

WJEC Syndicate Reports: Eight Approaches to Improving Journalism Education World Wide

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When AEJMC past president Joe Foote and his International Task Force (ITF) created the World Journalism Education Congress (WJEC) to jumpstart AEJMC's re-dedication to internationalization, Foote insisted that the WJEC needed to be as innovative and participant-friendly as possible. After all, the WJEC helped bring together, for the first time, nearly 500 journalism and mass communication administrators, educators and professionals from 44 countries – an unprecedented event with unprecedented opportunities for engaging one's international counterparts.

WJEC delegate Suellen Tapsall is Journalism Education Association (Australia & New Zealand) president and director of the Australian Institute of Management-University of Western Australia (AIM-UWA) Business School Alliance. She rose to the occasion by creating the WJEC's Syndicate Team Program was based on one of her alliance's training programs that help business executives inspire group ownership among participants in their projects.

Enthusiastic feedback from syndicate participants and active final-day audience members —about 40 percent of conference participants attended the WJEC's closing session, which featured the syndicate teams' final reports—suggests the syndicate program did indeed give WJEC attendees the hoped-for opportunity to become as engaged as possible in its mission: to establish and build alliances among journalism education associations and journalism educators worldwide to help improve journalism education across the globe.

More than 20 percent of the WJEC/AMIC¹ conference-goers participated in one of eight syndicate team discussions over a three-day period. The WJEC's some 28 delegates, representatives from AEJMC and AEJMC-like organizations worldwide, developed an initial list of possible syndicate discussion topics. However, syndicate team members themselves made the final decisions on what syndicate discussions would take place.

The finalized list of eight syndicate teams, representing eight different approaches to analyzing and improving journalism education worldwide, follow:

1. Adapting Journalism Education to a Digital Age
2. Implications for Journalism Education of Reporting in the Age of Terror
3. Journalism Education in a Socio-Cultural, Politically Diverse World
4. Journalism Education's Challenge in Supporting Multiple Voices in an era of Consolidation, Syndication, and Globalization
5. Journalism Research and Journalism as Research – the Production of
6. Journalism in Universities
7. The Status of Journalism Education in the Academy
8. The Role of Journalism Education in Changing the Media
9. The Ultimate Journalism Education – What does it look like?

Syndicate Team Results

Although all syndicate teams shared the same agenda — to discuss their collective experiences and offer suggestions on how

to improve journalism education world wide—they all approached this collective agenda from a wide variety of angles. These different angles resulted in a palatable richness of results that would have otherwise been lost. Accordingly, in order to offer *Insights* readers an as-detailed-as-possible review of the syndicates' findings, they are summarized and individually presented below.²

I. Adapting Journalism Education to a Digital Age

Convener and syndicate report writer Carol Ames, California State University, Fullerton, and team members³

The digital age syndicate focused on how best to prepare students for journalistic futures in light of technological advances.

In the not-too-distant future, cub reporters may be given super smart phones—with all kinds of camera, video and audio recording capabilities—and told to cover stories on their own. Small teams may soon become a thing of the past. How can we best prepare students for such challenges?

According to this syndicate group, in the new digital age future journalists will need to be highly adaptable and media literate, technology savvy, and able to conduct complex searches via a wide variety of data bases. They will also need to be able to determine if a wide variety of web sites, including blogs, are credible. And they will need to crank out stories across multiple platforms and in varying formats.

How best to prepare future journalists:

1. Don't forget the basics—keep teaching reporting, writing, story-telling skills, media law, professional practices, ethics, etc.
2. Start teaching Web 2.0 or User-Generated Content (UGC). Most students are already familiar with this way of communicating since they have posted multi-media creations on YouTube, Facebook, etc.
3. Teach students how to determine if information on-line is accurate and, if so, how to attribute on-line sources properly.
4. Students in the digital age will need to become intellectual property, communication policy, and communication law savvy. They will need to understand issues such as licensing, cybersquatting, privacy, censorship (how to circumvent and monitor it), and propaganda (how to navigate spin).

Who will drive such changes?

Mostly teachers, via hallway discussions, trying to persuade their colleagues to update their courses. Such changes will most likely take place in a piece-meal fashion via:

1. Adding new layers to existing courses.
2. Special topic courses.
3. On-line supplements to regular courses and/or adding distance learning courses, in which a wide variety of technologies can be used/practiced on-line.

