle ground between two extremes. Mainstream (i.e. non-tabloid) British journalists considered the way they were doing their job as a middle ground

between the excesses of the United States -- with its lack of concern for privacy in the name of hard-nosed journalism -- and the continental tradition where investigative journalism is a rarity because of stringent privacy laws and a journalism corps unwilling to shake things up. The Belgian and the Dutch journalists considered themselves as taking up a similar middle ground, only they consider themselves the golden mean between the ruthless Anglo-Saxon journalistic tradition and the French old boys network. By placing oneself between two extremes, one, of course, also legitimizes oneself as the reasonable alternative third way.

I saw the same mechanism in a different disguise in the coverage of the Amanda Knox trial. Following this case in different international media not only provides an excellent example of the social construction of reality at work, I also was struck by how dismissive and derisive American, Italian and British media tended to be of each other. (This is merely an observation, not the result of a thorough content analysis).

In *The Guardian*, American journalist Nina Burleigh had the following to say about her Italian colleagues: "But if the Italian media had been doing a better job and, instead of being compliant and cowed, had questioned Mignini's narrative, Amanda Knox and Raffaele Sollecito

might never have been convicted in the first place" (Burleigh, 2011).

The American media also caught some flack. In the Belgian quality newspaper *De Standaard*, I read the following statements about the American media and their coverage of the trials of Amanda Knox:

For the American TV news, this is huge. ABC almost actively campaigns for Amanda Knox's release (Roox, 2011).

The American media are piling it on and shamelessly take Amanda Knox's side (De Herdt, 2011).

Papers and broadcasters in the U.S. are talking about "character assassination" of their Amanda Knox, an all "American girl from Seattle" (Pizzoli, 2009).

A Belgian TV correspondent in New York mentioned that the American media had abandoned all objectivity in the past months and years and even had created a support fund for Amanda Knox because they kept believing in her innocence, a belief that was reflected in the coverage (VTM Nieuws, 2011). From this side of the pond, this appears to be a harsh judgment. It is highly unlikely that American mainstream media would create a support fund for Knox while they report on her trial (I could not find evidence of this). And while the coverage in the lead-up of the appellate court's verdict might have displayed a pro-Knox bias, it has been my impression that, initially, the American media showed restraint and adopted a wait-and-see approach to the whole case. (Again, this is a personal observation rather than a statement that can be supported by research, but a quick search on Lexis indicated that American coverage of the first trial of Amanda Knox was dwarfed by the British and Italian coverage.)

To me, these reports in the Belgian media of the American media's performance come across as a mix of cultural stereotype, unfounded rumor and misplaced sense of superiority. Then again, Italian journalists may feel the same about being labeled "compliant and cowed" and unwilling to challenge Mignini's accusations. They could also very well play the ball back over the net by referring to the American media's rush to judgment in the DSK affair.

In a globalized media environment in which mainstream media are struggling to maintain legitimacy, denouncing media systems in other Western democracies might be an easy way to prop up one's own credibility. Media events such as the Amanda Knox case that generate a whirlwind of often sensationalistic coverage provide an excellent opportunity for media to engage in what I'd call paradigm confirmation. By referring to foreign journalists and how their actions would not pass professional muster in one's own country, the local way of doing journalism is reaffirmed.

In our field, we have seen the emergence of an interest in global media ethics during the past decade that denounces this kind of ethical parochialism. Based on my own research and superficial analysis of the international coverage of the Amanda Knox case, I believe there is a need for global media ethics researchers to study how local media report on the media systems in other countries. Is there indeed a tendency to discredit the way media in other countries do their job in an effort to legitimize one's own ethical practices, or am I grasping at straws here?

If anyone is interested in this issue, is doing or is aware of research being done in this area, takes issue with my interpretation or is interested in continuing this conversation within MED, please do not hesitate to contact me at bvanacker@luc.edu or to submit a response to this article to our editor.

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Hello! Lovely To Be Here!

Ryan J. Thomas
Graduate Student Representative

It is with great pride that I write my first column as the new graduate student representative for the AEJMC Media Ethics Division for 2011/12. I am thrilled to occupy this role and I want to repay the trust placed in me by the leadership team by working hard to further strengthen our division and assert the value of ethics in mass communication.

The decision to add a graduate student representative to MED's officer team was made by Division Chair Kati Tusinski Berg and Programming Chair Bastiaan Vanacker. Berg cited the experiences she had as a graduate student and the "welcoming and supportive" reception she received from MED members as a reason why it is necessary to reach out to the next generation of media ethics scholars.

Vanacker said it was critical for smaller divisions like MED to reach out to promising young scholars. Vanacker said that he hopes adding a graduate student representative will "strengthen MED's ties with the graduate student population, increase submission numbers for the Burnett competition, and prepare graduate students for future leadership roles in the division." In creating the position of graduate student representative, MED is also now in sync with the majority of AEJMC divisions. "MED was actually in the minority by not having a graduate student representative," Berg said.

