



*Educating tomorrow's
electronic media professionals.*

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Feedback

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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.

REVIEW GUIDELINES

1. Potential instructional materials that can be reviewed include books, computer software, CD-ROMs, guides, manuals, video program, audio programs and Web sites.
2. Reviews may be submitted by email as a Microsoft Word document to the editor.
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.

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[CONTENTS]

Click on title to go to the page.

[ARTICLES]

GRADING BROADCAST NEWS STORIES: WAYS TO GET PAST THE
'SUBJECTIVITY' FACTOR

Anthony Moretti, Marty Gonzalez, Bill Silcock , Laura Smith, Christa Ward 4

BRIEF HISTORY OF THE UNIVERSITY ASSOCIATE FOR
PROFESSIONAL RADIO EDUCATION

Prepared by Leo Martin 7

GET COMMUNITY SUPPORT FOR YOUR CAMPUS RADIO STATION

Dr. Gary L. Steinke..... 13

[NEWS & NOTES]

16

[DIRECTORY]

27

“GRADING BROADCAST NEWS STORIES: WAYS TO GET PAST THE ‘SUBJECTIVITY’ FACTOR” A PANEL DISCUSSION AT THE 2005 BEA CONVENTION

Anthony Moretti
Point Park University,
effective fall 2005

Marty Gonzalez
San Francisco State
University

Bill Silcock
Arizona State
University

Laura Smith
University of South
Carolina

Christa Ward
University of
Georgia, effective
fall 2005

This panel - comprised of four educators - examined ways in which broadcast journalism instructors can build objective measures into the challenging task of grading broadcast news stories.

The premise behind the panel was simple: Math and the hard sciences are rather objective; something is either correct or incorrect, and little, if any, interpretation is required. For example, a science experiment in which chemicals are improperly mixed will lead to a bad result. Broadcast journalism is not like this. There is no one way to tell a story, and there is no single set of ingredients that go into story telling. Stories can be told through a variety of angles and voices, and no one angle or voice is necessarily more valid than another. Similarly, for educators, there is no one universally agreed upon set of criteria that should be used to evaluate the strengths and weaknesses of a student-produced news story.

The panelists – Marty Gonzalez (San Francisco State University), Bill Silcock (Arizona State University), Laura Smith (University of South Carolina), and Christa Ward (University of Georgia, effective fall 2005) – agreed on certain issues. Among them:

1. Some type of grade sheet needs to be provided to the students. This sheet outlines what the faculty member’s expectations are for the student and offers point values for each item being evaluated. Silcock, Gonzalez, and Smith provided examples to and discussed them with the audience. (Please see the appendix for some of the grading sheets used by Gonzalez and Smith.) Silcock, who said he borrowed liberally from his colleague — Missouri School of Journalism assistant professor Greeley Kyle — when he created his grade sheets, pointed out that he uses the terms “strengths” to point up what a student is doing well and “areas to improve” to highlight those areas in which a student needs to concentrate. He refuses to use the word “weaknesses.” Similarly, Gonzalez said he doesn’t use the word “critique” with his students because of the potential negative connotations it

holds. Instead he prefers “evaluation.” Smith said that she has a defined and somewhat narrow grading system at the beginning of the semester and then broadens it to include larger concepts about reporting as they are introduced throughout the term.

2. All students need a complete and detailed written response from the faculty member to each news package they turn in. Smith, for example, challenges herself to complete a full-page evaluation of each news story. Ward asks her students selected questions about her responses on subsequent quizzes. “I want to make sure they are getting the technical things,” Ward told the audience “and the larger issues that we see when we watch and analyze a professional newscast.” Silcock added that “the most powerful evaluations are written.”

3. It is incumbent upon all faculty members to make their expectations clear before students start preparing a news story. “Be specific in terms of what you are looking for,” Gonzalez suggested. He added that by showing great examples of student-produced work in class the faculty members can reinforce what they are seeking in their students’ efforts. Silcock told the audience that the expectations will differ based on the experience level of the students. For some classes, especially on the graduate level, he insists on going beyond the mechanics of story telling to include refining a student’s work. However, the principal goal for some of the lower-level, undergraduate classes is to get students prepared so that they can have a resume tape available. Ward added that 20 points of the final grade she assigns to each story is determined by the overall “so what to the story.” She continued, “We begin with a formal story pitch” in which students are required to tell her who they intend to interview and convince her that she should care about the report.

4. Students critiquing students is another strong method for evaluating news stories because they force the students to think critically about their work (and others) and those critiques provide further amplification and strength to what the faculty member has been saying. The panelists agreed that students often are hesitant to be critical of another student’s work; however, Ward, who has her students see a completed story three times, reminded the audience what she tells her classes: “We’re not here to stroke egos. We’re here to learn.” Silcock said he reminds his students that broadcast journalism is an “ego business,” and therefore it is important that his students understand that from time to time they will “get their egos bruised.”

Another interesting angle to the discussion prompted several questions from the audience. It concerned how to evaluate the “on-air” performance of students. Smith said that she often ignores issues such as voice quality and diction when she grades in part because she wants her students to concentrate more on their writing and reporting. Silcock saw it differently; he said that grading performance is critical especially in upper-division classes. He added an important caveat for educators: If you are going to grade performance, then you must teach performance.

The audience also was interested in learning more about the approach these educators take to legal issues. There was agreement among the four panelists that they have the principal responsibility to ensure that students neither write nor report something that can place them, the news program for which they are reporting, and/or the university in legal limbo. “I am the head gatekeeper for my newscast,” Gonzalez said. He added that if a faculty member reviews a script before a student voices it, then potential legal problems can be caught. Smith said that educators must take the lead in convincing

their students that what they write and say has implications that go far beyond simply completing a story. The panelists also agreed that they do not treat legal issues in great depth because all students in their departments are required to take a mass communications law course.