How can forward-thinking administrators help?

1. Encourage faculty to abandon conventional media silos.
2. Make new alliances with other on-campus disciplines, especially computer science (for technology and programming skills—more “journalist geeks” are needed), business and math (for information about media management and business models, for profit and not-for-profit, in public and private sectors).
3. Create and maintain partnerships with private and public sectors. We want future journalists running tomorrow's Google and Yahoo, having thrust themselves into the media content business. Otherwise, those without journalism educations will continue running such sites and making decisions regarding Internet censorship that affect us all.

II. Implications for Journalism Education of Reporting in the Age of Terror

Convener and syndicate report writer Jacqui Ewart, Griffith University, Australia, and team members⁴

This syndicate discussed the many shortcomings of reporting during the current “age of terror,” and it offered many suggestions on what journalism educators should work on to improve future coverage. After providing a list of some 94 key issues, coverage problems, and possible solutions, it summarized the overall situation and made the following recommendations:

The overall situation:

1. “The ‘war on terror’ is permeating every aspect of journalism.
2. The social impact and high public value of this reporting highlights the need for ethical, responsible, and culturally sensitive reporting.
3. The coverage of the ‘war on terror’ has added to journalism's lack of public credibility. The failure of journalists to question and critique public policy and politicians adequately has further eroded our credibility as we're seen as conduits or funnels of the dominant, politically-driven message rather than as analyzers and providers of context, willing to challenge authority and dominant discourses. Journalism educators need to take a leadership role on this issue.”⁵

Recommendations⁶:

To improve “age of terror” journalism, administrators need to understand and support educator and media efforts to improve such coverage.

Accordingly, they should understand what journalism teachers need to consider, help journalism educators and professional journalists overcome obstacles, and support research and the WJEC.

Journalism educators need to consider:

1. “A more expansive model which considers conflict reporting and peace journalism.
2. The impact of censorship and self-censorship in relation to the ‘national interest.’
3. Issues of diversity, cultural, religion, and gender—recognition of capacity for inappropriate reporting on terrorism to inflame racial tensions.
4. Deconstructing and challenging journalists’ culture and group think.
5. Provid[ing] a critical context for students that permeates both practical and theoretical aspects of courses.
6. Advocating publicly on issues, laws, restrictions, surrounding these issues where and when appropriate to highlight the universal right of free speech.”⁷

Help journalism educators and professional journalists:

1. “Expose problems for reporting caused by acts of government.
2. Deal with business/economics of government responses to terrorism.
3. Develop a sophisticated understanding of wartime spin, government, and terrorists and their tactics and techniques.
4. Resist pressure for self/media/national/organizational censorship.
5. [Discuss] issues ... [and better understand each other via] Web forums, Web sites, etc.”⁸

Give extra support for research that focuses on:

1. Collaborative cross-nation research on [the media’s impact on society] positive and negative.
2. Best/better practice identification in research.
3. Comparative studies.
4. Cross-cultural research and contexts.⁹

And help the WJEC:

“Establish a mechanism for the exchange of information and facilitation of discussion for and by journalism educators, academics, journalists, and students on better practice models, curriculum, sharing of resources, teaching approaches, research, and practices in these areas.

The WJEC and individual journalism educators [should] facilitate the broadening of research around these topics to include cross-cultural perspectives.”¹⁰

III. Journalism Education in a Socio-cultural, Politically Diverse World

Convener Kathryn Bowd, University of South Australia; syndicate report writer Jaelea Skehan, Hunter Institute of Mental Health, Australia; and team members¹¹

IV. Journalism Education’s Challenge in Supporting Multiple Voices in an Era of Consolidation, Syndication and Globalization

Convener Melinda B. Robins, Emerson College; syndicate report writer Tsan-Kuo Chang, University of Minnesota – Twin Cities; and team members¹²

Two syndicate groups dealt with the big elephant in the room – the mainstream media’s serious lack of minority voices. In an era of consolidation, syndication, and globalization in a diverse world, how can journalism educators help bring minority viewpoints to the table? These syndicate groups came up with the following possible solutions:

What can administrators do?

