

# JEA Update

Journalism Education Association

Issue 2, Jul-Sept 2001

## Accreditation policy takes shape

### *Dear colleagues in journalism education:*

At the association's last annual meeting in Mooloolaba, it was agreed the executive should proceed with a plan to produce an accreditation policy. Since that meeting, JEA executive members have met with officers of the Media Arts and Entertainment Alliance (MEAA), who have similarly been interested in producing an accreditation policy.

The following document constitutes a draft proposal for accreditation of journalism education programs in Australia. The proposal attempts to set out the conditions and criteria required for accreditation, but it does not definitively set down the membership of the accrediting body, merely assuming the accrediting body will consist of members of JEA, the MEAA and "industry".

In considering models for the accreditation of journalism tertiary education programs in Australia, I have looked at examples from the US, the UK and Hong Kong.

The following 10 accreditation criteria are distilled from what seem to be the best elements of those examples. In arriving at 10 criteria, I have attempted to keep the list short, acknowledging the likelihood that the accrediting council or organisation will be small and, initially at least, lacking funds. These criteria do not address course entrance requirements but, as with the US model, assume university entrance requirements have been met. This may not be uniformly the case in Australia and the issue may require additional attention.

The policy also does not address the question of funding for the accrediting council. In other countries, funding is achieved through either bequests, levies on participating institutions, or a

combination of both. While the JEA's executive has some ideas about how funding might be achieved, the issue will not be resolved easily and I seek your input on this issue too.

**KERRY GREEN**  
*JEA President*  
1 September 2001

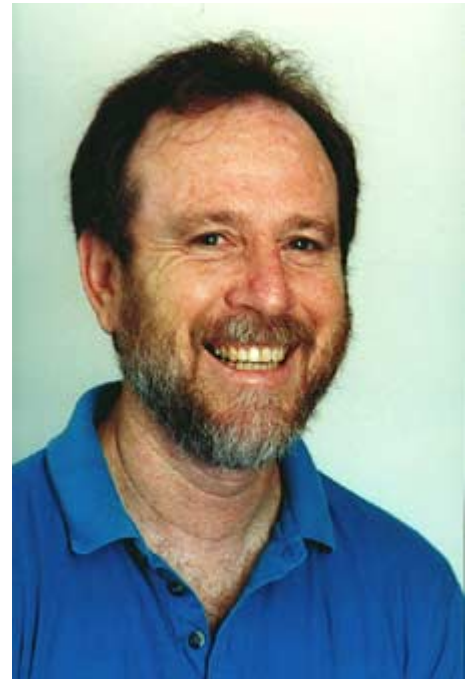
### JEA Criteria for accreditation

#### 1. Mission statement

The Accrediting Council for Education in Journalism (ACEJ) is a voluntary organisation comprising members from journalism tertiary education, professional bodies and industry. Its mission is to foster and encourage the highest standards of journalism education in the belief that journalism is of central importance to society. Journalists and journalism record and interpret society and are essential to the preservation and advancement of democracy. The ACEJ therefore dedicates itself to fostering the highest possible levels of integrity, fairness, understanding and skill in journalism education, in the belief that in doing so it fosters the same qualities in coming generations of practitioners.

#### Purpose of accreditation

The ACEJ believes accreditation benefits all stakeholders in journalism education – students, teachers, industry, academe and society at large. Accreditation provides benchmarks for participating institutions and helps provide transparency in the delivery of journalism education; moreover it provides a process whereby those benchmarks can be regularly re-evaluated.



Kerry Green, JEA President

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# JEA Conference Speaker: Ray Choto

*"I was bleeding from the nose. My whole body was swollen and covered with wounds. My legs were so swollen that I could hardly walk on my own. I could hear my editor, Mark Chavunduka, screaming from the torture chamber next to mine. We were beaten with wooden planks, forced to roll on wet tarmac. Our heads were forced into a canvas bag full of water. The military applied electric shocks all over our bodies, genitals included. Our tormentors told us that Zimbabwean President, Robert Mugabe, had signed our death warrants, and I believed them."*

Ray Choto wrote this after being incarcerated by the Zimbabwean military in January 1999. He had just written an article for his newspaper, *The Standard*, about the arrest of 23 senior army officers alleged to have incited their colleagues to rebel against Mugabe's government. Choto refused to divulge his sources and was subsequently arrested under the Law and Order Maintenance Act, which makes it an offence to publish anything "likely to cause alarm or despondency".