EDITOR'S NOTE: A sample evaluation form in Microsoft Word format can be found at jmisiewicz.iweb.bsu.edu/feedback/july05/grading.doc

BRIEF HISTORY OF THE UNIVERSITY ASSOCIATE FOR PROFESSIONAL RADIO EDUCATION

Prepared by
Leo A. Martin,
November 1952

Feedback Editor's
Note: This material
was sent to Feedback
anonymously.
Feedback welcomes
any historical data,
writings and
documentation
related to BEA,
including
photos. Please
send materials to
jmisiewicz@bsu.edu

During the winter of 1947-48 a group of broadcasters and educators was appointed by Judge Justine Miller as a committee to study the status of training standards for radio in the various schools and colleges of the United States. I cannot give you the membership of this committee for I was not in that original group. It is my recollection that it included such people as Judith Waller, Hazel Market, Armand Hunter, and Ken Bartlett amount others. This committee studies the curricula of more than 500 schools that were then offering training in radio. They decided that only ten schools were offering the kind of training that would benefit the broadcasting industry so they recommended to NAB that these ten schools should form an accrediting organization.

The next step was to arrange a meeting of the representatives of the ten schools. These schools were the Universities of Alabama, Denver, Nebraska, Northwestern, Southern California, Syracuse, Temple, Texas, Tulsa, and the Texas School of Mines. This meeting was held in Denver in March of 1948. We discussed the need for the formation of a permanent group and proceeded to appoint committees for writing a constitution and bylaws, and for the purpose of establishing ourselves as an accrediting organization. We listened to opinions from leading educators at Denver University regarding the process of achieving status and recognition from established educational accrediting groups. The feeling was unanimous that such an organization was long overdue in view of the lack of uniformity regarding even minimum standards in training for the broadcasting industry. The meeting adjourned after setting a date for a future meeting not later than the end of the school year, 1948, at such time a permanent organization would be adopted.

The group of ten representatives from the various colleges and universities met for permanent organization in St. Louis June 6, 1948, and adopted a permanent constitution and set of bylaws. It was voted to accept the ten schools present as charter members of the organization named the University Association for Professional Radio Education (UAPRE). Procedure was established for the investigation of other schools that would make

application for membership. Minimum standards pertaining to curriculum, staff, equipment, and laboratory facilities were approved. (I am enclosing copies of the constitution and bylaws, minimum standards, and the questionnaire to be answered by schools making application.)

There was considerable reaction from educational circles after the announcement of the establishment of our organization. Some applications were received immediately and we had letters of inquiry from other schools that were interested but took a cautious approach. Nine of the ten schools approved the organization officially through acceptance by the presidents of the respective institutions. The president of the University of Nebraska refused to approve membership for that university. The organization was then duly constituted with the charter membership of nine.

The first annual meeting was held in conjunction with the NAB in Chicago April of 1949. The chief business of that meeting consisted of the approval of six additional schools and an open hearing concerning the objectives and the accrediting aspects of UAPRE. The schools that were admitted were Baylor, Boston University, College of the Pacific, Michigan State, the University of Oklahoma, and the University of Miami-Florida. By the time this meeting had been called it was almost certain that the group could not operate as an accrediting organization. The block that had been thrown by the president of the University of Nebraska resulted in a blanket announcement that no further accrediting organizations would be recognized by the American Association of Schools and Colleges. This meant that educators did not recognize our group and an organization empowered with the accrediting function. Hence, the discussion in the open meeting resolved itself along two lines: 1) what to do with the organization that had already been established, and 2) whether the function of UAPRE would have sufficient appeal to attract an increasing number of members. It was decided at the meeting, attended by an overflow audience of representatives from various schools and colleges particularly in the Midwest, that UAPRE could exert an important influence if it were to operate as a standard-setting group and that its influence would be important in the elevation of the training aspects of radio in schools throughout the United States. Most of the audience felt that it would be important to their respective department to become members of the UAPRE and they agreed they should try to meet the minimum standards of the organization, and then apply for membership. This was important to us because we believed that UAPRE should embrace more and more schools in order to achieve its proper function for which it was originally established.

The fact that we were blocked in terms of passing on accreditation took most of the enthusiasm out of the organization. Between the 1949 meeting and the second annual meeting, very few activities were carried on, and there were just a few nibbles at information concerning membership. The second annual meeting was again held in conjunction with the NARTB at the Stevens Hotel in Chicago, April 1950. In order to generate a renewed interest in UAPRE, an elaborate program was built featuring important names from the broadcast industry. With the exception of two-closed business sessions, the rest of the meeting was open to representatives from schools that were non-members and an announcement of the meeting was made to them. There was a fair turnout to hear such people as Maurice Mitchell, Ken Baker, Ralph Hardy, and G. Emerson Markham. There were only two applications for membership, and neither was approved at this meeting since neither school could meet the requirements of the organization.

These schools were the University of South Dakota and the College of Music of the University of Cincinnati. The meeting adjourned in much confusion and the feeling that all of the efforts had been directed toward a losing cause since UAPRE was not able to make significant progress toward the achievement of its goals. It was voted to hold the third annual meeting in conjunction with the Institute for Education by Radio in Columbus, Ohio the following spring.

The third annual meeting was held in April of 1951 and included a talk by Foy Kohler, then Director of Voice of America. The business session was devoted to a discussion of what activities could be undertaken by UAPRE. These were discussed without much enthusiasm. It was the feeling of the group that most of the prestige of the organization had been lost and there was no way to get much accomplished without outside assistance. Three more schools were granted membership. These were the University of Kentucky, University of Illinois, and University of Washington.

No significant progress has been made by UAPRE since that meeting of 1951. A fourth annual meeting was held in Columbus April of 1952, and resulted only in the election of officers. Only a bare majority of the membership was present. I was among those who were absent from the meeting and discovered later that I had been elected president. Now it seems to me that we need to make UAPRE a vital organization or we should dissolve it at the next annual meeting that has been set for April 1953 in Columbus, Ohio. I am also enclosing a list of the schools that are new members of UAPRE and the designated representative from each school. I think that you will agree that the list is an imposing one in terms of the amount of influence these member schools can have. The list is well distributed geographically and it also includes most of the leading radio and TV educational centers. Although our group has thus far been concerned only with radio, it is evident that any future activities should also include television.

