

# Static

The Newsletter of the Radio-Television Journalism Division of AEJMC October 1998

## Division to Scrutinize Broadcast News Curriculum

by MATT EHRLICH

Teaching Standards Committee Chair

Good teachers are supposed to ask good questions. They may not always know the answers, but they do know how to help others see why the questions are important and why the answers are worth pondering.

In that spirit, I want to pose a few questions that we might ponder as broadcast (or if you prefer, "electronic") journalism educators. I certainly don't know all the answers, and I realize that some people may have a different set of questions they think are more important to ask. These simply concern things that give me pause at odd hours, thoughts that go bump in the night.

Let's start off with an easy one:

**1. CAN BROADCAST NEWS BE SAVED?** Of course it is a noble profession, and of course there are still quality newsrooms out there. But when mega-corporations gobble up stations and eliminate news staffs, and when the newsrooms that remain come under increasing pressure to schlock up and sleaze down their product (so that it finally IS nothing more than "product"), what is there left to train students for? Should we train them for something else entirely say, independent documentary production or Internet reporting? Or should we finally call it quits and (that "Winds of Change" report be damned) concentrate on teach-

ing them to be good critics who can see through the pap that passes for news?

Here's another softball:

**2. SHOULD WE ELIMINATE ALL THE BROADCAST NEWS CLASSES?** I like my job as much as the next person, and naturally I have

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***"We increasingly may be forced to justify our existence within our own schools and departments."***

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concerns about fraternizing too closely with those rascally ink-stained wretches who make a special point of informing you that they don't even own televisions. Still, would we be better off declaring that technological specializations within journalism are increasingly irrelevant? Are we allowing ourselves to be confined to ghettos within our schools, ignored and condescended to by those who think that cameras and microphones are extravagant playthings for the none-too-bright? Should we

strive instead for a new curriculum combining the traditional specializations and giving us equal status with our print brethren?

I have my own opinions concerning these two questions. In a nutshell, they translate into "sure hope so" and "not just yet." All flippancy aside, I do think they are questions we need to confront. If what already has happened to radio news also happens to television news, the job market for new broadcast journalism graduates, never exactly great to begin with, is likely to constrict. At the same time, any future slowdown in the nation's economy will naturally bring more pressure to bear upon higher education. We increasingly may be forced to justify our existence within our own schools and departments. To do so, we must demonstrate that we have thought carefully about our teaching mission what we want our students to learn and why we want them to learn it and show why that mission is important and relevant. We hope our division can discuss that mission during the coming year via our conferences, our electronic discussion group (RTVJ-L), and this newsletter.

We have a number of teaching sessions in the early planning stages for next year's conference in New Orleans. The first is a pre-conference session on news writing. We'll talk

*see Teaching, page 2*

# Head Notes

by JIM UPSHAW  
RTVJ Head

This edition of "Head Notes" will be brief. Others need space here in *Static* to make some vital points—many of which involve you.

I hope simply to refocus all of us on the fact that the RTVJ Division of AEJMC is a special organization. There's nothing else quite like it. It's not simply a small activists' club or another academic cult; it's not heavily skewed toward a specific perspective or emphasis. It's a long, wide bridge. It unites new and veteran scholars with crusty and street-fresh journalists to explore what may be the most controversial mass medium of them all.

We work to improve broadcast journalism as unapologetic advocates of quality and conscience. We strive to analyze and theorize about electronic media for the greater knowledge of a turbulent society. And from the sum of all that, we teach. We teach hard. We try to teach well. In the faces of our students we see the reasons for the whole enterprise.

Over Chicago pizza or Baltimore crab cakes, members of RTVJ chat, criticize, argue and advocate. All of us bring respect, not just an appetite, to the convention tables. When we can "win" an academic debate or cut a deal for richer internships, we revel, but keep working. And when there are open and honest squabbles (like one I witnessed this summer), it's because we constantly grope for new understandings of our field.

Nobody's satisfied. In these often distressing days for journalism in general, nobody should be. There obviously is too much to be done.

Elsewhere in this issue of *Static* are thoughtful messages from other division leaders for 1998-99. I commend them to you as a starting point for new resolve and creativity. What we can muster will pay off in many stimulating ways next summer in New Orleans.

But as you'll see—whether in classrooms, newsrooms or the meeting rooms where we ponder the future of electronic media—our division can help year round to move us toward the goals we share.