So, who am I? I am a fourth year doctoral candidate in the Edward R. Murrow College of Communication at Washington State University. I come from a small town in South Wales called Merthyr Tydfil, which was once the iron and coal capital of the world (now, sadly, the welfare capital of Britain). I am the first in my family to attend a university and I attended Swansea University for my BA degree in American Studies. Before coming to WSU for graduate school, I was a freelance music journalist while doubling up as a supervisor in a clothing store.

Like any new graduate student, it took me a while to find my niche in the communication field - everything seemed so interesting. My first exposure to media ethics was taking a class on the topic taught by WSU professor and former MED Division Chair Beth Blanks Hindman. As I became more interested in issues of media performance, responsibility and accountability, Hindman became a natural choice to be my advisor and has helped me develop a research program in the issues that I am passionate about. My research interests lie in how media responsibilities are articulated in the public sphere and how organized labor and social class are represented in the media.

For two years, I had the privilege of teaching an upper-division seminar in media ethics. I found this experience extremely enjoyable. Being able to link John Milton, John Stuart Mill, or the Hutchings Commission to a "hot-off-the-press" article, and having students understand the relevance of ethics to their lives as media consumers and potential media practitioners has been an amazing experience.

More fundamentally, teaching ethics has convinced me that ethics courses are integral to a well-rounded communication education. As many schools consider how their curricula should navigate the Scylla of budgetary restraint and the Charybdis of the ever-changing media world, we should be unabashedly asserting the primacy of ethics to communication education, acknowledging that the quality of one's thought and expression is - and will always be - more important than the tools of transmission.

I have greatly enjoyed my experiences with MED thus far and share Berg's view that MED members are extremely "welcoming and supportive." What, then, are my goals for the division? I see my role as something of an "ethics evangelist." I am determined to increase graduate student participation in the division. I intend to establish contacts with other AEJMC divisions and graduate programs across the country to encourage graduate students, be they in advertising, journalism, public relations, or allied fields, to submit their research to our division.

I want graduate students in communication programs to know that no matter whether their research is qualitative, quantitative, critical, historical, interpretive, or philosophical in approach, if their concern is for the ethics of mass communication they are welcome here. Indeed, MED should be their natural home. In particular, I want to increase the amount of submissions for the Carol Burnett Award. As a former Burnett Award winner, I understand the value of this award and want to encourage more graduate students to submit their research in this category.

In closing, I want to thank the MED leadership team for the trust placed in me. I will work hard to boost graduate student participation in MED and help the division grow as a result. I look forward to getting to know all of you over the coming months.

Media Ethics Business Meeting Minutes

Kati Tusinski Berg
Chair

In brief, here is a recap of the member meeting at the AEJMC conference on Thursday, Aug. 11.

Chair Shannon Bowen called the meeting to order, and reports were offered by Programming Chair Kati Berg, Research Chair Bastiaan Vanacker, Teaching Chair Jan Leach and Professional Freedom & Responsibility Chair and newsletter editor Jenn Burleson Mackay.

Chair Report

The Chair welcomed members to the meeting and reiterated her belief that MED is the best division in AEJMC because our members are welcoming, passionate and excited about media ethics. She highlighted new developments from the past year: the pro ethics course policy that is gaining momentum; the creation of the Media Ethics Award for Exemplary Service; the division's membership at approximately 253 members, which makes MED one of the largest divisions in AEJMC; the financial stability of the division, including the publication of Journal of Mass Media Ethics and support of division speakers and awards.

Programming Chair Report

MED, again, co-sponsored a pre-conference workshop with the magazine division on teaching media ethics. This year's topic focused on using celebrities, entertainment and brain science to teach media ethics. MED also co-sponsored a pre-conference panel luncheon with the political communication interest group. Additionally, the division co-sponsored seven panels (one teaching, two research, and four PF&R panels) with five different groups, including LAW, PR, RTVJ, ESIG and SPIG. Attendance was good at all panels with LAW, RTVJ and PR co-sponsored panels drawing the largest crowds. Members were encouraged to start thinking about panel proposals for next year's conference early since the call would be coming out in September. It was noted that funding is available for speakers but some of the best speakers in St. Louis were local professionals, thus, members should think about utilizing local professionals from Chicago for next year's conference.

Research Chair Report

MED has seen a slight decline in the number of submissions over the years. A total of 49 papers were submitted this year (33 faculty and 16 graduate student papers). We had a 55% acceptance rate with 17 faculty papers and 9 graduate student papers accepted. There was a special call for research papers this year. Although it did not yield high numbers, it did result in quality research. The division is actively engaging with other divisions to encourage those outside of MED to submit to our call.

Teaching Standards Chair Report

From a teaching perspective, it was a great year for MED. The teaching media ethics panel was a great success again. There were a number of articles published in the newsletter that focused on practical application of ethics in the classroom along with news updates. Perhaps the most exciting report from teaching perspective was the launch of the MED teaching resources website at <http://www.teachingethicsresources.org/>. Members were urged to keep sending along book recommendations, case studies, class activities, etc.

PF&R Chair/Newsletter Report

There were many great PF&R panels in St. Louis with fantastic professionals who were talking about current and enduring issues related to media ethics. We managed to get all issues of the newsletter out this year and every issue included solid content. The division added a feature writer to the slate for the past year – MED is the only division to have a designated feature writer.