The matter of educational programming is covered by the NAEB and the matter of in-school evaluation is a function of the Association for Education by Radio. We are not primarily concerned with either of these two areas. Our interest lies chiefly in the upgrading of educational training of students who will later become important additions to the commercial broadcasting industry, both radio and television.

MILESTONES—UAPRE, APBE, BEA

1947 NAP President Justin Miller appointed a committee to study the status of training for radio in various colleges and universities and to formulate accreditation criteria.

1948 Ten schools formed an accrediting organization to be known as the University Association for Professional Radio Education (UAPRE).

1949 The National Commission on Accreditation announced it would recognize no more accrediting organization. This decision halted the growth of UAPRE.

1955 Members of UAPRE ratified a Constitution and Bylaws prepared by NAB creating the Association for Professional Broadcasting Education (APBE). First APBE meeting of Board of Director held in Chicago. Sydney Head elected President of APBE at this meeting. NARTB (NAB) provides office space and a part-time executive. Fred Garrigus names APBE Executive Secretary.

- 1956** First Annual APBE meeting held in Chicago.
- 1957** *Journal of Broadcasting* published by APBE. Bob Summers, USC, services as first editor. Ken Harwood elected president.
- 1958** Plans presented at annual meeting for a joint NAB/APBE Broadcasting Employment Study. Glenn Starlin elected APBE president. *Feedback* established to be edited by Art Weld.
- 1959** Mike Kittross appointed the editor of the *Journal of Broadcasting*. Individual and two-year schools membership categories established.
- 1960** Bruce Linton elected president of APBE. Howard Bell becomes the APBE executive secretary.
- 1961** NAB presents plan of the Harold E. Fellows Scholarship. Bruce Linton participates in the NAB fall conference to tell the APBE story. A broadcasting seminar was held as part of the annual meeting. Method of electing board members changed from an at-large election to elections by districts.
- 1962** NAB/APBE employment study published, *People in Broadcasting*. Harold Niven elected APBE president.
- 1963** Corinthian Broadcasting Company establishes summer faculty internships. Earl Dougherty elected president of BEA. Harold Niven becomes APBE executive secretary.
- 1964** RAB and TvB announce special membership rates for APBE schools. Hugh Cordier elected APBE president.
- 1965** President Cordier participates in NAB fall conference discussing APBE and training personnel for the industry.
- 1966** NAB starts research grant program for faculty and graduate students. Roy Morgan elected president of APBE.
- 1967** Bruce Linton prepares a syllabus on *Self Regulation in Broadcasting* for APBE members. John Pennybacker appointed editor of *Feedback*.
- 1968** Art Hungerford elected APBE president. Volume I of *Composite Course Outlines* published and distributed to APBE schools.
- 1969** Worth McDougald hosts and APBE faculty seminar at the University of Georgia about broadcast education facilities. APBE supports a summer workshop for minority students at American University. Marianne Campbell elected president of APBE. A broadcast regulations faculty seminar held at NAB headquarters.
- 1970** Tom Bolger elected APBE president. Chris Sterling starts publication of *Broadcast Bibliophile*, now called *Communication Booknotes*. Copies distributed in APBE kit. An international broadcasting faculty seminar held at NAB. Proceedings published and distributed to APBE members. APBE publishes *Free & Fair* edited by Mike Kittross and Ken Harwood. Bob Crawford prepares a study on *Graduate Programs in the Communications Media*. APBE publishes *Organizational Patterns of Broadcast Instructional Programs in American Colleges and Universities* prepared by Clair Tettermer. Volume II of *Composite Course Outlines* published and distributed to APBE schools.
- 1971** Larry Lichty prepares a *World and International Broadcasting: A Bibliography* published by APBE. Chris Sterling named editor of the *Journal of Broadcasting*. John Pennybacker elected APBE president. Broadcast Management Faculty Seminar held at NAB headquarters. Proceeding published and distributed to APBE members. An APBE student seminar is held at the University of Montana.

1972 Broadcast Regulation Seminar held at NAB headquarters for APBE faculty members. Proceedings to be published as a broadcast monograph.

1973 Name change. APBE becomes BEA (Broadcasting Education Association). Bob Smith named editor of *Feedback*. Clark Pollock elected BEA President. Regional faculty seminars held in Chicago, San Francisco, and Atlanta. Subject: Programming and research.

1974 Broadcast Monographs, Number 1, *Issues in Broadcast Regulation* published by BEA, edited by Don Le Duc. Publication composed of papers and transcripts presented at the 1969 broadcast regulation seminars. International broadcasting seminars are held at NAB.

1975 Regional faculty seminars are held in Hollywood and Washington to consider regulations and programming. Rod Rightmire elected president of BEA.

1976 Broadcast Monographs Number 2, *Issues in International Broadcasting* published by BEA, edited by Chuck Sherman and Don Browne. Bob Finney and Alan Neckowitz names co-editors of *Feedback*. Broadcast Regulation Faculty Seminar held at NAB headquarters. BEA papers competition started and first papers presented at the annual meeting. Wallie Dunlap elected BEA president.

1977 Joe Dominick named editor of the *Journal of Broadcasting*. Internship booklet published in *Feedback* and distributed to BEA and NAB members. BEA assisted in the establishment of the Canadian BEA.

1978 *A Bibliography of Theses and Dissertations in Broadcasting: 1920-1973* compiled by Mike Kittross published by BEA. *Communications and the United States Congress, a Selectively Annotated Bibliography of Committee Hearing, 1870-1976* edited by George Brightbill and published by BEA. A management/sales/finance faculty seminar was held at NAB. Pat Cranston elected BEA president.

1979 Thom McCain named editor of the *Journal of Broadcasting*. Don Godfrey prepared a brief history of BEA to be published in Volume XXI of *Feedback*. BEA futures committee presents their report on the status and future direction of BEA.

1980 Clint Formby elected president of BEA. Programming and research faculty seminary held at NAB headquarters. BEA participated in selection of NATPE faculty summer internships.

