

CURRICULUM VITAE

May 27, 2014

Ryan Michael Thornburg
Associate Professor
School of Journalism and Mass Communication
219 Carroll Hall
Campus Box 3365
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3365
voice: (919) 537-3681
e-mail: ryan.thornburg@unc.edu

Education

George Washington University, Master of Arts in Political Management. August 2001.

University of North Carolina at Chapel Hill, Bachelor of Arts. May 1997. Double major in journalism and political science.

Professional Experience: Academic

Visiting lecturer in digital media, DeWitt Wallace Center for Media and Democracy at the Sanford School of Public Policy, Duke University, September 2013-present.

Associate professor, School of Journalism and Mass Communication, University of North Carolina at Chapel Hill, July 2013-present.

Assistant professor, School of Journalism and Mass Communication, University of North Carolina at Chapel Hill, July 2007-June 2013.

Assistant director and managing editor, Program on Southern Politics, Media and Public Life, University of North Carolina at Chapel Hill, January 2001-December 2001.

Research Assistant, Democracy Online Project, George Washington University, August 1998-December 1999.

Professional Experience: Digital Media Leadership

The Chronicle. Faculty adviser to the Duke University student news organization. September 2013-present.

U.S. News & World Report. Managing Editor, USNews.com. September 2006-July 2007.

Congressional Quarterly. Managing Editor, CQ.com. September 2005-September 2006.

Washingtonpost.Newsweek Interactive/washingtonpost.com. National/International Editor. January 2003-September 2005.

Carolina Political Report. Founding owner and editor. November 2001-September 2002.

Professional Experience: Online News Producing

The Huffington Post. Volunteer contributor for “Off the Bus” citizen journalism project on super delegates to the Democratic National Convention. February 2008.

Washingtonpost.Newsweek Interactive/washingtonpost.com. Editorial consultant and news producer for the 2002 congressional elections. July 2002-December 2002.

Washingtonpost.Newsweek Interactive/washingtonpost.com. Senior Producer, politics section. April 2000-December 2000.

Washingtonpost.Newsweek Interactive/washingtonpost.com. Producer, politics section. January 1998-April 2000.

Washingtonpost.Newsweek Interactive/washingtonpost.com. Producer, nation & world and metro sections. May 1997-January 1998.

Honors & Awards

Individual Awards & Honors

Winner. Knight News Challenge. John S. & James L. Knight Foundation. \$275,000 two-year grant. “Open Block Rural.” One of 16 winners from among more than 1,600 entries. 2011.

Semi-finalist (top 12 percent of entries). Knight News Challenge. John S. & James L. Knight Foundation. “Concierge News.” 2011.

Semi-finalist (top 13 percent of entries). Knight News Challenge. John S. & James L. Knight Foundation. "Newsroom Genome Project." 2007.

Team Awards & Honors

Finalist, General Excellence (small site), for CQ.com. (managing editor of CQ.com). Online Journalism Awards (world's largest new media contest). Online News Association (1,800 members). 2006.

Finalist, Breaking News for "Tsunami Coverage," washingtonpost.com. Online Journalism Awards. Online News Association. 2005. (national & international editor)

Winner, "Best Internet News Service with more than 1 million monthly visitors" for washingtonpost.com. Eppy Award. Editor & Publisher and Mediaweek. 2004. (national & international editor)

Winner, Creative Use of the Medium (large site) for "Defining the Barrier." washingtonpost.com. Online Journalism Awards. Online News Association. 2004. (national & international editor)

Finalist, Breaking News for "coverage of the capture of Saddam Hussein." washingtonpost.com. Online Journalism Awards. Online News Association. 2004. (national & international editor)

Winner, "Best Overall U.S. Newspaper Online Service with more than 250,000 circulation" for washingtonpost.com. Eppy Award. Editor & Publisher and Mediaweek. 2001. (senior producer, politics)

Winner, "Best News Section in a Newspaper Online Service" for washingtonpost.com. Eppy Award. Editor & Publisher and Mediaweek. 2001. (senior producer, politics)

Finalist, General Excellence in Online Journalism (for sites affiliated with a print publication) for washingtonpost.com. Online Journalism Awards. Online News Association. 2001. (senior producer, politics)

Winner, Most Innovative Use of Digital Media in News Event Coverage for publications with circulation more than 250,000 for "political coverage of 2000 elections" on washingtonpost.com. Digital Edge Awards. Newspaper Association of America. 2001. (senior producer, politics)

Winner, Best News Section in a Newspaper Online Service, for washingtonpost.com. Eppy Award. Editor & Publisher and Mediaweek. 2000. (producer, politics)

Winner, Best Use of Interactivity in a Newspaper Online Service. "Live Online" on washingtonpost.com. 2000. Eppy Award. Editor & Publisher and Mediaweek. (producer, political Live Online discussions)

Winner, Best Overall U.S. Newspaper Online Service with more than 100,000 circulation. washingtonpost.com. Editor & Publisher and Mediaweek. Eppy Award. 1999. (producer, politics)

Winner, Best News Section in a Newspaper Online Service for washingtonpost.com. Eppy Award. Editor & Publisher and Mediaweek. 1999. (producer)

Bibliography: Books

Thornburg, Ryan M. (2010). *Producing Online News: Digital Skills, Stronger Stories*. 358 pp. A college and professional textbook and subscription website that introduces students to the concepts and skills needed to produce multimedia, interactive and on-demand news. Washington, DC: CQ Press, a Division of SAGE Publications, Inc. Adopted at 65 colleges and universities in 36 states.

Yopp, J.J., McAdams, K.C., & **Thornburg, R.M.** (2009). *Reaching Audiences: A Guide to Media Writing, 5th Ed.* 384 pp. A college textbook for introductory news writing classes. Upper Saddle River, NJ: Allyn & Bacon, a Division of Pearson Education. Adopted at 41 schools and universities in 20 states.

Bibliography: Book Chapters

"Using Digital Tools to Enhance Public Affairs Reporting," In Abernathy, Penny Muse *Saving Community Journalism: The Path to Profitability*. pp. 131-132. Chapel Hill, N.C.: The University of North Carolina Press.

Thornburg, R.M. (2003). North Carolina Senate: Dole Finally Beats Clinton (Sort Of), An analysis of the 2002 U.S. Senate race in North Carolina. In Sabato, L.J. (Ed.) *Midterm Madness: The Elections of 2002*. pp. 137-144. Lanham, MD: Rowman & Littlefield Publishers, Inc.

Bibliography: Refereed Journal Article

"The gap between journalism online education and practice: the twin surveys." (August 2011) Du, Ying Roselyn and **Thornburg, Ryan**. *Journalism and Mass Communication Educator*, Vol. 66, Issue 3, pp. 218-230.