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## 1998 DBJE Recipient Offers Thanks

My thanks to the division for conferring upon me the Distinguished Broadcast Journalism Educator award for 1998. It's an honor that makes me glad, more than ever, that I became an educator.

Special thanks to Rob Wicks, Don Heider, Jim Upshaw and the others who put together the delightful August 7 program at the Baltimore Civil War Museum. It was my choice to go live instead of tape this time. Hearing kind words from former students and colleagues, and getting to see them again, in person, was great.

A lineup to do one proud:

Former students Jill Geisler and Bonita Billingsley. Jill, my student at

the University of Wisconsin in the early '70s, was the first woman to become news director of a network affiliate in a major market (WITI-TV, Milwaukee, in 1978). She left this year to join the Poynter Institute faculty. Two decades after I taught Jill to shoot newsfilm, Bonita, who has never seen a 70DR film camera outside a museum case, took my graduate seminar at Missouri while gaining experience at KOMU-TV. She's now an award-winning reporter for Maryland Public Television.

Early RTNDA colleagues Ray Heibert and Lou Prato. Ray was University of Maryland J school dean in

*see Thanks, page 6*

## Teaching, from page 1

about writing at different stages in the curriculum and whether stylistic changes are necessary to accommodate technological change (i.e., the Internet). During the conference itself, we tentatively have planned sessions on web-based curricula, ethics, international reporting, and "tips of the teaching trade." Concerning the web, many broadcast programs are adding Internet-based reporting to their core classes. What possibilities and problems do such changes present? Concerning ethics, we'll revisit Tailwind, the Starr report, and other thorny matters that have confronted the electronic media this past year. What can our students learn from those cases? As for international reporting, many students are interested in studying and eventually working abroad. What courses and programs are especially effective in serving those goals? Finally, with "tips of the trade," we will invite a group of master teachers to share strategies for effective learning and dealing with inevitable problems (difficult students, malfunctioning equipment, etc.).

All of this leads me to my third and most worrisome question:

### 3. WHERE WILL WE FIND PEOPLE TO SERVE ON ALL THESE SESSIONS?

That, of course, is where you come in. If you have an interest in participating, or if you know of others who may want to join or even co-sponsor these panels, by all means let me or one of the other RTVJ officers know. And if you have thoughts concerning the other questions I've posed or if you want to pose one of your own we hope you'll share them with *Static* or post a message to RTVJ-L. We may not come up with any firm answers. But airing out the questions may at least help us sleep better at night.

# Broadcast News Coverage of Minority Issues to be Examined

by PHILLIP JETER  
Florida A& M University

One of RTVJ's many partners in the education is AEJMC's Commission on the Status of Minorities — and I'm this year's liaison to that important panel.

The Commission on the Status of Minorities (CSM) was created to elevate the discussion of minority issues to the highest level of AEJMC. Although there was a Minorities and Communication (MAC) Division of AEJMC prior to the CSM creation, the MAC Division operates — as do all AEJMC divisions — on a sub-board level. As a member of the AEJMC Executive Committee, the CSM Chair sits at the AEJMC decision-making table. I've known Federico Subervi, this year's CSM Chair, since we were graduate students at the University of Wisconsin-Madison together and I have total confidence in his ability to discuss minority issues at the AEJMC leadership level. I look forward to working with him.

Although I am a former MAC Division head, I hope the RTVJ Division does not view me as any type of swami when it comes to the issue of the overlap of broadcast journalism and race and ethnicity. This partial intersection is a complicated one. Consequently, it should come as no surprise that radio and television journalism, an endeavor where brevity is taken for granted, has inherent difficulty in trying to unravel or make sense of this Gordian knot.

We know broadcast journalism will make time for the information it considers important. The Bill, Monica and Ken soap opera covered as "Sexgate" is the latest reminder that never have so many broadcast journalists been able to

say so much to so many so of ten. However, when the subject is race, how much time is given to the subject, how thoughtful is that discussion and in the instances when it does occur is there more heat than light?

My role as liaison to the CSM will be to try to help the RTVJ Division ensure it does not have its head in the sand when it comes to a quarter of the nation's population and to make sure the issues of race, representation, and coverage do not fall through the Divisional crack.