During this time he sustained heinous injuries, which the medical report conducted after the torture fully explains:

*"He said he was repeatedly physically assaulted on the head, particularly the cheeks and face using fists and claps as well as booted feet, especially on the cheeks and neck. This was done while he was facing down. At one time his head was butted against the wall. All these assaults were done in phases and at the same time he was handcuffed and had leg irons applied to his legs. He was electrocuted on several times but especially on his genitals, which was one of the most painful of the tortures that he underwent. On occasions electric wires would be attached to the leg irons so that the electricity would pass through the whole body and make him shake. He was asked to roll continuously on grass and tarmac while naked. On the first day, 19 January 1999, the torture started at 14:15 hours and it ended at five the next morning. This resumed again at 8.30 in the morning, the same torturing as was done before."*



**Ray Choto speaking about his imprisonment in Zimbabwe**

*"And on occasions they were asked to put their heads into what they called a green water bag. This sequence ended at four in the afternoon, that is, on 20 January 1999. While being tortured they were asked about relations and especially those who were in the ZNA. And after offering the list, they were tortured again and were told that 'these are your sources?' to an extent that at one time Mr Choto said 'yes', since if it was a 'no', the torture would resume. They would refute the list and start torturing him again to source another list of names, even names that did exist were said not to exist. They were told never to meddle with military affairs ever again."*

However, his illegal detention gave Choto and his editor, Mark Chavunduka, the opportunity to challenge the validity of the draconian law under which they were imprisoned and because of this action the charges against them were dropped.

Earlier this year President Mugabe identified Choto as the cause of his problems with the Zimbabwean judiciary. Zimbabwe has a huge amount of legislation inhibiting the freedom of the press. Other than the Law and Order Maintenance Act, there is the Zimbabwe's Official Secrets Act, which makes the receipt of information not authorised by the government an indictable offence. Zimbabwe also has criminal defamation, which Choto says politicians use to their advantage.

*"Politicians use this law to foster a menacing environment for the media – particularly when the media is trying to expose corruption within the ruling party or the ranks of its leadership. The fact that the constitution of Zimbabwe guarantees freedom of expression is rendered moot, since that same constitution does not explicitly protect the press's freedom of expression,"* Choto says.

In the face of continuing public dissatisfaction with the media, Ray Choto is an example of how quality journalism can make a difference socially, culturally and politically. His reporting has put his life in danger but he can now tell the story of what happens to democracies where the fourth estate is not free.

*Ray Choto is currently a senior research fellow at the University of Stanford and he is studying the global politics of human rights.*



**Murdoch University  
in association with the  
Journalism Education  
Association presents the...**

## 2001 JEA Conference



**MURDOCH  
UNIVERSITY**  
PERTH, WESTERN AUSTRALIA

**Justice &  
Journalism**

**Dec 3-7 PERTH, WESTERN AUSTRALIA**

# JEA Conference Speaker: Estelle Blackburn

Her publisher describes her as Australia's Erin Brokovich, and it is no wonder when her book "Broken Lives" has moved the government to give a convicted killer a new court appeal – after 36 years.

Estelle Blackburn, now 50, was an established Perth journalist and Media Advisor to West Australian Premier Carmen Lawrence, but a chance encounter with a man at a dance in 1992 who described how his brother was framed for killing a woman changed her life.

It was the brother of John Button, a man who was sentenced to 10 years in prison with hard labour for the hit-and-run of his teenage sweetheart.

Then aged 19 years old, Button says he was forced to confess to the Perth police under duress – despite convicted serial killer Eric Edgar Cooke confessing to the crime in detail.

Button had long since been released from prison and was leading a normal married life. Curious, Estelle met with John Button, and so began her mission.

After six years of research into police files and 126 interviews the completed book, "Broken Lives", hit the shelves. For Blackburn, the cost was high. She gave up full-time work and her social life, lost a boyfriend, sold her house, share portfolio and life insurance, and went heavily into debt.

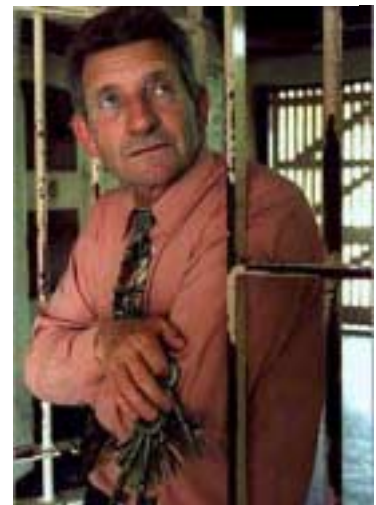
Only weeks after she self-published her book in October 1998 - which won a WA Premier's literary award - the then Leader of the Opposition in the West Australian Legislative Council, Tom Stephens, moved an urgency motion that resulted in the Government granting Button a new appeal.