1. Embed diversity into your core curriculum. (For example, Northwestern’s Medill School of Journalism is instituting a “new way of seeing” into its journalism curriculum—required courses in areas such as race, ethnicity, gender, and religion. This new addition to its curriculum will help its students cover journalism’s “seventh W — a world view,” according to Medill’s curriculum committee.¹³)
2. Help admissions with diversity initiatives, such as mentoring programs for under-represented groups and entry requirements promoting student diversity.
3. Support and encourage exchange programs for faculty and students.
4. Mandate diversity in your faculty.
5. Develop intra- and inter-collaboration to promote diversity.
6. Encourage on-line youth forums to foster international diversity, such as AMIC’s Young Communicators Network.
7. Support faculty efforts to:
 - a. Bring community individuals and groups into classrooms and vice versa.
 - b. Help facilitate off-campus trips to keep students engaged with their surroundings and aware of the often-missing voices in coverage. For example, visits to NGOs, homeless shelters, and mental wards can be especially eye opening, as is

- hearing stories from ordinary (unofficial) people versus those with titles.
- c. Critically analyze in the classroom who and what is missing in news coverage. Students need to understand for every voice heard, one is not heard and the implications of this fact.
 - d. Develop community outreach programs to foster understanding of diversity. Help teachers bring news executives, editors, etc., to the classroom to talk about the frequent lack of diversity in the newsroom and its relationship to its bottom line.
 - e. Obtain a diverse range of publications and sources as teaching tools.
 - f. Ensure students are exposed to a diverse range of media.
 - g. Emphasize core values — such as equality, justice, and freedom—and explain how they are enriched by multiple voices.
 - h. Prepare students to deal with multi-platforms of information from the Internet and the impact of citizen journalism on the industry.
 - i. Explain that globalization does not mean homogenization—students need to be aware of and understand cultural similarities and differences.

V. Journalism Research and Journalism as Research – the Production of Journalism in Universities

Convener and syndicate report writer Penny O'Donnell, University of Technology, Australia, and team members¹⁴

Syndicate journalism-as-research members agreed that high quality journalism research is the key to raising our stature on college campuses worldwide. What is the state of journalism education research worldwide, and what concerted effort can we make to raise its stature? This syndicate examined these issues, and its summarized conclusions follow:

Journalism educators can improve this situation by:

1. Creating clearer criteria for judging “good” journalism research.
2. Dealing with doubts about the epistemology of journalism and reinforcing meta-theory that supports it.
3. Identifying common journalism methodologies. For example, journalism research consists of more than content analyses and surveys. More research should focus on international collaborations to both explore additional research methods and to help join journalism researchers worldwide into a truly unified field.
4. Clarifying definitional issues to help get more funding for journalism research.

5. Inspiring journalism teachers without doctoral degrees to conduct research. For example, motivate them to work on research that helps bridge the professional/academic divide.
6. Support research demonstrating relative findings for the news industry.
7. Help build stronger relationships between journalism educators and industry —make clear how journalism research can serve industry professionals.
8. Help find ways to publish in different languages so journalism research can be more readily shared worldwide.

The team also stated that national journalism education associations should set up a digest of research findings on their Websites that could be of interest to journalism professionals. The database should be annually updated and actively promoted to: “the news industry, professional journalists, and associated organizations (self-regulatory bodies, unions, media advocacy groups). [It should] be accessible via the association homepage and promoted widely to the target audience ... Rather than create more work for national journalism education associations, journalism academics can be encouraged to self-report research projects and findings, thus making the exercise as much about sharing information and building new research networks as about increasing industry awareness of research.”¹⁵

This syndicate concluded with an official statement defining journalism research:

“Journalism research is the original investigation of all types of journalistic practice in order to gain knowledge and understanding. This research includes:

- Research of direct relevance to the news media, journalism practitioners, citizen journalists, and the public in specific political, historical and cultural contexts.
- Scholarship that leads to new or substantially improved insights about journalism.
- Reflexive practice that uses existing knowledge in the experimental development of new or improved journalism practices.
- Exemplars of journalistic practice that demonstrate research values and use systematic methods to produce new insights.

Whilst it may be inter-disciplinary, journalism is an emerging field of study working to develop its intellectual infrastructure. Research outputs in journalism may use a variety of platforms including newspapers, broadcast, and online media. The peer reviewing process may include experienced practitioners as well as journalism academics.”¹⁶

VI. The Status of Journalism Education in the Academy

Convener Trevor Cullen, Edith Cowan University,

Australia; syndicate report writer Helen Sissons, AUT University, New Zealand; and team members.¹⁷

This syndicate group discussed the weaknesses and strengths of today's journalism education in the academy. It then suggested a plan of action to build journalism education's status at home and worldwide.