Much has been made of the convergence issue and many of our programs are scrambling to get the latest equipment to make our graduates more marketable. While this is understandable since many of our programs have a professional orientation, I am reminded of the warning the late Edward R. Murrow sounded over 40 years ago. In our focus on new technology, digitization and marketability, is there a risk of putting too much emphasis on chips and the size of hard drives and not enough on what comes out? I'm more interested in what comes out and what the Division is doing to discuss that. I said discuss because while my personal preference would be for change in past content and employment issues and practices, I am old enough to know that discussion precedes change but the facts should precede discussion.

When RTVJ Division Head Jim Upshaw appointed me, Jim asked that the division look at minority issues with a "more than business as usual attitude." I know that good ideas can come from anywhere. As I know more about this year's issues, I will share them with you. If I make requests for information, I hope you will respond in a timely manner. We can make a difference — if we want to.

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## Division Works to Increase Women's Membership

by JEANNE ROLLBERG  
University of Arkansas-Little Rock

As the RTVJ liaison to the Commission on the Status of Women, I seek your help and creativity in attracting more women to the division. Last spring, there was some discussion on RTVJ-L about this challenge. As a reminder, here are some suggestions you made that bear repeating:

1) Recruiting must be enhanced one-on-one, with each member of the division reaching out personally to a potential member or members to help them understand the benefits of membership and the opportunities for professional growth that relate.

2) The RTVJ Division needs to work, perhaps with other divisions, to convince administrators to send new faculty who do not have papers and who are not on panels to attend conventions so they can see firsthand the opportunities conventions offer. Luckily for me, when I first attended at AEJMC convention, I was an assistant professor in a department that did not make paper presentation or panel involvement an absolute requirement to get travel funding. Otherwise, my attendance at a convention would have been delayed by a couple of years.

3) Once we get new members attending RTVJ Division sessions, we

must reach out to them individually to help them feel a part of the group. I well remember the overwhelming feeling of attending the first convention. In the midst of so many people, almost all of whom were strangers, it was easy to feel lonely in a crowd. And since all the other faculty members from my department were in other divisions, I knew almost no one in the RTVJ Division. It was a very intimidating environment.

4) We need to determine what impact BEA membership may be having on membership in the RTVJ Division.

*see Women, page 4*

# Help Sought in Stopping Declining Division Membership

by C. A. TUGGLE  
Membership Committee Chair

If there is any truth to the old adage about strength in numbers, then the strength of our division has been on the wane for the past several years. Compared to 1993, our numbers for 1998 are down by 17 percent. A look at the numbers paints a picture that gives cause for concern. (*see chart at right*)

Of even greater concern is that our biggest drop has come in the past year, when we lost 22 division members. One can only theorize about why this is the case. One thing is almost certain however. We aren't losing members because there are fewer people out there teaching broadcast journalism. For one reason or another, several people who have been with us in the past are not with us any longer and are not being replaced by newer faculty.

We could wring our hands and bemoan this fact, which to me seems like a reactive position, or we could take a proactive stance. I favor the latter approach. So, using this forum I hope to begin a dialogue about how we can make our division more viable to current members and more attractive to graduate students and those who have just joined the ranks of the academy. I have a few basic ideas, but anyone in the division is welcome to offer other

suggestions. In fact, that is what I am asking for.

In the coming weeks, the national AEJMC membership chair (Sandy Davidson, Missouri) will be sending out a letter targeting folks who teach in our schools of communication but have not chosen to join AEJMC. A follow-up letter to those identified as teaching in our area of discipline seems like something that might prove fruitful for RTVJ. Sending a flyer to all such colleges and programs is another approach, similar to a call for papers. We could even call it a call for members. It is likely that each of us knows someone who has interests similar to ours but who doesn't belong to our division or to AEJMC in general, and a personal invitation to join might be all it takes.

But before we can take any of these steps, we need to crystallize the reasons why someone should join RTVJ. Several are obvious: the opportunity to present papers and national and regional conferences, the subscriptions to AEJMC publications that come along with membership, and perhaps most important of all, the opportunity to make new contacts and formalize existing ones through attendance at conventions, via joint efforts on division committees, and via the Web site

## RTVJ Division Membership

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and RTVJ-L. Those far-flung contacts are helpful in a number of ways. From the past two conventions I have gotten co-authors on several projects, have picked up numerous ideas to help in the classroom and with research, and have been met people who are still involved in the industry who share some of my personal concerns about how the academy and the profession can work together more effectively. Additionally, having contacts at other institutions is especially helpful when one is preparing a tenure or promotion package and needs several letters from outside his or her own university.

