CTEC

Midwinter deadline approaching

Call for papers, panel proposals

Jacob Groshek
Midwinter Coordinator

In a matter of weeks, Thanksgiving break will be upon us and the fall semester will be rapidly fading away.

Before that happens entirely, please consider submitting a research paper or panel by December 1, 2009, to our upcoming AEJMC Midwinter Conference. This year's conference will convene in early March at the lovely University of Oklahoma campus in Norman, Oklahoma.

This event has a long-standing tradition as an excellent compliment to the national AEJMC Conference and is sure to be a great place to discuss trends in the discipline with other active scholars. The event is ideally situated for submissions from both professors and graduate students. Projects that are completed or works-in-progress are welcome, and the feedback generated by the peer-review process is often vitally useful.

Twelve divisions of AEJMC are again represented at the Midwinter Conference this year, which should ensure something for everyone's research interests. Keep in mind that papers and panels accepted at the Midwinter Conference are eligible to be presented again at the national AEJMC conference. For more details, please see the Midwinter call for papers and panels.

I look forward to receiving your submissions in my e-mail inbox. Please contact me, too, with any questions or concerns. Thanks, and I hope to see you in Norman.

Jacob Groshek is an assistant professor at Iowa State University. He can be reached at jgroshek@ gmail.com.

The AEJMC Midwinter Conference is an annual forum for the presentation of research and debate in areas relevant to the 12 AEJMC groups sponsoring the event. It follows a rather informal structure that allows for presentations and extended discussions in a relaxed setting. The upcoming conference is scheduled for March 5-7, 2010 at the Gaylord College of Journalism and Mass Communication (University of Oklahoma) in Norman, Oklahoma. The location offers participants many winter diversions outside conference activities, including world-class museums and art galleries.

Questions about paper and panel submissions must be directed to the appropriate contacts. General questions about the conference can be sent to Elanie Steyn, Conference Site Host (elanie@ou.edu) and Jacob Groshek, Communication Technology Division Midwinter Chair (jgroshek@ gmail.com).

Paper submissions

Authors should submit research paper proposals consisting of a 300 to 500-

Conference information
Date: March 5-7, 2010
Location: Gaylord College of Journalism and Mass Communication
University of Oklahoma
http://www.ou.edu/gaylord

word abstract by email to the relevant contact person. Please keep in mind that you can only submit any given paper abstract to one of the groups participating in the conference – submitting the same paper abstract to several groups is not allowed. Do not submit full papers. The abstracts should give a clear sense of the scope of the research and the method of inquiry. If researchers have completed their projects by the submission deadline, paper abstracts should also include research conclusions. Once their paper abstracts have been accepted, authors must submit complete research papers (not exceeding 30 pages) to the discussant of their session on the program. Discussants should receive full papers at least two weeks before the conference. Keep in mind that

Keyboard s death, rise of voice software ahead?

Jim Benjamin
Head

In 2007 Listverse published their "Top 30 Failed Technology Predictions," which included:

"The wireless music box has no imaginable commercial value. Who would pay for a message sent to no one in particular?" — Associates of David Sarnoff responding to the call for investment in the radio in 1921.

Television *"won't be able to hold on to any market it captures after the first six months. People will soon get tired of staring at a plywood box every night."* — Darryl Zanuck, movie producer, 20th Century Fox, 1946.

"The world potential market for copying machines is 5000 at most." — IBM, to the founders of Xerox, saying the photocopier had no market large enough to justify production, 1959.

"There is no reason anyone would want a computer in their home." — Ken Olson, president, chairman and founder of Digital Equipment Corp., maker of big business mainframe computers, arguing against the PC in 1977.

The whole list is available online.

At the risk of joining this list, I predict the death of the keyboard. Not the death of print, just the death of the keyboard. OK. Maybe death is too harsh (notice me already qualifying my prognostication in a desperate attempt to avoid the loser list).

We will definitely see the marginalization of keyboards as voice recognition comes into its own and oral

> We will definitely see the marginalization of keyboards as voice recognition comes into its own.

interaction over distances becomes more feasible.