The story is far from over. Blackburn has continued her research and an updated version is due out this year, and movie rights are being discussed. "Broken Lives" has also led to another convicted killer, Darryl Beamish, being granted an appeal against conviction due to evidence linking serial killer Cooke to the crime.

Estelle Blackburn will be sharing her story at the 2001 annual JEA conference in Perth.



**Estelle Blackburn (above) determined to achieve justice for John Button (below)**



## Treasurer's Report

*by Stephen Tanner*

The JEA is in a sound position financially.

We currently have about \$30,000 and this is being added to as membership renewals come in and new members sign on.

There have been three or four new members in the past month.

While this is encouraging, I would urge existing, but non financial, members to please pay up!

## The 5Ws and 1H of joining the JEA

**JEA membership is still \$100 for full-time journalism academics, researchers and trainers. There is a discounted membership of \$50 for part-time journalism academics, part-time trainers/educators and full-time postgraduate students.**

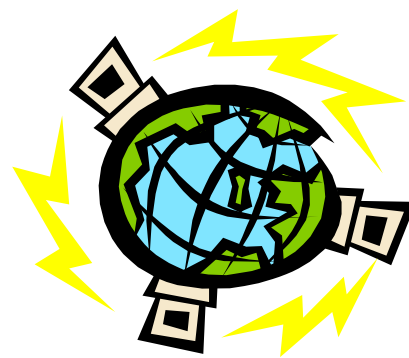
**Annual membership of the JEA is still \$100, including GST. For your money you receive:**

- the peer-reviewed academic journal, Australian Journalism Review, two times a year;
- regular installments of the JEA newsletter, JEA Update;
- fabulous discounts on your registration costs for the annual JEA conference;
- voting rights at the annual AGM on issues of importance to journalism education, such as the plans for official accreditation of journalism courses across Australia;
- collegial support networks with fellow journalism trainers and academics from Australia, NZ, HK, Singapore, Fiji and other countries across the Asia Pacific.

**Fees can be paid at the annual JEA conference or you can post cheques to:**

- **Dr Stephen Tanner**  
School of Journalism & Communication  
University of Queensland  
St Lucia Q 4069 Australia

# Wading through the swamp...



**QUT's Angela Romano describes a national program, aimed at helping students and practising journalists from across Australia to develop the basic skills needed in the challenging circumstances found in Indonesia and many other developing countries.**

Former Australian Financial Review correspondent Michael Byrnes describes Indonesia as being "a sort of swamp" for journalists attempting to seek information.

Another old hand at Indonesian reporting, Ian Macintosh, estimates that a journalist completing an original story requiring multiple sources and cross-checking of information can expect the work to take up to three times as long as it would in a country like Australia.

The first challenges arise because of the difficulty, first of all, of obtaining the kinds of information that journalists consider newsworthy. Even sophisticated organisations in government and business lack the infrastructure and facilities for storing and sharing the sort of information that journalists may seek. Even more frustrating from a journalistic perspective, many potential interviewees in politics, bureaucracy and business can take days, weeks or even months to respond to journalists' requests for information... if they respond at all.

Santi, a Jakarta Post journalist, found from her experience in covering the Indonesian parliament during the Soeharto era, that few were willing to talk.

Paradoxically, she said that was "a blessing", because once they opened their mouths, they were prone to saying "stupid" things. She gives the example of a legislator from a house commission in charge of the environment, who asked the minister about the greenhouse effect. "He thought that it was caused because people build a lot of glass buildings."

The culture has changed considerably in the post-Soeharto era, and many sources now court journalists rather than keep them waiting for weeks on end.

However, Santi's comments hint at a second problem that still persists. This problem is that even once journalists find documentary data or sources who are willing to be interviewed, the quality of the information they provide is often questionable.

Both local and foreign reporters have noted for several decades that statistics and documentary records are notoriously unreliable. They have complained furthermore that high-ranking officials in major institutions are sometimes ill-informed about issues within their direct command.

For the journalist, it is vital to have well-tuned skills at filtering and cross-checking information.

Western journalists entering this kind of culture need to refine their skills in order to obtain information and assess its worthiness. Unlike journalists in Australia and other Western countries – who spend much of their time merely processing the deluge of information that constantly spews out of the major politico-economic organisations – the foreign correspondents' labours are often redirected into siphoning trickles of data from strategic sources. The literature on foreign correspondents shows that this happens not just in Indonesia but in almost all countries with developing economies and patriarchal political cultures.

A new program has been designed to expose students to the techniques journalists use to adapt to and prosper in such an environment.

The six-week Journalists' Professional Practicum has been designed by the Australian Consortium for In-Country Indonesian Studies (ACICIS). ACICIS is a non-profit organisation that has placed hundreds of students from various disciplines in universities across Australia in study programs in Indonesia since 1994.