Again, this brief article is only the beginning of what I hope will be an on-going discussion about how we can attract and retain people to RTVJ. Please forward any thoughts, ideas, or comments you have about ways to maintain and build our numbers. I can be reached via e-mail at [tugglec@fiu.edu](mailto:tugglec@fiu.edu).

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## Women, from page 3

How can we convince BEA members that our division is worth their time and money if they are already heavily involved in BEA? What can we offer them that BEA does not? Also, can RTNDA help us in our recruitment process?

While many challenges in this area remain before us, we can take heart from women's participation in this year's convention. In the listing of pa-

pers available from the division in the most recent AEJMC News, nine of 16 had female authors or co-authors and one dealt specifically in the women-news connection. However, there were four convention papers for the Commission on the Status of Women that dealt with women and electronic news issues, some written by researchers long familiar with women's roles in electronic media. Additionally, the

division's panel about the feminization of broadcast news was quite good, though it was poorly attended because of its early time slot.

I will be representing you working with Kandice Salomone, CSW Head, to help increase gender diversity this year. Please share your insights and suggestions about increasing women's participation in the division by e-mailing me at [jnrollberg@ualr.edu](mailto:jnrollberg@ualr.edu).

# Vice-Head Seeks to Determine Educators' Role in Broadcast News Ethical Issues

by CHRIS ALLEN  
RTVJ Vice-Head & Program Chair

I've started this article two or three times, trying to find a lead. Obviously I still have not found one. The problem is, I think, there is so much to talk about. Which, I've decided, is what I want to talk about.

Media issues have exploded around us in the past eight months, and there is a lot to consider as journalism educators face the changing nature of radio and television news. It is not even a matter of facing the next century. The future is here today. There are more news programs on the air than ever before. Even the venerable 60 Minutes is preparing to add more nights to its schedule as other networks have already done with their news magazines. While CNN fills most of its day with newscasts interspersed with specialty programs, other cable networks have devoted entire months to the doings in Washington.

The evening newscasts on all three traditional networks have changed drastically in the last few years as they grope for ways to retain viewers against competition from indies and cable channels. Local stations have added newscasts without adding personnel, and are now accepting video news releases as stories. We are teased to stay tuned and "find out what's in YOUR drinking water," often only to find out, not much.

Where do we as teachers fit into this? As we prepare our students for jobs in the newsroom, what's the proper balance of skills and ethics? In fact, do we need to concentrate even more on ethics, with the hope that at least some of it will stick when they get the pressure cooker of daily deadlines?

In Baltimore, as I sat in two of our sessions, one on minorities, the other on the feminization of the newsroom, I began to wonder about these types of discussions. I know they are important, and in every single case, they are enlightening. But, I thought, what now? Do we just talk about these issues, or can we, as members of AEJMC, and specifically the Radio-TV Journalism division, actually do something about them?

What we are experiencing in television news is simply the latest of the evolution. Some critics are upset that TV showed the raw, unedited tape of President Clinton's grand jury testimony, but television has a history of showing raw, unedited words and pictures. We zoom in on sports figures mouthing obvious expletives and chuckle about them. The Army-McCarthy hearings and Watergate deliberations were carried live on TV and radio. What TV will show over the next few weeks and months is the latest incarnation of those.

The question is, what will the subsequent coverage and analysis look like?

And, are these issues we should be addressing at the AEJMC convention in New Orleans?

Over the past five or six years, the division has discussed quite a bit the problems and challenges facing the industry. Perhaps it is time to begin examining whether we should be activists in how the broadcast news business is evolving.

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***"Where do we as teachers fit into this? Do we just talk about these issues, or can we actually do something about them?"***

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There is no shortage of topics. Minorities in the news and in the newsroom. Gender roles. The changing nature of story selection for the newscast. The proliferation of news programs on the air and their content. How news stories are told. Photojournalism in an age of shrinking cameras. The Web. Instant and uncensored news. Sex.

Most of us have been to conferences of one sort where these topics have been discussed. The next logical step is to begin talking about the solutions to these problems, if that's what they are. Is it merely part of our teaching, strictly a classroom thing, or is it more? Should we be seeking out ways to raise the consciousness of not only news directors, many of whom also do not like the way things are going, but also of general managers? In fact, where is the root?