As a child, I was fascinated by science fiction. I devoured Asimov, Heinlein, Blish, Clarke and myriad others.

One memorable scene, in a book that was not memorable enough for me to remember its title, involved a student dictating her class assignment to the thin air and using voice commands to submit it. I remember thinking how great that would be as I tried to type my assignment from my pencil-scrawled paper at midnight.

Now of course, we have voice command software, voice recognition telephone connections at banks, and dictation software like Dragonspeak — but we still use QWERTY keyboards with our desktop computers, tiny thumb driven keyboards on our smart phones, and awkward Kindle keypads.

Jeremy Moskowitz wrote, "Now that solid speech recognition technology is available in Windows XP, I predict that we'll see more third-party programs take advantage of the hooks that Windows XP provides. By setting up speech recognition now, ... you'll be ready to enjoy it when the next wave of integrated software arrives." That was September 23, 2003, and we are still waiting.

The wave was more of a wavelet, but voice recognition is becoming

sufficiently sophisticated that medical records are entrusted to the technology, banking and investment can be conducted by telephone interface, and stores are adopting voice recognition technology. When it becomes sufficiently reliable, sufficiently elegant, and sufficiently inexpensive, voice recognition will truly come into its own.

Oral interaction over distances? Don't we already have that in a proven technology called the telephone? Well, yes and no.

A major difficulty I have encountered in teaching distance learning courses over the Internet is that they are so darn print- and graphic-driven that they resemble correspondence courses more than an effective alternative to the face-to-face classroom experience.

It is true that audio and video recording is being used more frequently in online classes, but this still does not reflect the live classroom communication except on the days when the professor ran a film or a video.

With webcams and broadband, we are getting closer to providing the technology needed to make oral interaction possible, but we still have problems to resolve before it can truly be said that we have given voice to our students in online courses.

We need to be able to speak and listen from one to many, from one of the many to one, among members of a small group synchronously. We need to be able to speak with each other with sufficient visual clarity to allow nonverbal feedback. We need to

New media theory: How far have we traveled?

Nearly 15 years ago Merrill Morris and Christine Ogan, in their seminal work The Internet as Mass Medium, chastised researchers for not taking the Internet seriously as a mass medium, noting that the introduction of any new medium must make us rethink basic theoretical assumptions in our field. They argued that the Internet threw some of our basic assumptions into question: What is an audience? What is a communication medium? How are messages mediated?

Clearly the mass communication field has taken up the researchers' charge to conduct research on the Internet as well as other computer-mediated media and other communication devices such as the cell phone. But to what degree have we reconceptualized our theories or developed new ones to take into account unique properties of the Internet and other new communication technologies?

This conference: New Media Theory: How Far Have we Traveled? invites scholars to examine what influence computer-mediated communication and new communication media have on traditional theories in the field such as agenda-setting, framing, uses and gratifications and gatekeeping (to name a few) as well as explore how existing theories such as networking theory, social presence and differential gains have been applied to the Internet.

The conference is co-sponsored by The Texas Tech Convergent Media Resource Center and the Communication Technology Division of AEJMC and will be held April 15 and 16 at Texas Tech University in Lubbock. Please submit an abstract of no more than 500 words by January 19, 2010 to Techconvergence10@gmail.com. You will be informed of acceptance by February 19. The top three papers will be published in the Web Journal of Mass Communication Research http://wjmcr.org/. To be considered for a top-three paper, papers must be submitted to Tom Johnson, College of Mass Communications, Box 43082, Texas Tech University, Lubbock, TX 79409 by March 19, 2010.

Research chair calls for paper reviewers
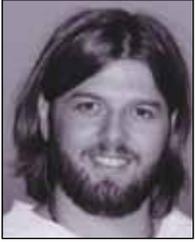
Homero Gil de Zúñiga
Research chair

Many may think the AEJMC annual convention meeting in Denver is still far away. And I don't blame them. It seems there is still plenty of time before the conference takes place August 4-7.