Bibliography: Refereed Conference Papers

"What is needed vs. what is taught: A national survey of online journalism instructors." Du, Ying Roselyn and **Thornburg, Ryan**. Paper presented to the Small Program Interest Group at the AEJMC (Association for Education in Journalism and Mass Communication) Annual Convention. St. Louis, Mo., Aug. 11, 2011.

"The Gap Between Online Journalism Education and Practice: The Twin Surveys." Du, Ying Roselyn and **Thornburg, Ryan**. Paper presented to the Newspaper Division at the AEJMC Annual Convention. Denver, Colo., Aug. 10, 2010.

Bibliography: Commissioned Article

Democracy Online Project at The George Washington University. (2001). "Digital Donors: How campaigns are using the Internet to raise money and how it's affecting democracy." (Democracy Online Project Occasional Paper #1). Washington, DC: **Thornburg, R.M.**

Bibliography: Professional Publications

"For OpenBlock, Big Improvements From Small Newsrooms" PBS.org Idea Lab, July 31, 2013. <http://www.pbs.org/idealab/2013/07/for-openblock-big-improvements-from-small-newsrooms>

"OpenBlock Rural Finds Three Key Audiences for Open Data" PBS.org Idea Lab, Jan. 30, 2013. <http://www.pbs.org/idealab/2013/01/openblock-rural-finds-three-key-audiences-for-open-data028>

"Klout in the Classroom: Grading Students on Social Media Use" PBS.org Idea Lab, Oct. 9, 2012. <http://www.pbs.org/idealab/2012/10/klout-in-the-classroom-grading-students-on-social-media-use281>

"Why Did So Many News Outlets Not Link to Pussy Riot Video?" PBS.org Idea Lab, Aug. 21, 2012. <http://www.pbs.org/idealab/2012/08/why-did-so-many-news-outlets-not-link-to-pussy-riot-video233.html>

"Can Google Maps + Fusion Tables Beat OpenBlock?" PBS.org Idea Lab, Aug. 1, 2012. <http://www.pbs.org/idealab/2012/08/can-google-maps-fusion-tables-beat-openblock208.html>

"When News Organizations Geocode, How Accurate Are They?" PBS.org Idea Lab, July 2, 2012. <http://www.pbs.org/idealab/2012/07/when-news-organizations-geocode-how-accurate-are-they180.html>

"Integrating Knight Lessons Into the Classroom." PBS.org Idea Lab, June 5, 2012. <http://www.pbs.org/idealab/2012/06/integrating-knight-lessons-into-the-classroom150.html>

"Pay Walls and Social Media Could Shift the Public Agenda." PBS.org Idea Lab, April 17, 2012. <http://www.pbs.org/idealab/2012/04/pay-walls-and-social-media-could-shift-the-public-agenda104.html>

"At SXSW: Building Trust With a Penny Press for the Digital Age." PBS.org Idea Lab, March 6, 2012. <http://www.pbs.org/idealab/2012/03/at-sxsw-building-trust-with-a-penny-press-for-the-digital-age059.html>

Comment to the Federal Communications Commission. "Standardized and Enhanced Disclosure Requirements for Television Broadcast Licensee Public Interest Obligations." MB 00-168. Jan. 17, 2012. (Cited in FCC final rule as published in the May 11, 2012 Federal Register. 77 FR 27631)

"OpenBlock: Can You Explain Data to a Computer AND a Human?" PBS.org Idea Lab, Dec. 22, 2011. <http://www.pbs.org/idealab/2011/12/openblock-can-you-explain-data-to-a-computer-and-a-human355.html>

"Feeding OpenBlock: A New Newsroom Pet That Eats Elements." PBS.org Idea Lab, Nov. 17, 2011. <http://www.pbs.org/idealab/2011/11/feeding-openblock-a-new-newsroom-pet-that-eats-elements314.html>

"OpenBlock to Help Rural Newspapers Get Access to Public Data." PBS.org Idea Lab, Oct. 28, 2011. <http://www.pbs.org/idealab/2011/10/openblock-to-help-rural-newspapers-get-access-to-public-data299.html>

"Citizen journalists can fill the gaps." *The News & Observer*. Op/Ed column co-authored with Fiona Morgan. Dec. 12, 2010. Page A25.

"The Gap Between Online Journalism Education and Practice." SlideShare.net. "News & Politics" page feature. Aug. 10, 2010. <http://www.slideshare.net/ryan.thornburg/gap-rt-edits>

"Social Media and User Generated Content For Journalists." SlideShare.net. "News & Politics" page feature. March 3, 2009. <http://www.slideshare.net/ryan.thornburg/social-media-and-user-generated-content-for-journalists>

"Editing Online News." SlideShare.net. "News & Politics" page feature. Feb. 18, 2009. <http://www.slideshare.net/ryan.thornburg/editing-online-news-1035762>

"Staying Connected to Voters." Op/Ed column. *The News & Observer*. Nov. 26, 2008. Page A17.

"In redistricting, democracy suffers." Op/Ed column. *The News & Observer*. Feb. 22, 2001. Page A16.

"Early Returns." *washingtonpost.com*. A daily blog/column summarizing political news around the country. January 1998-April 2000.

Regular contributor to "Net Election" series on *washingtonpost.com*, *slate.com* and *industrystandard.com*. May 2000–October 2000.

"GIS and the Privacy Puzzle." *Governing*. December 1999. Pages 60-61.

“A Digital Political Machine.” *Governing*. April 1999. Page 60.

Regular contributor to *.netpulse: journal of online politicking*. September 1997–September 1999.

Teaching Record

University of North Carolina at Chapel Hill. School of Journalism and Mass Communication, July 2007-current.

JOMC 153 Newswriting. 3 credit hours. Study of news story elements, writing of leads, organization and writing of various types of news stories. (Fall 2014; Summer 2014 (online); Fall 2013; Coordinator of 12 sections in Spring 2012; Fall 2011; Spring 2011; Fall 2010; Fall 2009; Fall 2008; Spring 2008; Fall 2007.) *Developed new lessons in online news writing for course.*

JOMC 253 Reporting. 3 credit hours. Exercises in news gathering, interviewing, and writing news. (Fall 2011, Fall 2012.)

