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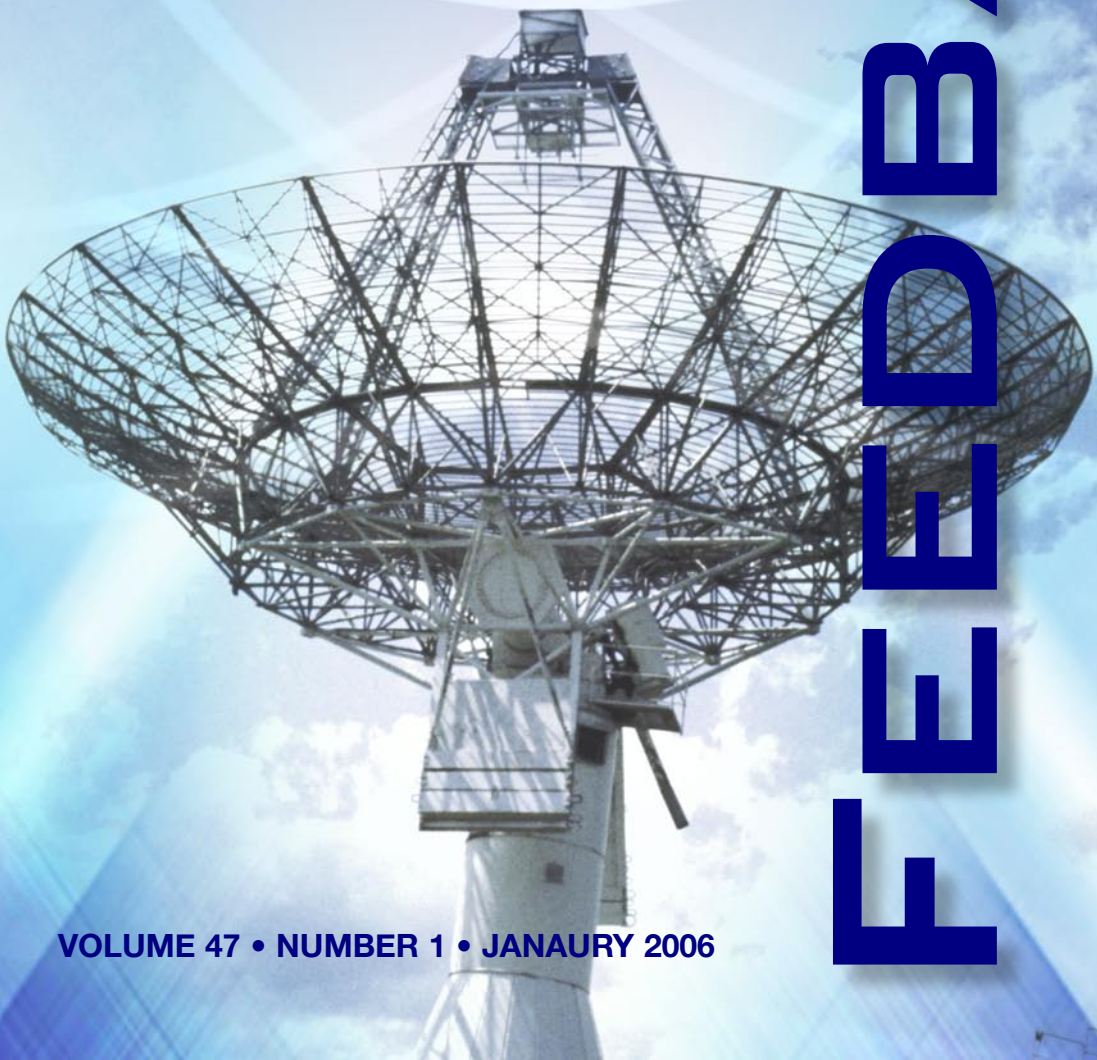
FEEDBACK



VOLUME 47 • NUMBER 1 • JANAURY 2006

January 2006 (Vol. 47, No. 1)

Feedback is an electronic journal scheduled for posting six times a year at www.beaweb.org by the Broadcast Education Association. As an electronic journal, Feedback publishes (1) articles or essays— especially those of pedagogical value—on any aspect of electronic media: (2) responsive essays—especially industry analysis and those reacting to issues and concerns raised by previous Feedback articles and essays; (3) scholarly papers: (4) reviews of books, video, audio, film and web resources and other instructional materials; and (5) official announcements of the BEA and news from BEA Districts and Interest Divisions. Feedback is not a peer-reviewed journal.

All communication regarding business, membership questions, information about past issues of Feedback and changes of address should be sent to the Executive Director, 1771 N. Street NW, Washington D.C. 20036.

SUBMISSION GUIDELINES

1. Submit an electronic version of the complete manuscript with references and charts in Microsoft Word along with graphs, audio/video and other graphic attachments to the editor. Retain a hard copy for reference.
2. Please double-space the manuscript. Use the 5th edition of the American Psychological Association (APA) style manual.
3. Articles are limited to 3,000 words or less, and essays to 1,500 words or less.
4. All authors must provide the following information: name, employer, professional rank and/or title, complete mailing address, telephone and fax numbers, email address, and whether the writing has been presented at a prior venue.
5. If editorial suggestions are made and the author(s) agree to the changes, such changes should be submitted by email as a Microsoft Word document to the editor.
6. The editor will acknowledge receipt of documents within 48 hours and provide a response within four weeks.

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1. Potential instructional materials that can be reviewed include books, computer software, CD-ROMs, guides, manuals, video program, audio programs and Web sites.
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3. Reviews must be 350-500 words in length.
4. The review must provide a full APA citation of the reviewed work.
5. The review must provide the reviewer's name, employer, professional rank and/or title, email address and complete mailing address.

SUBMISSION DEADLINES

Feedback is scheduled, depending on submissions and additional material, to be posted on the BEA Web site the first day of January, March, May, July, September and November. To be considered, submissions should be submitted 60 days prior to posting date for that issue.

Please email submissions to Joe Misiewicz at joedr@sbcglobal.net. If needed: Joe Misiewicz, *Feedback* Editor, Department of Telecommunications, Ball State University, Muncie, IN 47306, USA.

Feedback receives support from Ball State University's College of Communication, Information and Media.

[CONTENTS]

Click on title to view page.

[ARTICLE]

STANDING AT THE MEDIAN: "THE WRITING CLASS IN FIVE YEARS" REVISITED

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PREFACE

I was probably unrealistically optimistic when asked to present at BEA 2003 on a panel entitled "Teaching: Five Years From Now." Arriving in Vegas with a document certain to become the definitive mapping of the future of writing courses in the broadcast discipline, I made the harsh discovery that a) you can't present a ten-page paper, no matter how insightful, in ten minutes, and; b) attempting to do so leaves the audience with a distinct lack of "take-aways" pertaining to the future of writing in the broadcast discipline.

So I buried the paper in my stack of quasi-accomplishments. Sure, I'd had six years of experience teaching broadcast writing to draw on when I wrote it. But maybe I was wrong. (Goodness knows, I probably could have tapped into that six years of teaching advanced television performance classes to have a guess that maybe I had too much text for the timeslot given.) However, over the past two years, a lot of these things seem to have come to be around here.

Maybe if you look around your neck of the woods you might recognize them, too.

INTRODUCTION

While broadcast writing shares many of the grammatical and stylistic conventions of traditional writing classes, I cannot think of any other area in the writing discipline that has a shorter shelf life or is more susceptible to change. Whereas the works of Thurber and Fitzgerald hold up as well now as examples of their respective genre as they did when they were written, last semester's example of a groundbreaking advertising campaign will be forgotten or copied into cloying redundancy come time for this semester's analysis.

Furthermore, broadcast writing must not only reflect the constant changes within the industry itself, but also contend with industry changes within the realm of mass communication.

This paper will discuss three areas of probable change to broadcast writing classes over the next five to ten years. Topics covered will be class structure, technological changes, and changes in the student population as a whole.

CHANGES IN THE CLASSROOM

One of the most pressing changes over the next five years will be in class size. Given the pressure created by smaller university budgets and an aversion to make up the shortfall with increased tuition, there will be pressure to increase class size to increase credit hour generation. While this may only cause a bit more time for the bookkeeping of grades in some classes, upping the size of writing classes is a shortsighted proposition that will adversely affect student learning.

Currently my broadcast and cable copywriting classes at Central Michigan University have a cap of 20 students. Prior to my appointment at Central, however, I taught a similar writing course at a comparably-sized public university that ostensibly had a cap of 27 students. However, class size was occasionally bumped up to as high as 30 by the powers that be in an effort to placate late enrolling students and their parents.

From this experience, I can say with complete confidence that adding six, seven, or more students irrevocably shortchanges the class as a whole. Unlike a lecture or theory class, writing has no uniform standard or correct answers. Every piece of work generated is unique unto itself and deserves to be evaluated accordingly. As such, the effort needed to evaluate this additional work generated by increased student loads will be deducted from the total time available, resulting in either less instructor analysis and feedback, or fewer writing assignments during the semester. In addition to the reduction in instructor attention for students, more bodies in the classroom will make it far more difficult, if not impossible, to afford class members the opportunity to present their writing to the class as a whole. I find this technique, derived from my experience working in a writer's workshop as an undergraduate, to be one of the most effective pedagogical tricks in my bag as it not only allows students to share their accomplishments with the class, but more cynically, leads them to strive to create better works knowing they are going to be viewed by their peers and not just the instructor.

While attempting to negotiate the challenges posed by increased class size may seem like enough of a detriment to effective teaching, it is my fear that universities will attempt to seize on the lucrative specter of distance learning to bolster class sizes while reducing the demand on the schools' physical facilities.

This, in my mind, shortchanges students in most avenues of academic achievement, but in no way more than in the writing classroom. Distance learning for the writing class will totally remove the human element from the work. Disinterested objectivism (that is, letting the work stand for itself, rather than be clouded by the author) may be less of a hindrance for other types of classes. However, in the writing classroom I see no benefit, only disadvantages, as the respective authors will be able to hide behind their computer screens rather than be forced to take accountability for their work as seen through the eyes of their peers.

Another area of increasing concern is the shifting of stylistic mores within the classroom. One of the main challenges that broadcast educators will face will be reminding – or in many cases, informing for the first time – nascent media writers of the difference between broadcast and cable standards. With cable penetration growing from less than a quarter of U.S. households twenty years ago to the present level of nearly 85 percent, student perspective of what is acceptable broadcast fare has become distorted to say the least. Indeed, while it was a big deal for Bart Simpson to say the "butt" as a referent to his posterior during the first season of the durable Fox cornerstone, students

generally lack the acumen to differentiate between standards and practices. It is hard to sell them on the fact that advertising copy as a genre is quite conservative, and does not speak with the same salty vocabulary choices as Tony Soprano or the ribaldry of the hosts of *Comedy Central's Man Show*.

TECHNOLOGICAL CHANGES

To say that computers have changed the way students write is an understatement. When I started teaching writing in 1996, the majority of my attention focused on typographical errors within texts. However, with improvements in word processing technology their works can now be judged at a deeper level, as less attention need be paid to cleaning up the copy to reach a basic level of readability. It is my thought, unpopular as it may be, that the writing classroom has benefited, rather than suffered, from the Microsoft monopoly on word processing. With each passing year, student software choices have gravitated more and more toward using Microsoft Word, with the cheaper, albeit non-compatible, ugly sibling Works falling further and further out of favor, and other platforms forgotten entirely.

No longer is precious class time lost to formatting questions such as "But how do you do this on WordPerfect" or "Can you do that on Bank Street Writer?" However, it is my fear that this situation will not remain this way, as the odds of another technological leap in program and processing technology are all but inevitable. The problems of this situation are two-fold, as not only will there again be multiple commands to address in instruction but also a new learning curve for the instructor to gain mastery of the program.

Another area of change that the broadcast writing curriculum will need to reconcile is the role of the Internet as a mass communication medium. I have come to realize, having witnessed its development, that I view the Internet in much the same way that my parents view television – an interesting, but ultimately suspect and secondary information source. Of late, however, I am of the thought that my perspective may be as mistakenly elitist as that of those who espouse a perceived superiority of film over television, and thus dissuade students from a potential area of media growth. Given changes in computer technology, it may be advantageous to consider expanding the broadcast writing curriculum to include writing advertising material for the Internet. I am cautious about the challenges this would pose to effective teaching of the class. However, I am equally intrigued by the idea that instituting effective Internet writing, such as having students create actual ads for e-Bay and the like, could be beneficial in reinforcing their understanding about word choice and placement as they would have a higher form of interest and investment in the outcome. I temper this speculation by stating that this sort of curricular expansion must remain based in writing, rather than HTML coding, and thus would require the ready availability of some form of exceptionally easy-to-use processing software not yet available. However, should such a program become available, the choice should be considered.

While developments in computer technology have benefited student writers, they also have made it easier for some students to avoid writing entirely. Indeed, given the easy nature of information access within the electronic world, established textbook writing assignments in the broadcast writing curriculum will likely need to be reappraised. It

is now possible for the unscrupulous pupil to pass off, as his or her own work, a world-wide source of creative ad campaigns rather than be limited to the contents of the local fraternity assignment archives. To combat this problem, instructors of broadcast writing courses would be well served to place emphasis on more narrowly structured writing assignments. If assignments are structured in such a way that the student must demonstrate and document all levels of creation from the epiphany to the final pitch, the chances of liberating existing campaigns diminishes greatly, as most students will find it easier to develop a campaign from scratch rather than deconstruct an existing one in such detail.

Also, in this vein of change, in-class writing should become more of a priority to make certain that the students getting credit for the class are indeed the ones doing the writing.

In addition to computer development, changes within the broadcast industry, most notably the transition from analog to digital transmission, will affect curriculum for writing classes over the next five years.

I see at least three major changes resulting from the analog to digital switch. First, increased MSO carriage will provide increased opportunity and demand for locally generated ad copy. While this may or may not provide greater writing opportunities for students in the classroom, it will provide a good pool of localized lower-tech ads for presentation in class and student emulation.

Furthermore, it is possible that the multichannel carriage capacity afforded for digital audio could allow writers to capitalize on multiple levels of subtext within their writing. This use of mutable non-diagetic audio tracks would effectively double, if not more, the potential persuasive utility of an ad, as viewers who wanted more information would be able to easily obtain it, while allowing the fundamental message to remain uncluttered.

I also envision the potential to discreetly incorporate product plugs within programs, such as in the following hypothetical situation from an equally hypothetical automobile maintenance how-to program:

NARRATOR: To replace the catalytic converter unit (pause as narrator unscrews a part)

SUBAUDIO: AC Delco part number A484C.

NARRATOR: you'll want to be sure that the Doppler flange is not bent from the hydraulic pressure of the Nielsen jacket.

SUBAUDIO: AC Delco part number DF 333.