The practicum will start on 7 January 2002 with two weeks of intensive classes in Jakarta. The classes will cover the basics of everything journalists need to operate at an entry level in news organisations. Topics will include Indonesian language, with a focus on the specific kinds of expressions and cultural information that journalists will need to perform their duties effectively.

Leading intellectuals will also discuss contemporary Indonesian history, politics, business, economics, civil society, the environment and social issues, such as race, religion and gender. Sessions will also address media ownership, media law, media ethics, and the professional culture and operating styles of Indonesian journalists.

Once the participants have studied the fundamentals, they will spend four weeks in media-industry placements. Participants nominate from a range of print, radio, television and online media, where they engage in journalistic work. The ACICIS coordinators will meet with the participants at intervals during this period, so that they can share and analyse experiences and challenges they encounter in their placements.

The program, which has been sponsored by the Australia-Indonesia Institute, is open to journalism students, journalism cadets and members of industry and government bodies. Participating students will be able to gain credit for two to three subjects/units towards their degree. Further information about the program can be obtained from [acicis@central.murdoch.edu.au](mailto:acicis@central.murdoch.edu.au).

*Angela Romano has been working with Murdoch University's David Hill to develop the pilot program of the Journalism Professional Practicum.*

## JEA Criteria for accreditation

Accreditation also provides journalism educators and administrators to measure themselves against the performance of colleagues, and with a means for exchanging viewpoints with persons outside their own institutions and outside tertiary education. Such exchanges are a means of reinventing journalism education.

The (US) Council for Higher Education Accreditation (CHEA) has this to say about accreditation (inquiries about similar documents with, for example HERDSA or the AVCC, revealed no such policies):

### Accreditation Defined

“Accreditation in higher education is defined as a collegial process based on self- and peer assessment for public accountability and improvement of academic quality. Peers assess the quality of an institution or academic program and assist the faculty and staff in improvement. An accreditation of an academic program or an entire institution typically involves three major activities:

- “The faculty, administrators, and staff of the institution or academic program conduct a self-study using the accrediting organization’s set of expectations about quality (standards, criteria) as their guide.
- “A team of peers, selected by the accrediting organization, reviews the evidence, visits the campus to interview the faculty and staff, and writes a report of its assessment including recommendation to the commission of the accrediting organization (group of peer faculty and staff, professionals, and public members).
- “Grounded by a set of expectations about quality and integrity, the commission reviews the evidence and recommendation, makes a judgment, and communicates the decision to the institution and other constituencies if appropriate.

“Accreditation is an integral part of our system of higher education. Our system consists of both public and private institutions with a wide range of types of missions, from national research universities and regional comprehensive institutions to liberal arts colleges and very small faith-related colleges to community colleges and vocational institutions. The genius of this system is that, unlike other countries, we do not have mandatory national curricula for colleges; we do not have a national ministry of education that regulates academic standards; and students are free to choose what type of education they pursue depending on their ability and educational goals. Because it developed from this diverse set of institutions, accreditation is a flexible and adaptive process. Institutions that seek accreditation can do so from a wide range of accrediting organizations — from national bodies that are oriented to a particular type of institution, to regional organizations that encompass a wide range of types of institutions, to specialized organizations that focus on a single discipline or profession.”

Source: *The Council For Higher Education Accreditation* (<http://www.chea.org/>)

### Criteria to be considered by members of the Accrediting Council for Education in Journalism (ACEJ):

1. Administration and leadership
2. Funding/Budget
3. Program structure/curriculum
4. Learning and Assessment
5. Staff: Full-time/Part-time
6. Staff development
7. Facilities and support
8. Scholarship/Research
9. Service: Internal and external
10. Quality assurance

### Prologue:

Initially at least, these criteria are to be used in considering the accreditation of a program of study in Journalism. The criteria presuppose the existence of an academic unit that has responsibility for, and control over, the course content of a Journalism program. The program may be a degree in itself, or a subset of a degree such as a major or a concentration.

The issues to be considered by members of the accrediting council are:

### Administration and leadership

The administrative head of the unit and administrative associates must provide clear intellectual, academic and professional leadership both within and outside the university community. The unit must be able to demonstrate staff control over the basic educational policy and the unit’s head must have the expressed and demonstrated confidence of the staff and higher administration.

The unit’s organisation and operation should be clearly defined and any committee structures must be such that they enhance the unit’s overall performance in teaching, research and service. The unit must be able to demonstrate that staff meet regularly to consider the unit’s policies, procedures and operations and it must be able to demonstrate that student participation in administration and governance is appropriate for the philosophy of the unit.