JOMC 463 Newsdesk, 3 credit hours. A collaboration with all news and editorial skills courses in the School of Journalism and Mass Communication. Students in Newsdesk serve as online news producers for a public Web site showcasing student work across media platforms. (Spring 2010, Fall 2009, Spring 2009.) *Developed new course.*

JOMC 491 Data Driven Journalism, 3 credit hours. Through hands-on exercises, students are introduced to skills and concepts needed to acquire, clean, analyze and present data for public affairs news packages. (Spring 2014; Spring 2013.) *Developed new course.*

JOMC 491 Social Media for Journalists, 3 credit hours. Through hands-on exercises with both new and established social media tools, students learn how to use social networks to find information as well as distribute news. (Fall 2012.) *Developed new course.*

JOMC 491 Investigative Reporting, 3 credit hours. Students from both the University of North Carolina at Chapel Hill and Duke University learn tools, techniques and role of investigative reporting in the United States before producing a complete journalistic investigation using digital publishing tools. A collaboration with Sarah Cohen, Knight Professor of the Practice of Journalism and Public Policy at the Sanford School of Public Policy at Duke University. (Spring 2012.) *Developed new course.*

JOMC 491 Public Affairs Reporting for New Media, 3 credit hours. An APPLES service-learning course pairing students with N.C. news organizations to use new

media techniques in pursuit of public affairs stories such as the state's rising high school dropout rate. (Fall 2010, Spring 2010, Spring 2009.) *Developed new course; entirely new syllabus each semester.*

JOMC 491 Online News Writing and Editing, 3 credit hours. Examination of the changing behaviors and preferences of the U.S. news audience through a study of contemporary research and anecdotes from professionals. Practical skills emphasis on experience writing and editing for the Web and e-mail. Students develop techniques for innovating and leading change in newsrooms. Collaborate with students in Advanced Editing and Community Journalism classes. (Fall 2008, Spring 2008, Fall 2007.) *Developed new course.*

JOMC 491 Teaching Online News in the Secondary School, 3 credit hours. Course focuses on the opportunities and challenges that online publishing tools and changes in audience behavior are creating for scholastic journalism education. Emphasis is placed on practical Web publishing exercises, using Wordpress, Dreamweaver, Photoshop, Audacity, Soundslides, Twitter and Facebook. (Summer 2014; Summer 2011; Summer 2010.) *Developed new course.*

JOMC 551 Digital Media Economics. 3 credit hours. Introduction to concepts including creative destruction, public versus private financing, and digital revenue strategies as they relate to media economic issues. (Spring 2014, Spring 2013.)

JOMC 753 Newswriting & Reporting. 3 credit hours. Exercises in news gathering, interviewing, and writing news for master's students. (Fall 2014, Fall 2013; Fall 2011.)

JOMC 900 Reading & Research. 3 credit hours. *Worked with M.A. student Nick Weidenmiller to develop, launch and maintain a beat blog on collegiate golf in North Carolina.* (Spring 2011.)

Grants

UNC-Chapel Hill Senior Faculty Research and Scholarly Leave, Spring 2015. \$42,425. Competitive university-wide grant provides one semester of full salary support plus research funding for study of data driven journalism. Awarded in Spring 2014.

Google Computational Journalism Research Program. \$78,968. One of five recipients of this invitation-only grant to support research on use of digital public data in newsrooms. Awarded in February 2014.

JOMC Research Center Seed Grant Application. \$5,000. Competitive award granted by a committee of faculty in the School of Journalism and Mass Communication. For public data acquisition. Awarded in Spring 2014.

Knight News Challenge grant. \$275,000. For developing a sustainable editorial and business model for the OpenBlock Web application at rural newspapers. 2011-2013.

Junior Faculty Development Award, University of North Carolina at Chapel Hill. \$7,500. For work developing online modules for textbook. 2010-2011.

Ueltschi Service-Learning Course Development Grant from the APPLES Service-Learning Program at the University of North Carolina at Chapel Hill. \$8,000. One of five faculty winners for 2008.

Undergraduate Honors Thesis Chaired

Ashley Yakopec (2009) "More Bars in More Places: Exploring Smartphone Use among Emerging Adults."

Service to Journalism Education

International Symposium on Online Journalism. Manuscript reviewer. University of Texas at Austin. April 2012.

Member, inaugural Advisory Committee. Reporter's Lab. DeWitt Wallace Center for Media and Democracy. Duke University. May 2011- June 2013.

World Journalism Education Congress. Manuscript reviewer. December 2009. Conference held July 5-7, 2010 in Grahamstown, South Africa.

Service to the UNC-CH School of Journalism and Mass Communication

Committees

Member, Reese Felts Steering Committee. August 2013-present.

Member, "Path Forward" Curriculum Committee: Residential Masters-Two Tracks. August 2013-present.

Member, "Path Forward" Curriculum Committee: The Carolina Writing Lab Course. August 2013-present.

Member, Reporting M.A. application review committee. Spring 2014.

Member, Reporting M.A. application review committee. Spring 2013.

Member, Reporting M.A. application review committee. Spring 2012.

Member, Business & Media M.A. application review committee. Spring 2012.

Coordinator, JOMC 153 Newswriting classes. Spring 2011-Spring 2012.

Member, Faculty Search Committee for Reese Felts executive producer. Spring 2011.

Member, Faculty Search Committee for Reese Felts executive producer. Spring 2010.

Member, Reese Felts Search and Planning Committee. August 2009-July 2011.

Member, Undergraduate Curriculum Committee. August 2009-July 2011.

Member, Elected Advisory Committee on Faculty Salaries. January 2008-May 2011.

Member, Faculty Search Committee for photojournalism position, Fall 2008.

Coordinator, JOMC 153 Newswriting classes. Spring 2008.

Member, Search Committee for Knight Chair in Digital Media Economics. Fall 2007.

Presentations

Colloquia for Visiting International Scholars. Presentation on "Social Media in Today's World." Chapel Hill, N.C., March 22, 2013.

Colloquia for Visiting International Scholars. Presentation on "How Programmers and Journalists Are Working Together to Open Government Data and Make Interesting Online Tools With It." Chapel Hill, N.C., March 30, 2012.

"Utilizing New Media in TV and Newspaper News Reporting Workshop" for the Korean Editors Association. Presentation on "Online Editing & Reporting." Chapel Hill, N.C., Dec. 4, 2010.

Invited participant: Faculty Briefing for Federal Communications Commission member Mignon Clyburn. Chapel Hill, N.C., Oct. 6, 2010.

Chuck Stone Diversity Workshop. Presentation on "What's a blog?" Chapel Hill, N.C., July 12, 2010.

Chuck Stone Diversity Workshop. Presentation on "What's a blog?" Chapel Hill, N.C., July 20, 2009.

Chuck Stone Diversity Workshop. Presentation on "Getting information and checking source reliability." Chapel Hill, N.C., July 20, 2009.

Carolina Association of Future Magazine Editors. Invited speaker on "The Future of Magazines Online." April 15, 2009.

Carolina Association of Black Journalists. Workshop for High School Students. Invited speaker on "Blogging." Feb. 28, 2009.

Other

Lowell Thomas Travel Journalism Competition. Judge in the categories of "Blogs" and "Special Packages (all media)." Society of American Travel Writers. 2011.

Faculty chaperone, Student/Development Fall Break Trip, Washington, D.C., Oct. 21-22, 2010.

Faculty co-adviser, *Online News Association*, one of three original student chapters. School of Journalism and Mass Communication. Fall 2010-Spring 2011.