NARRATOR: Now let's put it all back together. I'll just put it together quickly, as we spent so much time on this procedure last week.

SUB AUDIO: Last week's program can be ordered directly by calling 1-800-AUTOMAN and asking for program KB 10-15.

A third possible, albeit highly optimistic, development stemming from the adoption of digital or satellite radio technology could be an increased demand for dramatic copy as station filler. Over the past few years, I have noticed an increased presence of vintage programs on traditional broadcast venues, that leads me to believe new and original dramatic programming could become a popular alternative to present offerings. How many times will listeners continue to tune in to hear the likes of Dr. Laura insult another caller's intelligence? How many days can Rush Limbaugh continue to espouse

the same political principles before the listeners know them inside and out and go looking for fresh material?

I offer this hope of a resurgence in radio drama optimistically, as it is possible that may be one of the last of a dying breed to care so passionately the genre. However, the format makes financial sense as the creation of original radio dramas would be free of licensing fees and have minimal production costs, making them attractive vehicles for stations to produce. They would also provide unique writing opportunities for students to expand beyond the narrow confines of advertising writing without the need to have mastered the complexity of television and film scriptwriting.

CHANGES IN STUDENTS

A final area I would like to address concerns the changes in students in general. As I mentioned earlier, my current position at Central Michigan University is an enviable one. Our department of Broadcast and Cinematic Arts is held as an example of high rigor and student achievement among the university's colleges. My classes have a manageable cap of 20 students. My position is further strengthened by comparatively stringent admission requirements that must be met before enrolling in the class along with demonstrated and documented above average writing skills.

However, in my years of teaching, I have found that the caliber of students in the classroom has a reverse correlation with economic conditions. Simply stated, when times are too bad to land jobs, we get good students, most of whom were probably good learners before enrolling. When times are good economically the talented have the option of finding jobs rather than attending college. Suffice it to say, if national conditions and opportunities reflect those of the Midwest, it is my prediction that there should be a steady supply of highly qualified bodies to fill seats five years from now.

World events have also created a new category of students, namely returning combat veterans. During my years of teaching at a public university I have experienced a handful of peacetime veterans in my classes, but none who were actively involved in combat. It is my feeling this change will pose a challenge for both the teacher and the student in that any learning environment will seem like proverbial small potatoes compared to their combat experiences.

Imagine, if you will, two young men talking about their classroom experiences over a cup of coffee.

Soldier 1: So, Jim, how's that writing class coming? You learn how to write yet?

Soldier 2: I'm just about ready to give it up. The guy just spent half an hour talkin' about the stupid comma. Ten minutes into "restrictive this and non-restrictive that" I just stopped caring.

Admittedly hypothetical, I don't feel the above conversation is that far fetched. Therefore, in my mind, it will become important for the instructor to impart a sense of relevancy when designing his or her class. It is my feeling that the best way to accomplish this is to reinforce the fact that, unlike a lot of postmodernly driven classes, this field offers definitive right and wrongs – a twenty four-second commercial or a forty-minute sitcom is as much of an artistic failure as a ten-line sonnet or a fifteen-syllable haiku.

Furthermore, the broadcast writing class can separate itself from other discourag-

ingly postmodern classes by stating with conviction that, in this genre of writing, some ideas are indeed better than others. As I stated earlier, I believe the best way to demonstrate this is by forcing students to read their copy to the class and by rewarding copy that heralds the next "mmm…mmm…good" or "Where's the beef?" I also believe in explaining to the student whose work falls short how to improve.

Much like tuition the impact of student-driven evaluation forms on one's career is not likely to diminish. Holding students to exemplary standards requires courage and conviction. However, it is with extreme confidence that I make a final prognostication that in doing so, the vast majority of future broadcast writers will rise to the challenge, be it five years from now, or the next time you enter the classroom.

<< RETURN TO TABLE OF CONTENTS

[ARTICLE]

USING INSTANT MESSENGER PROGRAMS FOR VIRTUAL OFFICE HOURS

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Note: An earlier version of this paper was presented at the 2005 BEA Convention in Las Vegas, NV

INTRODUCTION

Any faculty member who has been faced with increased demands on his or her time has undoubtedly been confronted by a student complaining about the faculty member's lack of access. "You're never there when I come by your office," we often hear, or "Your office hours just don't work with my schedule." Sometimes, it's just the grousing of students who otherwise should have made time for their schoolwork. But there are also times when the words hit home because they are true—because of our busy schedules, we're not available when we need to be. That lack of availability can be the difference between a student understanding a concept and a student completing work that is off target.

There are other situations that have nothing to do with how available we are for our students, rather *when* we are available. Many of us have probably received a script or paper that was written the night before our review of it and realized that some well-placed hints during the work process might have made a significant difference in the final (or nearly final) product. Certainly we can't be expected to hang out in our offices well into the night. However, we may be able to hold online office hours and assist students who are looking for help at a time when they need it. The use of instant messenger programs, already widely used by students for social interaction with peers, can be a useful tool to help faculty communicate with and assist students at hours that normally wouldn't lend themselves to synchronous communication.

What follows is a brief description of how I use AOL's Instant Messenger program to hold online office hours to answer questions from students who are working on projects in my classes. I'll offer some reasons for the potential use of the program, as well as some typical results. You'll also find some caveats about the extensive use of electronic communication, in particular the use of virtual office hours. Finally, I'll offer some suggestions on how you can set up your own online hours using IM or another form of electronic communication.

RATIONALE

As students enter college with more technology at their disposal (HERI, 2004; Jones, 2002), they are using information technology as a means of social communication, sometimes as their primary means of communication with friends and professors (Frand, 2000; Yates & Brunner, 2003). According to Frand (2000), students today are not wowed by the use of technology, rather they expect rapid and dramatic changes in communication technology to suit their needs (p. 15). In one study, students reported increased use of instant messenger (IM) programs at school and wondered why faculty weren't following suit (Gustafson, 2004).

However, the use of technology in education doesn't always mean its use is effective. Research from both the Pew Internet and American Life Project (Jones, 2002) and the Educause Center for Applied Research (Kvavik, Caruso, & Morgan, 2004; Morgan, 2003) has shown that students are looking for *effective* uses of technology in education, even if that means *less* use of technology. Students seem to want the technology to further their understanding of course goals and objectives. Nascent, unpublished research (Brown, 2005; Rosales, 2001) has shown that students will use and appreciate technology in their courses if they perceive that it will help them in a particular course or assignment.

Other research shows students see some forms of communication technology, such as bulletin boards or email, as ways to express their thoughts without the pressure of a face-to-face meeting with faculty (Pena-Shaff & Nicholls, 2004; Yates & Brunner, 2003). Given the increased use of instant messenger services in this country and others (Leung, 2001), it would seem the technology provides a potential connection for faculty to reach students. Indeed, in a study at one southern university, students reported they felt compelled to answer when someone "knocked" or "pinged" in through an instant messenger service, to the point that it detracted from their regular school work (Matthews & Schrum, 2003).

If we accept that our mission as educators is to help students achieve the goals we set for them and they set for themselves, and we also accept that an opportunity to communicate with students outside of regular office hours can help us transmit necessary information to achieve those goals, then the use of synchronous, electronic communication meets our needs. Certainly email has been used by faculty for years, but the asynchronous nature of that form of communication may not provide the help necessary in all cases. In contrast, instant messenger programs are synchronous, allowing two or more people to carry on real time text conversations and, increasingly, through pictures or animation. Students already use IM programs for social communication. Using instant messenger might help faculty and students communicate in a conversational manner to provide instant feedback and guidance to students. Therefore, if students are able to understand their assignments more fully, or how close they are to reaching their goals (i.e. a completed news/television script), then they can maximize their time. By offering help to students when they need it and within the time frame they need it, we can help them move toward a better understanding of their subject matter more rapidly.

DIRECTIONS FOR USE OF IM FOR "OFFICE HOURS"

The first thing to do is set up an instant messenger account. I chose AOL's AIM, primarily because it was the program of choice by the students at my school. I picked a relatively self explanatory identity (timbrownucf) that I thought could be easily memorized yet was professional enough to let students know this was the same as regular office hours. I also established set times when I would be online, or open for business, as it were. The key here is consistency—to make sure I logged on at the time I said I would, just as I make sure I'm in my office when I say I'm going to be. It's no help to the students if they can't find me at the time I said I would be available.

Secondly, conduct yourself and your conversations just as if you were in an actual office setting. Make certain you let the students know, by your tone and your language, this is a professional exchange of ideas and comments, not two buddies casually talking. I made sure to refrain from using IM shorthand (such as BRB for "be right back") and applied proper capitalization and punctuation rules (complete sentences, periods and commas, not all caps or all lower case letters). An example of a typical exchange would be:

> **ucfguy06 (10:30:31 AM)**: good morning professor brown
> **timbrownucf (10:30:39 AM)**: Hello. Who is this?
> **ucfguy06 (10:30:46 AM)**: oh sorry, asher.
> **timbrownucf (10:30:52 AM)**: Hi Asher. How are you?
> **ucfguy06 (10:31:27 AM)**: fine, ii was wondering how late you were going to be on campus untill tonight
> **timbrownucf (10:31:40 AM)**: I'm planning on leaving after our class is over.
> **ucfguy06 (10:32:34 AM)**: would it be possible to meet with you afterwards for a couple of minutes to look over a script?
> **timbrownucf (10:33:03 AM)**: Sure. I think the best thing to do is hang out a little bit and see how quickly people get done with the midterm.
> **ucfguy06 (10:33:31 AM)**: that would be great. thank you
> **timbrownucf (10:33:37 AM)**: Okey-dokey.
> **timbrownucf (10:33:39 AM)**: Anything else?
> **ucfguy06 (10:33:49 AM)**: no sir.
> **ucfguy06 (10:33:52 AM)**: thanks again
> **timbrownucf (10:34:00 AM)**: Allright. I'll see you in class. Have a good day.
> **ucfguy06 (10:34:08 AM)**: you too, bye

The basic idea is to make sure each conversation is the same as though it were taking place in person rather than online and in text format. That means you may cut off the conversation if you think it's not productive or if the student is not conducting himself or herself in an appropriate manner. It's also advisable to pay attention to each student as he or she "stops by the office." That is, try to minimize holding more than one conversation at a time. Naturally, if one person is a bit slower typing comments into IM than another, then you can probably handle two at once, but it's not advisable to do more than two at a time. On more than one occasion, I've received a message from a student that was intended for a friend and it was, shall we say, not the kind of comment that a student would say to a professor. I have also made the mistake of sending a message to someone other than the intended recipient however, I'm quite sure

my comments caused much less blushing. In those cases, the best course of action is to handle it as you would if you addressed someone by the wrong name—apologize, offer the correct comment, and move on.

It's also a good idea to save each and every conversation. This may seem like overkill, but it's important to make sure that if, for some reason, your comments are called into question, you have a complete record of the conversation as it took place. That's really a worst-case scenario. In more practical use, it allows you to review past conversations with a student as a measure of their progress and understanding of concepts and material, or lack of it.

TYPICAL RESULTS

During the semesters I have used online office hours, I've seen students take advantage of them. In my case, I set my hours for 10 p.m. when the students are typically awake and at likely to be at their home computers. Any given night has a steady line forming outside the virtual office door. Sometimes students will start the conversation by asking a question, but I must ask them to wait while I finish up with others. Most of the questions focus on setting up interviews for the following day ("I haven't been able to reach anyone in the mayor's office, and I'm stumped for a backup interview. What do you think of….").Some students have questions about specific lines in their story scripts, or how to begin background research on their stories—these are bit more involved and problematic and may require a face-to-face meeting instead. Other students drop by to socialize, asking questions about a particular newscast I might have seen the previous night or just wondering about future internships/jobs. Usually the same kind of traffic that crosses my physical doorstep also crosses my virtual one.

POTENTIAL PROBLEMS

As in any method of communication, there are good and bad aspects to using IM. First, students may rely on this form of communication to replace of face-to-face interaction. It is very difficult for the student to get the same kind of help in a ten minute IM chat that he or she could get in a ten-minute office visit. Human interaction usually wins out over a technological one. I have found myself imposing limits on online visits. For example, students only get help on a project through IM if they have met with me at least once in person. While that has reduced some of the IM traffic during my online office hours, I have found more of the online gang showing up in person. They are able then to use what they gathered from the face-to-face meetings and have a better understanding of the comments from the IM sessions.

A second potential pitfall to using this form of communication is that the anonymity can sometimes lead to sharing information that may not be appropriate for the setting. Because students can hide behind their computers, they may be more tempted to message things they would not normally say in a face-to-face meeting with their professors. So it is important to make certain faculty enforce and encourage a professional tone during online office visits. We can hide behind the computer screen just as easily as the student can, and the temptation to become chummy with students is there. People are bolder when saying things without having to look at the recipient of the message. So be careful and conduct yourself as you would during "real" office hours and insist students do the same.

A third caveat is making sure the virtual office hours don't get away from you. I started using IM because I wasn't able to hold regular office hours as often as I would like. As my schedule changed, I started including online office hours with my regular hours (moving from a required six hours to a total of nine or ten, including the virtual ones). I decided to go with the 10 p.m. time because it was better suited to my schedule and my students' schedules. However, I soon found the virtual hours took up more of my time than anticipated and I was not able to complete my own work. I then tried going online during physical office hours only, but the online traffic dropped dramatically. I've since limited my online time to two one-hour sessions a week.

THREE SUGGESTIONS

If you're interested in setting up your own virtual office, here are three simple suggestions to get you started:

1) Begin slowly. Rather than broadcast your new online location to the entire class, experiment with some of your more responsible students. See how it works for both of you. Once you feel more comfortable, let others know about your new location.

2) Pick a comfortable medium. Instant messenger may not be the best option for you. Many faculty use bulletin boards with great success in their classrooms, setting aside time to respond to them. While I believe that synchronous communication is best, find what works for you. You might want to start with email hours, where you devote a full hour to answering emails from students that were sent in the afternoon and evening hours. Chat room functions in Blackboard and WebCT are getting better and more reliable, and they are already part of many students' educational repertoires. The key is to find what works for you.

3) Be consistent. Make sure you keep the same standards in your virtual hours as you do in your physical hours. It's important to control the tone and content of the conversation as much as possible, that way there is no question of the roles of each individual.

CONCLUSION

Both students and faculty are challenged by the demands on their time. The growth of digital communication creates opportunities for faculty to communicate with students outside the confines of the classroom. While it is important to remember that face-to-face communication is still important to the transmission of educational content and information, supplementing that communication through "virtual office hours" can provide benefits to both students and faculty. By using instant messenger programs that allow for synchronous communication in an online environment, students and professors can communicate with each other in a way that facilities the exchange of ideas and feedback without the constraints of time or physical office space. The more effectively we use the technology at our disposal to help students improve their work, the more valuable that technology becomes.