### Evidence:

- Copies of any internal or external reviews of the unit (some universities may refuse to supply these).
- Job description for the unit head and any other administrators within the unit.
- Indication of how administration occurs through regular meetings.
- Minutes of meetings, committee reports and any other evidence of governance.
- Interviews with staff members about their roles.
- Evidence of appointment procedures.

### Funding/Budget

The budget must be adequate to provide a high level of quality in administration, instruction, facilities, equipment and support services for each area of study. The budget should be adequate to carry out the mission of the program, and fair when compared with the resources of other academic units at the university/institution.

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# Accreditation policy takes shape...continued from page 5

## JEA Criteria for accreditation

A high-quality educational program requires strong financial support. The Journalism unit should be supported fairly relative to other academic programs at the university, in terms of funding for staff, office and teaching space, equipment, student financial assistance, staff research and travel, library resources and other support services.

### Evidence:

- *The detailed budget of the unit.*
- *Interviews with unit and higher administrators.*
- *Interviews with staff concerning budget issues.*
- *Interviews with students concerning budget issues.*
- *Information sources of funding, including proportion of fee-paying/HECS students at both the undergraduate and postgraduate levels, and any private sector funding if appropriate.*

### Program structure/curriculum

The structure and content of a program, its coherence and progression, the level of the intellectual challenge to students, its success in meeting its stated aims, the currency of its contents and its relevance to good professional practice, are vital to a high-quality education in Journalism.

The accrediting council recognises that a variety of Australian educational institutions strive to provide such an education and that a curriculum imposing uniformity also could impose sterility and eliminate desirable qualities and features unique to particular institutions. The council deems, however, that it is desirable to set down some broad terms and minimum levels to help guide institutions in the delivery of a high-quality education in Journalism.

In assessing units, the accrediting council will refer a unit's curriculum to the unit's aims and objectives.

It may be, for example, that small units aim to provide a high-quality education in print or broadcast Journalism, but not in both; or that some units will concentrate on one form of Journalism and not others.

If these aims and objectives are clearly and publicly stated by the unit, in a form clearly accessible to students, the accrediting council will take them into account during assessment.

In general, the unit should strive to achieve a balance between professional skills courses (subjects) and theoretical and conceptual courses (subjects). The unit should provide up-to-date instruction in the skills and in the theories, history, functions, procedures, law, ethics and effects of Journalism. The program content should support the need for Journalism industries to reflect in their employment and products the diversity of the population they serve.

In particular, the accrediting council requires that at least one-third of the courses (subjects) that count towards a student's degree should be in journalism-specific subjects. The accrediting council expects to see courses (subjects) dealing with news writing, news gathering, Journalism law, Journalism ethics, Journalism history and Journalism theory included in a degree course that also includes exposure to liberal Arts courses (subjects) in an Australian context. Because different institutions take differing approaches to the provision of subject areas (either as a discrete course or as an area of study over a number of courses), the members of the accrediting council must decide whether the degree of instruction in a specific area is adequate.

The accrediting council strongly recommends the inclusion of a formal internship arrangement as part of the curriculum.

Tertiary institutions should show evidence they have advised students of the existence of shorthand classes in TAFE colleges and similar organisations, if none exists within the tertiary institution offering the journalism program itself.

### Evidence:

- *Documents outlining the degree/award structure.*
- *Course outlines.*
- *Curriculum reviews.*
- *Syllabi, course assignments and other materials.*
- *Class visits.*
- *Lists of guest speakers.*
- *Student interviews and records.*

### Learning and assessment

The assessment process will need to evaluate the effectiveness of the learning process, the quality of teaching and the performance of students as measured by course work, laboratory work, design studies, projects, formal examinations and other forms of assessment.

A unit is expected to monitor the quality of its teachers and teaching via a regular program of evaluation that includes, but is not limited to, student evaluation. Active professional development programs and mentoring should be encouraged and the head of the unit has a responsibility for ensuring continuing high standards of teaching are maintained by both the full-time and part-time staff.

A teacher-student ratio of 1-15 is strongly recommended in tutorials/practicals/lab sessions and the ratio in such sessions should not exceed 1-20.

Teaching loads in a unit should be consistent with the overall policy of the institution and should take into account the intensiveness of teacher-student contact and the heavy load of effective marking of papers in such courses.

### Evidence:

- *Classroom visits.*
- *Student evaluations.*
- *Student interviews.*
- *Teaching awards.*
- *Course syllabuses and other material distributed in the classroom.*
- *Professional development programs.*
- *Administrative infrastructure to promote excellence in teaching (the existence of a Teaching and Learning Committee, for example)*

...Continued on page 7

## JEA Criteria for accreditation

### Staff: Full-time/Part-time

Staff must be academically and professionally qualified for their responsibilities and full-time staff must have primary responsibility for teaching, research and service activities.