1. Weaknesses:

Journalism education tracks and/or programs, frequently housed in broader departments, often do not offer their own degrees. Accordingly, journalism education tends to be too interdisciplinary, which waters down scholarship. As a result, few outside journalism education circles have a sense of what exactly journalism education is, let alone how it can positively influence the field. After all, if anyone can be a journalist (bloggers, etc.), what is the need for journalism education?

Even bigger programs, which offer their own degrees, have their own problems getting their universities to understand the value of a journalism education. They are often too insular — they have trouble building necessary relationships with related fields.

2. Strengths:

Journalism education is important, relevant to society. It attracts an increasing number of students, and its emphasis on engaging students and creating critical thinkers helps create smart, well-rounded graduates. In other words, journalism students receive a high quality education.

3. Action Plan: How can journalism educators help build their status in the academy?

- a. Conduct and support research examining why journalism education has a less than ideal status in the academy, and what can be done about it.
- b. Help universities understand the value of journalism education — how it offers a quality education by sharpening students' minds and helping them build a wide variety of skills, including critical thinking, intelligent inquiry, and the ability to express complex ideas in a clear, straight-forward manner.
- c. Help journalism faculty get involved in interdisciplinary research teams so researchers can experience first-hand the value of their contributions.
- d. Redefine journalism research as "scholarship."
- e. Build journalism education's stature via:
 - Making it more global.
 - Moving away from the idea of journalism as a craft.
 - Maintaining and building involvement with professional journalism education associations worldwide.

- f. Promote your on-campus achievements to your academy, professional associations and industry (when appropriate).
- g. Form more alliances with journalists and the industry. By helping raise the status of the industry, we can help raise our own status as educators.

VII. Role of Journalism Education in Changing the Media

Convener Roger Patching, Bond University, Australia; syndicate report writer Kayt Davies, Edith Cowan University, Australia; and team members¹⁸

This syndicate group discussed whether journalism education influences the media. All agreed that journalism education has a very limited impact on the media industry. Accordingly, they spent much of their time discussing why this is the case, and possible steps for rectifying this situation.

Relationship problems

The group agreed that journalism education's limited impact on the media is largely due to the uneasy relationship between the two. While many journalism educators view their industry counterparts as folks looking for technology savvy reporters dedicated to writing quicker (often less researched) copy, journalism educators see themselves as the keeper of the flame—producing future journalists who possess not only industry-based training, but also an understanding of how the media can, and should, serve society. After all, journalism education offers much more than an apprentice-style education in which future journalists learn to act like their mentors. Journalism educators try to instill in their future reporters an appreciation of high quality journalism, hoping to inspire them to become leaders in their own right.

Back to basics

Regardless of education and industry conflicts, both groups need to work together to raise each other's, and their collective, credibility and influence. For instance, journalism educators should be helping journalism students and existing journalists keep up with technological changes, while journalists need to get back to "questioning stated truths and preconceptions instead of trying to carve new truths in stone."¹⁹

In addition, both journalism educators and journalism professionals need to understand that journalism no longer acts as a gatekeeper, one-way communicator, of information—it's more of a facilitator of conversations among different subgroups. And journalism educators should take advantage of this evolution by persuading industry of the urgent need for

both groups to figure things out together. For example, journalism programs should experiment with potential new technologies to help improve the media's reach. Many journalism programs have easy access to such technologies, and their students are eager to learn them, so it's a win-win situation.

When collaboration attempts fail

While many journalism educators worldwide say they would be thrilled to work with industry professionals, those who have tried often report many difficulties overcoming the academic-industry divide.

U.S. representatives in this group reported many academic-industry successes, but colleagues from most other countries reported frequent extreme difficulties getting industry into a collaborative state of mind.

Breaking through the academic-industry divide

But all syndicate members agreed that the academic-industry divide needs to be dismantled, and they agreed the following actions could help:

1. Journalism education associations could:

- a. Take practical steps to build bridges between universities, newsrooms, publishers, journalism industry associations, and unions.
- b. Advocate the kind of assistance journalism education can give to industry.
- c. Keep facilitating skill- and idea-sharing among educators.