Faculty adviser, student online election coverage program. *National Public Radio/NPR.org*, Chapel Hill, N.C., and Washington, D.C., August to November 2010.

Executive Editor, Carolina Journalism Network, <http://cjn.jomc.unc.edu>. August 2009-May 2010.

Lowell Thomas Travel Journalism Competition. Judge in the categories of "Blogs" and "Special Packages (all media)." Society of American Travel Writers. 2010.

Faculty coach, Powering a Nation, <http://unc.news21.org>. June 2009-August 2009.

Lowell Thomas Travel Journalism Competition. Judge in the categories of "Blogs" and "Special Packages (all media)." Society of American Travel Writers. 2009.

Executive Editor, N.C. Diploma Dilemma, <http://www.ncdropout.org>. January 2009-May 2009.

Executive Editor, Carolina Reporter, <http://carolinareporter.jomc.unc.edu>. August 2008-May 2009.

Creator and Host, *Inside the Future of News: A Series of Conversations Inside the Nation's Leading Online Newsrooms*. Host of weekly on-camera interview with professionals working in the nation's leading online newsrooms. Scott Anderson, Senior Political Producer, CNN.com, Jan. 17, 2008; Peter Roybal, Senior Product Manager, Yahoo News, Jan. 24, 2008; Jamie Hammond, Editor in Chief, AOL Money and Finance, Jan. 31, 2008; Paige West, Director of Interactive Operations, MSNBC, Feb. 6, 2008; Jeffrey Marcus, Sports editor, NYTimes.com, Feb. 14, 2008; Mary Specht, Product Design Specialist, Gannett, March 6, 2008; John Robinson, Editor, The News & Record (Greensboro, N.C.), April 3, 2008; Patrick Cooper, Network Editor, USA Today, April 10, 2008.

Member, School delegation to Carnegie-Knight Initiative meeting, Paley Center for Media, New York, N.Y., Jan. 8-9, 2008.

Online Editor, journalism students' local election coverage. November 2007.

Service to the University

Faculty Mentor, Johnston Scholars Awards Program, July 2013-present.

School of Journalism and Mass Communication Faculty Liaison to the Honor System, March 28, 2013-present.

Member, Board of Directors. DTH Publishing Corporation. August 2009-present.

UNC-Chapel Hill Working Group on Data Studies Curriculum, Chancellor's Office of Innovation & Entrepreneurship, April 2013-May 2014.

Invited discussion leader. Carolina Summer Reading Program. Aug. 20, 2012.

Invited member. Subcommittee on Academic Regulations, Academic Plan Steering Committee, Spring 2012-Spring 2013.

Invited member. Retention Working Group, Office of Undergraduate Education. Spring 2012-Spring 2013.

Invited guest. Faculty lunch reception. Morehead-Cain Finalist Weekend. March 2, 2009.

Faculty adviser, *UNChartered*, a student magazine about the arts community at UNC-Chapel Hill, November 2008-Spring 2009.

Selected participant. Tar Heel Bus Tour. May 12-17, 2008.

Discussion group leader on topic of "Social Media." Academic Day. Office of Undergraduate Admissions. Nov. 16, 2007.

Panelist: "How Blogs and Other New Media Are Affecting the Policy Debate." Workshop for new members of the N.C. General Assembly. School of Government. Nov. 13, 2007.

Service to the Profession: Training & Consulting

International

Knight Center for Journalism in the Americas at The University of Texas at Austin.

"Social Media for Journalists" MOOC course. Coordinator and lead instructor of 5-week massively open online course attended by 6,300 students from 149 countries. <https://knightcenter.utexas.edu/00-14945-sign-now-%E2%80%9Csocial-media-journalists%E2%80%9D-knight-center%E2%80%99s-next-massive-online-course>. Feb. 3-March 9, 2014.

Canadian Broadcasting Corporation, on behalf of Webbmedia Group. “Digital headline writing” course. Toronto, Canada. March 20, 2012.

The Globe & Mail, on behalf of Webbmedia Group. “Digital headline writing best practices” course. Toronto, Canada. Sept. 29, 2011.

Toronto Star, on behalf of Webbmedia Group. “Twitter for journalists” course. Toronto, Canada. July 28-29, 2011.

International Center for Journalists, on behalf of Webbmedia Group. “Launching a Digital News Site” for Arab journalists. This syllabus of guided readings, discussion and activities for a six-week online course for journalists in the Middle East and North Africa. English, translated into Arabic. Washington, D.C., March, 2011.

The Globe & Mail, on behalf of Webbmedia Group. “Social media and online news research” courses. Toronto, Canada. February and March, 2011.

International Center for Journalists, on behalf of Webbmedia Group. Led workshops on social media, crowdsourcing and democracy for Egyptian journalists and bloggers. Cairo, Egypt. March 1-13, 2010.

Forum for Argentine Journalism (FOPEA). Led five workshops on five different topics related to online news. Buenos Aires and Tucuman, Argentina. Oct. 26-30, 2009.

Chinese Internet Information Agency. Led workshops on Web re-design, information architecture, opinion writing and Web news writing for the English-language staff of China.org.cn. Beijing, China. May 11-13, 2009.

National

National Press Club, on behalf of Webbmedia Group. “Blogging for associations” course. Washington, D.C., March 16, 2012.

National Press Club, on behalf of Webbmedia Group. “Headline writing for digital media” course. Washington, D.C., March 15, 2012.

Pew Research Center. Author of private memorandum, “Digital Editorial Strategy,” Washington, D.C., June 2011.

New York Public Radio/WNYC, on behalf of Webbmedia Group. “Editing for online” course. New York, N.Y., May 2011.

MSLGroup Americas, on behalf of Webbmedia Group. “Social media” course. New York, N.Y., March 2011.

New York Public Radio/WNYC, on behalf of Webbmedia Group. “Twitter for journalists” course. New York, N.Y., July, 2010.

U.S. News & World Report. Editorial strategy consultant. August 2007-January 2008.

North Carolina

The StarNews. Conducted one-on-one training for new bloggers. Wilmington, N.C., July 2, 2009.

The StarNews. Led newsroom discussion about online journalism. Wilmington, N.C., July 3, 2008.

Service to the Profession: Presentations

National

Invited participant. MIT-Knight Civic Media Conference. Cambridge, Mass., June 17-19, 2012. Among 234 international participants, chosen by the John S. & James L. Knight Foundation and the Center for Civic Media at the Massachusetts Institute of Technology.

Panelist. "A Penny Press for the Digital Age." SXSW Interactive. Austin, Texas, March 10, 2012. Chosen from 3,278 panel proposals. Selection is done by 30 percent popular vote, 40 percent SXSW board, 30 percent SXSW staff.