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[<< RETURN TO TABLE OF CONTENTS]

[ARTICLE]

ONE CHEER FOR MEETINGS

Terry Caesar

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"We only wake you up for the important meetings."
—N.Y. Yankee co-workers to George, on an episode of "Seinfeld"

In a recent New Yorker cartoon, a group of people is seated together at one end of a table with upraised hands. The caption reads: "It's unanimous: effective immediately, we spread out around the table."

One of the things that has always most fascinated me about meetings is the agreement that must be already in place before the meeting takes place. Surely not, whatever else, including the arrangement of seating itself! And yet another of the things that has always fascinated me about meetings is that absolutely nothing can be taken for granted about them. Not even seating, as confirmed by meetings that begin — much like classes — with everyone present bid to either spread out or form themselves in a circle.

Who does the bidding? Not only the chair. Indeed, one could make a case that academic meetings are distinctive either because authority is regularly delegated (in departments, to the heads of other committees) or else always open to decentralized procedures of various kinds (often the establishment of sub-meetings). To whom is the bidding to be seated made? Not only to departments — just to continue with this organizational "unit." Or rather not only to departments whose membership is fixed; for many years I was part of a department that fudged the question of whether the secretary could attend meetings and fumbled the question of whether adjuncts were part of the department by requiring them to leave before voting on anything began.

What about the meeting's agenda? Surely at least these are agreed upon? In theory, agreement is secured by publishing or circulating an agenda beforehand. In practice, though, consideration of anything during a particular meeting is often not limited to the agenda. Just as often, the meeting really heats up when something additional is either added or something unforeseen erupts.

I still recall my very first department meeting. I don't remember whether it had an agenda. I do remember the moment when a senior member jumped up from his seat and began cursing the chair. The subject wasn't some new disciplinary perspective. (I had assumed this was what departmental meetings were about.) It was about a private quarrel between the two men, involving the fact that a student had fired a gun into the living room

window of one of them.

Later I found out that the senior man was a retired CIA agent. The person who told me this was himself a former CIA agent. What? How could I find myself in a department, two of whose members were CIA? I thought this was the sort of circumstance that happened in academic novels! These were the same novels, of course, in which meetings were mentioned, but not described.

If a department is not reducible to its meetings, are its meetings reducible to the department — or is the department, in turn, reducible to its members? For many years in my own former department, I used to feel that we would have better meetings if we had a better department, and we would not have a different department until we had different members. In time, we did. But the members were arguably worse. However, the department meetings were occasionally better.

Now I'm not sure what to think about such meetings, except that when all is said and done, on the part of just about any group, meetings are inherently boring, forever driven by a few people who like to hold forth about curriculum planning or the latest Vision Statement from the administration. Everyone else — especially the untenured — feigns polite interest, unless something of personal consequence appears. If it doesn't appear, well, there is always the next meeting.

Once I knew a woman new to American academic life who professed herself stunned at the sheer tedium of so many meetings during which so little was accomplished. One day she was near tears. "Most of what's discussed is completely superfluous!" I blurted out in response: "Don't forget: the purpose of the meeting is to have another meeting." It was suddenly as if somebody else had uttered these words. Maybe somebody else once did to me — after a meeting.

After a meeting: ah, this is a golden time, when frank talk can ensue with intimates about what really happened, how predictable it was that so-and-so said such-and-such, and whether — given the administration, the chair, the union, the alignment of the planets — the final vote would ultimately mean anything. Meanwhile, too bad there had to be a meeting at all, that exquisitely formal affair in which much was considered and little decided.

I once had a colleague who told of a friend who had counseled him thus: the best way to endure meetings was to smoke a pipe. People saw the pipe, not you. For better or worse, these days are now gone. We who must continue to meet today have fewer weapons at our disposal to do battle against the inevitable fatigue. Idle scribbling on a print-out of the agenda or the last minutes: Is this the promised end?

Of course I appear too cynical. Some issues of course demand meetings. Just don't ask me to give examples. Some meetings prove to be absolutely necessary. Blame me if it seems these particular ones are usually the most boring. Lastly, we must agree at least that a department simply cannot conduct itself without meetings. Yet is there no better, more efficient way for it to do its business?

I've heard of departments that try to do so exclusively through e-mail. This might work, especially in excessively factionalized departments. But then the department deprives itself of a chance to be visibly recreated as a collective whole. Such deprivation is not accomplished without peril. Another way to put the issue: the purpose of meetings is to have a department.

Members may teach alone. They usually research alone and they certainly write

alone. But each belongs to a department (and through it, to an institution). Meetings are crucial in assuring members of their own common cause, ranging from curricular change to tenure votes.

We can bemoan meetings. We can't easily give them up. Consider the situation of adjuncts. Most departments are virtually forced to dream up occasions for adjuncts to meet, under the auspices of "professional development" or institution-specific "strategies."

Here the purpose of the adjunct-only meeting is not so much to have another meeting. (Many in attendance could be gone by next semester.) The purpose is to have the meeting (and therefore a "department" of sorts) in the first place! Are adjuncts thereby constituted as a group? Of course not. Not only do such matters of high moment as curricular change fail to concern them.

Adjuncts are excluded from even such lowly questions as the selection of new textbooks. Indeed, consolidating ideals of any sort — apart from the scandal of there being adjuncts at all — are not available to them; adjuncts are paid to teach, not to attend meetings about teaching — or anything else. And yet, there must be meetings for them to be "encouraged" to attend, lest their professionalism itself be endangered. Of course, once they do, just once, another meeting is theoretically possible, and then all seems well.

No matter, somewhat paradoxically, that freedom from meetings, in fact, is the usual virtue of their lot regularly invoked by adjuncts themselves! Everyone is expected to smile knowingly. (Unless full-timers suspect sour grapes.) Nobody, it seems, is expected actually to like meetings. Just so, though, all are expected to acknowledge their abiding necessity, therefore to attend the next meeting.

In sum, one cheer for meetings. Readers will recognize my allusion to E.M. Forster's famous essay, "What I Believe," wherein he gives democracy a grudging two cheers. One is because it admits variety. The other is because it permits criticism. The departments of my experience admit variety, but far more grudgingly than in Forster's democracy. Worse, they permit little real criticism. Nothing is harder at a meeting than to raise some fundamental objection to an item or an issue, and then expect to have it thoroughly treated.

Forster's democratic model is Parliament, whose deliberations, I suspect, would put most academic departments to shame. Not only because Parliament abides the individual "nuisance" intent on exposing some abuse. Not only because Parliament is virtually mandated to "chatter and talk." But also because Parliament's "chatter," claims Forster, is "widely reported." In comparison, a department's deliberations are of course impeccably — not to say, preciously — private.

One cheer for meetings seems to me quite enough. There had better be one because, academically, we're all in it together, and we somehow manage to remain so (unless we're adjuncts) even through our mostly dreary, ill-starred meetings. Also, one cheer gestures at the existence of more departments than an individual can easily imagine, where variety actually speaks on a regular basis (even without tenure!) o where criticism remains an animating voice. Meetings, finally, are just one of those fateful things about academic life that most of us have to tolerate, when all is said and done (though preferably not at another meeting), like non-committal deans, rude office staff, and students who won't turn off their cell phones. Meetings we will always have with us. But please God, not next week, and not too late in the afternoon.

[ARTICLE]

THE ROAD TO TENURE: OBSTACLES FOR THE MEDIA ADVISER

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ABSTRACT

Tenure has been the topic of various journal articles, but few have examined the process within specific disciplines. This study surveyed 136 advisers of campus radio and television stations to ascertain what obstacles to tenure were associated with this position. Respondents reported that 1) advising a media outlet takes time from teaching and research; 2) advising the station and producing programming is not highly valued by tenure committees; 3) tenure is essential to job security because students tend to push the envelope in on-air activities, and; 4) tenure is an archaic concept and they have no interest in pursuing it.

INTRODUCTION

Tenure has been a mainstay in America's academic institutions for nearly a hundred years. Much has been written about it, and it certainly has had its share of criticism, particularly through the 1990s (Finken, 1996). While arguments can be made for and against traditional tenure, it has afforded academic freedom to its recipients, at least to some degree, and most will agree that it offers some protection against arbitrary dismissal (Finken, pp. 4-7). According to Witherspoon and Knapp (1999, p. 341), "The award of tenure has become inextricably associated with the protection of academic freedom within institutions of higher education."

Much less attention, however, has been devoted to particular academic positions and the ease or difficulty with which those teachers obtain tenure. This study will focus on the case of the student media advisers (specifically advisers of campus television and radio outlets) and the unique challenges they face because of their additional responsibilities. The idea for this study was spawned from anecdotal observations at the 2004 Broadcast Education Association national convention. During a session, several media advisers grumbled that they were unable to get college administrators or tenure committees to recognize professional projects they produced, some of which were judged by peers, as worthy of consideration toward tenure. The advisers also noted that producing such work, in addition to advising stations operating full-time, did not allow much time for

publishing traditional academic research. Others said that they were long-time broadcasters themselves and had no interest in traditional academic research.

Still other media advisers claimed they feared for the security of their positions because college administrators and influential alumni are not always pleased with what is produced by students for the public airwaves. Some mentioned they were media advisers because they "loved it," and would do it regardless of whether they were tenured or on tenure track.

The purposes of this study, then are: 1) to obtain descriptive statistics about television and radio advisers to use as a baseline for future studies; 2) to ascertain what obstacles, if any, advisers have faced in securing tenure, and; 3) to find out what media advisers think in general about the tenure process.

Literature Review

Diamond (1996, pp. 4-7) said that one of the most important steps in pursuing tenure is for the faculty member to understand what is expected, such as the procedures involved in interim reviews, submitting portfolios, etc., and the criteria and kind of documentation required. Because there are major differences among the disciplines, Diamond warned:

"These differences can be problematic when a faculty member comes up for review by colleagues from other disciplines, particularly if the work presented does not take the form of traditional research and publication."

Several authors of promotion and tenure books mention ways that professional works of certain disciplines may be considered for tenure, but none mentions broadcasting, video or audio production. Herein lies a problem for media advisers. If there are no specific criteria, how are committee members, especially of other disciplines, to judge the weight and effectiveness of the work. The Institutional Priorities and Faculty Rewards project, coordinated at Syracuse University, suggested a rubric for documentation of directing a student production for theater faculty, that included presenting a video tape of the performance. This would seem to be an appropriate format for media advisers wishing to document professional work (Diamond, 1995).

Adams (2003) developed an Academic Assessment Index based on a survey of 109 university and college administrators. Books in the candidate's field and refereed articles were ranked one and two, while service to the institution (where media advising generally falls) did not make the list, nor did professional presentations.

With respect to arbitrary dismissal, tenure and promotion books tend to concentrate on academic freedom, specifically with regard to professors speaking their minds in the classroom or in published works, but those books ignore the issue of students speaking their minds on radio and television stations (Finkin, 1996). It is often the student broadcaster's exercise of free speech that can create problems for the media adviser.

The dilemma for those opting not to pursue tenure is that option is disappearing. In a 1999 master's thesis, Chong (1999) sampled 123 schools and found that 91 percent indicated that they normally hire candidates on tenure track, while only 6 percent normally did not. Downes and Jirari (2000, p. 53) in a 2000 survey of job advertisements in the communication field found that the Ph.D. was the most specified credential (60 percent required it). They also found that "traditional tenure policies are embraced by a strong majority of academic institutions." In 1998, Fedler et. al. (pp. 4-

5) ascertained that 76.6 percent of journalism and mass communication faculty whose specialty is radio/television possessed a Ph.D. Among those same faculty members, 23.4 percent had produced seven to ten refereed convention papers and 66 percent had published at least one journal article. The article did not distinguish media advisers from non-media advisers.

This study proposes to answer the following research questions:

RQ1: What is the profile of the typical media adviser?

RQ2: What do media advisers consider to be major obstacles to obtaining tenure?

RQ3: What percent of media advisers are not on tenure track and why are they not pursuing tenure?

RQ4: What do media advisers think in general about tenure?

METHODOLOGY

In November, 2004, surveys were mailed to the 239 members of the Broadcast Education Association Student Media Advisers division. After a second mailing, 136 surveys were returned anonymously in a self-addressed, stamped envelope, for a response rate of 57 percent.

Thirteen of the questions were used to obtain demographic information about the respondents, as well as information about the type of media outlet advised, the format, number of major, type of institution (private or public) and the full-time enrollment at the institution. The next question was only for those pursuing or who have achieved tenure, and asked what obstacles there were, if any, to pursuing or achieving tenure. The following question, for those not pursuing tenure, asked why they were not pursuing. The third question of this group asked what benefits the person received for advising media. The final question was open-ended and asked the respondents for any other comments regarding tenure. The question was asked in a neutral manner so as not to encourage negative or positive responses.

RESULTS

Of the 136 respondents, 62 are tenured and another 27 are on tenure track. Of those not on tenure track, 22 have one-year contracts, 14 are on renewable contracts of varying years, and 11 marked other or no contract. Fifty-five advise television stations, 48 advise radio, and 28 advise both. The remaining five are streaming radio on the web. Fifty-nine respondents possess doctorates, 62 have their master's, and six are working with bachelor's degrees. Three respondents are pursuing master's degrees, five are pursuing Ph.D.'s, and only one is working without a degree. Seventy-eight percent of the advisers are male and 91 percent are white, but those are also areas for future studies. Perhaps of particular concern to media advisers is the effect tenure may have on salary. Fifty-seven percent of those tenured are making at least $55,000 a year (N=62), while only 15 percent of those on tenure track (N=27) are earning that much. Nine percent of those not pursuing tenure (N=37) have a salary of $55,000 or higher. In answer to RQ1, the profile of a typical media adviser is displayed in Table 1.

TABLE 1: PROFILE OF THE STUDENT MEDIA ADVISER

MEAN AGE	46.3
MEAN YEARS OF MEDIA ADVISING (INSTI-	8.1
TUTION)	11.5
MEAN YEARS OF MEDIA ADVISING (TOTAL)	51,343.28
MEAN SALARY	62
NUMBER OF TENURED FACULTY	27
NUMBER ON TENURE TRACK	59
NUMBER WITH PH.D.	67
NUMBER WITH MASTER'S	9
NUMBER WITH BACHELOR'S	1
NUMBER WITH NO DEGREE	52
NUMBER ADVISING RADIO	55
NUMBER ADVISING TELEVISION	29
NUMBER ADVISING BOTH	91
PERCENTAGE WHO ARE WHITE	77
PERCENTAGE WHO ARE MALE	

N=136

In response to RQ2, among those pursuing or those who have achieve tenure, about 55 percent said that one of the obstacles to tenure was the time it takes away from research. Almost 50 percent said it takes time away from teaching, more than 30 percent said tenure was not valued by the institution and nearly 16 percent said tenure was not valued by the department. Nearly 16 percent also reported no obstacles to obtaining tenure. Respondents were allowed to choose more than one answer, therefore the percentages total more than 100. Precise results are indicated in Table 2.