Keep these questions in mind. Discuss them on RTVJ-L, or drop me a line if you'd like to see us take them up in New Orleans this August.

***Make a Note!***

RTVJ Midwinter Conference  
Saturday, Feb. 6, 1999  
Freedom Forum  
First Amendment Center  
Nashville, Tennessee



# RTNDA Faces Challenges For New Millennium

by DON HEIDER

University of Texas-Austin

Coming off a successful convention in San Antonio, with attendance over 4,000, you'd think the outlook would be good for RTNDA, and in general, you'd be right. But the organization faces some big challenges in the coming year, and in the next century.

First and foremost, the organization has to deal with some short-term financial bumps in the road. Convention registration revenue was up this year, but in an unprecedented move, one of the luncheon speakers (Carl Bernstein)

was paid a reported \$10,000. It had been RTNDA policy in the past NOT to pay convention speakers. This, added to other costs of operation the organization, have forced the RTNDA Board to take action to see what can be done to ensure that RTNDA stays in the black and on secure financial footing.

According to the organization's recently developed strategic plan, they want to become "the preeminent organization of and for all electronic journalists." There's some question as to whether a group with "News Direc-

tors," in its title, and that is governed by news directors, can ever appeal to non-managers. As well, local broadcast news has hardly led the way in developing and executing web-delivered and multi-media format news. So the organization is also faced with whether to try to make a bid to build membership from the ranks of the new technojournalists. NAB seems to have a huge upper hand at least in terms of its convention commitment to new technology. And another NAB advantage may

see RTNDA, page 7

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## Thanks, from page 2

1972 when he added duties as the first RTNDA *Communicator* editor, an ideal editor for the research reports I started providing at the same time. Lou, who goes back in RTNDA about as far as I do, is a former veteran news director and Northwestern University faculty member. He has long served RTNDA as treasurer and leader in education liaison.

Back to Wisconsin years, research colleagues Don Shaw, University of North Carolina, and Lee Becker, University of Georgia, longtime scholarly authors of pioneering research. And journal editors for whom I refereed manuscripts. They not only participated in the award event, but photographed it for me. Wisconsin Ph.D.s are always good for double duty.

And Tony Atwater, associate VP of academic affairs at the University of Toledo and former RTVJ division head. We've been in touch on research and such since the 1981 AEJMC convention at Michigan State University, where Tony was the shuttle bus driver who introduced himself as also being a Ph.D. student.

August 7, they all charged me with high standards. I plead guilty.

In my remarks, I pointed to the tremendous growth in technology over the past quarter-century. And to a concurrent decline in verbal and journalistic literacy—more concern with hairdos, glitz and hokum than with solid reporting. Hardware has outpaced software, or soft heads in some cases. If ours are to be professional schools rather than trade schools, educators need to look at the field critically and speak out against its cheapening. Don Heider provides a good example in the "Elephants and Green Beans" piece I read recently on ShopTalk.

The award puts me in lots of distinguished company—



**Rob Wicks, DBJE Committee Chair, presents the 1998 Distinguished Broadcast Journalism Educator Award to Vernon Stone at the Baltimore convention.**

from 1983's Jack Shelley, the first DBJE, to 1997's Travis Linn. Links: Jack and I worked together on the first "RTNDA research" in 1952, the year NARND became RTNDA. And in 1972 Travis (then news director, WFAA-TV, Dallas) helped design the questionnaire for the first of the RTNDA-sponsored surveys I conducted until 1994.

Speaking of links, an account of the 1952 research is on the Web (<http://www.missouri.edu/~jourvs/apr52.html>) as "Radio News at Mid-Century." Or just link from my research home page or the RTVJ Division site (<http://lib.drury.edu/pub/rtvj>). See photos of Jack (then WHO, Des Moines) and me (WSUI, Iowa City) on the air at mid-century. Time flies.

Thanks again!

VERNON STONE

Professor Emeritus, Missouri School of Journalism

# Editor's Corner

by LARRY BURKUM  
Drury College

Both *Static* and the division's Web site represent hard work by many people. But both could be much more.

In this newsletter, several Division officers raise pertinent and difficult questions about the future of not only the broadcast journalism industry, but also the future of broadcast journalism education. Such questions shouldn't be reserved just for our conferences and conventions, but should be discussed on the Division's listserv (RTVJ-L) and in *Static*. And that brings me to the point of this column.