Invited participant. "Spark Camp 2.0: Data." Austin, Texas, Jan. 13-15, 2012. Among 75 international participants, who were nominated by industry peers. Funded by the John S. & James L. Knight Foundation, Google, the University of Texas School of Journalism, and Webbmedia Group.

"Social Networking: Promise and Peril." Panelist at the annual national Religion Newswriters Conference. Durham, N.C., Sept. 16, 2011.

Invited participant. MIT-Knight Civic Media Conference. Cambridge, Mass., June 22-24, 2011. Among 225 international participants, chosen by the John S. & James L. Knight Foundation and the Center for Civic Media at the Massachusetts Institute of Technology.

"Producing the CAR story: Techniques and alternatives to print." Panelist at the Investigative Reporters and Editors national computer-assisted reporting conference. Raleigh, N.C., Feb. 25, 2011.

Invited workshop participant. "Developing a National Strategy for the Preservation of Digital News." U.S. Library of Congress. Washington, D.C., Sept. 2-3, 2009. (48 workshop participants)

Invited speaker on "Citizen Journalism." Knight-Carnegie Initiative on the Future of Journalism Education. Shorenstein Center on the Press, Politics and Public Policy. Harvard University. Cambridge, Mass., June 20, 2008.

Panelist. "The Echo Chamber at Mach Speed: Meta-Reporting in the Nation's Capital." Association for Education in Journalism and Mass Communication. Annual Meeting. Washington, D.C., Aug. 12, 2007.

Panelist. "Maintaining Quality in the Face of New Media Pressures." Association for Education in Journalism and Mass Communication. Annual Convention. Washington, D.C., Aug. 11, 2007.

North Carolina

"Digital Records, Presentation at the N.C. Newspaper Academy. North Carolina Press Association. Chapel Hill, N.C., May 2, 2013.

"Show Your Work: Cheap & Easy Tools for Presenting Data." Presentation at the EcoAdvocate Seminars on Investigative Reporting and Public Records, Preserve Rural Orange. Durham, N.C., Nov. 20, 2012. <http://vimeo.com/58031491>

"Accessing Digital Open Records." Presentation at the N.C. Newspaper Academy. North Carolina Press Association. Chapel Hill, N.C., April 26, 2012.

"Newswriting and Story Structure Ideas." Presentation at the N.C. Newspaper Academy. North Carolina Press Association. Chapel Hill, N.C., April 26, 2012.

Invited speaker. Media Fellows Program at the DeWitt Wallace Center for Media & Democracy, Duke University

. Presented a lecture on online news writing and reporting to Chinese journalists. Durham, N.C., Aug. 17, 2011.

"Online Newswriting and Editing 2.0." Presentation at the N.C. Newspaper Academy. North Carolina Press Association. Chapel Hill, N.C., April 29, 2010.

"Online Newswriting and Editing." Presentation at the N.C. Newspaper Academy. North Carolina Press Association. Chapel Hill, N.C., May 8, 2009.

Invited speaker. Media Fellows Program at the DeWitt Wallace Center for Media & Democracy, Duke University. Presented lecture on online news writing and reporting for 17 journalists from Nanjing, China. Durham, N.C., Sept. 29, 2010.

"The Future of News." Keynote speaker at the annual meeting of the N.C. Association of Government Information Officers. Chapel Hill, N.C., Nov. 19, 2008.

“Editing for Searchers & Scanners.” Panelist at the Institute for Midcareer Copyeditors. Chapel Hill, N.C., July 16, 2008.

“Online Newswriting and Editing.” Panelist at the N.C. Newspaper Academy. North Carolina Press Association. Chapel Hill, N.C., May 9, 2008.

“It’s Not Just Blogging: Giving Business News a Better Online Presence.” Panelist at the fall conference of the Society of American Business Editors and Writers. Chapel Hill, N.C., Oct. 20, 2007.

“Web Tools for Political Reporting.” Panelist at the N.C. Institute of Political Leadership and the John Locke Foundation. Raleigh, N.C., Sept. 8, 2007.

Service to the Profession: Conferences & Workshops

National

Invited Participant (one of 12), Scripps Howard Journalism Entrepreneurship Institute, Walter Cronkite School of Journalism and Mass Communication, Arizona State University.

Editor for national conference student newsroom. Computer Assisted Reporting Conference. Investigative Reporters and Editors. Raleigh, N.C., Feb. 24-27, 2011.

Conference co-organizer. Invitation-only summit on “Bridging the Gap” in state government news coverage. Funded by the N.C. Center for Voter Education. Raleigh, N.C., Dec. 5, 2010.

Panel organizer and moderator: “How to Use a University: Opportunities for Collaboration Between Industry and Academia.” Online News Association annual conference. Washington, D.C., Sept. 12, 2008.

Editor for international conference student newsroom. Online News Association annual conference. Toronto, Canada. Oct. 17-19, 2007.

Panel Moderator: “Copyediting for multiple media” at the “Breakfast of Editing Champions.” Association for Education in Journalism and Mass Communication. annual convention. Washington, D.C., Aug. 10, 2007.

Professional Service: Judging Industry Competitions

Annual Awards of Excellence, Digital First Media Company, based in New York with more than 10,000 employees in 18 states reaching more than 60 million readers. Judge. <http://www.digitalfirstmedia.com/> May 2013.

Online Journalism Awards. Online News Association. Judge. One of a 12-person panel selecting the final award recipients in all categories. University of Miami. Aug. 26-28, 2012.

Online Journalism Awards. Online News Association. Screener for the categories of Topical Reporting for large sites and Online Commentary for large sites. July 2012.

Online Journalism Awards. Online News Association. Screener for the categories of Specialty sites, affiliated and Breaking News for large sites. July 2011.

John S. & James L. Knight Foundation. News Challenge 2010. First and second round judging panel. Miami, Fla., November 2009-February 2010.

John S. & James L. Knight Foundation. News Challenge 2009. Final judging panel. Miami, Fla., Feb. 13, 2009.

Society for News Design. College News Design Contest. Judge for 2008 online news design competition. April 2008.

Florida Society of Newspaper Editors. Judge for 2008 Journalism Awards. March 2008.

Lawyers Weekly. Judge for 2008 Best Law Firm Web Site contest. February 2008.

Online News Association. Screener for 2007 Online Journalism Awards in the categories of General Excellence for large sites, Online Commentary for medium sites, and Specialty Journalism for small sites. August 2007.

Teaching Statement

Education at the university level should be a transformative experience for students. I don't aim to teach my students facts. I aim to change the way they see and solve the professional, social and civic challenges that face them after they leave my class.

The classes I teach are often one of the two bookends of a student's journalism education at UNC-Chapel Hill. "Newswriting" is the first class that most students take in the School of Journalism and Mass Communication. The classes I teach about online journalism — "Online Newswriting and Editing," "Newsdesk," "Public Affairs Reporting for New Media," "Investigative Reporting" and "Social Media for Reporters" — are capstone courses that many students choose to take soon before graduation in order to bring them up to speed on the most recent mass communication concepts and skills. While keeping my focus on creating a transformative experience, I have to adapt to the unique needs of the students in the different classes I teach.