However, there are some important issues that require your attention before we all have the chance to enjoy four days of intense events devoted to current topics in the field of journalism and mass communication.

One of these issues relates to reviewing papers for research panels. CTEC Division historically has had one of the highest rates of paper submissions and conversely, we do not have the highest number of members.

For this reason, we need as many reviewers as possible to ensure 1) high quality standards in the revision process and 2) that we do not overwhelm volunteered reviewers.

This year will not be different; we will surely have a large number of papers submitted, so please help us with the reviews.

Submission process

Reviewers will have the chance to access their designated papers online in the All-Academic system and will also be able to print out papers if they are inclined to do so for review. There will be little over a month for reviewers to complete the reviews. Depending on the final number of papers, we will try to assign only about three or four papers per volunteered reviewer.

At this point, we need some basic information if you would like to participate as CTEC reviewer.

E-mail me with the subject line: **CTEC Reviewer 2010.**

In the e-mail, provide me with four pieces of information:

1) Your name and current email,
2) Your current affiliation
3) Your area of specialization and preferred methodologies
4) Whether you plan to attend to the conference in Denver (attendance is not a requirement for becoming a reviewer)
4) Whether you would be willing to serve as a moderator and/or discussant for a CTEC paper session.

Student involvement

Although we do not employ student reviewers for CTEC research papers, we encourage students to submit their work to the conference. Students may opt to participate in the Jung-Sook Lee student paper competition.

The award honors the division's 1997-1998 research chair, Jung-Sook Lee of the University of Southwest Louisiana, who died in 1998.

Authors of the top three student papers will receive a cash award and be recognized at the convention. The author of the best student paper will also have his or her conference registration fee paid by the division.

I very much look forward to hearing from you. Everyone in the CTEC Division really appreciates your time and help! Thank you.

Homero Gil de Zúñiga is an assistant professor at the University of Texas at Austin He can be reached at hgz@mail.utexas.edu.

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Research paper calls

International Symposium on Online Journalism

The International Symposium on Online Journalism at the University of Texas at Austin is now welcoming paper submissions for 2010!

This unique international conference mixes academic research and industry oriented panel discussions, with scholars from universities around the world and journalists representing some of the most important media and news organizations from around the globe.

The International Symposium on Online Journalism welcomes all papers that clearly deal with original research into online journalism. All presentations will take place on the second day of the conference. The first day is devoted to presentations and panels of online journalism professionals. Papers and/or abstracts that are submitted by the deadline below will be blind reviewed by a panel of scholars from leading universities from around the world.

Deadlines for papers or three-page abstracts: December 14, 2009. Academic papers should present original research into any aspect on online journalism including, but not limited to, changes in news content and presentation, business models for online journalism, shifting roles of journalists and readers, and the legal and ethical implications of globally accessible journalism.

All submissions should be made electronically to: online.journalism@yahoo.com. Notifications will be sent out in early February 2010.

For more instructions on submission, please visit: http://online.journalism.utexas.edu/callforpapers.php.

Midwinter submissions

papers presented at this conference are also eligible for presentation at the AEJMC national convention. Authors are encouraged to use the midwinter conference as an opportunity to get feedback on their research, improve and finalize it for submission to the national conference.

Panel submissions

Panel organizers should submit proposals to the midwinter chair of the group they wish to present the panel to. Panel submissions should include the panel title, a description of the session's focus, the issues to be discussed, and a list of panelists (potential and confirmed), including affiliation.

Format

Identify the paper's author(s) or panel's organizer(s) on the title page only and include the mailing address, telephone number and e-mail address of the person to whom inquiries should be addressed. The title should be on the first page of the text and on running heads on each page of text. Include your abstract or proposal as an attachment (saved with your last name as file name) in a standard word-processing format (preferably Word or RTF) and email it to the relevant midwinter chair. Also, ensure that you remove any identifying information from your document (with the exception of the title page).

Deadline

All submissions should reach the appropriate midwinter paper chair by December 1, 2009. Midwinter chairs will notify authors of acceptances and rejections by January 6, 2010.