1981 BEA board of directors meet with Canadian BEA board of directors in Vancouver. Broadcast regulation seminar held at NAB. Individual composite course outlines published in *Feedback* on a continuing basis.

1982 Ray Carroll appointed editor of *Feedback*. Texas BEA hosts a reception during the annual meeting. Don Kirkley elected BEA president. First annual Distinguished Education Service Award presented at annual meeting to Harold Niven.

1983 BEA publishes *A Directory of Broadcast Archives* compiled by Don Godfrey. Faculty internship started at WTNH-TV, WATE-TV, KOMO-TV, and the Voice of America. Programming faculty seminar held at Paramount Studios in Hollywood. Sydney Head presented the 1983 BEA DESA at the annual meeting. Peter Orne elected BEA president.

1984 *Journal of Broadcasting* name changed to *Journal of Broadcasting & Electronic Media*. Alan Rubin appointed editor of the journal. *Political Broadcasting: The 1984 Elections* faculty seminar held at NAB headquarters. Two Walter Paterson Trust Scholarships awarded in addition to the four NAB scholarships. Broadcast Pioneers

underwrite awards for the history papers competition. Vince Wasilewski presented the 1984 BEA DESA at the annual meeting. Faculty internships held at WTNH-TV, KOMO-TV, and the Voice of America. James Lawrence Fly Scholarship established by Fly, Shuebruk, Gaguine, Boros, Schulking, and Bruan Law Firm. To be presented in 1985. The position of a full-time BEA executive established with headquarters at NAB. Bob Smith elected president of BEA.

1987 BEA launched full-time office at NAB headquarters and transitions from volunteer staff to two full-time staff. Louisa Nielsen hired at BEA executive director.

GET COMMUNITY SUPPORT FOR YOUR CAMPUS RADIO STATION

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In an age of legislative accountability and constant tight budgets, it is essential for campus radio stations to demonstrate an involvement in the general community. A growing community listener base helps a campus station meet public accountability standards set by the legislature for funding. Also, increased community involvement generates additional financial support for your station. Too often, college radio stations show no interest in any activity outside of the campus. As a result, there is little listener support of the campus station by the general public.

To be a real success in your community, it is important for your station to be needed by everyone in your coverage area. Student staff members should develop an increased community awareness to help your station gain visibility in your town. This effort to reach out to the local community will pay off with increased listeners and greater support of your station.

How do you become involved in your community? Here are a few ideas to make your campus station become community oriented:

Use your quarterly issues/problems list

A good way to get your campus station started on the road to community involvement is to look at your quarterly/problems list in your public file. Get involved with the solution to community problems listed with solid public affairs programs that incorporate town leaders. Try to include programs featuring grass-roots leaders who may develop political clout in the future. In addition, meet with various groups and sponsor civic activities that specifically address local problems. This will generate loyal listeners from these groups.

Develop your news department

Your news department needs to have high visibility as an important source of community information. Make sure it has enough people and equipment to operate a full-time service. In time, your staff will come in contact with essential community services such as the hospital, police and fire departments, and city hall. Also, promote your campus station as the source for emergency information in your community. Go beyond station

promos and promote your news department on various media (billboards, TV, newspaper, station website, etc.).

Use regional weather services

If your campus station is located in an area of severe weather patterns, it is essential to report weather conditions on a regular basis. Subscribe to a regional weather service and use it. Identify your station as a consistent source of weather information at defined times of the day. If your signal covers a boating area, make your station the source for weather information for anyone going out on the water. Importantly, floods, tornados, etc. need to be covered firsthand, along with civil defense information.

Establish an emergency hotline

A hotline for campus and community listeners to find out emergency information should be established and promoted by your station. Important information concerning police and fire department activities, missing children, local weather information, etc. helps listeners identify with your station. Encourage station engineers to be ham radio operators so they can run information and communication “nets” during emergencies that could be very useful to your station.

Define procedures to handle emergencies

Your news and programming staff needs to understand and follow defined procedures for emergency situations. Key community leaders should be contacted to establish how your station can work with them during crisis situations. Regular public affairs programs dealing with emergency situations should be aired on a regular basis.

Broadcast public school information

One of the best ways to become involved with your community is to air public school issues and activities. Parents are always interested in what affects their children. Programs that highlight school-related activities will help build a close bond with your community.

Volunteer for community service

Volunteer your time to local community groups. When you give your time to a local service group you are establishing that you care about the community. Each of your student officers should be involved and represent your station in community groups. The people you work with in these groups may be the same people you request programming grants from at a later date. Simply put, community service makes good business sense.

Have a focused plan to support community activities

Designate a staff member to coordinate station support of community activities. A budget should be established to fund donations and local non-profit group functions. The station program should be broad enough to include all major charities and community groups. Also, your station could sponsor high school internships in broadcasting and special grants to the arts. Whatever you decide to support, it should be a part of a coordinated effort tying your campus station to all facets of your local community.

These are a few ideas to start your campus station on the road to greater community involvement. Once you get started, you will find many more ways to reach your local community. The increased involvement of your station in your local community will generate greater public support for your station and increased listeners.

BEA: ANNOUNCING 'CALL FOR APPLICATIONS' FOR THE 2006-2007 ACADEMIC YEAR

BEA National Scholarships for Full-Time College Students at BEA Institutional Member Schools

Application Deadline: October 1 , 2005

<http://www.beaweb.org/scholarships.html>

BEA is the professional development association for professors, industry professionals and students involved in teaching and research related to radio, television and other electronic media. BEA administers a variety of scholarships annually, to honor broadcasters and the broadcast industry. The BEA Two Year Scholarship is for study at schools offering only freshman and sophomore instruction or for study at 4-year institutions by graduates of BEA 2-year programs. All other scholarships are awarded to juniors, seniors and graduate students at BEA Member colleges/universities.

The following application forms are in "interactive" .pdf format. You can fill in the fields and then print. These files cannot be save with fields filled in, so you may want to type answers in your Word application, save, then copy-and-paste text into the PDF documents to be sure text isn't lost in the event of a computer crash or other problem.