The experience I try to create in both classes is one that will create contextual resources for students to recall and use after they're gone. I first try to create an environment where they feel uncomfortable — rapidly showing them all the things they don't know. Then I try to create an environment of collaboration and empathy — we're all in it together, and we will count on one another to help us succeed. Then I try to build their confidence by giving them the resources and opportunities needed to demonstrate success. Finally, I challenge them to use all of the resources they've received in the class to solve a problem in a new way.

The two keys to this approach are to get students to collaborate before they begin their work and to reflect on it as a group after they've completed each assignment.

In "Newswriting," I teach all the standard topics – AP style, news judgment, story structure, precision, brevity, basic fact-checking and reporting – and for each I follow this pattern:

- First, students are introduced through textbook reading to the vocabulary they need to learn and discuss the topic.
- Then they identify, discuss and critique professional examples. We do this both in class sessions at appointed class times, but also in a discussion area on Blackboard or Sakai throughout the week. This is probably the most important technique I use to create an experience that is both focused and guided and that touches them at the moments they are most willing and able to engage with the topic – whether or not that's at the appointed class time.
- After reflection, they practice the skill themselves.
- Finally, the students critique the work of each other in a class session. I clarify and amplify points that the students make, but the most important teaching is done student-to-student.

When I grade each “Newswriting” assignment, I look at it with the eye of a professional editor and provide feedback in the style of a professional editor. For me, this means going beyond the marking of points added or deducted, or even an explanation of the error. When my students get their papers back, they get to see the changes I would have made to them if I were editing them before publication. With those changes, students can see clearly the specific differences between their version and the version that would be expected of them as young journalists in a professional environment.

I expect students who complete my “Newswriting” classes to be able to do more than write concise and precise accounts of the news. I want them to develop a broader curiosity about how the social and natural world works – to be able to report not just what they see, but to wonder what they do not see. I also want them to develop empathy for their audience – to be able to step out of their own perspectives and to tell not the stories that serve their own personal agendas but that serve the information needs of the audience.

The classes I teach about online journalism could easily get bogged down with the execution of technical tools. I have to guard against that, and I do so by building the whole class on the framework of service. Whatever tools we use, they must be used in service of the story and in service of the audience.

My students hear this from me before anything else: There would be no reason to learn “online” journalism if it were not fundamentally different in some way from other forms of journalism. They learn that the audience behaves very differently when it consumes news online, and they learn that the three elements that make news different online are the ability to tell stories with multiple media, the level of interaction they can have with the audience and the level of control that each audience member can have over his or her individual news consumption.

Of course, students studying online journalism must learn how to use tools. But just as important – at least for the next 10 years – is their ability to explain those tools to others. As young people in newsrooms, they will be perceived as the de facto experts on anything that is “new.” So my students learn these tools collaboratively – each student becomes well-versed in a single tool and is then responsible for training the rest of the class. This gives each student three things: expertise in one tool, basic facility with a broad range of tools, and the critically important soft-skill of teaching – which is, based on my own surveys of online journalists – the most common duty they have.

Students in my APPLES service-learning course, “Public Affairs Reporting for New Media,” have been required to create and publish skills tutorials for professional journalists. And those tutorials get used – one tutorial about using social media for journalism that a student posted to SlideShare.net got picked up and re-published on CollegePublisher.com, a Web site that supports one of the most widely used Web content management systems used by collegiate media in the United States.

After the students learn the tools and teach one another about them, I present them with the opportunity to put those tools to use in the service of an actual story for an actual audience. These assignments have ranged from a Web site providing local election coverage to individual beat blogs to a class project on North Carolina's high-school dropout rate. Neither the students nor I can predict the challenges we will face in our collaborative efforts to produce these news sites, and that uncertainty provides incredibly memorable learning experiences. One of our sources died in the middle of a student's reporting. One student had to grapple with the sudden success of his local food blog after it got mentioned in a local newspaper. That student now reports for Bloomberg Government in Washington, D.C.

Another student ran into ethical and professional challenges in dealing with the different ways a hospital treats a photographer shooting for a family Web site and one shooting for a news Web site. Other students had to figure out what they should do when North Carolina's top elected and appointed education officials became members of the social network they created for the class.

Collaboration with professional news organizations is the most important area of my future course development. Done well, I believe these kinds of collaborations can provide students with an even richer experience as well as connect our work on campus to the communities and industry we serve. The most productive, I believe, is the partnership I formed with National Public Radio to bring three UNC-Chapel Hill students into the process of covering the 2010 congressional elections.

And a new model of collaboration is possibly emerging from the "Investigative Reporting" class I taught in Spring 2012. In that class, half the students were from UNC-Chapel Hill and the other half were students from athletic rival Duke University. My former Washington Post colleague and then-Knight Professor of the Practice of Journalism and Public Policy, Sarah Cohen, co-taught the class with me. Together we aimed to help students experience the connection between reporting a journalistic investigation and presenting it online. Ms. Cohen and I were able to bring into the classroom the challenges and success we had had from working together at The Washington Post and focus the students on investigating a state-funded non-profit called The Golden Leaf Foundation. A thorough and fair story would have taken these budding reporters more than three months to report and produce, but they did discover and organize some important anecdotes and trends that we have been able to share with professional journalists in North Carolina. This model of cross-university and academic-professional collaboration shows great promise.

Collaboration across classes within the School has also been a high priority for me and one that will require my increased attention if it is to develop. The goal of this collaboration, given to me by a charge directly from the former dean, is to help infuse elements of online news into courses across the curriculum. I will need to build upon my successful collaborations with sections of "Advanced Reporting,"

“Community Journalism,” and “Advanced Editing” and go beyond the guest lectures I have done for all students in the “Newswriting” and “Reporting” classes.

In just over five years of teaching, I have taught 10 different courses. Four courses were already part of the curriculum and six I developed as special skills classes to keep the curriculum at UNC up-to-date without losing our focus on core journalistic skills and values. Out of the six new courses, two were taught three times.

As the field continues to change, I hope to continue to integrate my creative work with my classroom work and develop a more sustainable approach to curriculum development that doesn't create such a high rate of churn while also ensuring that the School is leading the industry rather than following it.

Research/Creative Statement

The vision that drives my research and creative pursuits is one in which major research universities are engines of innovation for professional news organizations. I work to bolster political, social and economic freedom by translating journalistic foundations for the digital age and by developing economically viable and broadly relevant new digital editorial products.

The innovation I seek to lead is in two fields: audience impact and storytelling techniques. We must first create better storytelling techniques that have greater audience impact, and then we must train journalists in those new techniques and concepts.