In old business, JMME Editor Lee Wilkins provided an update on JMME and invited submissions from the division. She noted that JMME has a 16 percent acceptance rate and that submissions have doubled. Even though Wendy Wyatt, the division's Association for Practical and Professional Ethics (APPE) liaison, could not attend the meeting, MED members were encouraged to participate in APPE this year. J. Michael Kittross reminded members to submit manuscripts about media and ethics to Media Ethics magazine. He also announced that the last paper copy of the magazine was sent out this past year and that the magazine has moved to an online only publication at <http://www.mediaethicsmagazine.com>. Bill Babcock offered a report about the teaching media ethics workshop and future of the media ethics colloquium.

In new business, new officers were elected: Kevin Stoker, Texas Tech, as Research Chair; Jan Leach, Kent State, as teaching chair; Matt Duffy, Zayed, as professional freedom and responsibility chair; and Jenn Mackay, Virginia Tech, as newsletter editor. Officers moving up the chain were, Bastiaan Vanacker, Loyola, who took over the role of vice-head for program planning, and Kati Berg, Marquette, 2010-2011 chair. Division awards were then presented. It should be noted that J. Michael Kittross was awarded the Inaugural MED Exemplary Service Award.

Bowen turned the meeting over to Berg, who thanked Shannon for her service as 2010-2011 chair, echoed her sentiment of MED being the best division in AEJMC, and spoke briefly about her desire to build on the momentum that Shannon created. Lastly, members were encouraged to attend the second annual MED offsite social, co-sponsored by Media Ethics magazine. Berg and Vanacker will attend the mid-winter planning meeting this December in Louisville to represent MED interests in planning the conference. The meeting adjourned until the next annual meeting of AEJMC.

Notes from the Division Chair

Kati Tusinski Berg
Chair

Welcome to a new year for the Media Ethics Division! As chair, I just want to take this opportunity to bring you up to speed on a few things happening within the division and within AEJMC.

- **MED Graduate Student Representative:** I would like to welcome Ryan Thomas, Washington State, as our inaugural MED graduate student representative. As we focus on growing the membership of the division, Ryan will be instrumental in helping us determine specific ways to reach graduate students. I also see Ryan playing an active role in getting more graduate students involved in the annual conference, whether it's increasing the number of submissions to the research paper competition or organizing social activities for graduate students at the annual conference. Please take a moment to read Ryan's piece in the newsletter.
- **MED on Facebook:** In order to increase the division's visibility, I am in the process of creating a Facebook fan page for MED so that members can get the latest updates on MED/AEJMC. Since many of us only see one another at the annual conference, this will also allow us to share professional news and insights while fostering a sense of community. More details will follow soon. In the meantime, if you have any suggestions for our new Facebook fan page, please email them to me at kati.berg@marquette.edu.
- **AEJMC Mentor Program:** During the 2011 conference, AEJMC's membership committee decided to launch a new mentorship program to help welcome new members to AEJMC. Basically, the program will match first time conference attendees with seasoned conference goers in order to ease confusion and create a positive first time attendance experience. As the Chicago conference will celebrate the organization's 100-year anniversary, the committee expects many newbies to attend. I would love to see MED take an active role in this exciting new program. You can learn more about the program by visiting the following link: <http://www.aejmc.org/topics/archives/2935>. Additionally, if you are interested in serving as the MED contact person to help coordinate the mentorship program, please let me know.

ANNOUNCEMENTS

Media Ethics Division Paper Call

The Media Ethics Division welcomes faculty and graduate student paper submissions on all topics related to media ethics. The Division's work cuts across many professional and scholarly boundaries, and the papers it selects reflect that diversity. The Division encourages submission of all media ethics-related research, regardless of its overall orientation (theoretical, philosophical, pedagogical, methodological, practical), its professional context (journalism, advertising, public relations), or its methodological approach. Those authors who use interdisciplinary methods are strongly encouraged to submit their work. All papers must be no more than 25-pages long (excluding bibliography and appendices) and must otherwise conform to the rules outlined in the AEJMC uniform call for papers. Submitting a paper to the MED implies that the author (or one of the authors) intends to present the paper in person or will make arrangements for the paper to be presented by a colleague familiar with the work.

The Division offers recognition in a number of areas, including the Burnett award, which is presented to a graduate student. All submissions will be evaluated in the general paper competition.

Help Us Reward Ethical Journalism

Each year, the School of Journalism and Communication at the University of Oregon presents the Ancil Payne Award for Ethics in Journalism. The goal is to recognize both journalists and journalistic institutions for demonstrating an extraordinary commitment to ethical conduct, even when faced with economic, personal, or political pressure.

We can use your help in identifying potential winners. MED faculty are in a unique position to recognize examples of current ethical conduct in journalism—we often use them in our classes. We'd like you to pass those examples on to us so that we may consider them for a Payne Award. All you have to do is send your examples, in whatever form you like, to Tom Bivins, tbivins@uoregon.edu, and we'll take it from there. After all, when journalists do the right thing, we believe they deserve to be recognized.

You can view the Payne Awards site at:

<http://payneawards.uoregon.edu/>