AEJMC Midwinter Chairs

Communication Technology Division
Jacob Groshek, jgroshek@iastate.edu

Civic & Citizen Journalism Interest Group
Glenn Scott, gscott3@elon.edu

Commission on the Status of Women
Tracy Everbach, everbach@unt.edu

Cultural and Critical Studies Division
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Entertainment Studies Interest Group
Mina Tsay, minatsay@bu.edu

Graduate Education Interest Group
Erica Salkin, salkin@wisc.edu

International Communication Division
Melinda Robins, Melinda_Robins@emerson.edu

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Frances Ward-Johnson, Fward2@elon.edu

Religion and Media Interest Group
Amanda Sturgill, Amanda_Sturgill@baylor.edu

Visual Communication Division
Jeremy Gilbert, jgilbert@northwestern.edu

Teaching journalism beyond skills

Sue Robinson
Teaching chair

As an assistant professor on tenure track, I spend a good portion of my time researching the concepts of my specialty – online journalism and digital technologies.

But I also have to teach multimedia and other digital technology skills, and keeping up on what's new can take almost as much time as the publication process (well… almost).

A key method to success in both worlds is to merge the underlying conceptions, to create a classroom experience reflective of digital culture (and digital media professions).

Today's online journalism teachers might consider using the concepts of mass communication as process creation as the *framework* for the class (as opposed to just another concept to lecture about or skill set to teach).

The accompanying figure comes from some research I've been working on that will be published in a chapter of an edited book next year.

The model is based on one that Mark Deuze of Indiana published in 2003 in which he posited that digital media allowed for a more dimensional kind of information exchange between journalists and audiences. He added the "monitorial" and "dialogic" components of functionality to the orienting, instrumental purposes that have long been studied.

The key to the additions is to recognize the immersive and experiential aspects of online journalism today. Streaming video of an event can transport an absent audience member into news realms; the audio of that

Closed journalistic culture

Open journalistic culture
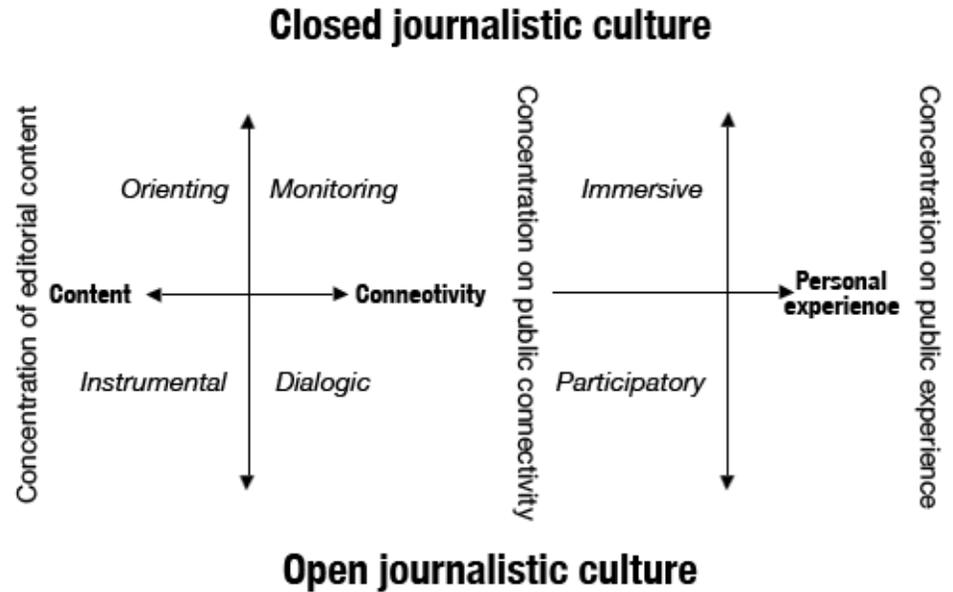
This expanded model incorporates both content and connective functions of journalism with a new concentration on public experience. Under content form, journalists engage in a one-way conversation; under connectivity, there exists a dialogue between journalists and audiences (Deuze, 2003). In the experience enhancement, citizens feel immersed in the news and participate in its production in a literal manner.

interview can express context of the dialogue and relay information.