TABLE 2: OBSTACLES TO TENURE

TAKES TIME FROM	54.7%
RESEARCH	49.5
TAKES TIME FROM	30.5
TEACHING	15.8
NOT VALUED BY INSTITU-	15.8
TION	
NOT VALUED BY DEPART-	
MENT	
NO OBSTACLES	

N=136

The answer to RQ3 is that 47 of the 136 respondents are not pursuing tenure, or 34.5 percent. The top reason for not pursuing tenure is it is not offered at the institution, or the adviser was not eligible (48.8 percent). Twenty-two percent said it was not advantageous to pursue tenure, 22 percent said they did not have the time, and 19.5 percent said they had no interest in pursuing tenure. Respondents were allowed to supply more than one answer. No one offered other reasons for not pursuing. Results

are reported in Table 3.

TABLE 3: REASONS FOR NOT PURSUING TENURE

NOT ELIGIBLE/NOT OFFERED	48.9%
NOT ADVANTAGEOUS	23.4
NO TIME	23.4
NOT INTERESTED	19.1
NOT ENCOURAGED BY ADMINISTRATION	12.8

N=47

The open-ended comments in response to RQ4 about the tenure process in general seemed to fall into four categories and perhaps provide the most salient information. One of the chief concerns to surface was how student content and ability in broadcasts reflected on the adviser in the eyes of administration or tenure committees. A 37-year-old male, who is on tenure track and adviser of a radio station, claimed that:

As a service responsibility, the station is a negative on my record. I get blamed for song selection, news stories that people don't like or sports coverage that isn't perfect. It's no fun to have your job threatened by those in power for the actions of student volunteers.

A 57-year-old tenured male adviser of both radio and television for 28 years pointed out that:

Often it is the junior faculty members that are assigned to be faculty advisers of campus media and those faculty don't have stature to demand the needed funds or to be an advocate of students who are prone to numerous mistakes and bad judgments. This puts the junior faculty adviser in a most precarious position when dealing with the process for tenure.

It is perhaps important to note that all of the advisers who had issues with content were either radio advisers or advisers of both radio and television.

The second area of concern about tenure had to do with the workload associated with media advising. Because of the nature of programming radio and television stations, much of the supervising occurs in the evenings or on weekends. If the station operates without interruption, managing it can become a full-time job in itself. A 57-year-old male on continuous one-year appointments said this about managing both a radio and television facility:

There is more work than there are hours in a day and I feel constantly swamped and almost overwhelmed. It's only in the relationship with the students and watching them benefit from my three decades of experience as a professional broadcaster that I find satisfaction. Even though there is no tenure, most of my co-workers have been here 15-25 years. Tenure would be nice but I don't see it happening at this institution.

The above-mentioned respondent has been an adviser for only one year. A 51-year-

old male who was on tenure track and is advising a television station said the relationship between pursuing tenure and advising media is dichotomous:

Tenure is a system that rewards faculty for pulling away from involvement with students. This is counter to the position of media advising. I was glad to be offered the chance to "withdraw" from tenure consideration, even though my new status is limited in terms of compensation and promotion.

A 41-year-old male adviser of a radio and a television station added:

The tenure seeker is required to gather a mountain of paperwork and attend numerous meetings, that takes time from teaching and research, not to mention student advising….In my view, tenure is too much extra work and politics for too little benefit. To qualify this, let me say that I am working under a renewable, non-tenure-track contract, so my opinion is based on watching co-workers navigate the tenure process.

Others have been able to navigate the process despite the obstacles, like this 40-year-old tenured male who advises a radio outlet:

I've performed many service projects for the university and have delivered papers and panels at many conferences. Advising/running the radio station is time consuming and can affect your performance in research and teaching. Between my Ph.D. and professional background in radio, I try to keep current with research and producing/managing the campus station. University and other faculty don't always realize the work involved with a FCC station.

There is a third group of respondents who seem to believe the institution does not value their media advising or does not put it into proper perspective. A 51-year-old male, tenured adviser who has been advising a radio station for 20 years said:

I found it strange that my classroom teaching was the overwhelming focus for tenure and promotion and not advising the radio station that is half my job description. It was frustrating that one half of my job was discounted. I achieved tenure and promotion to full professor because I am a "superior" teacher according to my evaluations, but I think I do a better job managing the radio station.

A 45-year-old female adviser of online radio added:

Our department is unable to convince college tenure committees that electronic media/journalism is similar to art in that a show or script produced and aired by faculty should count as scholarly research.

Others offered solutions to the problem of undervalued works. Two respondents mentioned their institutions offered two tracks to tenure—one academic and one professional—with obviously different criteria. A 44-year-old tenured female adviser of a television station offered another solution:

Dante forgot to mention it! An organizational statement re: degree, appropriate service, and scholarship, similar to the College Art Association, would be helpful. All of my production work is considered service (I'd like to see other faculty try it!) or selected by the marketplace but not peers. Something which states that work of this nature is particular to the area of the discipline would help the pursuit of tenure tremendously.

There is a fourth category of media advisers that places little or no value in the tenure process. Only four participants in the survey responded in this manner, and their comments were terse. Interestingly, three of the comments came from professors with tenure. A 51-year-old male who advises radio and television said, "Realistically, tenure is a pretty archaic concept in today's world." A 54-year-old male adviser of both media commented, "It's a game we have to play and the rules keep changing. Glad I got it so I can concentrate on my teaching and other interests." A 45-year-old male television adviser said, "Outdated. Silly. I'd rather have a long-term, guaranteed contract. Writing articles for obscure journals that no one reads is ridiculous." A 44-year-old male radio adviser who is untenured and on permanent appointment added, "Employees should prove value year to year without any crutch to fall back on."

DISCUSSION

The 136 respondents to this survey were predominantly white and male, which may be an area for discussion in another study. The results cannot be generalized to include a population of all media advisers because only those who are members of the BEA media advisers division were sent surveys. Nonetheless, those surveyed reported obstacles to tenure that are uniquely associated with faculty who advise or manage campus radio and television.

There is a sense of a disconnection between the value media advisers place on extra-curricular work, such as video productions, and the value administrators or tenure committees place on that work. There are others who seem to believe there is simply not enough time to dedicate to research and other scholarly activities while trying to run a radio or television station. At the same time, many of these advisers believe tenure is essential toward security in a position where students making bad decisions can cost advisers their jobs. Note that this is self-reporting, so there was no evidence of how many, if any, had lost jobs through such arbitrary dismissal, but the perception is there.

Future studies may even indicate that some of these perceptions are unfounded. Perhaps a study of administrators or tenure committees might reveal a different perspective of what is valued for tenure and promotion. Leigh reported in 1988 (pp.67-71) that:

More than 90 percent of journalism and mass communication schools say they accept creative activities, such as the production of television programs, in tenure decisions, according to a national survey.

It would be interesting to know if that still holds true today, and to what degree those activities are valued. Leigh also reported that 44 percent of administrators surveyed had "encountered problems in tenure decisions as a result of different interpretations of acceptable criteria (Leigh, 1988, p. 70)."

Several respondents reported they believed it was vital that administrators had discrete, written tenure guidelines for media advisers, and that these were available to faculty to prepare appropriately for tenure review. The other unknown is whether the obstacles to tenure are more serious for media advisers than other faculty members, or whether there are other disciplines that face other unique obstacles. This study should be seen as an inchoate that could spawn research in several other directions.

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[ARTICLE]

THE TOP TEN FACULTY SEARCH DISASTERS

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An essay submission to BEAs *Feedback*, April 2005

Originally a paper presented on a panel entitled, "A How-to Guide for Hiring in Mass Communication: What to Embrace, What to Avoid" to the Broadcast Education Association Annual Convention, Las Vegas, NV, April, 2005

One of the most important decisions faculty make together is when they select new faculty to join them. And it's so very easy to make mistakes when you're searching, that narrowing down the errors to the top ten can be a daunting task.

Some of my top ten are generic problems built into the administrative systems of colleges and universities. But most of these problems can be fixed. It may take time, it certainly takes negotiation and political action on campus, but it can and should be done.

The first five disasters on my list are aimed at the units doing the searching: the last five disasters befall the hapless candidates who are out there pounding the pavement.

DISASTER NUMBER 10

I call this one the "Cheshire Cat Search" because it's here one minute and gone the next. At some schools, after searches are authorized, faculty work very hard to get the word out, spend hours looking over the resumes, check references, and finally decide on three candidates they want to bring to campus. That's when the Dean or some administrator informs the department that due to last-minute changes in budget priorities, the slot is gone for this year and the search must be cancelled. Do this enough times and see how dedicated your faculty will be to working on search committees.

The remedy is political action on your campus aimed at developing procedures assuring that once a search is authorized, it stays authorized. But you'll see below that there's a downside to that.

DISASTER NUMBER 9

This one is named, "Too late to the ball." You request a search, but the Dean doesn't release the slot so you can begin the search until sometime after the first of the year. Before you can publish ads in the *Chronicle* and the other usual media, and then follow the usual 60-day wait to close applications and get candidates on campus to interview, it's April. Then you wonder why all the best candidates – indeed, most of your pool – have taken other offers. Once again, some sort of political action on your campus is the only solution: You need to obtain authorization to begin searches during the "First Wave." There are three waves:

1. First wave is Fall;
2. Second is early Spring;
3. Third is "Panic," or "Why are we even bothering at this late date?"

Fall searches (those that have a deadline around November) usually net the best candidates and give you the best chance to make an offer ahead of other competing schools. With a deadline by November or sooner, your candidates are on campus for interviews no later than January. Extend offers to them by the end of the month, and you'll beat the majority of your competition.

Early Spring searches are late searches, and they usually experience the problems I've outlined above. But sometimes you catch a good Spring Ph.D. candidate who has been too busy trying to survive his/her dissertation to seriously job-search.

Panic time is when Professor Jones waits until April or May to inform his chair that she's finally decided to retire. Or when that new assistant professor, who's been complaining about everything, finds another job and informs you that he's not coming back. Hopefully, you have a choice here: Try a local search for a one-year appointment and plan a national search early next Fall, or search nationally right now and cross your fingers.

Your choice here depends on your relationship with the Dean, and whether he/she assures you that your slot is secure.

DISASTER NUMBER 8

This is called, "Nobody to Love, Nobody to Care for." You've completed a good search but you're not happy with anyone who applied. Either you need to revise the job description or advertise better, but you have a problem: you're afraid that if you don't hire the least objectionable candidate of the bunch, the Dean will take away the slot and you may not get it back next Fall. You need an etched-in-stone policy from your Dean, like we have in the College of Arts and Sciences at SIU Edwardsville: Do a good search, decide you don't like the pool, and you automatically get the slot for a search next Fall. You never lose a slot because you're careful, thoughtful, and only want to hire people whom you'd like around, and who have the potential to earn promotion and tenure.

DISASTER NUMBER 7

I call this one "A Romance That Failed." You do a good search, starting in the Fall as you should. You make a good candidate a good offer. But he has another offer, so you counter-offer, and so on.

Finally you realize that all you've been is the leverage he's used to get a better deal at his "first-choice" school. This is a special problem for schools who don't possess the deepest pockets or whose deans don't like to "bid for services."

It usually does no good to tell a dean like this that some kinds of mass communications positions, such as multimedia specialists or experienced advertising professionals, have become very competitive. It probably won't help to ask, "Why do you object to bidding for a good person? They do it all the time in business."

But console yourself with the other side of this coin: I've hired "superstars" at the University of Tennessee at Martin and at SIU Edwardsville, and put a lot of work and time into developing them. Then, two years later, they get recruited by bigger schools

with rich offers. Sometimes you end up feeling like a farm club for bigger universities.

DISASTER NUMBER 6

Otherwise known as "Dr. Jekyll and Mr. Hyde:" You do a good search, you remember to check all references carefully, including calling and talking to them and carefully listening to what's said, and what these references may have left conspicuously unsaid. But the new professor you have hired who seemed so right – Dr. Jekyll – in February becomes so wrong – Mr. Hyde – in September. To protect yourself, assess your method of contacting and interviewing references. Never settle for letters alone. For all you know, they could be forgeries. It really can happen to you. Always be suspicious if no one in his/her present department is on a candidate's reference list. Call the candidate's current department chair, especially if he/she is not on the list. If you know a colleague in that candidate's department, network and get as much inside information as you can. Talk to at lease one more reference besides those on the candidate's list.

DISASTERS FOR THE CANDIDATE

The last five of my notorious ten search disasters are for faculty looking for a new job. But these are also cautionary tales for search committees and department chairs:

DISASTER NUMBER 5

"They never call." You apply, but then they don't contact you for months – sometimes never. Good search procedure means writing the acknowledgement letter the day your package arrives.

These nice, happy form letters let candidates know how pleased the unit is that you applied. They also should inform you if there are any materials you still need to provide, or EEO survey forms to fill out for the H.R. department.

Another variation on "they never call" disaster is this: you're interviewed in January and a month later you still haven't heard a thing. You must assume that the employer has:

1. Made someone else an offer and are getting the run-around waiting for an answer. Later they may settle on you, and doesn't that make you feel special; or,

2. They've already signed another candidate and they haven't the courtesy to pick up the phone and call you. This is often because search chairs lack the courage to make a call that essentially says, "We liked somebody else better." Instead, when they get around to it, they write you a kissoff letter. In the meantime, you're left to wonder.

Smart search committees keep candidates informed and ask candidates to do the same. They especially want to know if one of their finalists has received a competing offer.

DISASTER NUMBER 4

"The old bait and switch." All of a sudden, the tenure-track job you applied for is replaced with a term appointment. You interview successfully, but when they make you an offer, they suddenly announce that tenure track is now only "possible next year." So, if you'll upend your life, pack up your household, and move across the country (and there's probably no moving expense stipend for a term position), we'll see if the Dean

coughs up a permanent slot the next time around.

My advice is this: take it only if you're single, have a sense of adventure, can pack everything you own into a small U-Haul trailer behind your car, and you're desperate. As sure as God made little green apples, once they get you there, that tenure track "carrot" will stay out of reach and you, Tantalus, are out of luck.

DISASTER NUMBER 3

I call this one, "Intruder Alert, Intruder Alert," or, "What Makes You Think You're Good Enough to Join Our Club?" This is the impression the faculty, especially the senior, tenured faculty, give you during the interview. These individuals, who are key in deciding whether or not you have a chance to earn tenure at their college, exude an attitude of "I dare you to make it through the academic gauntlet and get tenured or promoted here." "Only people like us need apply, and we don't like each other very much."

An irritating variation on this theme occurs during the interview visit, when you give the "job talk," that little speech about your research interests. There, instead of polite interest and softball questions, either a thoughtless faculty member or the graduate students invited to the affair descend upon you like piranha fish, picking you and your research to shreds.