[Description of Scholarships](#) (PDF)

[Directions & Checklist](#) (PDF)

[Application Form #1](#) (PDF)

[Application Form #2](#) (PDF)

[Application Form #3](#) (PDF)

The campus on which you wish to use this scholarship must be a BEA Institutional Member in order for you to be eligible for a BEA Scholarship. To find out if your school is a BEA Institutional Member, call the BEA Customer Service office, toll-free, at: 1-888-380-7222 or 240-243-2200, in MD

MAIL COMPLETED BEA 2006-2007 SCHOLARSHIP APPLICATION MATERIALS, ABOVE, TO:

Dr. Peter B. Orlik, BEA Scholarships Chair

344 Moore Hall

Central Michigan University

Mt. Pleasant, MI 48859

Questions? E-mail Dr. Orlik at orlik1pb@cmich.edu.

Due to the large volume of scholarship related business, phone calls cannot be returned.

CALL FOR PAPERS

Special theme issue of the *Journal of Broadcasting & Electronic Media*
Broadcasting and Electronic Media of the Americas

Broadcasting and Electronic Media of the Americas is the title of a special issue now being planned for the *Journal*. This issue will be guest co-edited by David Spencer, Western Ontario University and Joseph Straubhaar, University of Texas.

National and International media of the Western Hemisphere have not received enough scholarly attention. Scholars have studied systems in the United States and all over the globe, yet we know little about our closest neighbors, especially Canada and Mexico. This special issue is intended to encourage research on a broad spectrum of topics relating to the countries of North, Central, and South America.

Submission deadline for manuscripts is June 30, 2005.

Possible relevant topics include, but are not limited to, the following:

- Historical, critical and legal subjects
- Comparing broadcast regulation in the Americas
- Television, film, and news flow between NAFTA countries
- Television, film, and news flow between American hemispheres
- Cultural policies and cultural production in the Americas
- News coverage of other nations in the Americas
- New Technology, satellite and the Internet in the Americas
- Broadcasting ownership across the borders in the Americas
- Comparative development of television programming in the Americas
- From soap operas to telenovelas

We encourage a variety of approaches to these topical areas. We invite submissions of original research that examine a broad range of issues concerning the electronic media, including their historical, technological, economic, legal and policy, cultural, and social dimensions. The *Journal* is open to a diversity of theoretic paradigms and methodologies. Manuscripts should conform to the guidelines of the *Journal of Broadcasting & Electronic Media*. For current information on manuscript preparation see <http://www.beaweb.org/jobem/info.html>

To be considered for this issue, manuscripts must be received by June 30, 2005. Inquiries and five copies of the manuscript should be sent to one of the following addresses depending upon the topic:

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[<< RETURN TO TABLE OF CONTENTS](#)

FREEDOM FORUM DIVERSITY INSTITUTE GRADUATES SEVENTH CLASS OF JOURNALISM FELLOWS

NASHVILLE, Tenn. — The seventh class of 16 journalism fellows – the program’s largest class to date -- has graduated from the Freedom Forum Diversity Institute, a training program at Vanderbilt University for people of color who want to become journalists but have not had formal journalism training.

After graduating from the 12-week program April 15, fellows joined the staffs of their sponsoring newspapers as full-time journalists.

Among the 16 Diversity Institute graduates are:

- Wayne Ma, who earned a bachelor’s degree in political science and African studies from the University of Illinois at Urbana-Champaign and will work as a reporter at the Quad-City Times in Davenport, Iowa.

- Elizabeth Roman, who this week became a reporter at the Telegram & Gazette in Worcester, Mass. Previously, Roman used her master’s degree in education from Harvard University and graduate certificate in public health management from Suffolk University to support her family as a city planner in Cambridge, Mass., and director of planning and operations for a health center in Boston.

- Hanna Tamrat, an associate insurance underwriter in San Francisco and a licensed childcare provider who earned a degree in economics and international relations from San Francisco University. Tamrat will now work as a reporter at The Oakland (Calif.) Tribune.

Diversity Institute fellows are people seeking a mid-career change or recent college graduates who did not major in journalism. Applicants are nominated by newspaper editors, generally in the applicant’s hometown. Participating newspapers agree to hire their nominees as full-time journalists after they have completed the program, which consists of 12 weeks of hands-on training introducing the fellows to all aspects of print journalism — reporting, writing, editing, visual journalism, media ethics and journalism history.

Diversity Institute fellows are taught at the John Seigenthaler Center, a Freedom Forum facility on the campus of Vanderbilt University in Nashville. Participants are housed in nearby apartments and receive a small stipend during the program. The Freedom Forum pays all expenses.

This class brings to 67 the total number of Diversity Institute graduates since the program began in June 2002. For additional information, including application information, visit the Diversity Institute’s Web site (www.diversityinstitute.org).

New graduates of the Freedom Forum Diversity Institute and their sponsoring newspapers:

- Bobbie Burks – Fayetteville (N.C.) Observer
- Terri Carter – Advocate Messenger, Danville, Ky.
- Terrance Dean – New York Sun
- Corey Johnson – Atlanta Journal-Constitution
- Lakendra Lewis – Corpus Christi Caller-Times
- Laura Luxor – Scripps Howard
- Wayne Ma – Quad-City Times, Davenport, Iowa
- Linda McKnight – The Gaston (N.C.) Gazette
- Leopoldo Miramon – Imperial Valley Press, El Centro, Calif.

- Ahmar Musti Khan – The Times, Shreveport, La.
- Sharon Narcisse – Daily American, Somerset, Penn.
- Elizabeth Roman – Telegram & Gazette, Worcester, Mass.
- Jacqueline Sanchez – Star-Herald, Scottsbluff, Neb.
- Christopher Sanders – Montgomery (Ala.) Advertiser
- Janar Stewart – South Bend (Ind.) Tribune
- Hanna Tamrat – Oakland Tribune

The Freedom Forum, based in Arlington, Va., is a nonpartisan foundation dedicated to free press, free speech and free spirit for all people. The foundation focuses on three priorities: the Newseum, First Amendment issues and diversity in U.S. daily newspaper newsrooms.