All of this is fodder for a much longer article, so my point in this short essay is to argue that we should also be *teaching* to these concepts, framing news gathering and producing as an exercise of these concepts in (and around) the classroom.

Let me offer a few examples.

Katy Culver at the University of Wisconsin-Madison created an online media ethics and law class last semester for which she offered wikis, blogs, Google documents and other shared versions of the class.

She said, "We wanted the whole course to be collaborative. Even the exams were collaborative. But the rule was, you couldn't collaborate with anyone who did not want to collaborate with you. You had to build a rapport with someone."

In applying the concepts of the class according to a dialogic framework students found they learned a digital paradigm of thinking about the material.

Culver added, "What this did was strip away all memorization and turned the exam into all application, so people who had analytical skills could apply them did really well. And other people could not do it."

The result was a collaborative knowledge creation that taught critical thinking on a much deeper, more applicable level.

In another example, Lou Rutigliano of Trinity College in Texas asked his students to become bloggers and tweeters – even during class.

"Everything about this class is meta, right down to the lectures. They get so used to having conversations among themselves in class, that they would continue that outside of **Continued on Page 8**

Call for manuscripts: Mass Communication and Society

The Facebook Election: New Media and the 2008 Election Campaign

Special Symposium: Tom Johnson & Dave Perlmutter, Guest Editors

Some political observers dubbed the 2008 presidential campaign as the Facebook election. Barack Obama, in particular, employed Online Social-Interactive Media (OSIM) such as blogs, Twitter, Flickr, Digg, YouTube, MySpace and Facebook to run a grassroots style campaign. Mike Huckabee and Ron Paul similarly campaigned using OSIM technology in their organizing efforts. The Obama campaign was keenly aware that voters, particularly the young, are not simply consumers of information, but conduits of information as well. They often replaced the professional filter of traditional media with a social one. OSIMs allowed candidates to do electronically what previously had to be done through shoe leather and phone banks: contact volunteers and donors, and schedule and promote events.

OSIMs changed the way candidates campaigned, how the media covered the election and how voters received information. In this special issue of Mass Communication & Society, we seek theoretically driven and empirically grounded manuscripts on the role of OSIMs in the 2008 election campaign. In particular, we seek submissions that explore the subject in one or several of the following ways:

Candidates use of OSIMs: How did presidential candidates use OSIMs as a tool to present their message, recruit volunteers and to raise money? What effect did the OSIMs have on the way they ran campaigns?

Voters use of OSIMs: How did voters use OSIMS to get information on the 2008 campaign? How credible and useful did they judge political information from OSIMs? What effect did OSIMs have on their political attitudes, cognitions and behaviors?

Traditional Media and OSIMs: How did legacy media and their online counterparts cover the OSIM phenomenon? How did they employ OSIMs in their election coverage?

This special issue of Mass Communication and Society will appear at the end of 2010. Submitted papers should follow the standard submission procedures outlined in the inside back cover of the journal. Authors should specify in their submission letter that they wish their submission to be considered for the 2008 Campaign New Media Symposium and must be received by January 12, 2010.

Blogging rules bear watching

Amanda Sturgill
PF&R Chair

In October, the Fair Trade Commission finalized guidelines on endorsements and testimonials, which include bloggers as "word-of-mouth marketers").

These guidelines suggest that if bloggers publish a post about a product that they received free, they must disclose that fact as a part of the post. It is similar to guidelines that suggest that if celebrities endorse products in media that they do not personally use, they must disclose the relationship between themselves and the purveyors of the product.

This move is troubling, in part, because it is unclear under what circumstances a blogger would be considered to be as influential as a celebrity.

The guidelines give this example:

A consumer who regularly purchases a particular brand of dog food decides to purchase a new, more expensive brand made by the same manufacturer. She writes in her personal blog that the change in diet has made her dog's fur noticeably softer and shinier, and that in her opinion, the new food definitely is worth the money. This posting would not be deemed an endorsement.