DISASTER/S NUMBER 2

This one is called, "playing "lo-ball". In this disaster, the school that advertised their post as "salary competitive" finally makes you an offer. It's an insultingly low offer the chair is embarrassed to even talk about. He can't help it: he and his faculty have done a good search, but despite his best efforts and arguments, the dean or director will only offer a pittance, and insists that the chair deliver the bad news. It seems that this administrator has made his life's work out of gouging every nickel he can out of the budget, even with his most important asset, the quality of his faculty. And he is indignant at your counter-request and acts like the difference in salary would have to come out of his pocket! Once on an interview I actually had an administrator rudely laugh in my face when I told him what I wanted for salary, even though, as I told him, that's what I was already making!

And finally, (drum roll, please),

DISASTER NUMBER 1

This I call "Oh, let me see: I haven't had time to read your resume. Why don't you tell me a little bit about yourself?" I always wanted to respond to this question by saying, "Tell ya what, fella: You take the time to read my resume. I'll be back when you've done your homework."

Yes, disaster number one is the interview trip from hell. You know you're in for an unpleasant experience when (and, believe it or not, all of these have actually happened to me or one of my colleagues):

1. No one picks you up at the airport, just 25 minutes away from campus.
2. You're left instructions to check into a dingy motel on the outskirts of town, and

given chits for all your meals at Wendy's.

3. No faculty pick you up at the motel to escort you to campus, and once there, your rental car is ticketed for parking in the wrong lot. And, oh yes, no one escorts you around campus to all your appointments. If you're lucky, they hand you a map.

4. When you finally arrive at the department, your first contact is a student worker who makes you stand there, shifting from one foot to the other, until she reluctantly breaks away from her phone conversation with a girlfriend to greet you with, "Huh?" And the chair hasn't yet arrived.

5. When you've been sitting there, cooling your heels for 25 minutes and you finally get a cup of coffee, somebody hands you your interview itinerary. "Oh, didn't anyone tell you you're giving a guest lecture in a class today?"

6. Instead of two meetings, one with the search committee and perhaps another with the rest of the faculty, you find you're scheduled to be "pecked to death by ducks."

7. You're scheduled for 13 consecutive 12-minute appointments with each faculty member. When you finally locate his/her office, they invariably ask, "And now, which one are you?"

8. These little sessions are interrupted only by lunch—alone—you guessed it: at Wendy's. Then another adventure in navigation as you return the rental car and try to make your flight on time. Before you buckle your seat belt, you've opened your laptop and are composing your "thanks, but no thanks" letter.

Or sometimes you're defeated before the game begins. For example, there's the "internal candidate" ploy. You are a finalist for a position, but when you arrive on campus, some kind soul informs you privately that there's an internal candidate and he/she has the job locked up. You have journeyed across the country and taken the better part of a week out of your schedule to be EEO window-dressing.

In 30 years in this business, this has happened to me twice. So before I interviewed for my present position, I asked in advance whether there was an internal candidate who was a finalist. Units that wish to protect their reputation should always be honest with finalists who ask this question. One time, when I was a finalist for a dean position, I asked the question, and the academic vice-president who invited me to campus said "No, there are no internal candidates." He equivocated. The non-internal, internal candidate was not technically assigned to their communications school: he was the university's director of development. It was a done deal.

CONCLUSION

I wish I could tell you that most of these disasters rarely happen. But they don't. They occur much too often. To their credit, many colleges and universities go out of their way to make a candidate feel at home. After all, while the search committee is interviewing the candidate, he/she is interviewing the department, the university, everything. Sometimes the difference between losing a great candidate to a competing offer and recruiting a wonderful, new colleague is as simple as the good feeling the candidate had during their interview trip.

A good search is a wonderful thing, and if it's done with care, it can result in a great relationship with a new colleague for many years to come.

So do them right.

[ARTICLE]

LINKAGES, METONYMY AND TEACHING IN AN INTRODUCTORY MASS COMMUNICATION COURSE

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ABSTRACT: Effective teaching of core classes requires both students' mastery of basic ideas and terms as well as conceptual comfort with information literacy. Using a theoretical base that draws upon concepts of new technology and information processing by Lev Manovich, Nicholas Negroponte and Roman Jakobson, the author researched the use of metonymy as a means of increasing student involvement and learning in a freshman level introductory class. The results offered surprising inroads into ways in which technology forms, basic instruction and facilitation, and cognitive patterns can be yoked into an effective exploration of essential topics and concepts leading to active construction of knowledge.

INTRODUCTION

The basic issue faced in many introductory core courses is how to engage numerous students (in this case, the course averages 150 students per lecture) in a way that combines the need for inculcation of rote facts with the development of critical thinking skills. Educational theorists' have been persistent in their call for faculty to help students learn a core level of knowledge, while attempting to encourage self-directed/collaborative work as well as movement toward information literacy, whereby students actively engage in independent thought using that core knowledge (Chickering and Ehrmann, 1987; Gokhale, 2000; Bransfrod, Brown & Cocking, 2000). But how to accomplish this is often an illusive task.

METAWHAT?

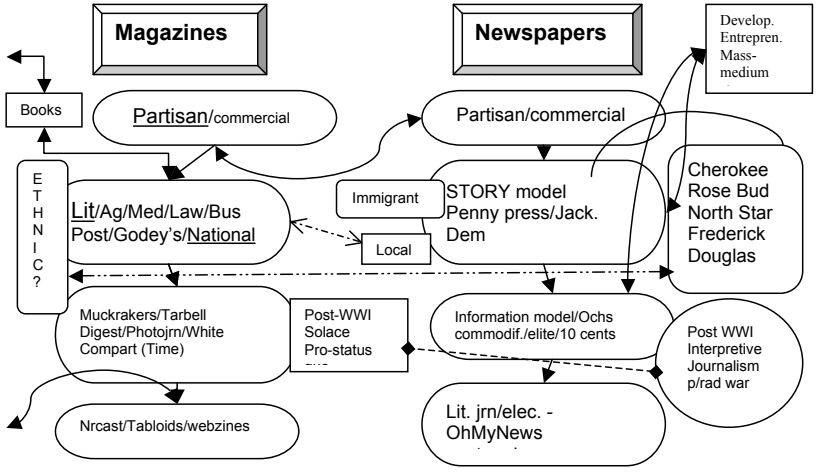
At Middle Tennessee State University, an experimental approach was developed to tackle the task of merging the foundational with the abstract and conceptual. Using basic concepts from new technology theorists Lev Manovich (2001) and Nicholas Negroponte (1996), as well as ideas from Roman Jakobson (1956), a specific master trope was used as a template for implementing self-guided assignments and encouraging

online, collaborative information exchanges. This was specifically developed as a form that would access recently recognized developments in cognitive processing, specifically the shift from multiple tropes, particularly metaphor, to a focus on metonymy. In essence, the use of linkages to create conceptual decision-trees that stood in for larger concepts, using a format that appeals to visual and textual learners, was used to foster a deeper understanding of the numerous topics that are covered in an introductory course, and to foster interconnections between topics in a way that promotes more complex cognitive skills.

Operationalization of this process took some consideration. Topics and questions required use of overlaps and crossovers to access metonymic perspectives, and assignments had to be conceived that would maximize the use of this inductive trope-tool. Concepts would be used to chart a reductive outline of a larger topic, generating linkages en route. For example, discussion of a newspaper editorial policy to print the names of rape victims was tied into earlier discussions and readings about ethics, and also led to exploration of Gaye Tuchman and the culture of journalism, the topic of that week's readings. The specific topic was used to break down the various conceptual dynamics, the end goal to make a map of authority channels, journalistic rituals, and media professionalism that created a focal point for both exploration of larger topics (including a review of prior ethics lectures) and the reductive base for greater understanding of the area charted (the culture of journalism) by this map. In another, more straightforward case, students were instructed to develop historical highlights for magazines and newspapers in parallel, with the assignment involving comparison and contrast. By offering an immediate and visual form of comparison and contrast that helped establish some basic concepts regarding the trends in each medium, the assignments helped the students grasp some of the rote and conceptual aspects of the readings (see Table 1). Basically, ideas were reduced to forms similar to variables in equations or graphic elements in engineering or organizational charts, with the task then to explore how these aspects played out in actual occurrences and then develop them further into links with other ideas learned.

Below is a transcription of how the process began for one student as they began depicting the histories of magazines and journalism.

TABLE 1



(As one can imagine, by the end of the semester there is quite a complex network on the student's dorm room wall. However, it made perfect sense to them: they made it and owned it; it was personal and thus easily negotiated. Each day they would scan it for review.)

The use of both metonymy and links also formed the base for how the online work was structured. Questions were asked and discussions prompted to help reinforce basic concepts while also exploring the way concepts overlapped or interacted. Thus the metonymic reductive maps required both use of basic terms and concepts from the text and lectures, while elaboration and association among the various topics were developed through collaborative online assignments and web discussions, giving students time to interact, gain different perspectives, and incorporate these perspectives into their diagramed outlines. The students could choose to develop their outlines in any suitable fashion, i.e., they could use computer application using organizational diagramming tools, or they could draw the concepts and linkages freehand, and use imagery with or instead of text.

METHOD

The research began by tracking two semesters without the use of this process, in order to gauge a base level. During the following, third semester, half of the students used an online quiz-like component to augment the class work, but without the use of metonymic structures. The other half of the class was given written assignments, the standard form for this class in prior semesters. The last (forth) semester involved the use of the metonymy-based program. To compare the results among the various semesters, examination results, assignment evaluations, student feedback, online as well as class discussions, and hits on the course website served as indicators of command of knowledge, interest, and ability to effectively use the knowledge as rhetorical tools.

The access to information involved largely quantitative analysis but included qualitative assessment (focus groups, informal interviews, and observation). Both approaches were used to tap into arenas of concern that are often missed when only one form is used. The same examinations were used throughout the three years of the study, and the trope-augmented class took the first exam as usual, that is, before implementing the metonymic structure, to ascertain if the baseline was still intact. The first test exhibited scores consistent with prior semester results. In all semesters, care had been taken to ensure tests did not leave the classroom, and test scores from year to year exhibited random variation in missed questions, indicating that there was little or no coaching from prior year students. The test class of 145 students was then divided into two sections, one with written assignments that involved integration of ideas with library work but no metonymic structure nor online component; the other with weekly assignments that used metonymic structures to encourage interest and exploration using online forms with some interactive components (discussion forums, websites with visual and audio explanations of concepts). Several focus groups were conducted prior to implementation to gauge student interests in specific arenas. While some assignments related to core knowledge could be gleaned from the text book, many encouraged further collaborative online analysis to come up with reasonable answers and/or solutions.

RESULTS

Some surprising observations emerged during the course of the experiment as well as from final analysis of the data. For example, students' familiarity with technology included some computer literacy but did not include fluency with technology use, such as facility with online interpersonal dynamics (despite extensive online dialogues with friends, often using PDAs, perhaps representing a form of communication where socio-cultural cues can be more readily inferred due to previously developed relations between conversants), browser search tool skills, and ability to use and analyze online information. Further, this aspect, while indicated by initial quantitative data, was not revealed in specific descriptive detail until analysis with qualitative methods. These details permitted application of specific procedures to increase facility with technology use. Demonstrations, trials, and specific tasks (often online) to encourage clear, unhindered communication between students and between students and instructor were required, a surprising finding given the literature that presumes student technological prowess (Garrison & Anderson, 2003; Rheingold, 2002). Instructor interactions were also more complex than anticipated: at times faculty served as rote instructor, other times as Socratic facilitator, other times as guide for exploration, other times as mentor.

In terms of the final data analysis, the first attempt at online augmentation made an insignificant contribution to test scores, interest, or to information literacy. Despite the Boyer Commission's Report's (1998) implication, student-centered learning, particularly in introductory classes, requires far more than self-framed questions to encourage active construction of knowledge. The very beginning was a period that required transition. While many educators begin with a dialogic approach, often derived from the work of Freire (1993), this may not be desirable during very early forms of learning, where cognitive baselines need establishment before the move toward autonomy. Further, even seemingly pure dialectic approaches have complex counterforces:

> [Freire's] approach is still curriculum-based and entails transforming settings into a particular type of pedagogical space. This can rather work against the notion of dialogue (in that curriculum implies a predefined set of concerns and activities). ... the rhetoric which announced the importance of dialogue, engagement, and equality, and denounced silence, massification and oppression, did not match in practice the subliminal messages and modes of a Banking System of education. Albeit benign, Freire's approach differs only in degree, but not in kind, from the system which he so eloquently criticizes. (Taylor, 1993: 148).

As technical skills improved, a more Socratic approach developed. Students were also resistant to the initial time demands related to reading, analyzing material, and drawing linked flowcharts. Ultimately, students realized there was a significant time savings given an initial greater effort, since the material became easier to understand and negotiate for exams. But the initial stages required a far more standard pedagogic approach, before the more dialogic, collaborative stage could be accommodated.

It is the argument based on this research that certain forms of dialogue help to encourage an initial interest that fuels the process. Use of online metonymic forms sparked an interest (or primed the pump, with the instructor as mentor or advisor) that resulted in a 16 percent increase in test scores, which is satisfying for a core level course where base knowledge is an important component to measure. However, just as significant was the fact that the questions demonstrating most improvement involved syner-

gistic assessment and incorporation of a wide knowledge base. And the number of hits for the course's website dramatically increased, including sites that were not specifically targeted in the lessons and assignments.

One attribute of the process involved the way students could either work in groups – something often done to expedite the process but with the side benefit of augmented learning –while other, more scholarly students could work with far fewer contacts, if they wished. Further, for more reticent students, the online ability to assume a form or semblance of anonymity encouraged involvement. True learning seemed to be fostered, as the results on the tests indicated. On the other hand, while discussion and chat use did increase, e-mail use did not appreciably change, either inter-student or between students and instructor. And of course, not all students improved or showed interest in the new format. The section of the class with only written assignments showed no change in learning, despite the ability to personally select topics for reporting and the range of information that needed to be accessed to create the final reports. Part of this finding appears to be due to the lack of focused effort in teasing apart text chapters, and part due to the lack of multiple avenues of approach into the information, i.e., the lack of metonymic charts and the visual and auditory learning style opportunities that web-based instruction offers. Another important facet involved the many occasions for interaction with others and with the instructor in the online version, so that immediate questions and concerns were dealt with in a reasonable time frame and thus seen as important and worthwhile.

Ultimately, this form of trope-focused pedagogical tool shows great promise for students in introductory mass communication courses. More research will have to be done to see if the results are reliable. However, the initial findings indicate the approach offers an interesting way to help students and faculty—through challenging, individually adaptable ways—negotiate the intricacies and demands of mass media survey classes.