FREEDOM FORUM DIVERSITY INSTITUTE ACCEPTING APPLICATIONS FOR 2006 CLASS

NASHVILLE, Tenn. —The Freedom Forum Diversity Institute, a training program at Vanderbilt University for people of color who want to become journalists but have not had formal journalism training, is accepting applications for its 2006 class of journalism fellows.

The Freedom Forum Diversity Institute is an intensive 12-week program that trains people of color, particularly non-traditional or second-career professionals, who want to become journalists in a daily U.S. newspaper newsroom. The program is designed to develop participants' skills as reporters, copy editors, photographers and graphic artists. The Freedom Forum pays all expenses for training, transportation and housing, plus a stipend during the training period. To be admitted to the program, participants must have sponsoring newspapers that agree to provide them full-time jobs as journalists upon successful completion of the training session. Since the Diversity Institute opened in June 2002, 67 fellows have graduated from the program.

The 2006 Diversity Institute class will run from Feb. 5 to April 28. The application deadline is Dec. 9.

The Diversity Institute is located in Nashville, Tenn., on the campus of Vanderbilt University, adjacent to the First Amendment Center. Eligible nominees must be able to relocate temporarily to Nashville during the training period, and agree to work at the newspaper that endorses their application at the end of the classroom instruction time. Working with daily newspapers throughout the United States, the institute helps place participants in or near locations where they currently reside.

For additional information, including application information, visit the Diversity Institute's Web site (diversityinstitute.org.) Nominations and application forms should be mailed to: Robbie Morganfield, Executive Director, Freedom Forum Diversity Institute at Vanderbilt University, 1207 18th Ave. South, Nashville, TN 37212

NAB'S 'MR. TELEVISION,' CHUCK SHERMAN, DIES

Charles E. Sherman, former executive VP of TV for the National Association of Broadcasters, died June 18 in Philadelphia (his home town) after a long illness.

“Chuck Sherman was ‘Mr. Television’ at NAB for nearly 15 years,” said NAB President Eddie Fritts. “Chuck will best be remembered for helping launch NABEF’s Service to America Summit, and for directing the Foundation that has helped many minorities and women advance into leadership ranks of local broadcasting. The NAB family extends our condolences to Elaine and the entire Sherman family.”

Sherman, 71, had been with the NAB since 1988, first as VP, television, and from 2002 until 2004 as president of the NAB Education Foundation, which just last week handed out its Service to America awards for public service, a program he created.

The Education Foundation also oversees education and training programs, diversity initiatives, and First Amendment efforts.

Sherman came well equipped for both the TV and education aspects of his NAB career.

He served in the Army as a TV and radio announcer, managed two tv stations and one radio (WTRF Wheeling W.Va., and its companion FM and WHOI Peoria), and was chairman of the radio-TV-film department at the University of Wisconsin and as head of the telecommunications department at Indiana University.

As VP or television from 1988, Sherman headed up the association’s support and outreach to station members, including help in planning the transition to digital TV.

Chuck is survived by his wife Elaine, two sons, a daughter, and four grandchildren.

Contributions can be made to the Charles and Elaine Sherman Lectureship Series at Temple University,... online or via mail.

By John Eggerton

Please note in the memo line of the check or on attached correspondence that you would like the gift directed to the Charles and Elaine Sherman Lecture Series.

Gifts and inquiries should be addressed to:

Jane Moses
Director of Development
School of Communications and Theater
Temple University
1938 Liacouras Walk
Philadelphia, PA 19122
Phone: (215) 204-1384
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E-mail gifts can also be made online at:

www.temple.edu/alumni_friends/

In the section which states I would like my gift or pledge payment to benefit: please use the “Other” button and note the gift should be designated to the Charles and Elaine Sherman Lecture Series.

ORLIK HONORED

Pete Orlik, Central Michigan University, has received that institution's President's Award for Outstanding Research and Creativity

GROSS FILM PROJECT

Lynne Gross, professor at California State University, Fullerton, has been working on a video project underwritten by the TV Academy. The distributor's website address is:

<http://www.firstlightvideo.com>

You might also want to look at some of the curriculum materials that come with the DVD. They can be seen at:

<http://www.journeysbelowtheline.com>

OHIO BROADCASTERS SET DATES

The Ohio Association of Broadcasters has set regional meetings – which will be held on college campuses in the fall. These conferences will have a sales track (all day) and then a management/HR track in the morning, a college track in the morning, and then a career fair in the afternoon for the management/HR/college students. All attendees will join together at lunch.

Details are still being finalized but dates and locations are:

Tuesday, October 11 – Ohio University, Athens

Wednesday, October 12 – University of Cincinnati, Cincinnati

Wednesday, October 19 – Kent State University, Kent

Friday, October 21 – Bowling Green State University, Bowling Green

More information can be found at www.oab.org

26 STUDENTS ENROLLED TO ATTEND AMERICAN INDIAN JOURNALISM INSTITUTE

Vermillion, S.D. — Twenty-six Native college students from 11 states are enrolled to attend the fifth annual American Indian Journalism Institute, June 5-24, 2005, at the Al Neuharth Media Center on the University of South Dakota campus.

AJJI, a joint program of the Freedom Forum and USD, is the country's largest college academic program for Native journalism students. AJJI teaches the fundamentals of good journalism in an intense four-credit course that concentrates on reporting, writing, photojournalism, ethics and professional standards. Students attend classes, receive practical experience in journalism labs, go on educational field trips and produce two editions of an institute newspaper, *The Native Journal*.

"AJJI is training the next generation of Native reporters, photographers and editors," said the Freedom Forum's Jack Marsh, who is founding director of AJJI and executive director of the Al Neuharth Media Center.

"The Freedom Forum is committed to improving employment diversity in daily newspapers. AJJI promotes journalism opportunities for Native Americans because they are the most under-represented group in the industry. At last count there were only 295 Natives among the 54,000 journalists working at daily newspapers."