A unit's faculty should be comprised primarily of full-time staff, although units might be able to take advantage of especially qualified part-time staff from time to time. Part-time staff, however, should not have primary responsibility for a unit's curriculum or any substantial part of it.

All staff members must be academically and professionally qualified for their respective responsibilities. Those teaching skills courses must have appropriate professional expertise and a minimum of five years industry experience is strongly recommended. Those teaching theoretical and conceptual courses must have appropriate academic expertise.

#### Evidence:

- *CVs for full-time staff members showing teaching responsibilities, research and service activities.*
- *The method/s by which such activities are evaluated.*
- *Interviews with staff members.*
- *Classroom visits.*
- *Full-time/part-time staff numbers/proportions.*
- *Appointments and levels of appointment within the unit.*
- *Balance in terms of formal education, professional experience, age, gender, race and rank.*

### Staff development

The standard of Journalism education provided by a unit will be affected by the unit's attitude towards staff development.

The attitude will be apparent in policies for and practice of staff development, the professional activity of staff, the potential for future development and training, and the quality of program leadership and management.

#### Evidence:

- *Documents outlining the unit's policy towards staff development.*
- *Interviews with the unit head and with staff members.*
- *Documentation of staff attendance at development courses.*
- *Evidence of time allowed for staff members to attend courses/conduct study.*
- *Enrolment of staff members in professional/academic development courses.*
- *Support for conference activity.*

### Facilities and support

The level of academic, technical and other non-academic staff support, or resource provision and of facilities provided for the program, will have a significant impact on the quality of education provided.

In assessing the level of support, the accrediting council will consider the level of technical and equipment support essential for a high-quality education in journalism.

Apart from establishing a base level of adequacy, the accrediting council will refer the level of support to the unit's stated aims and objectives, and compare the level of support with that provided to other units within the institution and at other institutions.

A professional program worthy of accreditation should have the equipment and facilities necessary for carrying out the educational mission that it has assigned itself.

The library should have at least a representative collection of the most reputable books, current periodicals, and other information resources common to the field, and its holdings and services should be not only accessible to, but used by, the students and staff.

Students and staff should have access also to other sources of information, including databases, computer networks and online services. Faculty members should have offices with sufficient privacy for their own study and for conferring with students. Laboratories should have ample space and equipment for efficient instruction. Students in print journalism, broadcasting and other fields should have training in the use of the basic equipment that they will need in their careers.

#### Evidence:

- *Inspection tour of quarters and equipment.*
- *The evaluation made of the equipment and facilities in the self-study report.*
- *Observation of the adequacy, availability, and use made of equipment.*
- *Student responses to questions by the visiting team about the adequacy and accessibility of necessary equipment and facilities.*
- *Basic reference works and other sources of information in main library and/or unit reading room.*
- *Utilisation of current periodicals by students in keeping abreast of the field.*
- *Ratio of technical staff to academic staff in this unit and others at the institution.*

### Scholarship and research

The general authority, intellectual level and scholarly and professional standing of the teaching staff within their academic discipline should be demonstrated, among other things, by their research and subject strengths, articles, refereed papers, consultancy and any other contributions to their profession.

Units should have specific policies and take administrative actions to require staff scholarship, research/creative activity and professional activities that go beyond the teaching function. Journalism staff members have an obligation to engage in scholarship, research/creative activity and professional activities, and to communicate the results of those activities to other educators and to practitioners.

## JEA Criteria for accreditation

All units should show evidence of staff scholarship, research/creative activity and professional activities, but the emphasis a particular program places on these activities is likely to be influenced by whether it offers only an undergraduate program or also offers a masters or Ph.D. program, or both. Regardless of whether the program is housed in a predominantly teaching institution or in a university that places significant emphasis on research, however, a documented and appropriate level of scholarship, research/creative activity and professional activities is expected.

Creative activity and the types of media projects for which practitioners normally are recognised should be considered as part of formal academic scholarship and should be considered in the promotion and tenure process.

Such activities enhance the quality of classroom instruction by keeping staff current, assisting practitioners in the execution of their responsibilities, and advancing the understanding of the role of journalism in contemporary society. There should be some system of institutional support for these activities such as grants, sabbaticals, or leaves of absence.