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[ARTICLE]

ADVERTISERS DEVELOPING THEIR OWN VIDEO NETWORKS

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Note: This was reprinted with permission from Jack Myers and the "Jack Myers Report" written March 8, 2005.

"There is a battle brewing at every multi-system cable operator whether television delivery or high speed broadband becomes the dominant distribution vehicle. IP VOD inherently cannibalizes the TV business."

"We need to differentiate between rich media and Internet protocol video-on-demand (IP VOD)," suggests Hilmi Ozguc, CEO of video software developer Maven Networks Inc. in an exclusive interview with *Jack Myers Report.* For executives who are just becoming familiar with terms like rich media, streaming video, and IPTV, the need to differentiate among them may seem overly complex.

But, Ozguc points out, "rich media is associated with advertising; IP VOD is all about high-definition quality video content and interactivity-on-demand. IP VOD enables media and brand marketing companies to create and deliver next generation digital video applications with interactivity, commerce, and personalization for individual experiences." As an example, he points to Atom Films' VOD service over broadband, which automatically sends five new HD-quality films to subscribers via broadband each week.

Streaming video, Ozguc adds, started about ten years ago and is mostly perceived today as low quality short videos delivered outside of web browsers with disruptive 'buffering' time lags. He believes the broadband video experience of the future will have virtually no visible buffering delays and will make high quality video with interactivity the center of the online experience.

At the simplest level, says Ozguc (pronounced Oz-guch), IP VOD will be used for viral networking, with friends and colleagues forwarding short films (one to five-minutes) that incorporate chat features, an instant messaging-like capability for shared video viewing, and discussion capabilities for unlimited numbers of viewers. Marketers, media companies and producers will define the right combination of functionality that users want, Ozguc explains.

Maven Networks is a three-year old Cambridge, MA company founded by Ozguc, who has been in the computer software business at Lotus and other leading companies for more than 20

years. He founded Narrative Communications, a pioneer in the rich media field that became part of the At Home Network. Two weeks ago, *Jack Myers Report* (2/22/05) reported exclusively on a new IPTV venture developed by Constellation Ventures, a Bear Stearns venture capital fund that is preparing to meet with advertisers and media agencies over the next several weeks. Constellation believes it can develop customized content packages that can, in turn be marketed directly to consumers or packaged by cable operators, telephone operating companies, and portals such as MSN, AOL, and Yahoo! as a value-added component of their broadband offerings.

20TH CENTURY FOX USES IP VOD PROMOTION

Maven Networks' initiatives reinforce the emerging relevance of IPTV and IP VOD content and distribution to marketers and media companies. Ozguc claims IP VOD is already a significant distribution vehicle for several content companies, including 20th Century Fox, which uses the technology to promote new films. "They create Maven versions of the film trailer, the behind-the-scenes video, and special content that is being produced for the DVD release," Ozguc explains. "Consumers can go to the movie website where a banner ad will promote the video content for immediate viewing, with the technology functioning like a TiVo, but on the PC."

Additionally, Ozguc explains, movie fans can subscribe to receive new clips and information about the movie and future movies. The service also enables users to purchase tickets, buy the DVD when it is released, purchase merchandising and receive invitations to special events. The Russell Crowe-starrer "Master & Commander" was the first film to use Maven's IP VOD product. The platform reportedly generated ticket sales among 12 percent of users compared to a norm of two to three percent for traditional online promotions, and the application won Billboard's Best Online Movie Marketing Program for 2004. Maven expects promotions for another five films to be introduced in 2005, and Sony Pictures is reported to be incorporating Maven software into its online marketing plans.

TV NETWORKS EMBRACE IP VOD WHILE DISTRIBUTORS DEBATE

Television networks are also beginning to recognize the potential of IP VOD for program promotion. At www.nationalgeographic.com, users can register for National Geographic on-Demand, which delivers ten-minute segments of the week's lead program to subscribers. Ozguc believes "in time, full shows will be available in virtually instant, high def quality with Dolby 5.1 sound. The only issue preventing this are related to competition and existing relationships with cable operators. The technology is more than capable of delivering the content, and the business models are in place. There is a battle brewing at every multi-system cable operator whether television delivery or high speed broadband becomes the dominant distribution vehicle. IP VOD inherently cannibalizes the TV business."

ADVERTISERS VIEW IP VOD AS MEDIUM THEY CAN CONTROL

Major TV advertisers such as auto manufacturers are using Maven's IP VOD software with a vision of aggregating their own audiences outside of traditional television networks. At an auto manufacturer site, for example, relevant custom videos featuring music videos, endorsements, or short demonstration films could be available.

"Marketers can ultimately create their own interactive TV network online," says Ozguc. "It's still in early development, but marketers are beginning to integrate personalized video content with video advertising and interactive features, targeted to their best customers."

Ozguc believes the IP VOD advantages are on-demand, interactive and networking capabilities, "which is where we believe consumer demand is going. Our model is to provide what you want, when and where you want it. We are delivering content to next generation set-tops, to PCs, as well as to mobile devices. Episodic content providers can generate new revenue streams by delivering content using a VOD subscription model when and wherever their viewers are. Maven software makes this possible today."

IP VOD will also become a primary resource for business-to-business marketing, which Ozguc says "is amazingly low tech right now." For example, he points to television network affiliate marketing, which is done with beta tapes being sent by overnight mail. "It's a business waiting to be upgraded and as executives become more comfortable they will move to improving consumer offerings and interface."

Maven is focusing its sales efforts on creative and interactive ad agencies, with twelve major agencies actively developing IP VOD projects. Agencies include Fallon, Organic, Agency.com, Ogilvy One and Tribal DDB. Media agencies have not yet pursued relationships with Maven in a significant way.

For more information, contact Info@maven.net

[ARTICLE]

GOOGLE AND SELECTIVE NEWSCASTING: INTERACTIVITY AND AUTOMATISM IN THE NEWS

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Based on a Presentation at the Missouri Broadcast Educators Association's 2005 Scholarly Conference.

INTRODUCTION

With the launch of the Beta version of its "Google News" (http://news.google.com/), Google recently introduced an automated system of publishing national and international news over the Web. This original form of news reporting, using interactive and selective technologies, raises an entirely new set of questions concerning broadcast media and global perception of events; ones that are irrelevant to the realm of traditional news media.

Google's "editorial content" software continuously monitors the websites of approximately 4,500 news sources worldwide to collect a selection of subjects in various fields. It then organizes the news based on specific criteria, and presents them in the order of relevance to the Internet user. The content is updated every 15 minutes and varies constantly throughout the day. By clicking any of the subjects, the reader is lead directly to the website of the publisher of that specific topic. She could also choose among the list of all the publishers of that topic and view the content through the lens of that particular news provider. Many factors are involved in the top placement of the articles, including the amount of hits they receive from users, the number of times they appear on various websites, and the importance of the organizations providing the information. Each of these influential elements has a varying degree of magnitude allocated to it. Furthermore, a news search engine on the main page enables users to look for particular news topics of their choice, and then specifically tailors the outcome to each individual request, following the aforementioned selective procedure. Another unique feature of the website is to enable readers to customize the main page so that it displays only the topics of their interest in the order and language of their preference.

The intension of this article is to examine a few critical questions aroused by Google's innovative methods of providing news made available by means of the Internet. They mainly include the following:

• How can users' interactivity at a global level affect our perception of the news?

• What are the social and political consequences of selective news when different ideological viewpoints could be displayed side-by-side under the same headline?

• How could the lack of human editors affect the quality of the provided news?

• What are and should be the criteria taken into account by the computer algorithms involved in selecting the news?

• How could the selective process of news broadcasting influence the decision-making and judgment of news publishers?

INFORMATION GATHERING AND SEARCHING

In addition to allowing web developers suggest websites for inclusion to their directories, all popular search engines depend on programs called *spiders*, *robots*, or *crawler*s to collect information from billions of web pages around the web and include them in their colossal directories.

A user performing a search is in fact looking for the counterpart of a keyword or a set of keywords in the master database of the search engine. Subsequently, the search engine reveals all related matches in the form of hyperlinks that the user can follow to view the actual pages and their content. Since the number of matching results could be overwhelming, search engines use different methods to analyze the relevancy of each page and sort them based on how closely they correspond to the searcher's request.

Google News has two main kinds of searching capabilities. One is activated manually by the user and the other automatically by the website. The former method necessitates a "direct interaction" from the part of the user who interacts with the text fields by entering keywords. The latter is a newfangled approach to the concept of searching and demonstrating the results to the viewer. To view the editorial content displayed on the main page, readers are not required to perform a search. Instead, searching is entrusted to a program, that arbitrates and takes into account the interaction of other users on selected websites from around the globe. This "remote interaction" is one of the major factors that affect the final display and classification of the news.

INTERACTIVITY AND DEMOCRATIZATION OF THE NEWS

With both its direct and remote approaches toward the notion of interactive news, Google employs the collective equipment of news broadcasting to create a digital network of interactive communication among its news readers. Inventing new dissemination instruments and reforming the traditional customs of the discipline, it brings us a step closer toward a global civilization, where the interpretation of political, economical, and cultural events is accomplished by what Pierre Lévy (2000) calls "collective intelligence". It utilizes the possibilities of the Internet, perhaps the most democratic medium humanity has yet to possess, and reinvents from a methodology based upon algorithms, the notion of democracy in the news. The role of the publisher of the news stays the same but its manifestation is radically altered. What we perceive in front of us is a dynamic electronic diagram of thought models, drawn by thousands, even millions of independent readers throughout the world.

Coordinated in real-time, the distribution of the responsibility of news gathering across the web, creates a mental space of autonomy for an aware reader as well as those of us interested in freedom of opinions and sharing of visions. The virtual environment

of the interface is used for a discreet reunification of minds. It becomes a provisional antithetic force against the totalitarian conception of mass media communication. It contradicts, to a certain point, the idea of capitalization and domination of information, that has extensively influenced the news for too long and has been supported by those renowned conglomerates described by Noam Chomsky (2002).

Yet, Chomsky didn't manifest an optimistic assessment in regards to the likelihood of the Internet in solving the issue of monopolization of the media. But it's noteworthy to mention that his cynicism came at a relatively early stage of online broadcasting; at a time when online news websites were no more than the clone equivalent of the printed version of their correlated newspapers. This, of course, was prior to the advent of Google News, that is setting new rules and the path to consequent innovations and other unpredictable surprises in the field of online news broadcasting. At a time when the collective intelligence of the web is pursuing with fast pace its remarkable trail of progress, it's hard to speculate on what the technology might have in store for us next.

GOOGLE NEWS COMPARED TO CONVENTIONAL NEWSCASTERS

The traditional system of news distribution follows a descendent path. What we read in a specific newspaper is what its editors have decided to disclose. Information comes from above and as passive readers we have no other choice but to assent to their decisions. In the new system, this convention is rejected. Information stream pursues a reversed trajectory and is ascendant. The determinant elements of prioritization of the news and published articles of the front page are based, by large, on the judgmental estimation of readers. Today, the widespread conception of the audience could vastly influence the priorities, substances, and composition of our viewpoints.

For an article to appear on the front page, it has to be "worthy". And it's by their number of hits that readers ultimately decide its worth. We are confronted with a new nonlinear path in where static and systematic persuasion loses priority. Even if major news furnishers still remain mainly the same multinational corporations as before, Google News provides a margin of autonomy and equal freedom where small independent firms could also find their way and express themselves. If the general public decides that the information provided by a small newspaper is more accurate than that of its competition, then it will appear at the top of the list to attract our attention.

NON-DISCRIMINATIVE NEWS AND EQUALITARIAN POLITICS

Since the selection of articles is based on automatic procedures, it is frequent to see two articles about the same subject and opposite political viewpoints displayed on the same page, or substituting one another within a short period of time. Facing opposite points of view, how could we form an opinion about a topic? The answer should probably be found within our own standards of judgment.

At the information age, our economy, politics, culture, and education are forever affected by the massive input and flow of information. Cyberspace has become the land of pluralism where everyone is responsible for what is individually accepted or denied. Pluralism invites us to become self-motivated and get accustomed to the habit of analytical thinking. An educated approach toward our contemporary and immense source of information is to accept the privilege of absolute autonomy. At a planetary level, the media technology of Google News is proposing to the masses as well as individuals an

apparatus of self-validation. This new archetype welcomes mutual tolerance among dissimilar ideologies. Perhaps, one of the major challenges of Google News readers is to accept that different modes of thinking and different styles of writing could be of equivalent merit. Two or more disparate points of view could each have their "rights" and "wrongs". Obviously, this doesn't exclude the critic and it doesn't mean that all published materials should necessarily be satisfactory. It simply means that virtue and flaw are not the intrinsic characteristics of a doctrine, by definition. Our maximized responsibility as a member of today's open universal community is to be able to think diagnostically and identify the legitimacy or invalidity of an assertion, regardless of its political tendencies or the conditions of its manifestation.

AUTOMATISM IN SELECTION MAKING

The power of robots responsible for making decisions about the selection and order of the news resides in acting as master editors for articles published on 4,500 websites, while taking into account readers' outlooks, in real-time. The transcending mediation of the robots has therefore a two-directional purpose. One is to decide about the quality of the topics and weight the caliber of the writers; the other is to judge the concerns of the readers. Due to this dual functionality, our analysis of the characteristics of robots should be twofold as well. It should cover the issue from both the writers' and the readers' perspectives.

From a writer's stance, perhaps, the perfect scenario for such a selective system would be to replace the emotional and influential arbitrations of one or a few human editors in favor of automated equalitarian selective rules. This methodology should evaluate every article while allocating the proper amount of attention to each.

One of the known preset criteria governing the selection process of Google News is the quantity of times a topic is presented on various websites. Repetition is interpreted as substantiality. A drawback to this process is that it could attract many in-vogue articles, that might not be of interest to a particular reader. In response to this rational, and following the lead of traditional newspapers, Google has divided it's columns into an assortment of sections, each concerning a different theme. Articles are automatically placed under their related sectors, permitting the reader to find subjects of their interest without much investigation. Also, using another innovative function, readers can customize the page to post only the specific topics of their choice or even create their own custom section by enterring a keyword to indicate the subject of their consideration.

EMINENCE FACTORS

The importance of the organizations providing the information is another major criterion of the selection. Here, Google is still analyzing the news from the writers' standpoint. To ensure accuracy of the result, the relevancy algorithm of this criterion deserves a great deal of attention. "Importance" is a vague description. If it is only determined by evaluating the number and quality of a news organization's journalists and editors as well as the value of its published articles, then it could probably be considered a relevant factor for selection and prioritization of posted articles. In this case, each association should be examined constantly, independently, and carefully and assigned the appropriate percentage of emphasis.