2. Journalism education institutions could:

- a. Continue offering classes for current and future journalists.
- b. Acknowledge that courses need to be adaptable.
- c. Continue offering "up-skilling" opportunities from industry and one another.
- d. Provide educators and students with industry appropriate technology.
- e. Advocate embedding media literacy in all courses to increase future audience demand for higher quality journalism.

3. Individual journalism academics could:

- a. Continue teaching the next generation to improve present journalism standards and practices.
- b. Conduct research with classrooms as labs to explore potential new technology to aid the field.
- c. Talk to media industry professionals about our research, and find out what they want to know – how we can best help them meet their needs.
- d. Persuade the media that we are on the same team – ready and able to help them accomplish joint goals.
- e. Participate in the media as a commentator, and

explain to the public why quality journalism matters.

VIII. The Ultimate Journalism Education – What does it look like?

Convener and syndicate report writer Kerry Green, University of South Australia, and team members ²⁰

Since all syndicate groups worked toward one ultimate goal—to do their part to improve journalism education world wide—it makes sense to end this review of syndicate findings by examining the challenges and possible solutions presented by the "ultimate journalism education" group.

Most "ultimate journalism education" syndicate members agreed that the purpose of journalism education is to serve students and the public by making the students the strongest candidates possible for journalism careers and instilling in them a strong desire to produce and transmit ethical, socially responsible journalism.

What type of journalism education could best achieve these goals? While most syndicate members concluded that a bachelor's degree and master's degree would be ideal, they all agreed that the form in which such education takes place does not matter as much as the end result: producing journalism graduates who are passionate about the media's social responsibility function.

The group stated that the ultimate journalism education should possess the following six elements:

1. Journalists as social researchers with analytical, critical thinking skills.
2. A focus on the needs of stakeholders – students, industry, and society – that helps students get jobs and improve society.
3. Inspiration – journalism education should excite and incite. Students should be passionate about the possibilities of journalism.
4. Journalism education needs to be put in context. Practice and theory need to be explained so all will understand journalism's extremely important role in society.
5. A social responsibility model.
6. Journalism education should be a mix of theory and practice. Core skills and an understanding of journalism's scholarly body of knowledge are essential. Journalism education should include instruction on reporting (news gathering—text, sound, image, interviewing), writing (telling stories – text, sound, image, news and features, analyzing, processing, transmitting), and ethics.

The group concluded that the ultimate journalism education should:

1. Provide students with real-world experience.
2. Concentrate on developing their critical and analytical skills.
3. Foster their sense of journalism ethics and social responsibility.
4. Teach them how to transform information into knowledge.
5. Develop journalism educators as much as graduates.

Conclusion

The WJEC's Syndicate Team Program certainly offered conference-goers unprecedented access to one another—top journalism and mass communication administrators, educators, and professionals from around the globe. Together they discussed many of the greatest challenges facing journalism

education worldwide, and together they developed suggestions and recommendations for overcoming them. As hoped, many of these syndicate discussions, and recommendations for action, continue today on websites and blogs worldwide.

For more information on the syndicate groups and/or to review the actual syndicate reports, check out the WJEC website: <http://www.amic-wjec.org> (as of publication), or contact Robyn Goodman at: fgoodman@alfred.edu.

Robyn S. Goodman is a professor and director of Alfred University's Communication Studies Program. She is a founding WJEC organizing committee member, and she was the WJEC's program chair. She wishes to thank Joe Foote, Suellen Tapsall and all syndicate team members for helping make the WJEC a truly valuable undertaking.

Endnotes

1. AMIC, the non-profit Asian Media Information and Communication Centre, hosted the WJEC conference. Both groups held their conferences concurrently last summer in Singapore. When conference-goers registered for either conference, they were automatically registered for both. Accordingly, the total number of conference attendees was bundled together.

2. Since syndicate groups three and four produced reports with many common characteristics, their conclusions are combined in this article.

3. Digital age syndicate members included: Andi Stein, California State University, Fullerton; Melissa Wall, California State University, Northridge; Pam McCallister Johnson, Western Kentucky University; Rebecca MacKinnon, Hong Kong University; Octavio Islas Carmona, Campus Estado de Mexico; Ellen Hume, University of Massachusetts — Boston; Kathy Hilton, London College of Communication; John Hewett, City University, UK; Pascal Guenee, Institut Pratique de Journalisme, France; Alex Gerlis, BBC College of Journalism, Great Britain; Terry Field, Mount Royal College, Canada; Guy Berger, Rhodes University, South Africa; and M. Asiuzzamen, University of Liberal Arts, Bangladesh.