Assume that rather than purchase the dog food with her own money, the consumer gets it free because the store routinely tracks her purchases and has generated a coupon for a free trial bag of this new brand. Again, her posting would not be deemed an endorsement under the Guides.

Assume now that the consumer joins a network marketing program under which she periodically receives various products about which she can write reviews if she wants to do so. If she receives a free bag of the new

dog food through this program, her positive review would be considered an endorsement under the Guides. http://www.ftc.gov/os/2009/10/091005revisedendorsementguides.pdf.

Although this move is intended to protect consumers from undue influence related to their purchasing, it raises issues. Concerns include whether product endorsement without disclosure is a legal issue, or simply an ethical one, whether the new ruling infringes on the professionalism of the media by mandating the decision making in this case and whether the FTC actually needs to control the actions of the companies, not of the media, who are accorded protections under the First Amendment.

This issue merits watching by those concerned with new technologies and government regulation.

Amanda Sturgill is an assistant professor at Baylor University. She can be reached at amanda_sturgill@baylor.edu.

Robinson: Meta learning

class, and it would spill over into their reporting," he said.

Similarly, having multimedia students experience teaching in Second Life, or asking your video students to videotape themselves videotaping will force new perspectives on how to achieve new journalistic purposes.

In applying the fundamental principles of the course, a professor can change the dynamics of traditional learning, moving from a one-way lecture teaching style to a collaborative, poly-dimensional conversation more reflective of digital culture.

This kind of instructional approach encourages the development

of a sense of engagement within the learning process.

The result translates into thinking about reporting and producing news from a standpoint of connectivity and experience.

Notes: This essay is derived from a panel that CTEC sponsored at the 2009 AEJMC national conference in Boston.

The Deuze model cite is: Deuze, M. (2003). The web and its journalisms: Considering the consequences of different types of news media online. New Media & Society, 5(2), 203-230.

Sue Robinson is an assistant professor at the University of Wisconsin. She can be reached at robinson4@wisc.edu.

Benjamin: Keyboard s death

be able to speak and listen without disruptive time lags.

When interactive speech communication over distances becomes viable and when the voice recognition becomes efficient and effective, the keyboard will be sufficiently marginalized as to be indistinguishable from dead.

Jim Benjamin is professor and chair at the University of Toledo. He can be reached at jbenjam@utnet.utoledo.edu.

Suggestions welcome for Best of Web plan

Bart Wojdynski
Best of the Web chair

Greetings, CTECers! Now is the time to start getting the word out about next year's annual Best of the Web design competion. The awards given out 2010 will mark the fourteenth year of the competition.

This year's competition will kick off in the spring, and will likely feature some re-structuring of the four submission categories, as discussed below.

I am working in collaboration with VisComm Best of the Web chair Phil Loubere at Middle Tennessee State to oversee this year's awards. We hope they can continue to give useful recognition to some of the best online work done by faculty and graduate students in mass communication.

Our 2009 Awards yielded some great submissions in the four existing categories: Journalism, Teaching, Department or School Site, and Creative, and the winners were recognized at the 2009 AEJMC Annual Convention in Boston. For a full list of winners, please see the 2009 site at http://www.jou.ufl.edu/aejmcweb/awards.

Based on feedback from previous chair Dave Stanton, this year's Best of Web panel also featured a discussion about restructuring the categories to make them more reflective of the types of materials submitted. As part of planning next year's awards, we will seek to restructure the categories to make them most applicable to the work being done.

Last year's contest yielded more than 40 submissions, a majority of them were in one category, Journalism.

Although previous years' submissions have not been quite as lopsided, the journalism category has merited the most honorees over the past three years.

The diverse work submitted in this category ranges from recurrent online publications to interactive feature sites constructed around a single issue.

My current plan is to have the submission site ready to go by the beginning of January, giving entrants a three-month submission window before April 1 to submit Web sites. The hope is that this will minimize the impact of the AEJMC deadline crunch on submissions.