To valorize the rational quality of articles, effective participation of end users is critical and should not be forgotten in setting the rules of the evaluation process. Google News' readers should be able to rate the publishers and vote for the credibility of their articles. Not only is such a system greatly anticipated and will no doubt improve the benchmark of the materials provided by the publishers, but also the results of the ratings should be uninterruptedly, and perhaps, automatically appraised to affect the relevancy regulations of the search engine. In addition to this philosophy, a discussion board could also be added to the website, where individuals would have the opportunity to communicate directly with each other and provide feedbacks.

ALLOTMENT AND CONCENTRATION FACTORS

We learned that the number of hits received by an editorial is also a major decision-maker of its relevancy factor. This crucial component is one that takes into account the international "readers' standpoint". The simple act of clicking a headline at another online newspaper is translated to a "yes" in computer language and augments the chance of its publication on the main page. Seamless to initial users, remote interactions are used as invisible votes with visible consequences of refining the offshoots for readers of Google News. Moves taken by distant readers are recorded one by one and the social and political diversity of each member of our global community is interpreted separately to confirm that the terms "collective" and "uniformity" are not necessarily synonymous. On the contrary, the contemporary interactive technologies of the Internet enable us to experiment as a team while adopting the organizational means of intercultural multiplicity.

One might ask about the influence of countries with a large population on the prioritization of the provided news. It seems logical that due to a larger number of received hits, subjects of interest to residents of highly populated regions might at times affect erroneously the relevancy factor of displayed articles and become the top stories of the main page without necessarily being the most important worldwide news. This problem, in fact, arose early on in the development of Google News and its developers promptly introduced an initiative that has proven effective in solving the issue. They created different websites for different countries. Each country's website attracts top stories of concern to inhabitants of that specific region, even at an international level. Two main strategies have been employed to sustain the accuracy of this approach. One is to provide the news for each country in its native language. The other is to assign a greater percentage of admission to articles supplied by local agencies of each country's website. The first, naturally guarantees the affiliation of the broadcasted news with natives of that region. The second has a more subtle function. It promises the accuracy of information to countries with the same spoken language. By giving a greater chance to articles published on local newspapers, Google News creates a meadow of harmony between the intellect of human editors and the digital processing of robots. Given that native editors are more acquainted with the topics that matter most to their own countries, their opinion is weighted more than those unfamiliar to their culture. On the other hand, with a lower magnitude, all foreign news providers publishing in the same language of a local website have their portion of prevalence over articles displayed on that particular website.

CONCLUSION

Until recently, the only judges of the mass media enterprise where individuals who, due to their vital positions as mediators of human perceptions, were considered as idols of modern societies. Their verdicts on the news and information provided to the public could affect everlastingly our conception of our own civilization as well as our insights towards other cultures. They were governing not only the news but also the amplitude of its outcome. Their unidirectional authorities over the media could create hostilities and result in international conflicts. Today, the arrival of interactive egalitarian apparatus at a global level provides humanity with a brighter glimpse of trust in the future of news broadcasting than ever before.

Let's don't forget that the Internet is neither the only nor the first medium to allege and contribute to the freedom of press. The printing press, the telegraph, the telephone, the radio, and the television, all preceded it in doing so. They all have been instrumental in extending the boundaries of news diffusion and at first, subject to an assortment of threats by territorial and centralized authorities. They all have struggled to find their way to discover that they have turned into playthings of the same authorities and fully under their control.

The unbound mass media broadcasting structure of Google News, diffusing a copious variety of ideas, without restriction of substance or censorship of content, once again questions existing inflexible organizational systems as well as closed and conservative doctrines. This new form of news broadcasting will undoubtedly be subject to all kinds of criticisms and endure countless incursions by those powerful and archaic hierarchies, that find their profits and the stability of their frameworks at risk. In April 2005, one of the first lawsuits of its kind, the French wire service *Agence France-Presse* sued Google News claiming that the search giant's publication of its content violated copyright laws. Retroactively, Google decided to drop AFP from the news index and remove its content from the database. Analogous oppositions are to be awaited. The solution is not to leave every complaining media source out of the directory, that might soon result in a reduced number of significant resources. It is for governments to take action and make appropriate resolutions by modifying laws and setting new rules, if necessary, to reinforce news' democracy. Any novel and revolutionizing mass media technology certainly necessitates updated universal guidelines to follow.

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BARBARA G. FRIEDMAN. *WEB SEARCH SAVVY*. MAHWAH, NEW JERSEY: LAWRENCE ERLBAUM ASSOCIATES, 2004.

A good number of students and colleagues feel quite confident in sweeping the internet in search of widespread and far reaching fact and opinion. But as Friedman would have us believe, our online research skills might not be at their peak performance levels. To unearth a cliché, Friedman reinforces what we know, what we know we don't know, and most importantly, what we don't know we don't know about hunting through the maze of internet sources. In an agreeably written text, she leads us through a number of solid purposes helping ensure a sense of confidence in uncovering what we need to know about place, person, or thing.

For example, *Web Search Savvy*, makes online research efficient, the use of search engines less frustrating, understanding web strategies to locate people living or dead more efficient, and discusses the wholesale use of online data bases and other valuable directories of information (xi). In addition, this reference work/text covers so many valuable areas. The section on Boolean search techniques is precise in scope and an incredibly helpful adjunct to narrow and refined searches.

Chapter 4 on mailing lists, web logs, newsgroups, and newsletters puts the researcher in an arena that would fine tune a search and open venues in expanding information horizons. Chapter 5, "Finding Out About People" is stocked full of working approaches to score a home run for a journalist and/or researcher alike. Helpful appendixes abound in this book. Some on international domains, glossary of web terms, a web search matrix to help locate people, and more.

Web Search Savvy is written by an author excited about the project and dedicated to teach others how to "cut to the quick" in researching the internet. Of course, one would need to add or subtract from her materials to ensure currency as times and web options change. Nevertheless, as a supplemental or required text, this book would be a welcome addition to a class on research methods, media writing, or on the desk of a professional journalist.

Charles Feldman
Organizational Sciences and Communication
George Washington University
Cfeldm@gwu.edu

NOTE: Professor Charles Feldman passed away unexpectedly in November.

2006-2007 SCHOLARSHIP WINNERS ANNOUNCED

Fourteen students from thirteen different campuses were awarded scholarships in the Broadcast Education Association's 2006-2007 competition. The winners were selected by the BEA Scholarship Committee at its Fall meeting in Washington, D.C., announced Pete Orlik, committee chair. They include:

Andrew Economos Scholarship
Caitlan Carroll, University of Southern California

Abe Voron Scholarship
Michael Huntsberger, University of Oregon

Walter Patterson Scholarships
Robert Puppione, University of Alabama
Kyle Geiken, University of Kansas

Harold Fellows Scholarships
Andrew Tanielian, Southern Illinois University/Carbondale
Amy Zeleznock, Ithaca College
Ryan Coleman, University of Montana
Jason Torreano, SUNY/Brockport

Vincent Wasilewski Scholarship
Lindsay Watts, University of Southern California

Alexander Tanger Scholarship
Karen Hopkins, Ohio University

Philo Farnsworth Scholarship
Zachariah Linton, Azusa Pacific University

Helen Sioussat/Fay Wells Scholarships
Ana Jackson, University of Georgia
Amanda Emery, University of Wisconsin/Oshkosh

BEA Two Year/Community College Scholarship
Joanna Buckley, Onondaga Community College/Emerson College

BEA scholarships are awarded to outstanding students for study on campuses that are institutional members of the organization. The 2007-2008 competition begins on January 15, 2006. Next year's BEA scholarship deadline will be Thursday, October 12, 2006. Mark your calendars please and note a reminder in September to encourage students to apply.

<< RETURN TO TABLE OF CONTENTS

ACADEMY OF TELEVISION ARTS & SCIENCES NOW ACCEPTING APPLICATIONS FOR THE 2ND ANNUAL FRED ROGERS MEMORIAL SCHOLARSHIP

NORTH HOLLYWOOD, CA., (October 11, 2005) – The Academy of Television Arts & Sciences, its Foundation and its Children's Programming Peer Group are now accepting applications for the Second Annual Fred Rogers Memorial Scholarship, announced Terri Clark, Television Academy Foundation Executive Director. Ernst & Young LLP will underwrite the scholarship.

Established in December 2003 in honor of Fred Rogers, the creator and long-time host of "Mister Rogers Neighborhood," the Fred Rogers Memorial Scholarship was created to further the values and principles of Fred Rogers' work. It will support and encourage an undergraduate or graduate student studying children's media and childhood education, or a recent college graduate pursuing a career in children's media. Scholarship applications are now available and can be downloaded from the Television Academy's website, www.emmys.tv. Applications must be postmarked no later than January 31, 2006.

"We were so thrilled with the overall response to the inaugural scholarship opportunity and we are looking forward to selecting the next recipient," said Clark. "Fred Rogers' insight and dedication to young children has inspired many people and it is a privilege to be able to take part in shaping the future of children's media in honor of his legacy."

The scholarship, in the amount of $10,000, will be awarded annually to a qualified applicant. Candidates must have studied early childhood education, child development/child psychology, film/television production, music, animation or some combination of at least two of these fields. In addition to the cash stipend, the recipient will receive mentoring support from members of the Academy's Children's Programming Peer Group, who will work with the recipient during the course of the academic year.

This past August, the first Fred Rogers Scholarship was presented to Michelle Lyn Banta, a graduate student for the UCLA School of Film, Theatre and Television. Banta is using the scholarship monies to continue creating animated films for children that reflect the Fred Rogers style of life-giving and gift-giving spirit.

The Academy of Television Arts & Sciences was founded in 1946 just one month after network television was born. It is a non-profit organization devoted to the advancement of telecommunications arts and sciences and to fostering creative leadership in the telecommunications industry. In addition to recognizing outstanding programming through its Emmy® Awards, the Television Academy publishes emmy magazine and through its Foundation, is responsible for the Archive of American Television, College Television Awards, acclaimed student internships and other educational outreach programs. For more information on the Academy of Television Arts & Sciences and its many industry-related programs and services, including year-round Academy events staged for the community, please visit www.emmys.tv.

DISTINGUISHED EDUCATION SERVICE AWARD 2006 CALL FOR NOMINATIONS

For 50 years, the BEA has offered opportunities that bring professors and radio and television professionals together. BEA advances the interaction between professors, students and industry professionals who strive to produce employees with that unique combination of a liberal arts education and the practical skills desired in today's marketplace.

This is a call for the 25th Annual BEA Distinguished Education Service Award. Those nominating must be a BEA individual member, institutional, associate or corporate member for 2003 or 2004.

DESA Winners:

1982 Harold Niven, Broadcast Association Professional
1983 Sydney Head, Professor
1984 Vincent Wasilewski, Broadcaster
1985 Thomas Bolger, Broadcaster
1986 Ken Harwood, Professor
1987 Erwin Krasnow, Communications Attorney
1988 Bruce Linton, Professor
1989 Wally Dunlap and Clark Pollack, Broadcasters
1990 John Michael Kittross, Professor
1991 Stan McKenzie, Broadcaster
1992 Chris Sterling, Professor
1993 Rebecca Hayden, Publishing Professional
1994 Pat Cranston, Professor
1995 Stanley Donner, Professor
1996 Lewis Klein, Broadcaster
1997 Lynne Shafer Gross, Professor
1998 Lawrence Lichty, Professor
1999 Joe S. Foote, Professor
2000 Herbert Howard, Professor
2001 Peter Orlik, Professor
2002 Norman J. Pattiz, Broadcaster
2003 Joyce Tudryn, Broadcast Association Professional
2004 Herb Zettl
2005 Larry Patrick

The award will be presented at the 2006 BEA Annual Convention.

Criteria for nomination and selection for award:

1. The person should have made a significant and lasting contribution to the American system of electronic media education by virtue of a singular achievement or continuing service for or in behalf of electronic media education.

2. Contributions may include contributions in research, pedagogy, curriculum development fundraising support, consulting service and participation in BEA and other media education and professional associations.

Please send a nominating letter to the DESA Committee Chair: David Byland, including your name and contact information, the Nominee's, Name, Address, Phone, Position now held and a Description of the Contribution(s) for which the candidate is nominated.

Nominations should include a detailed statement describing the nominee's contributions to electronic media education plus a copy of the nominee's curriculum vitae or professional resume.

Multiple nominations will carry no additional weight in the committee's deliberations.

Email all supporting materials as word documents to David.Byland@okbu.edu or mail your nomination letter and support materials by **Friday, January 13, 2006** to:

Broadcast Education Association
BEA Customer Service: beainfo@beaweb.org
Toll-free: (888) 380-7222

NAB/BEA ANNOUNCE FUTURE CONFERENCE DATES

YEAR	NAB SHOW	BEA SHOW
2006	APRIL 24-27	APRIL 27- 29
2007	APRIL 16-19	APRIL 19-21
2008	APRIL 14-17	APRIL 17-29
2009	APRIL 20-23	APRIL 23-25
2010	APRIL 12-15	APRIL 15-17
2011	APRIL 11-14	APRIL 14-16
2012	APRIL 16-19	APRIL 19- 21
2013	APRIL 8-11	APRIL 11-13
2014	APRIL 7-10	APRIL 10-12
2015	APRIL 13-16	APRIL 16-18
2016	APRIL 18-21	APRIL 21-23
2017	APRIL 24-27	APRIL 27-29
2018	APRIL 9-12	APRIL 12-14
2019	APRIL 15-18	APRIL 18-20
2020	APRIL 20-23	APRIL 23-25

KENNETH HARWOOD OUTSTANDING DISSERTATION AWARD CALL FOR NOMINATIONS

The BEA seeks nominations for the 15th Annual Outstanding Dissertation Award. Established by Kenneth Harwood, Professor at the University of Houston and a former President of the BEA, the award offers $1,000 for the outstanding Ph.D. dissertation in broadcasting and electronic media. The award was established through gifts started by Professor Harwood and a donation from a friend of BEA. The dissertation must be completed between January 1, 2005, and December 31, 2005.

Nominations must be in writing by the dissertation director or department chair at the degree-granting institution. Nominees must have been awarded the Ph.D. degree between January 1, 2005, and December 31, 2005. Dissertations nominated for the award without the support of the dissertation director or department chair will not be considered.

All nomination materials must be received by BEA Headquarters no later than January 16, 2006, and must include:

- Seven copies of a letter of nomination from the dissertation director or department chair of the degree-granting institution.
- Seven unbound copies of the full dissertation, which will not be returned. Each copy must include an abstract.

Submissions not following these guidelines will not be considered for the award. Contact the BEA Publications Committee Chair, Alan Rubin arubin@kent.edu, if you have any questions.

The BEA will distribute copies to the members of the BEA Publications Committee for judging. Only dissertations completed at BEA member institutions are eligible for the award. To check if your university is a BEA institutional member, call 1-888-380-7222 or check the BEA website at <www.beaweb.org>. The winner will be recognized at the Awards Ceremony of the BEA 2006 Annual Convention & Exhibition, in Las Vegas, NV. The BEA hopes those whose dissertations are nominated will attend the BEA convention, which runs April 27-30, 2006.