4. Age of terror syndicate members included: Julie Posetti, University of Canberra, Australia; Cait McMahon, executive director Dart Centre for Journalism and Trauma – Australasia; Eric Freedman, Michigan State University; Anju Chaudhary, Howard University; Yehiel (Hilik) Limor, Ariel College, Israel; Martin Hirst, AUT University, New Zealand; Wendy Bacon, University of Technology, Australia; and Sonia Ambrosio de Nelson, National University of Singapore.

5. *Implications for Journalism Education of Reporting in the Age of Terror*, unpublished syndicate report, pp. 3-5.

6. There was not enough room to fit all of this group's recommendations in this report.

7. *Implications for Journalism Education of Reporting in the Age of Terror*, unpublished syndicate report, p. 5.

8. *Ibid.*, p. 5.

9. *Ibid.*, p. 5.

10. *Ibid.*, p. 5.

11. Diverse world syndicate members included: Evangelia Papoutsaki and Chandrika de Alwis, both of Unitec, New Zealand; Richard Shafer, University of North Dakota; Lorraine Branham, University of Texas at Austin; Shirely S. Carter, University of South Carolina; Lynette Sheridan Burns, University of Western Sydney, Australia; Chief Fassy Adetokunboh Yusuf, Olabisi Onabanjo University, Nigeria; Michael Cobden, University of Kings College, Canada.

12. Multiple voice syndicate members included: Philippe Perebinosoff, California State University, Fullerton; Takao Sumi, Japan; David Burns, Zayed University, UAE; Kattia Pierre, Costa Rica; Kim Kierans, University of King's College, Canada; B.K. Kuthiala, Kurukshetra University, India.

13. See Medill's Website at www.Medill.Northwestern.edu

Journalism research syndicate members included: Takeya Mizuno, Japan; Arnold S. de Beer, Stellenbosch University, South Africa; Jeanne du Toit, Rhodes University, South Africa; John Mukela, NSJ Centre Media Training Trust, Mozambique; Matthieu Lardeau, ESSEC Business School, France; Dana Rosengard, University of Oklahoma; Anne Cooper-

Chen, Ohio University; Rachel E. Khan, U.P. College of Mass Communication, Philippines; Chris Frost, Liverpool John Moores University, UK; Mick Temple, Staffordshire University, UK; Ian Richards, University of South Australia; Stephen Stockwell, Griffith University, Australia.

15. *Journalism Research and Journalism as Research – the Production of Journalism in Universities*, unpublished syndicate report, p. 2.

16. *Ibid.*, p. 2.

17. Journalism in the academy syndicate members included: Will Norton Jr., University of Nebraska-Lincoln; Joe Foote, University of Oklahoma; Osman B. Gazzaz, UK; Judy Vanslyke Turk, Virginia Commonwealth University; Barbara Hines, Howard University; Lee B. Becker, University of Georgia; Dane S. Claussen, Point Park University; Lee Duffield, Queensland University of Technology, Australia; John Herbert, international journalism researcher, UK; Mira K. Desai, S.N.D.T. Women's University, India.

18. Changing the media syndicate members included: Buroshiva Dasgupta, Manipal Institute of Communication, India; Charles Self, University of Oklahoma; Hideo Takeichi, Otsuma Women's University, Japan; Heather Birks, Broadcast Education Association (BEA); Teresa Styles, North Carolina Agricultural & Technical University; William Slater, Texas Christian University; Peter Karstel, University of Applied Sciences, Netherlands.

19. *Role of Journalism Education in Changing the Media*, unpublished syndicate report, p. 2.

20. The ultimate journalism syndicate members included: Michael McManus, Divine Word University, Papua New Guinea; Allen W. Palmer, Brigham Young University; Eric Loo, University of Wollongong, New South Wales; Justin Gerard Victor, academic manager, Malaysia; Norma Green, Columbia College; Lona D. Cobb, Bennett College; Leonard Ray Teel, Georgia State University; John Cokley, University of Queensland, Australia; Susanne Shaw, University of Kansas and ACE-JMC; Ellen Hume, University of Massachusetts —Boston; Julio Cesar Mateus, Catholic University, Peru; Silvia Pellegrini, Catholic University, Chile.