AJJI students come from 21 tribes. The Navajo Nation has the most representation with five students. The Cheyenne River Sioux Tribe is next with three students. Other tribal affiliations are: Arikara, Blackfeet, Cherokee, Citizen Band Potawatomi, Colorado River, Colville, Crow, Ho-Chunk, Hoopa, Maya, Northern Cheyenne, Prairie Band Potawatomi, Salish, Santo Domingo Pueblo, Seminole, Sisseton-Wahpeton, Spirit Lake, Standing Rock Sioux and the Three Affiliated Tribes.

The AJJI visiting faculty includes 13 experienced and award-winning journalists: **Ray Chavez**, journalism professor, University of South Dakota; **Steve Chin**, new media specialist for the Maynard Institute; **Michael Downs**, journalism professor, University of Montana; **Katja Elias**, assistant metro editor of the Sioux Falls, S.D., Argus Leader; **Bill Elsen**, a former editor and recruiter for The Washington Post; **Val Hoepfner**, deputy photo director for the Indianapolis Star; **Margaret Holt**, a senior editor for the Chicago Tribune; **Kelly Johnson**, copy editor for The Oregonian in Portland; **Jack Marsh**, executive director of the Freedom Forum's AI Neuharth Media Center; **Dennis McAuliffe**, University of Montana journalism professor and director of RezNetNews.org; **Jodi Rave**, columnist and Native issues reporter for Lee newspapers; **Fred Sweets**, a former senior photo editor for the Associated Press; and **Clarence Williams**, who won the 1998 Pulitzer Prize as a staff photographer for the Los Angeles Times.

Several guest speakers will give presentations during AJJI: **Mary Kay Blake**, senior vice president of the Freedom Forum; **Michael Gartner**, former president of NBC News, veteran newspaper editor and winner of the Pulitzer Prize for editorial writing; **Victor Merina**, senior fellow, Annenberg Institute for Justice and Journalism; **Al Neuharth**, founder of the Freedom Forum and USA TODAY; **Wilma Mankiller**, former principal chief of the Cherokee Nation; **Chuck Trimble**, former executive director of the National Congress of American Indians and founder of the American Indian Press Association; and **Ron Walters**, former executive director of the Native American Journalists Association. The presentations will be videotaped and televised later this year in a weekly series on South Dakota Public Broadcasting.

Sixteen AJJI graduates will work this summer as paid interns at different news organizations: Argus Leader, Sioux Falls, S.D.; Associated Press, Sioux Falls bureau; The Forum, Fargo, N.D.; Muskogee (Okla.) Daily Phoenix; St. Cloud (Minn.) Times; and at Lee newspapers in Billings, Mont., Tucson, Ariz., and elsewhere.

For further information, contact
Jack Marsh, executive director
Freedom Forum's AI Neuharth Media Center
555 Dakota St.
Vermillion, S.D. 57069
e-mail jmarsh@freedomforum.org
(605) 677-6315

NAB AWARDS BROADCAST RESEARCH GRANTS

Washington, DC - NAB's Research and Planning Department has announced the award of five research grants to academic scholars as part of its annual "Grants for Research in Broadcasting Program." Each year, this highly competitive program attracts research proposals from broadcast scholars throughout the country.

David Allan, St. Joseph's University, "Comparative Effectiveness of 30- versus 60-Second Radio Commercials on Recall."

Carolyn A. Lin, University of Connecticut, "Audience Adoption Intentions and Action in a Competitive Radio Marketplace: Testing a Technology-Choice Model."

Jennifer E. Moore, University of Minnesota, "Negotiating Consolidation: The State of Small Radio Groups."

Kartik Pashupati and Alice Kendrick, Southern Methodist University, "HDTV and the Advertising Industry: A Survey of Factors Inhibiting and Aiding Adoption in Ad Agencies."

Debora Halpern Wenger, Virginia Commonwealth University, "Resource Allocation and Managerial Oversight of Morning Television Newscasts."

The NAB Grants program is designed to stimulate interest in broadcast research, and especially research on economic, social, or policy issues of importance to the commercial broadcast industry. The goal is to make high quality academic research available to industry practitioners, as well as to other academics. The proposals are evaluated by an independent panel of academic and industry research professionals and by representatives of NAB's Committees on Local Radio Audience Measurement (COLRAM) and Local Television Audience Measurement (COLTAM). The final awards are based on criteria that include problem conceptualization, research method, contribution to the field, and the clarity and thoroughness of the proposed research. The competition is open to all academic personnel.

The final reports from these research projects are due by May 2006. For further details about these studies, please contact the NAB's Research and Information Department at 202-429-5489. Details about the Research Grants program are available at: www.nab.org/research/grants/grants.asp.

The National Association of Broadcasters is a full-service trade association that promotes and protects free, over-the-air local radio and television stations' interests in Washington and around the world. NAB is the broadcaster's voice before Congress, federal agencies and the courts. NAB also serves a growing number of associate and international broadcaster members.

Information about NAB can be found at www.nab.org.

[<< RETURN TO TABLE OF CONTENTS](#)

CALL FOR MANUSCRIPTS: JOURNAL OF MEDIA BUSINESS STUDIES

The Journal of Media Business Studies is seeking manuscripts related to business aspects of media including strategic, organizational, financial, marketing, and entrepreneurial issues and practices. Its purpose is to convey research that develops, tests, and applies theories and business analytical approaches to managerial and economic aspects of media enterprises and the issues confronted by media businesses.

The journal has particular interests in contemporary issues faced by media firms. The editors are interested in topics including strategic problems of media in mature industries, growth strategies and management for emerging media operations, company renewal and rejuvenation processes, effectiveness of different types of corporate governance in media, best practices in organizational structures and operations of media firms, leadership in media enterprises, and issues of small- and mid-sized media and family-owned media businesses.

The journal will consider manuscripts on relevant topics up to a maximum of 25 double spaced pages in length. Authors should include a 75-100 word abstract, and 5 key words under which the article should be indexed and searchable. The journal uses reference style rather than footnotes and authors should follow APA reference style.