Please send all entries to:
BEA Dissertation Award
Broadcast Education Association
1771 N Street, NW
Washington, DC 20036-2891
(202) 429-3935

ELECTIONS

The BEA board of directors held elections for the next BEA Executive Committee at the August 16, 2005 board meeting. The following is the result of the elections. Terms of office for the newly elected officers begin at the April 2006 BEA board of directors meeting at the Las Vegas Convention Center.

- President-Elect, David Byland, Oklahoma Baptist University
- Vice President for Academic Relations- Elect, Thomas Berg, Middle Tennessee State University
- Vice President for Industry Relations-Elect, David Muscari, WFAA-TV and The Dallas Morning News
- Secretary Treasurer-Elect, Mark Tolstedt, University of Wisconsin-Stevens Point
- Immediate Past President, for 2006-2007, Joe Misiewicz, Ball State University

BEA welcomes new board members following elections in 3 Districts.

- District 2: Glenda Williams – newly elected
- District 4: Greg Pitts – newly elected
- District 6: Lena Zhang – re-elected
- District 8: None (no nominations received-will discuss at April Board meeting)

CONGRATS TO ELON UNIVERSITY GROUP

Elon's BEA FESTIVAL REEL Production Team will be handling the editing of entries for the Festival show this year. BEA says "thanks"!

Vic Costello vcostello@elon.edu
Linda Lashendock llashendock@elon.edu
Jay McMerty jmcmerty@elon.edu

COLLEGE TELEVISON AWARDS DEADLINE EXTENDED TO JAN 15, 2006

WINNING PROJECTS FEATURED ON mtvU.com AND mtvU.com über.

The postmark deadline for applications for the 2005-2006 College Television Awards has been extended to January 15, 2006. Students shouldn't miss this opportunity to enter their projects in this national competition - and have the chance to see their winning work featured and highlighted on mtvU.com and mtvU.com über.

For detailed information about the awards and to download an application, please go to http://www.emmys.tv/foundation/collegetvawards.php.

BEA CONVENTION PROGRAM ON WEB

Check out the various activities for BEA's 51st Annual Conference at http://www.beaweb.org and congrats to this year's Conference Chair Mary Rogus from Ohio U. and all the Division leaders who prepared the program so early!

REGISTRATION FOR BEA IS OPEN

BEA reports 41 people have registered for BEA's 51st Annual Conference. For additional help with rooms kindly check Housing at NAB: www.nabshow.com/hotel_default.asp

JOURNAL OF RADIO STUDIES CALL FOR EDITOR

The BEA seeks applicants for the next editor of the Journal of Radio Studies. The editor will be selected at the April 2006 BEA convention in Las Vegas, NV. The 3-year term begins January 2008, but the editor must be on board earlier to learn the mechanics of the position and to begin processing and reviewing manuscripts in early fall 2006.

Interested applicants should send:

- a letter expressing their interest in and ability to edit and produce a scholarly journal, summarizing their ideas for the Journal, and stating that they have read and agree to adhere to BEA publication policies, which are online at <www.beaweb.net>,
- a complete resume identifying all publications and research experience, and
- a letter from appropriate administration officials (e.g., chair and dean) indicating the level of the institution's commitment and support for the potential editor.

The editor's home institution is expected to provide office space, access to office equipment such as a suitable computer with Internet access, fax, photocopier, etc., and sufficient secretarial and/or graduate assistant support. The editor also should receive some release time from teaching duties and support for his or her professional travel and engagement.

BEA underwrites:

- all production and distribution expenses of the Journal,
- a modest honorarium for the editor, and
- a subsidy to the sponsoring institution to help support editorial assistants.

All application materials must be received by BEA Headquarters no later than January 20, 2006. Applicants should be able to meet with the BEA Publications Committee for an interview in Las Vegas on April 26, 2006 (the day before the BEA convention). The Publications Committee will recommend a candidate to the BEA Board of Directors for final selection.

Those interested in applying are encouraged to communicate with the current editor, Douglas Ferguson FergusonD@cofc.edu, and/or the BEA Publications Committee Chair, Alan Rubin arubin@kent.edu.

Please send applications and materials to:
JRS Editor Applications
Broadcast Education Association
1771 N Street, NW
Washington, DC 20036-2891
(202) 429-3935

NEW PUBLICATIONS

Artz, L., & Kamalipour, Y. R. (Eds.). (2005). *Bring 'Em On: Media and politics in the Iraq war*. Lanham, Maryland: Rowman & Littlefield
ISBN 0-7425-36890 (paper), 0-7425-3688-2 (cloth), 269 pages

Kamalipour, Y. R., & Snow, N. (Eds.). (2004). *War, media and propaganda: A global perspective.* Lanham, Maryland: Rowman & Littlefield.
ISBN 0-7425-3563-0 (paper), 0-7425-3562-2-2 (cloth), 261 pages

REVIEWERS NEEDED

The Media Management & Economics Division seeks volunteers to review abstracts and panel proposals submitted for presentation at the 2006 AEJMC Midwinter Conference. During the week of December 19, reviewers will receive up to 4 abstracts or panel proposals (300-500 words each). All reviews are due back by January 10, 2006.

If you are willing to review abstracts, please e-mail Sue Alessandri at swalessa@syr.edu with your areas of specialization. These will be accommodated as often as possible.

According to policy, those who submit papers to the MME division cannot serve as judges in the division, but judges for the MME division are free to submit their work to other divisions.

Please feel free to forward this message. Any questions, contact Sue Alessandri at swalessa@syr.edu.

BEA'S FACULTY SALARY SURVEY ANNOUNCED

BEA thanks the annual work of Peter Orlik at Central Michigan for compiling these valuable stats.

Following are the results of the thirteenth annual BEA national salary survey conducted in Fall, 2005. Respondents encompassed all types of institutions ranging from small, private, 4-year liberal arts colleges to major public universities offering the doctorate in the field.

Please note the following:

1. All salaries are base salaries -- they do not reflect fringe benefits.
2. All have been adjusted to an academic year (9/10 mos.) basis.
3. Only faculty teaching electronic media courses are included.
4. The survey includes only full-time faculty -- both temporary and tenure-track.

	LOW	HIGH	MEDIAN	MEAN*	RESPONDING SCHOOLS
Instructor	6,000	58,926	41,300	40,244	26
Asst. Prof.	41,000	76,000	49,928	50,961	33
Assoc. Prof.	41,000	162,000	0,263	62,067	27
Full Prof.	51,646	152,723	76,272	80,199	25

*Average of means compiled by each respondent for each rank

Salary most likely to be paid to an incoming INSTRUCTOR without prior full-time teaching experience (mean of those responding): $39,096 (35 schools)

Most likely salary for an incoming ASSISTANT PROFESSOR who has just completed the terminal degree (mean of those responding): $47,895 (39 schools)

Data compiled and reported by Peter B. Orlik, Central Michigan University, under authority of the Broadcast Education Association Board of Directors.

BEA'S PUBLICATIONS COMMITTEE IN PLACE

Alan Rubin, current Chair of the Publications Committee welcomes Michael Keith of Boston College and Paul Haridakis of Kent State University to the BEA Publications Committee. Michael and Paul Michael are our newest members, with their 3-year terms running through the end of the April 2008 BEA convention. I also am very pleased to report that Bob Avery and Allison Alexander have agreed to a second 3-year term on the Committee, with their second terms beginning after this year's BEA convention and running through the end of the April 2009 BEA convention. Professor Avery has agreed to succeed me as Chair of the Publications Committee for this second term.

OHIO SCHOLARSHIPS

The Ohio Association of Broadcasters offers two scholarships:

The OAB Kids Scholarship which is for a high school senior who has a parent currently working for an OAB-member station. The application can be found at www.oab.org/scholarships. (be sure to type in the "s"). Deadline to apply is February 1, 2006.

College scholarship – two scholarships for juniors or seniors at a four-year institution and one scholarship for a second-year student at a two-year institution. Students must be enrolled in a broadcasting-related field of study. The application can be found at www.oab.org/scholarships. (be sure to type in the "s"). Deadline to apply is February 1, 2006.

DISTINGUISHED SCHOLAR AWARD CALL FOR NOMINATIONS

The Broadcast Education Association is accepting nominations for the Distinguished Scholar Award.

- Nominees should be current or past members of the Broadcast Education Association.
- Nominees should have made a significant contribution to research and scholarship involving broadcast and electronic media as evidenced by extensive publication in books and leading journals in the field over at least twenty years.

Nominations must include documentation of the nominee's credentials and contributions to the advancement of research in one or more related fields of electronic media. Nominations must be received by February 1, 2006.

Nominations should be sent to:
Distinguished Scholar Selection Committee
Broadcast Education Association
1771 N Street, N.W.
Washington, DC 20036-2891
or via e-mail to: messere@oswego.edu

POSITIONS OPEN AT WESTERN ILLINOIS UNIVERSITY

Journalism, Communications Law, Assistant Professor

APPOINTMENT: August 2006

Required Qualifications: Master's degree in journalism or a related field plus significant professional experience in journalism;

- Ability to teach courses in communications law;
- Ability to teach news-editorial courses at both lower- and upper-division levels.

Preferred Qualifications: Ph.D in Journalism, or Ph.D or other terminal degree in a related field;

- Ability to teach in the areas of mass communications research methods, public relations, online journalism, and/or advertising (listed in order of importance);
- Ability to troubleshoot computer lab systems.

RESPONSIBILITIES: The applicant hired will teach undergraduate courses plus others designated for graduate credit and will be expected to succeed in the three areas of faculty responsibility: teaching, scholarship and committee service at the departmental and university levels.

RANK & SALARY: Assistant Professor. Salary commensurate with degree and experience. Western Illinois University offers a competitive benefits package including domestic partner benefits.

APPLICATION: Send letter of application, copies of college and graduate transcripts, vita, and current letters of recommendation from three references to Prof. Mohammad Siddiqi, Journalism Search Committee, Department of English and Journalism, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390. References will be contacted by phone; please provide their numbers.

Screening of applicants will begin January 23, 2006. Visit website at http://www.wiu.edu/english. Official transcripts required for campus visit.

Journalism, Photojournalism, Assistant Professor

APPOINTMENT: August 2006

Required Qualifications: Masters degree in journalism or a related field plus significant professional experience in journalism;

- Ability to teach courses in digital photojournalism;
- Ability to teach news-editorial courses at both lower- and upper-division levels.

Preferred Qualifications: Ph.D in Journalism, or Ph.D or other terminal degree in a related field;

- Ability to teach in the areas of mass communications research methods, public relations, online journalism, and/or advertising (listed in order of importance);
- Ability to troubleshoot computer lab systems.

RESPONSIBILITIES: The applicant hired will teach undergraduate courses plus others designated for graduate credit and will be expected to succeed in the three areas of faculty responsibility: teaching, scholarship and committee service at the departmental and university levels.

RANK & SALARY: Assistant Professor. Salary commensurate with degree and experience.

APPLICATION: Send letter of application, copies of college and graduate transcripts,

vita, and current letters of recommendation from three references to Prof. Mohammad Siddiqi, Journalism Search Committee, Department of English and Journalism, Western Illinois University, 1 University Circle, Macomb, IL 61455-1390. References will be contacted by phone; please provide their numbers. Screening of applicants will begin January 23, 2006. Visit website at http://www.wiu.edu/english. Official transcripts required for campus visit.

Western Illinois University is an Affirmative Action/Equal Opportunity employer and has a strong institutional commitment to diversity. In that spirit, we are particularly interested in receiving applications from a broad spectrum of people, including minorities, women, and persons with disabilities. WIU has a non-discrimination policy that includes sex, race, color, sexual orientation, religion, age, marital status, national origin, disability, or veteran status.

THE DEPARTMENT: The Department of English and Journalism is a large department of about 30 tenured and tenure-track faculty and about 20 English composition instructors. It is in the College of Arts and Sciences. The department has four branches: the Writing [Composition] Program, English Literature, English Education, and Journalism. It offers three majors – in English, English Education and Journalism – with similar numbers of students enrolled as majors in each, but journalism currently enrolls the largest number. The Journalism Program is as ambitious and as well elaborated in curriculum as any freestanding journalism department with similar numbers of majors and minors, and as independent. Six Journalism faculty presently teach about 130 majors and about 90 minors. Students specialize in one of three available areas of concentration. Most concentrate in news-editorial. The rest concentrate in advertising or public relations. The Journalism Program awards a B.A. in Journalism. The program is growing. The number of majors has doubled in the past decade as has the number of minors. New courses in beat reporting, ethics, media planning, media and popular culture, public relations writing, and sports reporting have been added, most of them permanently, a few still experimentally. In keeping with this growth, the program will increase the size of its faculty from six to seven this year.

THE UNIVERSITY:

Located in Macomb – population 20,000 – with a campus in the Quad Cities – Moline, IL – Western Illinois University offers a caring and supportive learning environment to more than 13,000 students in the heart of west central Illinois. Western students have all the advantages of a large public university – strong faculty, state of the art technology and facilities, and a wide range of academic and extra-curricular opportunities. Western's 614 full-time professors teach 96 percent of all undergraduate as well as graduate courses. Western Illinois offers 53 undergraduate degree, 34 graduate degree programs and 13 post-baccalaureate certificates. The Leslie F. Malpass Library ranks among the finest at comprehensive universities in the United States. Western Illinois University is a member of the NCAA and competes at the Division 1 level, sponsoring 20 intercollegiate sports in a broad-based athletics department.

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Washington, DC 20036
USA
http://www.beaweb.org

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CONVENTION DATES: APRIL 27, 28, 29, 2006

The Broadcast Education Association, BEA, www.beaweb.org announces that the 51st Annual Convention, Exhibition & 4rd Annual Festival of Media Arts dates will be Thursday- Saturday, April 27-29, 2006. The convention will be held at the Las Vegas Convention Center in Las Vegas, NV, USA.

BEA holds an annual convention with over 1,200 attendees and 160 educational sessions, technology demonstrations & workshops, and educational exhibits just after the National Association of Broadcasters and the Radio & Television News Directors conventions, in the same venue. BEA also offers over 15 scholarships for college students studying at BEA member institutions.

The theme of the 2006 convention is Convergence Shockwave: Change, Challenge and Opportunity.

BEA is a 50-year old, worldwide higher education association for professors and industry professionals who teach college students studying broadcasting & electronic media for careers in the industry and the academy. BEA has 1,200 individual, institutional & industry members, as well as an additional 1,200 subscribers to its scholarly journals, the Journal of Broadcasting & Electronic Media and the Journal of Radio Studies.

Information about BEA can be found at www.beaweb.org
Broadcast Education Association
1771 N Street, NW
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