We will publicize the submission site via the division listserv, CTEC Web site, and in the Spring 2010 newsletter. We will also need your help as members to publicize the awards to the faculty and students in your department. Remember, only faculty and graduate students who work for or attend an institution that is accredited by ACEJMC, or are current (paid) individual members of AEJMC, are eligible.

In the meantime, if you have ideas or suggestions as to how to modify the existing categories without greatly increasing their number, please drop me a line.

Bart Wojdynski is a Ph.D. student at the University of North Carolina. He can be reached at bartw@email.unc.edu.

Promising panels for Denver

Marcus Messner
Vice head

It will be a tough "chip" auction for our division at the AEJMC midwinter meeting in on Dec. 5. CTEC has put forward 11 research, teaching and PF&R panel proposals for the 2010 conference. Members and officers submitted topics including social media, multimedia journalism, theory and business model development.

But we have a one-chip reduction this year, so we will not be able to schedule as many sessions. We expect another record-breaking submission rate in April, so we will probably protect our research session slots and have to cut panels. We will try to program many joint sessions with other divisions to make our "chips" go as far as possible.

I have posted all of our panel proposals at http://www.people.vcu.edu/~mmessner/CTEC_Panel_Proposals.html. Please e-mail me by November 10 if you think that we should put our "chips" on a certain panel. I'll update you in the spring newsletter.

Marcus Messner is an assistant professor at Virginia Commonwealth University. He can be reached at mmessner@vcu.edu.

AEJMC

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$ 5.00 _____	Grad Students in **F** Division	
$16.00 _____	**G** Newspaper (Inc **Newspaper Research Journal**)	
$ 8.00 _____	Grad Students in **G** Division	
$24.00 _____	**H** Mass Comm & Society (Inc **Mass Comm & Society**)	
$14.00 _____	Grad Students in **H** Division	
$10.00 _____	**I** Media Management and Economics	
$ 5.00 _____	Grad Students in **I** Division	
$30.00 _____	**J** Public Relations (Inc **Journal of Public Relations Research**)	
$20.00 _____	Grad Students in **J** Division	
$36.00 _____	**K** Radio–Television Journalism (Inc. **Electronic News**)	
$10.00 _____	Grad Students in **K** Division	
$15.00 _____	**L** Scholastic Journalism	
$ 5.00 _____	Grad Students in **L** Division	
$15.00 _____	**M** Minorities & Communication	
$10.00 _____	Grad Students in **M** Division	
$30.00 _____	**N** Law & Policy (Inc **Media Law Notes & Comm Law & Policy**)	
$ 7.00 _____	Grad Students in **N** Division (only **Media Law Notes**)	
$25.00 _____	**O** Cultural & Critical Studies (Inc. **Journal of Comm Inquiry**)	
$ 1.00 _____	Grad Students in **O** Division (Does not include Journal)	
$10.00 _____	**P** Communication Technology	
$ 7.00 _____	Grad Students in **P** Division	
$26.00 _____	**Q** Media Ethics Division (Inc. **Journal of Mass Media Ethics**)	
$10.00 _____	Grad Students in **Q** Division	
$40.00 _____	**R** Community College Journalism Assn (Inc. **The Journalist**)	
$15.00 _____	Commission on Status of Women	
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$10.00 _____	Civic & Citizen Journalism Interest Group	
$10.00 _____	Small Programs Interest Group	
$10.00 _____	Religion & Media Interest Group	
$10.00 _____	Entertainment Studies Interest Group	
$ 5.00 _____	Grad Students in Entertainment Studies	
$10.00 _____	Gay, Lesbian, Bisexual, Transgender Interest Group	
$ 5.00 _____	Grad Students in Gay, Lesbian, Bisexual, Transgender	
$ 5.00 _____	Community Journalism Interest Group	

Optional Contributions

AEJMC greatly appreciates your help to further endow the following awards and scholarship:

_____ Tankard Book Award

_____ AEJMC 1st Amendment Award

_____ Equity and Diversity Award

$ _____ **Total – Divisions/Interest Groups/Contributions**