Much of my creative work — such as the work I’m doing to build new digital public records products for rural North Carolina news organizations — develops new tools and techniques. I then teach those new tools and techniques to my students at UNC, to mid-career professionals, to high school teachers and international citizen journalists. That editorial product development and workforce development ultimately serves not just the academy and industry, but citizens at large.

My textbook about online journalism, “Producing Online News,” was a pivot point for my creative activities. It is both a reflection back on the professional work I did at the online newsrooms of The Washington Post, Congressional Quarterly and U.S. News & World Report as well as a comprehensive guide to developing the skills and techniques I learned through collaboration and experimentation with my colleagues as the first generation of online news pioneers. But it also serves as a tool-neutral conceptual foundation upon which innovation can easily rest. It ties the traditional – and still relevant – skills of news judgment, brevity and precision, with new techniques such as multimedia, social media, mobile and data-driven story creation and delivery.

The book was shaped in good part by my survey research of online journalists working at newspapers in North Carolina and a similar survey of a sample of online journalists at newspapers across the country. The survey, when combined with the survey of journalism educators that was done by my co-author and graduate assistant, provided a clear picture of the gaps between the skills and concepts that are taught in journalism classes and those that are most widely used and most desperately needed in news organizations. Our twin surveys were presented first at the 2010 annual conference of the Association for Education in Journalism and Mass Communication and then published the next year in *Journalism and Mass Communication Educator*.

For audiences across the U.S. and around the world, the textbook and research has helped professionals make the transition to digital journalism as well as provide a foundation for young reporters and editors. I regularly correspond with teachers and journalists around the country and world who seek my advice on journalistic

fundamentals. Here is a sample of comments people are sharing with me about the impact of “Producing Online News”:

“I am a Fulbright scholar teaching new media at Baku Slavic University in Azerbaijan. I brought your book with me and my students and colleagues just love it. Several of the ambitious young journalists here want to translate your book into Azerbaijani.”

— Joanne M. Lisosky, Professor of Communication, Department of Communication and Theatre, Pacific Lutheran University, Tacoma, Washington. April 15, 2011.

“As an ex-newspaper man, I really need and appreciate your insight. I’m finding the book invaluable.”

— Craig Paddock, Lecturer, The University of North Carolina at Charlotte, and former copy editor/designer at The Charlotte Observer. January 11, 2012

“Thank you for creating such a wonderful tool for journalists and teachers with little experience like myself.”

— Brandy Caton, journalism teacher, Hickory Grove Baptist Christian School, Charlotte, N.C. July 13, 2012.

And, of course, I often engage in social media discussions about the book and its topics. For example, Beatriz Calvo Peña, a former journalism lecturer at Saint Louis University in Madrid, Spain, used Twitter to recommend the title to her students.



In fact, at least 118 libraries around the world have purchased “Producing Online News,” including university libraries in:

- Australia
- Canada
- Denmark
- Hong Kong
- New Zealand
- South Africa
- Singapore
- Taiwan
- United Kingdom
- and at least 98 libraries in the United States, including the library of the U.S. Supreme Court.

The national and global audience for the book has provided a strong foundation on which I’ve been able to provide professional newsroom training and strategic consulting services, as well as continue my service to both the citizens of North Carolina and budding democracies around the world. I’ve led multi-day trainings for hundreds of journalists at professional news organizations, but the audience I easily feel the most fortunate to have addressed are dozens of North Carolina high school teachers and as well as the Egyptian journalists in Cairo, to whom I introduced the tools and techniques of social media one year before the democratic uprising in that country.

But just as I aim to solidify these journalistic foundations as they transition to the digital age, so too do I work to imagine, design and build a sustainable and impactful future of journalism. In 2011, I began work on a two-year, \$275,000 project to build a web-based news product that will help make rural newspapers financially viable in the digital age as well as further their ability to hold powerful people accountable and increase local government transparency.

With the OpenBlock Rural project, UNC-Chapel Hill became one of only 11 colleges and universities to be funded by the John S. & James L. Knight Foundation’s News Challenge program. And this grant is larger than all but four of the News Challenge’s university-based programs.

The project – which began as a collaboration with my UNC colleague Penny Abernathy and was incubated as a class project funded with a university-wide service-learning grant – is well on its way to launching at our first partner newspaper in Columbus County, N.C., and has already included dozens of students. I

am leading a team of local computer programmers, am working with the staff of The (Whiteville, N.C.) News-Reporter on editorial strategy and implementation, training journalists in the use of digital public records as part of the N.C. Press Association's Newspaper Academy, and speaking with private vendors and state and local government employees about how to use digital public records to create a better informed citizenry.

I've also been contributing regular reports about the OpenBlock Rural project to the PBS Idea Lab blog, which is a forum of leading professional and academic practitioners and researchers who are tracking and leading changes in media. These posts serve as a way of disseminating the successes and failures of the project, of spurring further academic research and industry development of products that are more likely to further the democratic goals of shining light in dark places, holding powerful people accountable, and explaining an increasingly complex and interconnected world.

This continues the pattern of creative work I followed as a professional journalist even before beginning my faculty work at UNC. Many times the experiments were haphazard and almost always our hypotheses were post-hoc, but the pattern was the same – examine existing theories and data, build product, analyze results and develop a new test. Most of the work I did in my most recent leadership roles in online newsrooms dealt with developing strategic visions for publications, creating and implementing a plan for those publications and then assessing the results and providing cross-newsroom leadership and consultation based on the experience.

For example, as the managing editor at U.S. News & World Report in charge of the magazine's Web site, I developed an editorial strategy that included content, staffing and technology components. To implement the strategy, I had to create a training plan for both young journalists as well as mid-career reporters, photographers and editors. I continued to provide this regular training to U.S. News staffers after I left there and joined the faculty at the School of Journalism and Mass Communication.

In 2008, after a year of adapting the U.S. News training for a college classroom environment, I was invited to become a co-author of the 5th edition of *Reaching Audiences*, the textbook used by the more than 400 students who take "Newswriting" at UNC-Chapel Hill each year, as well as journalism students at 41 universities in 20 states. My contributions to the book included the infusion of online newswriting elements throughout the book as well as a new chapter dedicated to writing news for online news audiences.

Much of my creative work has also been integrated into my teaching. For each of the online journalism classes I've taught, I have developed opportunities for students to create public-facing Web sites and put their classroom training into practice. The OpenBlock Rural project began as a class. In 2010, I formed a partnership with National Public Radio and NPR.org to advise three UNC-Chapel Hill graduate and undergraduate journalism students as we assisted NPR with its congressional

elections coverage. I have also been the editor of public-facing student projects on election night in 2008, a statewide look at the high-school dropout rate and a school-wide effort to publish online as many articles as possible that are created by students working in classes throughout the School.