### **Evidence:**

- *The role of scholarship, research/creative activity and professional activities in promotion and tenure.*
- *Alerting of the staff by the unit administrators to opportunities to engage in scholarship, research/creative activity and professional activities.*
- *Discussions with staff, examination of CVs etc, showing staff have played an active role in professional organisations, engaged in research/creative activity and taken other steps to participate in scholarly or professional endeavors.*

- *Books and monographs, publications in scholarly journals, papers read at meetings, articles in the trade and popular press, creative works such as films, audio and video productions, photography exhibits and multi-media presentations, all of which demonstrate that the results of faculty scholarship have been brought to the attention of professional and research groups in communications fields both within and outside the academy.*
- *Information from local and regional practitioners about the professional activities of the faculty.*

### **Service: Internal and external**

A unit has an obligation to provide creative educational services to the public and to the journalism profession on a continuing basis. Such public-service activities should benefit the unit's educational program including its responsibility to train students for work in a diverse, multicultural society. The nature and content of such activities will, and should, differ as each unit emphasises its particular philosophy and expertise. Activities might include lectures, seminars, demonstrations, conferences, short courses, media-access workshops and other continuing-education programs. Innovations in program content and in community outreach are important considerations.

### **Evidence:**

- *Records showing specific objectives of each public-service program and the performance against these objectives.*
- *Comments by practitioners, alumni or community leaders regarding participation in these public-service programs.*
- *Records indicating involvement in assisting the profession with aspects of journalism education (other than paid consultancies).*

### **Quality assurance**

The unit must be able to show it has consistently monitored, critically evaluated and maintained the standards of its program.

Quality assurance will include regular curriculum reviews, contact with alumni, contact with industry representatives and evidence of action taken on feedback, including student feedback.

### **Evidence:**

- *Review documentation.*
- *Evidence of mechanisms for student input into curriculum and course content.*
- *Evidence of mechanisms for industry/profession input into curriculum and course content.*
- *Evidence of mechanisms for alumni input into curriculum and course content.*
- *Documentation outlining action taken on the various forms of feedback.*
- *Documentation outlining the trend in funding per student over the past five years.*

### **Membership of the Accrediting Council for Education in Journalism (ACEJ)**

Overseas models describe reasonably large organisations, with more than 20 members on a panel visiting an institution. The US model lists 22 members, for example, drawn from a wide-ranging group of organisations, while the Hong Kong model (which is for accreditation of institutions generally, and not just Journalism programs) sets down a group of not less than 15 and not more than 21.

For our more modest purposes, at least initially, I think a panel of seven, drawn from a larger pool, would be workable. I suggest we choose two members from JEA, two from the MEAA and two from employer representatives, with one non-journalism member added. The ACEJ chair would be appointed from within the pool. I assume the JEA would appoint, say, five ACEJ representatives at the annual general meeting, any two of whom could be called upon for an accreditation visit. The MEAA presumably would do the same. I am not sure how the industry representatives would be appointed, although we could perhaps approach PANPA (although that would introduce a print bias).

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# Jeanz Website

by David Venables



The Journalism Education Association of New Zealand (Jeanz) now has its own web presence, hosted by The Waikato Polytechnic in Hamilton. The site, at <http://www.twp.ac.nz/jeanz/index.htm>, is in its infancy (technically "under construction"), but as with all things on the web its growth and development are expected to be exponential.

The aim of Jeanz this year has simply been to get a site up and running. The goal now is for members to take a look and decide what they want the site to be used for.

The future shape of the website will be a key discussion point at this year's Jeanz conference, to be held on November 29-30 at Waiariki Institute of Technology in Rotorua.

Currently, the site features papers from last year's conference and links to some Kiwi journalism courses. Jeanz hopes to have a more extensive set of links to journalism websites, including student newspapers, by the end of the year. Ultimately, Jeanz wants to investigate running an e-journal through the site in order to provide an outlet for members' research work."



## Jeanz Conference



Jeanz has issued a call for papers for its 2001 conference, to be held at Waiariki Institute of Technology in Rotorua on November 29-30.

Papers on all journalism topics will be considered, but preference may be given to papers on journalism education issues, New Zealand journalism, and cultural issues in reporting or in teaching journalism. The conference will have a strong Maori focus and papers in this area of journalism or journalism education are encouraged.

There is space for 12 papers, with 30 minutes allotted to each (including question time). However, should more than 12 offerings be accepted the executive may consider running papers concurrently.

**Abstracts are due to David Venables at Massey University (D.R.Venables@massey.ac.nz; PO Box 756, Wellington, NZ) by Friday, October 19, 2001. A draft or completed version of the actual paper is due to David by Friday, November 16, 2001.**

Accreditation policy takes shape ...from page 8

### JEA Criteria for accreditation

Alternative approaches include rotating membership for employers, or simply leaving the employer groups out. We could also approach state ombudspersons/men/women to appoint the non-journalism representative.

#### Additional issue: shorthand

You will note I have made no reference to shorthand. I know some members have strong feelings about this and I would like to hear the cases put.