We need your input. What do you think about the issues presented in this edition? Are there other issues or concerns you would like to raise? E-mail your thoughts to me for inclusion in the March edition. Even if we don't come up with answers or solutions, the discussion will be healthy and enlightening.

Good ideas ought to be shared. Do you have a favorite exercise or assignment for your broadcast journalism courses? Why not share it with others through the newsletter and the Web site? Are you especially proud of a syllabus for a broadcast journalism course? Send it to me and we'll add it to *RTVJ Online*.

Consider this to be an open invitation to comment on the newsletter, the Web site, or anything else related to broadcast (or electronic media) journalism.

By the way, both *Static* and *RTVJ Online* are being brought to you with generous support from the Communication Department at Drury College.

# About RTVJ-L

The address for subscribing, unsubscribing and other listservices is:

listproc@listserv.umd.edu

To subscribe, leave the subject line blank. Put in the body of the message: subscribe RTVJ-L Your Real First Name Your Real Last Name. For example, if your name is Mickey Mouse, the body of your message would read "subscribe RTVJ-L Mickey Mouse".

To unsubscribe, put in the body of the message:

unsubscribe RTVJ-L

To post a message to the list, send it to:

rtvj-l@listserv.umd.edu

RTVJ-L is unmoderated. Please confine your postings to broadcast news issues or matters which might interest broadcast news professionals, educators or students. Remember that what you post goes to all subscribers.

If you want to communicate only with specific subscribers, please e-mail them directly rather than post generally to the list.

Any questions about the list should be sent to list manager Bill Knowles at: knowles@selway.umd.edu.

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## **RTNDA**, from page 6

be in radio. Several board members were concerned by low attendance this year at the convention by radio news directors, who had opted instead to attend the NAB radio convention. As you can see, the future holds several big questions for the association and its leadership.

On the education front, RTNDA has, as many of you know, formed an education task force. Their efforts, along with prompting from RTVJ, could bring about some positive change within RTNDA. For instance, there seems to be real support for developing (perhaps even with the coming year) some form of national student

awards competition.

At the pre-convention board meeting I made a pitch that the board begin considering whether they would endorse a resolution encouraging news organizations to consider adding paid internships. Not surprisingly, there was some resistance to the idea, but several board members approached me after the meeting to indicate their strong support of the idea. I think RTVJ as a group may need to develop some models of what excellent internships might look like, along with several different pay schemes. As you may know, we remain among the only communication professions that does not offer widespread paid internships for students. What this means is we have a system that is de facto discriminatory

against students who do not have wealthy parents. As well, low starting salaries linked with a lack of paid internships may be responsible for why we aren't seeing the number of male students we once saw. Others have argued that we have ghetto-ized our industry, leading students to pick careers with more earnings potential, despite their initial interest in broadcasting as a career.

For those of who didn't make the trek south to San Antonio, it was fairly good convention, with lots of panels for students, and with our division and the academy well represented. And large speaker fee or not, Bernstein delivered a rousing talk, which is available on video from the RTNDA office for considerably less than ten grand.

Announcing a new publication  
and call for submissions

# Electronic News: A Journal of Applied Research & Ideas

Target date for first issue: spring/summer 1999

The purpose of this journal is to promote and publish readily accessible research and ideas that have clear relevance to the content, conduct and administration of electronic news (especially radio and television) and related fields (such as station Web sites).

Material will be evaluated by academic and industry representatives based on three primary criteria:

1. Clearly applicable to the industry
2. Rigorously researched
3. Easily readable and understandable by industry practitioners, academics and students.

The quality, clarity and accessibility of the writing cannot be overemphasized. Suggested research paper length is 2000-4000 words, including tables, charts, etc. Idea/opinion pieces would likely be shorter. Submissions should be made in triplicate, double-spaced on one side of 8 1/2 by 11 paper with removable cover page containing the name of the person or group submitting the research. In addition to the three copies, one disk should also be submitted (containing all the material, written in either Microsoft Word or Corel WordPerfect).

This is a joint academic-industry project, published by Ball State University. Blind review will be done in pairs, one each from the academy and industry. Submissions should be made to:

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## Static

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of AEJMC Volume 38, No. 1, October 1998

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