As I continue to develop storytelling and audience development tools and techniques, there are still more opportunities to let theoretical research being conducted by my peers drive my creative agenda. And an increasing interest in not-for-profit business models for watchdog and accountability reporting will also provide opportunities to engineer new tools and techniques – an new journalists – in the broader public service.

Service statement

My service to the profession is ultimately about serving its audience – the people who use journalism to make choices in a democracy and a free market economy. While there is a great need to find a sustainable business model for mass distribution of public affairs reporting, I am more interested in helping to improve the quality and increase the quantity of public affairs reporting itself.

My area of specialty within journalism — online writing and producing — is focused on a few specific techniques for improving and increasing public affairs reporting. First, the democracy of online publishing has the potential to help journalists give voice to the voiceless. Second, its ability to tell stories in multiple media can provide opportunities for journalism to become both richer and deeper. Finally, much of the challenge with using journalism to inform public choices deals with getting the right information to the right people at the right time. Through search engine optimization and social media, online news can help with this.

The three ways I provide service to the industry are through strategic consulting and editorial product development for news organizations, training for individuals within news organizations, and by identifying and judging high-quality work across the profession.

My service to the profession is sometimes formal and sometimes informal. For example, I have provided professional editorial strategic consulting in the U.S. and internationally. But I've also posted freely available "tip sheets," practice exercises and lecture presentations to my own blog as well as other Web sites. I have received kind notes of thanks for these free services both from professional journalists in the United States and abroad.

In summer 2008, I traveled around North Carolina to get a better feel for the needs of the news media in this state. First, I was chosen to be part of the "Tar Heel Bus Tour" with other new UNC-Chapel Hill faculty. And then I went on my own to visit newspapers of all sizes and from across the state. The editors and reporters I met on that tour said they appreciated not only my time, but my interest. I've continued to build on those relationships both informally and by providing free on-site training sessions.

I've also been trying to reach as many North Carolinians as possible in training sessions through the N.C. Press Association, the Carolina Association of Black Journalists, the N.C. Scholastic Media Association, the UNC-Chapel Hill School of Government, the Institute for Political Leadership and the N.C. Association of Government Information Officers.

As a result of these courses, it's been a pleasure to see a more diverse set of students working on social media at UNC-Chapel Hill and to see digital media literacy reaching more high school students in our state.

In October 2010, Geoff Belcher, the newspaper adviser at Wake Forest-Rolesville High School, said about the week-long summer class I designed and taught:

“That course was one of the best things I've ever done in my 19 years as a teacher. My students are very excited about moving to online journalism.”

But I've also continued to develop the overall ecosystem of public affairs journalism in the state, by helping to found North Carolina's first Hacks/Hackers group, an organization that aims to build personal and professional relationships between reporters and computer programmers. I've also worked to strengthen the relationship between staff and faculty at Duke's DeWitt Wallace Center for Media & Democracy – co-authoring op-eds, teaching cross-campus courses, and serving on the inaugural advisory board of the Reporter's Lab.

Although the strong public service mission and history of UNC affords me the state of North Carolina as my civic laboratory, the lessons I learn here reach far beyond the state's borders. I have also traveled by invitation to train journalists in Argentina, Canada, China and Egypt, as well as to moderate panels at conferences of the Association for Education in Journalism and Mass Communication and the Online News Association and present at the national Computer Assisted Reporting conference sponsored by Investigative Reporters and Editors.

My presentations are making a difference. As Egyptian blogger Osama Saber posted to Facebook on February 2, 2011:

“Thank You very much, Ryan! I'm fine. Social media was banned the previous days. [B]ut I appreciate your tips for [T]witter that [y]ou taught [u]s in the lectures in Cairo. I will upload my videos of Egyptian revolution on my blog soon. demaghos.blogspot.com”

I have been a judge for online journalism contests at the state, national and international levels. In 2012, 2011 and 2007 I was a judge for the international Online News Association annual awards, and in 2010 and 2009, I joined 12 other prominent leaders in journalism and technology to choose the winners of the Knight News Challenge, a contest sponsored by the John S. & James L. Knight Foundation to award about \$5 million to projects that aimed to further innovation in news.

My expertise and leadership in the field has earned me invitations from the Library of Congress to help a group of about 30 people develop a national strategy for the preservation of digital news and the Knight-Carnegie Initiative on the Future of Journalism Education to speak about citizen journalism during its conference in 2008 at Harvard University.

And in 2012, my comment to the Federal Communications Commission, in the matter of “Standardized and Enhanced Disclosure Requirements for Television

Broadcast Licensee Public Interest Obligations,” was cited in the FCC final rule as published in the May 11, 2012 Federal Register.

Throughout all my service, as well as my professional and teaching activities, I strive to give individuals the skills and conceptual understanding they need to practice journalism as well as develop the economic, technical and policy environments that will allow those skills and concepts to have the greatest effect.

Teaching Materials**Summary of Teaching & Course Evaluations**

Class, semester	# of students	Overall Instructor	Overall Course
Digital Media Economics (S14)	21	4.58/5	4.58/5
Data Driven Journalism (S14)	13	4.81/5	4.71/5
Newswriting & Reporting (F13)	6	5/5	5/5
Newswriting (F13)	19	4.5/5	4.21/5
Digital Media Economics (S13)	22	4.89/5	4.81/5
Data Driven Journalism (S13)	11	5/5	5/5
Newswriting (S13)	14	4.62/5	4.36/5
Social Media for Reporters (F12)	8	4.67/5	4.67/5
Reporting (F12)	12	5/5	4.75/5
Newswriting (S12)	16	4.4/5	3.8/5
Investigative Reporting (S12)	7	3.5/5	3/5
Reporting (F11)	12	4.4/5	3.8/5
Newswriting & Reporting (F11)	5	2.3/5	2/5
Newswriting (S11)	19	4.67/5	4.67/5
Newswriting (S11)	15	4.71/5	4.33/5
Newswriting (F10)	17	4.706/5	4.471/5
Public Affairs Reporting for New Media (F10)	3	3.33/5	2.67/5
Newsdesk (S10)	9	4.67/5	4.67/5
Public Affairs Reporting for New	13	4.08/5	3.92/5

Media (S10)			
Newswriting (F09)	17	4.47/5	4.19/5
Newsdesk (F09)	13	4.08/5	3.92/5
Newsdesk (S09)	3	No evals.	No evals.
Public Affairs Reporting for New Media (S09)	10	4.56/5	4.22/5
Newswriting (F08)	14	4.57/5	4/5
Online News Writing & Editing (F08)	12	3.82/5	3/5
Newswriting (S08)	20	4/5	3.6/5
Online News Writing & Editing (S08)	20	4.5/5	4.1/5
Newswriting (F07)	14	4/5	4.4/5
Online News Writing & Editing (F07)	14	3.44/5	3.11/5