#### Additional material

I am also sending out a copy of the (US) ACEJMC's Principles of Accreditation for consideration (Higgenson, Charles, ed. (2000) Journalism and Mass Communications Accreditation, ACEJMC, 13-16). Members may wish to include some or all of that detail in our own policy.

#### The next step

We need to discuss this model and make whatever modifications, changes or complete about-turns are required so we can put a final model to the annual general meeting this year for approval. Thoughts?

#### KERRY GREEN

JEA President  
University of Queensland - School of Journalism and Communication

1 September 2001

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## JEA President heads south

Kerry Green will join the University of Canberra as an Associate Professor of Journalism in the School of Professional Communication in January 2002.

Kerry is currently a senior lecturer at the University of Queensland's School of Journalism and Communication. Those who follow the JEA's doings will know that Kerry is currently president of the Journalism Education Association and convened the Association's national conference in Mooloolaba last year.

Among others to join the University of Canberra team has been Clem Lloyd, who recently moved there from the Graduate School of Journalism in the University of Wollongong.

# Roger Patching: JEA life member

***QUT journalism educator, Roger Patching, was recently awarded life membership with the JEA. He has been with the Association for over 20 years and during that time has done every role on the executive. He was also the only member to be elected President twice. Roger reflects...***

"It is nice to know that other people think you have made a contribution to an association which is going from strength to strength. You can say cliched stuff like you are humbled and all that – but this was very nice and touching. I thought they might give me a bottle of wine – which they did – a very nice bottle from Western Australia and when I go over for the conference this year I hope to acquire another one.

"Some of my best memories are of the annual conferences, as we have been to some exotic places. I remember in Noumea we were all told we had to have coconut crab and all of us thought this was a type of soup.

"But no, it was a type of crab that had a giant claw that could snap coconuts. What we had to eat was this giant claw and everyone who ate it had to put on a bib because it splashed juice all over the joint. To see these old journo's grapple with a coconut crab is a memory that will stay with me for the rest of my life.

"The conference has changed from a day when you sat around and had a chat about what you were doing in your classes to a truly academic conference. It has moved out of when we used to have it in the university holidays because we could get cheap accommodation and student digs to going to big conference centres.



"Like every other journalism educator, I am very proud of all the young people who have passed by me – survived me – and have gone onto good jobs and good careers.

"Once or twice a week you will get an email from a student from 10, 15, 20 years ago to say they are doing this or have this job. This is a great source of enjoyment and the main gauge of how successful your program is."

## Shakers and movers in Singapore

### Kalinga Seneviratne

Ngee Ann Polytechnic's Kalinga Seneviratne is currently examining profit-based and community-based radio within Asia in the context of giving the people a better voice in the Asian media. He presents research from his recent visits to Manila and other parts of Asia, at the "Radiocracy" conference in Durban, South Africa this month.

Kalinga is conducting a workshop series on 'Gender & the Media' for AWARE (a local women's NGO). This series will raise awareness on stereotyping of women in Asian & Western media & will be developed into an educational video from an Asian perspective.

Kalinga lectures in the School of Film & Media Studies, and has worked as a radio broadcaster and journalist for more than 15 years in Australia.

He was the recipient of the inaugural Singapore Airlines Educational Award by the Community Broadcasting Association of Australia (CBAA) in 1992 for his services to the Australian community radio sector.



### Shyam Tekwani

Shyam Tekwani, a photojournalist turned academic, teaches at the Nanyang Technological University, Singapore.

His research focuses on new media technologies and terrorism and media policy - specifically, how terrorist groups use the internet & how governments respond to them. He presented "The New Battleground: How Militant Movements use the WWW for the Political Integration of Ethnic Diaspora" at the IPEF2001 Conference (Internet Political Economy Forum). His paper examined the LTTE's (Liberation Tigers of Tamil Eelam) use of the Internet and the Sri Lankan government's response to it, as a valuable case study at a time when developing countries across the globe, and Asia in particular. <http://www.ipef.org/events/ipef2001>

### Nisar Keshvani

Since July 2001, former QUT (School of Media & Journalism) educator, Nisar Keshvani has relocated to Singapore.



He teaches Interactive Multimedia Applications at Ngee Ann Polytechnic. The unit he is re-designing focuses on the principles of web design/applications & Internet content management skills.

Overcoming geographical boundaries, he has managed to maintain links with Australia. He is now fAf's (<http://www.fineartforum.org>) editor-in-chief, and recently formed a landmark partnership with ISEA (Inter-Society for Electronic Arts).

Next month, Keshvani presents a paper on the challenges of managing an online news service in a non-profit environment, and co-launches fAf's 15<sup>th</sup> Anniversary digital screening program at Manila's Digital Media Festival (DMF2K) & Brisbane's Multimedia Art Asia Pacific Festival.