Manuscripts submitted should not be currently under review elsewhere. Authors should submit the manuscript as an e-mail attachment to robert.picard@ihh.hj.se or 3 physical copies of the manuscript and a 3.5" disc or CD-ROM containing captured keystrokes, can be sent to:

Prof. Robert G. Picard

Editor, Journal of Media Business Studies Media Management and Transformation
Centre Jönköping International Business School P.O. Box 1029

SE-551 11 Jönköping

Sweden

For more information: www.jombs.com

[<< RETURN TO TABLE OF CONTENTS](#)

BOOKS AVAILABLE TO REVIEW

Feedback has a large selection of books available for review for future editions of *Feedback*. E-mail your request for reviews to Joe Misiewicz, *Feedback* editor, Ball State University, at jmisiewicz@bsu.edu.

- Atkins, Joseph B. *The Mission: Journalism, Ethics and the World*
- Braman, Sandra *Biotechnology and Communication: The Meta-Technologies of Information*
- Bucy, Erik P.
Newhagen, John E. *Media Access: Social and Psychological Dimensions of New Technology Use*
- Burns, Russell W. *Communications: An International History of the Formative Years*
- Friedman, Barbara G. *Web Search Savvy: Strategies and Shortcuts for Online Research*
- Lipson, Carol
Day, Michael *Technical Communication and the World Wide Web*
- Maheu, Marlene M.
Pulier, Myron L.
Wilhelm, Frank H.
McMenamin, Joseph P.
Brown-Connolly, Nancy E. *The Mental Health Professional and the New Technologies: A Handbook for Practice Today*
- McDaniel, Drew *Electronic Tigers of Southeast Asia: The Politics of Media, Technology, and National Development*
- Murray, Michael D.
Moore, Roy L. *Mass Communication Education*
- Oostendorp, Herre van
Breure, Leen
Dillon, Andrew *Creation, Use, and Deployment of Digital Information*
- Pelton, Joseph N.
Oslund, Robert J.
Marshall, Peter *Communications Satellites: Global Change Agents*
- Redmond, James
Trager, Robert *Balancing on the Wire: The Art of Managing Media Organizations*

Salwen, Michael B.
Garrison, Bruce
Driscoll, Paul D.

Online News and the Public

Seel, Norbert M.
Dijkstra, Sanne

*Curriculum, Plans, and Processes in Instructional Design:
International Perspectives*

Selfe, Cynthia L.
Hawisher, Gail E.

*Literate Lives in the Information Age: Narratives of
Literacy From the United States*

Wood, Andrew F.
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*Online Communication: Linking Technology, Identity,
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[<< RETURN TO TABLE OF CONTENTS](#)

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Meridian Community College
Messiah College
Michigan State University
Mississippi State University
Missouri Southern State University-Joplin
Monroe Technology Center Television
Production
Montclair State University
Montgomery Community College
Morehead State University
Mount San Antonio College
Communications
Murray State University
Muskingum College
Nanyang Technological University
New England School of Communication
Normandale Community College
North Central College
Northern Arizona University
Northern Illinois University
Northwest Missouri State University
Northwestern College
Northwestern Oklahoma State University
Northwestern University
Notre Dame University
Ohio Northern University
Ohio University
Oklahoma Baptist University
Oklahoma City University
Oklahoma State University
Onondaga Community College
Otterbein College

Parkland College
Pennsylvania State University
Pittsburg State University
Plattsburgh State University of NY
Point Loma Nazarene University
Purdue University Calumet
Quinnipiac University
Richland College
Robert Morris University
Rochester Institute of Technology School
of Film & Animation
Rockport College
Roosevelt University
Rowan University
Saint Xavier University
Salisbury University Communication &
Theatre Arts
San Antonio College
San Francisco State University
San Jose State University
Santa Ana/Santiago Canyon College
Santa Monica Community College
Savannah State University
Shippensburg State University
Slippery Rock University
South Suburban College
Southeast Missouri State University
Southern Illinois University at Carbondale
Southern Utah University
Southwest Missouri State University
St. Bonaventure University
St. Cloud State University
St. John's University
St. Mary's University
Staffordshire University
Stephen F. Austin State University
Stephens College
SUNY - Brockport
SUNY - Oswego Communications
Studies
Sunny Alfred WETD
Susquehanna University
Syracuse University
"Temple University Depmnt of
Broadcasting, Telecom. & Mass Media"
Texas Christian University

Texas State University - San Marcos Mass
Communication
Texas Tech University
Towson University
Towson University
Trinity University
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University of Hawaii, Manoa
University of Houston
University of Idaho
University of Illinois at Urbana-
Champaign Department of Journalism
University of Indianapolis
University of Iowa
University of Kansas
University of Kentucky
University of La Verne
University of Louisiana at Monroe
University of Maryland, College Park
University of Massachusetts
University of Memphis
University of Miami
University of Minnesota
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University of Texas at Austin
University of Texas at El Paso
University of the Incarnate Word
University of the Ozarks
University of Utah
University of Western Ontario Faculty of
Info & Media Studies
University of Wisconsin - Madison
University of Wisconsin at Eau Claire
University of Wisconsin at La Crosse
University of Wisconsin at Platteville
University of Wisconsin at Stevens Point
University Politecnico Grancolombiano
Utah State University
Virginia Polytechnical Institute & State
University
Vrije Universiteit
Wake Forest University
Wartburg College
Washburn University
Washington State University
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Webster University
Western Illinois University
Western Kentucky University School of
Journalism & Broadcasting
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Xavier University

[<< RETURN TO TABLE OF CONTENTS](#)



Feedback

Broadcast Education Association
World Headquarters
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Washington, DC 20036
USA
<http://www.beaweb.org>

2005-06 BEA OFFICERS

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V.P. Academic Relations, Dave Byland,
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V.P. Industry Relations, Gary Corbitt, WJXT-TV, Florida
Secretary-Treasure and District II Representative, Tom Berg,
Middle Tennessee State University
Immediate Past President, Steve Anderson,
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Executive Director, Louisa Nielsen, BEA Headquarters

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

Ms. Louisa A. Nielsen, Executive Director
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BEA DIVISION WEB SITES

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